



## Teachers' Corner

**Debi Smith**

*Clinical Instructor*

*University of Arkansas*



### Basic Tips for Classroom Management: Simple Things That Work Most of the Time

Regardless of grade level, the biggest concern for many general and special education teachers—novice and experienced—is classroom management. For new teachers, classroom management issues are usually the biggest concern, but it can also be an issue for many experienced teachers. Most educators are well prepared in regards to content and methodology; however, managing classrooms appears to be a major issue for many. Behavioral issues that present unique challenges for teachers and require functional behavior assessment and behavior intervention plans are always present, but a teacher's ability to maintain good classroom management for the majority of students can be greatly enhanced through the use of some basic classroom management tips. These include expectations, consistency, and fairness.

#### Expectations

First and foremost, students must know what is expected of them. As Smith, Polloway, Patton, and Dowdy (2012) noted, "Most individuals respond best when they know what is expected of them" (p. 131). Of course, before students can learn these expectations, teachers must know what they expect out of students (Weinstein, 2007). While this may seem simplistic, the fact remains that teachers often have wide ranging behavioral expectations for their students. Teachers must therefore decide on their expectations. For example, some educators may think their students learn better in an environment that is laid back, while others want highly structured classrooms. The most important thing is that teachers fully understand what they expect; varying expectations only confuses students.

Obviously, students need to know what they have to do to get certain grades; teachers routinely outline these types of expectations. However, if students are to be expected to maintain a certain level of classroom behavior, they must understand behavioral expectations also. Holding students accountable for their behaviors is difficult if they do not understand those expectations and the associated consequences.

There are several ways to make sure students understand behavioral expectations, including posting good classroom rules and clear classroom procedures that all students understand. Classroom rules define expectations. Four general rules cover the majority of classroom expectations:

1. acting with respect and politeness,
2. being prompt and prepared,
3. listening quietly, and
4. obeying school rules (Evertson, Emmer, Clements, Sanford, & Worsham, 2006).

Similarly, classroom procedures help students understand expectations by outlining the "specific way in which various classroom routines and activities will be performed or the way certain situations will be handled" (Smith et al., 2012, p. 134).

#### Consistency

Regardless of the classroom management system in place, teachers must be consistent in their implementation of it. Next to not knowing what is expected of them, inconsistent enforcement of expectations is the greatest cause for behavioral disruptions by students. As noted above, students must know what is expected of them behaviorally and then they must know what the consequences—positive and negative—will be. Once students are aware of expectations and consequences, teachers must apply those consequences consistently. Ignoring inappropriate behaviors some times and applying negative consequences at other times leaves students confused as to when behaviors are acceptable or not. More important, students will also be confused regarding the importance of those behaviors. If teachers set up a contingency that should result in free time or some other reward at the end of the day and that reward does not materialize, students will become less motivated. Consistency is critical in any successful classroom management system.

*(Continued on page 2)*

**Call for Papers**

**DADD Conference**

**January 23–25, 2013**

**Kona, Hawaii**

**See page 3**

## President's Message

Richard Gargiulo



It seems hard to believe that the first half of 2012 is almost over. So far this year, our division has been very busy and productive. We concluded a highly successful **annual conference in Miami this past January**. Almost 250 delegates registered for the conference, and the weather was fantastic. More recently, the **2012 CEC Convention and Expo held in Denver** was a huge success. The DADD showcase session ("Social and Academic Interventions in Autism: The Experts Speak") was well attended. I wish to publicly acknowledge the participation of this provocative and informative session's panelists: **Amanda Boutot, Gary Mesibov, Brenda Smith Myles, Gilbert Tippy, and Dianne Zager**. The morning showcase session was followed by an equally thought-provoking invited address ("From Good Intentions to Family Support: A Process for Family Needs Assessment") that featured **Ann Turnbull and several of her colleagues** from the University of Kansas. Throughout the conference I heard several complimentary comments about these two sessions and the overall high quality of the DADD presentations and poster sessions. I wish to thank all of our presenters and those members who spent countless hours last summer reviewing proposals. Your dedication and hard work on behalf of our division made for a memorable conference.

DADD is currently soliciting applications for the position of **Executive Director**. Tom Smith, our current long-serving executive director, has informed the board of his desire to step down from this position in December 2013. If you are interested, please visit the DADD website or see p. 4 in this issue of *Express* for additional information about this critical job.

