

DADD Express

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Focusing on individuals with autism, intellectual disability, and related disabilities

Teachers' Corner

The Teacher's Guide to Creating Video Models



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Video modeling (VM) and video self-modeling (VSM) involve a student repeatedly watching a video of another individual (or him/herself) correctly performing a target skill. After viewing the video, the learner performs the target skill in a natural setting. VM and VSM are widely accepted, evidence-based interventions used to improve socio-emotional and academic outcomes of children with autism spectrum disorders (ASD; Wong et al., 2014). Herein we provide teachers with a "how-to guide" for creating and using VM/VSM.

Steps to Create a Video Model or Video Self-Model

Step 1: Recording a Video

Taking a video on a tablet or smart phone is straightforward. First, launch the camera application from the home screen by touching the camera icon, select video on the bottom of the screen, and then tap the record button to start. To stop recording, tap the red stop button.

Step 2: Identifying Inappropriate Behaviors

To create a VM or VSM, identify a student behavior you wish to change. For example, some students may demonstrate off-task behavior while others have difficulty with social interactions or completing assignments. Identify a single behavior that is easily observed in the classroom.

Step 3: Identifying Appropriate Behaviors

Identify appropriate behaviors that the student has previously demonstrated (or can be prompted to demonstrate) to replace the inappropriate behavior. Behaviors such as staying on task or hand raising are used frequently by students and such behaviors often serve the same function as the inappropriate behavior.

Once you have identified the preferred behavior, record the student demonstrating it for at least three minutes.

Step 4: Uploading the Video

To upload videos, connect the tablet or phone to a computer. If using a Mac, import the video from an iPad/iPhone using the Photos application. Once imported, open the iMovie application. Import the video into iMovie by selecting the computer drive in the upper left hand corner of iMovie. Then, select the correct drive and file that the video is in and click the *import-selected* button in the lower right corner of iMovie.

Step 5: Adding Narration

To add a short narrative prior to the video, select the title option that is located in the content library in the lower left corner of iMovie. Insert three title videos with the same theme. To edit the title screens, click on the default title in the small iMovie screen on the right. On the first title screen, type the student's name and the appropriate behavior; for example, "Johnny knows how to stay on-task." On the second title screen, type the definition of the appropriate behavior. For example, "For Johnny, staying on-task means that Johnny will remain in his seat with his eyes focused on the teacher and his work." On the third title screen, edit the title so that it transitions to the actual video by stating that the student is demonstrating the appropriate behavior, For example, "Now here is Johnny staying on-task."

Step 6: Adding Audio

To add audio, click on the microphone image just below and to the left of the video screen in iMovie. By default, all Macs come with a built-in microphone. Once the microphone icon is clicked, the audio starts from the beginning. Click the red record button and begin narrating the introduction. If you find you do not have enough time to narrate the videos, simply make the videos longer by clicking on one and dragging the right side of it to extend the length of the video to match the speed of your narration. When finished, drag the student video and drop it behind the title videos on the timeline. If your footage needs editing, simply click and highlight sections of the video, then right-click the mouse. This will open several options including cutting the video clip into smaller, more manageable clips.

Step 7: Exporting the Video

To export the video, click on File, Share, and select iTunes. Once the video is added to iTunes, open iTunes, click on Movies, then Home Videos. Click on the iPad or iPhone image, then Movies, and then Sync Movies. The movie will be

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President's Message

Elizabeth A. West



As the new year begins, I want to reaffirm our collective work to enhance the educational outcomes for individuals with autism, intellectual disability, and/or developmental disabilities. Thank you for placing your trust in me as President and in the other newly-elected Board members who will lead our Division in the new year. It is indeed an honor to receive the baton from David Cihak, our immediate past president, and an honor to serve you. He and his fellow Board members paved the way for an excellent year ahead.

