

FYI Newsletter August 29, 2016

[Indiana Institute on Disability and Community](#)



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STAY CONNECTED WITH THE INDIANA INSTITUTE

Indiana Institute Newsletters, Blogs, and Social Media



The Indiana Institute and its Centers are actively connecting with Hoosiers via newsletters, blogs, and of course social media. In addition to the Indiana Institute *FYI Newsletter*, we

publish four additional specialty newsletters that are disseminated electronically.

- *Indiana Resource Center for Autism Reporter* provides practical articles written by IRCA staff about strategies and services for those with autism spectrum disorders and training events hosted by the Center. [To subscribe, click here.](#)
- *CeDIR Citings* newsletter delivers updates on library policies and services, focused bibliographies on select subjects, book reviews, and highlights relevant information tools. [To subscribe, click here.](#)
- *What's Happening* newsletter focuses on current research and best practices for Early Childhood professionals and settings to inform practices in the state of Indiana. [To subscribe, click here.](#)
- ArtsWORK Indiana brings highlights from the ArtsWORK Indiana website to your inbox. You'll find news, events, and opportunities at the Indiana crossroads of arts, disability, and employment. [To subscribe, click here.](#)

Interested in issues around aging and community, [subscribe to Phil's Adventures in Elderburbia blog.](#) Phil Stafford, director of the Institute's Center on Aging is a leader in the "elder-friendly communities" movement, which shifts the focus on aging away from the individual "needs" of elders to the community context in which the aging experience is embedded.

For news and resources in disability, the Center on Disability Information and Referral offers two blogs. The [Center's Blog](#) provides readers with disability-related information including current events, news, book reviews, bibliographies and more. The [Autism Resources Blog](#) provides resource information and events focusing on autism spectrum disorders.

Finally, stay connected with the Indiana Institute and its Centers by visiting our [Facebook pages](#) and [Twitter](#) feeds.

UPCOMING



Parent Support Group Meetings

The Institute's [Indiana Resource Center for Autism](#) staff will again present to parent support groups across Indiana. These parent support group meetings are free and open to the public. However, the content will be geared toward family members of individuals who have a diagnosis along the autism spectrum. The information will not be geared toward professionals. If you are a professional and know of family members in your area that may benefit from such a meeting, you are encouraged to forward the relevant information.

Some topics to be addressed include:

- Health Insurance Coverage for Autism Spectrum Disorders
- Tips for Addressing the Behavior Problems of Your Child on the Autism Spectrum
- Routines with Visual and Behavior Strategies for Preschool Children with ASD
- Addressing Behavioral and Safety Challenges in the Home

[Click to access](#) the listing of parent support group meetings for 2016-2017 along with information about topics, locations, times, and dates. In cases where information is incomplete, please email the contact person(s) for that parent support group to get specific logistical information. Information will also be updated on this page as it is made available.

These free parent group meetings are possible through donations received from individuals and organizations. If you are interested in donating to the work of the Indiana Resource Center for Autism, contact Pam Anderson at pamander@indiana.edu or mail your check payable to Indiana University to the Indiana Resource Center for Autism, 1905 North Range Road, Bloomington, IN, 47408.

The Indiana Institute is committed to providing equal access to this event for all participants. If you have questions about accessibility, or have a request for alternative formats or other accommodations, please contact Lisa Bidwell at (812) 855-6508 or via e-mail to lbidwell@indiana.edu with your request three weeks in advance of the event.

ACROSS THE COURTYARD



Indiana Disability History Project

Are you interested in first-hand stories of Hoosiers with disabilities and their advocates? The Institute's [Center on Aging and Community's](#) Indiana Disability History Project is documenting the challenges and victories of Hoosiers who've worked for disability rights. The project is also looking at the "everyday" lives of people with disabilities, and how those experiences have changed over the years.