Five additional board positions will become available in January 2013. The board is seeking a DADD member to run for the office of **vice president** and another individual to serve as **secretary**. We are also looking for members to serve as the **Northeast and Midwest representatives**, and for a student to serve as the **Student Governor**. Please consider this announcement to be your personal invitation to serve your division in these highly important roles. Details about each of these positions appear on p. 4 of this issue. It is not too early to begin thinking about how you might serve your fellow members.

**Mark your calendars:** DADD is going back to Hawaii!! We will hold our annual conference in January 2013 at the beautiful Sheraton Keauhou Bay Resort and Spa located along the Kona coast of the Big Island of Hawaii. This conference holds significant promise to be one of the best DADD conferences. See page 3 for additional information. I hope you plan on attending, as I look forward to seeing you there.

Allow me to wish you an enjoyable summer whatever your plans maybe. May this be a time for renewal and relaxation.

(*Teachers' Corner*, continued from page 1)

### Fairness

Finally, teachers must be willing to apply consequences fairly. Undoubtedly, individual teachers will like some of their students more than others; this is simply a reflection of reality. It does not mean, however, that a teacher can apply consequences differently. If the teacher's favorite student does not earn the extra recess time that most of the other children have earned, the teacher must comply with the preannounced consequence and require the student to stay in the room while the other students are on the playground. Unfortunately, many students with special needs characteristically exhibit inappropriate behaviors. Teachers may develop a bias toward these students because of the extra attention they need or the extra time that has to be spent on behavior issues. When applying consequences for behavior, teachers must not allow any bias to interfere with fairness. Playing favorites in meting out positive/negative consequences will quickly be recognized by all students and result in a much less effective classroom management system.

### Summary

Maintaining a positive behavioral environment is critical for learning. Keeping in mind some simple principles will go a long way toward ensuring such a positive environment exists.

### References

- Evertson, C. M., Emmer, E. T., Clements, B. J., Sanford, J. P., & Worsham, M. E. (2006). *Classroom management for elementary teachers* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2012). *Teaching students with special needs in inclusive settings* (6th ed.). Boston, MA: Pearson.
- Weinstein, C. S. (2007). *Middle and secondary classroom management* (3rd ed.). Boston, MA: McGraw-Hill



## Editor's Note

Ginevra Courtade

I am pleased to see the first issue of *Express* under my editorship in press! I value the contributions of this publication to the field and am honored to be a part of this series.

Thank you so much to **Darlene Perner**, editor of *DADD Express* for the past 11 years. Darlene has done a tremendous job making it the publication it is today. I am indebted to her for her guidance and look forward to collaborating with her in the future.

Please get involved with DADD! One of the best ways to start is by joining a DADD committee. Check our website for more DADD news and information ([www.daddcec.org](http://www.daddcec.org)). If you have any questions about the newsletter or would like to contribute, please contact me ([g.courtade@louisville.edu](mailto:g.courtade@louisville.edu)). [Please notify CEC if you have a change of address.] Enjoy your summer!



*Call for Papers*  
**14th International  
Conference on Autism,  
Intellectual Disabilities &  
Developmental Disabilities:**

**Research to Practice**

*January 23–25, 2013*

**Kona, Hawaii**

The 14th International Conference is both research and practitioner focused; CEC-DADD welcomes the submission of innovative, evidence-based proposals within the following topical areas:

- ◆ Autism Spectrum Disorders
- ◆ Assistive & Adaptive Technology
- ◆ IBI & Other Interventions
- ◆ Intellectual Disabilities
- ◆ Mental Health/Dual Diagnosis
- ◆ Multiple Disabilities
- ◆ Paraprofessionals
- ◆ Parental Engagement/Advocacy
- ◆ Post-Secondary
- ◆ Transitions

Proposals should include the following information:

- ◆ Presenter name(s), affiliation, contact information (including e-mail)
- ◆ Session title, abstract (50-word maximum), and summary (300-word maximum) that includes information as to how the proposal addresses diversity
- ◆ Session format—poster session, lecture, or panel presentation

Cindy Perras, Conference Coordinator  
[cindy.perras@cogeco.ca](mailto:cindy.perras@cogeco.ca)  
[www.daddcec.org](http://www.daddcec.org)

