



Teachers' Corner

Bree Jimenez
University of North Carolina at Greensboro



Peer-Mediated Embedded Instruction: A Strategy to Promote Academic Inclusive Education

Inclusive education is on the forefront of special education practice and policy. Many parents, educators, and researchers continue to work to build instructional practices, strategies, and evidence to support the inclusion of all students in the general education classroom. While the number of students with moderate and severe intellectual disability in inclusive settings is on the rise, the reality is the dire need to build sustainable, feasible practices that support the education (social and grade-level aligned academic skills) of students with disabilities in the context of the general education classroom.

Embedding Systematic Instruction in Ongoing Instruction

Students with moderate to severe intellectual disability have intensive support needs (Kennedy & Horn, 2004). Many students with disabilities need repeated systematic instruction to learn and generalize new skills (Spooner, Knight, Browder, & Smith, 2012). Inclusive general curriculum access for students with moderate to severe intellectual disability is often hindered by the rapid pace of instruction within the general education classroom. For students who need repeated practice of skills over days or weeks, instruction of core content (e.g., science concepts) within inclusive education can be difficult. Many educators have found ways to provide students opportunities to “participate” in inclusive lessons, build social skills, and promote inclusive communities within their classrooms; however, academic instruction may happen at a different time, possibly in a different place (e.g., back of the classroom, 1:1 session). As high-stakes demands continue to stack up for all students, it is becoming increasingly important to investigate ways to utilize instructional time to best serve all students in the most feasible way possible. Not only is teacher feasibility important, but in

the true spirit of inclusion and general curriculum access, all students should engage in and show growth and mastery of skills aligned to the instructional lessons.

Embedded instruction is one strategy being used to promote active student learning with systematic instructional support within the naturally occurring lesson. When systematic instruction (e.g., time delay, system of least prompts) is used to teach students during a lesson, students with disabilities gain the support needed to learn new skills (e.g., pre-requisite academic skills, extended common core standards) without being “pulled out.” For example, a student may be working to gain early numeracy skills (e.g., number identification and simple addition). Rather than working on this skill with a paraprofessional during the math period in the inclusive classroom, a student may be engaging in the concept of perimeter during the inclusive math lesson with peers. Additionally, the student may be provided opportunities to identify the numbers 1 through 10 (using time delay procedures) that are used within the perimeter word problems. After identification of the numbers the student may work to add the “sides” together in the perimeter equation using manipulatives (using least-to-most prompting procedures). The perimeter math standard provides an opportunity for the student to practice his or her early numeracy skills (aligned to the IEP) while building understanding and access to the grade-level standard needed for accountability measures (alternate assessments based on alternate achievement standards). A quickly growing research base has provided strong support for use of embedded instruction by general and special education teachers to teach students with autism and developmental disabilities academics in inclusive education (Collins, Evans, Creech-Galloway, Karl, & Miller, 2007; McDonnell et al., 2006), paraprofessionals (Collins et al., 2007), and peers (Jameson, McDonnell, Polychronis, & Riesen, 2008; Jimenez, Browder, Spooner, & DiBiase, 2012).

Grade-Level Peers as Natural Supports

Many educators use grade-level peers to support students with disabilities in inclusive settings, both socially and academically. One concern people may have is the effect of this “mentoring” on the general education peers’ learning: They fear that the students who serve as supports during instructional lessons could be distracted and miss key information or instruction themselves while being asked to work with their peers with disabilities. Research has found quite the opposite is true, however, suggesting that students who have the opportunity to support

President's Message

Nikki Murdick



Welcome to a new year! I would like to begin this note by saying that I am proud to begin this year as your new president. I hope 2013 will be as successful as the last years have been and would like to call for any of you who are interested to join one of DADD's committees and work with us in this exciting field.

