



## Teachers' Corner



### From Parents to Teachers: Supporting African American Families of Students with Autism

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African American children with autism spectrum disorder (ASD) and their families face a number of challenges related to diagnoses and access to services (Pearson & Meadan, 2016). Although services such as early intervention and applied behavioral analysis therapies are increasingly available for children with ASD, African American children often go undiagnosed and misdiagnosed at alarming rates (Hilton et al., 2010; Mandell et al., 2009).

Three primary categories that contribute to the disparate access to diagnoses and services for African American students are *differential diagnoses*, *socioeconomic status*, and *cultural divergence* (Pearson, 2015). Given the complexity of ASD and the challenges of accessing early intervention and related services (Cohen, 2009; Mueller & Carranza, 2011), children with ASD demonstrate a great need for parent advocacy. African American children, in particular, present an even greater need for parent advocacy because they are often combating additional barriers such as low socioeconomic status and culturally insensitive service delivery (Mandell, Ittenbach, Levy, & Pinto-Martin, 2007; Pearson, 2015).

To help address many of the challenges that African American families of children with ASD face, teachers can (a) work to facilitate effective parent-teacher collaborations, (b) foster environments where parents feel empowered to advocate, and (c) engage with families in ways that build rapport, demonstrate cultural responsiveness, and encourage effective communication.

### Building Rapport

Building rapport with families is a fundamental way to develop collaborative relationships that meet the needs of children with ASD. To build rapport with African American parents of children with ASD (and other disabilities), teachers should embed a number of simple approaches into their daily practices:

1. **Listen.** “I recommend that educators, health professionals, and other service providers really listen to the parents. I think everybody is so busy and time is

so limited that, you know, things fall between the cracks.” — African American mother of a child with ASD

2. **Get to know the families.** Show interest in their culture and experiences.
3. **Demonstrate and/or seek knowledge of ASD and best practices.** One of the biggest barriers that African American parents of children with ASD have identified is that educators are not familiar with the needs of children with ASD.
4. **Acknowledge that parents are experts, too!** Welcome their suggestions.

### Cultural Responsiveness

As culturally responsive special educators, it is important that teachers not only *understand* that experiences vary across culturally and ethnically diverse students and their families, but that they *are responsive* to these differences by doing the following:

1. Using cultural knowledge to guide curriculum development, classroom climates, instructional strategies, and relationships.
2. Engaging in cultural reciprocity. Develop an awareness of ones' own values and beliefs, reflect on how these values are similar to or different from your students' values and beliefs, and use your understanding of these differences to make informed decisions.
3. Challenging racial and cultural stereotypes—understand that advocacy might look (and sound) different across cultures.
4. Demonstrating empathy and understanding of varied experiences—acknowledge the legitimacy of diverse cultural heritages, connect home and school experiences, employ a variety of instructional strategies that are based on different learning styles, teach students to praise their own and others' cultural heritage, and incorporate multicultural information into all subjects and skills. (Gay, 2000)

### Effective Communication

“I have a parent now, she isn't African American but she's a great advocate. Like she is very well spoken and she's not aggressive” —special education teacher

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**Editor's Note:** Ms. Pearson's paper was the 17th International DADD Conference Student Poster Winner.

## President's Message

David Cihak

As Dr. Jacobus tenBroek once said, "The most fundamental right for people with disabilities is the right to live in the world and the right to be full members of our Nation's civic and economic life."



How is this to be accomplished? The right to actively—not passively—participate in life, in the world's affairs as citizens means that both the rights and obligations of citizenship are accepted. I submit that one pathway is to recognize the obvious: that we are living in a digital world, surrounded by technology. This requires us, as educators, to eliminate the digital divide for people with autism and other intellectual and developmental disabilities, and to effectively guarantee digital inclusion for all.

Technology provides the linkage connecting us to operating systems, search engines, numerous databases, and a panoply of applications. In reality, however, it connects people, family, friends, and populations—individually and collectively—for a host of pursuits in the public and private sectors. These include interaction at all levels, business activities, economics, social networks, game playing for all age groups, information media streaming and sharing, entertainment venues, just to name a few ... and yes, even education development and delivery mechanisms.