**Submission Deadline: June 15, 2012**

## DADD International Conference Updates

**Cindy Perras**

*Conference Coordinator*



DADD's 13th International Conference, held in Miami this past January, featured a pre-conference training institute on ASD led by **Dr. Brenda Smith Myles**, a "jam-packed" exhibit hall, a varied and diverse 2-day program, and a strong self-advocate presence. Motivational speaker and self-advocate **Robert Pio Hajjar** opened the conference with an inspirational and humorous keynote that had delegates on their feet. Artist and self-advocate **Taylor Crowe** provided an insightful and moving closing address on "autism on the inside." Delegates, presenters, and exhibitors all enjoyed a wonderful conference experience! Please see the DADD website page (<http://daddcec.org/Conferences/DADDConferences.aspx>) or our Facebook page (**Division on Autism and Developmental Disabilities**) for pictures from the conference!

**Save the Date!** DADD's 14th International Conference will be held in Kona, on the beautiful island of Hawaii, January 23–25, 2013. The Call for Papers is included on this page, and please visit DADD's booth at the CEC Convention in Denver for some "aloha" spirit. For further information on the Kona conference, please contact me ([cindy.perras@cogeco.ca](mailto:cindy.perras@cogeco.ca)).

## New Critical Issue/Position Paper: Inclusion at the Postsecondary Level for Students with Autism Spectrum Disorders

by **Dianne Zager & Tom E. C. Smith**

Historically, students with autism have not had access or supports within postsecondary education that enabled them to succeed academically or socially. In response to this need, the Division on Autism and Developmental Disabilities has developed a Critical Issues paper to promote effective practices that support these students in postsecondary education settings. This paper speaks to the critical supports required for a student on the autism spectrum to be included and successful in postsecondary education. It is posted at a page on the DADD's website (<http://www.daddcec.org/Publications.aspx>).

Division members can suggest areas of issue to be addressed by the Critical Issues Committee by submitting a topic and brief description of the issue to **Committee Chairperson Bob Stodden** ([stodden@hawaii.edu](mailto:stodden@hawaii.edu)).

## DADD Call for Nominations

Each year, the Nominations/Elections Committee is charged with the responsibility of soliciting from the DADD membership a listing of nominations for vacancies on the Board of Directors. Nominees must be (a) members at the time of nomination and election and throughout their terms of office, (b) willing to participate for their entire term of office, and (c) willing to serve as a chair of a committee as needed. In addition, nominees for regional members must reside in their respective regions. Vacancies for which nominations are requested include:

### **Vice President** (4-year term: Vice President, President-Elect, President, Past President)

*Responsibilities:* The Vice President acts in the place of the President-Elect with his or her authority in case of absence or disability of the president-elect and shall act in the place of the president with his or her authority in case of absence or disability of both the president and the president-elect. He or she also serves as the division's representative for advance program planning for the Annual Convention, which will take place during his or her term as President-Elect, and serves as co-chair with the president-elect for future special conferences sponsored by the division.

### **Secretary** (3-year term)

*Responsibilities:* Keeps a record of all proceedings of the business meetings of the annual convention, the meetings of the Executive Committee, the Board of Directors, and such correspondence as is necessary for the promotion of this organization.

### **Midwest Representative** (3-year term)

*Responsibilities:* Serves as a regional representative, assists in developing and supporting subdivisions in the represented region, participates in all Board Meetings, and resides in one of the states listed: IA, IL, IN, KS, KY, MI, MN, MO, ND, NE, OH, SD, WI.

### **Northeast Representative** (3-year term)

*Responsibilities:* Serves as a regional representative, assists in developing and supporting subdivisions in the represented region, participates in all Board Meetings, and resides in one of the states listed: CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT.

### **Student Governer** (1- or 2-year term)

*Responsibilities:* Serves as a student representative, participates in all Board Meetings, and is a full-time student during term of office.

Nominations for these positions must be received by **June 30, 2012**. The person submitting the nomination and the person being nominated must be members of CEC-DADD. A brief bio of the nominee should accompany the nomination, which should be sent via email directly to **Teresa Doughty** ([tabert@purdue.edu](mailto:tabert@purdue.edu)).

## Announcement: Opening for Position of Executive Director

The DADD Board of Directors announces the opening of the position of Executive Director of the division. Dr. Tom Smith, executive director since 1994, will step down from the position effective December 31, 2013. The Executive Director serves as the professional representative of the board and provides support to board members. The appointment is for 5 years, renewable with board recommendation; there is a monthly compensation.

