



DADD IDENTITY STATEMENT: Information Brief

"Who Is the Membership of the Division on Autism and Developmental Disabilities (DADD), Council for Exceptional Children (CEC)?"

The purpose of this Brief is to describe the different roles and areas of expertise of individuals who find a home as members of DADD. To support this purpose, this Brief will provide a summary description of the various types of services, supports, and accommodations often provided to children and youth with autism, intellectual disabilities, and developmental disabilities.

Persons working with children, youth, and adults with autism, intellectual disabilities, and other developmental disabilities possess a diverse range of skills, knowledge, and experience addressing a wide array of disability needs. These needs are apparent in areas of academic learning, behavior management, independent living, and career/vocational preparation. Personnel may work in an array of instructional arrangements, including that of a resource specialist working with or co-teaching with other academic content teachers, special education teacher focused upon the disability needs of specific students to benefit from their education as prescribed in an IEP, and educators and support personnel in areas of behavior management and specialized learning approaches.

The needs of students served by such personnel are very general in nature and represent a significantly broad and diverse set of conditions. A common characteristic of students is a limitation in what is called *adaptive functioning*, often requiring support beyond typical classroom learning interventions. Adaptive functioning includes areas such as self-help skills, functional problem solving, socialization, and communication. The broad categories of these students are autism and intellectual and developmental disabilities. *Autism*, or *autism spectrum disorder (ASD)*, refers to a condition that includes a variety of symptoms, most notably social and communication limitations. These vary across severity ranges from mild to severe. For some, their adaptive functioning limitations are influenced by the co-occurrence of lower intellectual functioning. Others, considered to have high-functioning autism such as Asperger syndrome, may have average or above-average score levels on IQ tests; yet, their adaptive functioning may be compromised by limitations thought to be caused by neurological impairments related to social reasoning. *Intellectual disability (ID)* is a term currently used to denote individuals who have lower-than-average IQ scores and adaptive functioning limitations. The adaptive functioning limitations are influenced by lower intellectual abilities. *Developmental dis-*

ability (DD) is a broad term that is used for different purposes by various organizations and service-providing agencies. Generally, it could include autism and intellectual disability but could also include others, such as those persons with a physical disability where their physical, and possibly intellectual, limitations influence adaptive functioning.

Because of the wide array of disabilities included in the areas of Autism, Intellectual Disabilities, and Developmental Disabilities, the DADD membership is also representative of a wide array of expertise and interest areas. An examination of the membership demographics of the division confirms this: DADD members list a minimum of 25 different areas of professional expertise and interest.

As noted earlier, professionals who provide special education services to individuals with ASD, ID, and DD vary broadly in both expertise and service delivery. Teachers may provide services in schools, homes, hospitals, and many varieties of centers. Additional support is provided for teachers by paraprofessionals, who have an increasing role in service delivery. In collaboration with DADD and other divisions, CEC is developing a new set of guidelines for paraprofessionals, which should be available in 2011 or 2012. Professionals who are specialists in specific roles are also a part of the service provision for persons with ASD, ID, and DD. This would include behavioral specialists, professionals who provide intervention with families, medical personnel, and related service professionals in specific areas (language, physical care, emotional support). Supports provided in home settings

(continued on page 2)

Call for Papers

DADD Conference

January 18–20, 2012

Miami Beach, FL

See page 3

President's Message

Teresa Doughty

As this newsletter reaches you, we will be concluding a very busy spring. Our 2011 CEC Convention and Expo in National Harbor, Maryland, was a huge success, with wonderful workshops, professional presentations, and opportunities for networking. My sincere thanks go to those of you who attended as well as those who presented the many sessions related to autism and developmental disabilities.



It's always impressive to see the quality of presentations and exciting to know such excellent research and innovative practices are occurring in our field! I would also like to thank Drs. Michael Wehmeyer, Jim Patton, Rich Simpson, and Juane Heflin for their outstanding Showcase Session presentation. The session was well attended, and these leaders in the field provided thought-provoking information on the critical issues faced by practitioners and researchers in autism and developmental disabilities today.