I'd like to thank David Cihak, past-president; Richard Gargiulo, Southeast member; Debra Cote, Farwest member and co-chair of the Diversity Committee; and Jenny Root, Student Representative. These hard-working individuals have shown tremendous commitment to people with autism, intellectual disability, and/or developmental disabilities. I'd also like to welcome our new board members: Mike Wehmeyer, Vice President; Nikki Murdick, Member-at-large and chair of the Diversity Committee; and Autumn Eyre, Student Representative. Finally, President-Elect Jordan Shurr has gone far beyond his required role to plan conferences and serve on CEC committees. He has also co-chaired a workgroup focused on teachers/practitioners, solicited feedback from DADD members on conference topics, and continues to contribute to the Board in many meaningful ways.

Cindy Perras, DADD's conference coordinator, has worked tirelessly to plan outstanding conferences for us. We continue to offer fantastic conferences, and this past year was no exception. Both the CEC Convention in St. Louis last April and the January DADD Conference in Clearwater offered dynamic presentations and numerous formal and informal networking opportunities. The ability to network with others who are passionate about improving outcomes for learners with disabilities and their families was invaluable. Our DADD Conference was well attended, and attendees had the opportunity to co-construct learning experiences with session presenters. The program featured more than 200 interactive lecture and poster presentations. We have an excellent program for the national conference in Boston, to be held April 19-22, 2017. Of special note will be this year's DADD Showcase- Celebrating Autism: Expressions of Neurodiversity in Art, featuring Elizabeth Stringer Keefe, Kimberly Gerry Tucker, John M. Williams, and Vito Bonanno.

Membership in DADD provides so many benefits, one of which is the excellent publications of 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. DADD has also published a third volume of the DADD Online Journal. Thanks to Michael Wehmeyer, our publications chair, and all of the editors who contributed to these endeavors.

A lot of hard work has been going on behind the scenes with many at the helm. Our executive director, Teresa Taber Doughty, has provided the leadership which paved the way for DADD to be recognized as a lead division in the field. Emily Bouck chairs the Communications and Critical Issues Committees and maintains our social-media and website communications. We also like to maintain communication and share information, news, and tips through our Facebook page (join the Division on Autism and Developmental Disabilities) and through Twitter (follow @cecdadd). Gardner Umbarger heads the Finance Committee as treasurer of DADD. Meaghan McCollow serves as the DADD secretary and chairs the Awards Committee. We have many others who continue to work tirelessly to support DADD, and I feel blessed to be a part of such a community.

We must continue to be allies and advocates to create equitable educational systems, practices, and outcomes. We do that by partnering with practitioners, preparing the next generation of leaders and innovators, serving our community, and collaborating to develop new knowledge and ideas. Here's to a new year – I look forward to seeing you in Boston! ■

Be sure to check out the DADD Showcase Session at the CEC 2017 Convention & Expo in Boston, MA (April 19-22)



Council for
Exceptional
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DADD

Division on Autism and
Developmental Disabilities

The voice and vision of special education

Celebrating Autism: Expressions of Neurodiversity in Art

Leader: Elizabeth Stringer Keefe, Lesley University, Cambridge, MA

Embracing neurodiversity provides a unique opportunity for repositioning education/transition support for students with autism in PK-22 schools in the U.S. This shift in thinking can support special educators to design authentic academic experiences, driven by student voices and interests. Our panel includes three accomplished artists with autism who will detail their experiences.

After attending this session, you will be able to:

1. Define neurodiversity as it applies to PK-22 education.
2. Utilize student interests/strengths to redefine academic supports.
3. Rethink attitudinal perceptions of autistic students with limited communication ability. ■

Executive Director's Corner

Teresa Taber Doughty



In recent years, I'd become a bit dismayed by the lack of individuals with disabilities I observed working in the community. Years ago, this was our focus: community-based vocational instruction in schools leading to supported and competitive employment.

Laws were passed that reduced the time to access adult services and secondary curriculum were developed. Yet, with the overwhelming focus on high stakes assessment, decreases in funding, and conversion of public dollars to alternative education programs (charters and school voucher programs), my guess is funding dwindled to support programs leading to postschool employment. Today, I rarely see individuals with a disability working in my community nor do I observe the emphasis on this vital vocational preparation in our schools. That noted, you can imagine my pleasure after a recent experience.

