Teachers' Corner
Explicit Instruction to Teach Early Numeracy Skills

Jenny R. Root and Alicia Saunders

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Just as phonics is the essence of reading, early numeracy skills are the essence of mathematics. Numerous skills fall under the umbrella term *early numeracy skills,* including rote counting, number identification, representation of numbers and counting with one-to-one correspondence, number conservation, composing and decomposing numbers, magnitude of numbers, early measurement concepts, understanding the effects of operations, and patterning.

Children begin developing number sense in infancy, and most enter kindergarten with some degree of early numeracy skills. The early numeracy skills a student possesses by first grade are a strong predictor of future mathematical success and reading achievement (Sarama & Clements, 2009). However, students with autism spectrum disorder/intellectual disabilities (ASD/ID) may not possess these skills for a variety of reasons. They include (a) a lack of exposure in the early years of their life due to their home environment, culture, or lack of formalized schooling prior to kindergarten, or (b) developmental deficits in memory and cognition (Sarama & Clements, 2009). For students who do not have these skills, the gaps in mathematical achievement and accessing of the general curriculum continue to widen with each grade level advanced. This does not have to be the case. With sound, explicit instruction, students can develop these skills and bridge the gaps (Gersten & Chard, 1999).

Explicit Instruction

Model–Lead–Test

Model–lead–test is an explicit instruction strategy that has been found to be an evidence-based practice for teaching mathematics to students with disabilities. Model–lead–test is an appropriate strategy for teaching rote counting and counting small groups of objects with one-to-one correspondence. Because children with ASD/ID have difficulty generalizing skills learned in isolation, it is important to promote the development of these skills in naturally occurring routines and environments. Embedding trials of these skills whenever and wherever possible will produce the greatest degree of learning and application.

Making sets and counting with one-to-one correspondence can be taught using model–lead–test within a grade-aligned geometry task of finding the perimeter of a quadrilateral. Students can place one-inch tiles around the perimeter of a quadrilateral and use one-to-one correspondence to count the perimeter in inches. First, the instructor would *model* the skill. For example, the instructor may say, "My turn. I am going to place tiles around the perimeter, or outside, of the quadrilateral. Now, I am going to count to see how many tiles I used." Next, the instructor would encourage the student(s) to tile their figure(s) along with the instructor in the *lead* round. The instructor may say, "Let's tile our figures together. Now, let's count the tiles to find out how many tiles we used." Finally, in a test round, the instructor would have the student(s) tile independently, saying, "Your turn. Tile your figure on your own and count to see how many tiles you used. What is the perimeter?"

Multiple Exemplar Training

Multiple exemplar training is an explicit instruction strategy that is effective for teaching concept development. One pivotal early numeracy concept that provides access to grade-aligned mathematics is order and magnitude of numbers. Understanding the magnitude of numbers (e.g., which is more, which is fewer) is an important prerequisite skill for the conceptual understanding of basic operations and representations of fractions. If students do not have a conceptual understanding of the terms *more* and *fewer*, or *greater than*, *less than*, and *equal to*, it may be prudent to first teach that concept. In multiple exemplar training, the instructor presents both examples and nonexamples (e.g., *more* and *not more*). First, the instructor models with rapid succession, pointing to an example and stating the concept (e.g., "This set has more"), and then pointing to a nonexample and stating it is *not* the concept (e.g., "This is not more"). Massed trials are conducted with instructor models. After sufficient modeling, the instructor may test for either expressive or receptive understanding. To test expressive understanding, the instructor may point to a comparative quantity and say, "What is this?" and require the student to say "more" or "not more." To test receptive understanding, the instructor

President's Message

Dianne Zager

The past year has flown by, and with 2016 just around the corner, my year as president of DADD is drawing to a close. The opportunity to lead our division has been a highlight of my career and a rewarding experience; one in which I have learned as much, if not more, than I brought to the task. Above all, the highly accomplished, knowledgeable, and dedicated board of directors has made the year a pleasure in every respect. The board has accomplished a substantial amount since last January. Our work in the areas of (a) advancement of knowledge, (b) enhancement of professional standards and skills, and (c) advocacy on behalf of individuals with autism and developmental disabilities has contributed to advancements in the field and continues to demonstrate the division's commitment to the children and youth whom we serve.

