



Teachers' Corner

Dianne Zager
Pace University

Samantha Feinman
New Frontiers in Learning



Building Executive Functioning Competence in High School Students with Autism

For several decades now, students with autism spectrum disorders (ASD) have been included in general education and have enjoyed and benefited from learning among their nondisabled peers. Statistics indicate that approximately 75% of students with disabilities are included for at least 40% of each day in general education classrooms, and almost half of all children with disabilities are educated in general education classrooms most of the day (U.S. Department of Education, National Center for Education Statistics, 2009). While educators have made great strides in integrating students with ASD into general education in public schools (Smith, Polloway, Patton, & Dowdy, 2012), at the secondary school level these students often experience serious difficulties. Specifically, challenges in the area of executive functioning hinder organization of time and tasks to the extent that students may become frustrated and depressed. In high school, executive functioning competence becomes increasingly critical to academic and social success.

To prepare students with ASD for everyday life in secondary school and beyond, today's high school special educator needs to be able to design strategies that promote independence (Kaweski, 2012). Teachers must focus on building self-determination, self-advocacy, social competence, and executive functioning competence (Roberts, 2010; Wehmeyer & Patton, 2012). These skills are necessary for independent adulthood; thus, they are part of an indispensable skill set for students with autism (Zager & Alpern, 2010).

Strategies to Promote Executive Functioning

This article provides tips for helping adolescents improve their executive functioning. *Executive functioning* relates to mental processes that connect experience to action. It is a requisite skill set for planning activities; organizing time, space, and tasks;

making decisions and strategizing; attending and remembering details; and evaluating and self-correcting one's behavior. It includes neurologically based skills that affect self-regulation, group participation, project completion, and success in virtually all aspects of life.

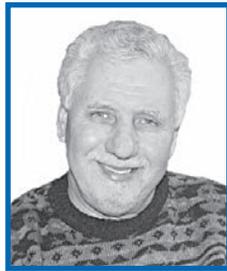
Strategies that foster executive functioning competence include

1. providing clear expectations and directions, using concrete language;
2. providing stable environments with external structure and clear-cut rules;
3. creating time-management tools like to-do lists and intermediate benchmarks for assignments;
4. creating color-coded schedules to keep at home, at school, and in the student's school bag;
5. using organizers for desk, notebooks, and school bag;
6. establishing a daily routine with specific times for each required activity;
7. scheduling daily or weekly time to clean desk and school bag;
8. planning and scripting situations with social stories and role playing in advance;
9. teaching alternative behaviors and reinforcing adaptive behavior;
10. developing templates for common activities, such as book review forms; and
11. providing prompts that can be faded to increase likelihood of success.

Teachers can help students overcome challenges with executive functioning so that these students become better able to manage time and to prioritize and organize academic and non-academic responsibilities. For example, students may benefit from creating color-coded daily schedules that take into account different responsibilities and activities and organize these items by assigning them different colors. Classes, study time, family commitments, sports practices, music lessons, and so forth, can be assigned different colors on the schedule so that the student can visually observe the time commitment and structure of each activity and when it is occurring. Schedules should be easily accessible for students and should be utilized for ongoing reference. Students can keep copies of their schedule in a variety of places for easy access, such as their bedroom, the refrigerator, and their notebooks.

President's Message

Richard Gargiulo



It is hard to believe that 2012 is almost gone. It certainly has been a memorable year for many of us in so many different ways. It has been a year of tremendous pride and jubilation as seen at the Olympics and Paralympics. 2012 was also a year of despair as witnessed by the tragedy in Colorado and the onslaught of tornados and hurricanes across our country. What was 2012 like for you? Was it a good year or one you might just wish to soon forget? Would you do anything different? Did you have the chance to make a difference in the life of just one person?

