Sheraton San Diego Hotel & Marina

11th International DDD Conference on
Cognitive Disabilities/Mental Retardation,
Autism & Other Developmental Disabilities

October 8 – 10, 2008
Welcome to the 11th International Conference on Cognitive Disabilities, Autism and Other Developmental Disabilities! The Division on Developmental Disabilities of the Council for Exceptional Children is pleased that you have made the choice to participate in this outstanding professional development activity in the wonderful city of San Diego.

Participants in either of the Pre-Conference Training Institutes will have the opportunity to interact with internationally recognized education professionals and receive cutting edge content based on research-based practices. You will also find an array of high quality presentations listed in the program, complemented by insightful and exciting keynote presenters. We encourage you to make the most of this opportunity to interact with practitioners and researchers who are doing important work in the field of developmental disabilities, and to share your experiences whenever possible so that we may all learn from each other. This conference is an excellent opportunity to make new friends. Please enjoy some moments of relaxation here at the Conference. Our Board and the staff of the Sheraton San Diego Hotel and Marina are here to serve you, so please do not hesitate to ask for information or assistance to make your experience as memorable and professionally rewarding as possible.

Have a great time, and I look forward to seeing you at the conference events!

Dave Smith, President
Council for Exceptional Children
Division on Developmental Disabilities
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Conference Committee

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CEC-DDD President  
Professor and Chair, Department of Specialized Educational Services,  
The University of North Carolina at Greensboro

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Bowling Green State University

Polly Parrish  
CEC-DDD Past President  
Special Education Teacher, WINGS Day Treatment Program  
Baldwin County Board of Education  
Fairhope, AL

Dr. Tom Smith  
CEC-DDD Executive Director  
University Professor  
University of Arkansas
# Conference at a Glance

## Wednesday, October 8, 2008

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<td>Bel Aire Foyer</td>
<td>Pre-Conference Training Institute Registration &amp; Breakfast</td>
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<td>11:30 a.m. – 12:30 p.m.</td>
<td>Catalina Room &amp; Terrace</td>
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<td>Fairbanks A &amp; B</td>
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## Thursday, October 9, 2008

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<tr>
<td>7:00 - 8:00 a.m.</td>
<td>Bel Aire Foyer</td>
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<td>8:00 – 9:15 a.m.</td>
<td>Bel Aire North</td>
<td>Opening Session</td>
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<td>Dolly Gray Children's Literature Award Presentation</td>
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<td>Featured Speaker: Annie Forts</td>
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<td>&quot;Living Life with 'Up' Syndrome&quot;</td>
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<td>9:30 – 10:45 a.m.</td>
<td>Bel Aire North, Shutters,</td>
<td>Session II - Concurrent Sessions</td>
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<td>Fairbanks A-D</td>
<td>Vendor/Exhibitor Display</td>
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<td>Bel Aire South</td>
<td>VENDOR/EXHIBITOR DISPLAY</td>
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<tr>
<td>11:00 a.m. – 12:15 p.m.</td>
<td>Bel Aire North, Shutters, Fairbanks A-D</td>
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<td>2:45 – 4:00 p.m.</td>
<td>Bel Aire North, Shutters,</td>
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<td>Fairbanks A-D</td>
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<tr>
<td>5:30 – 7:00 p.m.</td>
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<td>Poster Sessions/Wine &amp; Cheese Reception (cash bar)</td>
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### 2008 Dolly Gray Children’s Literature Award Recipient!

CEC-DDD will present the fifth biennial Dolly Gray Children’s Literature Award to K.A. Nuzum, author of *A Small White Scar*, at the Opening Session of the conference on October 9th, 2008. The Dolly Gray Award recognizes high quality fictional children’s books with positive portrayals of individuals with developmental disabilities.

Please plan to join us at this special presentation, which honors the memory of Dolly Gary and acknowledges exemplary children’s literature!
Pre-Conference Training Institute

Wednesday, October 8, 2008

8:30 a.m. – 3:30 p.m.

Training Institute A - ASD Essentials – Building Blocks for Learning

Fairbanks A

❖ **Morning Session - Visual Strategies for Teaching Students with ASD to Read**, led by Leslie Broun, Educational Consultant – ASD

This workshop focuses on teaching students with autism to read targeting strengths in the area of visual learning. Methods include the use of a whole word sight recognition approach and personal/meaningful vocabulary as starting points. The critical importance of sentence construction for the development of cognitive and communication skills for students with ASD is discussed, as well as ways in which non-verbal students can participate. This workshop also focuses on reading comprehension, the writing process, and the extension of reading skills to other subject areas. The content is geared to students of any age who are in the process of learning to read or who are working towards expanding their skills to make reading a more meaningful and useful experience.

❖ **Afternoon Session - Teaching Children with Autism To and Through Play**, led by Dr. Amanda Boutot, Autism/ABA Graduate Concentration Coordinator, Texas State University

Play is a natural conduit for learning, but for children with autism, play may not come naturally. They must be systematically taught to play in order to learn through play. This workshop will present strategies for teaching play to children with autism based on the principles of Applied Behavior Analysis.

Training Institute B  - Team Process for Developing Behavioral Supports for Students with Dual Diagnosis - ASD and Cognitive Disability, led by Kelly Dunlap & Maureen Ziegler, START: Statewide Autism Resources and Training (a Michigan Department of Education and Early Intervention Services grant project).

Fairbanks B

This session will provide participants with an understanding of positive behavior support (PBS), functional behavioral assessment (FBA) and the components of effective behavior support plans. Participants also will learn to collect relevant data and use the information to guide the development of behavioral strategies. Specific behavioral strategies effective for students with ASD and cognitive disability are also addressed. A team-based problem-solving process is presented that allows educational teams to effectively and efficiently develop and implement behavior supports for students with ASD and cognitive disability.
Conference Sessions & Speakers

Thursday, October 9, 2008

8:00 – 9:15 a.m.

