# Education

2010 **Ph.D.** Special Education, University of North Carolina at Chapel Hill

2004 **M.A.** Special Education,University of North Carolina at Chapel Hill

1994 **B.S.** Wildlife Ecology, University of Wisconsin, Madison

# Professional Positions

2021-current **Associate Professor**, Department of Curriculum and Instruction, Special Education Program, Indiana University School of Education.

2019-2023 **Faculty Affiliate**, School Psychology Program, Indiana University School of Education.

2015-2021 **Assistant Professor**, Department of Curriculum and Instruction, Special Education Program, Indiana University School of Education.

2014-2015 **Visiting Assistant Professor**, Department of Curriculum and Instruction, Special Education Program, Indiana University School of Education.

2013-2014 **Research Scientist**, Collaborative Research Initiative, Indiana University School of Education.

2011-2013 **Postdoctoral Fellow**, Psychology Department, The Hebrew University of Jerusalem*.*

2010-2011 **Research Scientist**, **Independent Evaluator,** Riley Hospital for Children, Christian Sarkine Autism Treatment Center, Department of Psychiatry, Indiana University School of Medicine.

2004-2006 **Graduate Assistant**, Sensory Experiences Project, NIH-funded autism development study (NICHD), UNC-Chapel Hill.

2003-2004 **Graduate Assistant**, Studies to Advance Autism Research and Treatment Center (STAART), Clinical Core NIH Autism Network, UNC-Chapel Hill.

2000-2003 **Autism Inclusion Specialist,** *Autism Demonstration Project,* The Family and Child Care Program, FPG Child Development Institute, UNC-Chapel Hill*.*

1998-2000 **Project Coordinator**, *Longitudinal evaluation of* *Continuity of Caregivers for Infants and Toddlers in Child Care*, FPG Child Development Institute, UNC-Chapel Hill.

1996-1998 **Behavioral Therapist** **and** **Reading Specialist**, Naturalistic positive behavior management for autistic students, reading support for students with learning disabilities, National Speech/Language Therapy Center, Bethesda, MD.

1995-1996 **Special Needs Teacher**, St Theresa’s School, Christchurch, New Zealand.

1995-1996 **Reading Specialist**, The Champion Centre, Christchurch, New Zealand.

1994-1995 **Researcher**, Zoo Zurich, Zurich Switzerland.

1992 **Research Assistant**, Wisconsin Primate Research Center, University of Wisconsin, Madison.

# Publications

**Peer Reviewed Journal Articles**

**Hurwitz, S**., Carlock, K.\*, Garman-McClaine, B.\* (2025) “We're Not Giving Up” Special Education Teacher's Experiences During the COVID-19 Pandemic. *Psychology in the Schools,* <https://doi.org/10.1002/pits.23417>.

Bharaj, P.K.\*; **Hurwitz, S**.; Govindaraju, N.; Karumanthra, A.; Jacob, A.; Ravindranath, S.; Maltese, A. (2023). Indian Parents’ Perceptions of Children’s Psychological Wellbeing and Academic Learning During COVID-19. *Education Sciences, 13*, 1146. <https://doi.org/10.3390/educsci13111146>

**Hurwitz, S**., Garman-McClaine, B.\*, & Carlock, K.\* (2022). Special education for students with autism during the COVID-19 pandemic: “Each day brings new challenges.” *Autism*, 26(4), 889–899. <https://doi.org/10.1177/13623613211035935>

**Hurwitz, S.,** Cohen, E.\*, & Perry, B. (2021).Special Education is Associated with Reduced Odds of School Discipline among Students with Disabilities. *Educational Researcher*, 50(2), 86–96. <https://doi.org/10.3102/0013189X20982589>

**Hurwitz, S.,** Perry, B., Cohen, E. D.\*, & Skiba, R. (2020). Special education and individualized academic growth: A longitudinal assessment of outcomes for students with disabilities. *American Educational Research Journal*, *57*(2), 576-611. <https://doi.org/10.3102/0002831219857054>

**Hurwitz, S**., Ryan, T.\*, & Kennedy, D. (2020). Developing social communication skills using dual first-person video recording glasses: A novel intervention for adolescents with autism. *Journal of Autism and Developmental Disorders*, *50*(3), 904-915. <https://doi.org/10.1007/s10803-019-04312-6>

**Hurwitz, S.,** Nguyen, D., and Eckes, S. (2020). Equity, Affirmative Action, and Sexual Harassment: Student Civil Rights and Proposed Rules Changes by the U.S. Department of Education. *Teachers College Record*.

**Hurwitz, S**., Decker, J., & Linder, I.\* (2019). Will *Endrew* change special education services for students with autism? Implications for policy and practice. *Focus on Autism and Other Developmental Disorders*, *35*(3), 131–142. <https://doi.org/10.1177/1088357619888928>

Decker, J., & **Hurwitz, S.** (2018).Post-*Endrew* legal implications for students with autism. *Education Law Reporter, 53*(3),7-11. ISSN 0047-8997

**Hurwitz, S.,** & Watson, L. R. (2016). Joint attention revisited: Finding strengths among children with autism. *Autism*, *20*, 538-550.

