



## Teachers' Corner



### Transforming Student and Teacher Dialogue: The Power of Performance Feedback

Kim Weber, EdD

Northern Kentucky Cooperative for Educational Services

“Keep trying, you are almost there.” “You are working so hard! Take a second look at your work and see if there is something you might add or change.” In classrooms today students may hear statements similar to these, which are related to their work and performance on school tasks. While this type of feedback is often very encouraging, it does not open a dialogue between the student and teacher about how the student is currently performing and what he or she needs to do to reach a level of proficiency. John Hattie (2012) extensively documented the effectiveness of feedback. In his text *Visible Learning*, he indicated that the average effect size of feedback is 0.79. This places feedback in the top 10 influences on student achievement. According to Archer and Hughes (2011), providing students with feedback on their performance is one of the most powerful instructional acts used in classrooms.

### Why Use Performance Feedback?

In addition to opening a dialogue between students and teachers, the use of performance feedback has been shown to have a positive impact on a student's motivation to learn (Assessment Reform Group, 2002). More specifically, the use of descriptive, criterion-based feedback improves the quality of the feedback by pointing out the strengths in the student's work as well as the areas needing improvement (Stiggins et al., 2006). Letter and numeric grades alone do not provide students with the essential information necessary to close the gap from where they currently are to where they need to be to reach an identified level of proficiency. Hattie (2012) does caution that there are many complexities to maximizing the use of feedback because students differ in their receptivity and willingness to understand feedback relative to their cultural background, their reaction to confirmation and disconfirmation, their experience of handling error, and their level of instruction on how to maximize their use of feedback.

### Guidelines for Using Feedback to Enhance Learning

Shute (2008) provides additional guidance on using feedback in the classroom. She described three conditions that need to be considered for feedback to be effective and useful:

1. The feedback on the task must be provided to the student in a timely manner.
2. The student must have time to use the feedback.
3. The student must be willing and able to use the feedback.

It is also important to note that the individual needs of the student must be considered. For example, as with instruction, feedback may need to be differentiated for students with diverse learning needs. Learners do not need to know everything on a task that needs correcting. Focus on the essential components that will propel the student closer to the identified level of proficiency. Identify the feedback to be shared with the student based on the individual's ability to internalize the information and successfully act upon the feedback provided (Stiggins et al., 2006).

### Key Components for Teachers

Grant Wiggins (2012) outlined essential components of feedback for learning. He described these components as goal-referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely, ongoing, and consistent.

1. **Goal-Referenced:** Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions.
2. **Tangible and Transparent:** Any useful feedback system involves not only a clear goal but also tangible results related to the goal
3. **Actionable:** Effective feedback is concrete, specific, and useful; it provides *actionable* information.
4. **User-Friendly:** Even if feedback is specific and accurate in the eyes of experts or bystanders, it is not of much value if the user cannot understand it or is overwhelmed by it.
5. **Timely:** In most cases, the sooner, the better.

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## President's Message

David Cihak



Welcome to 2016! As we enter the New Year, I'm delighted to be DADD's president and honored to serve and work for our members and committed Board of Directors. This is a great time to be involved with DADD. My predecessor, **Dianne Zager**, along with our Executive Director, **Teresa Taber Doughty**, paved the way for an excellent year ahead.

I'd like to thank **Amanda Boutot**, past-president; **Angela Stone-McDonald**, Northeast representative; **L. Lynn Stansberry-Brusnahan**, Midwest representative; and **Dagny Fidler**, secretary, for their dedicated service to DADD. Their time, effort, and energy devoted to serving our members helped ensure that DADD continues to be a strong, productive division. I'd also like to welcome our new Board members: **Jordan Shurr**, vice-president; **Leah Wood**, at-large representative; and **Meaghan McCollow**, secretary. Finally, President-Elect **Elizabeth West** has worked by my side throughout this past year, going far beyond her required role to plan conferences and serve on CEC committees as a tireless supporter of the DADD Board and membership.

