

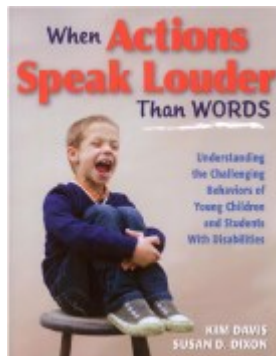
FYI Newsletter March 12, 2012



QUICK SCAN:

- When Actions Speak Louder than Words Workshops
- Resources for Families and Providers
- Increasing Incidence of Autism Spectrum Disorders Continues in Indiana
- Journal Article Coauthored
- Educational Forum on the Impact of Proposed Rules for Educator Preparation and Accountability (REPA II) Changes
- Parent Survey 2011-2012
- Library Corner

UPCOMING



WHEN ACTIONS SPEAK LOUDER THAN WORDS WORKSHOPS: The Institute's [Early Childhood Center](#) in conjunction with the [Indiana Resource Center for Autism](#), will host three workshops designed to build an understanding of how different behaviors are communicative, to understand what their messages might be and how to begin to interpret those messages and to provide positive approaches for supporting behavior. Thinking about behavior as communication presents a different perspective to support our developmental strategies that encourage positive behaviors. This is crucial information to consider so that when an individual “misbehaves” we can learn to pause and ask, “What is this individual saying?”

Workshop dates and locations include:

- March 16, 2012 - Terre Haute, IN: Holiday Inn
- April 12, 2012 - Mishawaka, IN: John Young Middle School
- April 20, 2012 - Richmond, IN: Richmond High School

Certificates of Attendance for 5.25 instructional hours will be available at no charge and can be used for Professional Growth Plan points and Library Education Units. Registration fee is \$125.00 per person. If you have questions about workshop content, contact Kim Davis (davisk@indiana.edu) at (812) 855-6508. All questions regarding registration should be directed to Donna Beasley (dbeasley@indiana.edu) at (812) 855-6508.

ACROSS THE COURTYARD



RESOURCES FOR FAMILIES AND PROVIDERS: The Indiana Institute's [Early Childhood Center](#) developed the [Early Childhood Meeting Place](#) website and has hosted it since 1998. Now, the Family Information and Resources section has been updated and improved. The changes create greater value for families with young children. Families asking for one service, such as help with getting therapy, may have other unmet needs. These pages are an important online resource for finding local services and supports, such as early intervention or food banks, and services offered by Indiana FSSA, DOE, and the Community Action Programs.

Now a marketing campaign is underway to make sure that families, and the providers who support them, are aware of this online resource. An information card is being distributed around the state with nearly 4000 cards requested in the first week. The card has the Meeting Place web address and lists the resource categories in English and Spanish. If you are a provider, contact us for cards to use when families ask for help in locating services. We look forward to hearing from you. Contact Darra Ellis at 800-825-4733 or at dmellis@indiana.edu with the number you would like and where they should be shipped.



INCREASING INCIDENCE OF AUTISM SPECTRUM DISORDERS CONTINUES IN INDIANA: In February 2007, the Centers for Disease Control issued a report based on a sample of 8 year olds, and concluded that the prevalence of autism had risen to 1 in 150 in American children and almost 1 in 94 among boys. By 2009, based on a similar sample, that incidence had increased to 1 in 110. Clearly, each year more children are diagnosed with an autism spectrum disorder (ASD).

