

FYI Newsletter October 17, 2016



[Indiana Institute on Disability and Community](#)



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[Back Issues of the FYI Newsletter](#)



Quick Scan

- [ADA-Indiana Audio Conference](#)
- [Webinar from AUCD's Autism Special Interest Group \(SIG\) on Suicide Screening and Prevention](#)
- [Understanding and Managing Challenging Behaviors Workshops](#)
- [Position Announcement for Director, Center on Community Living and Careers](#)
- [Conn-Powers Presents on EEMG Grant Program to Governor's Early Learning Advisory Council](#)
- [Indiana Governor's Council State Conference on Disability](#)
- [Library Corner](#)

Upcoming



ADA-Indiana Audio Conference

October's [ADA-Indiana](#) audio conference features the New England ADA Center on the upcoming Title II Action Guide for Self Evaluation and Transition Planning web-based resource.

Introducing the REVISED Title II Action Guide for Self Evaluation and Transition Planning

Tuesday, October 18
2:00-3:30 pm EASTERN

[Register](#) for the free webcast

Do you remember the Title II Action Guide? This was an early resource issued shortly after the passage of the ADA. It was designed to assist local and state governments develop their self-evaluation and transition plans. We are happy to announce that this valuable resource has been updated to reflect the 2010 Standards and revisions to the Title II Regulations!

Join the October ADA Audio Conference session to see a "sneak preview" of the REVISED "Title II Action Guide (TTAG)" which is now be a web-based resource. The purpose of this resource continues to be helping state and local governments understand their ADA obligations, conduct a self-evaluation, implement changes and develop a transition plan. The TTAG team at the New England ADA Center will provide information on the revised guide and show wire frames (the site is not "Live" yet) showing the content and explaining how the site is intended to be used.

For more information about this session, contact Matt Norris at (812) 855-6508 or e-mail adainfo@indiana.edu. ADA-Indiana is a collaboration of the [Indiana Governor's Council for People with Disabilities](#), Indiana Institute on Disability and Community, and the [Great Lakes ADA Center](#).



Webinar from AUCD's Autism Special Interest Group (SIG) on Suicide Screening and Prevention

The [Association of University Centers on Disabilities](#) (AUCD) Autism Special Interest Group (SIG) will host a free webinar on Thursday, October 19, 2016 from 11:30-1:00 p.m. (EST) titled *Suicide Screening and Prevention in the Autism Community: New Developments, New perspectives*.

An expanding body of research into suicidality and autism documents that individuals with ASD are at a significantly increased risk of suicide. Furthermore, traditional screening tools and mental health interventions have limited use in working with individuals with ASD.

This webinar will begin with an understanding of the issue from the perspective of the autistic self-advocacy community, exploring the challenges to screening and prevention within the mental health service system as it is today. We will also review the epidemiological background of suicide as a national and international public health crisis and what we know about how it impacts the ASD/ID population. We will hear about a NIMH study underway aimed at developing a suicide risk screening tool for youth and adults with ASD/ID/DD. Finally, we will review specific interventions to address suicidality in autistic children and adults followed by strategies for promoting positive mental health for individuals with ASD who are at risk. [Click here](#) to register.



Understanding and Managing Challenging Behaviors Workshops

[Cathy Pratt](#), director of the Institute's [Indiana Resource Center for Autism](#), will be the featured presenter at a series of full-day workshops that provide affordable and localized training for those working with students who engage in challenging behaviors.

These workshops are relevant for certified and non-certified staff, including general and special educators, paraprofessionals, school psychologists, behavior consultants and interested others. Content is practical, based on ongoing experience in the field, and addresses students with various disabilities, including autism spectrum disorders across grade levels. The hope is that those attending can walk away with ideas that can be implemented immediately and that are evidence-based. Many of these strategies work with students without disabilities as well.