Bel Aire North

Opening Session

- Welcome
- Dolly Gray Children’s Literature Award
- Featured Speaker: Ann Forts

Ann Forts is a popular, nationally recognized motivational speaker and advocate for the needs and rights of people with disABILITIES, especially those with mental disabilities. The primary focus of her speeches is to help people understand there definitely is an "UP" side to life with Down Syndrome......which she prefers to call "UP" Syndrome. Ann created the concept of "UP" Syndrome to re-define, in a positive way, the image of mental disabilities and to focus on the “ABILITY” portion of the word, disability.

Ann travels over 20,000 miles each year and speaks to about 5,000 people. Her audiences at state, regional and national conferences and conventions include her peers; parent support organizations; educational groups including elementary, high school and college students and staff; doctors and nurses; and professionals in all areas of disABILITIES and social services.

President Clinton appointed Ann to the President’s Committee on Mental Retardation where she served 3 terms (1994-2000) as one of the first two members with a disABILITY to be appointed to the committee. Ann also served 3 terms (last term as Vice-chair) under two NH governors on the NH Developmental Disabilities Council. She has served as a director for the Direct Support Professionals Assn of NH; for the NH Chapter of the American Association on Mental Retardation; and served 2 terms as a director for the National Down Syndrome Congress.

Ann was the 1995 recipient of the 1st International Self Empowerment Award given by the Joseph P. Kennedy, Jr. Foundation at the United Nations in New York City. She received the 1995 Annual Down Syndrome Ambassador of Good Will Award presented by the Association for Children with Down Syndrome Inc. Her 1997 awards included the Massachusetts Down Syndrome Congress Annual Dr. Allen Crocker Award; the Lions International Community Service Award; The ARC of Union County, NJ 1997 Spirit of the ARC Annual Award; The ARC of New Hampshire Citizen of the Year 1997 Annual Award; and The National Down Syndrome Congress 1997 Exceptional Meritorious Service Award in recognition for all she has done to raise the nation’s awareness of the abilities of people with Down syndrome; the Boston Celtics "Heroes Among US" Award in 2000 and The Paul G. Hearne / American Association of People with Disabilities 2002 Leadership Award.

Ann’s active lifestyle, her family, her many friends and acquaintances, and her everyday inclusion and acceptance in her community (without any reservations) are some of the many reasons why Ann’s favorite expression is:

“I LOVE MY LIFE!”

www.anniefortsupfund.org
9:30 – 10:45 a.m.

Bel Aire North  Dolly Gray Award 2000 - 2008: Juvenile Fiction Portraying Characters with Developmental Disabilities
Dr. Tina Taylor Dyches, Dr. Mary Ann Prater
Sponsored by CEC-DDD and Special Needs Project, the Dolly Gray Award for Children's Literature recognizes high quality juvenile fiction portraying characters with developmental disabilities. The presenters will provide a summary of all eligible books for the 2008 award and will suggest ways in which award-winning books can be used in the classroom.

Fairbanks A  Parental Reaction to Developmental Disabilities: A Personal Perspective
Dr. Richard Gargiulo, University of Alabama at Birmingham
It is important that teachers and other service providers realize that the identification of an individual with a developmentally disability affects the entire family constellation and produces a wide range of emotional reactions. Effective intervention with caregivers requires that professionals acknowledge these feelings and are sensitive to their impact on parent-professional partnerships.

Fairbanks B  A Different Way of Learning: Understanding and Accommodating the Unique Learning Styles of Individuals with an Autism Spectrum Disorder
Neil Walker, Geneva Centre on Autism, Toronto, Canada
This Individuals diagnosed with Autism Spectrum Disorder (ASD) possess a unique compilation of learning styles that present as both learning strengths and weaknesses. Many of these features can be directly linked to the areas of the brain that are affected by ASD. Understanding these learning styles and their underlying causes provides interveners with insights into the kinds of teaching strategies that will take advantage of learning strengths and accommodate learning weaknesses. This presentation will clearly define nine learning styles, link them to the neurobiological research and identify appropriate compensatory teaching strategies.

Fairbanks C  A Promoting Literacy through Supported Electronic Text for Students with Moderate Cognitive Disabilities
Karen Douglas, Kevin Ayres
The use of electronic media to access literacy is becoming more common and can potentially provide various supports to struggling readers including those with intellectual disabilities. Data will be presented from several studies evaluating the effects of illustrative, presentational, translational, and navigational supports embedded in electronic text to support literacy.

Fairbanks D  Curriculum and Communication Ideas to Meet Standards in Your Classroom!
Joni Nygard, Attainment Company
Augment the strategies you use to help meet the standards in your classrooms! Communication tools and ideas to complement age-appropriate materials for students with moderate to severe disabilities (including autism) will be discussed. Overlays designed for programs aligned to the general education curriculum standards will be shared in areas of literacy, math, and science.
Shutters

PTCP: Parent-Therapist Collaboration Program in Teaching Individuals with Autism
Atilla Cavkaytar, Elena Dawes

The purpose of this study was to develop and determine the effectiveness of a Parent and Therapist Collaboration Program for teaching self-care and domestic skills to individuals with autism varying educational needs. A multiple probe design with probe conditions across skills was used in the study.

11:00 a.m. - 12:15 p.m.