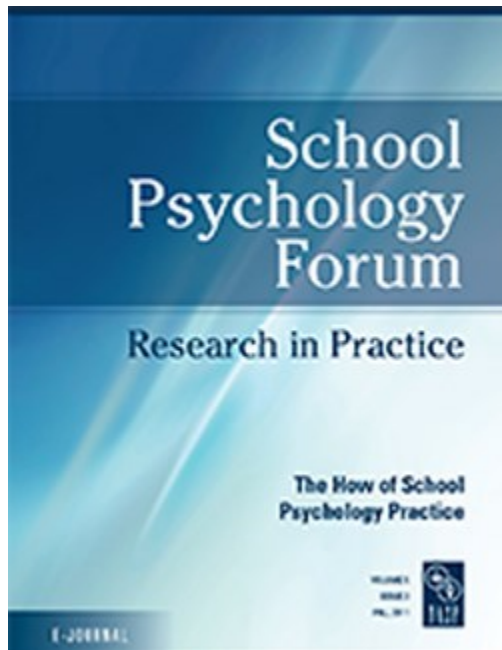
If the projected incidence rates are accurate, what does this mean for Indiana? Based on the estimated census data from 2011, Indiana is home to 6,516,922 citizens. At an estimated rate of 1 in 110, there are potentially 59,245 individuals with a diagnosis on the autism spectrum. Remember these numbers are projected and only estimate the real occurrence of autism spectrum disorders in Indiana. No database exists in Indiana of the actual numbers of people on the autism spectrum.

Another example of the increase of those diagnosed with ASD is the child count data collected by the Indiana Department of Education, Department of Special Education. These data are collected from school districts across

Indiana. According to the December 1 child count data, the number of students identified in 2009 was 10,643. During that year, the incidence rate was 1 in 101. By December 2010, that number had increased to 11,514 and as of December 2011 that count is 12,226. The number of students enrolled in Indiana's public schools during the 2011-2012 school year is approximately 1,041,196. Using that data and the incidence data from December 2011, approximately 12 in 1,000 students in Indiana have a diagnosis of an autism spectrum disorder. This year's identification rate is 1 in 83. The child count data does not include children who are not on special education service plans, and are home schooled or educated in non-public schools. All who have either an IEP or special education service plan are counted.

While there is a general belief and awareness that autism spectrum disorders are on the rise, it is unclear why. Some believe that more children are being identified because the medical community and other professionals have a better understanding of autism spectrum disorders, and because the definition of autism has been expanded to encompass more individuals. Others believe that the increase is real and are advocating for research to investigate the potential causes of autism. Whether we believe the growth is because of increases in ASD or the result of changes in diagnosis, or both, the reality is that more Indiana citizens are being served under the eligibility category of Autism Spectrum Disorders. The other reality is that many of these children come with complex issues and support needs. The potential impact on our schools and other service delivery systems is tremendous. The strain on families is very real and significant. Visit the [Indiana Resource Center for Autism](http://IndianaResourceCenterforAutism.org) for more information or contact Cathy Pratt via e-mail at prattc@indiana.edu.

KUDOS



JOURNAL ARTICLE COAUTHORED: Indiana University School Psychology Program students Rebekah L. Hudock, Yuri Kashima-Ellingson, and the Institute's Scott Bellini, Research and Clinical Director, Indiana Resource Center for Autism, have coauthored a journal article titled Increasing Responses to Verbal Greetings in Children with Autism Spectrum Disorders: A Comparison of the Effectiveness of Social Story and Generic Story Interventions, in *School Psychology Forum: Research to Practice*.

Journal Abstract: The purpose of the current study is to examine the differential effectiveness of two interventions, a Social Story and a generic story intervention, in increasing responses to verbal greetings in children with autism spectrum disorder. Effectiveness of the interventions was determined by children's response rates to adult verbal greetings within a clinic setting. Results indicate no differences between the two story interventions in increasing participants' responses to verbal greetings. Implications for practice and research are discussed.

Hudock, R. L., Kashima-Ellingson, Y., & Bellini, S. (2011). Increasing responses to verbal greetings in children with autism Spectrum disorders: A comparison of the effectiveness of Social Story and generic story interventions. *School Psychology Forum: Research to Practice*, 13(1), 1-10.

Psychology Forum: Research in Practice, 5, 103-113.

Visit the [Indiana Resource Center for Autism Webpage](#) for more information or contact Scott Bellini via e-mail at sbellini@indiana.edu.

