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## Teachers' Corner

### What Principals Need to Know About Including Students With Mental Retardation, Autism, and Other Developmental Disabilities

From the DDD Biennial Conference October 2004 invited session

**Tom E. C. Smith**, DDD Executive Director

Including students with disabilities in general education classrooms has become the trend in serving students in public schools. This trend involves not only students with mild disabilities, such as learning disabilities and attention-deficit disorder, but also students with mental retardation, autism, and other developmental disabilities that would be considered more severe disabilities and also present more challenges to teachers. Ushered in with the passage of the Individuals with Disabilities Education Act (IDEA) in 1975, the inclusion movement went through its "mainstreaming" era and "integration" era before its current rendition. Although *mainstreaming*, and even *integration*, resulted in students with disabilities spending time with their peers without disabilities, the basic premise for this involvement was that these students belonged in special education classrooms. Their integration with students without disabilities was primarily for social purposes. Simply stated, inclusion is a philosophy that means that all students, regardless of disability, *belong* with their chronological-age peers. Once this premise has been accepted, an IEP committee can always determine that an individual student needs to be pulled out of a general education setting for specific interventions. Inclusion does not mean *all day, every day for all children*; rather, it means that all children belong and should be in general education settings unless there is a programmatic need to remove them to another setting.

For principals to provide effective leadership for the education of students with disabilities, they need to have knowledge and skills in several areas. They need to understand:

1. the laws mandating special education,
2. the inclusion model for serving students with disabilities, and
3. the different types of students with disabilities who will be served in their building.



(continues on p. 8)

# President's Message

Barbara Gartin



I have just returned home from the 9th International Conference on Cognitive Disabilities/Mental Retardation, Autism, and Related Disabilities. First, Las Vegas was everything that I thought it would be—glitz, lights, and fun! Second, the conference was more than I had hoped that it would be. **Taylor Crowe**, a self-advocate with autism, spoke at our opening session. He talked about his experiences during his school years and provided excellent advice to teachers concerning our treatment of students. Check out the DDD website ([www.dddcec.org](http://www.dddcec.org)) for a sample of his video, *Growing Up With Autism*.

**Hod Gray** was there for the presentation of the Dolly Gray Award for Children's Literature. If you haven't read this biennial award winner, *The Curious Incident of the Dog in the Night-Time*, by **Mark Haddon**, then go for it! It is an excellent book for older readers, too.

The other featured speaker was **J. David Smith**, who presented at the luncheon. David Smith is known for his writings on disability and culture. His discussion of *Power and Epiphany: Reflections on the Personal and Cultural Value of Disability* gave historical examples of how persons with disability have been treated as "the other," and he challenged us to work toward a more inclusive society.

I like poster presentations. I love to talk with others in a face-to-face situation and obtain answers to those questions I might hesitate to ask in a group. We had two great sessions with posters, and I had a ball! The conference sessions were outstanding. I attended several, but because of my interest in the law, an invited session by **Jim Patton** and **Ed Polloway**, "The Death Penalty and Individuals with Mental Retardation," spoke to me. For individuals interested in autism, Asperger syndrome, and ASD, the conference offered many options, including special invited presentations by **Brenda Smith Myles**. All can I say is, "It was great!"

So, what is next? CEC in Baltimore! Check out the President-Elect's message for information on the program. Conference information and registration materials are posted on the CEC website ([www.cec.sped.org](http://www.cec.sped.org)).

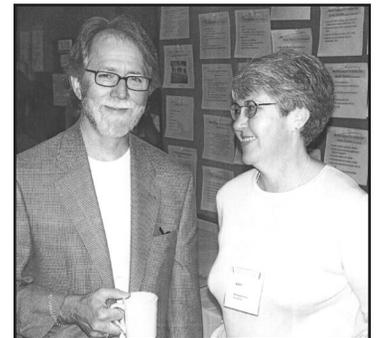
DDD is also looking for nominations for Subdivision Awards, which will be presented at the annual business meeting in Baltimore. Nomination information is posted on the DDD website. What a great opportunity to honor our members!



L to r: Conference speakers Ed Polloway, Jim Patton, Tom Smith, and David Smith with John Hoover.

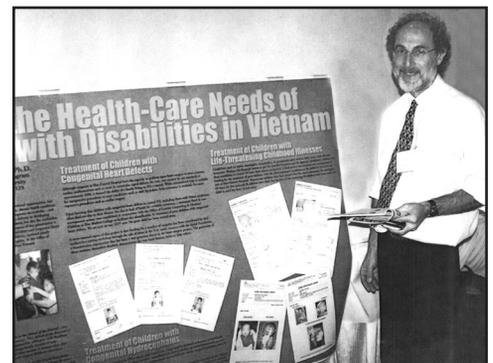


DDD Secretary Cindy Perras helps out at conference registration.



DDD Executive Director Tom Smith with President Barbara Gartin at the conference poster session

Adam Sandler, Old Dominion University, presents his poster at the 2004 DDD biennial conference



# 2005 CEC Convention in Baltimore: What DDD Has Planned

Dagny Fidler, *President Elect*

The 2005 CEC Convention and Expo in Baltimore will provide excellent opportunities for members of DDD to expand their knowledge base. A highlight of the convention will be our division's showcase presenter: **Liliana Mayo**, director of the Ann Sullivan School in Lima, Peru. This school serves students with developmental disabilities and trains teachers from all over the world in best practice approaches for academic and vocational training. Liliana will describe how the program has flourished in Peru.