Bel Aire North

Transdisciplinary Collaboration for Effective Interventions for Students with Autism: From Pre-service Training Through Professional Practice
Dr. Valerie Cook-Morales & Dr. Vera Gutierrez-Clellen, San Diego State University
Jennifer Inaba, Angelica Contreras, Cathy Galvan, Lissette Gomez & Oyuki Gonzalez (Graduate Students in School Psychology)
Jezelle Avila, Matthew Bartels, Britta Cali, Nicole Hubler, Michele Nichols, Valerie Niemiec & Bonnie Romanowsky (Graduate Students in Speech-Language Pathology)

This panel presentation features a pre-service trans-disciplinary training model to prepare school psychologists and speech-language pathologists to collaborate with teachers and families in providing effective interventions for culturally and linguistically diverse students with autism. The model is built on the evidence supporting the effectiveness of professional learning communities in the schools for promotion of life-long learning. Participants will be able to bridge from described program elements to establishing effective learning communities and collaborative trans-disciplinary teams in their schools.

Fairbanks A

The Autism Omnibus Proceedings: Critically Evaluating the Evidence of the Three Theories
Dr. Gardner Umbarger, Bowling Green State University

The U.S. Court of Federal Claims, who administers the National Vaccine Injury Compensation Program, has agreed to hear three different causal theories surrounding the link between autism and MMR vaccines. This presentation will examine the three causal theories and the scientific evidence presented at these proceedings.

Fairbanks B

Practical, Research-Based Techniques for Teaching Students with Intellectual Disabilities to Read
Dr. Jill Allor, Southern Methodist University, TX

This presentation will briefly summarize research findings from a large-scale, longitudinal study on the effectiveness of a comprehensive reading program in teaching elementary-aged children with intellectual disabilities (mild and moderate mental retardation). The session will focus on techniques used in the study to teach various literacy skills.

Fairbanks C

Building Memory Skills in Children with Cognitive Disabilities
Tamara Rhomberg, Rockwood School District, MO
Dr. Nikki Murdick, Saint Louis University
Dr. Barbara Gartin, University of Arkansas

One of the significant areas of need for children with cognitive disabilities is the enhancement of their memory skills. Using brain based research, the presenters will introduce research-based activities that can be used to enhance short term memory skills and build long term memory skills.
Fairbanks D  On the Move: How to Create Successful Transitions  
*Georgia Gamble & Clelia Trinca, Peel District School Board, Ontario*

Effective transitions are essential for all students to ensure success. This workshop will provide an overview and practical strategies for transition planning used to support individuals with special needs during changes in or disruptions to daily activities, settings, or routines. With thoughtful planning the transition process can be successfully managed. Workshop participants will receive a CD with samples of the various materials presented.

Shutters  The Effectiveness of Self Management Strategy Instruction Package Prepared for Students with Cognitive Disabilities  
*Dr. Serife Yucesoy-Ozkan, Dr. Oguz Gursel, Dr. Gonul Kirccali-Iftar, Anadolu University, Turkey*

Self management instruction package was effective on acquiring and maintaining self management skills by students with cognitive disabilities. The usage of self management strategies facilitated assignment completion of the students as well. In addition, students maintained the self management strategies and generalized these strategies across different assignments.

12:15 – 1:15 p.m.

Catalina Room & Terrace  Luncheon/Networking

1:15 – 2:30 p.m.

Bel Aire North  Evidenced Based Interventions for Children and Youth with Autism in Teacher/Paraprofessional Training Programs  
*Dr. Nicolette Nefdt & Sharon Elmendorp, Koegel Autism Center, University of California, Dr. Michael Ruef & Billy Hanna, California Polytechnic State University, Suzanne Robinson, Cal State*

This presentation will describe models of teacher and paraprofessional training in empirically validated intervention strategies for children with autism spectrum disorders. Both models focus on the use of Pivotal Response Treatment. The presentation will feature both video clips and the personal perspective of one candidate in the teacher training program.

Fairbanks A  Project MY VOICE: Multimedia for Youth to Voice Outcomes Individually Created for Empowerment  
*Toni Van Laarhoven, Heather Johnson & Jesse “Woody” Johnson, Northern Illinois University, Traci Van Laarhoven-Myers, Indian Prairie School District #204, IL*

This presentation provides an overview of Project MY VOICE, which is a youth-advocacy project that supports young people with developmental disabilities in creating and presenting multimedia presentations that reflect their dreams for the future at their IEP or transition planning meetings. Outcome data and resources will be shared with participants.

Fairbanks B  Teaching Self-Determination and Social Skills to Students with Cognitive Disabilities  
*Dr. Tom E.C. Smith, University of Arkansas*

Students with cognitive disabilities frequently lack self-determination and social skills. In many ways these two skill areas are dependent on each other. More importantly, skills in these areas are critical for successful inclusion in general
education classrooms and as adults in the community. This presentation will provide an overview of these skills and students with cognitive disabilities and provide some strategies for teaching these skills to this group of students.

**Fairbanks C** Evidence-based Social Skills Interventions for Children with Autism  
*Dr. Peishi Wang, Queen’s College, CUNY*  
*Dr. Anne Spillane, National University, CA*  
The purpose of this presentation is to provide an overview of evidence-based interventions for improving social skills in children with autism, including social stories, peer-mediated interventions, video modeling, pivotal response training and cognitive behavioral training. Implications for teachers and parents will be discussed as well.

**Fairbanks D** Meeting the Needs of Adolescent Children with Autism Spectrum Disorder Using the Boardmaker Software Family  
*Enid Hurtado, Mayer-Johnson LLC*  
This session identifies and illustrates how visual supports can meet some of the social, educational, psychological and sensory needs and consequential behavior challenges that may surface for students with Autism during the adolescent years. Boardmaker Software Family, user stories and research demonstrate the adaptability and effectiveness of these strategies.

