

15th International Conference on Autism, Intellectual Disability, & Developmental Disabilities



Council for Exceptional Children Division on Autism & Developmental Disabilities

On behalf of the Board of Directors for CEC's Division on Autism and Developmental Disabilities, may I extend an invitation to join us in **Clearwater Beach, Florida, January 21–23, 2014**, for this stellar professional learning opportunity!

The 15th International Conference on Autism, Intellectual Disability, and Developmental Disabilities will integrate research and practice, reflecting the need for evidence-based strategies and interventions within this diverse field. Topical areas include:

- ◆ Autism Spectrum Disorder
- ◆ Assistive & Adaptive Technology
- ◆ Collaborative Partnerships
- ◆ Intellectual Disability
- ◆ Mental Health
- ◆ Multiple Disabilities
- ◆ Paraprofessionals
- ◆ Parental Engagement
- ◆ Post-Secondary
- ◆ Transitions

The program features more than 100 lecture and poster presentations; conference delegates may also attend one of two in-depth pre-conference training institutes on either ASD or Technology. Continuing Education Units (CEUs) will be available for all conference sessions, and BCBA CEUs will be available for designated sessions on the program.

Our conference will be held at the **Sheraton Sand Key Resort** in Clearwater Beach, near Tampa.

For further information, please contact:

Cindy Perras
Conference Co-ordinator
CEC-DADD
cindy.perras@cogeco.ca



Council for
Exceptional
Children

DADD
Division on Autism and
Developmental Disabilities

The voice and vision of special education

Conference Overview

Tuesday, January 21, 2014

Pre-Conference Training Institutes

◆ **Institute 1 – Autism Spectrum Disorders, Mental Health, & Challenging Behaviors**

Morning – Dr. James Coplan, M.D. Making Sense of Autism Spectrum Disorders: Mental Health Issues in Children with ASD

Afternoon – Sam DiGangi, Ph.D., BCBA-D; Jason Travers, Ph.D., BCBA-D; Amanda Boutot, Ph.D., BCBA; & Matt Tincani, Ph.D., BCBA-D Ethical Treatment of Challenging Behavior: History and Current Best Practice

◆ **Institute 2 – Assistive Technology**

Morning – Howard P. Parette, Jr., Ed.D. TEACH IT-SOLVE IT: Including Young Children with Developmental Disabilities in Universally Designed, Technology-Supported Classroom Activities

Afternoon – Kimberley Maich, Ph.D. & Carmen Hall, BCBA An iPad-Infused Classroom: Research-Based Outcomes of iPad Use in Inclusive Classrooms; Apps to Support Students with Autism and Other Disabilities

Wednesday, January 22, 2014 *Conference Day 1*

- ◆ Opening Session–Keynote Address, Dolly Gray Children’s Literature Award Presentation
- ◆ Concurrent Breakout Sessions/Featured Speakers
- ◆ Publisher/Exhibitor Display
- ◆ Poster Presentations and Wine & Cheese Reception

Thursday, January 23, 2014 *Conference Day 2*

- ◆ Poster Presentations and Continental Breakfast
- ◆ Concurrent Breakout Sessions/Featured Speakers
- ◆ Publisher/Exhibitor Display
- ◆ Closing Session – Keynote Address

Featured Speakers

Kimberly Maich, Ph.D.

Brock University

Carmen Hall, BCBA

Fanshawe College

**“Apps to Support Students with Autism
and Other Disabilities”**

**“An iPad-Infused Classroom: Research-Based
Outcomes of iPad Use in Inclusive, Inner-City
Classrooms”**



Sam DiGangi, Ph.D.

Arizona State University

Jason Travers, Ph.D.

University of Massachusetts

Amanda Boutot, Ph.D.

Texas State University

Matt Tincani, Ph.D.

Temple University

**“Ethical Treatment of Challenging Behavior:
History and Current Best Practice”**



Christina Judd Campbell

Special Olympics Champion – Canadian & World
Gold & Silver Medalist
Self-Advocate & Motivational Speaker
Chesterville, Ontario, Canada

“Just Give Me the Chance!”

Howard P. Parette, Jr., Ed.D.

