Teachers' Corner

Melissa N. Savage
Purdue University

Effective Leadership When Working with Paraeducators

As teachers begin their careers, many may feel prepared to teach their students, but how well prepared are they to work with the adults? Special educators know they will be working with paraeducators but are generally not prepared for the time and energy it takes to supervise and manage paraeducators effectively (Carnahan, Williamson, Clarke, & Sorensen, 2009). Because paraeducators are involved in instructional processes, leadership from the supervising teacher is essential and a vital factor in team success (Pickett & Gerlach, 2003). The following are tips teachers can use to provide effective leadership.

Tip 1: Be Clear and Organized

When paraeducators have a clear understanding of their job they are more likely to be successful (Devlin, 2008). Teachers should provide paraeducators with clear expectations, descriptions of roles and responsibilities, ethical and professional guidelines, pre-planned scheduling, and evaluation procedures. A paraeducator handbook can be an effective tool for this purpose. At the beginning of the school year, give a handbook to returning paraeducators to refresh their knowledge and to new paraeducators to provide them with the expectations associated with their role. On the Internet teachers can find many examples of paraeducator handbooks that can be used as templates to help in developing a handbook specific to their program (see, e.g., the Sedgwick County [Kansas] Educational Services handbook at **http://oikosistemata.yolasite.com/ resources/PARAEDUCATOR%20HANDBOOK.pdf**). Handbooks frequently contain (a) definitions, (b) job requirements, (c) rationales, (d) role descriptions, (e) training provisions, (f) benefits and working conditions, (g) supervision policy, (h) evaluation procedures, (i) emergency procedures, and (j) confidentiality and ethical matters (Pickett & Gerlach, 2003).

Tip 2: Be Visible and Accessible

Paraeducators learn appropriate instructional and behavior management strategies from modeling teachers' interactions with students. To provide this leadership to paraeducators, teachers need to be active participants in the classroom. Teachers should consider modeling new techniques with students prior to having paraeducators implement them (Carnahan et al., 2009). Teachers can also seek input from paraeducators on a regular basis, provide descriptive and specific feedback, and practice good listening strategies when working with paraeducators. Teachers looking to improve their own listening abilities can try to incorporate a listening process that includes both attending and responding skills. After attending to a paraeducator by using open body language and good eye contact, while resisting distractions, a teacher can then incorporate the following responding skills: (a) paraphrase by restating your interpretation of what you heard, (b) reflect the meaning of the message you just heard, (c) clarify by asking questions to request more information, (d) summarize by pulling together the key points, and (e) perform a perception check by asking questions to clarify what you heard (Pickett & Gerlach, 2003).

Tip 3: Find Strengths and Address Conflict

Discovering paraeducators' interests and skills is an important step in creating effective teacher–paraeducator teams (Devlin, 2008). If, for example, a paraeducator has an interest and skill in cooking, arranging his or her schedule to assist with domestic skills during times students will be cooking could benefit everyone. An effective leader can be someone who is an advocate and/or a negotiator looking for strengths and interests in the individuals they lead, as well as someone who is comfortable with conflict (Palestini, 2011). Teachers can address conflict and encourage paraeducators to openly express ideas, opinions, disagreements, feelings, and questions. When problems do arise among colleagues, they should be approached in a systematic manner, such as using this eight-step problem-solving strategy:

1. define the problem,
2. determine the cause,
3. determine the needs and desired outcome,
4. brainstorm possible solutions,
5. select the solution that best meets everyone's needs,
6. develop an action plan,
7. implement the plan, and
8. evaluate the solution and problem-solving process (Pickett & Gerlach, 2003).

Tip 4: Inspire

Supervising teachers need to inspire paraeducators to aim for optimal professional performance. Leaders provide a shared sense of mission and identity while instilling enthusiasm in others (Bolman & Deal, 1991; Palestini, 2011). Teachers can encourage

President's Message

E. Amanda Boutot

Welcome to 2014! I am excited and proud to serve this year as the president of DADD. I look forward to working again with such a productive and committed group as the Board of Directors, as well as to get to meet many of the members at the CEC conference. I know the Board of Directors is working hard on a lot of exciting things for the division, as well as moving forward with our new fearless leader, **Dr. Teresa Taber Doughty,** who begins her official tenure as executive director this year. Welcome and congratulations to Teresa! I want to take this time to thank our past executive director, **Dr. Tom E. C. Smith,** for his many years of service. Tom's leadership helped move this division through many changes, all in an effort to better serve the dedicated teachers, families, and other professionals who work with "our children." Tom has served the division well and has been a mentor and inspiration to me personally. I wish him well and thank him, on behalf of the entire division, for his commitment to people with intellectual disability, developmental disabilities, and autism and to their families and teachers. He is a true hero in our field.

