



## Teachers' Corner

**Bridget Miller,  
Sara Flanagan,  
Kinsey Tom, Jordan Shurr,  
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Emily Bouck, and Teresa Taber-  
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*Purdue University*



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## Repurposing Technology: Finding an Educational Purpose for Daily Technology

*The aim of this brief is to provide practitioners with examples of repurposed, commercially available technologies that can be used as assistive technology (AT) for students with intellectual disabilities. With educational resources limited in today's economy, teachers need to be resourceful in finding ways to repurpose common and popular technologies to serve as educational interventions for their students.*

As everyday technology continues to advance, so do the options teachers have when selecting interventions and assistive devices for students with intellectual disabilities, autism spectrum disorder, and developmental disabilities. When selecting appropriate devices for students, a key element for reducing abandonment (i.e., nonuse) and stigmatization associated with assistive technology (AT) is selecting socially acceptable, age-appropriate, and cost-conscious devices (Cihak, Fahrenkrog, Ayers, & Smith, 2010; Parette & Scherer, 2004). And, one way to provide these types of AT tools is by repurposing technologies, such as Mp3 players, cell phones, and other devices (e.g., LiveScribe smartpens) to assist students in the classroom (Mishra & Koehler, 2009). "Repurposing technology" refers to the use of everyday technology within educational settings (Mishra & Koehler, 2009). Repurposed devices, unlike most other traditional AT devices, are multifaceted in that they can serve multiple functions for the user

in addition to their educational focus. For example, an iPod or iPad can download applications for entertainment or productivity; in being repurposed, it can also be used for displaying video, such as that used for video modeling (i.e., when students watch an entire video of a task and then complete the task; Taber-Doughty, Patton, & Brennan, 2008) or video prompting (i.e., when students view a task one step at a time via video, playing and pausing; Taber-Doughty et al., 2008).

### Examples of Effectiveness

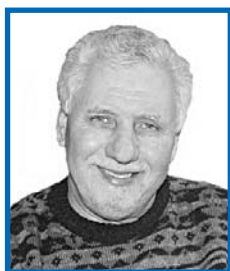
In two studies, we explored using popular commercially available and socially acceptable devices for teaching and promoting independence in functional life skills via video modeling and/or video prompting. These technologies were repurposed from their original intents (i.e., entertainment) to also be an educational support for students with disabilities. First, three middle school students with mild intellectual disabilities were provided with video iPods for learning cooking skills (Taber-Doughty, Bouck, et al., in press). Using the iPods, students either watched a video in its entirety prior to completing a cooking task or simultaneously completed the task after watching specific steps. Regardless of the specific type of videos provided, students increased the number of steps they performed independently. The students all enjoyed watching the videos on the iPods and valued them as a "cool" tool to help them learn to cook.

In a second study, four secondary students with moderate to severe intellectual disabilities used iPads with video modeling across three community settings (bowling alley, grocery store, and schoolwork room). This study focused on students' level of independence in acquiring and performing community skills across settings. The researchers also examined whether the students were able to transition independently between each task (e.g., ordering food, making purchases, placing phone calls, selecting groceries). After being given iPads, the students were able to begin their first task and then transition independently onto their next tasks without additional prompting from teachers or the researchers. While using the video

*(Continued on page 2)*

## President's Message

### Richard Gargiulo



Maybe it's just me, but the older I get the faster time seems to go by. It is hard to believe that two short years ago I began my term as Vice President of our division; now, in 2012, I begin serving you as President. Things have a way of creeping up on us, whether we are ready or not. I am fortunate to have a supportive executive board whose members, over the years, have provided guidance, direction, and encouragement. I owe a special debt of gratitude to **Teresa Doughty**, our past president. Teresa has been an inspiration and a tremendous help to me in dealing with the multiple tasks and issues associated with being a leader in CEC. I hope to do justice to her legacy.

It is important to note that everyone who fulfills a leadership role in DADD is a volunteer. We assume our various responsibilities because we believe in DADD and what it stands for. We also understand what it means to serve others. Since I mentioned the importance of volunteerism, let me encourage you to seek out opportunities in your communities to offer your time and expertise to help individuals with intellectual disabilities and autism spectrum disorders. If you diligently search, you will discover avenues of opportunities where your skills will benefit others. Not only will you be assisting people with developmental disabilities, you will also feel good about yourself.

We have a truly exciting program planned for our national convention in Denver. The DADD Showcase Session this year is a panel discussion titled, "**Social and Academic Interventions in Autism: The Experts Speak.**" Participants include **Amanda Boutot**, PhD, **Gary Mesibov**, PhD, **Brenda Smith Myles**, PhD, and **Gilbert Tippy**, PhD. **Dianne Zager**, PhD, will serve as moderator.