I encourage us to broaden our perspectives beyond focusing on the deficits that relegate people to passive roles of reliance. Instead, let's turn our focus towards the art of possibilities and consider an approach whereby the strengths of students are identified, recognized, and developed—an approach that truly encourages students to pursue their goals. This re-orientation of perspective is shifted towards digital and technological understanding for students with disabilities. The goal is to provide an educational forum that allows students to gain technical fluency and agility, and to flourish.

This pathway is, in reality, a gateway toward the negotiation of ever more complex decisions; as progress occurs, this success is noted and utilized. This is significant because digital-making for students is a fundamental pivot from a passive student towards an active participant, and towards citizenship.

The digital agility of our students is significant because it will encourage people not to simply consider individuals with disabilities as helpless victims of exclusion because of a preconceived notion that students cannot learn or be effective with changes in technology. Rather, this latest version of the digital age, with its ever-changing dynamics, offers greater opportunities for inclusion than ever before. This pace of change allows students to practically demonstrate learning in multiple ways.

For example, digital media have changed the landscape of communication and socialization. Interactive collaboration exchanges facts, opinions, and ideas representing a source of

learning and knowledge. Students are encouraged to think in alternate ways and to form conclusions. As charter members of an ever-increasing technologically and digitally literate world, we should embrace this facet of literacy as a newly discovered gemstone. It is a necessary tenet for success. By promoting independence for students, society demands comprehension of the tools inherent in digital communication. It is a vital link in order to engage in relationships, access resources, and fully participate as citizens of the world.

Digital inclusion does not have to be understood only through the dual lenses of deficits and barriers. Digital inclusion in education will not always entail us opening a door and teaching students, step by step, how to move through and past the threshold. Digital inclusion can take the form of students using their learned digital skills to "break and enter" on their own terms. This is a cornerstone of an acquired learning process that will serve for a lifetime and, I submit, is worthy for us to inculcate to our students.

Digital inclusion is broadly understood as a phenomenon whereby people who are marginalized (in this case, people with disabilities) are able to access and meaningfully participate in the same learning, employment, social, and citizenship activities as others through access to and use of digital technologies. Digital inclusion is frequently equated with social inclusion, and it is generally agreed that groups of people most likely to be digitally excluded are those who are already socially excluded. This exclusion is unequal access.

Initially, the focus of digital inclusion was to increase technological access and understanding of use. The process of digital inclusion has therefore been about creating gateways, opening doors, and letting people in. Teachers working with people identified as digitally excluded are therefore encouraged to identify barriers that keep these gateways and doors from being wide open. If people do not own or have access to technology, the proposed solution is to give them access; if people do not know how to use the technologies, the solution is to teach them.

For people with autism and other intellectual disability, the digital age represents both a tremendous opportunity and a considerable challenge. On the one hand, technology offers a key to a more inclusive society for people with disabilities, as it provides a way for people to communicate, socialize, entertain, and access information. The development of technological skills has been linked to positive post-school outcomes. Despite a clear focus on the integration of people with disabilities into schools, work, and society, a digital divide is present for them. People with intellectual disability are less likely to have access to and benefit from technology when compared to people with other disabilities. For individuals with intellectual disability, technology is primarily used as a way to teach or remediate specific skill deficits, rather than encourage them to use technology to fully participate in today's digital soci-

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ety. People with disabilities have access to more technological tools than ever before, but many use the tools inconsistently or abandon them.

Technology often has been described as “the great equalizer for people with disabilities.” Advances in technology have afforded many people with autism and other intellectual disability the opportunity to gain access to information and improved functioning they otherwise might not have obtained. Many studies have demonstrated the advantages of using technology for people with disabilities, including the enhancement of communication, extension of social networks, academic and vocational skills, self-determination, and independence.

Our mission is to assist our students to engage, as active participants, in their immediate and expanded world with all of its technological innovation to their potential as productive citizens. Our mission as educators and as students is in perfect accord. Let us therefore resolve, this year, to go forward and commit ourselves to be personally and professionally engaged and assist with the advancement of individuals with autism and intellectual disability in order to enhance their lives. And, by this resolution, embrace our ability and capacity to provide support of full digital citizenship. ■



## Executive Director's Corner

Teresa Taber Doughty



Over the last decade, attracting talented students to the teaching profession has become a priority as the number of high school graduates entering special education and other teaching fields has sharply decreased. Most states report steep declines in preservice teaching enrollment, with a 35.98% overall decrease (from 719,081 to 499,800) between 2008 and 2013 (U.S. Department of Education, 2016). This is especially frightening as the U.S. Department of Education Office of Postsecondary Education (2015) continues to identify special education as a critical needs area in 46 out of 50 states.

