Students with autism spectrum disorders (ASD) and intellectual disability (ID) frequently struggle with secondary health conditions (e.g., obesity, diabetes) that may be alleviated through increased physical activity (Hinckson & Curtis, 2013). The Individuals with Disabilities Education Improvement Act of 2004 (IDEA, 2004) includes physical education (PE) as a service or instruction to be provided to students with disabilities, which can address the needs to increase opportunities for physical activity by these students. One strategy for effective PE instruction for students with ASD and ID is systematic application of the Expanded Core Curriculum (ECC).

Application of the Expanded Core Curriculum (ECC)

The ECC was developed for students with multiple disabilities, with a focus on students with visual impairments (Gense & Gense, 2011). While not originally applied to students with other disabilities, many of the components of this curriculum could address PE goals for students with ASD or ID. ECC involves (a) compensatory or access skills, (b) orientation and mobility (O&M) skills, (c) social interaction skills, (d) independent living skills, (e) recreational and leisure skills, (f) career education, (g) assistive technology, (h) sensory efficiency skills, and (i) self-determination skills (Sapp & Hatlen, 2010).

Incorporation of the ECC into PE

Incorporation of the ECC can benefit students with ASD or ID through attending to needs that may not be addressed in the general education curriculum. Given the time constraints faced by special education teachers, the increased focus on academic/general education curricula for all students, and limitations that students with ASD or ID have in maintaining and generalizing learned skills, considering ways to apply the ECC during PE class may provide opportunities for increased efficiency in addressing the complex learning needs of ASD or ID.

Lieberman, Haegele, Columna, and Conroy (2014) proposed several strategies for incorporating ECC components into PE. Their recommendations, while tailored primarily to students with other disabilities, are applicable—or could be expanded—to meet the needs of students with ASD or ID. To do this, educators should first identify appropriate accommodations or modifications to increase access to the PE curriculum. One option is inclusion of visual modifications, such as pictures, that provide the additional cues students with ASD or ID need to discriminate between different types of balls (e.g., baseball, basketball, soccer ball). O&M skills can also be addressed in PE through activities that build gross motor skills (e.g., walking, jumping, throwing, catching), which could be beneficial for students who also have physical disabilities in addition to their ID. Directionality, pedestrian skills, and waiting skills can also be taught via PE activities by creating obstacle courses that are similar to parking lots or street intersections (Lieberman et al., 2014).

Physical education also offers a host of opportunities to facilitate social interaction skills for students with ASD or ID through inclusive educational opportunities. For example, students with ASD or ID may be paired with peers without disabilities in PE classes and taught social dances that are popular at proms or weddings (Lieberman et al., 2014). Independent living skills/activities of daily living, such as the ability to know what clothing to wear in a given circumstance, can be taught in the context of PE class. For example, during PE students may be required to change into gym clothes or wear specific equipment when playing certain sports (e.g., jersey to indicate what team the student is on). Teaching this skill can assist students in learning to discriminate when certain clothes are worn, as well as provide them with opportunities to practice changing their clothes independently alongside typically developing peers. PE class also offers ways to expose students to recreational and leisure skills in an inclusive setting. Students can learn specific sport-related skills (e.g., shooting a basketball), while also increasing their overall knowledge of sports, which may facilitate additional social interactions with peers or adults (Lieberman et al., 2014). Giving students with ASD or ID exposure to sports education, including the multiple roles involved with physical activity and exercise, such as equipment manager or cleaning staff, can be part of career education. These opportunities can supply students with new knowledge about sports or physical activities that may help them identify potential employment interests.

(continued on page 8)
President’s Message
Dianne Zager

As you receive this newsletter, another academic year will be drawing to a close. I hope this past year has been one of substantial growth and productivity for you and the children and youth that you serve. Over the course of the past year, it’s likely that you’ve been faced with some challenges in your educational setting. As you’ve grappled with difficult situations, perhaps you’ve come across new information in a DADD journal or while attending a CEC or DADD conference that has proven useful. If so, the DADD board would be interested in hearing from you to learn which services and publications have proven most helpful to you.