The **DADD Invited Address** features **Ann Turnbull**, EdD, from the University of Kansas, who, along with three of her colleagues—**Kathleen Kyzar**, PhD, **Nina Zuna**, PhD, and **Caya Chiu**, MS, will speak on "**From Good Intentions to Family Support: A Process for Family Needs Assessment.**"

Both of these exciting sessions will occur on Thursday, April 12th. In addition, approximately 80 presentations and poster sessions will address a wide variety of topics and issues in the field of autism spectrum disorders and intellectual disabilities. I am certain that you will find several of these sessions personally and professionally rewarding. I look forward to seeing you in the Mile High City.

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

models on the iPads, students increased their level of skill performance in each setting. As with the students in the first study, these students also found value in using the technology to learn functional life skills (Taber-Doughty, Miller, Shurr, & Wiles, 2011).

The results from these two studies suggest the value of using repurposed AT to teach functional life skills to students with mild, moderate, and severe intellectual disabilities. These tools provided educational benefits but did so in a less stigmatizing and more socially desirable manner. We believe what made the devices so appealing to the students for learning functional skills was that these technologies were transportable (multipurpose uses, less conspicuous), available (readily attainable and commonly used by peers), practical (easy to use and affordable), and engaging (socially accepted and interactive; Bouck et al., in press).

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- Taber-Doughty, T., Miller, B., Shurr, J., & Wiles, B. (2011). Portable and accessible video modeling: Teaching a series of novel skills within school and community settings. Unpublished manuscript.
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## DADD Meetings & Social Events

Denver Convention Center ▲ April 11–14

### Wednesday, April 11th

**Executive Committee Meeting**  
8:00–9:00 a.m.  
DADD Presidential Suite

**Board of Directors Meeting**  
9:00 a.m.–5:00 p.m.  
DADD Presidential Suite

### Thursday, April 12th

**Critical Issues Committee Meeting**  
8:30–9:30 a.m.  
DADD Presidential Suite

### Showcase Session

9:15–11:15 a.m.  
Location to be announced

**Past Presidents' Meeting**  
12:00 noon–1:00 p.m.  
DADD Presidential Suite

**Awards Committee Meeting**  
1:00 p.m.–1:30 p.m.  
DADD Presidential Suite

**Subdivisions Meeting**  
1:30 p.m.–2:30 p.m.  
DADD Presidential Suite

### Invited Address

2:15–3:15 p.m.  
Location to be announced

**Finance Committee Meeting**  
2:30 p.m.–3:30 p.m.  
DADD Presidential Suite

**General Business Meeting**  
5:00–6:30 p.m.  
Location to be announced

**President's Reception**  
7:00–10:00 p.m.  
Location to be announced

### Friday, April 13th

**Diversity Committee Meeting**  
8:00–9:00 a.m.  
DADD Presidential Suite

**Membership Committee Meeting**  
9:00–10:00 a.m.  
DADD Presidential Suite

**Conference Planning Committee Meeting**  
10:00–11:00 a.m.  
DADD Presidential Suite

**Publications Committee Meeting**  
11:00 a.m.–12:00 p.m.  
DADD Presidential Suite

**Communications Committee Meeting**  
12:00–1:00 p.m.  
DADD Presidential Suite

**How to Publish in ETADD**  
2:00–3:00 p.m.  
Location to be announced

**Board of Directors Meeting**  
5:00–7:00 p.m.  
DADD Presidential Suite



## The Last Note

Darlene Perner

This is my last issue as *DADD Express* editor, and I would like to take a moment to welcome the incoming editor, **Ginevra Courtade**. It is a pleasure knowing that Ginevra will be contributing to DADD as its new *Express* editor. I know she will enjoy working with DADD and its membership as much as I have. Best wishes, Ginevra!

I want to also thank all the individuals who have contributed over the past many years. A special heartfelt thank you goes to all the DADD members and board members I have come to know. I have treasured your support, contributions, and friendships. I wish you and all DADD members my best in the coming years.

Please get involved with DADD! One of the best ways to start is by joining a DADD committee. For more DADD news and information, check our website ([www.daddcec.org](http://www.daddcec.org)). If you have any questions, please contact Ginevra ([g.courtade@louisville.edu](mailto:g.courtade@louisville.edu)). [Please notify CEC if you have a change of address.]