Minshawi, N., Wink, L., Shaffer, R., Plawecki, M., Posey, D, Liu, H., **Hurwitz, S**., McDougle, C., Swiezy, N., Erickson, C. (2016). A randomized, placebo-controlled trial of D-cycloserine for the enhancement of social skills training in autism spectrum disorders. *Molecular Autism*, *7.* DOI 10.1186/s13229-015-0062-8.

Minshawi, N. F., **Hurwitz, S.,** Morriss, D., & McDougle, C. J. (2015). Multidisciplinary assessment and treatment of self-Injurious behavior in autism spectrum disorder and intellectual disability: Integration of psychological and biological theory and approach. *Journal of Autism and Developmental Disorders, 45*, 1541-1568.

Minshawi, N., **Hurwitz, S.**, Fodstad, J., Biebl, S., Morriss, D., & McDougle, C. (2014). The association between self-injurious behaviors and autism spectrum disorders. *Psychology Research and Behavior Management, 7,* 125-136.

**Hurwitz, S**. (2013). The gluten-free casein-free diet and autism: Limited return on family investment. *Journal of Early Intervention*, *35*, 3-19.

Schertz, H., Spindler, C., **Hurwitz, S**., Benner, L. (2011). Principles of early intervention reflected in toddler research in autism spectrum disorders. *Topics in Early Childhood Special Education, 31,* 4-21*.*

Cryer, D., Wagner-Moore, L., Burchinal, M., Yazejian, N., **Hurwitz, S**. & Wolery, M. (2005). Effects of transitions to new child care classes on infant/toddler distress and behavior*. Early Childhood Research Quarterly*, *20*, 35-56.

Cryer, D., **Hurwitz, S**., & Wolery, M. (2003). Continuity of caregiver for infants and toddlers. *Developmental Psychology*, *16*(1), 31-37.

Cryer, D., **Hurwitz, S**., Wolery, M. (2001). Continuity of care for infants and toddlers in center-based child care: Report on a survey of center practices. *Early Childhood Research Quarterly*, *15*, 497-514.

Reinhardt, V. & **Hurwitz, S**. (1993). Evaluation of social enrichment for aged rhesus macaques. *Animal Technology*, *44*, 53-57.

**Book Chapters and Practitioner Journal Articles**

**Hurwitz, S.**, Rodriguez, N.\*, & Berry, A.\* (2020). Who are Students with Exceptionalities? Identification, Non-Discriminatory Evaluation, and Eligibility. In J.Rodriguez & W. Murawski (Eds.), *Special Education Law and Policy: From Foundation to Application*. Plural Publishing (invited chapter).

Zirkel, P., **Hurwitz, S.** (invited judge). (2020). You Be the Judge: Providing a FAPE. *Communiqué,* *48*(6), 20-22, National Association of School Psychologists.

**Hurwitz, S.,** Nguyen, D., and Eckes, S. (2019). Legal Matters: Discover how rescinding guidance documents will impact discipline. *Principal Leadership*, *20*, NAASP.

**Hurwitz, S**. & Yirmiya, N. (2014). The Autism Diagnostic Observation Schedule (ADOS) and its uses in research and practice. In V.B. Patel, V.R. Preedy, & C.R. Martin (Eds), *The Comprehensive Guide to* Autism (pp. 345-353). Springer Press.

**Hurwitz, S**. & Minshawi, N. (2012). Methods of defining and observing behaviors. In J. L. Matson (Ed), *Functional Analysis for Challenging Behaviors* (pp. 91-103). Springer Press.

**Technical Reports**

Invited panelist: Rhim & Ekin (2021). How Has the Pandemic Affected Students with Disabilities? A Review of the Evidence to Date <https://www.crpe.org/publications/how-has-pandemic-affected-students-disabilities-review-evidence-date>

**Hurwitz, S.,** Burgess, B.\*, Garman-McClaine, B.\*, Asomani-Adem, A.\*, Rodriguez, N.\*, Bengert, N.\*, Heck, O.\*, Thielmeyer, A.\* (2020). *Technology Based Interventions for Students with Autism Study, Interim Report.* State of Indiana.

Cryer, D., **Hurwitz, S**., & Wolery, M. (2003). Continuity of Caregiver for Infants and Toddlers. *ERIC Digest*.

\*indicates student co-author

# Grant Applications and Awards

**Hurwitz, S.** (2024). European Union Erasmus+ International Grant, in collaboration with ELTE Bárczi Gusztáv Faculty of Special Needs Education, Budapest, Hungary. (under review).

**Hurwitz, S.**, Carter, R. (2024). Versatile Intelligent Technologies for All Learners (VITAL), Personnel Development To Improve Services and Results for Children With Disabilities—Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel. Office of Special Education and Rehabilitative Services, Department of Education. ($1.9 million IU, under review)

**Hurwitz, S.,** (2023). *Addressing Post-Pandemic Disruptions To Inclusion For Autistic Students: Implementation Of The Kindergarten Inclusion Policy*, IES, US Government ($1.4 million).

