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CENTER PROJECT NEWS



Congratulations to Project SEARCH Grads!

This month, the state's 11 Project SEARCH Indiana sites are celebrating 99 graduates with cakes, cookies, punch, speeches...and jobs! [Project SEARCH Indiana](#), which is coordinated by Indiana Institute's [Center on Community Living and Careers](#), is an internship transition experience for students and young adults with disabilities. Based on a national program first established at [Cincinnati Children's Hospital](#), the program is a collaborative effort between a work site or sites, a local school system, and Indiana Vocational Rehabilitation. Daily for eight months, interns work at their job sites - which include hospitals, corporations, and government centers - and then attends classes to gain skills in interviewing, effective communication, taking the initiative, and more.

So far this year, 27 of the 99 Project SEARCH Indiana grads have already been hired, some at their host internship sites and others in other jobs in their communities. Project SEARCH 2012 graduates work an average of 25 hours per week and are paid \$8.57 per hour. Armed with their newfound skills, graduates of the program who don't yet have a job will work with employment specialists on researching job openings and applying for positions. Go grads!

RESEARCH FEATURE



Replacing Stop Watches and Clipboards

Over the past few years, the Indiana Institute's [Early Childhood Center](#), has been interested in the topic of [school readiness](#) and its implications for preschool programs preparing children (and parents) for kindergarten. In the fall of 2010, we wanted to observe what kindergarten classrooms were like during the first month of school. We were interested in assessing the skill demands and expectations kindergarten teachers had for children at the very beginning of the school year. We knew that kindergarten classrooms were dramatically changing - adopting a stronger academic focus and increasing the amount of time spent in teacher-guided instructional activities. Knowing more about the changing demands occurring in kindergarten, we could then think about what those changes might mean for preschool teachers.

In earlier work, we had designed a data collection system that made use of laptops running a database for recording classroom routine and skill expectation data. While the laptops provided a great tool for recording our observational data electronically, they posed some problems. First, the batteries could not last an entire kindergarten day and we would have to tether ourselves to the nearest available outlet. Second, while laptops are portable, they were cumbersome when we had to move about and then re-position ourselves in order to record our observations.

In the fall of 2010, we decided to use iPads for our data collection. Using iPads provided some very attractive features over laptops. First, they are very light and mobile; so, as teachers and children changed activities and settings, we were easily able to move and record our data. Second, the batteries on iPads could last several hours, long enough for any kindergarten classroom day. We no longer had to worry about tethering ourselves to the nearest outlet.

Along with the iPads inherent features as an easily portable data collection system, we made use of an app called FileMaker Go, and its desktop database application sibling, FileMaker Pro. With the use of these two FileMaker applications, we were able to develop a sophisticated yet easy to use recording protocol. The protocol made extensive use of check boxes, radio buttons, and drop down menus for easy (and accurate) data entry. Because we were collecting a large amount of data, we were able to create a customized layout that made use of a tabbed interface for easy navigation between the two data-entry screens. Another function this app enabled was the insertion of a script that enabled us to implement a time sampling protocol - the observation databases would prompt us with alerts and screens instructing us to observe for 20 seconds and to record for 40 seconds. A final feature we were able to program were contextual Help buttons that, when selected, offered small popup screens with the needed data definitions. We embedded the Help buttons into our layout for recording data, which enabled us to view the information, quickly and easily, as needed. This greatly helped our accuracy in recording over 30 curriculum, classroom routines, and skill code definitions that were a part of our protocol.

There were/are a few challenges in using this technology. First, familiarity with a touchscreen interface (e.g., iPad, iPhone) is helpful in the beginning. Knowing how much pressure to apply, as well as methods for swiping to enlarge screens or switch between pages, does take some practice. One of our coders, who had no experience with touchscreen interfaces, initially struggled to provide the correct amount of pressure to activate a checkbox, expand the screen, and navigate. Second, designing the data recording protocol requires someone with a working knowledge of database design and familiarity with the application, FileMaker Pro. Third, we needed to develop a clear protocol for uploading, downloading, and storing the classroom data to

prevent data loss. The system we used relied on creating files for each classroom, and keeping track of which files were empty/full. This required individual staff to become familiar with uploading and transferring files from their computer onto their iPads.

Once these initial challenges were successfully addressed, using iPads to collect, store, and transfer our data electronically was straightforward. As we completed our observation of a classroom, we could quickly and easily transfer the data from our iPad into the larger database storing all of our observations. Once all of our observations were completed, it took a matter of minutes to transfer our data to the statistical application we used for our data analyses.

For more information on this project, contact [Michael Conn-Powers](#), Director, Early Childhood Center, at (812) 855-6508 or e-mail mipower@indiana.edu.

KUDOS



Wray to Attend Indiana Librarian Leadership Academy

The Institute's [Center for Disability Information and Referral's Christina Wray](#), Librarian, has been accepted into the inaugural class of the Indiana Librarian Leadership Academy.

Today's library professional cannot rely on a similar knowledge and skill set than that of their counterparts a century ago or even just a decade ago. Technology, funding, and communities are all evolving, and the role of the librarian is no longer that of gatekeeper to knowledge. But, what is the role of the librarian now and in the future?

In an effort to prepare the library community's future leaders for these 21st-Century challenges, the Indiana State Library's Professional Development Committee has established the [Indiana Library Leadership Academy](#).

COMINGS AND GOINGS



Pratt Co-Presents at School Health Network Annual Conference

[Cathy Pratt](#), Director of the Institute's [Indiana Resource Center for Autism](#), will co-present a session titled Autism and ADHA in the School Setting, at the Indiana School Health Network [Annual Conference](#), June 18-19, 2012 at the Marriott Indianapolis North Hotel.

Session co-presenters include Wendy Melancon, Licensed Psychologist, Otis R. Bowen Center, Assistant County Director, Kosciusko County and Jonathan Homes, Therapist, also with the Otis R. Bowen Center.

Launched in July 2009, the [Indiana School Health Network](#) was the vision of many school health partners, advocates and agencies who came together at the 2008 School Health Initiatives Midwestern Regional Conference hosted by Covering Kids & Families of Indiana. These school health professionals saw a need for a statewide organization to help convene networking opportunities for school health professionals and advocates and resource information to help promote school health initiatives across the state.

Much discussion and planning followed the conference, culminating into the formation of the Indiana School Health Network. Covering Kids & Families of

Indiana serves as the lead agency for the Indiana School Health Network.

IN INDIANA

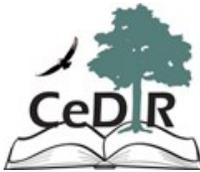


SAI Annual Picnic

Join the Self-Advocates of Indiana (SAI) for their [annual statewide picnic](#) on Friday, July 20, 2012 at the Eagle Crest Picnic Area, Indianapolis, IN. Come celebrate another great year of self-advocacy with food, games, pictures, music, and more!

Registration fee for SAI members is \$15.00. Non-members pay only \$20.00. Registration deadline is Friday, July 13, 2012.

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 or visit us at 2853 East Tenth Street in Bloomington.

Bauer, J. (2012). Close to famous. New York: Puffin. (Call Number: 18 .B38)

Selznick, B. (2011). Wonderstruck: A novel in words and pictures. New York: Scholastic. (Call Number: 18.S4)

Van, D. W. (2011). The running dream. New York: Alfred A. Knopf. (Call Number: 18 .V3)

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