There is now an [Indiana Disability History Facebook page](#) where you can share your stories and find excerpts of video interviews and other thought-provoking information from disability history. Please join us! The Indiana Disability History Project is sponsored by the [Indiana Governor's Council for People with Disabilities](#) and [Indiana Disability Rights](#).

AT IU



Call for Research Study Participants

The [School of Education at Indiana University](#) is conducting a study to design a new intervention program for children and adolescents with Autism Spectrum Disorder (ASD). The goal is to teach children with ASD how to self-reflect about their own behavior, and that of others, in order to improve their conversational and social skills. This is an innovative approach that has not been tried anywhere else. The Social Self-Reflection protocol is a pilot project, meaning that we don't know if the intervention we are developing will be effective.

The research team is recruiting participants who have a diagnosis of Autism Spectrum Disorder (ASD) or Asperger's Syndrome, are between 8 and 17 years old, and have an average or above average IQ. The team will be having conversations and playing games, so participants should have conversational language and be able to participate in those kinds of activities. Activities will be Video taped for review.

Participants will come to the learning lab at the School of Education building at Indiana University Bloomington. Participation will include initial visits to assess eligibility, and then between 8 and 12 learning visits on different days, each lasting approximately one hour.

Participation is free. Your child will be able to choose a small gift or gift card at the completion of each visit. If at any time you decide you don't want to participate, that is okay and there is no penalty. All of the information that we will collect from you during this study will be kept confidential and your name will not be associated with your data in research reports. [If you are interested in study participation or more information, click here.](#)

LIBRARY CORNER



Library Corner

- Briesch, A. M. (2016). *Direct behavior rating: Linking assessment, communication, and intervention*. New York: The Guilford Press.

Direct behavior rating: Linking assessment, communication, and intervention is 306 pages of guidance on using Direct Behavior Rating (DBR) as a tool for behavior support. The authors are all three prolific writers and researchers interested in the field of educational evaluation and assessment.

Educators in grades K-12 can learn the benefit of linking assessment to communication and intervention to support their students while working on positive behaviors and self-management. Strategies are offered to help provide educators with ways of using DBR in conjunction with multi-tiered systems of support. It is easy to use and can make a difference in

informing intervention decisions school-wide. Step-by-step guides, worksheets, checklists, and forms all work together to help make this accessible tool useful for all types of administrators and teachers.

- Knoster, T., & Drogan, R. (2016). *The teacher's pocket guide for positive behavior support: Targeted classroom solutions*. Baltimore, MD: Brookes Publishing.

The teacher's pocket guide for positive behavior support: Targeted classroom solutions has 160 pages of targeted behavior intervention and support. The authors have a combined 50 years of experience training teachers in positive behavior support in the classroom and offer this tier II training that can be used when Tier I support isn't working.

The authors include advice, strategies, and case studies along with anecdotes that can help teachers answer questions such as how targeted supports differ from universal supports, how targeted supports are used in the classroom, how to adjust targeted supports based on student progress, and more. At the end of each chapter is a conclusion that pulls together ideas learned so far.

- Kranowitz, C. S. (2016). *The out-of-sync child grows up: Coping with sensory processing disorder in the adolescent and young adult years*. New York: TarcherPerigee.

In *The out-of-sync child grows up: Coping with sensory processing disorder in the adolescent and young adult years*, the author offers information and advice for individuals with sensory processing disorder as well as parents, teachers, and other professionals on working with teens and young adults with SPD. The 320-page book is full of first-person accounts of young people with SPD learning which areas of life make them uncomfortable, from noise to lights to personal hygiene, and working through it.

The book is written in four parts: Focusing on Sensory Processing Disorder, Coping with Daily Activities, Coping with Relationships, and Living an "In-Sync" Life. Focusing on SPD highlights facts about the disorder and our eight senses. Coping with Activities is full of strategies and tips for tackling such topics as specific hygiene areas, sleeping and noise. Coping with Relationships offers ideas and tips for engaging family members, peers, and romantic partners. Living an "In-Sync" Life discusses treatments for SPD and moving into adult life.

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.