## Seventh Biennial Dolly Gray Award Winners

The Dolly Gray Children's Literature Award was presented on January 19, 2012, at the DADD international conference in Miami Beach, Florida. The intermediate/young adult award was presented to **Kathryn Erskine**, author of *Mocking Bird*, and **Beverley Brenna**, author of *Waiting for No One*. In the picture book category, the awards went to **Rebecca Elliott**, author/illustrator of *Just Because*, and to **Holly Robinson Peete** and **Ryan Elizabeth Peete** (authors) and **Shane W. Evans** (illustrator) for *My Brother Charlie*. More information about the award and its recipients will be included in the summer issue of *DADD Express*.

## DADD Call for Nominations

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

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

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

**Secretary** (3-year term)

*Responsibilities:* Keeps a record of all proceedings of the business meetings of the annual convention, the meetings of the Executive Committee, the Board of Directors, and

such correspondence as is necessary for the promotion of this organization.

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

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

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

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

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

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

Nominations for these positions must be received by **June 1, 2012**. The person submitting the nomination and the person being nominated must be members of CEC-DADD. A brief bio of the nominee should accompany the nomination, which should be sent via email directly to **Teresa Doughty** ([tabert@purdue.edu](mailto:tabert@purdue.edu)).

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## Diversity Committee News

**Elizabeth A. West**

*Chairperson*

We welcome and encourage your attendance at our annual DADD Diversity Committee Meeting at the 2012 CEC Convention and Expo in Denver, which is currently scheduled to occur on Friday, April 13th, at 8:00 a.m. in the DADD Presidential Suite at the Denver Convention Center. The



committee will be reviewing and updating action items, including ensuring that content related to diversity is infused into all aspects of the Division.

We continue to keep issues of diversity and disability at the forefront and will generate deep dialogue on action items to be collaboratively prioritized at the CEC convention. To verify our meeting date and time, please e-mail me ([eawest@uw.edu](mailto:eawest@uw.edu)). We look forward to your participation!



## 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, 2012. 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.



**Amanda Boutot, Vice President:** Amanda is an associate professor of special education at Texas State University and coordinator of the graduate program in autism/ABA. Amanda earned a PhD from the University of Texas at Austin and worked at the University of Nevada Las Vegas as the graduate coordinator for the MR/DD program before

returning to her native Texas in 2005 to work at TSU. She has published numerous journal articles and two books, as well as presented nationally on topics related to educating students with autism. She provides consultation and support to school districts across the country, including training and serving as an expert witness in due process cases. Amanda's research interests are in the areas of early intervention and play. She served three years on the Executive Board for DADD and sits on the Professional Standards, Communications, and Critical Issues committees. Amanda has been an active member of the division since 2002.



**Gardner Umbarger, Treasurer:** Gardner is an associate professor in the Department of Teacher Education at Saginaw Valley State University, Michigan, where his primary teaching responsibilities are in the area of multiple disabilities and autism. He also advises and supervises graduate students preparing their master's theses. He has

previously served on the Board of Directors as the treasurer of DADD and as the Student Governor for 1997–1999, and is a member of the Critical Issues and Publications committees for the division. His research interests include the use of evidence-based processes in educational settings, the use of complementary and alternative medical treatments in treating autism, and research on the link between vaccines and autism. He has assisted in the editing of *Embedded Instruction for Students with Developmental Disabilities in General Education Classes* and has contributed to an upcoming book on evidence-based practices in the treatment of autism.

**Beth Cavanaugh, Canadian Regional Representative:** Beth, who has taught for 29 years, works as a special needs itinerant



teacher for the Peel District School Board in Ontario, Canada. Beth provides resource support and program development for students in inclusive classroom settings who have developmental disabilities, autism, and physical/medical needs. This past spring, Beth was honored to receive the Peel District School Board Award of Excellence in

recognition of her work in special education. Within Ontario CEC, Beth is active at the provincial unit level as a member-at-large and on DADD's Ontario Subdivision, serving as an executive member. For the past several years, Beth has supported the Ontario CEC Conference as chair of the Vendor/Exhibitor Display, and at the 2010 Ontario CEC Conference, Beth received the DADD Subdivision Member of the Year Award.



## Welcome to Newly Appointed Communications Chair and DADD Express Editor



**Emily Bouck** is our new **DADD Communications Chair**. Emily is an associate professor of special education at Purdue University and a past-President of DADD. Since 2010, she has served as our division's web coordinator, and during her tenure, was responsible for the design and launching of DADD's current website. With her wonderful organizational and

technical skills, we are delighted to welcome her to this role!

Following an extensive search in which we received letters of interest from a number of highly qualified individuals,



**Ginevra Courtade** of the University of Louisville was selected to serve as the next **DADD Express Editor**. Author of numerous publications in various special education journals, Ginevra is a long time DADD member and also serves as the co-technical editor for *Rural Special Education Quarterly*. Welcome Ginevra!