As we move into the summer months, the DADD Board of Directors continues to work on a variety of tasks. We are making progress on our strategic plan, identifying the specific goals we need to achieve in the next few years to continually strengthen the DADD for our members and provide sustained advancement for meeting positive educational and life outcomes for individuals with autism and developmental disabilities. Our membership journals (*Education and Training in Autism and Developmental Disabilities* (ETADD) and *Focus on Autism and Other Developmental Disabilities*) remain premier sources for practitioners and researchers for evidence-based practices and current information relevant to the individuals we serve.

In addition, our newly redesigned website (<http://daddcec.org>) is an outstanding starting place for all division information. Not only the place for current news, events, and DADD announcements, it also provides our members easy access to current and back issues of this newsletter and ETADD. In addition to our website, we are on Facebook (FB). Be sure to join our page for opportunities to interact with other FB members also interested in our division. And finally, we continue to prepare for the **13th International Conference on Autism, Intellectual Disabilities & Other Developmental Disabilities** in fabulous Miami, Florida! We hope you will consider submitting a proposal for the conference as well as join us in Miami . . . just think about how wonderful it will be to escape to sunny South Florida next January!

DADD members and graduate students frequently ask me, "How can I get more involved in the division?" Well, there are several ways . . . we are always looking for interesting articles from practitioners for the "Teachers' Corner." If you are engaged in innovative or interesting educational practices, consider sharing your experiences with others in a future issue of this newsletter. Join and become active in your state DADD subdivision. If your state doesn't have one, consider starting one. Contact our membership chair for more information. Volunteer to serve on a Board committee. Our current committee chairs would love to hear from you and welcome your participation. One final idea: Consider serving as a member of the DADD Board of Directors. Nominations are currently being accepted for Treasurer (3-year term), Vice-President (4-year Presidential cycle), and Canadian Member (3-year term). More detailed information is contained in this newsletter, and nominations are due June 1st.

It continues to be my pleasure to serve as your DADD President. As always, please do not hesitate to contact me (tabert@purdue.edu) should you have any questions or ideas to share. My best wishes to you for a wonderful summer!

(DADD Identity Statement, continued from page 1)

are a cornerstone of the services provided by many professionals who work with individuals with ASD, ID, and DD, as are school- and center-based supports. Finally, families have a key role in service acquisition and support and are highly valued by DADD.

In an effort to be proactive and to provide information to this very broad audience, DADD has established a number of avenues for information dissemination. Opportunities are provided annually for members to participate in DADD focus sessions at the annual CEC convention, and bi-annually the division conducts regional and topically focused conferences targeting specific areas of need. Foremost in the area of publication is the division's journal, *Education and Training in Autism and*

Developmental Disabilities, which provides members with a solid, research-based resource for using promising practices. Other publications that DADD provides its members include a newsletter that appears in the journal *Focus on Autism and Other Development Disabilities*. Besides the journal and newsletter, DADD has a critical issues committee that regularly develops papers on topics of interest to the membership or a subset of the membership. These issue papers can be found on the DADD website (www.daddcec.org). Of course, the division has active committees in the areas of diversity, professional standards, and critical issues, and members are encouraged to become involved in any of these committees.



Call for Papers

13th International Conference on Autism, Intellectual Disabilities & Developmental Disabilities:

Research to Practice

January 18-20, 2012
Miami Beach, Florida

The 13th 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 Disorder
- ◆ Assistive Technology/Digital 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
www.daddcec.org

Submission Deadline: June 15, 2011

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 are as follows:

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.

Treasurer (3-year term)

Responsibilities: The Treasurer shall be responsible for accounting for all funds in a manner prescribed by the Board of Directors and shall prepare an annual budget and make an annual report to the Board of Directors and to the business meeting at the annual convention.

Canadian Member (3-year term)

Responsibilities: Serves as a regional member, participates in all Board Meetings, and resides in any Canadian province or territory.

Nominations for these positions must be received by **June 1, 2011**. 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 **Emily Bouck** (bouck@purdue.edu).

Reviewers Needed to Evaluate 2012 Conference Proposals

DADD is in need of reviewers to evaluate proposals submitted for the 2012 CEC Convention & Expo in Denver. The overall quality of our division's program is directly linked to the quality of the proposals selected. If you have expertise in the areas of intellectual disabilities, autism spectrum disorders, and/or other areas of developmental disabilities, please consider this professional service opportunity. Contact **Richard M. Gargiulo** via email (gargiulo@uab.edu) or telephone (205-934-8478) to express your interest and indicate your area of expertise. Proposal reviews are typically conducted in late June or early July.