**Hurwitz, S.** (2023). European Union Erasmus+ International Grant, in collaboration with Barczi Gustav Faculty of Special Needs Education at ELTE (Eotvos Lorand University), Budapest, Hungary. Funded.

**Hurwitz, S.** Recipient (2022). Office of the Vice President for International Affairs International Mobility Grant. Funded: $1,500.

**Hurwitz, S.** Recently Tenured Working Group Award (2021-2022). IU Institute for Advanced Study, Office of the Vice Provost for Research (OVPR) and the Office of the Vice Provost for Faculty and Academic Affairs (VPFAA). Funded: $8,000.

**Hurwitz, S.** Principal Investigator (2021-2022). *Special Education During the Covid-19 Pandemic: Identification of Students with Disabilities*. Seed Funding For Research Involving Large IU Data Sets Grant, IU School of Education. Funded: $8,000.

Maltese, A.Principal Investigator; **Hurwitz, S.**, Co-P.I. (2020-2022). *Identifying Youth with Special Needs in Rural India*. Institute for Advanced Studies Collaborative Research Award. Funded: $10,000.

**Hurwitz, S**., Principal Investigator (2019-2021). *Technology-based interventions for students with autism*. State of Indiana. Funded: $775,000.

**Hurwitz, S**., Principal Investigator (2017-2019). *Disability, Discipline, and Disparities: Does Special Education Help or Hurt Disadvantaged Students?* Spencer Foundation. Funded: $50,000.

**Hurwitz, S**., Principal Investigator (2017-2019). *AAC in Action Online support and documentation for educators and parents to enhance interactions with children who have severe communication problems.* Fahs-Beck Fund for Research and Experimentation. Funded: $20,000.

**Hurwitz, S.**, Principal Investigator (2017-2019). *The Autism Social Self-Reflection Project: Can social skills generalize outside of the lab?* Proffitt Foundation Endowment Grant. Funded: $17,596.

**Hurwitz, S.**, & Kennedy, D., Principal Investigators (2016-2018). *Development of a Novel Technology-based Self-regulation Intervention for Autism Spectrum Disorder.* Indiana University Collaborative Research Grant (IUCRG). Funded: $70,000.

**Hurwitz, S.** (2012-2014). *Postdoctoral Fellowship*. The Irving Harris Foundation Early Childhood Training Center Postdoctoral Grant, recipient. Funded (2 years stipend).

Posey, D., Principal Investigator; McDougle, C., Minshawi, N., Swiezy, N., Erickson, C., & **Hurwitz, S.**, Co-P.I.s (2010-2014). *A Randomized, Placebo-Controlled Trial of D-Cycloserine for the Enhancement of Social Skills Training in Pervasive Developmental Disorders.* United States Department of Defense. Funded.

**Hurwitz, S.** (2008). *Student Travel Award*, International Society for Autism Research. Funded.

**Hurwitz, S.** (2008). *Zeaman Travel Award*, Gatlinburg Conference – Waisman Institute. Funded.

**Hurwitz, S.** (2008). *Smith Graduate Research Dissertation Grant*, UNC-Chapel Hill Graduate School. Funded.

**Hurwitz, S.** (2008). *Transportation Grant*, UNC- Chapel Hill Graduate School. Funded.

**Hurwitz, S.** (2003-2007). *Personnel Development to Improve Services and Results for Children with Disabilities – Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel.* US Department of Education, Leadership Training Grant awardee**.**

**Hurwitz, S.** (2002). *Croghan Scholarship*. Leo M. Croghan Memorial Foundation Scholarship for Continuing Education for Professionals Who Work in the Field of Developmental Disabilities. Funded.

**Hurwitz, S.** (2002). *Professional Continuing Education Award*. North Carolina Department of Health and Human Services, Division of Public Health. Funded.

# Presentations

**Refereed Presentations**

Żelazowska-Sobczyk, M. & **Hurwitz, S.** (accepted). International Special Educational Needs and Inclusion: A comparison of the laws and regulations in the United States and Poland" has been refereed by 2 reviewers and accepted for the 15th Canada International Conference on Education (CICE-2025) that will be hosted at the Toronto

Żelazowska-Sobczyk, M**. & Hurwitz, S.** (2025). *International Special Educational Needs and Inclusion: A Comparison Of The Laws And Regulations In The United States And Poland,* Hawaii International Conference on Education, Honolulu, Hawaii.

**Hurwitz, S.** (2025). Now What? Addressing the long term impacts of the pandemic on autistic students. *International Conference on Autism, Intellectual Disability & Developmental Disabilities*, Council for Exceptional Children (CEC) Division on Autism and Developmental Disabilities (DADD) Conference, Clearwater, FL.

**Hurwitz, S.** & Żelazowska-Sobczyk, M. (2024). *International Special Educational Needs and School Inclusion: A comparison of the laws and regulations in the United States and Poland.* World Congress on Special Needs Education Conference, Oxford, UK.

