

16th 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 (DADD), may I extend an invitation to join us in **Clearwater Beach, Florida, January 21–23, 2015!**

“**Research-Informed Practice,**” DADD's 16th International Conference on Autism, Intellectual Disability, and Developmental Disabilities, will integrate research and practice, reflecting the need for evidence-based and practice-informed strategies and interventions within this diverse field. Topical areas include:

- ◆ Autism Spectrum Disorder
- ◆ Assistive & Adaptive Technology
- ◆ Early Childhood
- ◆ Intellectual Disability
- ◆ Mental Health
- ◆ Multiple Disabilities
- ◆ Paraprofessionals
- ◆ Employment
- ◆ Post-Secondary
- ◆ Transitions

The program features more than 100 lecture and poster presentations; conference delegates may also attend one of two in-depth pre-conference training institutes on either autism spectrum disorder (ASD) or technology. CEC Professional Development Hours (PDHs) will be available for all conference sessions and the pre-conference training institutes; BCBA CEUs will be available for designated sessions on the program and for the pre-conference training institute on ASD. *Note:* CEC PDHs count toward maintenance of the ASHA Certificate of Clinical Competence.

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

For further information, please contact:

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



The voice and vision of special education

Conference Overview

Wednesday, January 21, 2015

Pre-Conference Training Institutes

◆ Institute I – Autism Spectrum Disorder

Morning: Students with ASD Who Present with Challenging Behavior: Understanding the Role of Self-Regulation

Afternoon: Tantrums, Rage, and Meltdowns in Students with ASD: Evidence-Based Interventions

Brenda Smith Myles, PhD, Consultant, Ziggurat Group, Scientific Council Board Member, Organization for Autism Research

◆ Institute II – Technology Supports for Literacy & Numeracy Skill Development

This exciting, research-based, and hands-on training session will explore a variety of current and cutting-edge technologies that support literacy and numeracy skill development for students with autism and/or intellectual disability. Participants are encouraged to bring their own tablets or iPads to be fully engaged in the institute.

Google Glass, Wearable Devices, and Hands-Free Technology for Students with Disabilities

Rachel Wright, Doctoral Candidate, University of Tennessee; David Cihak, PhD, University of Tennessee; and Don McMahon, PhD, Washington State University

Using iPads to Teach and Generalize Early Literacy Skills for Students with Developmental Disabilities

Amy Kemp-Inman, Doctoral Candidate; Fred Spooner, PhD; Leah Wood, PhD; and Luann Pavlu, Doctoral Candidate; University of North Carolina at Charlotte

Accessing Grade-Aligned Language Arts: Research and iPad Apps

Ann Meyer, MEd, Vice President of Product Development, Attainment Company

Using an iPad to Promote Early Numeracy Skills

Bree Jimenez, PhD, University of North Carolina at Greensboro

Thursday, January 22, 2015

Conference Day 1

Friday, January 23, 2015

Conference Day 2

- ◆ Opening Session – Keynote Address
- ◆ Concurrent Breakout Sessions/Featured Speakers
- ◆ Publisher/Exhibitor Display
- ◆ Poster Presentations/Wine & Cheese Reception

- ◆ Poster Presentations & Continental Breakfast
- ◆ Concurrent Breakout Sessions/Featured Speakers
- ◆ Publisher/Exhibitor Display
- ◆ Closing Session – Keynote Address & iPad draw

Featured Sessions

Emily C. Bouck, PhD

Teresa Taber Doughty, PhD

Melissa Savage, Doctoral Student
Purdue University

“A Real-World Focus for Students with Intellectual Disability and ASD”

Note: Presentation is based on the new DADD Prism publication



Sam DiGangi, PhD, BCBA-D
Arizona State University

Jason Travers, PhD, BCBA-D
University of Kansas

Amanda Boutot, PhD, BCBA-D
Texas State University

“You’ve Done the FBA, Now What? Ethical Considerations in Behavior Intervention Plan Development”



Ron Tamura, PhD

Judith Terpstra, PhD
Southern Connecticut State University

“Improving Classroom Supports for Students with Severe Disabilities: A Look at Technology”

Andrea Jasper, PhD

Meaghan McCollow, PhD, BCBA-D
Jordan Shurr, PhD
Central Michigan University

“Culturally and Linguistically Diverse Students with Severe Disabilities: What Does the Literature Tell Us?”