Why aren't students entering the teaching profession? Politics, the economy, over-emphasis on testing, low pay, and the public perceptions of teaching are all cited as reasons students choose not to become teachers (Sawchuk, 2014). At the same time, we continue to see students specifically choose the teaching profession and enter teacher preparation programs. Why? They are passionate about education and competent in their skills. They want the opportunity to share knowledge and positively impact young lives, families, and communities. Most have a love for children and of learning and desire to positively shape the lives of their students.

So what can we do to encourage high school students to consider special education? Having been part of a team responsible for recruitment to a teacher preparation program, I have interviewed and surveyed numerous prospective students and those in their first year of college. Here is what influenced them to enter the special education field.

Most frequently cited was their personal experiences during their pre-K–12 years with peers who experienced a disability. Many students attracted to the special education field were served in inclusive classrooms, participated in peer buddy pro-

grams, or served as class mentors to peers with a disability. Others were volunteers for organizations such as Special Olympics or Very Special Arts events. As well, many mentioned a family member or neighbor with a disability. For all these respondents, having regular access to and interactions with classmates with a disability often facilitated a desire to pursue a teaching career.

A second frequently cited reason that individuals chose to enter a teacher-training program was their involvement in a teacher cadet program in high school. Here, students have an early opportunity to experience the teaching profession and the classroom, and to be involved in hands-on activities with younger students. They are also exposed to the history and trends in the field and begin to learn the professional dispositions that are so important to developing academic leaders.

Early working experiences with children were also cited as the motivation for students who sought teaching as a career. Many current preservice teachers in special education were attracted to the field as a result of jobs that exposed them to children with exceptional learning needs. Camp counseling, babysitting, and Sunday school teaching were all noted as reasons for pursuing teaching. Working directly with a child with a disability in one of these positions was a direct contributing factor for choosing special education.

For myself, my entry into the special education field may be attributed to not only having a family member with an intellectual disability but also serving as a volunteer for Special Olympics while in high school. It became clear to me that I should be a special education teacher in my 11th grade year. It was at that time I completed my psychology project in a “special school” for students with severe disabilities. I knew from the moment I stepped into the first classroom that teaching was my passion and working directly with children with severe disabilities would be my joy.

To encourage talented high school students to consider special education, we should be working directly with our pre-K–12 partners to ensure that students with any kind of disability are

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## Law Brief

### Service and Emotional Support Animals: The Legal Differences

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Animals have long been used by people for companionship, as well as to serve a specific function for their owners. Dogs have been used for herding, protection, and hunting, while other animals have been trained to perform a wide range of individualized functions in service of humans. Some of these include arousing individuals who are having a seizure and identifying patients who need medical intervention. Some applications may be limited to certain settings and may not fall under the category of *service animal* as defined by law. At the same time, the media has confused these different applications by using the term *therapy animal* to describe any animal used by a person with a disability, without regard to what the animal does and its legal status. This muddles the distinction between what is actually a protected class of service animals and what animals are actually companion animals, which is not a protected class.

#### Service Animals

In 2011, the Office of Civil Rights in the U.S. Department of Justice published revised rules for Title II and Title III of the Americans with Disabilities Act (ADA) to clarify what is and is not a service animal. Service animals are defined as “dogs that are individually trained to do work or perform tasks for the benefit of an individual with a disability” (U.S. Department of Justice, 2011, pg. 1). Among the tasks identified, but not limited to, were those for which an individual with a physical, sensory, psychiatric, intellectual, or other mental disability requires assistance to complete. Tasks performed may include, among other things, pulling a wheelchair, retrieving dropped items, alerting a person to a sound, reminding a person to take medication, or pressing an elevator button.

