Teachers' Corner

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A is for App: Using iPads with Students with Autism

Anecdotal evidence shared by teachers hails the iPad as a useful tool for working with children with autism. However, thousands of possible applications, known as "apps," are available in the Apple iTunes store for download, with more added every day, and trying to decide what would be most useful for students can be daunting. As one parent said, "There are so many apps, and not all of them are great" (Joshi, 2011, p. 11). Additionally, while most apps are fairly low cost, some can run as much as several hundred dollars (e.g., the popular *ProLoquo2Go* communication app is $189.99 to download). The technology is still relatively new, with the original iPad released only in April 2010 and updated versions released in subsequent years (currently in its third generation; March 2012 release). Research on usage lags far behind product implementation, but teachers need to know now what would be the most useful, cost-effective apps for use in their classrooms.

Autism and Visual Learning

Previous research has shown that students with autism will sometimes respond more favorably to visual images (such as video and pictures) rather than human beings (Quill, 1997). This led to the development of video modeling, notably by Dowrick (1999), in which children watched videos of desired behaviors or skills being completed successfully. Video self-modeling (VSM) techniques (in which the child watches an edited video of him- or herself successfully completing a desired task or skill) have been used for students with other behavior problems (Lonnecker, Brady, McPherson, & Hawkins, 1994) and for language development (Buggey, 1995). Because autism affects both behavior and language, it seems like a natural progression to use self-modeling for children with autism. Because of its clear emphasis on visuals, iPod/iPad technology is an ideal blend of VSM research and usefulness for individuals with autism.

iPod/iPad Technology with Students with Autism

In a 2010 issue of the *Journal of Positive Behavior Interventions*, two articles—Cihak, Fahrenkrog, Ayres, and Smith (2010); Kleeberger

and Mirenda (2010)—described using video loaded onto an iPod Touch that the student could carry with him- or herself, basically combining previous video modeling techniques with the new technology. Another 2010 article in the journal *Clinical Case Studies* examined the use of an iPod Touch as a communication device for a child with autism (Kagohara et al., 2010). [The apps used on the iPods can now be used on iPads.] Price (2011) offered a brief case study on the use of iPads as e-readers to improve literacy skills of students with autism at one school. Price indicated that iPads appeared to be superior to traditional communication devices but that "more research is needed into new and emerging technology to help professionals and parents understand what would be worth the investment for most students with autism" (p. 34). Most recently, Flores et al. (2012) compared use of iPad technology as a communication device to "low-tech" picture symbols, with mixed results. Clearly, more research needs to be done on iPad usage for students with autism.

Current Apps for Students with Autism

Currently, teachers often rely on word-of-mouth recommendations from other teachers or suggestions from parents when choosing apps to use in the classroom. We have identified apps based on broad areas of need often addressed when working with students with autism: communication, speech and language development, visual schedules and social skills, content area (reading, writing, math, science, social studies), and organization. The best way for teachers to choose an app is to first have a specific student in mind and a specific skill deficit, then find the app that addresses the deficit and the student's interests. Many apps have free trial versions, which will help teachers on a limited budget. Trial versions often limit the available levels of games or activities, but because it may take a student with autism more time to master a skill, the limited level may be all that is needed. Also, because students may become satiated with an app after repeated use, teachers may not want to spend a great deal of money for apps.

Recognition is growing regarding the need to identify useful apps. The iTunes App Store even contains an app (*Autism Apps*) to identify autism apps. The *BridgingApps* website (**www.BridgingApps.org**) helps find and review apps not only for children with autism but also for children with other disabilities. It also addresses other similar technologies, such as Android smartphones. Another good place for teachers just starting to identify apps is Vanderbilt University's TRIAD (Treatment and Research Institute for Autism Spectrum Disorders) Center. Center staff have compiled a list of iPad apps, last updated in 2012, which is available online (**http://kc.vanderbilt.edu/kennedy_files/ipadEducApps.pdf**).

The iPad offers key accessibility features that can help teachers ensure that students are not able to change settings or accidently

President's Message

Nikki Murdick

It is amazing to me that 2013 is almost over—weren't we just in Hawaii at the DADD conference, beginning a new year? This year has flown by, and I would like to take this time to thank all of you for the opportunity to serve as the president of this division. I appreciate immensely all the support and assistance I have received throughout the year.