Over the past 30 years, I’ve found professional journals, newsletters, and conferences to be of great value in identifying strategies that have increased my efficacy in delivering personnel development programs at the university level. In addition, when I was a classroom teacher I often cited studies from the literature to advocate for services and supports for my students. By incorporating techniques learned from journal articles into classroom instruction, I gained new insights and honed my own skills. DADD has been a guiding light in my professional growth. It’s for this reason that I urge you to read the journals, select articles of particular interest to you, and apply research-based practices from your readings in your school. You’ll attain a deeper understanding of the children you serve, broaden your knowledge base of methods and strategies, and increase your effectiveness and credibility in your school setting. It’s easy to say that we’re too busy to read professional journals, or to say that they are not germane to our day-to-day work. But it is well worth your time to peruse professional journals that provide pertinent information related to your teaching situation. It is our continuing responsibility to read, grow, and learn long after we’ve graduated from our university programs.

Along these lines, the DADD Showcase Session at the 2015 CEC Convention in San Diego highlighted a group of renowned special educators, each of whom has contributed seminal research in the field of intellectual disability. The panel, consisting of James Patton, J. David Smith, Tom E.C. Smith, Robert Stodden, and Michael Wehmeyer, presented a retrospective on current and future practices in intellectual disability. The session provided historical perspectives on the field of intellectual disability, focusing on current research-based and promising practices. Presenters examined how intellectual disability historically has been identified and diagnosed, as well as how perceptions, educational settings, and outcomes for individuals with intellectual disability have evolved. The role of research was explored, highlighting resultant changes in delivery of education and intervention programs. I hope that many of you were able to attend this outstanding session, and I look forward to seeing you at future conferences.

Best wishes for an enjoyable and relaxing summer,

Dianne Zager

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Executive Director’s Corner

Teresa Taber Doughty
Executive Director

We began 2015 by meeting at our annual DADD conference in Clearwater, Florida. Conference attendees from across the globe (including Russia, Ireland, Canada, and Saudi Arabia) attended wonderful preconference workshops and conference sessions during this three-day event. It is great to see how this conference grows each year! I believe it’s a testament to the quality of presenters and the attending professionals who are continually seeking new knowledge and skills to better serve individuals with intellectual disability, autism, and developmental disabilities. Hats off to our conference committee on their fabulous work.

I’d also like to send kudos to Dianne Zager, David Cihak, and Cindy Perras for their tremendous work in coordinating reviews and finalizing an outstanding set of presentation proposals for the CEC convention in San Diego! Selecting proposals for the convention is a difficult job because we receive so much high-quality work and can only select a limited number. Many DADD members participate in proposal reviews and should be congratulated for identifying interesting, quality proposals. Thank you!

Over the summer, our DADD Board of Directors will continue their work to keep the division strong and moving forward. Look for electronic ballots to be sent in July to elect a new Vice President, Secretary, and Member-at-Large. Our Conference Chair and board members will continue to prepare for our 2016 International Conference on Autism, Intellectual Disability & Other Developmental Disabilities in... Honolulu, Hawaii! We will also invite members to participate in proposal reviews for the 2016 CEC convention in St. Louis, Missouri.

Finally, if you are a member of a subdivision that will be holding or participating in a conference in your state, don’t hesitate to contact me for resources. We generally have extra journals and other materials that may be disseminated to current and future members. Just let us know how we might help. Hope you all have a terrific summer and remember that we are here to serve you!
This past January, delegates, presenters, and exhibitors at DADD’s 16th International Conference on Autism, Intellectual Disability, & Developmental Disabilities enjoyed an outstanding professional learning opportunity in beautiful Clearwater Beach, Florida. Highlights from the conference included:

**Focused training:** Pre-conference training institutes on ASD & Behavioral Interventions and on Technology Supports for Literacy & Numeracy Skill Development

**Inspirational self-advocate speakers:**

- **Eric Kirschner** opened the conference with his motivational address, “Never Give Up!”
- **Vinnie Lampasona** closed the conference with his inspirational presentation on cerebral palsy and augmentative communication, delivered through his Dynavox.

**Global presence:** Delegates and presenters from around the world, including Turkey, Sweden, Saudi Arabia, United Kingdom, Ireland, Russia, New Zealand, Egypt, and Canada.

**Program diversity:** The conference program featured over 100 lecture and poster presentations, focusing on Research-Informed Practice.

**Continuing Education Credits (CEUs):** PDHs through CEC and BCBA CEUs.

**Exhibitors:** Microcomputer Science Centre, Attainment Company Inc., TeachTown Inc., QBS Inc., The Master Teacher, Autism Curriculum Encyclopedia

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**SAVE THE DATE!** for the **17TH INTERNATIONAL DADD CONFERENCE**, which will be held at the Waikiki Beach Marriott Resort & Spa in Honolulu, Hawaii, January 20–22, 2016! Interested in presenting in Honolulu? Then please consider submitting a proposal in response to the Call for Papers (see page 5).

