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Indiana Institute on Disability and Community



FYI News April
27,
2015



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UPCOMING



TEACCH® Five Day Classroom Training

Research consistently indicates that individuals with an Autism Spectrum Disorder (ASD) respond favorably to a structured environment. [TEAACH®](#) is a five-day course that provides a theoretical foundation as well as hands-on opportunities to assess and teach school-aged children with Autism Spectrum Disorder (ASD) in a model classroom setting. The premise of this foundation is an understanding of the learning styles of individuals with ASD and how to use teaching strategies that capitalize on learning strengths.

The pace of the program is intensive. During the first two days of this course, participants work collaboratively with the TEACCH® training team to set up a classroom with a focus on the physical structure, individual schedules, work systems, and structured tasks for five students with ASD. Beginning mid-week the participants will observe and work directly with these students in the classroom.

An emphasis is placed on the use of Structured TEACCHing® principles to teach children and adolescents with ASD skills in the areas of academics (literacy and numeracy), communication, independence, social and leisure, vocational, relaxation and coping strategies. Participants will have an opportunity to apply these strategies with students of varying functioning levels in a classroom setting and the broader school environment. The training includes presentations, small group discussions, model classroom activities and hands-on experiences.

Trainers include [Catherine Davies](#), an Educational Consultant with the [Institute's Indiana Resource Center for Autism](#) and Lee M. Marcus, Ph.D., is Interim Director of Training with the TEACCH® program.

Davies is a registered TEACCH® Certified Advanced Consultant. Catherine was a Clinical Psychologist in

the UK specializing in developmental disabilities. She has over 20 years experience working with children and adults with developmental disabilities and was a special education teacher and school psychologist. Catherine obtained her Master's in Education and subsequently another in Psychology from the University of Wales going on to complete her professional training in Clinical Psychology with the British Psychological Society in 1998.

Marcus is the former Clinical Director of the Chapel Hill TEACCH® Center where he oversaw diagnostic, treatment, and consultation services for children, adolescents, and adults with autism. He is also a Clinical Professor in the Department of Psychiatry at the UNC School of Medicine. Nationally and internationally, he leads seminars, workshops, and training sessions for professionals on various topics in autism. Dr. Marcus has written extensively on issues in assessment, program development and working with families. Marcus and three TEACCH® trained colleagues join Catherine Davies to present this 5-Day TEACCH® Classroom Training.

TEACCH® will be held June 15 - 19, 2015 at the James Whitcomb Riley Building, 5401 South Shelby Street, Indianapolis, Indiana. Registration fee is \$1,990.00 per person.

All [registrations](#) are handled by IU Conferences. You will receive an email acknowledgement of payment. All questions about registrations should be directed to Lisa Bidwell (lbidwell@indiana.edu) or (812) 855-6508. If you have questions about the workshop content, please contact Catherine Davies (daviesc@indiana.edu) at (812) 855-6508.

COMINGS AND GOINGS



Stafford to Present in Mission, Kansas

The Communities for All Ages Professional Network is sponsoring a one-day workshop featuring Phil Stafford, Director of the Institute's Center on Aging and Community and M. Scott

Ball, founding Principal of Commons Planning, a non-profit civic planning and development firm, on Wednesday, May 20, 2015.

The workshop, *Public Spaces and Buildings Workshop*, will focus on the notion that communities strive to create a physical environment that is both inviting and functional. As local governments work to become Communities for All Ages, they will need to address the physical environment that enables residents to engage in community life — to live, work, play and interact with one another. The location, design and construction of public facilities allow for connectivity with neighborhoods and other destinations, and enable maximum use and benefit by residents, visitors and employees of all ages.



ECC Staff to Present at International Conference

Staff of the Institute's [Early Childhood Center](#) will present at the Division for Early Childhood's 31st Annual International Conference on Young Children with Special Needs and their Families, October 7-9, 2015 in Atlanta, Georgia.

Center Director Michael Conn Powers and Kirsten Bonifacio, Graduate Assistant, will present a session titled *Employing Data Visualization Strategies to Support Decision Making*. Kirsten Bonifacio, Sue Dixon, Research Associate, and Kelsey Williamson, Graduate Assistant will present a session entitled *Classroom Quality Impact on Preschool Child Outcomes: Indiana's Early Education Matching Grant*, and Janet Ballard will present a session focusing on *A Framework for Engaging Families in Early Intervention: Current and Best Practice*.

IN INDIANA



25th Annual IN-APSE Conference

Mark your calendars and plan to attend the 25th Annual [IN-APSE](#) Conference scheduled for December 17-18, 2015 at the Marriott Indianapolis East. Indiana APSE (IN-APSE) is a membership organization that promotes and expands quality, community employment outcomes of choice for all people with disabilities.

IN-APSE:

Provides advocacy and education to customers of supported employment (SE),(i.e. supported employment professionals, consumers and their family members, and supported employers).

Addresses issues and barriers which impede the growth and implementation of integrated employment services.

Improves supported employment (SE) practice so that individuals and communities experience SE as a quality service with meaningful outcomes.

Promotes national, state, and local policy development which enhances the social and economic inclusion and empowerment of all persons experiencing severe disabilities.

Educates the public and the business community on the value of including persons experiencing severe disabilities as fully participating community members.

FROM AUCD



Network News

Each week the FYI Newsletter will feature a news item generated from

the [Association of University Centers on Disabilities \(AUCD\)](#).

Since 1970, the Indiana Institute has been a member of the AUCD network. Members receive core funding through the Administration on Intellectual Developmental Disabilities (AIDD) within the U.S. Department of Health and Human Services. The network has grown to include 67 UCEDDs — at least one in every US state and territory. Each network member is affiliated with a major research university and serves as a resource for all people in the areas of education, research, and service relative to the needs of people with developmental disabilities.

To increase awareness of the contributions of people with developmental disabilities during the month of March, AUCD asked individuals with developmental disabilities [What issues or experiences do you feel comfortable sharing about you as a person with a developmental disability?](#) Find out in this short video...

NEW LIBRARY COLLECTION ITEMS



Library Corner

Hirschmann, N. J., & Linker, B. (2015). *Civil disabilities: Citizenship, membership, and belonging*. Philadelphia: University of Pennsylvania Press.

Essays from leading scholars in a diversity of fields offer critical perspectives on current citizenship studies, which still largely assume an ableist world. Placing historians in conversation with anthropologists, sociologists with literary critics, and musicologists with political scientists, this interdisciplinary volume presents a compelling case for reimagining citizenship that is more consistent,

inclusive, and just, in both theory and practice.

Karten, T. J. (2015). *Inclusion strategies that work!: Research-based methods for the classroom*. Thousand Oaks, CA: Corwin.

Teaching students with diverse needs requires educators to employ empathy, responsiveness, and patience. This book is a resource for K-12 teachers as they form lesson plans and strategies for inclusion.

Raver, S. A., & Childress, D. C. (2015). *Family-centered early intervention: Supporting infants and toddlers in natural environments*. Baltimore, MD: Brookes Publishing.

This introductory text prepares professionals to support infants and toddlers with special needs and their families—and address the OSEP child outcomes so critical to a program's success. Focusing on the specific needs and challenges of children from birth to three, the book gathers more than a dozen expert contributors with proven expertise in helping children who have or are at risk for developmental delays.

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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