This year as President will be my 32nd year working in the field of special education. I look at that number and, while I am shocked at how fast the years have passed, I continue to be excited about the field in which we work. Throughout my years as a classroom teacher and university faculty member I have met and worked with so many people who have inspired me and supported me in this journey that we have taken to enhance the lives of individuals with disabilities and families. I continue to be inspired by all of you who continue to work in the field under often less than optimum conditions and am excited as I see the new people with their optimism about the journey they are beginning. I am grateful that I am able to spend a year of this journey with you all.

We have a great program scheduled for the national convention in San Antonio, Texas, this year, with approximately 75 presentations—including lectures, demonstrations, and poster sessions—that cover a wide variety of topics related to working with individuals with intellectual disability and autism

spectrum disorders and their families. The DADD Showcase Session this year is a panel discussion titled "Evidence-Based Practices for Students with Intellectual Disability and Autism Spectrum Disorders." The panel participants will be **Robert Stodden, Elizabeth West, Gardner Umbarger, Debra Cote, Meaghan McCollow,** and **James Kidwell.** It looks to be a fascinating program that will provide us with considerations for a review of levels of evidence as applied to practices for our students. In addition, the DADD Invited Address will feature **Ms. Terri J. Mauldin,** who is a parent of an adult daughter with a disability and executive director of the Down Syndrome Association of South Texas. She will talk with us about parenting an adult child with Down syndrome and ways educators and other professionals can support families and their adult children in transition into the community. Be sure to stop by the DADD booth, join one of the DADD committees, attend the business meeting on Thursday afternoon, and of course enjoy the convention as we renew friendships, make new friends, and recharge our professional lives.

As we look to this coming year, many questions are surfacing. What will happen with funding of IDEA? What can we do to improve school safety? Will NCLB/ESEA be revised and/or reauthorized? What will happen with funding for students with exceptional needs? How can we be more effective advocates for children and adults with disabilities? These are just a few of the many issues that face us in the coming year. I look forward to taking this exciting journey with you.

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.



2013 CEC Convention & Expo

DADD Showcase Session:

Evidence-based Practices for Students with Intellectual Disability and Autism Spectrum Disorders

Thursday, April 4, 2013

1:00 pm–3:00 pm

Panel (2 hours)

Henry B. Gonzalez Convention Center

Room 203

This session will present considerations for the review of levels of evidence as applied to practices for students with intellectual disability and autism spectrum disorders. An evidence-based practice model will be provided to assist educators in moving from the theory of evidence into practice.

Session Leader:

Robert Stodden, *University of Hawaii at Manoa*

Co-Presenter(s):

Elizabeth West, *University of Washington*

Gardner Umbarger, *Saginaw Valley State University*

Debra Cote, *California State University*

Meaghan McCollow, *University of Washington*

James Kidwell, *University of Washington, Seattle*

Primary Topic Area: Developmental Disabilities

Secondary Topic Area: Autism Spectrum Disorder



2013 CEC Convention & Expo

DADD Meetings

Henry B. Gonzalez Convention Center  April 3–6

Wednesday, April 3rd

Executive Committee
8:00 a.m. – 9:00 a.m.

Board of Directors
9:00 a.m. – 5:00 p.m.

Thursday, April 4th

Critical Issues Committee
8:00 a.m. – 9:00 a.m.

Past Presidents
12:00 p.m. – 1:00 p.m.

Awards Committee
1:00 p.m. – 1:30 p.m.

Subdivision Presidents
1:30 p.m. – 2:30 p.m.

Finance Committee
2:30 p.m. – 3:30 p.m.

General Business Meeting
5:00 p.m. – 6:30 p.m.

Friday, April 5th

Diversity Committee
8:00 a.m. – 9:00 a.m.

Membership Committee
9:00 a.m. – 10:00 a.m.

Conference Committee
10:00 a.m. – 11:00 a.m.

Student Meeting
11:00 a.m. – 12:00 p.m.

Communications Committee
12:00 p.m. – 1:00 p.m.

Publications Committee
1:00 p.m. – 2:00 p.m.

Early Career Professionals Meeting
2:00 p.m. – 3:00 p.m.

Board of Directors
6:30 p.m. – 7:30 p.m.