Margaret Williamson

Allison Lawrence
Heather Wolf
Doctoral Students
University of Kansas

“A Meta-Analysis of the Empirical Basis of Apps as Interventions for Students with Autism”



Eric Kerschner

Self-Advocate, Leader, Motivator
Graduate, Pace University, Queens, New York

“Never Give Up!”

Conference Registration

Please note that conference registration may be accessed through the conference website or through DADD's website (www.daddcec.org).

Registration Dates and Rates for Conference Delegates and Presenters:

Registration Rates	Special Rate (to December 15, 2014)	Regular Rate (after December 15, 2014)
Pre-Conference Training Institutes January 21, 2015 Includes continental breakfast and lunch	\$125.00	\$150.00
Two-day Conference January 22–23, 2015 Includes two lunches and wine & cheese reception	\$275.00	\$325.00
Combined Package Price for Two-day Conference and Training Institute Includes three lunches and wine & cheese reception	\$350.00	\$425.00

Please contact **Cindy Perras** (cindy.perras@cogeco.ca) for information on student rates and exhibit/sponsorship opportunities.

Conference Hotel/Room Bookings

Sheraton Sand Key Resort

1160 Gulf Boulevard, Clearwater Beach, Florida

1.727.595.1611



www.sheratonsandkey.com

Situated on 10 acres of sandy white beach front on the azure blue waters of the Gulf of Mexico, the Sheraton Sand Key offers exceptional amenities and facilities, including a spa, tennis courts, heated beach-front pool, whirlpool, and on-site restaurants. Guest rooms look onto the Gulf or the Intercoastal Waterway.



Please make your reservations **before January 2, 2015**, to take advantage of the special daily conference rates (single & double occupancy) available at the Sheraton Sand Key: **Run of House** – \$165.00; **Gulf View** – \$195.00; **Club Room** – \$195.00; **Club Gulf View** – \$225.00; room taxes are additional at 12%. Please note that the Sheraton Sand Key does not charge a resort amenity fee, so amenities and services are complimentary, including wireless Internet access, parking, state-of-the-art fitness center, etc.

Reservations may be made through this link (<https://www.starwoodmeeting.com/StarGroupsWeb/booking/reservation?id=1407213937&key=1FA71529>), or by calling the Sheraton Sand Key at 1.727.595.1611 (**CEC-DADD** is the **group booking reference**).



Teachers' Corner

Behavior Is Communication: Understanding Meltdowns and Interventions for the Classroom

Jamie Albright & Shanon S. Taylor
University of Nevada, Reno



One characteristic that is often prevalent among many students with autism is the behavioral “meltdown.” For teachers to effectively manage the classroom and reach all students, they must understand the nature of behavioral meltdowns and learn preventive/interventional techniques. We will examine the three stages of the meltdown cycle and recommend research-based practices that can be used as individually appropriate to the student with an autism spectrum disorder (ASD).

The “Meltdown” Cycle: Behavior Is Communication

One of the most common characteristics of ASD is the *tantrum*, *rage*, and *meltdown* (TRM) cycle that can occur at any time with no apparent antecedent. Caretakers, educators, and mental health professionals often report that individuals with ASD can quickly shift into aggressive or oppositional behavior with little to no warning (Myles & Southwick, 1999), sometimes due to excitement, confusion, or stress. TRM cycles are commonly dismissed as simply problem behavior, but they are actually a form of communication. According to Hart (2012), “Students with autism will often communicate their wants and needs through their behavior, which means that many of the ‘inappropriate’ behaviors exhibited by these students serve a specific purpose for them” (p. 24). Labeling these behaviors as simply disruptive and challenging perpetuates the TRM cycle by alienating and further frustrating the student and the teacher as well.

If teachers understand that this behavior is a form of communication, they can examine the causes of the behavior and determine what the student is trying to communicate. Most often, a student with ASD is expressing stress or anxiety. According to Minahan and Rappaport (2012), “When educators don’t recognize how anxiety prompts some behaviors . . . their responses can unintentionally exacerbate the students’ inappropriate behavior and their anxiety” (p. 34).