These rules apply to all entities that serve the public. They require that the service animal be allowed in all areas where the individual with a disability may go, including places where other animals would not be permitted, such as restaurants, stores, and medical facilities. There are, however, expectations for the behavior of the service animal and its owner. Service animals must be under the control of the individual at all times and remain tethered or harnessed at all times, as long as this does not interfere with the service animal’s ability to perform its duties or unless the individual’s disability prevents this from being possible.

#### Public Facilities and Accommodations

Titles II and III of the ADA make it clear that service animals are allowed in public facilities and accommodations. When a

person with a service animal enters a public facility or place of public accommodation, the person cannot be asked about the nature or extent of his disability. Only two questions may be asked:

1. Is the animal required because of a disability?
2. What work or task has the animal been trained to perform?

#### Service Animals in Educational Settings

The ADA permits a student with a disability who uses a service animal to have the animal at school. In addition, the Individuals with Disabilities Education Improvement Act (IDEA) and Section 504 of the Rehabilitation Act allow a student to use an animal that does not meet the ADA definition of a service animal if that student’s Individualized Education Program (IEP) or Section 504 team decides the animal is necessary for the student to receive a free and appropriate education. Schools should be mindful that the use of a service animal is a right under the ADA and is not dependent upon the decision of an IEP or Section 504 team (*Sullivan v. Vallejo City Unified Sch. Dist.*). Under the ADA, colleges and universities must allow people with disabilities to bring their service animals into all areas of the facility that are open to the public or to students.

#### Emotional Support Animals

An emotional support animal is an animal that provides a therapeutic benefit through companionship, emotional support, and comfort to individuals with psychiatric disabilities and other mental impairments. The animal is not required to be specifically trained to perform tasks for a person who suffers from emotional disabilities, and an emotional support animal is not granted access to places of public accommodation. An individual with a disability will normally need to acquire a special letter from a licensed mental health professional documenting the individual’s need for an emotional support animal to assert legal protections for housing and airline travel. While the ADA governs the use of emotional support animals in public places, two other federal laws, the Air Carrier Access Act (ACAA) and Fair Housing Act (FHA), govern the use of emotional service animals in housing or on commercial aircraft.

#### Housing

The Fair Housing Act (FHA) protects a person with a disability from discrimination in obtaining housing. Under this law, a landlord or homeowners’ association must provide reasonable accommodation to people with disabilities so that they have an equal opportunity to enjoy and use a dwelling (42 U.S.C. § 3604(f)(3)(b)). These protections also cover college students residing in a dormitory, which is considered a dwelling under this act (*United States v. University of Nebraska at Kearney*).

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Under the Fair Housing Act, an individual with a disability may be entitled to keep an emotional support animal in housing facilities that otherwise do not allow pets. An emotional support animal—which can include animals other than dogs—must be permitted as a reasonable accommodation when an individual requires the animal in order to have an equal opportunity to use and enjoy the housing. The assistance the animal provides must relate to the individual’s disability.

### **Airlines**

Under the Air Carrier Access Act of 1986, a commercial airline may require documentation of the individual’s disability and the reason for the animal traveling with him or her. Airlines cannot require that a passenger traveling with a service animal provide written documentation that the animal is a service animal, but the same is not true for an emotional support animal. If a passenger seeks to travel with an animal that is used as an emotional support or psychiatric service animal, the passenger must provide current documentation (i.e., no older than one year from the date of the passenger’s scheduled initial flight) on the letterhead of a licensed mental health professional (e.g., psychiatrist, psychologist, licensed clinical social worker, or a medical doctor specifically treating the passenger’s mental or emotional disability). It should state the following:

- The passenger has a mental or emotional disability recognized in the *Diagnostic and Statistical Manual of Mental Disorders—Fourth Edition (DSM-IV)*;
- The passenger needs the emotional support or psychiatric service animal as an accommodation for air travel and/or for activity at the passenger’s destination;
- The individual providing the assessment is a licensed mental health professional, and the passenger is under his or her professional care; and
- The date and type of the mental health professional’s license and the state or other jurisdiction in which it was issued (14 C.F.R. § 382.117).