DADD Early Career Professionals Meeting

Have you recently begun a job in teaching or higher ed? Are you still learning the ropes? Are you interested in meeting others in the same boat? If this is you, we would love to meet you at the annual CEC conference this April. DADD is committed to supporting and involving its early career professional members.

This one-hour meeting will provide an overview of resources and opportunities to get involved in DADD as well as a chance to network with other new professionals with similar interests. I hope that you will join us this spring! Feel free to send any questions or ideas to: **Jordan Shurr** (shurr1jc@cmich.edu).



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 constitu-

ents, 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.] See you in San Antonio!

Diversity Committee News

Elizabeth A. West Chairperson



We welcome and encourage your attendance at our annual Diversity Committee meeting to be held at the **2013 CEC Convention and Expo in April**. The DADD Diversity Committee will be reviewing and updating action items, which include ensuring content related to diversity is infused into all aspects of the Division. We con-

tinue to keep issues of diversity and disability at the forefront and will generate dialogue and action where action items will be collaboratively prioritized at the CEC National Conference.

It is the intent of the DADD Diversity Committee to deepen relationships with all divisions in addressing diversity and to build a mechanism for collaborative problem-solving on diversity issues. For specifics on meeting date and time, please e-mail me (ewest@uw.edu). We look forward to your participation!

(Teachers' Corner, continued from page 1)

their peers with disabilities often maintain or even improve their own grades (Jimenez et al., 2012). Nondisabled students may see their own grades improve due to increased motivation and attention to the content being taught; many of them report high social validity for supporting their peers with disabilities. Another possible reason for improved peer grades may be that when teaching someone else, one must understand the content at a deeper level. In a study conducted by Jimenez et al. (2012), five middle school students provided instruction to five students with moderate intellectual disability within an inclusive science classroom. After participating as peer supports for several months, the students without disabilities participated in a focus group and social validity survey. They reported very high levels of satisfaction with the interventions, specifically, the opportunity to work to help their peers "learn what we all are learning." These students made statements such as "It helped me to teach someone else what I needed to learn too!" and "I wish we could do this every day in every class." While it may not be feasible for every student to serve as a peer support for every class, every day, it is worth investigating the use of fellow students to support students with moderate and severe intellectual disability in academic content courses.

Conclusion

A good amount of research endorses the use of peers to support instruction within the inclusive classroom. Additionally, embedding (distributing) instructional trials of specific skills within an instructional lesson across grades has been very successful in teaching new skills to students with moderate to severe disabilities. When these two research-based practices are combined, this population can be provided intensive, systematic instructional support with repeated practice during the naturally oc-

curing inclusive lesson (e.g., inclusive grade-aligned science or math) by one of the most natural supports possible, their grade-level nondisabled peers. As we special educators continue to advocate for the inclusion of students with disabilities in inclusive settings, the use of peer-mediated embedded instruction is a viable, research-based option worth further investigation.

References

- Collins, B. C., Evans, A., Creech-Galloway, C., Karl, J., & Miller, A. (2007). Comparison of the acquisition and maintenance of teaching functional and core content sight words in special and general education settings. *Focus on Autism and Other Developmental Disabilities, 22*, 220–233.
- Jameson, J. M., McDonnell, J., Polychronis, S., & Riesen, T. (2008). Embedded, constant time delay instruction by peers without disabilities in general education classrooms. *Intellectual and Developmental Disabilities, 46*, 346–363.
- Jimenez, B. A., Browder, D. M., Spooner, F., & DiBiase, W. (2012). Inclusive inquiry science using peer-mediated embedded instruction for students with moderate intellectual disabilities. *Exceptional Children, 78*, 301–317.
- Kennedy, C. H., & Horn E. M. (2004). *Including students with severe disabilities*. Boston, MA: Pearson.
- McDonnell, J., Johnson, J. W., Polychronis, S., Riesen, T., Jameson, M., & Kercher, K. (2006). Comparison of one-to-one embedded instruction in general education classes with small group instruction in special education classes. *Education and Training in Developmental Disabilities, 41*, 125–138.
- Spooner, F., Knight, V. F., Browder, D. M., & Smith, B. R. (2012). Evidence-based practice for teaching academics to students with severe developmental disabilities. *Remedial and Special Education, 33*(6), 374–387. doi:10.1177/0741932511421634