**Note:** As we welcome these individuals to these new positions, we would also like to recognize the outstanding contributions of **Darlene Perner**. Darlene has served as both **DADD Communications Chair** and **DADD Express Editor** for the last several years. She has run a "tight ship" and kept us all on track in order to meet publishing deadlines. She has been a true leader and friend to DADD, and we will miss her in these roles. Thank you, Darlene!

## Students' Corner

**Jordan Shurr**  
Student Governor



After 23 years, it can be hard to remember that the point of school is to finish. Sometimes it's easy to forget that you're in a tunnel until you begin to see a glimmer of light. About four years ago, my wife and I somehow convinced ourselves that we were ready for changes in pace, expectations, and opportunities. So, I resigned from teaching and entered graduate school. I traded waking up in the early dark of the morning for work with several occasions of going to bed at that same hour after a marathon writing, researching, or grading project. I went from a schedule with limited room for change to an open schedule with more to do than time to do it in. It's hard to believe that this new normal, which I have been living for the past four years, has been just a time of transition and, even more so, one with an end in sight.

The current glimmer is my process of applying for postschool jobs: summarizing what I have been doing in the "tunnel" these past years and how my time in the "tunnel" has prepared me for life on the other side. Although preparing a job application is something that I have done before, applying to be a lifeguard, camp counselor, or a teacher did not provide a sufficient framework for understanding the hunt and pursuit of a tenure-track assistant professor position in higher education. There are the cover letters, the C.V., teaching philosophies, research trajectories, reference letters, and the occasional request for writing samples and evidence of teaching effectiveness. Suffice it to say, it can be a daunting—if not overwhelming—process.

I consider myself fortunate to have had a good deal of support in this process, thanks to helpful advisors and friends who have recently joined the ranks. Following is a slice of what I have heard and learned thus far to help me along.

**1. Start early.** It's really never too early to start parts of this process. Keep your C.V. up-to-date and start thinking and writing about your research plans and your philosophy of teaching. Starting early will ensure time to receive feedback and make changes to your document before they represent you as a potential candidate.

**2. Have a plan and stick to it.** Life at the end of a degree can be chaotic, and the application process for the most part does not require an immediate turnaround. There is often a month or more in between the time a posting comes out and the time that materials are due. For me, it has helped to prepare applications only on the weekends. Throughout the week I request reference letters and check for openings, but the big project of putting my materials together is saved for the weekends.

**3. Be organized.** Create a spreadsheet for organizing and sharing all of the relevant info on the jobs that you will apply for. I'm using a shareable Google doc spreadsheet (<http://www.google.com/google-d-s/spreadsheets>). I've made columns

for the position title, school, application deadline, job specifications, and materials needed. Info for each position of interest is entered in the rows. You can make your document shareable through a web link so that you can keep your references, your spouse, or significant other current on where you are applying.

**4. Be nice to your references:** Don't flood their inboxes daily with requests for references. Pick one day each week and send a combined list of the next batch needed. Provide the link to your spreadsheet so that your references can tailor their letters to the position if they wish. Also, remember to thank your references: They are doing you a favor; make it as easy and enjoyable as possible.

**5. Find a hobby:** If you're like me and have forgotten that it is normal to have a non-academic hobby, now may be a good time to start. Find a low-cost, quick, and relaxing activity that you can do to relieve the extra tension of this process. I've picked up roasting—or burning, depending on whom you ask—coffee. It's cheap and easy, not to mention useful!

Besides word of mouth, here are a few job search sites that I have found helpful:

- HigherEdJobs (<http://www.higheredjobs.com/faculty>)
- The Chronicle of Higher Education (<http://chronicle.com/jobCategory/Special-education/29>)
- Inside Higher Ed (<http://careers.insidehighered.com>)
- AERA job board ([http://careers.aera.net/c/search\\_results.cfm?site\\_id=557](http://careers.aera.net/c/search_results.cfm?site_id=557))
- CEC job board (<http://www.cec.sped.org/am/template.cfm?section=specialdecareers>)

Best of luck and happy job hunting! I hope to see you in Denver at CEC this April.

## Far West Region News



**Debra Cote**  
Chairperson

**CA-DADD** has been reactivated under the leadership of **Tana Donaghy**, who works for the Los Angeles Department of Education. Tana held CA-DADD division meetings in northern (Sacramento) and southern (Los Angeles) California. As a result of Tana's enthusiasm, board members are developing a website and organizing a spring 2012 conference, "**Expanding Your Toolkit: Practical Strategies for Teachers.**" A newsletter was created and sent to all CA-DADD members. The board members are "dedicated to carrying out the mission of CEC DADD."