**Hurwitz, S. (2024).** *Pandemic-Related Behavior Issues Responsible for Less Inclusive School Placements Among Autistic Students*. Kauffman-Bader Conference, Florence, Italy.

**Hurwitz, S.** (2024). *Pandemic-Related Delays in Special Education Services Are Associated with Less Inclusive Placements for Autistic Students*. Council for Exceptional Children (CEC) Division on Autism and Developmental Disabilities (DADD) Conference, Honolulu, HI.

**Hurwitz, S.** (2023). *Pandemic-Related Interruptions to Early Identification are Associated with More Restrictive School Placement.* Poster presentation, INSAR, Stockholm, Sweden.

**Hurwitz, S.**, Stewart, M., Boehner, J. (2023). *Do Functional Behavioral Assessments Reduce Rates of Exclusionary School Discipline?* Oral presentation, AERA Annual Meeting, Chicago, IL.

**Hurwitz, S.** and O’Neal, T. (2023). *Post-Pandemic Recovery?? Academic and Behavioral Impacts on Students with Disabilities*. Oral presentation, Council for Exceptional Children Convention, Louisville, KY.

**Hurwitz, S.** (2022). *Beyond Compliance: Leveraging Special Education Data for District-level Progress Monitoring*. Roundtable presentation, Education Law Association Conference, Orlando, FL.

O’Neal, T. and **Hurwitz, S.** (2022). *Improving Special Education Teacher- Candidate Success in Urban Settings: Integrating Culturally Responsive Pedagogy and Trauma-Informed Education.* International Conference on Urban Education Biennial Meeting, Cancun, MX.

**Hurwitz, S.** (2022). *Pandemic-Related Interruptions to Early Intervention Services: Impacts on Students Academic and Behavioral Outcomes.* International Society for Autism Research (INSAR) annual meeting, Austin, TX.

**Hurwitz, S.** (2022). *Special Education During the COVID-19 Pandemic*. Roundtable presentation, AERA Annual Meeting, San Diego.

**Hurwitz, S.** (2022). *Pandemic-Related Interruptions to Early Intervention Services: Impacts on Students Academic and Behavioral Outcomes*. Poster Session, Biennial Conference on Research Innovations in Early Intervention (CRIEI), San Diego, CA.

**Hurwitz, S.,** Garman-McClaine, B.\*, Carlock, K.\* (2022). *Special Education Teachers’ Experiences During the COVID-19 Pandemic: Challenges and Future Needs*. Poster presentation. Council for Exceptional Children (CEC) Convention (virtual and Orlando, Florida).

Carlock, K.\*, Garman-McClaine, B.\*, **Hurwitz, S.** (2022). *Special Educators Reflect on Providing Services to Students With Autism During the COVID-19 Pandemic: 'Making the best out of a bad situation.* Data Blitz presentation at the Council for Exceptional Children (CEC) Convention (virtual and Orlando, Florida).

**Hurwitz, S.,** Garman-McClaine, B.\*, Carlock, K.\*, Rodriguez, N.\*, Bengert, N.\*, Heck, O.\*, Thielmeyer, A.\* (2021). *Implementation of a Robot-Based Intervention for Students with Autism in Public Elementary Schools***.** Poster presentation at the International Society for Autism Research (INSAR) annual meeting (virtual).

**Hurwitz, S.** (2021). *Special Education Reduces Odds of School Discipline among Students with Disabilities*. Roundtable discussion. AERA Annual Meeting (virtual).

**Hurwitz, S**. (2020/2021).*Exclusionary School Discipline and Special Education: Are students with disabilities protected from punishment?* Oral presentation at the World Education Research Association (WERA), Santiago de Compostela, Spain (virtual).

**Hurwitz, S**., Burgess, B.\*, Garman-McClaine, B.\*, Asomani-Adem, A.\*, Rodriguez, N.\*, Bengert, N.\*, Heck, O.\*, Thielmeyer, A.\* (2020) *Technology-Based Interventions for Students with Autism: Multi-Disciplinary Professional Perspectives*. Poster presentation at the International Society for Autism Research (INSAR) annual meeting, Seattle, WA. (conference cancelled due to pandemic)

**Hurwitz, S.,** Burgess, B.\*, Garman-McClaine, B.\*, Asomani-Adem, A.\*, Rodriguez, N.\*, Bengert, N.\*, Heck, O.\*, Thielmeyer, A.\* (2020). *Technology in Schools: Robot-Delivered Intervention for Students with Autism.* Poster presentation at the Purdue Autism Research Center Conference (PARC), West Lafayette, IN. (conference cancelled due to pandemic)

**Hurwitz, S.** (2019, November). *Disciplinary Exclusion and Special Education: Are students with disabilities receiving the protections to which they are entitled?* Roundtable presentation at the Education Law Association (ELA) Conference, Norfolk, VA.

**Hurwitz, S**., Decker, J., & Linder, I.\* (2019, May). *The Endrew Decision’s Impact on the Education of Students with Autism: Implications for School Practice and Policy.* Poster presented at the International Society for Autism Research (INSAR) annual meeting, Montreal, Canada.