### **Specific Responsibilities:**

- Provide support, as needed, to DADD Board of Directors
- Monitor division's fiscal activities
- Serve as the professional representative of the board
- Maintain and update board handbook, including constitution and by-laws
- Serve as the liaison between the board and CEC headquarters
- Monitor and provide input into activities related to membership, publications, communication, subdivisions, critical issues, legislation, and fiscal management

### **Qualifications:**

- Experience and record of excellence in the field of intellectual disability, ASD, and other developmental disabilities
- Experience at the CEC subdivision and/or federation level
- Previous DADD board experience (preferred, not mandatory)
- Doctoral degree (preferred but not mandatory)
- Professional recommendations

The Board will consider applications during fall 2012 and make a selection no later than January 2013. During 2013 the executive director designee will participate in the DADD Board annual meeting at the San Antonio CEC conference, work with the current executive director to carry out specific functions, and officially begin service in January 2014.

Send an application letter, curriculum vitae, and names of 3 references to: Dr. Richard Gargiulo, Department of Curriculum and Instruction, University of Alabama at Birmingham, Birmingham, AL 35294 no later than October 1, 2012. Questions related to the position can be directed to Richard ([gargiulo@uab.edu](mailto:gargiulo@uab.edu)).

## Seventh Biennial Dolly Gray Award Winners Announced

### Tina Taylor Dyches

The Dolly Gray Children's Literature Award was presented on January 19, 2012, at the DADD international conference in Miami Beach, Florida. The Intermediate/Young Adult award was presented to **Kathryn Erskine**, author of *Mocking Bird*, and to **Beverley Brenna**, author of *Waiting for No One*. In the Picture Book Category, the awards went to **Rebecca Elliott**, author/illustrator of *Just Because*, and **Holly Robinson Peete**, **Ryan Elizabeth Peete** (authors), and **Shane W. Evans** (illustrator) for *My Brother*

*Charlie*. Over 50 eligible books were considered this year, with many high-quality books that provided authentic portrayals of individuals with developmental disabilities.

We would like to thank **Rebecca Spencer**, who provided countless hours in locating, acquiring, screening, reading, and evaluating eligible books, as well as working with publishers to obtain review copies. **Librarians Patricia Castelli** and **Rachel Wadham** also provided critical assistance during the review process. We would also like to thank our 2012 panelists, who spent hundreds of hours evaluating the books for realistic portrayals of individuals with developmental disabilities. Our panelists included children's literature experts, preservice teachers, general education students, authors, reading specialists, professors, an individual with Asperger syndrome, and parents of children with developmental disabilities. Each provided thorough, unique critiques and commendations for the books they reviewed. The 2012 panelists included **Karena Cooper-Duffy**, **Michelle Fairchild**, **Heather Garrison**, **Ray Hemachandra**, **Peggy Kaney**, **Mary Anne Prater**, **Fran Prezant**, **Kathryn Pole**, **Tamara Jo Rhomberg**, **Rebecca Spencer**, and **Dreama Wilson-Sanders**.

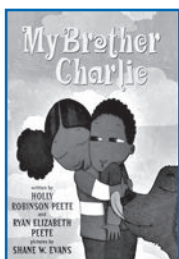
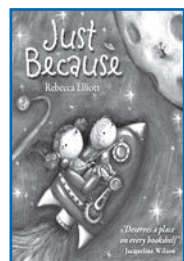
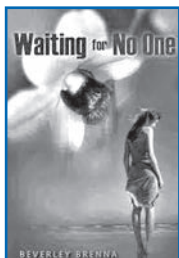
**NEW THIS YEAR** is the **Dolly Gray Children's Literature Award Special Collection** at the **Harold B. Lee Library** on the Brigham Young University campus in Provo, Utah. This collection will house all of the books considered for the award (initiated in 2000) and is likely to be the most complete collection of children, adolescent, and young adult books that include individuals with developmental disabilities. The Lee Library has a long history of providing books to other libraries through interlibrary loan, so if a particular Dolly Gray Award book isn't available at a

patron's regular library, it will be obtainable through interlibrary loan. This collection was created with the support of the **Alice Louise Reynolds Women-in-Scholarship Award** and will continue to be supported at Brigham Young University.