Professor and Director, Special Education
Assistive Technology (SEAT) Center, Department of
Special Education, Illinois State University

**“TEACH IT-SOLVE IT:
Including Young Children with Developmental
Disabilities in Universally Designed,
Technology-Supported
Classroom Activities”**



Stephen Shore, Ed.D.

Assistant Professor of Special Education,
Adelphi University

Author of *Beyond the Wall: Personal Experiences
with Autism and Asperger Syndrome*

**“Sense and Sensibilities:
An Inside View on Sensory Issues,
What They Look Like, Avoiding Them, and
Working Through Ones That Occur”**



Dr. James Coplan, M.D.

Neurodevelopmental Pediatrician
Clinical Associate Professor of Child Psychiatry
University of Pennsylvania School of Medicine
Author of *Making Sense of Autistic Spectrum
Disorders*

“Mental Health Issues in Children with ASD”

Conference Registration

Please note that conference registration may be accessed through Cvent (<http://www.cvent.com/d/8cqH1k/4W>) or through DADD's website (www.daddcec.org).

Registration Dates and Rates for Conference Delegates and Presenters:

Registration Rates	Special Rate (to December 15, 2013)	Regular Rate (after December 15, 2013)
Pre-Conference Training Institutes <i>January 21, 2014</i> Includes continental breakfast and lunch	\$125.00	\$150.00
Two-day Conference <i>January 22–23, 2014</i> Includes two lunches and wine & cheese reception	\$275.00	\$325.00
Combined Package Price for Two-day Conference and Training Institute	\$350.00	\$425.00

Please contact Cindy Perras (cindy.perras@cogeco.ca) for information on student rates and exhibit/sponsorship opportunities.

Conference Hotel/Room Bookings

Sheraton Sand Key Resort

1160 Gulf Boulevard, Clearwater Beach, Florida

1.727.595.1611 ♦ www.sheratonsandkey.com

Situated on 10 acres of sandy white beach front on the azure blue waters of the Gulf of Mexico, the Sheraton Sand Key offers exceptional amenities and facilities, including a spa, tennis courts, heated beach-front pool, whirlpool, and on-site restaurants. Guest rooms look onto the Gulf or the Intercoastal Waterway.



Please make your reservations **before January 3, 2014**, to take advantage of the special daily conference rates (single & double occupancy) available at the Sheraton Sand Key: **Run of House** – \$165.00; **Gulf View** – \$195.00; room taxes are additional at 12%. Please note that the Sheraton Sand Key does not charge a resort amenity fee, so amenities and services are complimentary, including wireless Internet access, parking, state-of-the-art fitness center, etc.

Reservations may be made through the resort's website by copying and pasting this link into a browser (<https://www.starwoodmeeting.com/StarGroupsWeb/res?id=1307195972&key=2599F>), or by calling the Sheraton Sand Key at 1.727.595.1611 (**CEC-DADD** is the **group booking reference**).



Teachers' Corner

Christopher B. Denning
University of Massachusetts-Boston

Amelia K. Moody
*University of North Carolina-
Wilmington*



Engaging Students with ASD: Redesigning the Inclusive Classroom

The number of students with autism spectrum disorders (ASD) in inclusive classrooms has more than doubled in the past few years (U.S. Department of Education, 2010), and educators need to rethink how they design instruction to meet this change. Successful inclusion should support all students in ways that are natural and unobtrusive (McLeskey & Waldron, 2007). One major concern for students with ASD is finding ways to engage them in classroom activities and instruction. If teachers can find ways to gain—and maintain—the attention of students with ASD as a first step, these students may achieve increased academic success (Iovannone, Dunlap, Huber, & Kincaid, 2003).

Educators can accommodate a wide range of abilities and disabilities in a classroom through universal design for learning (UDL; Hall, Strangman, & Meyer, 2003). Evidence-based instructional practices and materials for students with ASD can be used within a UDL framework at the classroom level to support instruction. Although there are three core features of UDL (i.e., multiple means of engagement, multiple means of representation, multiple means of expression), the purpose of this article is to focus upon engagement (Hall et al., 2003). Multiple means of engagement are the hooks that draw students into class activities. For example, teachers can adapt materials or the structure of the class to help increase interest and an understanding of expectations (see, e.g., Mancil & Pearl, 2008). The strategies presented in this article are intended as a way for teachers to proactively set up the classroom environment and instructional methods using evidence-based practices to support students with ASD. Two key ideas that can be infused into the daily routine are priming and special interests.