It is my wish, as I conclude my term as your president, that 2013 be a year that we will all commit to making a difference. There is so much to be done and we can all play a role. I know that for many of us our time is a valuable resource; yet, I encourage each member of DADD to think about what *your* role could be. You might join a community task force concerned with

bullying in our schools. You might offer your expertise to help a young adult with intellectual disability learn how to read. You may decide to actively participate in your state DADD chapter or subdivision. You may finally decide that 2013 is the year that you share an effective instructional strategy or program that benefits an individual with a developmental disability at our annual conference. No matter what you choose, the important point is that each of us does something. May 2013 be *your* year for action and involvement. Let's all commit to something that will have a positive impact on the lives of individuals with a developmental disability. No task or agenda is too small or inconsequential. Collectively, we can make a difference.

In closing, I wish to express my heartfelt gratitude and deep appreciation to an amazing group of professionals who tirelessly serve as the Board of Directors of DADD. I have known many of you for decades not only as colleagues but also as friends. Your support and encouragement has made my job of president that much easier. Thank you. As I leave the office of president, and Nikki Murdick assumes this role, it is comforting to know that so many good people will be there to offer assistance and guidance whenever needed.

(Teachers' Corner, continued from page 1)

Helping to create homework or assignment to-do lists can help students stay on top of academic responsibilities. Teachers can guide students in utilizing a daily planner or smartphone calendar to keep track of assigned homework, quizzes and tests, and papers and projects based on due dates. Each day, students can create a running tally of assignments they need to complete for the next day or next week while also crossing off tasks as they are completed. In addition, helping students break down large assignments can alleviate the anxiety and immobilization that may occur when they feel overwhelmed by a large project. Reviewing requirements of projects and breaking them down into smaller, more manageable pieces can reduce confusion and anxiety. Completing smaller tasks makes doing the work less intimidating and more manageable, and it provides immediate feedback and reinforcement for small achievements.

Conclusion

Students with ASD have been participating in general education high school classes for decades. Yet, because of these students' executive functioning challenges, teachers often struggle to instill in them organizational skills to enable them to independently complete tasks. Instructional interventions that address these difficulties have the potential to enhance academic and social performance. Teachers can help students develop executive functioning competence through strategies specifically targeted to improve organizational skills. As we prepare

students with ASD for success in high school and beyond, knowledge about strategies to build executive functioning competence is essential.

References

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Authors' Note: The authors would like to acknowledge the support of REBA Schools, New York City, in the preparation of this article.

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.



Dianne Zager, Vice President: Currently, Dianne is the Michael Koffler Professor in Autism and director of the Autism Specialist Graduate Program at Pace University in New York, where she founded one of the nation's first inclusive college support programs for students with autism. She has worked with students with autism and intellectual disability from the early childhood level through post-secondary education. Her DADD activities have constituted a significant portion of Dianne's professional work: she has served as the Northeast representative and chair of the Publications and Research committees. She looks forward to working on behalf of the DADD membership and the students we serve as DADD Vice President.



Dagny Fidler, Secretary: Dagny has been a dedicated member of CEC for more than 30 years and previously served on the DADD board in the presidential rotation. She chaired CEC's Inter-Divisional Caucus during her last few years on the DADD board. She is recently retired from Des Moines Schools and is now teaching for Morningside College and Drake University. She is president of Iowa CEC and previously served as interim secretary and co-chair of the awards committee. Dagny is looking forward to being able to serve on the DADD board as secretary and helping to move DADD forward with its goals.



L. Lynn Stansberry Brusnahan, Midwest Representative: Lynn is an associate professor and coordinator of autism programming at the University of St. Thomas in Minnesota and a parent of a child with autism. She is the past president of the Autism Society of Southeastern Wisconsin

and served on the Autism Society of Wisconsin State Board and the Autism Society of America National Board. In her position at the University of St. Thomas she prepares teachers for the special education field. As a new member to the board, she brings a passion both as a parent and a professional to ensure growth and forward momentum for DADD.