DADD New Publication: *Social Skills in School and Community*

The Division on Autism and Developmental Disabilities is pleased to announce that the highly anticipated revision of the classic DADD work, *Social Skills in School and Community*, is in the final stages of production, with an anticipated release date of late summer 2011. Author **Laurence Sargent** has significantly revised this edition, placing a primary emphasis on students with autism spectrum disorder and other developmental disabilities. The work will be available in two books: one targeting students in elementary schools, and one targeting those in secondary schools. The inclusion of a variety of teacher forms and checklists will enhance the value for any teacher who works with students with autism, intellectual disabilities, or other developmental disabilities.

Meet the New DADD Board Members!

Congratulations to our recently elected board members. We were pleased to have had such an outstanding slate of nominees. The newly elected officers began their term of service to the board on January 1, 2011. We would like to encourage all members to get to know the DADD board members by joining a committee, running for an office, attending conferences, and visiting our website to obtain the latest information.



Nikki Murdick, Vice President: Nikki is a professor of special education in the Department of Educational Studies, College of Education and Public Service, Saint Louis University. Although she has been a classroom teacher, clinical behavioral specialist, and university professor, her passion is advocating for persons with disabilities and their families. While working with DADD, she has served as a member of the Publication and Membership committees, co-chair of the Critical Issues committee, and the Midwest member. As a DADD officer, she plans to continue her work as an advocate and to work with CEC to secure adequate funding for IDEA through the political action committees. She also plans to support the work of the Citizen Action Network in growing political action networks within DADD.



Toni Merfeld, Secretary: Toni is the executive director/owner of Metro West Kids Learning Center and founder/past president of the Metro West Kids Foundation. She has been in the field of education for 32 years and has extensive experience working with students with learning and behavior challenges both in the classroom and as a consultant in the public/private sectors. Toni also is a full-time educational consultant with the Iowa Department of Education in the areas of children's mental health, autism, and school climate. As a member of the Iowa DOE Learning Supports Team, she has been engaged with the National School Climate Center and is currently an NSCC Advisory Board member. Toni is beginning her second term as DADD Secretary, and she is chairperson of the Awards Committee.



Jordan Shurr, Student Governor: Jordan, a doctoral student in special education at Purdue University, received a bachelor degree in special education for students with severe disabilities and a master's in educational administration, both from Purdue. Jordan has taught special education at the

preschool and elementary levels for students with moderate/severe disabilities and has also served as an assistive technology and alternative/augmentative communication consultant for K–12 students with special needs. His research interests include (a) curriculum supports for students with moderate/severe disabilities and (b) retention and support for teachers of students with moderate/severe disabilities. Jordan has been involved in teaching university courses in ABA, assessment, and instructional technology. He is currently a Purdue doctoral fellow and a TISE (Technologies in Special Education) scholar through the university's Special Education Department.



Debra Cote, Far West Member: Debra is an assistant professor in the Special Education Department at California State University, Fullerton (CSUF). She completed her PhD at the University of Nevada Las Vegas, and her research interests include positive behavior supports, problem solving, and training educators in evidence-based teaching strategies. Prior to finishing her doctorate, Debra supervised, mentored, and advised alternative program teachers in specialized classrooms (e.g., autism, intellectual disabilities) as a project facilitator in the Specialized Teacher Education Program (STEP). She taught undergraduate and graduate university courses in special education and pre-service learning for traditional and alternative routes to licensure programs. Debra has been a special education teacher and taught elementary and secondary students with intellectual and emotional/behavioral disabilities.



Debbie Wichmanowski, Southeast Member: Debbie is completing 33 years in education, having taught students with intellectual disabilities and learning disabilities throughout K–12. She is currently an assistant principal at the elementary level. Debbie was the Pasco County, Florida, 1995 Teacher of the Year; Pasco County CEC Teacher of the Year, 1992, 1999; and Florida CEC/MRDD and Florida CEC Teacher of the Year in 2002. She has co-authored a Florida statewide curriculum, presented at conferences/workshops across the state, and served on the Florida Speaker's Bureau. Debbie has held leadership roles in CEC as president (among others) at the St. Leo College Student Chapter and the Pasco County Chapter, and has served as treasurer and member-at-large for the Florida CEC/DADD. She is beginning her second term on the DADD board and is the Membership chairperson.