I would also like to take a moment to introduce myself. For those of you whom I have not met, I am an associate professor of special education at Texas State University, where I serve a dual role as the coordinator of the graduate program in autism and ap-plied behavior analysis and as undergraduate special education program coordinator. I have worked with children with autism and other developmental disabilities for nearly 20 years, and I continue to have a passion for what I do. As a private consultant for families and schools, I am rewarded by continued hands-on experience with these children, and they amaze me every day! I bring this passion and love for the children and families to my university courses, where my goal is to provide my students the knowledge and skills to help every child reach his or her fullest potential. My research interests are in the areas of early identification and early intervention for children with autism.

This year we have a great program for the **CEC Convention in Philadelphia,** with more than 70 presentations, including lectures, demonstrations, and poster sessions covering a wide range of topics that should provide opportunities for everyone in our field to find something of interest. The **DADD Showcase Session** this year is a panel discussion, "Separating Fact from Fiction: A Critical Analysis of Popular Autism Treatments." Panel members will be **Dr. Kara Hume, Dr. Russ Lang, Dr. Matt Tincani, Dr. Jason Travers,** and **Dr. Gardner Umbarger.** They will be discussing a number of popular autism treatments available to families, and teachers, and presenting the evidence for each; Dr. Hume will follow up with the latest from the National Professional Development Center's most recent review of the evidence in autism treatment.

As we move into a new year, I invite you all to join me in the commitment and joy that comes from working with not only wonderful colleagues and friends but also children and families who inspire us to do what we do.

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

Picture Exchange Communication System (PECS): An Evidence-Based Practice

Michelle Flippin
Sharon Richter
Appalachian State University

What Is the Practice?

The Individuals with Disabilities Education Improvement Act of 2004 indicated that individuals with autism spectrum disorder (ASD) typically demonstrate significant challenges associated with verbal and nonverbal communication and social interaction. To address the common communication challenges that this group experiences, many special education instructors and speech-language pathologists use the *Picture Exchange Communication System* (PECS; Frost & Bondy, 2002), an evidence-based practice (EBP) designed to improve communication skills for children with ASD. PECS is a behaviorally based pictorial communication system in which children learn to communicate with a partner by exchange of picture symbols.

How to Implement PECS

Prior to implementing PECS, teachers conduct reinforcement sampling to identify items that the focus student desires, such as favorite toys or snacks. The teacher next prepares pictures of those preferred items. PECS instruction is then conducted over six phases (see Table 1). In Phase I, learners use picture communication symbols to make requests, with hand-over-hand assistance from the teacher. For example, a learner exchanges a picture of a banana to request an actual banana. Learners are then taught to exchange pictures to make requests of a variety of partners over a variety of contexts. Learners are also taught

to make requests by discriminating between picture symbols (i.e., first between pictures of a preferred and a non-preferred item, and later between pictures of two preferred items). In later phases of PECS training, learners are taught to make requests in response to an adult prompt (e.g., "What do you want?"). Learners are also taught to use attributes (e.g., *big, yellow*) and to build sentence strips to make requests (e.g., "I want a big banana") and comments (e.g., "I see a banana").

What Evidence Supports the Use of PECS?

A growing body of research studies supports the use of PECS to improve communication skills for young children with ASD. Recently, four separate groups of researchers (Flippin, Reszka, & Watson, 2009; Ganz, Davis, Lund, Goodwyn, & Simpson, 2012; Preston & Carter, 2009; Tincani & Davis, 2011) conducted meta-analyses (systematic investigations aimed at summarizing findings of individual research studies). Overall, meta-analytic results upheld the use of PECS to improve communication skills among young children with ASD. In addition, Ganz et al. found that PECS interventions resulted in especially important gains for young children with ASD in two cases:

1. children of preschool age tended to demonstrate the strongest communication gains, and
2. individuals who participated in more phases of PECS instruction had the best outcomes.

