

FYI Newsletter March 28, 2016



Indiana Institute on Disability and Community



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UPCOMING



Register Now for Benefits Recertification Training

There are still some seats open for *Benefits Information Network (BIN) Recertification* training to be held April 20-21, 2016 in Indianapolis. Presented by Indiana Institute's [Center on Community Living and Career's](#) BIN training team, the *BIN Recertification Training*, formerly "Advanced" Training, is required if certified two or more years.

By creating a network of liaisons well versed in state and federal benefits programs and work incentives, [BIN training](#) ultimately improves the ability of people with disabilities to make decisions about employment and work with the health care, housing, on-the-job, and financial supports they may need.

BIN liaisons, employment specialists, consultants, social workers, and other disability service professionals, work with a comprehensive curriculum to ensure they have a thorough understanding of both benefits and federal and state work incentive programs. Basic and recertification training components include training exercises, competency tests, and field assignments.

To register for BIN Recertification training, download the [BIN flyer here](#). The registration deadline is April 6, 2016. The four-day BIN Basic training will take place this summer in Bloomington, July 6-7, 2016 and August 10-11, 2016. An online BIN Recertification training will begin August 22 and run through September 9, 2016. Registration information for both training sessions will be available soon.

KUDOS



Career Recognition Award

[David Mank](#), Indiana Institute director, received a Career Recognition Award from the [Indiana Association of Rehabilitation Facilities](#) (INARF) at their 2016 Annual Conference, held March 15-17, 2016 in Indianapolis. The Career Recognition Award commemorates outstanding leadership and support to INARF and people with disabilities.

INARF is the principal membership organization in Indiana representing providers of services to people with disabilities. INARF members serve over 50,000 Indiana citizens annually and employ over 14,500 full-time employees. For over 40 years, INARF has maintained positive work relationships with governmental agencies responsible for human service programs, promoted networking and professional development opportunities for members, and provided leadership and support in the promotion of quality programs for persons with disabilities.

ACROSS THE COURTYARD



EEMG Contract Renewal

The [Early Childhood Center](#) at the Indiana Institute has been granted a contract renewal for the continued evaluation of the [Early Education Matching Grant](#) (EEMG). The EEMG is Indiana's pilot program providing state funded high quality preschool for low income four-year-olds.

Currently EEMG supports 369 children, from 14 counties, in 41 classrooms, throughout 19 programs. The Center has conducted the evaluation of EEMG for the past two years, and with this contract renewal, will continue to do so for years three and four. These additional two years increase our total award to \$801,102. The evaluation includes assessing children's growth and learning and provides the opportunity to look more deeply at the factors that affect child outcomes as measured by the quality of adult/child interactions in classrooms and family engagement.



Updike Co-Authors Article on Creating Inclusive Colleges

For the past six years, the Institute has been a member of the Indiana Postsecondary Education Coalition. The [Center on Community Living and Careers](#) has been collaborating with other members of the coalition and seven Indiana colleges and universities as they created programs to include students with intellectual and developmental disabilities on their campuses.

[Jean Updike](#), research associate with the Center has been spearheading the project, which has empowered young adults with I/DD who have been auditing or taking college classes, participating with peer mentors in campus activities, and working part time either on or off campus.

Based on these experiences and those of similar programs around the country, Updike joined with her colleagues in co-authoring an article recently published by the national organization [Think College](#) as a policy, research, and practice brief. The article, [Building Inclusive Campus Communities: A Framework for Inclusion](#), contains a checklist and recommendations for campus communities seeking to create new and improve existing inclusion programs.

To date, more than 107 Indiana students have had the opportunity to increase their self-esteem, take on more responsibility, learn how to advocate for themselves, and enjoy greater freedom and independence. For more about the Indiana colleges participating in the program, visit the [Center's webpage](#).



Resource Article on Tips for Working with Individuals with ASD

As part of Autism Awareness Month, the Institute's [Indiana Resource Center for Autism](#) has developed a resource article providing various tips that parents and professionals can use to promote teaching and learning as well as self-advocacy and self-determination skills for students on the autism spectrum. [Click to access this article.](#)

COMINGS AND GOINGS



INARF Conference Presentation

[Teresa Grossi](#), director of the Indiana Institute's [Center on Community Living and Careers](#), was a conference presenter at the [INARF](#) state conference on March 15-17, 2016. Grossi's presentation titled *Indiana School-to-Work Collaborative*, provided attendees with information on current activities and up-to-date results of the statewide collaborative research project. The project examines new and promising practices surrounding school-to-work transition strategies.

AT IU



Reading Clinic for K-8 Students

Many students learn to read without much difficulty. However, up to 30% of all students experience significant difficulties in reading, including dyslexia. The good news is that reading failure can be remediated for many struggling readers – if and when these readers are identified early and provided explicit systematic instruction in reading.

IU's School of Education's School Psychology program is offering an Academic Resource Clinic for K-8 Students (ARCS). The ARCS team, consisting of faculty, graduate, and undergraduate students, provide an initial screening session to determine if an applicant can benefit from the team's intervention utilizing the Helping Early Literacy with Practice Strategies (HELPS) One-on-One program. The team will provide 30 one-on-one sessions (20 minutes each) that can take place in the child's home, the public library, or at Indiana University's School of Education. The HELPS program is based on over 30 years of empirical research that teaches and strengthens skills essential to becoming a good reader. Past participants in the program have on average, increased their words correct per minute by 11 words.

Registration fee is \$300.00 per student. Scholarships are available to qualified participants. For more information visit the [ARCS website](#) or e-mail ARCS@indiana.edu, or call (812) 856-8354.

LIBRARY CORNER



Library Corner

- Jacob, J., & Sikora, M. (2016). *The parent's guide to Down syndrome: Advice, information, inspiration, and support for raising your child from diagnosis through adulthood*. Avon, MA: Adams Media.

"In this book, authors Jen Jacob and Mardra Sikora share their experiences and guide you through life with Ds with expert advice from diagnosis to adulthood. Each page teaches you ways to support your child through major milestones; nurture their development; and ensure that they succeed behaviorally, socially, and cognitively." –publisher

- Kaiser, B., & Rasminsky, J. S. (2015). *Challenging behavior in young children: Understanding, preventing, and responding effectively*. Boston: Prentice Hall.

"Stressing that every child has some kind of special need, especially children with challenging behavior, this book contains numerous practical, indispensable tips for responding to those needs, building relationships with children and their families, and preventing challenging behavior. It provides teachers with background information that enables them to understand why children behave the way they do and presents several evidence-based strategies to address their challenging behavior effectively so that teachers can select those best suited to the child and the situation." –publisher

These new materials may be borrowed from the [Center for Disability Information and Referral](#) (CeDIR) at the Institute. To check out materials, contact the library at 800-437-7924, send an e-mail to cedir@indiana.edu, or visit us at 1905 North Range Road in Bloomington.



Research, Education, and Service



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