With 2014 fast approaching, we are all looking forward to the DADD conference in Clearwater Beach, Florida, at the beautiful Sheraton Sand Key Resort on January 21st through the 23rd. We have a great program planned, including two pre-conference institutes: one focused on Autism Spectrum Disorders, Mental Health, and Challenging Behaviors, and the other on Assistive Technology. More than 100 lecture and poster sessions on a variety of topics will also be on the agenda. For the past few conferences, Continuing Education Units (CEUs) have been available for all sessions, and this year we are pleased to announce that BCBA CEUs will be offered for selected sessions. Thanks to **Amanda Boutot** for finalizing this great option for our membership. It looks like a marvelous time to learn new material and renew our professional friendships! If you are not able to make it to the conference, DADD will be offering some fascinating sessions at the annual CEC convention in Philadelphia on April 9–12, 2014.

At this time I would also like to thank the outgoing Board members for their service and welcome incoming members. Special thanks to **Debbie Wichmanowski,** who has served two terms as Southeast Representative and Membership Chair. She has done a superb job, and we hope she chooses to consider serving on the Board in a different capacity soon. Welcome to **Richard Gargiulo,** our new Southeast Representative, who is returning to the Board after fulfilling his term as Past President. Thanks, Richard, for continuing your service to the Board and DADD. Welcome back and many thanks to **Debra Cote,** our Far West Representative, who completed her first Board term and is returning for her second. I would also like to welcome our newest Board member, **David Cihak,** who is joining as Vice President. Thanks for your willingness to serve DADD.

If you are looking for additional ways to be active in the field of autism and developmental disabilities, consider running for an office or joining a committee. The various committees and their contact people are listed at this webpage (**http://daddcec.org/AboutUs/Committees.aspx**), and the chair of each committee would be glad to answer any questions you might have about joining. Join us online or at a committee meeting in Clearwater Beach or Philadelphia. All committees welcome new members.

In closing, I wish to thank the members of the DADD Board of Directors who have answered my questions and supported me when I called for help. You are a great group of people who continue to serve the organization and the people for whom we have dedicated our efforts. And last I would like to welcome **Amanda Boutot,** our incoming President, and say that I'll be there to help as needed. Here's to a great year for all of us!

NEW! *Evidence-based Practices for Individuals with Autism, Intellectual Disability, and Related Disabilities*

Embedded Instruction as an Evidence-Based Practice to Support Inclusive Education

Bree A. Jimenez
Ai Kamei
University of North Carolina at Greensboro

Practice definition: Distributed learning trials is an effective teaching strategy used in special education instruction. Distributed trial training has been used to increase skills acquisition for students with moderate to severe intellectual disabilities (Wolery, Anthony, Caldwell, Snyder, & Morgante, 2002). Different from massed trial training, when multiple trials are repeated shortly after one another and no other responses are emitted in between trials, distributed trial training can occur throughout a school day or lesson. When used in typically occurring activities, lessons, and transitions (i.e., general education contexts), it is called *embedded instruction (EI)*. The term refers to explicit, systematic instruction designed to distribute instructional trials within the on-going routines and activities of the performance environment (McDonnell, Johnson, & McQuivey, 2008).

Evidence base for the practice: In a recent systematic literature review, Jimenez and Kamei (2013) examined using EI to teach academic content to students with significant intellectual disability. Eleven studies were analyzed for research quality, with all studies meeting criteria for adequate or high quality research based on the criteria set by Horner et al. (2005). The use of EI to teach academic skills to students with moderate and severe intellectual disabilities was judged as either having strong or moderate (acceptable) levels of causal inference based on the National Secondary Transition Technical Assistance Center decision rules (NSTTAC, 2010). All 11 studies used systematic instruction to embed academic trials in various settings and grade levels (elementary, secondary), and across the curriculum (math, science, language arts, social studies), with constant time delay being the most prevalent strategy used (10 studies). For example, Jimenez, Browder, Spooner, and DiBiase (2012) examined the effects of peer-mediated time delay instruction to teach science concepts and vocabulary during inclusive inquiry science to students with moderate intellectual disability. Six general education peers were trained to implement an embedded constant time-delay procedure during three science units with five

students with moderate intellectual disability. Results indicated that all five students increased the number of correct science responses during all science units. In addition, all six peers were able to implement the intervention with high fidelity. The review investigated "who" embedded instruction in the studies and found general educators (e.g., Polychronis, McDonnell, Johnson, Reisen, & Jameson, 2004), special educators (e.g., Collins, Evans, Creech-Galloway, Karl, & Miller, 2007), paraprofessionals (e.g., Reisen, McDonnell, Johnson, Polychronis, & Jameson, 2003), and peers (e.g., Jameson, McDonnell, Polychronis, & Reisen, 2008; Jimenez et al., 2012) effectively used systematic instruction to embed instructional trials. Overall, EI met the standards of an evidence-based strategy to support academic learning of students with moderate and severe intellectual disabilities.