**Shutters** Caregiver-Delivered Home-Based Instruction Using Simultaneous Prompting for Teaching Home Skills to Individuals with Developmental Disabilities  
*Dr. Sema Batu, Anadolu University, Turkey*  
The purpose of the study was to examine the effects of caregiver-delivered simultaneous prompting (SP) on teaching chained home skills. Four children and their caregivers were participants. Caregivers taught three chained home skills to their children. The results of the study revealed that caregivers were successful in using the SP and children acquired the target skills.

2:45 - 4:00 p.m.

**Bel Aire North** Multiculturalism, Religion, and Disability: Implications for Special Education Practitioners  
*Brooke Blanks, Doctoral Student & Dr. J. David Smith, University of North Carolina at Greensboro*  
Images of disability in varying religious traditions influence beliefs about developmental disabilities and autism. We often underestimate the extent to which religious thought permeates secular culture. This presentation will explore how religious thought in three spiritual contexts (Judaism, Christianity, and Islam) affects the lives of individuals with disabilities and autism.

**Fairbanks A** Story-based Lessons to Increase Engagement and Comprehension for Students with Significant Cognitive Disabilities  
*Pamela J. Mims & Traci-Lynn Zakas, UNC Charlotte*  
This session will cover a variety of strategies for teaching story-based lessons for students with significant intellectual disabilities and autism, including students with visual impairments. Using task analytic instruction and systematic prompting strategies students have shown increases in text comprehension and overall literacy engagement.
Working as a Team in the Classroom in Managing Problem Behaviors with Children with a Diagnosis of Autism

Marta Marquez & Osong Kim, Pacific Child and Family Associates, California
This panel discussion evaluates the challenges and successes in working with an outside agency in implementing interventions that manage problem behaviors with children with autism, including the value of each professional involved in the child's program in making treatment decisions. Topics covered include token economies, team meetings, assessing intervention effectiveness, and preference assessments.

AutismPro – Anywhere, Anytime, Online Solutions

Judith Melville-Benoch, AutismPro, Canada
This presentation will provide an overview of three AutismPro tools: AutismPro Educator, Classroom and Professional which take the incredibly complex topic of autism and break it down into manageable components. These are online programs designed to provide training, program planning and resources for educators and professionals working with any young child with moderate to severe autism and other developmental disabilities.

Who am I? Creating a “Me Book” for students with Autism and other Developmental Disabilities using Boardmaker Software Family

Enid Hurtado, Mayer-Johnson LLC
Students with Autism struggle to define themselves beyond the label of their disability. Contribute to enhancing their self-esteem by bringing the different parts of their life together, using the Boardmaker Software Family as the authoring tool, in the concrete form of a “Me Book.”

Make & Take Session: Character Education Using Stories, Puppets, Magic and Balloon Art

Dr. Colleen Klein-Ezell, Southeastern Louisiana University, Dr. Dan Ezell, University of Central Florida-Brevard, Dr. Sherlyn Ezell Powell & Shalanda Powell Stanley, University of Louisiana, Dr. Laura Verry-Sidoran, UCF Florida Inclusion Network
This presentation will demonstrate how to use various educational activities easily and effectively to begin or enhance a character development curriculum for students with developmental disabilities. A blend of demonstration and hands-on activities will be included in this interactive presentation.

5:00 – 6:30 p.m.

Catalina Room & Terrace

Poster Sessions/Wine & Cheese Reception

1. Communication: The Vital Link in the Establishment of Trust with Mothers of Children with Disabilities

Maureen Angell, Julia Stoner & Debra Sheldon, Illinois State University
The presenters will share findings of their qualitative research on perspectives of mothers of school-age children from diverse cultures with varying disabilities regarding their experiences with effective and ineffective parent-teacher communication. Effects of teachers’ responses on these mothers’ trust in education professionals and implications for practice and future research will be discussed.
2. The ECLIPSE Model: Building Global Skills That Improve Social and Behavioral Functioning for Young People with Asperger Syndrome and High-Functioning Autism
   Sherry Moyer, NHS Services of PA
   Using documented neurological and cognitive profiles for Asperger Syndrome and High-Functioning Autism, the ECLIPSE Model uses a cognitive behavioral approach to build social and behavioral competencies. Participants will leave with practical strategies for improving abstract thinking, shift/mental flexibility, Theory of Mind, causal attribution, self-regulation/modulation and problem solving across multiple environments.

3. Simultaneous and delayed video modeling: An examination of system effectiveness and student preferences
   Dr. Teresa Taber-Doughty, Purdue University
   Simultaneous and delayed video modeling was compared when used by three students with moderate intellectual disabilities for completing functional skills in two public libraries. Results indicated that both systems were effective for increasing independent student performance. Additionally, results indicated that student preference may play a role in system effectiveness.

4. The Transition Professionals’ Identified Competencies: Perceived Level of Importance, Frequency, and Preparedness
   Anthony Plotner & Christine Becker, University of Illinois
   The purpose of this session is to discuss the results of a recent study examining various transition professional roles - specifically, what transition professionals perceived as the most frequent and important transition competencies. We also examine how prepared these professionals feel in delivering transition services and what can be done to deliver more effective transition services through understanding roles and partnerships.

5. Making Friends with Jared: Inclusive Peer Training
   Dr. Judith Terpstra & Dr. Ronald Tamura, Southern Connecticut State University
   Results of a case study on the use of peer training to increase social relationships of children with autism will be presented along with strategies used and perceptions from participants. Jared, a 2nd Grade student, initially had an average of 0 interactions with peers and currently is having multiple social interactions.

6. The Impact of Children with Mental Retardation on Families as seen by Mothers, in Karachi, Pakistan: A Basis for Intervention for Positive Living
   Arusa Lakhani, RN, Aga Khan University School of Nursing, Karachi, Pakistan
   The objective of the study was to describe the impact of having a child with mental retardation on the lives of his/her family as perceived by the Pakistani mother. This was measured by the following four principal components: positive contributions, social comparison, causal attribution and mastery/ control, from Kansas Inventory of Parental Perception tool.