One way to identify possible stressors involves knowing the three stages of the meltdown. If the teacher can pinpoint the behavior’s origin point, the antecedent activity/task/behavior can thereby be identified and modified. According to Myles and Southwick (1999), the meltdown cycle’s three stages are **Rumbling**, **Rage**, and **Recovery**. Once a student reaches the Rage stage, there can be no intervention. The teacher must let the meltdown run its course and help the student through Rage and Recovery by keeping him or her safe and private, to avoid physical and emotional harm to him- or herself and others (and also to maintain dignity).

There are indications, however, that students with ASD are entering the Rumbling stage, and if teachers can be aware of and sensitive to the behavioral and physical signs of this stage, they can prevent the Rage and Recovery stages altogether. The signs that the teacher should look for at the Rumbling stage can be as subtle as the student clearing his or her throat, lowering his or her voice, tensing muscles, tapping a foot, or grimacing (Myles & Southwick, 1999). Once a teacher identifies the behavior as a possible sign of anxiety, he or she can choose from many preventive techniques, dependent upon what works best for the student and his or her respective sensory sensitivities, behavioral traits, and emotional needs.

Various Research-Based Techniques for Prevention

The choice of which of the following research-based practices to use will depend on the individual needs of the student. For example, if a student is auditorily sensitive, a “home base” or quiet space is a good soothing technique. If a student becomes physically agitated, the “walk and don’t talk” mechanism might be a good choice for using the excess energy the anxiety is causing (Thompson Moore, 2002). The particular strategies listed here may be useful because most could be employed in both the special education classroom and the general education inclusive environment with little to no disruption of the classroom flow and the other students.

1. Antiseptic Bouncing

This method removes the student from the stressful situation in a way that is not intended as disciplinary; therefore, the student with ASD does not suffer more anxiety or stress by thinking that he or she is “in trouble.” Rather, students are sent on an errand, which not only distracts them away from the anxiety-causing activity but also makes them feel useful and/or helpful to the teacher, which also helps in building self-esteem (Myles & Southwick, 1999; Thompson Moore, 2002).

President's Message

E. Amanda Boutot

The summer has come and gone, and teachers and other professionals are back in the swing of things for the new academic year. Beginning a new school year is always an exciting time—one of renewed energy, hopes, ideas, and potential. Creating a sustained level of excitement, however, is sometimes difficult for even the best teachers among us. One of the things that *DADD Express* is adding to this issue, to help not only to keep you up to date in the field but also to provide a sense of inspiration, is the new Law Brief section (see p. 2, this issue). I am pleased to have been asked to write the first piece, on the importance of a *free, appropriate public education* (FAPE) for children and youth with autism and other developmental disabilities.

So often, I think, professionals get caught up in our day-to-day activities, trying to get through one more report, a pile of



paperwork, or a stack of grading that seems never ending. We forget, sometimes, to step back and take a look at the big picture. In special education, that “big picture” is student success, otherwise known as FAPE. As you will see in this inaugural Law Brief section, FAPE can be viewed in a variety of ways, but at its heart it is a student’s progress and success year to year through “meaningful gain.” Isn’t student success what we all want? As a legal concept, FAPE is not just the details of what constitutes the provision of an appropriate education, it is about making sure that through our day-to-day activities—and, in particular, our planning and monitoring of student progress—we keep as our focus the central theme of student success.

So, my challenge to each of you, as you embark on an exciting new school year, is to focus on the “big picture” of success for each student as your primary goal for the year. Yes, you will have plenty of paperwork, grading, and reports to write, but every so often take a step back to assess and appreciate even the small successes. That ought to keep some of the excitement going!



Law Brief

Understanding FAPE for Students with Autism and Developmental Disabilities

E. Amanda Boutot

Texas State University

The most fundamental requirement of special education teachers is the provision of a free, appropriate public education (FAPE) to their students. FAPE is one of the most litigated issues under the Individuals with Disabilities Education Act (IDEA); many districts have failed to provide FAPE for all of its students, even though their teachers are well trained and well intentioned. For teachers to be able to provide FAPE for every student, they must understand what FAPE is and how it is provided. In this section, we offer an overview of the FAPE mandate and explain how it relates to the education of children and youth with autism and developmental disabilities.