This past year we had two outstanding conferences! Both the CEC Convention in San Diego last April and the DADD Conference in Clearwater in January were informative and thought provoking, with dynamic presentations and strong attendance. We have an excellent program for the upcoming national convention in St. Louis, to be held **April 13–16, 2016**, which will feature more than 75 lecture and poster sessions. DADD's Showcase, "Using Mobile and Emerging Technologies for Students with Autism and Intellectual Disability," will take a look into the future regarding 21st-century assistive and instructional technology applications and be led by **Kevin Ayres**, **Emily Bouck**, and **Don McMahon**. DADD also will provide a featured strand, "Opportunities and Experiences to Prepare Students with Autism and/or Intellectual Disability for Postsecond-

ary Education and Employment Success," which will describe how teachers can create inclusive opportunities for students with autism and intellectual disability to improve postsecondary education and employment outcomes. Presenters are **Michael Wehmeyer** and **Robert Stodden**. **Cindy Perras**, DADD's conference coordinator, has worked diligently to plan outstanding conferences for us, and this year's meetings promise to continue our successful track record of exciting speakers and auspicious networking opportunities.

A bonus for DADD members is the excellent publications received by all members, including *Education and Training in Autism and Developmental Disabilities*, edited by **Stanley Zucker**; *Focus on Autism and Other Developmental Disabilities*, edited by **Alisa Lowrey** and **Kevin Ayres**, and *DADD Express*, edited by **Ginevra Courtade**. These internationally recognized publications provide research-based information to help us stay up-to-date in the fields of autism and intellectual disabilities, covering evidence-based practices that help to inform our practice. Thanks to **Michael Wehmeyer**, our publications chair, and the editors who generously commit their time to the advancement of knowledge, DADD is a leader in the dissemination of information on evidence-based practices.

These conferences and publications comprise perhaps the most visible portions of your membership benefits. But behind the scenes there's a lot happening. **Emily Bouck** chairs the Communications Committee and maintains our website. **Gardner Umbarger** heads the Finance Committee as treasurer of DADD. The Critical Issues, Membership, Diversity, and Awards committees meet at least twice a year to fulfill their designated responsibilities. Then there are the CEC Representative Assembly, CEC Program Advisory Committee, Interdivisional Caucus, and CEC committees in which several Board members actively participate.

With my warmest wishes for a wonderful year ahead, I look forward to seeing you in St. Louis. ■



### Editor's Note

Ginevra Courtade

This issue offers highlights of the 17th International DADD conference held in Honolulu, Hawaii! A big thank you goes to **Cindy Perras**, DADD conference coordinator, for all of your hard work and planning. As always, the conference was beneficial to all who attended. Please be sure to take a look at the highlights.

Welcome to the new DADD president, **David Cihak**! David's first message to the DADD constituents appears on

this page. We look forward to his leadership and working with him.

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. Hope to see you in St. Louis for the CEC conference! ■

## Executive Director's Corner

Teresa Taber Doughty



We are quickly approaching the **2016 CEC Special Education Convention & Expo** in St. Louis in April. Whether it is for the entire convention or just a day, I hope you are planning to attend! This is going to be an amazing conference, with Dr. Temple Grandin as the opening session keynote speaker, full- and half-day preconference workshops, sessions presented by leaders in the special education field, and specific content strands that provide opportunities to earn professional development hours (PDHs). The strand by DADD will focus on postsecondary access and employment success for individuals with autism and developmental disabilities.

As a DADD member or someone interested in the division, we invite you to visit the DADD booth in the exposition hall. As we do each year, members of our Board of Directors will be there with information about the division and a few goodies to give away. Members may participate in our various committees: Membership/Unit Development, Publications, Communications, Critical Issues, and Diversity. Student members are

specifically invited to participate in networking opportunities with other students and professionals in the field. Each of these is a wonderful opportunity for networking and professional development.

We also look forward to seeing you at the DADD general business meeting on Thursday, April 14th, where we will not only address the annual business of the division but also recognize our 2016 award recipients. This year, we look forward to recognizing recipients of the Herbert J. Prehm Student Presentation Award, the John W. Kidd Subdivision Award, the Burton Blatt Humanitarian Award, the Tom E. C. Smith Early Career Award, the Legislative Award, the Research Award, the Practitioner Presentation Award, and the Kennedy-Shriver Student Achievement Award. It is always exciting to celebrate the wonderful achievements of the award recipients.