Priming

Many teachers have developed schedules for students with ASD and may be using these with either the whole class or individual students. Schedules help students know what to expect and can support successful inclusion. Priming goes one step further by providing access to material and letting students know exactly what will happen during different parts of the school day (e.g., math, language arts; Koegel, Koegel, Frea, & Green-Hopkins, 2003). To prime, teachers could spend 5 to 10 minutes at the start of the school day discussing what will happen in each class. Teachers should highlight key assignments for both preferred and non-preferred activities but should in particular discuss assignments that have been challenging for students with ASD in the past. Prior to instruction, teachers can show selected supplemental materials, such as pre-reading questions or an advanced organizer, that highlight relevant information and are easily prepared in the classroom (Gately, 2008).

Priming can be helpful for multiple reasons. Most importantly, it can enhance a student's comfort level and familiarity with material, thereby increasing attention, work completion, and appropriate responses (O'Connor & Klein, 2004). It can also help activate prior knowledge and create connections with class content for students (Gately, 2008). Anecdotally, the first author started using priming with two elementary-age students with ASD and noticed immediate changes, especially related to non-preferred activities. It seemed that once students knew what specific tasks to complete during a class, such as a specific number of problems or sentences, they were better able to prepare for and complete the work.

Special Interests

Another way to increase engagement and motivation is through a student's special interests. Recent studies have demonstrated that incorporating special interests in the classroom can result in the starting of assignments more quickly; increased attention to task, participation, and writing or math work completion; and decreased disruptive behavior (e.g., Koegel, Singh, & Koegel, 2010). Teachers can embed access to a student's special interests into the classroom through multiple ways. First, they can talk to students to find out more about their special interest and then incorporate these topics into classroom readings, assignments, and/or activities (Winter-Messiers et al., 2007). According to Winter-Messiers et al., teachers should decide the goal for each assignment and then be flexible enough to

(Continued on page 6)

President's Message

Nikki Murdick



By the time you receive this issue, another school year will have begun. For all of us who work in the field of autism and developmental disabilities, whatever our role may be, this is a time of excitement and optimism. We wonder what this new school year will bring for both the individuals with whom we work and ourselves. We hope for the best outcome for the individuals to whom we have dedicated ourselves and move forward with determination to provide positive support for each other.

During January we all met in a beautiful place, the island of Hawaii, to learn from each other and to revitalize ourselves by meeting with people of like minds. For all of us this is an essential moment. In the everyday trials and tribulations we face in our professional, personal, and community lives, we often forget the reasons we entered this profession. When we gather together as a group, these values that we have internalized and are central to us and to the life of our organization are reinvigorated. I would like to thank all of you who assisted by presenting or attending the conference and who provide each of us with your expertise and support.

A marvelous Council for Exceptional Children convention in San Antonio followed this time of regeneration. Once again the members of DADD were active in the conference through their membership in the organization, presentations at the conference, and participation in the DADD activities. I would like to thank each of you for your support for DADD and CEC, as this is a difficult time for many professional organizations.

Two of the concerns that we have had are how to address the needs of students who are planning to enter the field and how to support individuals who are newly working in the field of autism and developmental disabilities. Last year our Student

Representative, Jordan Shurr, held the first student luncheon to provide a gathering place and time for students to meet and connect with their peers. This successful idea was continued this year, and we were excited to see that more students joined us. In addition, this concept was expanded to provide a time and place for those professionals new to the field to meet and connect with others who are experiencing the joys and frustrations of beginning their professional lives in the field of autism and developmental disabilities. We hope that any of you who are students or new professionals will join us next year at these venues and connect or reconnect with peers who have the same visions of the future for our field. I encourage each of you to join us next year either at the DADD conference in Clearwater Beach, Florida, in January or at the CEC convention in Philadelphia, Pennsylvania, in April.