7. Linking Students with Disabilities to Accommodations and Services
   Amrita Chaturvedi, Graduate Assistant, University of Arkansas
   The Center for Educational Access (CEA) is responsible for determining eligibility and providing appropriate accommodations and support services to students with disabilities at the university level. The poster session looks at various accommodations and services available to students and the role CEA plays in meeting student needs while ensuring academic integrity within the institution.
8. Therapeutic Horseback Riding: An Evidence-Based Practice Established Through Program Evaluation
DeAnna Hurley-Chamberlain, University of North Carolina at Greensboro
Therapeutic horseback riding has been benefiting individuals with disabilities in the domains of social, emotional, and physical development. Improvements in these domains have in turn been found to result in improved educational performance. This presentation addresses the effectiveness of therapeutic horseback riding as an evidence-based practice through the process of program evaluation.

9. Incorporating Standards-Based Systematic Instruction into a Day Habilitation Program for Individuals with Severe Intellectual and Physical Disabilities
Dr. Steven A. Crites, Northern Kentucky University
This session describes the development and implementation of a functional curriculum and systematic instruction in order to increase independence and functional skills of individuals with severe intellectual and physical disabilities. The goal of this initiative is to improve participation, self-determination and the overall quality of life for individuals.

10. A Comparison of Self, Other, and Subjective Video Models for Teaching Life Skills to Individuals with Developmental Disabilities
Toni Van Laarhoven & Jesse “Woody” Johnson, Northern Illinois University
The purpose of this study was to compare the effectiveness of self, other, and subjective video models for teaching daily living skills to three individuals with developmental disabilities. Results and instructional implications will be discussed.

11. Sharing the Research Literature: A Selection of Resources Developed for the Developmental Disabilities Division of the Council for Exceptional Children
Dr. Robert Sandieson, University of Western Ontario, Canada
This poster will present CEC Developmental Disability Division resources developed by the authors to share research literature that can inform practice: a four volume series of edited books on Developmental Disabilities, an Internet search engine for the CEC-DDD journal, and a method for identifying keywords to search large databases comprehensively.

Peggy D’Antonio-Schleich, Argosy University, Arizona
Anne Marie Mulligan, Arizona State University
This study investigates relationships between student-led individual education plan meetings (SLIEPS) and self-determination (SD) skills among high school aged, special education students with mild and moderate intellectual disability. Participants include 10 diverse high school students at an inner-city high school in the southwestern region of the United States.

13. The Effects of Instructional Rubrics on Class Engagement and Achievement of Lesson Objectives for Students with Mild Mental Retardation and their Non-Disabled Peers
Eun-jung Lee & So-hyun Lee, Dept. of Special Education, Ewha Womans University, Korea
Instructional rubrics of Korean language developed as an inclusive assessment and were applied to three groups of students in elementary grades. As a result, class engagement behaviors of the three students with mild mental retardation drastically improved. Achievement of lesson objectives of all the participants evaluated through rubrics was statistically significant.
14. Effective Community-Based Instruction for Students with Developmental Disabilities
   Lena Sankovitch, ReaEtte Newman & Lauren Totaro, Las Vegas
   The purpose of this proposed poster presentation is to share information on evidence-based practices for implementing community-based instruction (CBI) for students with developmental disabilities. Teachers who are currently implementing CBI have noted significant progress in functional skills, an increase in self-confidence and a decrease in problem behaviors.

15. Teacher Assistants in Philippine Special Education: Competency Mapping
   Leila Marquez-Monserate, Cupertino Center for Special Children, Manila, Philippines
   A descriptive survey method was conducted to determine the competency standards for paraprofessionals in Philippine Special Education. The “Council of Exceptional Children Knowledge and Skill Base for All Beginning Special Education Paraeducators” was used as variables for factor analysis, identifying among competency variables that were valued important among special education teachers and teacher assistants in the Philippines.

16. Comparison of Two Matching Strategies of Sight Word Instruction for Children with Mental Retardation
   Jakyoung Kim & Hye-Jin Kang, Pusan National University, South Korea
   This study compares the efficacy of two matching strategies in teaching sight words to children with mental retardation (MR): picture-to-traditional orthography (PTO) matching and integrated picture-to-traditional orthography (IPTO) matching. Results show that the IPTO matching is more efficient than the PTO matching in teaching sight words to students with MR.

17. Online Learning for Intern Special Education Teachers: Benefits and Challenges
   Dr. Melinda Pierson, California State University
   This presentation will address the benefits and challenges of online learning as well as aspects of students' knowledge necessary for success in an online environment. Strategies will be outlined which enhance the interactivity of learning in an online environment.

Friday, October 10, 2008

8:00 – 9:15 a.m.

Bel Aire South
Poster Sessions/Continental Breakfast

1. Adding Literacy Activities to the Daily Routine for Students with Developmental Disabilities and/or Autism
   Dr. Elizabeth Hair, Greensboro College, NC
   Students with significant cognitive disabilities benefit from opportunities for literacy development. This presentation discusses the addition of literacy activities to the classroom routine. Information is based on results of a qualitative study to describe student and teacher outcomes when literacy activities were added to the classroom routine.

2. Intervention for Self-injurious Behavior for a Child with a Developmental Disability
   Dr. Misuk Lee & Hoe Yeon Kweon, BK21, Kongju National University, Korea
   This study examined the effect of playing with preferred items on the rate of self-injurious behavior by using an alternating treatment design. A preference assessment was implemented to identify preferred items. Playing with preferred items was an effective way to decrease the rate of self-injurious behavior compared with the no preferred item condition.
3. The Impact of Inclusive Sunday School for Children with Autism: Family Perspectives  
   Dr. Melinda Pierson & Jennie Pullen, California State University, Fullerton  
   Erica Howell, University of California, Riverside  
The background of the participation of children with autism in faith communities will be discussed. Research based on families from different churches who shared their perspectives on the inclusion of children with autism into Sunday school programs will be presented. An exemplary program will be outlined and practical advice will be offered for improving the religious and social integration of children with autism.