Finally, watch for the announcement some time in late May or early June for the Board of Directors elections that will take place in July. If you're interested in serving on the DADD Board beginning in January 2017, consider running for an office! As always, I am here to serve and provide support. Don't hesitate to contact me directly ([tabert@purdue.edu](mailto:tabert@purdue.edu)). Best wishes for a wonderful spring! ■



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

#### **Self-Management: An Evidence-Based Practice to Support Independence**



**Meaghan M. McCollow**  
*Central Michigan University*

The ultimate goal of education is to teach students to become independent and to contribute to society (Rafferty, 2010). For learners with disabilities, independence is still the key goal, whether the focus is on functional life skills (Ayres, Lowrey, Douglas, & Sievers, 2011) or standards-based instruction (Courtade, Spooner, Browder, & Jimenez, 2012). Essentially, the goal is to promote independence for learners with disabilities to improve quality of life and post-secondary outcomes. In addition, increasing self-determination skills is often linked to the use of self-management strategies for individuals with intellectual disability (Wood, Fowler, Uphold, & Test, 2005). Self-management (SM) and its utility for increasing independence



**Margaret A. Schulze**  
*University of Washington*

for learners with disabilities, including moderate and severe intellectual disability, autism spectrum disorder, and multiple disabilities, is described in this article.

#### **What Is the Practice?**

The intent of SM is to transfer control of behavior to the individual (Cooper, Heron, & Heward, 2007). Rather than an individual with a disability relying on a teacher or therapist to provide cues to complete or reduce certain behaviors, SM allows the individual to use other cues to prompt his or her

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completion (or reduction) of certain behaviors. For example, many of us use calendars to provide cues as to what needs to be completed each day. The calendar allows us to act independently, without the influence of others (usually). This same type of self-management strategy can be used to increase the independence with which an individual with a disability functions on a daily basis.

SM comprises specific strategies that fall under the umbrella term of *self-management* (Cooper et al., 2007). These strategies include *self-monitoring*, *goal setting*, and *self-instruction*. **Self-monitoring** actually involves the simultaneous use of two strategies: self-evaluation and self-recording (Cooper et al., 2007). Self-monitoring is the strategy that most often comes to mind when referring to self-management. It involves an individual making note of his or her behavior and then recording whether he or she engaged in it. **Goal setting**, the second strategy, calls upon the individual to set his or her own goals (Agran, King-Sears, Wehmeyer, & Copeland, 2003). This strategy increases student engagement in the self-management strategy. The third strategy, **self-instruction**, uses verbal responses, which can be spoken aloud or be more covert, to cue a behavior (Cooper et al., 2007). For example, many people may be familiar with the self-instruction “righty tighty, lefty loosey” when remembering how to tighten or loosen a screw, or using the alphabet song while alphabetizing files or papers. Both are examples of self-instruction that uses a verbal response to cue a specific behavior.

## What Is the Evidence?

There is a broad evidence base for the use of SM to increase independence for children and youth with disabilities. Indeed, over the last four decades researchers have found these strategies to be effective at increasing or decreasing targeted behaviors for learners with and at-risk for disabilities in a variety of settings (e.g., general education classroom, recess, lunchroom, job sites, community; e.g., Ganz & Sigafos, 2005; Joseph & Eveleigh, 2011; Moore, Anderson, Glassenbury, Lang, & Didden, 2013). For example, SM strategies have been utilized to improve academic, vocational, social, and functional behaviors, such as initiating and completing tasks (Mechling, 2007), increasing math fluency (Farrell & McDougall, 2008), transitioning through vocational tasks (Cihak, Kessler, & Alberto, 2008), following directions in general education classrooms (Agran et al., 2005), and cooking independently (Mechling, Gast, & Fields, 2008). In a meta-analysis of single-subject research on self-management interventions, Carr, Moore, and Anderson (2014) stated that the robust nature of the data on SM interventions used with learners with ASD warrants SM be considered an evidence-based practice according to the What Works Clearinghouse (WWC) guidelines.