**Mahalo!** Cindy Perras, Conference Co-ordinator
DADD Awards Presented at the CEC Annual Convention

This year, we saw an outstanding group of individuals win awards from DADD. All awards were presented at DADD’s General Business meeting held during the CEC annual convention in San Diego, California. Following are the awards and award winners for 2015:

The **Herbert J. Prehm Student Presentation Award** went to Sarah Howorth, State University of New York at Buffalo. Her proposal for presentation rated the highest of any from students presenting at the convention this year.

The winner of this year’s **Legislative Award** is the **Honorable David C. Onley**, Canadian lieutenant governor of Ontario, for his dedication to serving individuals with disabilities, especially rights and opportunities for individuals with intellectual disability or developmental disabilities.

The **Research Award** was given to Linda Mechling for her years of contributions to the field and in particular to ETADD. Her research has helped to make the journal one of the top publications we offer members.

We are very proud to present the **Para-educator Award** to Teri Mitchell, a para-educator for a student with autism at a high school in Alaska. She goes above and beyond in providing quality services to her student and his family.

The **Burton Blatt Humanitarian Award** is given to someone who has been a leader and advocate for many years in the area of intellectual disabilities. This year’s recipient was Michael Wehmeyer, a faculty member at the University of Kansas.

Dr. Wehmeyer is a dedicated advocate for individuals with intellectual disability.

We had a very special presentation of a new award the board created this year honoring Tom E. C. Smith, our former executive director. The new **Early Career Award** is given to someone who is beginning his or her career and showing promise. This year’s winner was Jason Travers, who served on several DADD committees while a doctoral student and new professional, and is now teaching at the University of Kansas.

**Ryan Matthews** received the **Shriver-Kennedy Student Achievement Award** for his artistry and following a dream to do the thing he loves the most—painting.

Congratulations to all the winners. Your skill, dedication, and professionalism help to make our division one of the strongest at CEC. Thank you all for being so wonderful!
Call for Papers

17th International Conference on Autism, Intellectual Disability, & Developmental Disabilities
Research-Informed Practice

January 20–22, 2016
Waikiki Beach, Hawaii

CEC’s Division on Autism and Developmental Disabilities (DADD) is hosting the 17th International Conference, which will focus on research-informed practice. DADD welcomes the submission of innovative proposals within the following topical areas:

♦ Autism Spectrum Disorder
♦ Assistive & Adaptive Technology
♦ Early Childhood
♦ Intellectual Disability
♦ Post-Secondary Initiatives

♦ Multiple Disabilities
♦ Paraprofessionals
♦ Dual Diagnosis
♦ Mental Health
♦ Transitions

Proposals (submitted in Word) should include the following information:

♦ Presenter name(s), affiliation, contact information (including e-mail)
♦ Session title, 50-word abstract, 300-word summary, three learner outcomes, and information as to how the proposal addresses diversity
♦ Session format—poster session, lecture, or panel presentation

Please submit proposals to:

Cindy Perras, Conference Coordinator

cindy.perras@cogeco.ca
www.daddcec.org

Submission Deadline: June 1, 2015
DADD Call for Nominations

DADD is seeking motivated and experienced individuals from the DADD membership for vacancies on the Board of Directors. Leadership experience and experience with DADD committees and/or Board of Directors is preferred. Nominees must be (a) members at the time of nomination, at the time of election, and throughout their term of office; (b) willing to participate for their entire term of office; (c) willing to serve as a chair of a committee as needed; and (d) willing to attend the annual conference (January) and convention (April). Vacancies for which nominations are requested include:

**Vice President** (4-year term: Vice President, President-Elect, President, Past President)
Responsibilities: The Vice President acts in the place of the President-Elect with his or her authority in case of absence or disability of the president-elect and shall act in the place of the president with his or her authority in case of absence or disability of both the president and the president-elect. He or she also serves as the division’s representative for advance program planning for the Annual Convention, which will take place during his or her term as President-Elect, and serves as co-chair with the President-Elect for future special conferences sponsored by the division.

**At-Large Member** (3-year term)
Responsibilities: He or she will serve as a committee chair and on various committees; attend Board of Directors meetings, committee meetings, and the Business meeting at the CEC annual convention; and provide a report to the Board of Directors prior to each conference.