Embedded Instruction in Practice

Students often need several learning trials embedded in a lesson or activity to ensure learning and progress in the curriculum. Many teachers face the challenge of providing effective, systematic instruction to students with moderate and severe intellectual disabilities in general education classrooms. By explicitly embedding systematic instruction (e.g., constant time delay, prompting procedures, feedback) in the general education setting through various support providers (general education teachers, peers, etc.), teachers provide students the level of support needed to be successful. Jimenez et al. (2012) noted that peers do not have to have prior experience in tutoring students with disabilities to be able to implement the embedded systematic instruction procedures effectively.

Examples of How Teachers Can Use the Practice in Classrooms

A successful instructional strategy—constant time delay—can be used by general educators, special educators, paraprofessionals, and peers to embed instructional support. During a constant time delay procedure, the instructor begins with no delay (0 s) between the task direction and the controlling prompt. After providing a few learning trials embedded within the lesson or after a lesson or two, the instructor will begin to provide "wait time" between the task direction and controlling prompt. For example, during a general education math lesson on "perimeter," a paraprofessional or peer support could use naturally occurring instructional opportunities (e.g., transitions between activities, measurement of sides, use of calculator to "find" perimeter) to embed number identification by presenting a numeral and asking, "What number is this?" The student immediately receives the controlling prompt (0 s delay, the number "4") to ensure that there are no opportunities for an incorrect response. After several distributed trials with no delay, the paraprofessional/peer will embed another trial and wait for a response (e.g., 3 s delay). If the student responds correctly, he or she receives praise (e.g., "That's right, that's the number 4!"). If the student responds incorrectly or does not respond within 3 s, the instructor provides error correction and a model for the correct response (e.g., "The number is 4"; Polychronis et al., 2004).

Embedded instruction can take place in general education classrooms in many contexts, within a wide range of content, and with many different people. It is important to be sure that embedded trials reflect meaningful educational goals for the learner. The following are some examples of when and with whom EI can be used.

Transitions and Breaks

Paraprofessionals can embed learning trials using constant time delay while students are shifting from one activity (a lecture) to another (small-group work), while the class is receiving assignment materials, or during an activity that does not require the student's full attention, such as waiting for the computer to boot up (McDonnell, Johnson, Polychronis, & Reisen, 2002).

Class Lectures

Using simultaneous prompting, the special education teacher can embed learning trials of new terminology or math facts. For example, the teacher may simultaneously show/read a new vocabulary term to the student while speaking about it within the instructional unit. By systematically embedding learning trials within the lesson, the teacher can quickly build a student's knowledge and assess progress at a later time (Collins et al., 2007).

Cooperative Learning Groups

While a group of students are working on a science investigation, a peer may embed constant time delay trials of new science vocabulary and matching conceptual pictures. The peer may also embed opportunities to identify when to use the KWHL (What do you **K**now? **W**hat do you want to learn? **H**ow will you find out more? What did you **L**earn?) chart to guide the student group in their investigation (Jimenez et al., 2012).

Small-Group Instruction

During a social studies lesson, the general education teacher or peer support may be reading a short informational passage. All students are working on comprehension skills and creating an historical timeline. The teacher embeds additional learning trials using a least-to-most prompting procedure for the concept of "main character" of the passage. Beginning with least intrusive prompting, the teacher would first ask the student a question. If he or she needed more support to answer, the teacher would then provide the next level of support (e.g., "I will go back and reread the paragraph; listen to see if you can find the main character"). If the student still needs support, the teacher may provide another level of prompt (e.g., "Let's go back and reread the first sentence again to see if we can find the main character"). Finally, if the student needs yet more support, the teacher may model finding the main character within the sentence (Hudson, Browder, & Jimenez, in press).

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Additional Resources

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> *The guide provides practical and field-tested EI strategies, along with case studies and blank forms designed for practitioners.*

Division for Early Childhood (DEC). *Recommended practice toolkit: Embedded instruction.*

> *Early intervention/early childhood toolkit, including activity plans and matrices. Supports in toolkit can be easily adapted to fit K–12 instruction.*

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 the deadline of **February 1, 2014.**

John W. Kidd Subdivision Award: given for exceptional performance during the past year. 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) active participation by members in DADD activities beyond the subdivision level.