Last Friday, in the mad rush home after an exhausting week at work, I stopped to pick up a few groceries. As I stood in the very long line with other weary working shoppers, the manager motioned to me to an end line. As he began scanning my items, he called over to Charlie to assist with bagging. When I looked up, I realized that Charlie was a worker with an intellectual disability and . . . he didn't miss a beat. The manager instructed him to use my shopping bags and he efficiently began doing his job with ease all while socially engaging me, the customer.

As this checkout line was near the front doors, hand cleaner was kept at the station. Moments later, another em-

ployee approached with a "sigh" exclaiming that his hands were filthy because of rounding up all the carts in the parking lot. As I turned, I was delighted to recognize this worker as another individual with a disability. I have to admit, I had to restrain myself from jumping up and down with joy to see not just one, but two employees doing their jobs with ease who just happened to have an intellectual disability. This was followed the next day by an article in a national publication about workers with a disability and their contributions to the workforce. Yes, it was a banner few days for me.

I recognized that clearly, individuals with a disability continue to be employed in community-based settings. Yet, I'm curious as to current employment statistics. Does unemployment remain high for individuals with disabilities? Almost 25 to 30 years ago, considerable progress was made towards post-school employment outcomes for persons with disabilities. Interagency transition councils were developed to collaboratively plan for the ongoing support of post-school graduates with a disability in employment and other outcomes. Do these councils still function? How have school programs that prepare individuals for post-school employment been impacted by the changes in educational focus on meeting grade level standards?

In the end, with all of the reforms happening in education, I trust that we are not ignoring the post-school employment needs of individuals with a disability. Time and again, these individuals have demonstrated their competencies and abilities to be successful and effective employees in real work settings. My hope is that we will continue to make progress in providing employment-related education, access, and opportunity to the individuals we serve. ■



Law Brief: Disability-based Harassment and Bullying



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Disability-based harassment negatively affects a wide variety of students. To illustrate, compare the following three lawsuits.

In the first case, the parents of an elementary student with a severe nut allergy claimed school officials failed to protect their son from bullying. Specifically, one of their son's classmates repeatedly threatened to bring nuts to school. Subsequently, the boy began to fear for his life. His parents alleged administrators

failed to recognize the seriousness of the situation, citing the superintendent's suggestion that their son should switch schools if he did not feel safe. The parents' attorney claimed it was not until after their son was diagnosed with Post Traumatic Stress Disorder (PTSD) that the parents sued the school board (Cole, 2016).

In a second lawsuit, a high school student diagnosed with Asperger's Syndrome was verbally assaulted by classmates on a daily basis. They called him a "F!#@ing retard," and said, "F!#@ you, you autistic piece of shit." The boy's parents notified the school and were promised that the boy's aide would accompany him to future classes; however, the bullying worsened. After contacting the school again, the school officials responded that, "Teens will be teens." The parents eventually filed a lawsuit after their son's mental health deteriorated and two of his course grades dropped by 40 percent (*Preston v. Hilton Cent. Sch. Dist.*, 2012).

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In the third lawsuit, a teenage girl with physical disabilities died after jumping off of an overpass. She left a suicide note indicating she could not handle the bullying anymore. Her friends testified she was ridiculed on a daily basis because of her weight and physical disability. Her parents argued that teachers and a bus driver knew about the harassment but failed to respond; however, an Alabama federal district court granted summary judgment for the school. The court reasoned that school officials who had the authority to take corrective action did not have actual knowledge that disability-based harassment had occurred (*Moore v. Chilton County Board of Education*, 2014).

Relevant Federal Law

Although the facts of these three lawsuits are quite different, the parents made the same legal claim that the Americans with Disabilities Act (ADA) was violated when school officials failed to respond appropriately to disability-based harassment. Two federal laws, the ADA and Section 504 of the Rehabilitation Act of 1973 (Section 504), prohibit disability-based discrimination. Section 504 applies to federally-funded programs; ADA applies to private and public institutions. Under both laws, a disability is defined as “a physical or mental impairment that substantially limits one or more major life activities; a record of impairment; or is regarded as having an impairment” (29 U.S.C. § 706(7) (B)). Therefore, students who have mental or medical illnesses are often covered. School employees have a duty to respond appropriately when students with disabilities are harassed—even students who may not traditionally be considered students with disabilities such as students who have allergies or diabetes.