It is important to note that the use of emotional support animals involves many of the same requirements as for service animals when it comes to the animal’s deportment. Animals must be under control at all times, must not present a safety risk by blocking ingress and egress, can occupy the seat of the owner (but not other seats), and must be toilet trained. Airlines may also turn away animals that are too large or that present a safety risk to other passengers.

### **Therapy Animals**

Although therapy animals provide a very important therapeutic service to all kinds of people in need, they are NOT considered service animals, and they and their handlers have no protections under federal law (e.g., ADA, the Fair Housing Act, Air

Carrier Access Act). These animals are often used in conjunction with other activities as a means of rewarding participation in a therapeutic activity. A common example is the use of dogs as a reinforcement for students attending to a reading activity. Some states have laws that afford rights and protections to therapy animals and their handlers, but they are not recognized by federal law. ■

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included in classrooms and extracurricular activities with their same-age peers. This direct contact will provide numerous opportunities for early interactions and understanding. Expanding inclusive practices to expose students to teaching through peer mentoring and buddy programs (e.g., Best Buddies) or teacher cadet programs will also likely result in increased numbers of students entering the field. Finally, while there are certainly challenges associated with being a teacher, conveying a positive message about this honorable profession is imperative. We want the best and brightest educators teaching our next generation of children. As such, we must continue to serve as that positive model and advocate for our profession, which includes communicating an encouraging portrayal of teaching and serving children with disabilities. ■

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## DADD Call for Board Nominations

DADD is seeking motivated and experienced individuals from the DADD membership for vacancies on the Board of Directors (BoD). Leadership experience and experience with DADD committees and/or BoD 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). Nominations are requested for the following positions:

**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 BoD meetings, committee meet-

ings, and the Business meeting at the CEC annual convention; and provide a report to the BoD prior to each conference.

### Student Representative

**Responsibilities:** He or she will attend the DADD BoD meetings; encourage students to participate on committees; maintain communication with the Student CEC (SCEC) liaison; submit information regarding students to the newsletter editor for publication in *DADD Express*; attend the SCEC Board meeting at the annual convention; and maintain communications with student liaisons of other divisions.

Nominations for these positions must be received by **June 30, 2016**. 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 **Dianne Zager** ([dzager@pace.edu](mailto:dzager@pace.edu)).

Watch for online voting in mid-July.

Please contact **Dr. Teresa Doughty** if you would like a paper ballot. Election results will be available in late August/early September. ■

## Students' Corner

For this edition of "Students' Corner," I asked Autumn Eyre, a doctoral student in special education at the University of Washington, to write about a topic that I think a lot of us in academia face—"Imposter Syndrome." —**Student Representative Jenny Root**



### Treating Imposter Syndrome: You Are Not Alone

Autumn Eyre  
University of Washington

#### What Are the Symptoms?

When I received a letter of acceptance into my doctoral program I was excited, and when I received follow-up emails declaring that I was funded, I was ecstatic. I approached the first day of school with enthusiasm and a sense of adventure—until

it hit me. Like rain drops at a picnic, a sense of deep fear started clouding my thoughts: "What if I'm not good enough? What if they find out that I'm not supposed to be here?" And so it struck—imposter syndrome had officially taken root.

I spent the next several months with hunched shoulders and a jumpy disposition, expecting a professor—or worse, my advisor—to tap me on the shoulder and say that there has been a mistake. I started doubting my ability to write, make contributions in class, pass my statistics course, and so on. As it turns out, these were common symptoms of this debilitating condition, along with feelings of self-doubt, "phoniness," an inability to take credit for one's accomplishments, depression, generalized anxiety, guilt, and frustration due to the feeling of not attaining perfection.

#### What Is the Diagnosis?

Imposter syndrome (also known as *fraud syndrome* or *imposter phenomenon*) refers to a person's self-perceptions that he or she is not as capable or confident as those around him or her. Clance

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and Imes (1978) coined the term and defined the condition as one in which individuals don't experience an "internal sense of success" despite high achievement, honors and accolades from respected professionals (p. 241). The authors explained that these individuals (mostly women) have strong convictions that they are in fact imposters and anyone thinking otherwise has been fooled.