Students' Corner

Jordan Shurr
Student Governor

The fields of autism and developmental disabilities are constantly in a state of evolution. Just this year in the area of autism, new research has shed light on biological and genetic factors related to the disorder. In addition, new interventions for use with students with autism have been offered. Changes in public policy and public opinion continue to take shape and have influence on students with autism and their families at the local, state, and national levels. The field is constantly moving and being moved. There are many facets/factors tied to the continual growth and movement within the field, such as new scholarship, current public opinion, and proposed legislation. Therefore, educators and researchers **must** be familiar with the current “pulse” of the field. This information can help inform and guide the content and structure of a classroom teacher’s practice. Staying connected with the field will help the teacher-educator model and also bridge theory to practice to strengthen the transition from pre- to in-service. Researchers tune to the field’s currents to guide and enhance the relevance of their research endeavors. Keeping up to date with the current conversations within and around our fields increases our ability to advocate, direct, and understand in a way that has positive influences.

Please don’t get me wrong. It is not humanly possible to sort through and digest all related news and events. In fact, an exclusive focus on the current will inevitably lead to an ignorance of the foundation and, as a result, isolation from the very core of the field. We still need to do our homework—read the seminal research, legislation, and commentary. And, at the same time, we need to take ownership of our understanding of “the now” because it will inevitably impact our professional journeys.

To keep in touch with current events in the field, I do the following: subscribe, sift, skim—and when something stands out—read it. Here are some places that I go to keep up:

For current research & scholarship

- ▶ CEC and DADD journals and other journals in the field
- ▶ Professional conferences

For current news & commentary

- ▶ CEC SMART Brief (<http://www.smartbrief.com/cec>)
- ▶ Some blogs I watch:
 - Disability Scoop (<http://www.disabilityscoop.com>)
 - Education Week Special Education (<http://blogs.edweek.org/edweek/special>)
 - NPR Topics, Education (<http://www.npr.org/sections/education/?ft=1&f=1013>)
 - CEC Policy Insider (<http://cecblog.typepad.com/policy>)
- ▶ Automatic Google Alerts [you pick the topic] (<http://www.google.com/alerts>)
- ▶ Google news and Google blog on-demand search [you pick the topic]
 - News (<http://news.google.com>)
 - Blog (<http://blogsearch.google.com/?hl=en&tab=nb>)
- ▶ iGoogle homepage or another site feed reader to direct my favorite education-related blogs and news sources into one site (<http://www.google.com/support/websearch/bin/answer.py?hl=en&answer=20324>)

How do you keep up to date and connected to the field? Please feel free to send me your ideas or any other comments (jshurr@purdue.edu).

Membership and Unit Development Committee News

Debora Wichmanowski
Chairperson

DADD continues to grow! This has been a very exciting time for our division, which continues to grow in both membership and subdivisions. We have been the fastest growing division for close to a year now. As of January 20, 2011, we had 3,915 members, up from just over 3,076 last January.

As for subdivisions, **Michigan, Florida, and California** are in the process of bringing theirs back into active status. We hope members in other states currently without a subdivision will join us and consider either reactivating a subdivision or starting a new one if your state has never had one. Please contact me

(dwichman@pasco.k12.fl.us) for more information and support if you would like to be a part of our expansion.

Be sure to check out our new website (<http://daddcec.org>) for more information on membership and our subdivisions. Let us know what is happening in your subdivision—send us information on the latest and pictures of events you may have. We would like to highlight the exciting things happening in your groups. Also, please tell us about any ideas you may have for membership development or other ways we can assist our members.

One last reminder: Don’t forget to mark your calendar for the 13th International Conference on Autism, Intellectual Disabilities, & Other Developmental Disabilities to be held in Miami, Florida, next January.



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: academics,

arts, athletics, community service, employment, extracurricular 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 disability 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 **February 15, 2012**, in order to be recognized at the International CEC Convention in April 2012.

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)

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 International 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:

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: _____