Fran Prezant, disability consultant, author, presenter, and Dolly Gray Award panelist, noted,

*Engaging books that feature people with disabilities as individuals with personalities, strengths, and talents as part of the story line have the exponential power to change attitudes and promote inclusion in education, jobs, and community life. These are important, not only for young readers with and without disabilities, but for parents and teachers who read books to them and model societal attitudes through words and actions. This year, it is wonderful to see so many positive contributions to the literature choices compared to a decade ago, when people with disabilities were rarely featured in positive ways, if at all, in children's books. The ... award has been a positive vehicle to call attention to this, and authors and progressive publishers should be commended and encouraged to put more of these books into the hands of readers.*

A list of all books considered for the award, procedures, and submission guidelines are available on the DADD website (<http://daddcec.org/Awards/DollyGrayAwards.aspx>).



### People to People Citizen Ambassador Programs

offers specialized international travel programs for professionals that help you build your local and global networks, develop your career, and open the door to people and places beyond compare. Join leader **Richard M. Gargiulo**, 2012 DADD president, in traveling to South Africa in October 2012. Delegates will take part in a variety of professional activities and exchanges with their South African counterparts.

#### Your South Africa Program: From Richard Gargiulo

We plan to interact with individuals who are teaching, conducting research, and providing services for those with autism and developmental disabilities while we engage in discussions that will be instructive as well as shape our own professional development and practices.

**Travel dates:** October 8–17, 2012

**Itinerary:** Johannesburg and Cape Town (optional post-program extension to Kruger National Park)

**Program tuition:** \$5,999 USD (includes round-trip airfare from the departure city, group transportation, meetings and cultural activities, accommodations, most meals, and essentially all other costs associated with participation)

**For more information or to enroll:**

**email:** [citizens@peopletopeople.com](mailto:citizens@peopletopeople.com) or call: 877.787.2000

**Enroll now at [www.peopletopeople.com/DADD](http://www.peopletopeople.com/DADD)**



## Attention Students and Practitioners! DADD Awards

CEC-DADD encourages students and practitioners to consider submitting proposals for the **2013 CEC Convention** in San Antonio, Texas. Session presentations by students and practitioners have been well attended at past conventions, and attendees have appreciated hearing about innovative practices from their peers.

Student and practitioner presentation proposals relevant to the field of **autism, intellectual disability, and other developmental disabilities** and accepted for the CEC Annual Conventions in Denver, Colorado (2012) and San Antonio (2013) will be reviewed by the DADD conference program chairs and then submitted (with the permission of the author[s]) to the DADD Awards Committee for consideration for two distinct awards: the **Herbert J. Prehm Student Presentation Award** and the **Practitioner Presentation Award**. Up to three presentation proposals from each category (i.e., Student Presentation and Practitioner Presentation) will be reviewed by the Awards Committee. The committee may then select one presentation proposal from each category. A DADD Award Certificate, along with \$400, will be given to the recipients of each award at the DADD General Business Meeting during the CEC Convention. We hope you will start thinking now about writing a presentation proposal for the 2012 CEC convention. For more information about these and other DADD awards, contact **Toni Merfeld** ([toni@metrowestkids.net](mailto:toni@metrowestkids.net)). See you in Denver!

## Executive Director's Corner

Tom E. C. Smith



### Hard to Believe . . .

It is very hard to believe that I have served as the executive director of DADD for nearly 20 years and have been on the board for another 10. DADD has been my professional home for my entire professional career. Over these many years I have seen DADD evolve from CEC-MR to MRDD to DDD and finally to DADD. While many individuals, both within and outside the division, have been amused by our numerous name changes, they have all come at a time when the focus of the division needed to change to maintain not only its relevance but its leadership in the field. We can and should be proud that DADD has changed to reflect the changing field of special education and the individuals we are committed to represent and serve. In December 2013, I will step down as executive director. While it was a difficult decision, I believe that it is time for new leadership and new energy. Whether it's the name of the division or leadership, change is never easy. For me, this is a great time to step down. DADD is strong and getting stronger every day. Our membership continues to be the fastest growing of all divisions—and even CEC itself—our journals continue to be top-of-the line, and our board is strong. While I will have several additional opportunities to contribute to this column and DADD, I wanted to take this opportunity to say thanks to all of you for the many memories I have of CEC-MR, MR-DDD, DDD, and DADD.