Despite research support for PECS in improving communication skills, evidence for use of PECS to improve speech among children with ASD is not as strong. Results of a few single case studies indicated that interventions including later phases of PECS (i.e., Phases III and IV, when verbal models and questions are introduced) may result in larger gains in speech (Flippin et al., 2009). In addition, emerging evidence suggests that PECS may result in more robust speech improvements in comparison to other interventions for children with a specific developmental profile (e.g., low joint attention, low motor imitation, and high object exploration; Flippin et al., 2009). Overall, however, more research is needed to determine the effectiveness of PECS in improving speech outcomes for children with ASD.

Benefits and Barriers of PECS

Several features of PECS make the program a widely popular communication intervention for children with ASD. First, no prerequisite skills are required for learners prior to PECS training. Children with limited eye contact, gestures, and verbal imitation skills can participate in PECS. Second, PECS interventions are simple to implement and training is minimal (e.g., two-day workshop). Finally, PECS employs reinforcers to shape communication skills; therefore, it is motivating for participants.

Several limitations are associated with PECS. First, the range of communicative functions targeted in the approach is restricted. For example, in the first five phases of the program, students are taught to make requests, which is a limited communicative repertoire. Comments are trained in the final phase (Phase VI: "Commenting in Response to a Question"). However, these comments are trained as responses to adult questions (e.g., "What do you want?" "What do you see?") and then questions prompts are faded. Spontaneous, self-initiated comments are not targeted (e.g., "Look there's a train," "The train has a whistle," "The train is rolling down the hill," "The train is going to the roundhouse"). In addition, other early emerging communicative functions, such as protests and refusals (e.g., "No, I don't want a banana," "I don't want to do that," "I'm not going") are also not directly targeted in PECS. Finally, as PECS is a pictorial communication system, preparation of picture communication symbols can be labor intensive for interventionists, and the need to carry a communication book with limited vocabulary choices can be restrictive for children.

Recommendations for Future Research and Practice

Additional research needs to examine the generalizability of speech and communication gains following PECS instruction. Researchers should also examine and identify child characteristics (e.g., joint attention, object exploration, imitation, age, gender, race, ethnicity, native language) that may impact the effectiveness of PECS. Finally, researchers should compare outcomes of PECS to that of other interventions designed to improve speech and communication among students with ASD.

Conclusion

Given the evidence that supports PECS instruction, practitioners should confidently select PECS as an EBP to improve expressive communication skills among young children with ASD.

Authors' Note

The section "How to Implement PECS" is adapted from Frost and Bondy (2002).

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Additional Resources

For more information and PECS resources, please see Pyramid Educational Products, Inc., at **http://www.pecs-usa.com/**

Table 1. Six Phases of PECS Training (adapted from Frost & Bondy, 2002)

PECS Phase	What to Do
I: Teaching the Physically Assisted Exchange	Two trainers physically prompt the child to request a desired item by exchanging a single picture of an item for the actual item.
II: Expanding Spontaneity	A communication book with pictures of preferred items is introduced, and increased distance is placed between child and communication partner. In this phase, the child is taught to get a picture symbol from the communication book and travel to a communicative partner to request an item. Communication partners, contexts, and placement of picture symbols in the communication book are varied to encourage generalization.
III: Picture Discrimination	The child makes requests by discriminating between two picture symbols; first between a highly desired vs. non-desired item, and then between two desired items.
IV: Building Sentence Structure, Attributes, and Expanding Vocabulary	The child constructs a two-picture-sequence sentence strip (i.e., "I want" symbol, and a picture symbol) to request a preferred item. In this phase, verbal models are introduced. The communication partner gives the verbal model (i.e., "I want . . .") and provides a time delay before labeling the requested item and handing both the item and sentence strip back to the child. The child is also taught descriptive words to request specific items ("I want a big red car"). Expanded vocabulary and additional requesting sentence starters are targeted.
V: Responding to "What do you want?"	The communicative partner verbally asks the learner, "What do you want?" paired with a time delay and a gestural prompt toward the "I want" picture symbol. The goal of this phase is for the child to begin answering the question before the communicative partner uses a gestural prompt.
VI: Commenting in Response to a Question	Comments are trained. The child is taught to build sentence strips (e.g., "I see banana") in response to the partner's verbal questions (e.g., "What do you see?" "What do you want?"). Question prompts are then faded.