**Hurwitz, S.**, Ryan, T.\* & Merrill, A. (2019, May), May 2019. *Behavioral Coding of Social-Communication and Conversational Skills for Adolescents*. Poster presented at International Society for Autism Research (INSAR) annual meeting, Montreal, Canada.

**Hurwitz, S.** (2019, February). *Is Special Education Effective? Examining Academic Outcomes for Students with Disabilities.* Oral presentation with Q&A at the Council for Exceptional Children (CEC) Conference, Indianapolis, IN.

Brannigan, B.\*, Sun, L.\*, & **Hurwitz, S.** (2019, February). *Interprofessional Collaboration Through Online Discussion: Improving AAC Service Delivery,* Poster presented at the Council for Exceptional Children (CEC) Conference, Indianapolis, IN.

**Hurwitz, S.** (2018, October). *The Autism Social Self-Reflection Project: Can Social Skills Generalize Outside of the Lab?* Poster presented at the School of Education Office of Research and Development Internal Grants Poster Session, Bloomington, IN.

**Hurwitz, S.**, Ryan, T.\*, Zero, A.\*, Quest, K.\*, Kennedy, D. (2018, May). *Developing Self-Reflection: A Novel Social Skills Intervention Using First-Person Video Recording Eyeglasses.* Poster presented at the International Society for Autism Research (INSAR) Annual Meeting, Rotterdam, The Netherlands.

**Hurwitz, S.** (2018, May). *The effectiveness of special education*. Oral presentation for the 1st Annual Joint Research Seminar on Educational Research, University of Warsaw School of Education, Warsaw, Poland.

**Hurwitz, S.**, & Cohen, E\*. (2018, April). *Is Special Education Effective? A Longitudinal Examination of Academic Outcomes for Students with Disabilities*. Issues in Special Education Roundtable presentation at the American Educational Research Association (AERA) Annual Meeting, New York, NY.

**Hurwitz, S.** (2018, March). *Is Special Education Effective? Examining Academic Outcomes for Students with Disabilities*. Oral presentation at the 7th Annual Special Education Research Seminar, Bloomington, IN.

Quest, K.\*, Ryan, T.\*, Schmitt, B.\*, Kennedy, D., & **Hurwitz, S.** (2018, January). *Improving Social Self-Reflection Skills in Adolescents with Autism Spectrum Disorder.* Poster presented at the National Association of School Psychologists (NASP) Annual Meeting, Chicago, IL.

Minshawi, N., **Hurwitz, S.**, et al. (2014, May). *Double-Blind, Placebo-Controlled Trial of D-Cycloserine Given Prior to Peer Mediated Social Skills Training in Youth with an Autism Spectrum Disorder: Initial Findings.* Poster presented at the International Meeting for Autism Research (INSAR), Atlanta, GA.

Minshawi, N., **Hurwitz, S.**, et al. (2012, November). *Behavioral data collection in a social skills training group.* Poster presented at the Association for Behavioral and Cognitive Therapies (ABCT) Annual Meeting, National Harbor, MD.

Minshawi, N., **Hurwitz, S.**, et al. (2011, January). *Initial Experiences in a Randomized, Placebo-Controlled Trial of D-Cycloserine for the Enhancement of Social Skills Training in Pervasive Developmental Disorders*. Poster presented at the American Academy of Child and Adolescent Psychiatry Annual meeting, Toronto, Canada.

Schertz, H. H., Baker, C., **Hurwitz, S.**, & Benner, L. (2010, May). *Principles of practice in toddler autism intervention: Current research and future needs.* Poster presented at the International Meeting for Autism Research (IMFAR). Philadelphia, PA

Schertz, H. H., Baker, C., **Hurwitz, S.**, & Benner, L. (2010, February)*. Recommended practices in early intervention with autism.* Poster presented at the Conference on Research Innovations in Early Intervention (CRIEI). San Diego, CA.

**Hurwitz, S.**, & Watson, L. (2009, May). *Joint Attention Revisited: Comparing the JA Profiles of Young Children with Autism to MA-Matched Children with Developmental Disorders.* Poster presented at the International Meeting for Autism Research (INSAR), Chicago, IL.

**Hurwitz, S.** (2008, May). *Joint Attention Revisited: Examining Heterogeneity Among Children with Autism.* Poster presented at the International Meeting for Autism Research (INSAR), London, England.

**Hurwitz, S.** (2002, December). *Frank Porter Graham’s Inclusive Child Care Program: Lessons from a Successful Model.* Oral presentation at the Division for Early Childhood (DEC) Conference, San Diego, CA.

Wolery, M., **Hurwitz, S.**, & Cryer, D. (2000, November). *Continuity of Caregiver for Infants and Toddlers: Possible pros and cons*. Oral presentation at the National Association for the Education of Young Children (NAEYC), Atlanta, GA.

**Hurwitz, S.**, Cryer, D., & Wolery, M. (2000). *Immediate effects of caregiver changes on infants and toddlers.* Spotlight Forum presentation at the National Institute for Early Childhood Professional Development, San Francisco, CA.