4. Effects of Teaching Science Vocabulary and Concepts Using CTD and Graphic Organizers to Students with Autism Spectrum Disorder  
   Vicki Knight, UNC Charlotte  
This presentation will provide an overview of the participants, setting, research design, procedures, measurement and results of a study which examined the effects of the constant time delay and graphic organizers on the acquisition of concepts. In addition, the session will provide educators with strategies to increase participation in the general curriculum.

   Dr. Samuel DiGangi, Arizona State University  
This presentation addresses the need for school/family collaboration in school-wide positive behavior interventions and supports (SWPBIS). Participants will gain understanding of the basic principles of SWPBIS, the obstacles educators may face in doing so, and an example of successful school/family collaboration. Relevance to teachers and paraprofessionals and implications for transition and fostering and enabling self-determination are addressed.

6. Using an Alternative Means to Assess Skill Levels for a Low Incidence Population  
   Dr. Amy Sue Reilly, Auburn University, AL  
   Dr. Dennis Campbell, University of Southern Alabama  
This session will present data from a multi-year study of young children with significant disabilities. The AMASL process provides for an assessment that promotes equity, offers a chance for increased opportunities that can lead to more inclusive living and learning opportunities for individuals. Additionally, this presentation will describe a process of providing parents with intervention strategies useful in planning programs for their children. The presenters will describe the AMASL process and will discuss the benefits to families of children with a low incidence disability in providing practitioners with functional viable intervention strategies.

   Jesse “Woody” Johnson & Toni Van Laarhoven, Northern Illinois University  
   Lora Johnson, West Aurora School District 129, Illinois  
The purpose of this study was to evaluate the efficacy of using Video iPods® as an instructional tool to teach functional skills to students with developmental disabilities. Specifically, the researchers were interested in determining if video iPods could be effective tools for increasing the independent functioning of students with developmental disabilities. The researchers were also interested in determining if students with developmental disabilities could learn to use video iPods independently. Finally, the researchers were interested in comparing the relative effectiveness video and pictures when displayed on a video iPod during instructional sessions.
8. The Relationships Between Personality Characteristics of Students with an Intellectual Disability and its Related Variables in South Korea
   Young-Sim Kang, Joung-Eun Kim & Hye-Sun Jo, Pusan National University, South Korea
   The purpose of this study was to analyze the personality characteristics of students with an intellectual disability and to examine the relationships between their personality characteristics and related factors. The out-directedness was the highest variable among seven sub-categories of the personality characteristics. Results from the stepwise multiple regression analysis procedures indicated that the educational placement could be a significant predictor of the personality characteristics of students with an intellectual disability.

9. Teaching Math to Students with Autism Spectrum Disorders
   Dr. Dianne Zager, Pace University, NY
   This session will present an evidence-based model for teaching math to students with autism and cognitive impairment. The approach to be presented utilizes an integrated behavioral experiential teaching model. Information will be provided to guide teachers in delivering multi-sensory instruction to develop basic math, literacy, and social skills.

10. Teaching Students with Autism to Repair Listener's Misunderstandings
    Yoshihisa Ohtake, Okayama University, Japan
    This session will present a case study in which a pre-linguistic communicator with autism learned to use pictures to repair incorrect responses provided by the listener when the individual requested his preferred items.

11. The Effectiveness of Using a Video iPod as a Prompting Device for Individuals with Developmental Disabilities in Employment Settings
    Jesse “Woody” Johnson & Toni Van Laarhoven, Northern Illinois University
    Katie Grider & Kristin Grider, Plainfield Public Schools, Illinois
    Traci Van Laarhoven-Myers, Indian Prairie School District #204, Illinois
    The purpose of this study was to evaluate the effectiveness of using a video iPod as a prompting device for teaching three job-related tasks to a young man with developmental disabilities in a community-based employment setting. Results, instructional implications and future research will be discussed.

12. Developing Accessible Leveled Electronic Books To Enhance Access to Standards-Based Curriculum
    Dr. Susan Gately, Rivier College, Nashua, NH
    Gaining access to the general education curriculum for students with developmental disabilities skills necessitates modification and accommodations to ensure students' success. The integration of features of leveled texts coupled with modification of the content of the general education curriculum through electronic texts helps students with developmental disabilities to be successful in the general education classroom.

13. Teachers’ Opinions on Play Skills
    Dr. Arzu Ozen, Anadolu University, Turkey
    This study aims to determine the opinions of teachers regarding play activities loaded in their daily schedule. An interview form containing eleven questions was prepared. Semi-structured interviews were conducted with the participants and the findings have been analyzed qualitatively. Findings will be discussed during the presentation.
14. The Effectiveness of Using a Pocket PC as a Video Modeling and Feedback Device for Individuals with Developmental Disabilities in Vocational Settings

Toni Van Laarhoven, Leslie Zurita

Portable handheld computers are beginning to emerge as viable tools for use among individuals with developmental disabilities. The purpose of this presentation is to describe research that was conducted to evaluate the effectiveness of using a pocket PC containing video-based materials to teach two adolescents vocational tasks in community-based settings.

15. The Effects of Self-management for Students with Autism: From Meta-analysis to Practice

Suk-Hyang Lee

This session includes a meta-analysis of the effect of self-management for students with autism and a case study of implementing self-management to teach a student with autism daily living skills. By connecting research to practice, the session will provide implications for future studies and issues regarding implementation.