Executive Director's Corner

Teresa Taber Doughty

Holy smokes! I just realized that 2014 marks my 30th year as a special educator! Back in 1984 when I entered my very first classroom as the teacher, I never envisioned the exciting journey I would take in this field . . . much less doing it for 30 years! While I am no longer a direct service provider, I will always be a special educator. I have never regretted choosing this profession.

Like most special educators, I cannot tell you how many times I've heard what a "special person" I am for serving in this field. I often avoid really thinking about what this "compliment" means by responding with a quick "thank you," and "I can't imagine doing anything else," as I believe most special educators have done for years. However, I frequently wonder what meaning is really behind this praise. Is the person complimenting me on my instructional knowledge and skills in the classroom or my ability to identify and use innovative technologies for meeting the varying learning needs of students? Are they genuinely impressed by my instructional delivery? Or, perhaps it's the enthusiasm I share when describing activities that take place in classroom, community, and vocational settings. When I really think about it, these are probably not the things that inspire the compliments.

While I believe that most folks are well meaning and sincerely want to compliment me for my educational service, many are unable to communicate their true curiosity about individuals with a disability, their lack of experience with and knowledge of students who receive special education services, and yes, even their fear of individuals with a disability. For many, when they tell you what a *special person* you are for teaching "these kids," they may also be communicating their own interests, deficiencies, or anxieties about the individuals we serve and as a result could never imagine themselves in our roles.

So, the next time I receive the "special person" compliment, I will graciously accept it and consider it a teachable moment. I won't use my standard response but instead will ask about their experiences with individuals who have a disability as well as attempt to answer their questions. I may share interesting experiences, such as when I taught students to use the computer and Dewey decimal system in the public library. Or, I could describe the kinds of jobs that many of my former students now hold in the community. Basically, I want to dispel any misconceptions about the people I've served while concurrently conveying their competencies. In doing so, I hope that I will provide evidence that I AM a special person who continually advocates for the students I've served and for our wonderful profession!

Finally, I can't wait to see you in Philadelphia! Please introduce yourself to me if you see me. I would love to hear about the experiences of all my "very special" colleagues!

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paraeducators, provide training needed to boost their confidence, acknowledge what they are doing well, share success stories, and make changes in the program, if warranted. One example of a time-efficient, inspirational training tool is a paraeducator newsletter, similar to a classroom newsletter commonly used to motivate increased parental involvement (Uludag, 2008). Such a newsletter can include aspects of instructional information, upcoming events, praise and appreciation, success stories, and important reminders. This newsletter can be a great tool for addressing current challenges (e.g., including an instructional piece on prompting strategies if teachers observe paraeducators providing excessive physical prompting or are doing tasks for the students), while acknowledging what the paraeducators in the program are doing well.

Conclusion

Together, the four tips can help give teachers the momentum they need to be an effective leader when working with paraeducators. These tips promote structure, skills to improve communication, problem-solving strategies, and inspirational ideas that can enhance the professional relationship between teachers and paraeducators.

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2014 CEC Convention & Expo
Division on Autism and Developmental Disabilities (DADD)

Meetings and Social Events, Philadelphia, PA

Wednesday, April 9

✦ **Executive Committee Meeting**
8:00–8:45 a.m.
DADD Presidential Suite

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

Thursday, April 10

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

✦ **Subdivisions Meeting**
10:00 a.m.–11:00 a.m.
DADD Presidential Suite

✦ **Past Presidents' Meeting**
11:30 a.m.–12:30 p.m.
DADD Presidential Suite

✦ **Awards Committee Meeting**
12:30 p.m.–1:00 p.m.
DADD Presidential Suite

✦ **DADD Showcase Session**
1:30 p.m.–3:30 p.m.
Room 113B, Convention Center

✦ **Finance Committee Meeting**
4:00 p.m.–4:30 p.m.
DADD Presidential Suite

✦ **General Business Meeting**
5:00 p.m.–7:00 p.m.
Location to be Announced

✦ **President's Reception**
7:30 p.m.–10:00 p.m.
Location to be Announced

Friday, April 11

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

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

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

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

✦ **DADD Student Luncheon**
12:00 p.m.–1:00 p.m.
DADD Presidential Suite

✦ **Communications Committee Meeting**
1:30 p.m.–2:30 p.m.
DADD Presidential Suite