Background: IDEA

In 1975 Congress passed the Education for All Handicapped Children Act (EHA; PL 94-142) to provide a free and appropriate public education to students with disabilities ages 6 to 21 years. Since that time there have been several revisions/reauthorizations of the original law, including name changes in (a) 1990 to the Individuals with Disabilities Education Act (IDEA) to reflect more politically correct (“person-first”) language and (b) 2004 to the Individuals with Disabilities Education Improvement Act. The law outlines services for children ages 3 to 21 years in public schools and provides incentives

for states to provide services for children ages birth to 2 years. IDEA embodies six principles:

1. **zero reject**, which means that local education agencies (LEAs) must provide FAPE to every student with a disability within their boundaries;
2. **non-discriminatory evaluation**, used to determine eligibility for special education (i.e., whether a child has a disability) as well as educational programming (e.g., developing an individualized education program [IEP]); these assessments must be conducted in the child’s home language and be free of cultural bias;
3. **free, appropriate public education**, which will be defined later;
4. **least restrictive environment (LRE)**, where a child is taught in the general education classroom with nondisabled peers, to the maximum extent possible, with use of supplemental aids and services as appropriate;
5. **procedural due process**, which is “the right to protest actions of parents, the state education agency, or the local education agency through mediation, appeal to an impartial hearing officer, and appeal to state or federal courts” (Turnbull, Huerta, & Stowe, 2006, p. 71); and

(continued on page 3)

(Law Brief, continued from page 2)

6. **parent participation**, which extends the principle of procedural due process to ensure that parents are partners in decision making, have the right to request outside evaluations and hearings, must agree with IEP team decisions, and have the right to their child's records (Turnbull et al., 2006).

Definition of FAPE

Section 1401(9) of the 2004 reauthorization of IDEA defines the term FAPE as

Special education and related services that have been provided at public expense, under public supervision and direction, and without charge; meet the standards of the State educational agency; include an appropriate preschool, elementary school, or secondary school education in the State involved; and are provided in conformity with the individualized education program. (as cited in Turnbull et al., 2006, p. 40)

What Does “Appropriate” Mean?

The key to FAPE is the term *appropriate*, which requires that within a given academic year a student makes meaningful gains on his or her educational curriculum (be it the general education curriculum, an IEP, or both). In 1982 the U.S. Supreme Court defined the term *appropriate* using a two-part approach: a “benefit standard” and a “process standard.” First, using the *benefit standard*, the court held that “appropriate consists of a program that provides the student with a reasonable opportunity to benefit” (*Board of Education v. Rowley*, 458 U.S. 176; as cited in Turnbull et al., 2006, p. 41). Benefit can be defined as the child making meaningful gains. The *process standard*

holds that an “appropriate” education results from following IDEA’s procedures, specifically by conducting a non-discriminatory evaluation, developing an individualized education program, attempting to place the child in the least restrictive appropriate program, assuring that the parents have access to the child’s school records throughout this process, and convening a due process hearing if the parents wish to protest the placement or any other action related to the child’s right to a free appropriate public education. (*Board of Education v. Rowley*, as cited in Turnbull et al., 2006, p. 41)

Turnbull and colleagues go on to emphasize that non-discriminatory assessment (as the basis for the IEP), the IEP, and the LRE are keys to determining “appropriate” in the process standard.

FAPE for Students with Autism and Other Developmental Disabilities

Federal legislation clearly indicates that children with qualifying disabilities be given the opportunity to receive services

within the public schools that offer these students opportunities to make reasonable, meaningful gains. The use of *evidence-based practices* promotes such gains. The law is clear that such programming be individualized to the unique needs of the child, based on appropriate assessments. In summary, to meet the requirements of FAPE mandated by IDEA, schools should do the following:

1. Use appropriate assessments in identifying present levels of performance and developing IEP objectives; make sure to include all relevant skill domains in the child’s areas of need
2. Make sure that IEP objectives cover functional skills for the child
3. Conduct regular, on-going data collection on each IEP objective so that progress can be easily monitored
4. Review progress regularly to identify whether a child is making progress; when he or she is not, make adjustments quickly
5. Use evidence-based strategies to better ensure a child’s progress on the curriculum
6. Provide the child adequate and regular access to the LRE of the general education classroom, activities, and typically developing same-age peers
7. Make sure that when the child is in the general education setting, opportunities for instruction on IEP objectives are taking place (if the general education curriculum is not appropriate for the child)
8. Keep parents informed and involved in all steps of the process and throughout the school year
9. Address parental concerns quickly and with an open mind—sometimes the issue can be resolved quickly and easily when everyone has the same goal: the child’s success