**Hurwitz, S.**, Cryer, D., & Wolery, M. (2000). *Continuity of Care in the Real World*. Workshop leader at the Western Regional Child Care Conference, Asheville, NC.

Cryer, D., **Hurwitz, S.**, & Wolery, M. (2000). *National Survey on Continuity of Caregivers.* Oral presentation at the FPG Seminar Series, Chapel Hill, NC.

**Hurwitz, S.** (1999, November). *Continuity of Care: What are the Practices in the Real World?* Oral presentation at the National Association for the Education of Young Children (NAEYC) Conference, New Orleans, LA.

**Invited Conferences and Presentations**

**Hurwitz, S.** & Maltese, A. (2024). [Change the Script Conference](https://dreamadream.org/change-the-script-2024/), *Dream a Dream*, Bangalore, India

**Hurwitz, S.** (2022). Guest on the DatabasED podcast, By [INsite](https://education.indiana.edu/community/insite/). Episode 1: [*We and the IEP: Individualization, Accountability, and Data Standardization*](https://anchor.fm/databased/episodes/We-and-the-IEP-Individualization--Accountability--and-Data-Standardization-with-Joel-Boehner--Dr--Sarah-Hurwitz--and-Dr--Jennifer-Meller-e1eskak/a-a7fm1ju). Episode 2: [*Part II of a Very Special Education*](https://anchor.fm/databased/episodes/Part-II-of-a-very-Special-Education-episode-e1f74c0/a-a7guk65)*.*

**Hurwitz, S.** (2021). *Reporting Results.* Single Case Research Design Twitter Chat (#SCRDChat).

Eskew, K., Comentale, E., & **Hurwitz, S.** (2019). *The Value of Education: What does it mean to be Educated?* Panelist at the IU First Thursdays and Kelly Common Read Event, Hosted by the Kelley School of Business and the IU Arts & Humanities Council, Bloomington, IN.

**Hurwitz, S.** (2019). *Lucy in the Sky*. Filmmaker panelist at the Indy Shorts Program: Redefining Disability, Heartland Film Festival, Indianapolis, IN.

**Hurwitz, S.**, & Stuckey, J.\* (2018). *The Impact of Endrew on Special Education.* Oral presentation at the Special Education Area Fall Summit, Bloomington, IN.

**Hurwitz, S.** (2018). *Educational Interventions: The role of intuition and experience in the analyses of large data sets.* Invited talk at The Hebrew University of Jerusalem, Israel.

**Hurwitz, S.** (2018). *Public Education.* Panelist on the Showing Up Town Hall Tour, Monroe County Public Library, Bloomington, IN.

**Hurwitz, S.** (2015). *Cognitive Disorders from Childhood through the Teens*. Panelist, Beth Shalom Congregation, Bloomington, IN.

**Hurwitz, S.** (2015) *Monroe County Schools Consider New Academic Calendar*, Panelist on *Noon Edition,* WFIU Radio, Bloomington, IN: <http://indianapublicmedia.org/noonedition/monroe-county-schools-academic-calendar/>.

**Hurwitz, S.** (2013). *Dropping the ‘A’ Word: Communicating with families about Autism Spectrum Disorders.* Invited lecture for the South Central Indiana Association for the Education of Young Children, Bloomington, IN.

**Hurwitz, S.** (200). *Continuity of Care.* Oral presentation for the National Center for Early Development and Learning (NCEDL) Constituent Advisory Board, Chapel Hill, NC.

**Hurwitz, S.** (2005-2007). *Autism Spectrum Disorders.* Invited speaker, School Psychology program, UNC-Chapel Hill.

**Media**

Winkler, C. (2022). *Equity in Action works to address pandemic setbacks from marginalized communities.* Article about my new initiative: <https://education.indiana.edu/news/2022/jan-jun/research/2022-04-07-equity-in-action.html>

Indiana Public Media (2022). *No classroom. Missing friends. How the pandemic jolted Indiana’s special education students.* Interview in print and on the radio (WFIU). <https://indianapublicmedia.org/news/no-classroom.-missing-friends.-how-the-pandemic-jolted-indianas-special-education-students.php>

New study examines how special education teachers supported students during pandemic (2021) <https://education.indiana.edu/news/2021/jul-dec/2021-08-16-new-study-special-education-during-pandemic.html>

Whoopi Goldberg Stars in Jen Rudin's Short Film LUCY IN THE SKY at Indy Shorts (2019) <https://www.broadwayworld.com/bwwtv/article/Whoopi-Goldberg-Stars-in-Jen-Rudins-Short-Film-LUCY-IN-THE-SKY-at-Indy-Shorts-20190711>

Autism Study Yields Promising Results (2017) <https://education.indiana.edu/news/2017/2017-03-09-autism-study.html>

# University Teaching

*Indiana University Bloomington*

Undergrad Individualized Behavioral Interventions and Supports (EDUC-K 344)

Teaching Exceptional Learners (EDUC-K 305)

Teaching Young Children with Special Needs (EDUC-K 308)

Urban Seminar (EDUC-K 352)

