

# SARAH HURWITZ

Indiana University School of Education  
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## 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-current **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**, Riley Hospital for Children, Christian Sarkine Autism Treatment Center, Department of Psychiatry, Indiana University School of Medicine.  
**Independent Evaluator**, Riley Hospital for Children, *Randomized Trial of Parent Training in Young Children with Autism*, Research Units of Pediatric Psychopharmacology (RUPP) multisite network, 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, Reading Specialist**, Applied Behavior Analysis (ABA) therapist, 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

1. **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*, <https://doi.org/10.1177/13623613211035935>
2. **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>
3. **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>
4. **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>
5. **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*.
6. **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>
7. Decker, J., & **Hurwitz, S.** (2018). Post-*Endrew* legal implications for students with autism. *Education Law Reporter*, 53(3), 7-11. ISSN 0047-8997
8. **Hurwitz, S.**, & Watson, L. R. (2016). Joint attention revisited: Finding strengths among children with autism. *Autism*, 20, 538-550.
9. 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.
10. 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.
11. 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.
12. **Hurwitz, S.** (2013). The gluten-free casein-free diet and autism: Limited return on family investment. *Journal of Early Intervention*, 35, 3-19.

13. 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.
14. 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.
15. Cryer, D., **Hurwitz, S.**, & Wolery, M. (2003). Continuity of caregiver for infants and toddlers. *Developmental Psychology, 16*(1), 31-37.
16. 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.
17. Reinhardt, V. & **Hurwitz, S.** (1993). Evaluation of social enrichment for aged rhesus macaques. *Animal Technology, 44*, 53-57.

### Book Chapters and Practitioner Journal Articles

18. **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).
19. Zirkel, P., **Hurwitz, S.** (invited judge). (2020). You Be the Judge: Providing a FAPE. *Communiqué, 48*(6), 20-22, National Association of School Psychologists.
20. **Hurwitz, S.**, Nguyen, D., and Eckes, S. (2019). Legal Matters: Discover how rescinding guidance documents will impact discipline. *Principal Leadership, 20*, NAASP.
21. **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.
22. **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

23. 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>
24. **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.
25. Cryer, D., **Hurwitz, S.**, & Wolery, M. (2003). Continuity of Caregiver for Infants and Toddlers. *ERIC Digest*.

### Submitted or In Progress

1. Carlock, K.\*, Garman-McClaine, B\*, **Hurwitz, S.** (under review). "We're Not Giving Up" Special Education Teacher's Experiences During the COVID-19 Pandemic

2. **Hurwitz, S.**, Ryan, T.\* , & Merrill, A.\* (under review). Measuring Social Communication: Preliminary Development of a Tool for Individuals with Autism.
3. Safran, S\* . & **Hurwitz, S.** (under review). An Unconditional Bond: Growing Up with a Sibling with Autism Spectrum Disorder.
4. **Hurwitz, S.** (in progress). Private Schools on the Public Dollar: Are specialized private schools for students with disabilities worth the public price tag?

\*indicates student co-author

#### GRANT APPLICATIONS AND AWARDS

**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: \$8000.

**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; Nord, D., Co-P.I. (2019-2021). *Technology-based interventions for students with autism*. State of Indiana. Funded: \$775,000.  
<https://www.iidc.indiana.edu/pages/technology-based-interventions>

**Hurwitz, S.**, Principal Investigator; Perry, B. & Skiba, R., Co-P.I.s (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.

Schertz, H., Principal Investigator; **Hurwitz, S.**, Co-P.I. (2017). *Doctoral education for leadership in autism (DELA)*. Personnel Development to Improve Services and Results for Children with Disabilities, U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). \$1,220,861, unfunded.

Wohlwend, K. (Principal Investigator); **Hurwitz, S.**, Peppler, K., Duncan, S., Co-P.I.s (2017). *Collaborative Lab for Research and Development of Innovative Technologies (CoLab)*. OVPR. \$200,000, unfunded.

**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.** Principal Investigator; Kennedy, D., Co-P.I. (2016). *Teaching Self-Reflection: A novel technology-based social skills intervention for Autism Spectrum Disorder*. Organization for Autism Research (OAR) Applied Research Competition. \$30,000, unfunded.
- Hurwitz, S.** (2012-2014). *Postdoctoral Fellowship*. The Irving Harris Foundation Early Childhood Training Center Postdoctoral Grant, recipient. Funded.
- 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 (doctoral program support).
- 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

- 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 1<sup>st</sup> 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 7<sup>th</sup> 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 Presentations

**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.** (2000). *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

TAL Program Education of the Socially and Emotionally Disturbed II (EDUC-K 344), Fall 2015  
Fall 2016, Spring 2017, Fall 2017, Fall 2018, Spring 2019, Fall 2020, Spring 2021,  
Fall 2021

Team Approaches to the Education of Students with Disabilities (EDUC-K 362),  
Fall 2014