In summary, progress alone is insufficient to the demonstration of FAPE, although it is very important. Schools must also ensure LRE placement and follow all procedural requirements of the law; failure to do so may result in an overall failure to provide FAPE. Better understanding of FAPE and careful consideration of its requirements can prevent issues, and most important, ensure that students with autism and developmental disabilities in public schools receive a quality education.

References

- Education for All Handicapped Children Act of 1975, 20 U.S.C. §§ 1400 *et seq.*, P.L. 94-142 (1975)
- Individuals with Disabilities Education Act of 1990, 20 U.S.C. §§ 1400 *et seq.*, P.L. 101-476 (1990)
- Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. §§ 1400 *et seq.* (2004) (reauthorization of the Individuals with Disabilities Education Act of 1990).
- Turnbull, R., Huerta, N., & Stowe, M. (2006). *The Individuals with Disabilities Education Act as amended in 2004*. Upper Saddle River, NJ: Prentice Hall.

DADD Award Nominations

The following awards are given each year through a nomination process by members and friends of DADD. Nominations are accepted at any time, but the **deadline each year is January 15**.

Teacher of the Year

Teachers may be nominated for this award by their peers, administrator, parent, or other professional. A letter of nomination should be sent to the Awards Chair. Selection criteria include the following:

- Currently teaching full or part-time
- Serving students with intellectual disability and/or autism
- Exhibiting exemplary personal and professional skills

The teacher does not have to be a member of DADD, but preference will be given to nominees who are members.

Para-Educator of the Year

Para-educators may be nominated for this award by their peers, teacher, administrator, parent, or other professional. A letter of nomination should be sent to the Awards Chair. Selection criteria include the following:

- Currently working in an educational setting full or part-time
- Serving students with intellectual disability and/or autism
- Exemplifying the best in supporting the education of students with autism, and/or intellectual or developmental disabilities

Nominees do not have to be a member of DADD or CEC.

Shriver-Kennedy Student Achievement Award

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

John W. Kidd Subdivision Award

This award is given for exceptional performance during the past year. Criteria include the following:

- Maintaining membership integrity during the previous fiscal year
- Engaging in innovative programming, evidenced by plans and performance presented at time of application for award
- Members actively participating in DADD activities beyond the subdivision level

Burton Blatt Humanitarian Award

This is presented to an individual who reflects the ideals of the Division and has made significant contributions to the field of intellectual/developmental disabilities and/or autism. Criteria include the following:

- Exceptional effort and involvement in furthering the cause of persons with intellectual disability, developmental disabilities, and/or autism
- DADD member

Legislative Award

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

Research Award

This award is 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 the following:

- Exceptional effort and involvement in furthering the cause of persons with intellectual disabilities, developmental disabilities, and/or autism through research
- DADD member

Please send letters of nomination and/or inquiries to:

Dagny Fidler
Awards Chair
dagny@mchsi.com
515-991-2751

Diversity Committee News

Debra Cote
Chairperson



The DADD Diversity Committee meeting at the 2014 CEC convention was productive. Committee members discussed current and ongoing activities related to the DADD strategic plan and application. We identified objectives and timelines to ensure that the Division's voice represents diverse groups and that the range of issues of individuals with autism and other developmental disabilities remains at the forefront. If you are interested in participating in the work of the Diversity Committee, please contact me (dcote@fullerton.edu). We also welcome your comments or questions.

Membership Committee Report

Angi Stone-MacDonald
Chairperson



My name is Angi Stone-MacDonald and I am the new Membership Chair for the DADD. I welcome any and all ideas on expanding membership. You can reach me via email (angela.stone@umb.edu). We still remain the second largest division and had the most new members in April of all divisions. Here is some information about the new membership structure for CEC.