## How Can It Be Used?

Teachers implementing an SM system with a student must first ensure the student can perform the behavior or skill. Next, the teacher identifies and defines the target behavior/skill and takes baseline data on the current performance of the behavior (i.e., duration, frequency). The teacher and, if appropriate, the student, then designs a self-management system to increase student performance of and independence in the behavior/skill, including determining an appropriate reinforcer. Next, the student is taught the system directly using modeling, prompting, role-play, and performance feedback (i.e., effective instructional strategies). Finally, the student uses the SM system while the teacher continues to monitor for strategy appropriateness and effectiveness. The following scenarios provide an overview of how SM strategies might be utilized in different settings, with different behaviors/skills.

### Scenario 1

In this scenario, an elementary-age student struggles with staying on task during independent work times in her general education classroom. An SM strategy is designed that includes adding a visual on her desk that reminds her to have eyes on paper, pencil in hand, and quiet mouth. She uses a form of assistive technology (e.g., the MotivAider®) that prompts her every 5 minutes to ask herself, “Am I on task?” If so, she puts a smiley in the corresponding box on her visual. At the end of the work time, she and her teacher review the visual and determine if she met her on-task behavior goal. The teacher can then provide reinforcement and determine a new goal with the student.

### Scenario 2

In another scenario, a student in a vocational setting establishes a goal of how many products he will assemble by the end of a work period. At the end of the work period, he counts the number of products he has completed and compares it to his original goal. He might graph his daily product count to keep daily track of his product completion.

## Conclusion

Self-management encompasses a number of strategies intended to promote independence in learners. These procedures can and have been used with individuals with a variety of disabilities in numerous settings. Given the decades of evidence that support its efficacy, self-management is a strategy that can and should be used to promote the growth of academic and social behaviors for learners with or at-risk for disabilities.

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## Diversity Committee News



Debra Cote  
and  
Elizabeth West  
Co-Chairs



The Diversity Committee members have been engaged in meeting the Strategic Plan objectives and timeline. We want to remind CEC-DADD members that the Committee welcomes your voice. If you would like to participate in the work of the committee, please email either co-chair ([dcote@fullerton.edu](mailto:dcote@fullerton.edu) or [eawest@uw.edu](mailto:eawest@uw.edu)). We look forward to seeing you at the CEC 2016 Special Education Convention & Expo in St. Louis. ■



(Teachers' Corner, continued from page 1)

- Ongoing:** Adjusting performance depends on not only receiving feedback but also having opportunities to use it.
- Consistent:** To be useful, feedback must be consistent. Clearly, students can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy.

Closing the gap and reducing novice performance at times feels like an uphill march. As educators, we continuously seek ways to improve our practices. Providing effective feedback to students on their performance on a task is a tool that will, if used properly and consistently, likely result in improved outcomes in student achievement.

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# DADD Conference Highlights

In January, more than 300 delegates, presenters, and exhibitors at DADD's International Conference on Autism, Intellectual Disability, & Developmental Disabilities enjoyed an outstanding professional learning opportunity at Waikiki Beach in Honolulu, Hawaii! For additional highlights, please check out DADD's website ([www.daddccc.org/Home.aspx](http://www.daddccc.org/Home.aspx)). ■



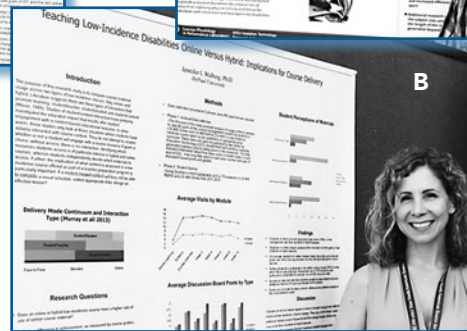
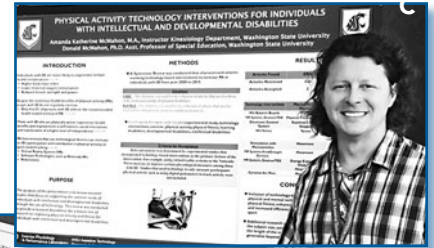
### Opening Session Keynote Speaker