Parents have also filed lawsuits claiming violations of the Individuals with Disabilities Education Act (IDEA). This federal law requires qualified students with disabilities receive a free appropriate public education (FAPE). FAPE is decided on a case-by-case basis, as outlined in the Individualized Education Program (IEP) for each student. Although bullying and harassment are not discussed in IDEA, courts have begun to outline how schools’ failures to adequately address disability-based harassment could result in the denial of a FAPE (Decker & Eckes, 2015).

U.S. Department of Education Guidance

The U.S. Department of Education (USDoE) has published four “Dear Colleague Letters” providing guidance about schools’ responsibility to address disability-based harassment (USDoE, 2000; USDoE, 2010; USDoE, 2013; USDoE, 2014). In 2013, the USDoE clarified that when a student with a disability is bullied on any basis, even if the student’s disability is not the focus, it can result in a denial of a FAPE under IDEA.

In 2014, the USDoE stated it “has received an ever-increasing number of complaints concerning the bullying of students with disabilities and the effects of that bullying on their education” (p. 1). Unlike disability-based harassment under IDEA, the USDoE stated that for their Office of Civil Rights (OCR) to find a disability-based harassment violation under Section 504 and the ADA, (1) a student must be bullied based on disability;

(2) the bullying must be so severe that it created a hostile environment; (3) the school personnel must have known or should have known about the bullying; and (4) the school personnel failed to respond to the bullying appropriately.

If parents file a complaint with OCR, they are not entitled to monetary damages. Therefore, many parents opt to file lawsuits instead. Some courts have analyzed whether school personnel engaged in “gross misjudgment” or acted in “bad faith.” However, it is most common for courts to find schools liable if (1) school officials had actual knowledge about the harassment; (2) they were deliberately indifferent toward the harassment; (3) the harassment was severe, pervasive, and objectively offensive; and (4) the harassment prevented the student from receiving an educational benefit (*Davis v. Monroe*, 1999).

It is clear that both courts and the USDoE are handling an increasing number of disability-based harassment complaints. Persons working with and caring for children, youth, and adults with autism spectrum disorder, intellectual disabilities, and developmental disabilities should be aware of the law prohibiting disability-based harassment. They can use it to advocate for improved district harassment policy and procedures. Specifically, schools should understand that harassment of students with disabilities deserves heightened attention. Additionally, disability-based harassment and bullying may be prevented by taking the following steps.

1. Provide targeted professional development to all school personnel about their legal responsibilities to respond to disability-based harassment. Training should define disability-based harassment, emphasize that it is a significant problem in schools today, and educate staff about policies and reporting procedures.
2. Teach students that disability-based harassment and bullying will not be tolerated.
3. Ensure school leaders understand how Section 504, ADA, and IDEA apply to disability-based harassment.
4. Offer special supports for students with disabilities (e.g., counseling, social skills training) (Rose, Monda-Amaya, & Espelage, 2011).

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Students' Corner

An Interview of Autumn Eyre

Jenny Root

Meet Autumn Eyre. On January 1, 2017 Autumn began her 2-year term as the new Student Representative for DADD. Autumn is currently a doctoral student at the University of Washington. She received her Masters of Art in Teaching from Seattle Pacific University while working as a paraprofessional in a special education classroom. She spent five years as a teacher in a self-contained classroom while she completed coursework and supervision in Applied Behavior Analysis through the University of Washington. She is now working as a private Board Certified Behavior Analyst (BCBA) and a coach for teacher candidates in the Low Incidence Disabilities program at the University of Washington.

It has been a pleasure getting to know Autumn. During my time as Student Representative, Autumn was an active student member of DADD. She will be a strong leader and voice for DADD student members.

We decided to interview Autumn as part of her transition to her new role. Here's what she had to say:

Q: Autumn, help us get to know you a little better beyond your vita. What are three things you can tell us about yourself – interest, hobbies, weird facts?