Burton Blatt Humanitarian Award: 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. Criteria include (A) Exceptional effort and involvement in furthering the cause of persons with intellectual disability, developmental disabilities, and/or autism; (B) DADD member.

Legislative Award: 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, or enactment of legislation designed to meet needs of individuals with intellectual disability, developmental disabilities, or autism.

Research Award: presented to an individual who reflects the ideals of the Division and has made significant contributions to the field of developmental disabilities through research. Selection criteria include (A) Exceptional effort and involvement in furthering the cause of persons with intellectual disabilities, developmental disabilities, and/or autism through research; (B) DADD member.

Shriver–Kennedy Student Achievement Award: 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.

Please send letters of nomination and/or inquiries to: **Dagny Fidler, Awards Chair (**dagny@mchsi.com**); 515-991-2751**

Executive Director's Corner

Tom E. C. Smith and Teresa Doughty

Out with the *Old,* in with the *New*

Teresa Doughty, the new incoming executive director, wrote the Executive Director's Corner for the last issue of the *DADD Express.* I think it's appropriate that we both penned the column in this issue. After 20 years of having the pleasure of being the DADD Executive Director, I officially end my duties December 30 when Teresa becomes only the fourth executive director for the division. A great deal has occurred during my 20 years in this position. We changed from CEC-MR to MRDD to DDD to DADD. While some folks were amused, the division was making an effort to stay current, not only with labels but also with how the field was changing. In addition, we weathered a significant drop in membership, something that has affected most organizations over the past 10 years. Most recently, however, DADD has shown its strength and has become very stable and very healthy regarding membership numbers. Our journals remain strong, our Prism series continues to be successful, our conferences are extremely well attended, and our members remain committed. Truly, my involvement as a board member for 10 years and executive director for 20 has been the highlight of my professional career. So, with DADD having a strong board and a great future, I hand off the duties of Executive Director to Dr. Teresa Doughty. —*Tom*

I am humbled and delighted to be following in the footsteps of one of my professional idols, Tom E. C. Smith. As an undergraduate student in the late 1970s and early 1980s, I recall reading several articles on mainstreaming and instructional methods for students with exceptional needs by a very young Dr. Smith. I continued to read his works throughout my professional career and have since assigned many of these to my own teacher education students. I never imagined one day meeting and working with Tom, much less following him as DADD's next executive director. For the last 20 years, Tom has been a wonderful DADD leader, facilitating a continuity of services to our members and support to our Board. He has been an enthusiastic presence in our organization and I will miss him! Tom and I have spent the last many months preparing for my transition. He has transferred electronic files, introduced me to the folks who publish our journals, answered my many questions, and detailed the "inner workings" of the organization to ensure that we are fiscally healthy and may continue to grow and serve our members. He has laid a solid foundation that I will safeguard as I work with the board to serve our members and, ultimately, individuals with autism and developmental disabilities and their families. I wish Tom the best as he moves on to new adventures, but he knows I have him programmed on speed-dial! — *Teresa*

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delete apps; learning how to use these features can be done via a free online lecture series (**https://www.udemy.com/accessibility-features-of-ios-for-the-ipad-and-iphone**). Also helpful are a variety of peripherals, such as heavy-duty cases and screen protectors, that are near imperatives for teachers to have when using iPads with students with autism. If a teacher is working with a number of students using iPads, he or she might consider charging stations that will keep the tablets ready for use as well as locked and safe when not in use.

Future of iPad Usage with Students with Autism

Since the introduction of the iPad, educators have been optimistic about possible uses in the classroom (Leoni, 2010; McCrea, 2010). At the same time, they have recognized two impediments to such use: (1) difficulties in staying up-to-date with technology that changes so rapidly, and (2) problems teachers would have finding appropriate uses for the technology due to little to no direction provided to them (Banister, 2010). As with any emerging practice, research is needed to help provide clear direction to educators working with children with autism so that time and resources

are not wasted on ineffective usage. Possible directions for research include studies to (a) examine which apps best address characteristic areas of weakness for children with autism and (b) determine whether iPad technology yields better results or gains than currently employed low-tech interventions. The growth of iPad technology is not likely to slow down; now is the time for research to catch up.