We know CEC members are the best of the best, but did you know you're also Xceptional Members? Our new Xceptional Membership model launches in July 2014. Based on your feedback, CEC has redesigned its membership options to provide you with benefits and services in a combination and cost that work best for you.

What does this mean for you? If you are a member in good standing on June 30, you will automatically be upgraded to one of the new Xceptional Membership options and will receive expanded benefits and services (your upgraded Xceptional Membership type will be based on your current membership type).

If you renew your current membership before June 30, your upgraded Xceptional benefits will be extended at your current price! Learn about the new Xceptional Membership options, our expanded benefits and services, and more (<http://www.cec.sped.org/xceptional>).

Communications Committee News

Emily Bouck
Chairperson



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). Please also visit our website for important about conferences and other division activities. We also encourage DADD members to find us on Facebook (search for Division on Autism and Developmental Disabilities). DADD is on Twitter (follow DADD_CEC). 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).

Editor's Note

Ginevra Courtade



New to this issue is a "Law Brief" section! In every other newsletter, we will be highlighting current legal issues that are relevant to the population of individuals we serve. Thank you to our president, E. Amanda Boutot, for writing our first brief: Understanding FAPE.

Do you have a great idea for teachers in the field? Every issue of *DADD Express* includes a Teachers' Corner article. If you would like to contribute information that would be beneficial to teachers, please contact me with ideas or questions (g.courtade@louisville.edu). We are also looking forward to more submissions for our Evidence-based Practices section. Enjoy the fall!

DADD website:
<http://daddcec.org>

Students' Corner

Leah Wood

*California Polytechnic State University–
San Luis Obispo*



There were several meetings and events scheduled for DADD student members during the 2014 CEC Convention in Philadelphia earlier this spring. The support and energy from both students and faculty made these events especially exciting. This year, to encourage student members to attend the student meeting and luncheon, I continued the Academic Idol event conceived by Jordan Shurr a few years back.

To recruit a list of volunteer faculty to meet with students, I emailed everyone who published an article in ETADD over the past year. Additionally, in response to student feedback from the 2013 CEC Convention, the number of students who were offered an opportunity to meet with faculty was expanded. In the past we have offered two students, drawn at random from the pool of students signed up to come to the student luncheon, an opportunity to schedule a lunch or coffee with a professional in the field. This time, to increase the opportunities for students to benefit from these rich and interesting conversations, any student who signed up for the lunch was given the option of signing up for a meeting with a professional. Once students emailed their commitment to attend the lunch, I invited them to join a shared Dropbox folder containing an Excel file of all of the professionals who volunteered to meet. Students were responsible for setting up the meetings and indicating on the Excel file when a meeting was established. Opportunities to meet with people were on a first-come, first-serve basis, and students had several options to meet with fascinating people across a wide range of expertise and experiences. Eleven students met with faculty during their time in Philadelphia, and the feedback I have received has been tremendous. Students noted they particularly enjoyed learning about research projects across the country and networking about potential job opportunities.

The student meeting and luncheon was held on Friday, April 11, from 12:00 pm to 1:00 pm. Twenty student members attended, and we had a packed hour of socializing, eating a great meal from the Reading Market, and brainstorming for the upcoming year. The group decided we would no longer maintain an Edmodo site for DADD student members.

In its place, in order to provide student members with an additional mode for communicating throughout the year, there is now [a new DADD student members Facebook page](#). Please join, and invite others to join as well. We have an active and thoughtful group of student members, and we should have plenty to talk about throughout the year.

We also developed two major goals for the upcoming year. First, we would like to increase student membership. In a sub-committee meeting, the Membership Committee noted that students are already promoting membership by attending and participating in meetings and events like the meetings with professionals, the student luncheon, and student socials. We decided to also make concerted efforts in our own universities to encourage other students to join. We agreed to talk to others about the benefits of being a student member, which include general member incentives and opportunities to participate in student events. The second goal was to continue to grow the “buzz” and excitement that we all recognized as by-products of the meetings with faculty members and conversations we had during student events. It is our collective hope that these events will be maintained so that student members of DADD will continue to forge relationships and gain knowledge from both professionals in the field and other student members. A great deal of momentum was built during the student events, and we intend to foster that energy through continued participation in DADD student events. One activity to support this goal is our intention of increasing the number of student members who meet one-on-one with faculty at the 2015 CEC Convention in San Diego.