Team Approaches to the Education of Students with Disabilities (EDUC-K 362)

Student Teaching Seminar (EDUC-M 420), Special Education Field Placement (EDUC -M 201), Supervision Field Experience (EDUC K 495), EdTPA Supervision

Graduate Teaching Social Skills (EDUC-K 522), online

Introduction to Special Education for Graduate Students (EDUC-K 505)

Masters Program Capstone Project Class (EDUC-K 590), Masters Thesis in Special Education (EDUC-K 599)

Behavioral Interventions Across the Lifespan, Doctoral Seminar (EDUC-K 780)

PESA Program: Introduction to Autism (EDUC-K 631), Communication in Autism (EDUC-K 633), Behavior in Autism (EDUC-K 634)

*University of North Carolina at Chapel Hill*

Masters Families and Teams in Early Childhood Intervention, Masters for Experienced Teachers Program

Preschool and Kindergarten Curriculum and Learning Environments, Masters for Experienced Teachers Program

# Advising, Mentorship, Masters Theses and Doctoral Committees

2022-2025 Dissertation Committee Chair: Selin Safran, Special Education

2016- Graduate Advisor: Blaine Garman-McClaine, Special Education; John Andresen, Special Education; Preeti Yadav, Special Education; Courtney Orr, Special Education; Eren Yenigun, Special Education.

2015-current Dissertation Committee Member: Ozan Ozkaya, Special Education; Luke Sun, Special Education; Xinyue Liu, Special Education; Nicole Rodriguez, School Psychology; Emine Yildirim, Special Education; Tybytha Ryan, School Psychology; Emily Richardson, Educational Leadership and Policy Studies; Ohoud Alhajeri, Special Education; Anna Merrill; School Psychology

2015-current Program of Studies Committee: Lucy Zook, Special Education; Liz Melfi, School Psychology; Musap Yalcin, Special Education

2019-current Minor advisor: Logan McIntosh (LCLE, EdD program); Angie Kucharski (EdD Curriculum and Instruction)

2018-2022 Lab Director, TECH for Autism: lab members Blaine Garman-McClaine (Special Education), AJ Asomani-Adem (School Psychology), Natalie Bengert (School Psychology), Alexandria Berry Thielmeyer (School Psychology), Bri Burgess (School Psychology), Olivia Heck (School Psychology), Nicole Rodriguez (School Psychology), Kane Carlock (School Psychology)

2017-2020 Lab Director, AAC in Action: Brenda Brannigan GA (Special Education)

2017-2020 Lab Director, Autism Social Self-Reflection Study: lab members Tybytha Ryan (School Psychology), Kelsey Quest (School Psychology), Brooke Schmitt (School Psychology), Asja Zero (Counseling)

2017 External dissertation examiner: Eunice Tan Meng Yin, National Institute for Education, Nanyang Technological University, Singapore.

2016 Masters Thesis Committee Chair: Sarah Alwaqassi, Esra Erbas, Ozan Özkaya

# University Service

2025 Member, C&I Merit Review Committee (Elements)

2025-2027 Member, OVPIA’s International Mobility Grant Review Committee

2024-present Director, [Action for Access Global Special Education Lab](https://education.indiana.edu/research/initiatives/action-for-access/)

2024 Director, Preparing Educators of Students with Autism (PESA) Program, Special Education Program

2023-2024 Chair, The Ted Hasselbring Chair for Technology in Special Education Search Committee, School of Education

2023-2024 Grant Panel Reviewer, Social Sciences Research Funding Program (SSRFP), Social Science Research Commons, Indiana University Bloomington

2023-2025 Member, Promotion, Tenure and Contracts Committee (PT&C), School of Education

2022-2023 Member, Otting Chair Search Committee, School of Education

2022-2023 Member, Hasselbring Chair Search Committee, School of Education

2022-2024 Director, Equity in Action, School of Education

2021-2022 Chair, Research, Development, and External Partnerships Committee, School of Education

2020-2021 Member, Research, Development and External Partnerships Committee, School of Education

2021 Chair, search committee, Visiting Assistant Professor for the Special Education Program

2021-2022 Program Development: Fast Track Graduate Emergency License in Special Education, Special Education Program

2020-current Program Coordinator, Special Education Program, Department of Curriculum and Instruction

2020-current [Advisory Council Member, Indiana Institute on Disability and Community (IIDC)](https://www.iidc.indiana.edu/about/advisory-council.html)

2020-2023 Member, School Psychology Admissions Committee, [School Psychology Program](https://education.indiana.edu/programs/graduate/doctoral/phd-school-psychology.html)

2019-2022 Member, [Long-Range Planning Committee](https://education.indiana.edu/faculty/governance/policy-council/committees/long-range-planning.html), School of Education

2019-2022 Chair, [TECH for Autism Advisory Board](https://www.iidc.indiana.edu/pages/technology-based-interventions), IU Bloomington and includes education leaders from across the state of Indiana.

2018-2021 Chair, [AAC in Action](https://education.indiana.edu/community/aac-in-action/index.html), research and practice collaboration between the School of Education, the Department of Speech and Hearing, Monroe County Community School Corporation (MCCSC), and community-based professionals.