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

✦ **DADD Student Social**
7:00 p.m.–9:00 p.m.
DADD Presidential Suite

Students' Corner

Leah Wood and Julie Thompson
University of North Carolina at Charlotte

The question I am frequently asked when I am in the field conducting research, visiting family, or chatting with people in the community is "So you'll graduate soon; that's great! What exactly does one do with a doctoral degree in special education?" And my stock answer, "I am hoping to be hired in a tenure-track position at a university where I can college teach and continue my own educational research," earns me a resounding, "Oh." The truth is, even though I find it difficult to always fully explain the nature of higher education in special education, the reality of "hoping to be hired" is very clear to me. Last June five of us completed our final seminar in our doctoral program. We are officially ABD, and it is finally time to prepare ourselves for the next chapter in our careers and lives. My friend and colleague Julie Thompson collaborated with me to document some of the advice we have compiled through our own experiences and input from others over the past several months. Whether you are about to begin this process yourself, or are an undergraduate or master's level student who is considering continuing your education (a great plan!), we hope our ideas are helpful. — **Leah Wood**

Deciding Where to Apply
(timeline: August–October)

It is not surprising advice that a major factor may be the needs and preferences of your immediate family. Beyond those factors (e.g., school systems for your own children, proximity to family members, spouse's job), it is important to fully consider and assess your ability to live in a variety of climates and types of locations. Next, familiarize yourself with *The Chronicle of Higher Education* (http://chronicle.com/section/Home/5) and *Higher Ed Jobs* (www.higheredjobs.com). When searching, you can narrow the field to "special education" jobs, but keep in mind that sometimes postings will slip through the cracks and end up in the broader "education" category. Finally, departments will often email or post notices about openings. Be sure to check bulletin boards frequently. It is a good idea to develop a routine for checking for new postings. It is also a good idea to print and keep a copy of any posting that interests you. Don't limit yourself to applying only to jobs that describe your specific field of study (i.e., if your area of expertise is working with students with emotional and behavioral disorders consider applying for positions that describe "high incidence," "classroom management," and "inclusionary practices"). Julie and I both applied for positions with broad descriptions that did not specifically highlight severe disabilities, and we received interviews for these positions. Document the jobs for which you plan to apply in an Excel file, with a column for the school name, search chair committee information (including email and mailing address), application deadline, keywords from the posting (e.g., *ASD, literacy, technology*), and the list of required application documents.

Preparing Applications
(timeline: September–November)

Read job-posting information closely and highlight areas that match your strengths and interests. Note the order of the job requirements; they are usually written in order of importance. Be aware that if the ad puts a lot of emphasis on student teaching supervision, it is likely to be a large part of your responsibilities. Likewise, if obtaining grants or publishing in prestigious journals is described, these duties will be emphasized. Ask yourself if you would be willing to focus on the areas highlighted. If you are unsure whether you want to work at a research-intensive university versus a teaching-intensive university, apply to a variety of schools. It may become clearer as you move through the process. Be sure that you can identify concrete examples of your own experiences as evidence of the required and preferred qualifications in the posting. As mentioned previously, KEEP this document. You will need it to refer to if you are called for a phone or Skype interview. Often, these postings are removed from websites after the application window closes, so keeping a hard (or electronic) copy will come in very handy.

Take the time to research the department and university before compiling your application packet, and try to identify if the major focus is research or teaching. You will want to craft your application materials according to each specific school. If possible, talk to other graduates from the university or other people in the field to learn more about the school. It is possible faculty in your department know someone who is affiliated with the program. Also, attending conferences during this fall semester is a wonderful way to network with other doctoral students, young professionals, and faculty from programs around the country. This is the time to step out of your comfort zone. Attend sessions presented by individuals from the university to which you have applied. Watch their presentation style and how they interact with co-presenters. Ask yourself if you could see yourself working with these individuals as colleagues in the future. Also, introduce yourself to them afterwards and let them know you have applied to their open position. It will help them to put a face with the name. They may use the time to ask you follow-up questions. Poster sessions are a good time to make contact with people affiliated with certain schools. It is also fine to email someone and offer a cup of coffee for a quick chat.