As the school year begins and we become involved in the everyday difficulties that can arise, we must remind each other of the responsibility and the reasons underlying why we work with very vulnerable individuals and their families. No matter what happens in the coming year concerning budgetary changes and reauthorization of both No Child Left Behind and the Individuals with Disabilities Education Improvement Act, the children and adults for whom we have dedicated our professional lives continue to need our support. Whenever I am overwhelmed by what I read and wonder why I continue to work in this field with all of the burgeoning problems and conflicts, I am reminded of the words of a man I admire very much, Burton Blatt. As he said:

In the cause for humanity, we must agree that:
All men are human beings.
All human beings are valuable.
And all the rest is commentary.

Taylor, S. J., & Blatt, S. D. (1999). *In search of the promised land: The collected papers of Burton Blatt*. Washington, DC: American Association on Mental Retardation.

Attention Members!



DADD members, please remember that our website (<http://daddcec.org>) allows members to log in to access member-only materials (e.g., the ETADD journal). In addition, visit our site for important information about conferences and other division activities. We also encourage DADD members to **find us on Facebook** (Division on Autism and Developmental Disabilities) **and on Twitter** (follow DADD_CEC). If members have suggestions for other materials for the website or ways we can better communicate with the members, please contact the **Communications Chair, Emily Bouck** (bouck@purdue.edu).

Coming Soon! Evidence-based Practices Section

DADD Express is soliciting brief articles to include in its new Evidence-based Practices section. These brief articles (less than 1,000 words) will be peer-reviewed by the Communications Committee. The purpose is to provide practitioners with evidence-based practices they can use in their own educational settings. What do we mean by *evidence-based practices*? Such a practice:

- (a) has been shown by research to be effective, and
- (b) has the support of professionals/practitioners who believe it is effective (i.e., have experience with the practice working).

We do not mean simply best practices or research-based practices (Cook & Cook, 2011; U.S. Department of Education, 2002; West, McCollow, Umbarger, Kidwell, & Cote, 2013).

Authors should describe the practice, provide evidence to support it being an evidence-based practice, and include places or resources for additional informa-

tion. Any questions about this new section of the *DADD Express* or clarifications about the solicitation of pieces for the section may be directed to Emily Bouck (bouck@purdue.edu) or Ginevra Courtade (g.courtade@louisville.edu). Submissions for the section should also be sent to Emily or Ginevra. Thank you.

References

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- West, E. A., McCollow, M., Umbarger, G., Kidwell, J., & Cote, D. (2013). *Evidence-based practices for students with intellectual disability and autism spectrum disorders*. Manuscript submitted for publication.

Executive Director's Corner

Teresa Doughty



The fall is a wonderful time of year. After a summer of renewal and time away from the classroom, the new academic year brings a level of excitement to students and faculty alike. Fresh faces, new school clothes and backpacks (and not just for students), hope for a great school year, and a well-stocked supply cabinet are all prevalent in elementary, secondary, and college settings. Whether you serve in a P–12 school or college setting, each fall provides an opportunity to energize students about learning, plan instructional activities, and make connections with professional colleagues.

DADD will continue to contribute to your ability to engage in each of these through its publications, professional development opportunities, and conference presentations. Our division continues to be the place for accessing and publishing

important discoveries in research in the journals *Education and Training in Autism and Developmental Disabilities* and *Focus on Autism and Other Developmental Disabilities*, and in the *DADD Express* newsletter. DADD members attending our **15th International Conference at the Sheraton Sand Key Resort in Clearwater, Florida, in January 2014** have an opportunity to attend workshops, interact with other special education professionals, and earn professional development and/or continuing education credit in applied behavior analysis. And, of course, the **CEC 2014 Convention & Expo in Philadelphia (April 9–12)** will provide the opportunity to network with colleagues from around the globe, attend keynote and division presentations, learn about the best ways to serve individuals with autism and developmental disability, and enjoy an amazing city. Yes, it is a great season! Here's hoping that fall's planning and preparation leads to an amazing year!