Angi Stone-MacDonald, Northeast Representative: Angie is an assistant professor at the University of Massachusetts-Boston in the Early Education and Care in Inclusive Settings Program. She has worked with people with disabilities for the last 15 years as a paraprofessional, teacher, consultant, and researcher. She has been actively involved in state and local committees, organizations, and grant work with the state government to promote inclusion and adequate teacher preparation to work with children with disabilities in early childhood. Angi previously served as the DADD student governor for two years during her doctoral study and is excited to begin her work as the Northeast Representative for DADD.



Leah Wood, Student Representative: Leah is a first-year doctoral student at the University of North Carolina at Charlotte. She taught for six years in a self-contained classroom for students with moderate to severe intellectual disability (ID). Her graduate research focuses on raising the academic bar for students with ID, and she is interested in general curriculum access and the metacognitive strategies that will best promote the comprehension of academic content for students with ID. She considers professional involvement as tremendously important, and we are pleased to welcome her as the next DADD student representative.

A Very Special Thank You to Our Outgoing Board Members:

Teresa Taber Doughty (outgoing Past President)

Jordan Shurr (outgoing Student Representative)

Dianne Zager (outgoing Northeast Representative;
transitioning to Vice President)

Mark Francis (outgoing Midwest Representative)

We appreciate your commitment to DADD!

Publication Committee Report

Michael Wehmeyer
Chairperson



New DADD Publications Now Available!

The latest addition to the DADD Prism Series, *A Guide to Teaching Students with Autism Spectrum Disorders*, edited by Darlene E. Perner and Monica E. Delano, is available from CEC (http://www.cec.sped.org/ScriptContent/Orders/ProductDetail.cfm?section=CEC_Store&pc=P6065). Featuring chapters by some of the most visible leaders in the field of autism spectrum disorders (ASD), this user-friendly work for special and general education teachers is a guide to the most effective assessment and instructional strategies that promote access to the general education curriculum and meet the unique learning needs of students with ASD. DADD members can receive an **additional \$5.00 discount** on the purchase of this useful resource (in addition to the discount available to members of CEC). Use the code **DADD5** when you order. This discount is available only to DADD members. Each member can purchase one book with the discounted rate. The discounted rate is in effect until June 30, 2013.

Also, don't forget the other recent DADD publications. The two-volume *Social Skills for Students with Autism Spectrum Disorders and Other Developmental Disabilities* by authors Laurence R. Sargent, Darlene E. Perner, Mark Fesgen, and Toni Cook is available for purchase through CEC. Volume 1 focuses on social skills instruction at the elementary level, complete with 50 elementary school lesson plans. Volume 2 addresses sec-

ondary education and, again, is complete with 50 secondary school lesson plans. Both volumes are user-friendly and practitioner-focused, emphasizing instruction in inclusive settings leading to social competence and social inclusion. These will be "must have" guides for instruction of social skills leading to social inclusion in school and community for the 21st century!

Does Your University Library Have the Important DADD Books and Journal?

If you are affiliated with a university, often as not you are invited to provide recommendations to your library as to those books and journals that might be of benefit to your research and teaching. It is a reality that university libraries are purchasing fewer texts and print copies of journals. If DADD publications are important to your work and to your students, won't you take a moment to request that your library subscribe to the print edition of DADD's flagship journal, *Education and Training in Autism and Developmental Disabilities* and purchase the new social skills texts and Prism? And, when you contact your library, don't forget to request the DADD-sponsored publication, *Educating Students with Autism Spectrum Disorders: Research-Based Principles and Practices*, edited by Dianne Zager, Michael Wehmeyer, and Richard Simpson. This comprehensive in scope, cross-disciplinary, and research-based work contains chapters by authors are nationally recognized for their work in the topic being addressed, almost all of whom are members of DADD. The royalties from the text are donated to DADD to further the division's mission. Ordering information can be found at the Taylor and Francis website (<http://www.taylorandfrancis.com/books/details/9780415877572>).