The cover letter is critical. It is easy, particularly if you are applying to several jobs, to become overwhelmed and inundated with application materials. Do not take the cover letter for granted. Search committee members spend many hours sifting through application packets. A strikingly well-written letter, with vivid evidences that directly address the characteristics of each specific school, will stand out. You need to sell your greatest strengths, but you will need to be able to back up anything you say you did. You will probably not know exactly what they are looking for, so put your greatest strengths forward, sell what you are most passionate about, and be sincere.

Phone/Skype Interviews (timeline: November–January)

If you are anything like the rest of us, you will be uncharacteristically nervous for your first interview. We were all shocked with the level of nerves we experienced for our first calls. No amount of presenting or teaching can really prepare you for this first high-stakes evaluation. The great news is that once you have done one interview, the rest are much less intimidating. The best advice is to over-prepare. Know the department and university inside and out. Keep a list of courses you would feel comfortable teaching and specific activities you might incorporate in these classes. Be able to speak confidently about your own research agenda, and be able to cite specific research and theories that support your research. Familiarize yourself with the interests and work of your committee members and make references to these interests as they come up naturally and sincerely in your responses. Prepare two to three specific questions to ask the committee. Important questions might include asking about (a) mentoring programs and other supports for new faculty and (b) specific examples of collaboration among and across the faculty.

Preparing for Campus Interviews (timeline: January–February)

A good website with lots of specific information about the professorate is *The Professor Is In* (**www.theprofessorisin.com**). On this site you can find specific advice on numerous topics, such as how to dress for cold (or moderate) weather interviews, that are very helpful for young professionals in higher education. Be prepared for teaching and research demonstrations and long, exhausting days. Mostly, be excited. If you have earned a campus interview, you are interviewing schools just as they are interviewing you. Finally, even though this is very basic advice, be yourself. You want to give your potential colleagues an idea of what it would be like to work with you, not a fabricated or embellished idea of you. After all of the preparation that has gone into getting you to this interview, both on your end and on the end of your committee, allow for this process to be a bit organic and listen to your gut.

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 information 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 you, please contact me (**bouck@purdue.edu**).

Editor's Note

Ginevra Courtade

In this issue of *DADD Express,* we are excited to continue a new section: **"Evidence-based Practices for Individuals with Autism, Intellectual Disability, and Related Disabilities."** Each month we will include a brief (i.e., less than 1,000 words) peer-reviewed article with the purpose of providing practitioners with evidence-based practices to use in their educational settings. If you are interested in submitting an evidence-based practice brief to be peer-reviewed, please contact **Emily Bouck** (**bouck@purdue.edu**) or **myself** (**g.courtade@louisville.edu**). Thank you to **Bree Jimenez** and **Ai Kamei** for writing the inaugural piece, published in the Winter 2013 issue!

As always, I encourage you to please get involved with DADD! A list of DADD committees is included in this issue. Check our website (**www.daddcec.org**) for more DADD news and information. If you have any questions about the newsletter, would like to contribute to it, or have any other comments, please contact me via email (**g.courtade@louisville.edu**). **[Please notify CEC if you have a change of address!]** Have a great spring!

Join a DADD Committee!

Please contact the chair of any committee you may be interested in joining. See the DADD website for 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: Cindy Perras (**cindy.perras@cogeco.ca**)
Diane Zager (**dzager@pace.edu**)

Critical Issues/Legislative
Chair: Emily Bouck (**bouck@purdue.edu**)

Diversity
Chair: Debra Cote (**dcote@fullerton.edu**)

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

Membership & Unit Development
Chair: Angi Stone-McDonald (**angela.stone@umb.edu**)

Nominations & Standards
Chair: Nikki Murdick (**murdickn@slu.edu**)

Professional Development and Professional Standards
Chair: Scott Sparks (**sparks@oak.cats.ohiou.edu**)

Publications
Chair: Michael Wehmeyer (**wehmeyer@ku.edu**)