Membership Committee News

Debbie Wichmanowski

Chairperson



Dear DADD Members:

Wow, where has the time gone? This is my last newsletter as your Membership Committee chairperson. It has been a privilege and honor to serve you in this capacity. The success of our organization depends on our membership, and I hope everyone checks their involvement gauge and promises to “step it up a notch!” Thank you, all, for the past several years. A special thanks to the friends and colleagues I have met while serving on the Board. Your support and encouragement have been overwhelming.

I hope many of you are making plans to join us at the DADD Annual Conference on January 21–23, 2014, at the beautiful Sheraton Sand Key in Clearwater, Florida. It will be a great time to network and improve your knowledge and skills in our discipline. We hope to see you there!

In the meantime, please check out the latest articles in *Education and Training in Autism and Developmental Disabilities* and *Focus on Autism and Other Developmental Disabilities*. These journals are just two of the benefits of becoming a DADD member.

Since my last membership report, we have encountered another decrease in our membership, and we need the help of all

our members. Please help us promote membership in DADD by getting the word out to your friends, colleagues, and college students about DADD and the benefits of becoming a member. If each of us made it a personal commitment to recruit one new member to CEC-DADD, just think of the impact it would have on our organization, but more important, the impact it would have on our students. Here’s some important information you may want to share regarding the benefits of membership:

- ✓ Dues may be paid in 3 easy installments from your credit card
- ✓ Members receive four issues per year of the journal *Education and Training in Autism and Developmental Disabilities* (ETADD)
- ✓ Members receive four issues per year of the journal *Focus on Autism and Other Developmental Disabilities*
- ✓ Members receive the *DADD Express* newsletter four times per year
- ✓ Members have access to Position Papers developed by DADD
- ✓ Outstanding networking and conference opportunities!

If you have any questions or need any assistance, please contact your Regional Membership Representative. See the table below.

Representative	Region	States & Provinces
Beth Kavanagh	Canada	Any Canadian province or territory
Angi Stone-MacDonald	NE	CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT
Debbie Wichmanowski	SE	AL, AR, FL, GA, LA, MS, NC, OK, SC, TN, TX, VA, WV
Lynn Stansberry-Brusnahan	MW	IA, IL, IN, KS, KY, MI, MN, MO, ND, NE, OH, SD, WI
Debra Cote	FW	AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY

Students' Corner

Leah Wood

*University of North Carolina
at Charlotte*



On April 5th at 11:00 A.M., twenty-one student members of DADD joined for lunch in San Antonio during the CEC annual convention. This DADD Student Meeting was an hour long, a portion of which was expended eating and chatting, but overall we managed to accomplish a great deal. I am thrilled so many of you took the time to contribute to our conversation. I would like to use this opportunity to briefly summarize our meeting, with the hopes that many of these issues or discussion points will be interesting or pertinent to those of you who were not able to attend. Finally, I am excited to share the goals we developed as a group, as they represent ambitions and intentions that I know can blossom with the support and participation of our full body of student members.

After settling into our seats, we introduced ourselves. We represented a near even split of doctoral students and undergraduates, all with a shared interest in improving the lives of people with autism and intellectual disability. This was an interesting and unexpected dichotomous demographic (i.e., exclusively undergrads and doctoral students), and one that led to the suggestion that we begin a mentor/mentee program within the student membership.

Next, the group graciously discussed a laundry list of issues I had compiled. First, I asked the group to discuss the use of a DADD student members' Google Group. Two outcomes emerged: (a) the group is interested in a forum for ongoing communication for student members, and (b) several group members suggested we try a new format, Edmodo. Edmodo is a secure network designed for educators and students to collaborate and share ideas. Membership to Edmodo is free and can be set up quickly at the website (www.edmodo.com). There is a specific DADD Student Members group that you can join by visiting our webpage (<http://www.edmodo.com/home#/join/624ae06692cc4b2291fb1fabe5d7efca>). You can register as a student or teacher, as many of us fit the description of both.