Call for Proposals: DADD Prism Monograph Series



The DADD Publications Committee is calling for proposals for Volume 8 in the acclaimed DADD Prism publication series. These short monographs, typically about 100 double-spaced pages in length, target topics of special interest to practitioners in the field of developmental disabilities. Past volumes in the Prism series have focused on such issues as literacy skills, differentiated instruction, and instructional strategies for students with autism spectrum disorders. For Volume 8, to be published in early 2014, proposals pertaining to topics of interest to DADD members and the field are being solicited.

All royalties generated from sales are returned to the general revenue fund of the DADD, helping to fund a variety of division functions.

A proposal should include the following information:

- names and contact information (phone, email, address) for each of the proposed authors;

- title of the proposed volume and the targeted DADD audience;
- 1-page overview of the proposed volume;
- chapter-by-chapter outline of the proposed volume, including chapter titles and a 1-paragraph summary for each chapter; and
- tentative timeline for the work.

For additional information, or to submit a proposal electronically, please contact DADD Publications Chair Michael Wehmeyer (wehmeyer@ku.edu). **Proposals are due March 15, 2013.** Each received proposal will be reviewed by the DADD Publications Committee during the April board meeting and a decision will be made at that time.



14th International Conference on Autism, Intellectual Disability, & Developmental Disabilities

Research to Practice

*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 Kona, Hawaii, January 23–25, 2013, for this premier professional learning opportunity!

The 14th 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.

The program features more than 100 lecture and poster presentations. Noted speaker sessions include the following:

- ◆ **Helping Children with Developmental Disabilities Learn: A New Model for Integrating Technology in 21st-Century Classrooms**
- ◆ **Evidence-Based Practices for Students with Intellectual Disability and ASD**
- ◆ **Sense and Sensibilities: An Inside View on Sensory Issues, What They Look Like, Avoiding Them, and Working Through Ones That Occur**
- ◆ **Good Blood, Bad Blood: Science, Nature, and the Myth of the Kallikaks**
- ◆ **A Model for Social Skills Instruction for Students with ASD**

Conference delegates may also attend an *in-depth pre-conference training institute on ASD*, led by Dr. Brenda Smith Myles. Continuing Education Units (CEUs) will be available for conference delegates.

Our conference will be held at the beautiful **Sheraton Kona Resort & Spa** at Keauhou Bay on the big island of Hawaii.

For further information, please contact:

Cindy Perras

Conference Co-ordinator

CEC-DADD

cindy.perras@cogeco.ca

www.daddcec.org



Students' Corner

Jordan Shurr

Central Michigan University



Making Connections

A colleague of mine became Facebook friends with Sir Ken Robinson following a conversation with him at the CEC convention this past spring. Admittedly, she was the envy of our graduate student cohort for quite some time! It's funny to think how significant we can make any connection with people whom we hold in high regard, no matter how small (or real). A discussion on the trip back home from a convention can include comments such as, "So-and-so came to my poster presentation," or "I saw so-and-so eating a sandwich!" While it seems silly at times, I would like to think that this is a natural part of being a student and finding your place in the field. It is important to recognize the tremendous effect that functional life skills, self-determination, and augmentative and alternative communication—among other areas of research and practice—have had on special education and, more specifically, how they have affected the lives of individual students with autism and developmental disabilities. It is equally important to recognize that individuals—actual people—were behind these efforts; that is, individuals who at one time or another were students and were at times just trying to graduate as well. It is essential that within the field of education for students with autism and developmental disabilities, there is a continual influx of people willing to press forward, push the envelope, and sometimes to simply work hard in the best interest of these students. As students, in the early stages of entry into the field, we are in the position to study the direction and work of those who have paved the way and to recognize the connections to and similarities within our own paths. In so doing we can help to ensure a continued line of academic idols for students to come.

DADD had the opportunity to offer a drawing for student members to meet their academic idol over lunch at the previous convention. A few lucky students were able to meet and make connections with individuals within the field whom they held in high regard. Following are descriptions of their experiences.

Jillian R. Gourwitz is a graduate student at the University of Central Florida. She met with Dr. Brenda Smith Myles.