**Tom Iland:**  
 "Know Yourself. Love Yourself.  
 Be Yourself: Help Self-Advocates  
 Learn What Really Matters"



### Poster Presentations

- A. **Dr. Juliet Gart Barnett**  
Arizona State University
- B. **Dr. Jennifer Wahlberg**  
DePaul University
- C. **Amanda Katherine McMahon & Dr. Donald McMahon** (not shown)  
Washington State University



**Closing Session Keynote Speakers**  
**VOICE II Transition Program, Hailey, Idaho**  
 Teachers: Jamie Ellison & Kelly Choma  
 Students: Nathan, Dakota, Erin, & Kianna



**Presidential Cycle**  
 President: **Dr. David Cihak**  
 President-Elect: **Dr. Elizabeth West**  
 Vice-President: **Dr. Jordan Shurr**  
 (Past President **Dr. Dianne Zager** could not be with us this trip)

### 9th Biennial Dolly Gray Children's Literature Award

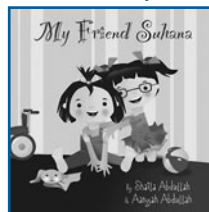
#### Chapter Book Award Recipient:

Ann M. Martin, author, *Rain Reign*



#### Picture Book Award Recipients:

Shaila Abdullah  
 and  
 Aanyah Abdullah,  
 authors  
*My Friend Suhana*



**University of North Carolina at Charlotte at DADD!**  
 Faculty members, former students, and current doctoral students

### Student Poster Presentation Winners:

Congratulations to **Jamie Pearson**, University of Illinois at Urbana Champaign ("Professionals' Perceptions of Diagnoses and Services for African American Children with ASD") and **Melinda Snodgrass**, University of Illinois ("A Framework for Describing Training and Coaching Programs for Parents")

## Students' Corner

### Attending Professional Conferences



**Jenny Root**  
*University of North Carolina at Charlotte*

By the time members read this newsletter, we will all be back from DADD's 17th International Conference on Autism, Intellectual Disability, and Developmental Disabilities in Honolulu, Hawaii, and will be preparing for the 2016 CEC Convention in St. Louis, Missouri. If you were not able to go to the DADD conference this year, I encourage you to start making plans now to attend next year's annual conference.

I know that funding and program obligations sometimes make it difficult to attend the numerous quality conferences in our field that are provided annually. However, I believe DADD's conference offers unique benefits for students. This conference has a unique, focused interest: Sessions, posters, and keynotes promote evidence-based practices for teaching students with autism and other developmental disabilities across the lifespan. As a division, we are proud of our strong conference attendance, including attendance by student members. However, we should realize that this conference also provides a uniquely intimate setting in which *all members* have the opportunity to socialize and network. Understanding the limited budgets that many of us work with, the conference planning committee expends considerable effort to make sure your experience is worth the investment. Evening receptions, Wednesday workshops that offer CEUs for BCBAs, delicious breakfast and lunch buffets, and opportunities to earn CEC professional development hours are just a few of the things that make this conference a worthwhile endeavor.

Attendance by student members is highly valued. Although the conference proposal review process is blinded, meaning reviewers do not know if you are a student member, there have historically been high numbers of student members presenting at the conferences. In addition, this international conference is great to add to your vita as well as an opportunity to present your work to a friendly audience who are interested in your area of expertise. A new initiative that began with the 2016 conference in January was the student poster award. All students who presented posters across the three poster sessions were given the opportunity to present to a member of the awards committee. An award was given to one poster based on the following criteria: originality, contribution to the field, solid research design, clarity, discussion with attendees, organization, and current peer-reviewed reference. Stan Zucker, the editor of ETADD and the DADD online journal, invites all presenters to submit a written paper to the journal based on their presentations at

the conference. Submitted papers go through blind peer review by a cohort of early career professionals, and accepted papers are published annually. (Go to the following website [[www.daddcec.org/Publications/DADDOnlineJournal.aspx](http://www.daddcec.org/Publications/DADDOnlineJournal.aspx)] to see the most recent volume of the DADD online journal.)