Next, we discussed the success of the second year of "Academic Idol." **Caryn Allison** of the University of North Carolina at Charlotte was a lucky winner of the drawing, and she selected to have lunch with Erik Carter in San Antonio. **Carol Feldman-Sparber** of Kent State University was the second winner, and she selected to have breakfast with Ann Turbull, also during the convention. At the student meeting, we discussed the possibility of extending this opportunity to more student members. Four students (both winners were able to bring one

guest) were incredibly fortunate to have this chance to meet and talk with important contributors to the field of special education. More than 20 volunteers (i.e., "important contributors to the field of special education") expressed an interest and willingness to meet with student members, if selected. As a group we wondered why this opportunity could not be extended to as many student members as there were volunteers? Better yet, why not ask volunteers if they are each willing to meet with two student members? Beginning with the CEC Convention in 2014, any student member who signs up for the student lunch will also be given a list of volunteers who have indicated they would be willing to meet with a student during the convention. Sign-ups will occur on a first-come, first-served basis.

I also asked the group to brainstorm ways to increase membership. A suggestion was made that states with strong DADD subdivisions promote student membership at state conferences. Another suggestion was to make the value of the student membership worth the money (meaning, students will pay if they feel they are getting something they can use). The group believed students and teachers would appreciate if materials (supporting documents) from research printed in our journals were made available on the DADD website. Finally, one suggestion was to offer more information to students, letting them know which Board activities were open to student members. As an outcome of this discussion, I will send an email a few weeks prior to each conference (DADD and CEC) with information about sessions or events students can or should attend (e.g., explaining that the committee meetings are open and students can come; general business meeting; special DADD events and sessions).

Finally, the group considered and then developed a list of the following goals and actions for the upcoming year:

1. Increase opportunities for networking with each other and the larger DADD membership.

ACTION: I will establish an Edmodo page, invite student members, encourage RSS feed use, and maintain throughout the year.

2. Provide more supports for student members in general.

ACTION: I asked the Board about the potential for another social at CEC for student members. The Board agreed this would be a good idea. This gathering could be on Friday nights and thus be another opportunity for students to socialize and network with each other.

3. Support undergraduate student members.

ACTION: I emailed lunch attendees the list of names, email addresses, schools, and areas of interest/expertise.

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Editor's Note

Ginevra Courtade

Welcome back to a new semester and a new school year! A common theme throughout this newsletter is the importance of the way we use research to build our practice. The Diversity Committee is addressing cultural and linguistic difference in research, and we are beginning a new section in the newsletter devoted to evidence-based practices!

As always, I encourage you to please get involved with DADD! In her column appearing in this issue, our Membership Committee chairperson, Debbie Wichmanowski, has provided a list of talking points to help current members solicit

new members. A list of DADD committees, with respective chairpersons, is also included in this issue. For more DADD news and information, check our website (www.daddcec.org). If you have any questions about the newsletter, would like to contribute to it, or have any other comments, please contact me via email (g.courtade@louisville.edu). [Please notify CEC if you have a change of address!]

Have a great fall semester!



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

consider alternative ways to reach that goal. For some students this may involve helping them see how their interest would fit into the assignment or finding creative ways to achieve the same goals for practice and review. For example, younger students may be able to use websites that have a theme related to their special interest for practicing or reviewing writing skills or math problems. Older students could be supported to integrate special interests into class essays or projects (Mancil & Pearl, 2008). Finally, teachers could allow students to have access to readings or materials related to the special interest after the student completes classwork. These could be checked out from the school library or accessed from the Internet.

There are multiple ways to increase student engagement in the classroom. Finding ways to infuse priming and special interests into the school day may increase work completion and appropriate behaviors for students with ASD.

References

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Undergraduates will email a doctoral student to set up a mentor/mentee connection. I will promote this idea across the larger student body membership (please email me if you would like to be a mentor or mentee, and include your field of interest/expertise).

ACTION: The suggestion was made for a "New Student Member" packet, particularly for undergraduates who may not know much about conferences or the field in general.

ACTION: I will ask the Board about ways to add content to the DADD website that is specific for students and

teacher members (e.g., supporting documents from research published in ETADD and FOCUS-adapted books, data sheets, response boards).

Thank you again, each of you, whether you came to the lunch, joined the Edmodo page, read this article, or signed up to be a DADD student member. No matter your contribution, you are valued. If you would like to be an active voice or participate in the accomplishment of these goals in any way, I would love to hear from you.