Through CEC-DADD I was able to meet Dr. Brenda Smith Myles at the CEC annual conference in Denver. Dr. Smith Myles took the time out of her busy schedule to spend over an hour speaking with me and another doctoral candidate. I am a first-year doctoral student, and having the opportunity to discuss my research ideas with an extremely knowledgeable professional was a unique, genuine experience that I will never forget. Dr. Smith Myles was gracious enough to answer my questions but also asked me about my research interests. Not only did Dr. Smith Myles inform me of additional resources that will assist me with my research, she took the time to personally send me a book on the Ziggurat Model that we discussed. Dr. Smith Myles also agreed to answer some quick interview questions for my technology course project. During our meeting we discussed issues surrounding ASD, among which

were prevalence rate increases, instructional strategies, and common core standards. I have followed Dr. Smith Myles' work since being introduced to her research during my master's program, so I was extremely excited to be offered the opportunity to get one-on-one time with one of my academic idols! I even brought a book authored by Dr. Smith Myles to get her autograph. This is an experience I am extremely grateful for and will never forget. Thank you, DADD, for setting up such a wonderful opportunity for your members!

Dawn Fraser is a graduate student at Johns Hopkins University. She met with Dr. Barbara Ludlow.

I had the unique opportunity of meeting an academic idol of mine, Dr. Barbara Ludlow, at the CEC 2012 Conference in Denver. A colleague and I had lunch with Dr. Ludlow, and it was amazing! We talked about numerous topics, including doctoral studies, dissertation topics, grant writing, and choosing the type of higher education facility to work in. She was willing to answer all of our questions and, as a true teacher, she offered helpful tips and useful advice. Dr. Ludlow described her career path and how she obtained her current position at West Virginia University. As Dr. Ludlow is also the editor of *Teaching Exceptional Children*, we were able to gain a first-hand perspective on the editing process and do's and don'ts of being a writer when submitting to a journal. This was by far the most valuable experience I had at the CEC conference this year. For those of you who are considering this opportunity in the future, here is the million-dollar answer you have been waiting for—it wasn't awkward at all! Dr. Ludlow made us feel extremely comfortable and was really interested in what we were doing as doctoral students. There was never even a split second of awkward silence! I highly recommend taking advantage of this experience to anyone who has the opportunity. Not to mention that lunch was absolutely delicious and funded through DADD, which helped with travel costs! A big thanks to Jordan Shurr, DADD Student Governor, for making this opportunity possible, and, of course, a heartfelt thanks to Dr. Ludlow for taking the time to meet with us!



Editor's Note

Ginevra Courtade

NEEDED: Great writers who are willing to share information through our Teachers' Corner and Students' Corner articles! If you are interested in sharing important information with DADD members related to strategies or ideas for teachers, please send me an idea for a Teachers' Corner article. If you would like to share information with our student constituents, please send me an idea for a Students' Corner article. One of each article is published in every *DADD Express* issue. This is a great opportunity to get your ideas out to our membership!

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). If you have any questions about the newsletter, would like to contribute, or have any comments, please contact me (g.courtade@louisville.edu). [Please notify CEC if you have a change of address.] Enjoy your winter!

Executive Director Position

The Board of Directors, Division on Autism and Developmental Disabilities (DADD), 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 monthly compensation.

Specific Responsibilities Include:

- Provide support, as needed, to DADD Board of Directors
- Monitor fiscal activities of the division
- 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 for Executive Director:

- Experience and record of excellence in the field of intellectual disability, autism spectrum disorders, and other developmental disabilities
- Experience at the subdivision and/or federation level of CEC
- Previous DADD board experience (preferred, but 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, work with the current executive director during the year to carry out specific functions, and officially begin service as the executive director in January 2014.

Interested parties should send a letter of application, curriculum vita, and names of three 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 Dr. Gargiulo (gargiulo@uab.edu).

DADD Award Nominations

The following awards are given each year through a nomination process by members and friends of DADD. Nominations will be accepted between now and February 1, 2013.