9:30 – 10:45 a.m.

Bel Aire North Designing Environments for Successful Learning: Co-Teaching and Differentiated Instruction

Dr. Richard A. Villa & Dr. Jacqueline S. Thousand, California State University, San Marcos

In this keynote, participants will become familiar with four approaches to co-teaching. Scheduling, role clarification, administrative support, lesson planning, and other logistical issues will be explored. In addition, approaches to differentiating the content students learn, the process through which they learn it, and how they demonstrate what they have learned, will be examined.

Fairbanks A A “Peach” of an Outcome: Providing Access to Grade Level Standards for Students with the Most Significant Cognitive Disabilities

Kayse Harshaw, Georgia Department of Education
Penni Singleton, Cherokee County Schools, Georgia

This presentation portrays the story of Georgia’s journey from providing students with the most significant cognitive disabilities a “functional” curriculum and an IEP-based alternate assessment to access to grade level standards and a portfolio assessment. With extensive multi-media teacher support and training, the new alternate assessment’s first administration yielded fewer than 10% non-scoreable entries.

Fairbanks B Family Assessment Portfolios: A New Way to Foster Collaboration between the Home and School

Dr. James Thompson, Mayumi Hagiwara, Julie Herold, Sarah Hoekstra & Samantha Manser, Illinois State University

Family Assessment Portfolios (FAPs) are an innovative approach to assessment and home school collaboration. FAPs refer to scrapbooks, web-based profiles, and movies that families create to introduce their children to future educators. Examples of FAPs will be presented and findings from social validity research will be shared.

Fairbanks C Instructional Strategies for Increasing Academic Achievement in Learners with Autism Spectrum Disorders

Trube Miller & Tawana Stallworth, STARS (Systematic Training of Autism Researchers and School Personnel), University of North Texas
Low academic achievement may be improved by addressing different learning styles, especially in the area of learners with Autism Spectrum Disorders (ASD). This break-out session will offer professionals and parents practical academic instructional and classroom management strategies to use on a daily basis in order to increase successful outcomes in achievement and knowledge acquisition for students with ASD.

Participants will gain a foundational understanding of the core characteristics of ASD, specifically focused on strengths and deficits in learning styles. Instructional strategies, based on peer-reviewed, empirical research will be disseminated and reviewed in order to implement a bridge from research to practice. This presentation addresses the needs of learners across the broad spectrum of autism. Evidence-based information and expertise from diverse backgrounds of the presenters will offer practical interventions for the Pre-K-12 population and beyond.

Fairbanks D  From the Drawing Board to the Green Screen: Writing with Secondary Students with Developmental Disabilities  
*Dr. Kathleen McCoy, Arizona State University*  
*Jennifer Laurence, Tempe High School, Tempe, AZ*

The purpose of this lecture is to provide teachers with a set of instructional writing strategies using technology and a green screen with secondary students with developmental disabilities. This presentation provides an outline of how the green screen was incorporated into a writing lesson after a class fishing trip.

Shutters  Children with Autism Spectrum Disorder and Parental Stress: A Comparative Study between the Qatari and Egyptian Mothers  
*Dr. Asma Al Attiyah & Dr. Huda Basheer, Qatar University, Egypt*

This session presents research on autism, as a complex developmental disability which is often associated with parental stress, and the interaction between the parental stress and child characteristics experienced by the sample. Implications for meeting the needs of Qatari and Egyptian Mothers are also provided.

11:00 a.m. – 12:15

Bel Aire North  Promoting Self-Determination through Technology  
*Dr. Kendra Williams-Diehm, Dr. Susan Palmer & Dr. Michael Wehmeyer, University of Kansas*

This session outlines the promising use of technology for the development of self-determined behavior for students with cognitive disabilities. Participants will gain a deeper understanding of the way technological applications help to promote self-determination and also view examples of the software. Data will be shared to show results using the various technologies.

Fairbanks A  PowerPoint: A Powerful Tool for Visual Learners  
*Leslie Broun, ASD Consultant*

In this workshop, the use of Power Point is discussed as a tool for developing skills in reading comprehension, the retention of personal memory for life events and review of life and academic skill sequences. This computer program offers a preferred medium for many students and provides an engaging way to teach, review and reinforce essential skills.
Fairbanks B  Improving Social-Pragmatic Language Skills through Systematic Instructional Procedures  
*Dr. Maureen Angell & Rita Bailey, Illinois State University*  
Presenters will discuss findings of a study that used a multiple probe design to assess the effects of systematic instructional procedures on the social-pragmatic language skills of five high school students with moderate cognitive disabilities. Participants will discuss practical applications of these strategies and implications for special education programming.

Fairbanks C  Practical Ways to Address Sensory Integration Disorder at Home and School  
*Dr. Margie Crowe, The University of Southern Mississippi*  
Sensory Integration (SI) impacts all children in academic tasks, behavior, and social interactions. This session will provide information for parents and practitioners concerning the importance of SI. Further, practical ways in which routines and materials easily found in the home can be used for SI development will be discussed.

Fairbanks D  Meta-analysis of Philippine Research on Transition Programs for Students with Developmental Disabilities  
*Maria Therese A.P. Bustos, University of the Philippines*  
This paper examines research on transition programs for students with developmental disabilities from 2000 - 2008. Employment opportunities for persons with developmental disabilities remain scarce despite the reported willingness of companies to hire them. Trends in transition education indicate efforts to remedy the situation through training students for possible self-employment.