- Participants will gain knowledge and skills related to:
- Handling and de-escalating crisis situations as they occur;
- Gaining a better understanding of factors (e.g., setting events, antecedents, consequences) which enhance/create behavioral issues;

- Developing behavior intervention plans;
- Utilizing strategies for reducing problematic behaviors, including teaching alternative skills;
- Using instructional strategies and accommodations that support learning across settings and across grade levels;
- Working in collaboration with families.

[Registration](#) fee is \$65.00 per person. All registrations are processed online by IU Conferences. [Click](#) for more about site dates and locations. For content questions, contact Cathy Pratt, BCBA-D at prattc@indiana.edu or (812) 855-6508.

Across the Courtyard



Position Announcement for Director, Center on Community Living and Careers

Indiana University seeks a research scholar to serve as the director of the [Center for Community Living and Careers](#)(CCLC) at the Indiana Institute on Disability and Community (IIDC) at Indiana University. IIDC is Indiana's University Center for Excellence. The director will manage the operations of CCLC which includes approximately 16 professional and support staff and a budget of approximately \$1.5 million annually. This is a 12-month, full-time position. [Click](#) to access the position description.



Conn-Powers Presents on EEMG Grant Program to Governor's Early Learning Advisory Council

[Michael Conn-Powers](#), director of the Institute's [Early Childhood Center](#), presented the results from that Center's evaluation of Year 2 of the Early Education Matching Grant Program to the Governor's Early Learning and Advisory Council on Friday, October 14, 2016. The Early Education Matching Grant (EEMG) Program was established by the Indiana General Assembly in 2013 to provide matching funds to early education programs serving 4-year-old children from families living in poverty. The Early Learning Advisory Council (ELAC), also established by the Indiana General Assembly in 2013, works to ensure that children ages birth to 8 years and their families have access to affordable, high-quality early childhood education programs that keep children healthy, safe, and learning.

The second year evaluation results parallel many of the same findings from the Center's [first year evaluation](#). Children make significant gains in their learning during their time in high quality prekindergarten programs. A sample of 249 children were assessed at the beginning and end of the prekindergarten year on a number of standardized and developmentally-referenced assessment tools. On all measures that focused on growth in vocabulary and concept development, English language arts, mathematics, and social-emotional skills, children exhibited

statistically significant gains and demonstrated rates of learning that were 2.4 times greater than their learning prior to EEMG. Families also reported that the EEMG programs helped them in acquiring important family engagement outcomes, including strengthening their role as their children's primary educator and helping them with their children's transition to kindergarten and connection with the elementary school. The evaluation also examined individual program and classroom characteristics to determine if certain features are better associated with increases in children's learning. While there were generally no differences found among programs based on the length of the school day or the program's quality rating as determined by Indiana's Paths to Quality rating scale, analyses did find classroom quality (as determined by the Classroom Assessment Scoring System) and increased time spent in group instruction was associated with decreases in children's problem behaviors. Additionally, increases in the quality of engaging families as connected, supported community members was associated with increases in the child's social skills.

A final report of the second year evaluation will be submitted to the Office of Early Childhood and Out-of-School Learning and Governor's Office. The presentation will be made available on [ELAC's website](#) in the future.

In Indiana



Indiana Governor's Council State Conference on Disability

The [Indiana Governor's Council for People with Disabilities](#) will host the 2016 Indiana Conference on Disability on December 5-6 at the Westin Downtown Indianapolis. This conference brings together administrators, educators, service providers, health professionals, parents, family members, youth and adults with disabilities, and advocates from throughout Indiana to share experiences, network, and learn the latest in disability-related policies and practices. [Click](#) for more information or to register.

Library Corner



Library Corner

- Carrizales-Engelmann, D., Feuerborn, L. L., Guedner, B. A., Tran, O. K., & Merrell, K. W. (2016). *Merrell's strong kids, grades 6-8: A social and emotional learning curriculum*. Baltimore, MD: Paul H. Brookes Publishing Co.