John W. Kidd Subdivision Award is given for exceptional performance by a subdivision during the past year. *Selection criteria include:*

- a. Maintaining membership integrity during the previous fiscal year;
- b. Engaging in innovative programming, evidenced by plans and performance presented at time of application for award; and
- c. Having members actively participate in DADD activities beyond the subdivision level.

Burton Blatt Humanitarian Award is presented to an individual who reflects the ideals of the Division and has made significant contributions to the field of intellectual/developmental disabilities and/or autism. *Selection criteria include:*

- a. Exceptional effort and involvement in furthering the cause of persons with intellectual disability, developmental disabilities, and/or autism; and
- b. Membership in DADD.

Legislative Award is given to an individual who has demonstrated leadership in the area of legislation. Individuals are eligible for nomination if they have been involved in the development, support, and/or enactment of legislation designed to meet the needs of individuals with intellectual disability, developmental disabilities, and/or autism.

Research Award is presented annually to an individual who reflects the ideals of the Division and who has made significant contributions to the field of autism and developmental disabilities through research. *Selection criteria include:*

- a. Exceptional effort exerted and involvement in furthering the cause of persons with intellectual disability, developmental disabilities, and/or autism through research; and
- b. Membership in DADD.

Shriver-Kennedy Student Achievement Award is presented to a young person up to age 25 who excels in one of the following areas: academics, arts, athletics, community service, employment, extracurricular activities, independent activities, technology, and self-advocacy. Students with an intellectual disability, autism spectrum disorder, or other developmental disability are eligible for this award.

Please send letters of nomination and/or inquiries to:

Dagny Fidler, Awards Chair
dagny@mchsi.com • 515/991-2715

DEADLINE: February 1, 2013

Executive Director's Corner

Tom E. C. Smith

Hawaii, San Antonio, and Other Good Things



It's the time of the year to start thinking about attending CEC events. We are happy to be having our 14th DADD conference in January on the beautiful island of Kona. Let's face it, there is nothing wrong with Hawaii in January! Not only should this location and time of the year appeal to you, but the program is shaping up as incredible. Dr. Brenda Smith Myles has long been recognized as a leader in the field of autism spectrum disorders. Her pre-conference workshop provides an opportunity to learn many specific, practical strategies for dealing with students with ASD. In addition to presenting proven strategies, Brenda is very engaging and entertaining. The day will fly by, and attendees will learn so much about programming for this unique group of students. The regular conference, which follows the pre-conference, offers a wide range of relevant topics for educators, parents, administrators, and teacher educators. The annual CEC conference in San Antonio will be right around the corner after the Hawaii conference. As always, this conference offers something for everyone, and DADD will have its share of great sessions focusing on students with ASD and developmental disabilities. I hope all of you make an effort to attend one or more of these conferences.

Recently we have had a great deal of interest in starting subdivisions. If you are interested in beginning a DADD subdivision in your state, please contact me. We will provide you with a start-up kit and even include \$200 in funding to get your subdivision up and running. I look forward to hearing from those of you interested in expanding our growing DADD subdivision network.

Join a DADD Committee!

Please contact the chair of any committee you may be interested in joining. See the DADD website for or information about each committee (<http://daddcec.org/AboutUs/Committees.aspx>)

Awards

Chair: Dagny Fidler (dagny@mchsi.com)

Communications

Chair: Emily Bouck (bouck@purdue.edu)

Conference

Co-Chairs:

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

Critical Issues

Chair: Bob Stodden (stodden@hawaii.edu)

Diversity

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

Finance

Chair: Gardner Umbarger (gumbarger@woh.rr.com)

Legislative

Chair: Bob Stodden (stodden@hawaii.edu)

Membership & Unit Development

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

Nominations

Chair: Teresa Doughty (tabert@purdue.edu)

Professional Development and Professional Standards

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

Publications

Chair: Michael Wehmeyer (wehmeyer@ku.edu)

Attention Members!



DADD members, please remember that our new 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). 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).