Students' Corner

Leah Wood

University of North Carolina
at Charlotte



I did not want to leave the classroom. I felt important and needed, and all of the gears and mechanisms I had pieced together to fashion a learning environment seemed to be working well. Velcro and laminate were as ubiquitous and important to me as coffee and comfortable sneakers. I was Leah, The Teacher—content and devoted to my students, and adamant I would never even consider a position in higher education. And then I was asked by our local university to participate in a research project. Like that, I was in love with science and convinced that sitting in a tiny room typing for several years might actually be worth the potential for affecting exponentially more of the students I care about so deeply. Some of you may have had a similar experience, and some of you may have always known you were working towards a career in higher education. No matter our origins, we are here. We are in different stages of our programs, but collectively, we are a body of people working incredibly hard to earn both a degree and a faculty position in special education.

One way I decided to solicit further information about this transition to higher education was to email graduates from our program at the University of North Carolina at Charlotte. I asked them to contribute thoughts, comments, and advice about transitioning to a new place and assuming a new role. The following is a summary of this feedback.

Student Advising

Depending on your program, you may have acquired varying degrees of preparation for advising college students. **Dr. Ozalle Toms-Williams** from the University of Wisconsin-Whitewater and **Dr. Steven Eddy** from the University of North Carolina at Charlotte both noted the lack of training they received specific to advising. Likely several, if not most, programs also under-emphasize advising out of necessity (there is simply so much to teach us). Additionally, in our programs, we are students. We *have* advisors. So it is perhaps a little odd to think beyond that capacity. In my case, I hope to advocate for myself and try and build this skill set while I can. I plan to ask two or three different faculty members if I can informally interview them about student advising and sit in on a few advisor meetings.

Creating Courses

Dr. Eddy also commented that new faculty sometimes struggle to compile the materials needed to teach their courses. Depending on your institution, other faculty may or may not be eager and willing to share their materials with you. If this is not the case, the first few semesters of teaching courses may be par-

ticularly cumbersome. Here is where an obvious answer presents itself: Ask other people outside of your university to share materials. Again, depending on your institution, you may have legions of cohorts available for special requests. I am grateful this is the climate at UNC Charlotte, and emailing a former cohort member (or professor) and asking for course materials is not inappropriate or discouraged. But for those of us with dissimilar experiences, I would like to see a forum for new faculty to share ideas and materials. If anyone has any ideas, or if these forums exist already, please email to let me know (algermel@uncc.edu).

Collaboration

Collaborating with faculty is a skill I am hopeful we are all honing already. Working on research teams and collaborating with supervising faculty for college teaching experiences are opportunities to grow professionally. **Dr. Bree Jimenez** from the University of North Carolina at Greensboro cautions new faculty to be aware of the importance of collaboration in order to establish a research agenda and develop publications. In a doctoral program, we gain experiences through ready-made opportunities (e.g., we are assigned to research teams, we are paired with a supervising faculty for college teaching). As new faculty, we must be prepared to forge these professional relationships ourselves and seek out these experiences. Our program provides students with evaluative feedback through “Team Collaboration Feedback Forms,” which are filled out by other members on our research teams. These forms offer us specific feedback on our collaboration skills, and I do feel this is needed and beneficial.

Service and Committee Work

Dr. Christopher Rivera from The University of Texas at San Antonio included the comment that we should be aware of the amount of service and committee work expected of new faculty. Of course, the specific load or expectations depends on the institution, but we can still heed this advice and prepare ourselves for these two aspects of our new career that may not be factored into our current vision of life after graduation. Planning for this time commitment well in advance is one more way to transition smoothly into a new routine.