The final event that was held for student members was the first annual student social. This was a small event for DADD student members, their friends, members of the board, and any additional faculty who wanted to socialize informally with student members. We had around 10 student members, two board members, and one additional DADD member stop by for drinks and dessert. This was a wonderful, low-key gathering and a great way to hear about some of the fascinating research of other student members.

One final order of business from this busy and exciting week was to spread the word to student members that my term will be ending this fall and it is time for elections for a new student governor. I thoroughly enjoyed the enthusiasm and commitment exhibited by the many amazing students over this busy week in April. I am thrilled that the new student governor will have such a driven group of peers with whom to develop and actualize ideas.

2. Proximity Control

In this technique, the teacher, after identifying the Rumbling behavior, circulates through the classroom and stands closer/nearby to the student with ASD to provide a calming presence, without disrupting the class (Myles & Southwick, 1999; Thompson Moore 2002). Scott, Anderson, and Alter (2012) warned that some students with ASD may be sensitive to having individuals too close in proximity to them; again, it is important to know the sensitivities of the individual student and adjust your spacing accordingly.

3. Signal Interference

This technique allows the teacher and student with ASD to communicate nonverbally so as to avoid public humiliation of the student and also minimize classroom disruption. The teacher and student develop hand signals or code "sounds" to alert the child that it's time to engage in an anti-anxiety behavior, such as antiseptic bouncing, squeezing a stress ball, and so forth (Myles & Southwick, 1999; Thompson Moore, 2002). Many teachers utilize signal interference without knowing it; the age-old teaching trick of flicking the lights on and off, ringing a bell, or tapping lightly on a student's desk are examples (Sayeski & Brown, 2011).

4. Just Walk and Don't Talk

This method is one the teacher would use for a student with good verbal language skills. The method entails the teacher and student walking together; during this walk, the student speaks in order to vent/express his or her feelings while the teacher remains completely silent. This strategy works best if the teacher remains calm and does not engage in any confrontational/logical discussion (Myles & Southwick, 1999; Thompson Moore, 2002).

5. Redirecting

This strategy allows the child to switch tasks to remove focus from the task that is upsetting him or her. This can also allow the child to work through problems of understanding the activity (Hubbard, 2005; Thompson Moore, 2002). However, teachers have to be careful not to allow students to utilize redirection as a way to regularly escape undesired tasks. Oftentimes students with ASD will present with disruptive behaviors when facing an undesired task in order to have the task removed; this can lead to an escape-maintained problem behavior (McComas, Hoch, Paone, & El-Roy, 2000).

6. Home Base

This final method provides the student with a quiet space in which to undergo sensory decompression and self-soothe. The

home base should be visually and auditorily calming, with very little to no stimulation in the area. If there is not a room nearby that can be engaged for this strategy, a quiet space should be made within the classroom by using aids such as blank white boards and noise-cancelling headphones (Myles & Southwick, 1999; Thompson Moore, 2002).

Other options that decrease anxiety in students with ASD include *offering them choices* (Goodman & Williams, 2007; Hart, 2012; Safran, Safran, & Ellis, 2003) and using *priming*, a strategy that prepares students for any type of transition (Hart, 2012; Safran et al., 2003). These two methods are also easy to implement in any type of classroom in which there is a student with ASD.

Conclusion

Though meltdowns and behavioral challenges might be considered by some professionals and caretakers as "par for the course" when teaching students with ASD, TRM cycles can be prevented through awareness of causes, identification of indicators, and use of intervention techniques that can preclude the behavior. Many of the techniques included in this article would be applicable in both special and general education settings for students, with minimal disruption to the classroom environment; they can also be modified for students in every stage of learning, from preschool to high school. The key element of curriculum planning is the individualized needs and abilities of each student.

References

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Authors' Note

Please address all correspondence to Dr. Shanon Taylor, University of Nevada, Reno, College of Education/MS 299, Reno, NV 89557; email: shanon@unr.edu

DADD Online Journal Coming in December

The inaugural issue of the DADD Online Journal will be coming out in December on the DADD website. It will be devoted to papers from the DADD 2014 Clearwater Conference. The following individuals have taken on staff and guest editor responsibilities:

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