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Students' Corner

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For this edition of the DADD "Students' Corner," I wanted to offer student perspectives broader than my own. I am knee-deep in my dissertation and final year as a student. While my perspective is exciting (from my point-of-view), I want to offer perspectives and experiences that will resonate with the broad experiences of our student members. For this edition, Caryn Allison and Amy Kemp-Inman shared their thoughts about their first year in the doctoral program at University of North Carolina, Charlotte.

Caryn Allison *is second-year doctoral student. Before beginning her doctoral program, Caryn was a classroom teacher for students with autism. I asked Caryn to reflect on her experiences during her first year in the program:*

"Far from what I once was, but not yet what I am going to be." I stared at the inspirational message printed on my coffee cup, a gift I received after an hour-long vent session with my mom on the phone, and began to reflect. I am officially a "second year," having somehow survived and even thrived during the first year of doctoral school with my passion for children and my sanity intact. This year was full of excitement and nerves, confidence boosters and ego-depleters, successes and failures. No, scratch that—successes and learning experiences.

Prior to beginning my program, I had worked for many years with students on the autism spectrum. I was thrilled at the prospect of having a greater impact on a larger number of individuals, and that propelled me to try my hand at a PhD. One of the first things I learned to do, and one of the biggest challenges for me, was to take off my "teacher hat" and look at issues and trends in special education from the perspective of a researcher and scientist. This was a far cry from the warm and fuzzy approach I was more familiar with, and I unintentionally put up a lot of resistance . . . at first. As I became more comfortable and knowledgeable, I began seeing the connections among research, empirical evidence, and my own experiences with individuals who have disabilities.

I have grown in other ways, too. As researchers begin to explore evidence-based practices for students with the most severe disabilities, my excitement for innovating and improving experiences for students has increased exponentially. As numbers of children and families living with autism and other developmental disabilities continue to skyrocket, I can't help but think that we are on the verge of something HUGE in terms of developing strategies, curricula, and programs for individuals with severe disabilities. When I have unending amounts of articles and chapters to read; data collection and literature reviews to complete; papers, papers, and more papers to write; that is what keeps me grounded. The task of improving education for kids with developmental disabilities is one that I am thrilled and honored to undertake.

As I begin my second year, I think back on the experiences I have had over the last 12 months. They include preparing and executing my first research study, planning for future studies, writing into the wee hours of the morning, synthesizing research, presenting research at the state and national levels, eating Mexican food with Erik Carter, and forming unforgettable relationships with professors, colleagues, and families. As I refill my coffee (for the second time today), the message on my mug really resonates with me. I'm not yet what I'm going to be, but I am definitely on my way.

Amy Kemp-Inman *is also a second-year doctoral student at UNC Charlotte. Amy was a music therapist for individuals with severe disabilities before becoming a full-time student last fall. I asked Amy to share her experiences with research over her first year as a doctoral student.*

This past year, I began my journey into applied research. As a first-year doctoral student in special education, I was fortunate to have a team of two professors and another (more experienced) doctoral student to guide me as I delved into the literature, planned my intervention, and faltered as I tried to find participants. Despite the stumbling blocks and last-minute changes, I had a great time "playing" on an iPad as part of my research!

My study was a single-case design to assess the effects of shared stories delivered via the iPad for students with developmental disabilities. My participants were elementary-age students with intellectual disability and autism, and they had little to no verbal ability. In my initial interactions with them, I assessed their level of engagement with the books and with the iPad to see where we needed to start. Of course, like all tech-savvy kids of today, my participants knew how to exit the intervention program and instead find "Angry Birds." So began the process of engaging the participants in literature used by their peers in the general curriculum.

Throughout the study, I really enjoyed learning to design and implement single-case research. My participants amazed me with their progress. Systematic instruction really works as a teaching technique, and the iPad seemed to be a good fit for the shared story application. The students learned to engage with and comprehend grade-appropriate books even though they were not yet readers. In addition to answering listening comprehension questions, they learned early literacy skills such as identifying the title, turning pages at the appropriate time, finding key vocabulary, and even text pointing. Most of the response items were delivered on the iPad, though I also used the actual book to read the story aloud. As promising as my first-year research results were, several aspects of the intervention will need some tweaking; hence, my second-year study. This year, I am planning to incorporate all response items on the iPad, including adapted text. My team and I will work to design a shared story format that is very usable for teachers and engaging for students. Technological devices such as the iPad are fun and motivating tools, but we all know these devices are not appropriate for every situation. I am excited to continue a line of research that hones in on useful applications of the technology that I hope will provide students with disabilities access not only to the general curriculum content but also to general curriculum classrooms.