Culture of Higher Education

Finally, two of the respondents commented on their perceptions of the “culture of higher education.” **Dr. Josh Baker** from the University of Nevada, Las Vegas and Dr. Rivera both described the climate or culture of higher education as variable across institutions. The climate among faculty at the institutions where we will earn our doctoral degrees may differ greatly from the ones where we begin a career. Although preparing for this new climate or culture may be difficult, Dr. Baker suggested investing time learning about different departments or universities

(Continued on next page)

(Student's Corner, continued from page 6)

early in the process of searching for jobs. Specifically, Dr. Baker suggested investigating specific information related to course loads, research responsibilities, grant funding, advising, service, and committee work.

In part, preparing for this transition is personal—we must have enough self-awareness to identify our own strengths and needs and determine for ourselves the extent to which these align with the culture or norms of a particular institution. Yet,

we are not fated to sift through all of the elements of this transition alone. In tandem with the advice and experiences offered by both new and seasoned faculty members, we can look to each other as well. Why not capitalize on our collective strengths and experiences? Through dialogue and networking with each other (both within and across programs), maybe we can embed another layer of support that will help us as we enter a new realm of this important field.



Membership Committee News

Debbie Wichmanowski

Chairperson



Dear DADD Members:

The 14th International Conference on Autism, Intellectual Disability and Developmental Disabilities was held in Kona, Hawaii, this past January. Attendees from around the world participated in lectures and poster sessions reflecting the need for evidence-based strategies and interventions within this diverse field. We hope you were able to attend the conference, but if not, we look forward to the possibility of seeing you at the upcoming International CEC Convention in San Antonio, Texas, April 3–6, 2013.

CEC provides members with outstanding professional development opportunities. In addition to conferences and other

networking opportunities, membership in CEC-DADD brings you our quarterly journals *Education and Training in Autism and Developmental Disabilities* and *Focus on Autism and Other Developmental Disabilities*, the *DADD Express* newsletter (four times a year) and access to Position Papers developed by DADD.

Maintaining your membership or becoming a member in CEC-DADD is easy. CEC offers installment payment options for your dues, and payments can be made on-line through the Council for Exceptional Children's website. Membership is quick and convenient, but most of all, important to all our students and colleagues around the world as we work together to provide the best practices and sharing of information to benefit our students.

If you are currently a member of CEC-DADD, ask a colleague to join us. If you are not a member and would like to join, the process is simple. If you have any questions or need any assistance, please contact your Regional Membership Representative.

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

Finally, one additional area in which we have shown growth over the past few years is the amount of state subdivisions we have established. We are always looking to start or restart new

subdivisions in states currently without one. Please contact me if you are interested in starting a subdivision in your state via email at dwichman@pasco.k12.fl.us.

Executive Director's Corner

Tom E. C. Smith



While advocacy and equal opportunities for individuals with disabilities have improved dramatically over the past 20 years, there remains a great deal of misunderstanding about individuals with a variety of disabilities and their characteristics. A recent example is the unfortunate tragedy in Newtown, Connecticut, in December, which resulted in some mischaracterizations about individuals with autism spectrum disorders. Such inaccurate observations mean that, while advocacy and equal rights have indeed improved, there is still a great deal of work to be done to change the public perception, attitudes, and even knowledge level about individuals with disabilities. For example, the public needs to know that individuals with autism spectrum disorders are not, by nature, violent individuals. Also, all or even most individuals with mental illness do not need to be institutionalized.

One positive result in the discussion following the tragedy is the need for more mental health services. While much of that has focused on institutional care, it is my hope that a serious discussion about community-based mental health services will also occur. DADD as an organization—and we as individual members—must take every opportunity to provide accurate information about disabilities to individuals who are not professional special educators. We must continue our advocacy with research-based knowledge to help change the perceptions of others in our community. Laws and regulations can only go so far to improve the lives of individuals with disabilities. Ultimately, the attitudes toward and knowledge of the general public about this segment of our population has to improve if progress will continue.

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).