**Secretary** (3-year term)
Responsibilities: He or she will attend Executive Board meetings and Board of Directors (BoD) meetings, serve as a co-chair for a committee, and serve on various committees. The Secretary takes minutes of each BoD meeting as well as the Business meeting and provides minutes and reports to the BoD following each meeting (once at the DADD annual conference, once at the CEC annual convention). Must have oral and written communication skills in keeping with the office of Secretary and be able to organize and maintain records for the division.

Nominations for these positions must be received by **June 30, 2015**. The person submitting the nomination and the nominee must be CEC-DADD members. A brief bio of the nominee should accompany the nomination and include past leadership experience, experience working with DADD committees and/or BoD, discussion of the nominee’s interest in being on the DADD Board, and information on how the nominee proposes to advance the mission and commitment of the Division. Materials should be submitted via email to Amanda Boutot (eb15@txstate.edu).

Watch for online voting in mid-July. Please contact Amanda if you would like a paper ballot. Results of the elections will be available in late August/early September.

Publications Committee Report

Michael Wehmeyer
Chairperson

**New Prism Series Volume Available!**

The DADD Board of Directors is pleased to announce that the 8th volume in the **Prism** series is now available for purchase through the CEC bookstore (https://www.cec.sped.org/Publications). This volume in the Prism series, *Friendship 101: Helping Students Build Social Competence*, is co-edited by Juliet E. Hart Barnett and Kelly J. Whalon.

This latest release in the **Prism** series focuses on building social competence, friendship making, and recreation and leisure skills among students with autism spectrum disorders and other developmental disabilities. Chapters in this research-based, user-friendly guide address the needs of students in different developmental periods (from pre-K through young adulthood), providing teachers, parents, and teacher educators with tools and strategies for enhancing the social skills development of these children and youth. Presented through an ecological perspective, these chapters emphasize building social competence within and across school, home, and community contexts.

The **Prism** series is intended to provide practical and issues-oriented information related to serving children and youth with autism, intellectual disability, and related developmental disabilities. In addition to Prism 8, look for the following books in the **Prism** series: *Prism 7: A Guide to Teaching Students with Autism Spectrum Disorders*, edited by Darlene E. Perner and Monica E. Delano, and the books on **Social Skills for Students with Autism and Other Developmental Disabilities**, available in both elementary and secondary versions, and authored by Laurence Sargent, Darlene Perner, Mark Fesgen, and Toni Cook.

**Another Benefit for DADD Members**

DADD has partnered with Routledge to give DADD members a 20% discount on select Routledge book titles regarding students with autism spectrum disorders. You can use the link below or find the link on our website homepage (http://daddcec.org). When you purchase one of the select titles on students with autism spectrum disorders, at check out use the code AF027 to obtain the discount.


DADD Express
Students’ Corner

Jenny Root
University of North Carolina at Charlotte

January is a month full of emotions. For many people, ringing in the New Year (and new semester) brings with it renewed goals and commitments. An aspect of working in education that I have always loved is the cyclical nature of the academic year and the opportunities for “resets.” Yet, as the month quickly churns by and the semester revs up, that inspired feeling of renewal usually doesn’t take long to fade away. This January was different. I had my inspiration bucket filled to the brim—and that feeling has lasted all the way through this tough (tough) semester.

For a few days in late January, I had the opportunity to spend time with fellow doctoral students, university faculty, and researchers, as well as practitioners who shared my values and passion for students with autism, intellectual disability, and other developmental disabilities at the DADD conference in Clearwater, Florida. From the beginning of the Board meeting on Tuesday to the closing session on Friday, the atmosphere among all participants was warm, inviting, and collaborative. The DADD conference provides an opportunity for members not only to present at and attend sessions that feature cutting edge research and practices but also to open up honest, collaborative conversations. As a doctoral student, I found this to be invaluable. Speaking with Dr. Robert Pennington about his writing strategies after listening to his presentation was an opportunity to gain a deeper understanding of how our recent interventions complement each other. That just wouldn’t have been possible had I simply read his journal articles or attended a session at a larger conference.