Merrell's strong kids, grades 6-8 is a 272-page curriculum designed to help build middle school age children's social and emotional skills. The authors, all professionals in the field of school psychology, offer a dozen lessons that educators can use

to help increase students' social and emotional competency. This curriculum is designed as both a prevention and an early intervention and can be used with kids of all social/emotional abilities.

The book begins with an overview of the curriculum including thoughts on social and emotional learning, a model for preventing behavioral and emotional problems, and some background on the curriculum itself. The lessons themselves help promote self-awareness, self-management, social awareness, relationship skills, and responsible decision making skills, and an overview of each of the 12 lessons is contained in a single chapter. The lessons are sequential and include mindfulness techniques as well as sample scripts and tips for transfer training and homework. Definitions of key terms are included with each lesson. Downloadable charts, worksheets, and other materials are available from the publisher with a keycode found in the book.

- Harvey, P., & Rathbone, B. H. (2015). *Parenting a teen who has intense emotions: DBT skills to help your teen navigate emotional & behavioral challenges*. Oakland, CA: New Harbinger Publications, Inc.

In this 224 page guide, parents get advice from two licensed clinical social workers on using dialectical behavior therapy (DBT) to support their intensely emotional teenagers — especially those who exhibit disruptive or dangerous behaviors. DBT is a type of therapy that involves increasing four different sets of skills that parents can utilize in order to minimize teenagers' unwanted behaviors.

The book has essentially three parts: chapters 1 through 4 offer insight into foundational skills and concepts on understanding and accepting teens, chapters 5 through 8 provides information on specific behavioral issues that may arise because of a teen's emotions as well as safe and effective responses to those behaviors, and chapters 9 and 10 discuss ways parents and families can stay healthy in the face of unwanted behaviors as well as ways to explain those behaviors to other family members. The book is written to provide clear explanations and practices enabling parents to intervene whether or not a teen is in DBT treatment. It seeks to help parents understand, in a non-judgmental manner, how their own lack of understanding and behavior toward their teens can reinforce their child's behavior.

- Naumburg, C. (2015). *Ready, set, breathe: Practicing mindfulness with your children for fewer meltdowns and a more peaceful family*. Oakland, CA: New Harbinger Publications, Inc.

Ready, set, breathe is a 224-page guide to the art of staying mindful and in the moment to combat your child's meltdowns as, or even before, they occur. Written with children from 2 to 10 years old in mind, the book is authored by a writer and mom with a MSW and PhD in social work. The author's knowledge and

humor is evident as she clearly shares stories of her own children and their use of mindfulness practices as a family.

This guide aims to show parents how to calm themselves and their child and stay in the present moment in order to stop or even avoid meltdowns altogether. Written in two parts, the book offers tips and strategies to teach your child how to calm down while learning about how to stay calm yourself. Part 1: Getting Into A Mindful Mind-Set discusses the ways in which mindfulness can help your child as well as acknowledging that it all begins with the parent. Part 2: Sharing Mindfulness With Your Child shares simple but effective games, activities and strategies to teach children how to focus, calm down, and deal with stress.

- Stein, D. S. (2016). *Supporting positive behavior in children and teens with Down syndrome: The respond but don't react method*. Bethesda, MD: Woodbine House.

In Supporting positive behavior in children and teens with Down syndrome, the author, a pediatric psychologist and Co-Director of the Down Syndrome Program at Boston Children's Hospital, offers 150 pages of help and support for parents and caregivers of children and teens with Down syndrome. With tips and strategies, some of them intuitive and some not, this book can help families and professionals who work with them.

After a look at the brain and the differences that are present in an individual with Down syndrome, the book discusses how those differences affect behavior and why it is important to see behavior as a form of communication as opposed to a willful act. Terms that are used by behaviorists are explained using scenarios as examples. The author then introduces his behavior management system which includes using visuals, a token economy system, and redirection. A chapter on siblings and their needs is followed by a chapter on using the behavior management system in the school and community. Thoughts on discipline and transition are discussed as well as a chapter on resources.

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.