IN BLOOMINGTON



EDUCATIONAL FORUM ON THE IMPACT OF PROPOSED RULES FOR EDUCATOR PREPARATION AND ACCOUNTABILITY (REPA II) CHANGES: The [Department of Curriculum and Instruction](#), Special Education Program at Indiana University, will host an Educational Forum focusing on Indiana's Department of Education's proposed changes to the Rules for Educator Preparation and Accountability (REPA).

These issues are of great concern for everyone, not solely teachers and schools, as the education of our children greatly impacts your future!

- See the REPA II Proposal
- Hear its IMPACT on children, parents, and your community
- Participate in a Q&A

The Forum will be held on Tuesday, March 27th at 7:00 p.m., School of Education's Auditorium (ED 1120). FREE Parking will be available in the Jordan Parking Garage. For more information, contact Kharon Grimmet at (812) 856-8100 or e-mail kgrimmet@indiana.edu.

IN INDIANA



PARENT SURVEY 2011-2012: All parents of Indiana's 164,000 students receiving special education services should receive a paper survey sometime during the second week of April 2012. This survey contains 31 questions designed to measure parent satisfaction with their experience in working with education staff at their children's school and the special education services their children are receiving during the current 2011-12 school year.

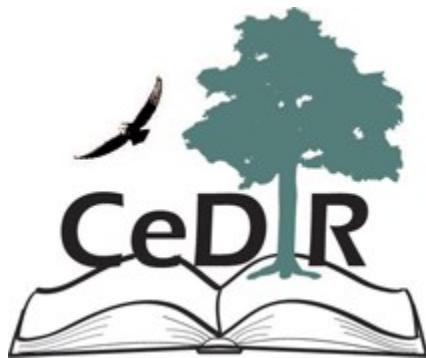
Parents will receive the survey in a white business-sized envelope from their children's school. Parents with more

than one child receiving special education services should complete one survey per child. Additional paper surveys are available to parents from their children's school. Even though parents will receive a paper copy of the survey, parents with Internet access are encouraged to complete the [survey on-line](#).

During the first week of April, 2012, each Special Education Planning District Director in Indiana will receive a shipment of surveys to be distributed to parents by mail or in person from school personnel. Some surveys may also be sent home with the children receiving special education services. If parents do not receive a survey by April 16, 2012, they should complete the survey on-line or request a paper survey by contacting the person at their children's school responsible for overseeing the special education services their children receive.

The survey will take about five minutes to complete and all individual responses will be kept confidential. Completed surveys must be completed on-line or mailed by April 30, 2012. It is important for all parents to complete this survey so that the Indiana Department of Education and Indiana's School Districts can improve the quality of special education services provided to Hoosier children and their families. The results of this survey will be sent by the [Indiana Department of Education](#) to the [U.S. Department of Education](#) to fulfill federal legal requirements under Indicator 8 of the Individuals with Disabilities Education Improvement Act.

LIBRARY CORNER



NEW ITEMS: The following new materials may be borrowed by Indiana residents from the [Center for Disability Information and Referral](#) at the Institute. To check out materials, contact the library at 1-800-437-7924, send e-mail to cedir@indiana.edu, visit us at 2853 East Tenth Street in Bloomington.

Fitzell, S. G. (2011). RTI strategies for secondary teachers. Thousand Oaks, CA: Corwin. (Call Number: 32 .F58)

Warren, R. H. (2012). Quinn at school: Relating, connecting, and responding at school: A book for children ages 3-7. Shawnee Mission, KS: AAPC Pub. (Call Number: 6 .W3)

Winner, M. G., & Crooke, P. (2011). Social thinking at work: Why should I care? San Jose, CA: Think Social Pub. (Call Number: 50.4 .W56)

- See more at: <http://www.iidc.indiana.edu/index.php?pagelId=40&newsId=347&newsType=2#sthash.38moC0gP.dpuf>