## Membership and Unit Development Committee News



**Debora Wichmanowski**  
Chairperson

We have come so close to reaching our current division goal of 4,000 members. As of October 31, 2011, DADD had 3,993 members, and we continue to rank third in membership among all CEC divisions. We are pleased that we continue to grow in number and know that we can easily reach our current goal as well as continue our efforts to become the largest CEC division.

Spreading the word about our organization and recruiting members is everyone's responsibility. Please help us bring more members to our division by getting the word out to your friends, colleagues, and college students about DADD and the benefits of becoming a member.

On another positive note, we are very pleased to continue to see that the growth over the past few years is related to the number of state subdivisions we have established and reactivated. We are always looking to start or restart new subdivisions in states currently without one. Congratulations to **Texas**, our newest subdivision, as well as to **North Carolina** and **Oklahoma**, which are in the process of becoming subdivisions. In addition, I would be remiss if I didn't congratulate **Florida** for beginning the process of reactivation. Watch for information coming soon from these states and think about getting more involved. In the meantime, if you are interested in starting or reactivating a subdivision in your state, please contact me ([dwichman@pasco.k12.fl.us](mailto:dwichman@pasco.k12.fl.us)).

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### 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:* Toni Merfeld ([toni@metrowestkids.net](mailto:toni@metrowestkids.net))

**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](mailto:bouck@purdue.edu))

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

*Conference Coordinators:* Nikki Murdick ([murdickn@slu.edu](mailto:murdickn@slu.edu)) and Cindy Perras ([cindy.perras@cogeco.ca](mailto: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](mailto: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](mailto: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 ([gumbarger@woh.rr.com](mailto:gumbarger@woh.rr.com))

**Legislative:** 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:wehmeyer@ku.edu))



## Executive Director's Corner

Tom E. C. Smith

It is hard to believe that the annual CEC conference is right around the corner. This year we will gather in Denver on April 11–13 to share research, ideas, and teaching strategies, and to reminisce about “old” times. For some of us, missing an annual CEC conference and DADD business meeting would be hard to imagine, especially for those who have been attending these events for decades. Many of you may not have ever participated at an annual meeting, and for others, this may be one of only a few that you have been able to attend. The annual meeting is always a highlight of CEC and DADD membership. It provides opportunities to get to know colleagues that we might not otherwise ever meet and to get involved in our professional organization.



I hope that many of you who do attend are interested in more involvement with DADD.

We have many committees and activities that require member involvement. If you've never attended our business meeting, please do so. It is at 5:00 p.m. on Thursday, April 12. This will be an opportunity for you to meet DADD board members and become more active in our division. If you would like to serve on one of our committees, or even find out more about running for a board office in the future, please come to this meeting; we even have a reception afterwards. Check in the CEC program for specifics about where our meetings will occur. There is also a schedule of events in this newsletter that provides details about many of our meetings. We hope to see you in Denver. In the meantime, if you ever have any questions about DADD please do not hesitate to contact me ([tecsmith@uark.edu](mailto:tecsmith@uark.edu)).

## IT'S NOT TOO EARLY to Start Thinking About the CEC Convention in San Antonio 2013

The 2013 CEC Annual Convention & Expo in San Antonio, Texas, should be another interesting and exciting conference for DADD members. We strongly encourage all members to consider submitting a proposal (**proposal submission deadline: May 2012**) and sharing your innovative practices, ideas, and research in the areas of autism and developmental disabilities. Session presentations by students and practitioners have been well attended at past conventions, and attendees have appreciated hearing about innovative practices from their peers.

Proposals accepted for the 2013 Convention may be considered for the CEC-DADD Practitioner and Student Awards. Student and practitioner presentation proposals relevant to the field of autism, intellectual disabilities, and other developmental disabilities, and accepted for the CEC Annual Conventions in 2013, will be reviewed by the DADD conference program chairs and then submitted (with the permission of the author[s]) to the DADD Awards Committee for consideration for two distinct awards: the **Herbert J. Prehm Student Presentation Award** and the **Practitioner Presentation Award**. The committee may



then select one presentation proposal from each category. A DADD Award Certificate, along with a financial award, will be given to the recipient(s) of each award at the DADD General Business Meeting during the CEC Convention.

We hope you will start thinking now about writing a presentation proposal for the 2013 CEC convention. *For more information about these and other DADD awards, contact Toni Merfeld ([toni@metrowestkids.net](mailto:toni@metrowestkids.net)).* See you in San Antonio!