Both Caryn and Amy offer perspectives that I am sure echo experiences of many other doctoral students in the field. Now, I hope to give a voice to other student experiences. If you are in a different graduate or licensure program, or if you are an undergraduate student, please

Meet the New DADD Board Members!

We are delighted to welcome three newly elected DADD Board of Directors members. They were elected from a very strong slate of nominees and will begin their term of service on January 1, 2014. Please get to know the new board members by joining a committee, running for an office, attending conferences, and visiting our website to obtain the latest information.

David Cihak, *Vice President:* An associate professor of special education at the University of Tennessee (UT), David brings 21 years' experience in special education as a teacher and teacher trainer. He has published numerous research studies, chapters, monographs, and manuals in special education. His research interests include the use of effective instructional and behavioral strategies; specifically, video technologies for improving educational, functional, and social/communicative outcomes for students in classroom and community settings. David was instrumental in developing a two-year program for college students with intellectual disabilities and autism at UT and was active in ensuring these students' access to college courses, work internships, and other opportunities. A member of DADD since the 1990s, David serves on the editorial boards for *Focus on Autism and Other Developmental Disabilities* and the *Journal of Special Education and Technology* and is an associate editor for the *Journal of Evidence Based Practices for Schools.*

Debra Cote, *Far West Representative:* An assistant professor at California State University Fullerton (CSUF), Debra previously served a term as the Far West rep and on various DADD committees. She has worked with the California subdivision president to reactivate/rebuild the CA-DADD subdivision and attends meetings across the state to provide member support. In July, she assumed the office of president of the Greater Orange County Council for Exceptional Children (Chapter 188). Debra is curriculum coordinator on a federal grant to provide early-career teachers and current students with important resources, and has created a framework for online seminars targeting early-career teachers. She developed tremendous professional skills as a special education teacher in self-contained classrooms for elementary and secondary students with intellectual and emotional/behavioral disabilities.

Richard Gargiulo, *Southeast Representative:* A former special education teacher, a professor in the Department of Curriculum and Instruction at the University of Alabama, Birmingham (UAB), and current past president of DADD, Richard served as chair of the Department of Special Education at UAB. A licensed psychologist, he also worked in a residential facility for adults with developmental disabilities. Richard was twice elected president of the Alabama Federation and also served as president of its Teacher Education Division. At the national level, he was president of the Division on International Special Education and Services (DISES). Richard has published 15 textbooks and delivered more than 100 presentations. He was the first Fulbright Scholar in special education to serve in the Czech Republic. He received UAB's President Award for Excellence in Teaching in 1999 and was named the Outstanding Teacher Educator in Special Education in 2007.

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consider sharing your story as well. Email me (algermel@uncc.edu) if you are interested in being a guest writer for the next edition of "Students' Corner." If you have any other questions, or if you would like to know about more opportunities for being involved as a student member, I would love to hear from you. ~**Leah Wood**

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

Council for Exceptional Children
Division on Autism & Developmental Disabilities

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

"Research to Practice," DADD's International Conference on Autism, Intellectual Disability, and Developmental Disabilities will integrate research and practice, reflecting the need for evidence-based strategies and interventions within this diverse field. Topical areas include:

- ◆ Autism Spectrum Disorder
- ◆ Assistive & Adaptive Technology
- ◆ Collaborative Partnerships
- ◆ Intellectual Disability
- ◆ Mental Health

- ◆ Multiple Disabilities
- ◆ Paraprofessionals
- ◆ Parental Engagement
- ◆ Post-Secondary
- ◆ Transitions

The program features more than 100 lecture and poster presentations, and it includes presentations by such noted speakers as Dr. Stephen Shore, Dr. James Coplan, Dr. Michael Wehmeyer, Dr. Diane Browder, and Dr. Howard P. Parette, Jr. Additionally, the opening and closing keynote addresses will be delivered by self-advocates. Conference delegates may also attend one of two in-depth pre-conference training institutes on either ASD or Technology. Continuing Education Units (CEUs) will be available for all conference sessions, and BCBA CEUs will be available for designated sessions on the program; 3 BCBA CEUs will be provided for each pre-conference training institute.

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

To register for the conference, please visit our website (**www.daddcec.org**):

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

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