As a division of CEC, DADD also is encouraging student members to attend the CEC convention in St. Louis and in particular DADD-sponsored events. In planning your convention schedule, keep the following activities in mind (see convention program and future emails for specifics on time/location):

- **Student-Faculty Meetings:** For the past few years, student members have had the opportunity to arrange meetings with DADD Board members, ETADD authors, and other members of the division. Feedback from both students and faculty has been positive, with members from both groups expressing interest in participating in future years. An email will go out to faculty in early March to solicit volunteers, followed by an email to student members with directions on how to contact faculty volunteers and arrange individual meetings over the course of the convention in April.
- **DADD Student Lunch:** This annual lunch for student members is on Friday (April 15). Not only do you get a **free lunch**, you will also have the opportunity to get to know other student members and have a brief informal discussion. More than 30 student members have attended past luncheons, and new initiatives, such as the student poster award, have come from this group.
- **DADD Student Social:** This informal opportunity to socialize with other members of the division will be held Friday evening (April 15).
- **DADD Business Meeting:** The business meeting is held on Thursday evening (April 14). See the conference program for location and time. Attending the business meeting is a way to become more involved in the division.
- **DADD President's Reception:** Held after the business meeting on Thursday evening (April 14), this reception provides an opportunity for socializing and networking with the Board and other members of the division in a fun, relaxed setting.
- **DADD Showcase Session:** This year our showcase session will focus on using mobile and emerging technologies for students with autism and intellectual disability, presented by our DADD president, **David Cihak**, along with **Kevin Ayres**, **Emily Bouck**, and **Don McMahon**.
- **DADD Committee Meetings:** Each committee will meet over the course of the convention as well as the annual conference. See the conference program or e-mail committee chairs to confirm dates and times.

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## Subdivision News: Arkansas



**Ruth M. Eyres**  
*Arkansas DADD Past President and Executive Board Member*

Greetings from Arkansas DADD! With the holidays behind us and the new year already speeding ahead, we wanted to share the happenings of our DADD subdivision. Our fall conference brought **Dr. David Cihak**, president-elect of DADD, on his first trip to Arkansas. Arkansas teachers, parents, administrators, and therapists learned from Dr. Cihak about using video modeling and emerging technologies for students with intellectual disability and autism. This conference also provided an opportunity to educate Arkansas CEC members about the benefits of DADD membership via an exhibit booth and the annual Make and Take Session hosted by Arkansas DADD members. This session teaches effective use of various visual and other environmental strategies, with time for participants to create tools to use in their classrooms. Visual sequences created using the iPad, slant boards made from pizza boxes, and token boards created using DVD cases were participants' favorites.

One of Arkansas DADD's goals is to offer affordable in-state professional developmental that addresses the needs of individuals with autism, developmental disabilities and intellectual disability; family members; teachers; para-educators; behavior specialists; speech therapists; and occupational therapists. Another goal is making personal connections a priority as we work to maintain and increase membership. Additionally, we manage the subdivision budget to support Arkansas DADD leadership in attending DADD meetings, sessions, and networking events at the national CEC or international DADD conferences on a regular basis. The resulting professional connections fostered between Arkansas subdivision leadership and national DADD leaders are integral in helping advance the educational and life outcomes of individuals in Arkansas with autism, developmental, and intellectual disabilities.

Arkansas DADD invites you to join us as we grow, collaborate and learn together! For more information, visit our website (<http://cec.k12.ar.us/divisions.html>). ■

## 2016 DADD Board of Directors

### Executive Director

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### Far West Representative

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### Student Representative

Jenny Root ([jroot3@uncc.edu](mailto:jroot3@uncc.edu))



*(Students' Corner, continued from page 4)*

Attending committee meetings is one way that you can be involved in work that relates to your interests (advocacy and communication, finance, diversity, membership, etc.)

I encourage each student member to become involved in the division activities at the convention and to attend the 2017 DADD conference, as we are the future of the division and

the field. The connections we make at these events can last throughout our careers. If you have any ideas for future student membership initiatives or would be interested in co-writing a Student Corner article, please contact me ([jroot3@uncc.edu](mailto:jroot3@uncc.edu)). I look forward to seeing you all soon! ■