Shutters  Training Paraeducators to Promote Augmentative Communication with Students who have Significant Disabilities  
*Dr. Mary Anna Bingham, University of North Carolina at Charlotte*  
The purpose of this study was to determine the impact of training paraeducators on (a) prompting student use of augmentative communication (AAC) systems, (b) responding to student requests, (c) student use of AAC, and (d) student problem behavior via a series of multiple probe designs. Three paraeducators and students participated in the study.

12:15 – 1:15 p.m.  
Catalina Room & Terrace  
Luncheon/Networking

1:15 – 2:30 p.m.  
Bel Aire North  
“*The Dynamic Duo: Teacher and Para Empowering Classroom Change*”  
*Dr. Ashleigh Mollo, Transformation Education Institute, Toronto, Ontario*  
This session will explore the role of both teacher and paraprofessional as partners in the creation of an effective student learning environment. Strategies that promote collaboration will be demonstrated. The mosaic of student diversity will be explored through videos, role-playing and group activities. Gender, linguistic and cultural background will be addressed.
Fairbanks A  Communication: The Vital Link in the Establishment of Trust with Mothers of Children with Disabilities

Dr. Maureen Angell, Dr. Julia Stoner, & Dr. Debra Shelden, Illinois State University

The presenters will share findings of their qualitative research on perspectives of mothers of school-age children from diverse cultures with varying disabilities regarding their experiences with effective and ineffective parent-teacher communication. Effects of teachers' responses on these mothers' trust in education professionals and implications for practice and future research will be discussed.

Fairbanks B  Toward an Ecological Approach to Choosing an Alternative Functional Communication System

Dennis Campbell, Abigail Baxter, David Ellis & Terry Cronis, University of South Alabama

Effective communication is essential to school success and community participation. Therefore, it is incumbent to develop and support individualized communication systems to meet these goals. This presentation analyzes current practices and offers the beginning of a unified ecological model for decisions regarding functional communication for persons with disabilities across their life spans.

Fairbanks C  A Systematic Instructional Approach to Improving Transition Outcomes for Young People with Autism Spectrum Disorders

Sherry Moyer, NHS Human Services of PA & Nicole Matero

This workshop provides participants with opportunities to learn strategies that improve transition outcomes for young adults with Autism Spectrum disorders. Subjects include common underlying neurological deficits and their influence on daily life circumstances, as well as use of self-determined learning models, attribution retraining and self-advocacy to improve outcomes.

Fairbanks D  Science Education: Utilizing Instructional Technology with Outdoor Education

Dr. Martha Cocchiarella, Dr. Kathleen McCoy & Dr. Debi Molina-Walters, Arizona State University

The purpose of this presentation is to provide teachers with a set of instructional strategies utilizing instructional technology (IT) in the context of outdoor education for teaching science to elementary school students categorized as having a developmental disability (DD).

Shutters  Writing and Submitting an Article for Publication in Education and Training in Developmental Disabilities (ETDD)

Dr. Stanley Zucker, Editor ETDD, Arizona State University

This session with the editor of ETDD will provide information on the specific procedures and considerations in preparing a manuscript for submission to ETDD and an explanation of the review process. General considerations for all types of manuscripts from program descriptions and issue papers to qualitative and quantitative research will be discussed. Opportunity to interact with the editor on individual questions will be provided.
Bel Aire North

Changing Our Minds About Mental Retardation: Exploring the Origins of a Term and Concept

Dr. J. David Smith, University of North Carolina at Greensboro

This presentation will explore the origins of the term mental retardation. It will examine how the term evolved within the context of compulsory school attendance and graded schools. The transition from a term describing actual school performance, often the result of lack of opportunity to learn, to a term describing a problem residing within the student will be examined.

Fairbanks A

Computer Pens: Tools for Learning Math and Spelling

Teresa Taber-Doughty, Emily C. Bouck, Sara Flanagan, Laura Bassette, Kathryn Szwed, Purdue University

Pentop computers (FLYPens™) were used by six students with mild developmental disabilities to complete spelling or math activities at the elementary and middle school levels, respectively. Preliminary results indicated that these tools could be effectively used by students to access academic content and demonstrate content acquisition.

Fairbanks B

More than “ABCs” and Stop Signs: Functional Written Language and Literacy Skills for Students with Severe Disabilities

Dr. Jan Writer, Visions & Dreams, Illinois

This skill-building session details strategies for the selection and instruction of meaningful academic skills to students with severe and multiple disabilities. Procedures for the authentic assessment of written language skills personally relevant for individual students to learn and strategies for subsequently teaching those skills in natural school and community settings will be addressed. Tactics for building literacy and for adapting general education curricula and instruction will be highlighted. Discussion, interactive activities, media display and practical handouts will be used to provide participants with focused training regarding academic instruction of personal relevance to targeted students.

Fairbanks C

Applying ABA Teaching Procedures for Students with Autism Spectrum Disorders in Inclusive Classrooms

Dr. Debra Leach, Winthrop University & Bairbre Flood, Florida Atlantic University

This session will provide an overview of the components of applied behavior analysis (ABA) and how the principles can be applied in general education classroom for students with ASD. A format will be provided for creating ABA teaching programs that can be implemented within everyday classroom routines and instructional activities.

Fairbanks D

Read to Learn – a guided reading curriculum in print and software formats for adolescents to adults with significant developmental disabilities including autism.

Karen Sheehan, Attainment Company

The challenge: providing age-appropriate reading comprehension materials for older students with significant developmental disabilities. The solution: Read to Learn. Printed stories can be used in guided reading lessons. The software, with text-to-speech, provides independent reading opportunities. Best teaching practices combined with differentiated instruction ensure that all students achieve success!
Conference Exhibitors

Exhibitors will be set up in the Bel Aire Ballroom (South), on Thursday, October 9 & Friday, October 10.
Thank you for joining us!

We look forward to hosting the 12th International DDD Conference in Maui, Hawaii in 2010.

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