Supervision Field Experience (EDUC K495), Spring 2017, Spring 2019

Urban Seminar (EDUC-K352), Spring 2018

Student Teaching Seminar (EDUC-M420), Spring 2018

EdTPA Supervision, Spring 2018

Gen Ed Teaching Exceptional Learners (EDUC-K 305), Spring 2014, Fall 2014, Spring 2015,  
Spring 2016

Teaching Young Children with Special Needs (EDUC-K 308) Fall 2021

Masters Teaching Social Skills (EDUC-K 522), online, Spring 2015

Introduction to Special Education for Graduate Students (EDUC-K 505), Spring  
2016

Masters Program Capstone Project Class (EDUC-K 590), online, Fall 2016

Masters Thesis in Special Education (EDUC-K 590 and K 599), Fall 2016, Spring  
and Fall 2017

Doctoral Behavioral Interventions Across the Lifespan (EDUC-K 780), Fall 2019

### *University of North Carolina at Chapel Hill*

Masters Families and Teams in Early Childhood Intervention, Masters for Experienced  
Teachers Program, Fall 2005

Preschool and Kindergarten Curriculum and Learning Environments, Masters for  
Experienced Teachers Program, Spring 2005

**ADVISING, MENTORSHIP, MASTERS THESES AND DOCTORAL COMMITTEES**

- 2022 Program of Studies Committee, Member: Lucy Zook, Special Education
- 2021-current Dissertation Chair: Selin Safran, Special Education
- 2021-current Dissertation Committee, Member: Luke Sun, Special Education; Xinyue Liu, Special Education  
Program of Studies Committee: Liz Melfi, School Psychology; Musap Yalcin, Special Education
- 2020-2022 Dissertation Committee, Member: Nicole Rodriguez, School Psychology
- 2020-current Graduate Advisor: Courtney Orr (Special Education doctoral program)
- 2019-2021 Lab director, TECH for Autism study: 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)
- 2019-current Graduate Advisor: Blaine Garman-McClaine (Special Education doctoral program)
- 2019-2020 Minor advisor: Logan McIntosh (LCLE, EdD program)
- 2017-2020 Graduate Advisor: John Andresen (Special Education doctoral program)
- 2018-2020 Dissertation Committee, Member: Emine Yildirim (Special Education)
- 2018-2020 Dissertation Committee, Member: Tybytha Ryan (School Psychology)
- 2018-2020 AAC in Action lab director: Brenda Brannigan GA (Special Education)
- 2018-2019 Dissertation Committee, Member: Emily Richardson (Educational Leadership and Policy Studies)
- 2017-2018 Dissertation Committee, Member: Ohoud Alhajeri (Special Education)
- 2016-2018 Autism Social Self-Reflection Study, Lab Director: 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.
- 2016-2017 Masters Thesis Committee, Chair:
- Sarah Alwaqassi, *The use of multisensory methods in schools today.*
  - Esra Erbas, *Strategies that teachers use to support the inclusion of students who are deaf and hard of hearing.*
  - Ozan Özkaya, *Support groups for parents of children with Autism Spectrum Disorder.*
  - Selin Safran, *Relationships between typically developing individuals and their siblings with Autism Spectrum Disorder: A qualitative analysis.*
- 2015 Dissertation Committee, Member: Anna Merrill (School Psychology)

**UNIVERSITY SERVICE**

- 2022 Director, [Equity in Action](#), School of Education

- 2021 Chair, Research, Development, and External Partnerships Committee, School of Education
- 2021 Chair, search committee, Visiting Assistant Professor for the Special Education Program
- 2021 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 Member, Research, Development and External Partnerships Committee, School of Education
- 2020-current [Member, Advisory Council for the Indiana Institute on Disability and Community \(IIDC\)](#)
- 2020-current Member, School Psychology Admissions Committee, [School Psychology Program](#)
- 2019-2022 Member, [Long-Range Planning Committee](#), School of Education
- 2019-current Chair, [TECH for Autism Advisory Board](#), IU Bloomington and includes education leaders from across the state of Indiana.
- 2018-2021 Chair, [AAC in Action](#), 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 \(TAL\)](#) Planning Committee, Special Education Program
- 2016-2018 Member, [Doctoral Program Committee](#), Special Education Program
- 2016-2019 Founder and Coordinator, [IU Autism Research Collaborative](#), 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](#)

## PROFESSIONAL ACTIVITIES

### Grant Reviewer

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

### Journal and Conference Reviewer

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

2021-current *Ad hoc* reviewer, *AERA Open*, *The Journal of Education for Students Placed At Risk (JESPAR)*

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

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

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

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

2016-current 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

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

2016-2021 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

2016-current Associate Producer and Science Advisor, *Lucy in the Sky*, script development and then creation of a film about teen with autism, 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.
- 2016-2017 Consultant, The Nest at New Hope, a Bloomington childcare center for children impacted by homelessness.
- 2015 Radio show panelist, *Noon Edition*, WFIU Radio. "Monroe County Schools Consider New Academic Calendar"