Since free time is limited, I revolve my hobbies around my babies (dogs), Hank and Stella. I love to take pictures of them for Hank's Instagram account (Its_hard_to_be_hank). Most people laugh at this until they hear that we have over 13 thousand followers. In addition to photography, I love to run whenever I get the chance. During the summer, I log 60 miles a week (of course I can't maintain this once school starts). A weird fact about me is that I can't concentrate if someone is chewing gum.

Q: Why have you chosen a career in special education?

I feel like special education found me. When I was applying to a teacher preparation program, the school where I did my first observation offered me a paraprofessional position working with two incredible students. The little girl had intellectual disabilities while the boy was diagnosed with autism. While I spent the next two years teaching them skills across domains, they were helping to shape my own educational philosophy. I learned from them that education is about changing my behavior to meet the needs of each student. They taught me that each child can learn as long as we continue to find the best ways to reach them.

Q: What are your research interests, in a nutshell?

Students spend an incredible amount of resources (e.g. time, money, emotional commitment, etc.) becoming a special edu-



Autumn Eyre
University of
Washington

cation teacher. However, we continue to lose a significant percentage of our early career educators. Throughout my career, I hope to find ways to reduce special education teacher attrition. My current research is focusing on how mentoring influences a teacher's decision to stay or leave the field. Also, I want to find ways to utilize technology (e.g. webinars, online conferencing, discussion boards, and email) as part of the mentorship process.

Q: Why did you apply to be the new Student Representative of DADD?

I believe that one responsibility of a professional organization is to build relationships between experienced and novice professionals, especially students. Serving as Student Representative allows me to help foster this type of organizational mentorship.

Autumn, on behalf of all the DADD members, welcome aboard! This is a really special opportunity to be an advocate for student members and the individuals with autism and developmental disabilities we all serve. Best of luck to you! Enjoy this time.

To contact Autumn, please send an email to: eyrea@uw.edu



(Law Brief, continued from page 4)

- Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 *et seq.* (2004).
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Join a DADD Committee!

Please contact the chair of any committee you may be interested in joining.

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Please see the DADD website for more information about each committee (<http://daddcec.org/AboutUs/Committees.aspx>). You must be a member of DADD in order to join a committee. ■



Editor's Note

Ginevra Courtade

This issue marks the first contribution from new President, Elizabeth West. Also, please see the interview of new Student Representative, Autumn Eyre. Welcome to all our

new Board Members!

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). Look to our next issue for pictures of award winners from the DADD 18th International Conference. Hope to see you in April at the CEC Convention! ■

(*Teachers' Corner*, continued from page 1)

downloaded onto the iPad or iPhone and can be found by clicking on the videos icon in either device. Simply click play and the video will play on the device.

Step 8: Teach the Student

Once the VM or VSM has been created and added to the device, teach the student how to use the iPhone/iPad. Most children are familiar with iPads/iPhones and typically have a sense of how to use such devices. Ensure the student knows how to turn on the device and access the video. To access the video simply touch the Videos icon, select the Movies option, and click play on the video. Also make sure to teach the student to watch the video in its entirety. Once the video has been viewed and the device has been put away, instruction should begin immediately.

Step 9: Record Student Behavior

During instruction, a second iPad or iPhone is used to record student behavior. Video of the student after viewing the video model will yield important data about student behavior. Teachers or paraprofessionals can set up the device to record student behavior for 15-30 minutes after the student watches the VM or VSM to determine the percentage of time the student demonstrates appropriate behavior.

Conclusion

Video modeling is an evidence-based practice that is a good match for many learners with ASD because video clips focus the learner's attention on the salient aspects of a task. Following the simple steps provided, teachers can implement video modeling as an effective strategy for teaching academic and social/interpersonal skills to students with ASD and other developmental disabilities.

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Changes in accessing the Focus on Autism and Other Developmental Disabilities (FOCUS) online journal

FOCUS has moved to a new online platform. DADD members who have accessed or would like to access the FOCUS online journal will need new online activation instructions. Please see the DADD website for instructions (<http://www.daddcec.org>). ■