Diversity Committee News

Elizabeth A. West
Chairperson

We continue to promote awareness of CEC-DADD and diversity efforts. I am pleased to report that our Diversity Committee meeting at the 2013 CEC Annual Conference and Convention in San Antonio was well attended.



Committee members are currently involved in research related to examining participant characteristics in research studies used to classify an intervention as an evidence-based practice. In particular, we are focusing on the cultural and linguistic diversity of students with intellectual disability and autism spectrum disorders. Based on the results of this research, we will be developing a model for consideration on how to expand research designs to include more diverse participants.

CAN (Legislative Committee) Update

In case you have not been following along with CEC's *Policy Insider* blog, there is much action in Washington, DC, to note. First, movement on the authorization of the **Elementary and Secondary Education Act** occurred. Both the House and Senate Education Committees passed legislation, but the two pieces are drastically different. Second, there is continued concern about **education appropriations**. Given the sequestration, CEC reports that \$580 million in funds have been cut from special education alone (CEC, 2013).

For those interested, CEC's *Policy Insider* blog allows member to take action on various topics and connect with their

senators and representatives. The URL for CEC's *Policy Insider* blog is <http://cecblog.typepad.com/policy/>, and you can subscribe to a weekly digest by clicking on the link at the top of the page and providing an email address. DADD encourages its members to follow CEC's policy updates, and we will continue to make these available to you via Facebook, Twitter, our website, and our *DADD Express*.

Council for Exceptional Children. (2013, July 10). *Senate proposal includes investment in key CEC supported programs; Path forward remains difficult*. Retrieved from <http://www.policyinsider.org/2013/07/senate-proposal-includes-investment-in-key-cec-supported-programs-path-forward-remains-difficult.html>

Join a DADD Committee!

Please contact the chair of any committee you may be interested in joining. Thank you.

Awards

Solicits and reviews nominations for division-authorized awards.

Chair: Dagny Fidler (dagny@mchsi.com)

Communications

Facilitates communications between the DADD Board of Directors and the membership. Includes oversight of the website, *DADD Express* newsletter, and emerging electronic communications.

Chair: Emily Bouck (bouck@purdue.edu)

Conference

Responsible for planning the division's role in CEC's annual conference and in DADD conferences.

Co-chairs:

Nikki Murdick (murdickn@slu.edu) and
Cindy Perras (cindy.perras@cogeco.ca)

Critical Issues

Explores issues of critical importance to the division and its members. Works with the membership to develop position statements of value to the field.

Chair: Bob Stodden (stodden@hawaii.edu)

Diversity

Responsible for identifying and reviewing issues concerning ethnic, racial, and linguistic diversity among individuals with autism and developmental disabilities and the professionals who serve these individuals.

Chair: Elizabeth West (eawest@u.washington.edu)

Finance

Monitors, evaluates, and reviews suggested changes in budget line allotments; proposes yearly budget plans based on suggested changes and previous needs.

Chair: Gardner Umbarger (gumbarge@svsu.edu)

Legislative (CAN)

Follows federal legislation and policy development as it concerns children with autism and developmental disabilities and the persons who educate and support them. Reviews legislative actions and can serve as a political action group for taking positions on various pieces of legislation.

Chair: Bob Stodden (stodden@hawaii.edu)

Membership & Unit Development

Provides support to state and provincial subdivisions, which may include assisting with organizing and maintaining subdivisions, regional conferences, newsletters, subdivision manuals, and other forms of technical assistance.

Chair: Debbie Wichmanowski
(dwichman@pasco.k12.fl.us)

Nominations

Primary responsibilities are to seek qualified candidates for offices, fill office vacancies when they occur, communicate with candidates to assure their willingness to serve, and obtain biographical data for ballots.

Chair: Teresa Doughty (tabert@purdue.edu)

Professional Development and Professional Standards

Largely involved with assisting CEC/NCATE in developing beginning teacher standards.

Chair: Scott Sparks (sparks@oak.cats.ohiou.edu)

Publications

Responsible for oversight of the journal *Education and Training in Autism and Developmental Disabilities*. Works with the Board in developing a variety of publications, including the Prism series of monographs and other professional resources.

Chair: Michael Wehmeyer (wehmeyer@ku.edu)