In this, my final message as president of our division, I would like to share with you some thoughts about a topic of great importance to quality of life for people with disabilities—transition from school to employment. The National Secondary Transition Technical Assistance Center (2015) has identified transition planning as an evidence-based practice for increasing the probability that young adults with disabilities will secure competitive employment. The ultimate goal of transition planning is to prepare individuals to become fully engaged and productive members of their communities. Transition preparation is a critical responsibility of schools, but despite federal regulations mandating transition education and services, employment outcomes remain poor, especially for individuals with autism spectrum disorders (ASD). Unemployment rates for this population are significantly higher than for other disability categories (Shattuck et al., 2012). Approximately 50% to 75% of adults with ASD are unemployed or underemployed, with 86% of youth with ASD unemployed or underemployed following their exit from school (Autism Society, 2011; Chiang, Cheung, Li, & Tsai, 2013; Van Laarhoven, Winiarski, Blood, & Chan, 2012). Underemployed adults with autism work fewer hours and earn lower wages compared to other individuals with disabilities (Burgess & Cimera, 2014).

Problems in maintaining employment are usually related to issues involving social interactions and communication skills rather than specific job responsibilities (Barnhill, 2007; Hurlbutt & Chalmers, 2004). Too often, a lack of knowledge about both the strengths and challenges of individuals with autism has prevented them from succeeding in meaningful employment (Chiang et al., 2013; Schall & McDonough, 2010; Shattuck et al., 2012; Walsh, Lyndon, & Healy, 2014). Despite evidence that people with autism can successfully sustain employment when provided with appropriate preparation and support, stud-

ies continue to show the ineffectiveness of transition programs (Chen, Leader, Sung, & Leahy, 2015). Such reports attest to the pressing need for improved programming in this area.

Generally, the literature related to employment outcomes has focused on characteristics of individuals with autism, unavailability of services to support employment within the community, and disappointing outcomes in the employment domain (Burgess & Cimera, 2014; Cimera & Cowan, 2009; Shattack, Wagner, Narendorf, Sterzing, & Hensley, 2011, Shattuck et al., 2012; Wehman et al., 2014). To effect change, we need to redirect attention away from past failures of the system and focus on developing effective transition models. Through examination of effective transition practices and dissemination of information about evidence-based components of these models, we will be able to increase the likelihood of successful employment for people with autism and other disabilities.

As more programs are developed and future research is conducted, DADD will continue to fulfill its role in the advancement and dissemination of knowledge in transition. Toward this end, several sessions in the upcoming DADD conference will focus on transition and postsecondary initiatives. The conference program will feature more than 200 presentations across a wide variety of pertinent topics in autism and developmental disabilities. In addition, we are offering two pre-conference training institutes on (a) mental health and behavior challenges and (b) ethical practice and effective staff supervision in the classroom and clinic.

I look forward to seeing you at our conference in Waikiki in January.

Dianne Zager

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Executive Director's Corner

Teresa Taber Doughty

We are now in preparation mode for two exciting conferences in 2016. In January, we will enjoy the ocean breezes and warm weather of Honolulu, Hawaii, at the ***17th International CEC-DADD Conference on Autism, Intellectual Disability, and Developmental Disabilities.*** We hope that many of you will be able to join us as we learn from our colleagues and other professionals in the field. Our conference coordinator, **Cindy Perras,** and conference committee members have spent months preparing for a program that will feature more than 200 presentations.

The ***CEC 2016 Convention & Expo in St. Louis, Missouri,*** will follow April 13–16. I hope that you will make plans to attend and participate in the many DADD activities and meetings. We always have a good time at conventions, so look for our booth in the exhibit hall, follow us on Facebook or Twitter (DADD_CEC) and/or visit our website (**daddcec.org**), and stay tuned to where you can join us for the professional interactions and fun. DADD will sponsor numerous presentations during the conference and will feature leaders in the field. We hope to see you there.

For our subdivisions, don't hesitate to let us know your needs. We have some very active groups across the country that are engaged in professional development, state conferences, and other activities that support individuals in the field. We encourage all of our subdivisions to seek out opportunities to connect with professionals and families interested in the work we do in DADD. Please contact me if your subdivision needs materials or other supports. ■

Editor's Note

This issue marks the end of contributions from **Dianne Zager** as President. Thank you, Dianne, for your service to the organization and to *DADD Express* over this past year!

Please take the time to consider nominations for one of the eight awards listed in this issue. The deadline for nominations is fast approaching!

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** and **Law Briefs** sections. Hope to see you in Waikiki!

Law Brief

Understanding the Summary of Performance

L. Lynn Stansberry-Brusnahan
University of St. Thomas

The Individuals with Disabilities Education Improvement Act (IDEA, 2004) requires schools to create an exit document, referred to as a Summary of Performance (SoP), for a student with an Individualized Education Program (IEP; Federal Regulation 34 CFR § 300.305(e)(3)). Local education agencies (LEAs) create the SoP for a student when special education eligibility is terminating due to exceeding the state's age eligibility for a free and appropriate public education (FAPE) or graduating with a high school diploma (National Secondary Transition Technical Assistance Center [NSTTAC], 2013). The regulations provide flexibility in determining the SoP's contents, which are based on a student's individual needs and postsecondary goals (Dukes, Shaw, & Madaus, 2007). The contents include a summary of a student's academic achievement and functional performance and recommendations on how to assist the student in meeting his or her postsecondary goals (Madaus, Bigaj, Chafouleas, & Simonsen, 2006).