## DADD Statement on the Use of the Term *Intellectual Disability*

The Board of Directors for the Division on Autism and Developmental Disabilities endorses the use of the term *intellectual disability* to replace any previous term used to describe the population of students with significant limitations in intellectual functioning and adaptive behavior as manifested in the developmental period. This action (1) is consistent with the Division's movement away from the use of the term *mental retardation* over the past decade; (2) is in alignment with the adoption of intellectual disability by the field's primary diagnostic and classification systems; (3) adheres to changes in federal law with regard to nomenclature; and (4) reflects current conceptualizations of disability as manifesting as a state of functioning that exists within the fit between the person's capacities and limitations and the context in which the person functions. The adoption of the term implies an understanding of disability

consistent with an ecological and multidimensional perspective and requires that society responds with interventions that focus on individual strengths and that emphasize the role of supports to improve human functioning. Although some confusion has arisen in the field with regard to the use of the term *intellectual disability* (reflecting a single state of functioning) or *intellectual disabilities* (suggesting multiple types of states of functioning), DADD agrees with the use of the term *intellectual disability*, in the singular, to reflect a single state of functioning characterized by significant limitations in intellectual functioning and adaptive behavior, though with the understanding that intellectual disability can vary among students by severity of intellectual impairment and in the type, intensity, and duration of supports needed by a person to function in typical, integrated environments and contexts.



## The Shriver–Kennedy Student Achievement Award



Mrs. Eunice Shriver and Senator Edward Kennedy were two individuals who committed much of their time on this earth toward improving the education and quality of life of persons with disabilities. In their honor, the Division on Autism and Developmental Disabilities (DADD)–Council for Exceptional Children would like to recognize a young person up to the age of 25 years who excels in one of the following areas: academ-

ics, arts, athletics, community service, employment, extra-curricular activities, independent activities, technology, and self-advocacy. The student need not be a member of DADD or CEC to qualify for this award. Students with an intellectual disability, autism spectrum disorder, or other developmental disabilities will be given priority for this award.

### NOMINATION FORM

In addition to this nomination form, please complete the Student Award Information Sheet, inclusive of a one-paragraph summary outlining the reasons why the individual was nominated.

**Please Note:** All nominations must be received by the Awards Chair no later than **September 15, 2012**, in order to be recognized at the International CEC Convention in January 2013.

Please forward completed forms (Nomination Form and Student Award Information Sheet) to: **Toni Merfeld**, 15136 Sheridan Ave., Clive, Iowa 50325; 515-205-6861 ([toni@metrowestkids.net](mailto:toni@metrowestkids.net))

Nominee: \_\_\_\_\_

Age: \_\_\_\_\_

Category: \_\_\_\_\_

Home Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Submitted by: \_\_\_\_\_ Chapter/Subdivision: \_\_\_\_\_

Relationship to nominee: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

#### PERMISSION FOR RELEASE OF NAME FOR MEDIA PUBLICATION

I hereby grant the display of a photograph of my son/daughter, \_\_\_\_\_ and the release of her/his name for media publication on or about the time of the Council for Exceptional Children Convention.

Name (Printed): \_\_\_\_\_

Yes  No Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# STUDENT AWARD INFORMATION SHEET

Name of Nominee: \_\_\_\_\_

Chapter/Subdivision: \_\_\_\_\_

Address of Nominee: \_\_\_\_\_

## CATEGORIES:

**Academics** – achievement in a particular subject area, such as math, science, reading, social studies, language arts, foreign languages, etc., or a high level of achievement on standardized tests, etc.

**Arts** – achievement in a particular area, such as music, art, drama, dance, or written expression

**Athletics** – achievement in motor skills or a particular athletic activity through a setting, such as intramurals, Special Olympics, physical education classes, or after-school athletic activities

**Community service** – contributions to the community through activities such as volunteer work, youth work, clean-up campaigns, etc.

**Employment** – achievement through work experience in either workshop settings or the competitive job market

**Extracurricular activities** – achievement in organized activities through groups such as Boy/Girl Scouts, church, clubs, or other activities

**Independent activities** – achievement in mastering activities of daily living, such as individual hygiene, cooking, dressing, use of public transportation, etc.

**Technology** – significant achievement through the use of computerized devices and equipment

**Self-advocacy** – achievement in assuming practical responsibility for one's self, using knowledge of legal rights, advancing one's goals, and/or effectively obtaining appropriate accommodations for one's self

Summary of reasons why this young individual has been nominated:

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**Describe the nominee's achievement.** What impact did the achievement have on the nominee? (Please submit on a separate sheet.)

Name of individual making nomination: \_\_\_\_\_