The numerous intimate networking opportunities that the DADD conference provided were mentioned by several doctoral students. Rachel Wright, a doctoral student at the University of Tennessee Knoxville, had the following to say about her experience at DADD Clearwater this January:

As a doctoral student, attending the DADD conference in Clearwater, Florida, was tremendously beneficial to my professional journey. Through this conference, I was given the opportunity to meet many of the researchers established in the literature I had become so familiar with throughout my coursework, as well as to put faces to the names I knew so well. At a conference well-attended by the field’s “heaviest hitters” yet smaller in attendance than the annual international CEC conference, graduate students were able to mingle and engage as peers with those who are the most active in and enthusiastic towards the interests and endeavors of upcoming researchers, obtaining candid feedback and advice.

The DADD conference gives student members a chance to interact not only with established researchers in the field but also with other doctoral students and early career professionals. A meeting of early career professionals on Thursday afternoon consisted of a discussion concerning how the division members can support each other. Attendees named the support, collaboration, and networking opportunities as those that they value most from their membership and that can be further enhanced through increased participation. Planned events at the annual CEC conference—such as the student luncheon, social, Friday evening gathering, and early career breakfast—are events not to be missed if attending that national conference.

Attendance at the DADD conference and at its student and early career events provides another point of contact and opportunity for connection in a relaxed setting among peers in your area of interest. I left Clearwater with a renewed energy for research and teaching that I sincerely want my fellow student members to experience. The intangible moments between sessions, over a meal, or late at night are those in which we begin to build lasting professional relationships that will continue to grow as we shape the future of our field.

Editor’s Note

Ginevra Courtade

This issue celebrates the highlights from the DADD conference in Clearwater, Florida, and the CEC conference in San Diego. Thank you to all of the wonderful contributors! Also included in this issue is a call for proposals for the 17th international DADD conference. Please submit a proposal by the June 1st deadline.

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 Law Briefs section. Enjoy your summer!

New DADD Online Journal

The first volume for the new journal from DADD—the DADD Online Journal (DOJ)—has been published. You can access the journal on the DADD website:

The journal publishes papers that are based on presentations from the annual DADD conference. We look forward to sharing the next volume of the DADD Online Journal in late fall of 2015.

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Assistive technology can be used in PE through fitness apps to track student progress. Many apps address the specific needs of individuals with disabilities, provide necessary accommodations for students to learn what to do, and ease tracking required for IEP progress. Two examples are JEFIT, which helps users track their progress towards fitness goals (JEFIT, n.d.), and Fitness Buddy, which provides pictorial demonstrations of physical activities such as weight lifting (Fitness Buddy, n.d.). A desensitization program that provides sensory efficiency skills could be utilized in PE. For example, PE teachers can increase tolerance for different textures of balls. Activities in PE can be modified to provide students with choices about how to participate, addressing self-determination skills. For example, a student can decide if he or she wants to walk with the ball up to the net or serve a volleyball ball (Lieberman et al., 2014).

Conclusion

The expanded core curriculum provides an avenue for exploring the multifaceted needs of students with ASD or ID and addresses a variety of critical functional skills that may not be dealt with in the general education curriculum. PE curricula offer opportunities to embed these critical life skills in inclusive environments with peers. Additionally, the benefits of the physical activity and increased participation in sports and/or exercise may improve secondary disability concerns for this population. Effective identification of meaningful activities in PE may provide opportunities that students with ASD and ID may not otherwise have.

References


Sapp, W., & Hatlen, P. (2010). The expanded core curriculum: Where we have been, where we are going, and how we can get there. *Journal of Visual Impairment & Blindness*, 104, 338–348.

Join a DADD Committee!

Please contact the chair of any committee you may be interested in joining. See the DADD website page for information about each committee: [http://daddcec.org/AboutUs/Committees.aspx](http://daddcec.org/AboutUs/Committees.aspx)

**Awards**

*Chair:* Dagny Fidler (dagny@mchsi.com)

**Communications**

*Chair:* Emily Bouck (ecb@msu.edu)

**Conference**

*Co-Chairs:* Cindy Perras (cindy.perras@cogeco.ca)

Dave Cihak (dcihak@utk.edu)

**Critical Issues/Legislative**

*Chair:* Emily Bouck (ecb@msu.edu)

**Diversity**

*Co-Chairs:* Debra Cote (dcote@fullerton.edu)

Elizabeth West (eawest@uw.edu)

**Finance**

*Chair:* Gardner Umbarger (gumbarger@svsu.edu)

**Membership & Unit Development**

*Chair:* Angi Stone-McDonald (angela.stone@umb.edu)

**Nominations & Standards**

*Chair:* Amanda Boutot (eb15@txstate.edu)

**Publications**

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