To create the SoP, the IEP team gathers and organizes information from a number of sources and school personnel, such as the special education teacher, general education teacher, school psychologist, and related services personnel. To ensure the process is person-centered requires active involvement of the student and his or her family in the development of the document (Martin, Van Dycke, D'Ottavio, & Nickerson, 2007). Some states, school districts, and organizations have forms and templates (e.g., National Transition Documentation Summit, 2005) with recommendations for the contents of an SoP, which can include:

1. **Background:** Student's name, birth date, and graduation date.

2. **Disability:** Student's primary and/or secondary disabilities and other relevant information from current IEP or Section 504 plan.

3. **Postsecondary goals:** Transition goals that focus on the postsecondary environment(s) the student intends to transition to upon completion of high school.

4. **Assessments:** Most recent copy of formal and informal assessment reports to document the student's disability, strengths, and/or functional limitations to assist

in postsecondary planning. IDEA (2004) no longer requires a reevaluation when a student graduates from high school or ages out of public education (614(c)(5)(B)(i)); however, *a family may request* up-to-date disability documentation and assessments because many colleges/universities and state agencies require current information.

5. **Current Performance:** Summary of academic (e.g., reading, math, learning skills), cognitive (e.g., communication, attention), and functional (e.g., social skills, mobility, self-determination) levels of performance.

6. **Accommodations, modifications, and assistive technology:** Strategies to assist the student in achieving progress.

7. **Recommendations:** Essential and required supportive services to enhance access in a postsecondary environment and assist the individual in meeting postsecondary goals. This might include higher education, training, employment, independent living, and/or community participation.

The SoP process serves multiple purposes, including the opportunity to provide a student's current performance and relevant information for use by postsecondary settings, highlight student's strengths, empower student to become a self-advocate, provide recommended accommodations for student for use in postsecondary settings, help student achieve his or her postsecondary goals, enhance student's postsecondary outcomes, facilitate development of a plan for student's employment under vocational rehabilitation services, and provide student with access to disability services at the college or university level (Project Forum, 2008).

A student who received special education support in high school will not automatically qualify for services in postsecondary education or employment settings (U.S. Department of Education, 2011). If a student is transitioning to higher education, a comprehensive SoP with additional current medical documentation may assist in determining eligibility for disability support services and/or reasonable accommodations (Shaw, Keenan, Madaus, & Banerjee, 2010). When creating an SoP, schools should consider that a college/university may review the student's current level of functioning to determine how to best provide support, accommodations, and access under Sec-

tion 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). A well-constructed SoP will provide (a) academic accommodations that were used, (b) the extent to which such accommodations were effective, and (c) strong evidence of the current functional impact of a disability on a student (Shaw et al., 2010). Likewise, this information may be useful as a student applies for employment services from state agencies, such as vocational rehabilitation.

IDEA requires that the SoP be prepared during the final year of a student's secondary education to provide information to individuals and organizations who may assist the student in the future (NSTTAC, 2013). The SoP should be viewed as a blueprint to help pave the way for a seamless transition for a student from secondary education to postsecondary education, training, and employment (Kochhar-Bryant, 2007).

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Diversity Committee News

Debra Cote
and
Elizabeth West
Co-Chairs

The CEC-DADD Diversity Committee is committed and passionate about leading the field in addressing the needs of diverse groups of individuals with autism and developmental disabilities and ensuring their voices remain at the forefront. Action items and goals of the Strategic Plan remain the focus for the upcoming DADD Diversity Committee Meeting at the 17th Annual DADD Convention in Waikiki Beach. Co-chairs Vice President Elizabeth West and Debra Cote invite you to join in the work of the Diversity Committee. *If interested, contact us via email* (**eawest@uw.edu** or **dcote@fullerton.edu**). ■

may say, "Touch more," or "Touch not more." A rule would be set for the minimum number of errors a student can make before the instructor resumes modeling (i.e., two consecutive errors results in five additional modeling rounds). Only once mastery is met on the first concept (more) would the instructor introduce the opposite concept (fewer).

The concepts of *more* and *fewer* can be translated into *greater than* and *less than,* or *enough* and *not enough.* This skill can be practiced within the context of grade-aligned mathematics data analysis task. For example, a pictograph depicting pets within a family may have two cats, one dog, and three fish. Students could be asked to simply identify the number of a given animal (e.g., "How many cats does the family have?") or to evaluate and compare the data (e.g., "What animal does the family have the most of?").