### Who Gets It?

The good news is that imposter syndrome is associated with high achievers and intelligent individuals, so having the condition is already a sign that you are driven and most likely very successful (Brems, Baldwin, Davis, & Namyniuk, 1994). In support of this point, King and Cooley (1995) found that high GPAs and more time spent on academics resulted in higher levels of this syndrome. Lane (2015) described an affected individual as someone who is "highly motivated and perfectionistic" but has "difficulty self-validating" (p. 123).

Women often are more susceptible than men, but it affects both genders (Cokley et al., 2015; Kumar & Jagacinski, 2005). While women respond with feelings of lacking intelligence, men are more likely to focus on their fear of failure (Kumar & Jagacinski, 2005). Students from diverse ethnic backgrounds are particularly vulnerable to this condition, especially when combined with "first generation" status (Peteet, Montgomery, & Weekes, 2015).

Furthermore, this condition is not seen just in the student; faculty members have also been found to struggle with its effects (Brems et al., 1994). Hutchins (2015) noted that untenured faculty members were especially susceptible to imposter syndrome, which was shown to positively correlate with emotional exhaustion.

### Treatments

#### Don't Let Go of Ambition

Refusing to let doubts dictate your choices will result in new opportunities and successes around every corner. Your advisors and professors want you to succeed the same way that every educator wants his or her students to succeed.

#### Talk About It

Due to the isolating feelings of imposter syndrome, it is critical that you talk to mentors and/or advisors about your feelings (Sanford, Ross, Blake, & Cambiano, 2015). One dark and rainy finals night, I decided to announce my diagnosis to the cohort of six women who I feared would always be my superiors. I was shocked to hear the collective sigh of relief as everyone gushed out their own admissions of similar symptoms. Now we talk about these feelings together on a regular basis, and the loneliness part of the condition is bested.

#### Realize That No One Is Perfect, Not Even You

Letting go of the goal of perfection will allow you to open your heart to accept how much you've already achieved. Take a deep

breath and repeat after me: "I earned this, I will do great things, and I belong." ■

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### Editor's Note

Ginevra Courtade

This issue contains both a Call for Nominations for new board members and a Call for Proposals for the DADD 18th International Conference. Please see both and consider furthering your commitment to this organization!

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 beneficial to teachers, please contact me with ideas or questions ([g.courtade@louisville.edu](mailto:g.courtade@louisville.edu)). We are also looking forward to more submissions for our Evidence-based Practices and Law Briefs sections. Look for highlights from the CEC Convention and Expo in St. Louis in the next issue! ■

(Teachers' Corner, continued from page 1)

African American parents of children with ASD cited communication with teachers as one of their greatest barriers (Pearson & Meadan, 2016). Educators can combat this challenge in a number of ways:

1. **Consider multiple modes of communication.** Accessibility to technology and other resources shapes the ways in which parents are able to communicate with their child's teachers. Demonstrate flexibility in when and how you reach out to parents.
2. **Consider tone and mode of delivery.** Avoid a deficit approach. Highlight and encourage student strengths. Avoid "talking down" to parents.
3. **Develop generalized expectations.** Communicate expectations for both home and school environments.
4. **Include paraprofessionals in communication.** In many cases, parents communicate more often with paraprofessionals; employ collaborative team efforts to ensure effective communication.

### Supporting Families

When we think about the "face" of ASD in the media, it is often devoid of black and brown children. We know, however, that the prevalence of ASD is consistent across racial and ethnic backgrounds. As such, it is critical that special educators employ culturally a responsive pedagogy that teaches through personal and cultural lenses, and capitalizes on the knowledge and experiences of families of children with ASD.

For African American families of children with ASD, positive experiences are often facilitated by factors such as advocacy and partnership (Pearson & Meadan, 2016). Therefore, our job as special educators is to facilitate partnerships by listening, being responsive and collaborative, and being purposeful in addressing the needs of African American students with ASD and their families. ■

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## Call for Papers

### 18th International Conference on Autism, Intellectual Disability, & Developmental Disabilities Research-Informed Practice

January 18-20, 2017

Clearwater Beach, Florida



CEC's Division on Autism and Developmental Disabilities (DADD) is hosting the 18th 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
- ◆ Employment
- ◆ 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](mailto:cindy.perras@cogeco.ca) [www.daddcec.org](http://www.daddcec.org)

**Submission Deadline: June 6, 2016**