2016-2018 Member, AAC in Action.

2017-2018 Member, Digital Measures-Activity Insights (DMAI) Merit Review Committee, Dept of Curriculum and Instruction

2017-2018 Member, Face to Face Doctoral Program Committee, Department of Curriculum and Instruction

2017-2018 Member, Special Education Faculty Search Committee, School of Education

2017-2018 Member, School Psychology Faculty Search Committee, School of Education

2015-2018 Member, [Teaching All Learners (TAL)](https://education.indiana.edu/programs/undergraduate/majors/elementary-special-education.html) Planning Committee, Special Education Program

2016-2018 Member, [Doctoral Program Committee,](https://education.indiana.edu/programs/graduate/doctoral/phd-special-education.html) Special Education Program

2016-2019 Founder and Coordinator, [IU Autism Research Collaborative](https://www.iidc.indiana.edu/pages/autism-experts), IU Bloomington. This collaborative brings together autism researchers from departments across the IU Bloomington campus as well as including members from other universities.

2015-2016 Advisor, IU Health Insurance Benefits Committee. Insurance coverage for families with children with autism, Jim Sherman chair, IU Bloomington

2015-2016 Chair, C&I Outstanding Associate Instructor Award Committee, Dept of Curriculum and Instruction

2015-2020 Website coordinator, [Special Education Program](https://education.indiana.edu/programs/special-education.html)

# Professional Activities

**Grant Reviewer**

2024 & 2025 Institute for Education Sciences (IES) NCSER Early Career Training Scientific Grant Review Panel, Washington, DC.

2023 National Science Foundation (NSF) Grant Review Panel, ECR Disability Panel

2021 & 2022 The Spencer Foundation Large Research Grants program review panel member

**Journal and Conference Reviewer**

2024-current *Ad hoc* reviewer, *Psychology in the Schools* *(PITS)*

2024-current *Ad hoc* reviewer, *Journal of Military Social Work and Behavioral Health Services*

2022-current Editorial board member, *Frontiers in Education and Frontiers in Psychology*

2022-current *Ad hoc* reviewer, *Remedial and Special Education (RASE)*

2021-current Editorial board member, *Journal of Disability Policy Studies*

2021-current *Ad hoc* reviewer, *AERA Open*

2020 *Ad hoc* reviewer, *The Journal of Education for Students Placed At Risk (JESPAR)*

2019-2021 *Ad hoc* reviewer, *Journal of Policy Analysis and Management*

2019-2022 Reviewer, American Educational Research Association (AERA) Annual Meeting

2018-current *Ad hoc* reviewer, *Autism*

2017- current *Ad hoc* reviewer, *Autism & Developmental Language Impairments*

2016-2022 Reviewer, International Society for Autism Research (INSAR) Annual Meeting

2016 *Ad hoc* reviewer, *Journal of Abnormal Child Psychology*

2006-current *Ad hoc* reviewer, *Journal of Autism and Developmental Disorders* (JADD)

**Memberships**

2019-current Education Law Association (ELA), Member

2018-current Council for Exceptional Children (CEC), Member

2016-current American Educational Research Association (AERA), Member

2007-current International Society for Autism Research (INSAR), Member

2000-2005 Division for Early Childhood (DEC), Member

**Trainings**

2023-2024 IU SOE Week-Long Grant Writing Retreat

2020 *Introduction to Systematic Review and Meta-Analysis*, AERA Virtual Research Learning Series

2017 *Single-Case Intervention Research Design and Analysis* Summer Training Institute, sponsored by the National Center for Special Education Research (NCSER), Institute of Education Sciences (IES), U.S. Department of Education

2016-current Faculty Writing Groups, IU Scholarly Writing Program

2016 Faculty Success Program**,** The National Center for Faculty Development & Diversity

1998-2002 Institute Trainer: The Infant and Early Childhood Environmental Rating Scales (ITERS and ECERS)

1996-1998 Applied Behavior Analysis (ABA) training and supervision

Lindamood-Bell and Orton-Gillingham reading programs

# Service to the Community

2018-current Community Consultant, conduct preschool observations and home visits to support families of young children requesting guidance regarding disability identification and inclusion.

2023-2024 Monroe County Community School Corporation (MCCSC) High School Scheduling Committee (School of Education representative).

2016-2019 Associate Producer and Science Advisor, *Lucy in the Sky*, script development and then film creation about an autistic teen, featuring Whoopi Goldberg. <https://www.lucyintheskyfilm.com/>

2015-2019 Science Consultant, *Mockingbird*, screenplay adaptation of YA novel about a girl with autism. <http://kathrynerskine.com/book/title/mockingbird>

2018 Panelist, Public Education. Showing Up Town Hall Tour, Monroe County Public Library.

2016-current Autism Consultant, The Nest at New Hope, a Bloomington childcare center for children impacted by homelessness and other area preschools.

2015 Radio show panelist, *Noon Edition,* WFIU Radio. "Monroe County Schools Consider New Academic Calendar”