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DADD website:
http://daddcec.org

Students' Corner

Timeline and Tips for Job Applications

Jenny Root
University of North Carolina at Charlotte

Over the past few weeks, I have found myself referring back to an article written a few years ago by my friends Leah Wood (former DADD student representative) and Julie Thompson. The following tips originally appeared in *DADD Express,* and an expanded version of their article is published in *The Researcher.*

Deciding Where to Apply

(timeline: Aug.–Oct.). 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. 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: Sept.–Nov.). Read job posting information closely and highlight areas that match your strengths and interests. 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 their 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 their 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 time period is a wonderful way to network with other doctoral students, young professionals, and faculty from programs around the country. Poster sessions are a good time to make contacts with people affiliated with certain schools. It is also fine to email someone and offer a cup of coffee for a quick chat. **DADD will be hosting three poster sessions at their 17th annual conference in January. These are great opportunities to speak with colleagues in the field who are also specifically interested in ASD/ID.**

Try to determine if the school aligns with your own theoretical paradigms, and decide if you are comfortable going to a place that does not closely match your own beliefs. That said, be open-minded. No one wants to hire mini-clones of their advisor (even if your advisor is excellent). Being *sincerely* firm in your own beliefs but open to collaborating and learning from people with different beliefs will be a characteristic that will stand out in interviews.

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: Nov.–Jan.). If you are anything like the rest of us, you will be uncharacteristically nervous for your first interview. We were all shocked at 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 spe-

cific questions to ask the committee. Important questions might include asking about mentoring programs and other supports for new faculty, and specific examples of collaboration among and across the faculty.

Preparing for Campus Interviews

(*timeline: Jan.–Feb.*). 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 about how to dress for cold (or moderate) weather interviews, among other specifics 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, then 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 preparing 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. ■

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 is February 1, 2016.**

Teacher of the Year: Teachers may be nominated for this award by their peers, administrators, parents, or other professionals. A letter of nomination should be sent to the Awards Chair. Selection criteria include: **(a)** Currently teaching full or part-time, **(b)** Serving students with intellectual disability and/or autism, and **(c)** Exhibiting exemplary personal and professional skills. The teacher does not have to be a member of DADD, but preference will be given to those nominees who are members.

Para-Educator of the Year: Para-educators may be nominated for this award by their peers, teachers, administrators, parents, or other professionals. A letter of nomination should be sent to the Awards Chair. Selection criteria include: **(a)** Currently working in an educational setting full or part-time, **(b)** Serving students with intellectual disability and/or autism, and **(c)** 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: Presented to a young person up to age 25 who excels in one of the following areas: academics, arts, athletics, community service, employment, extracurricular activities, independent activities, technology, and self-advocacy. Students with an intellectual disability, autism spectrum disorder, or other developmental disability are eligible for this award.

John W. Kidd Subdivision Award: Given for exceptional performance during the past year. Criteria include: **(a)** Maintaining membership integrity during the previous fiscal year, **(b)** Engaging in innovative programming, evidenced by plans and performance presented at time of application for award, and **(c)** Having active participation by members in DADD activities beyond the subdivision level.

Burton Blatt Humanitarian Award: Presented to an individual who reflects the ideals of the Division and who has made significant contributions to the field of intellectual/developmental disabilities and/or autism. Criteria for selection include: **(a)** Exceptional effort and involvement in furthering the cause of persons with intellectual disability, developmental disabilities, and/or autism, and **(b)** DADD member.

Legislative Award: Given to an individual who has demonstrated leadership in the area of legislation. Individuals are eligible for nomination if they have been involved in the development and/or support and/or enactment of legislation designed to meet needs of individuals with intellectual disability, developmental disabilities, and/or autism.

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

Tom E. C. Smith Early Career Award: Given to someone who is beginning his/her career and showing promise as a teacher educator. Individuals who finished their doctoral work less than 5 years ago are eligible. These nominees must be contributing to teacher education in a significant way.

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

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

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4. Earn CEC Professional Development Hours (PDHs) and/or BCBA CEUs.

5. Acquire new information about evidence-based and practice-informed strategies and interventions.

6. Explore exciting new technologies.

7. Learn about the Dolly Gray Children's Literature Awards and disability awareness.

8. Hear from self-advocates at the opening and closing general sessions.

9. Network with colleagues and other professionals in the fields of autism, intellectual disability, and developmental disabilities.

10. Waikiki beach in January.

To register for the 2016 DADD Conference and to book a hotel room, please visit the conference website (**http://www.cvent.com/d/mrqf57/6X**).

For more information, please contact **Cindy Perras,** Conference Co-ordinator, via email (**cindy.perras@cogeco.ca**)