Two invited sessions also are worth noting. The creators of **Play & Learn**, a motor-based preschool curriculum for children of all abilities that emphasizes the integration of skills in a variety of activities, will lead the first.

Our second invited session will be presented by **Marty Murphy**, a self-advocate with autism. Her ability to share the emotional side of autism, along with the many facets of how

and why things affect her, makes this presentation well worth your time. Marty delivers an energetic message with knowledge and humor and takes participants into the world of autism.

Many other sessions on developmental disabilities and autism, as well as some very good poster presentations, will be worth attending. Any professional will find a great deal of useful sessions and discussions to attend. Please look for more information about the convention in other material sent by CEC.

We will also hold committee meetings, our annual business meeting, and a President's Reception. All of these activities will be listed in the convention information you receive at registration. Join us for any or all of the meetings, activities, and sessions. Getting involved is one way to make this division one of the best in CEC.

We hope to see you in Baltimore. Please make sure you come and introduce yourself to one of the DDD board members. We look forward to meeting you.

## Division on Developmental Disabilities

### Mission Statement

The Division on Developmental Disabilities is an organization composed of persons committed to enhancing the quality of life of individuals, especially children and youth, with developmental disabilities, including those with cognitive disabilities/mental retardation, autism, and related disabilities. The Division seeks to further the knowledge base of the field, thus ensuring the continued advancement of positive educational and life outcomes for those with developmental disabilities.

### Organizational Goals

1. To enhance the competence of persons who work with individuals with cognitive disabilities/mental retardation, autism, and related disabilities.
2. To respond to and address emergent and critical issues in the field.
3. To advocate on behalf of individuals with developmental disabilities.
4. To expand and maintain a viable membership.

### Visit the Official Website

<http://www.dddcec.org>

### Search the Entire Archives

of *Education and Training in Mental Retardation/Developmental Disabilities* at  
<http://www.dddcec.org/search.htm>

### Your Vote Counts!

Just a quick reminder that ballots with the nominees for the following positions:

- Vice-President
- Canadian Member
- Treasurer
- Student Governor

will arrive in your mailboxes in early February. Please take a few moments to review the nominee information, mark your ballot, and send it in.

**Let DDD Hear Your Voice!**



# Membership and Unit Development News

Jim Forristal & Joyce Agness, Membership/Unit Development Committee Co-Chairs



Welcome back to the 2004–2005 school year! We want to thank you for your support of DDD and our activities over the past year, and we look forward to your continued support for the coming year. As we begin 2005, it might be a good time to encourage your peers who are not DDD members to join. You can share with those individuals some of the benefits of

joining our Division: excellent journals, such as *Education and Training in Developmental Disabilities* and *Focus on Autism and Other Developmental Disabilities*. DDD also publishes and distributes free, or at cost, bonus books and monographs to its members. The **Prism** series is one such bonus. Either of us can assist you in this effort.

We want to thank all the members who attended the Las Vegas DDD Conference on October 10–12 and stopped by our membership table to say hello, ask questions, or purchase some of our materials. One of the hottest sellers this year has

been Taylor Crow's video, *Growing Up With Autism*. Taylor was our keynote speaker this year and did an excellent job. If you are interested in purchasing any of these materials, visit our website ([www.ddd-cec.org](http://www.ddd-cec.org)).



We are looking forward to seeing all of you at the CEC 2005 Convention and Expo in Baltimore during April of 2005. The program committee has done an exceptional job in selecting presentations based on your feedback. As always, we will have a membership booth in the Expo Hall of the Convention Center. This will afford all of you the opportunity to visit with us, share your comments, purchase journals at a discount, or bring a friend to join our Division.

For more information about joining the Division, contact either of us, Jim Forristal ([jimfortpa@aol.com](mailto:jimfortpa@aol.com)) or Joyce Agness ([craftyjh@comcast.net](mailto:craftyjh@comcast.net)), and we will be glad to assist you.

## Executive Director's Corner

**Tom E. C. Smith**

DDD is busy. We are closing out our very successful conference in Las Vegas and getting ready for the annual CEC conference in Baltimore. And, to top it off, we are in our final negotiations for our next **Hawaii conference**. It will be on the Big Island of Hawaii in January 2007. Although that date may seem a long ways off, start planning now. Every 4 years, DDD hosts a conference in Hawaii. If you have attended, you know it is a wonderful personal and professional experience. If you have never attended, now is the time to start planning and saving your pennies. Specific information will be coming out in the next several months, but put **January 31, 2007**, on your calendars.

The board of directors worked extremely hard during the Las Vegas meeting. As a result, several proposed changes to the Constitution and By-Laws will be presented at the business meeting. None of the changes are earth-shattering, but they will help DDD become a more efficient and helpful organization. These proposed changes will be posted on the DDD website within the next few weeks.

**One other note:** If you are in a subdivision that has not submitted its annual report for the rebates, you still have time. Send me a list of your officers, and we will send you money—\$2.00 for every DDD member in your subdivision. Any questions about rebates, upcoming conferences, or any other DDD business, please contact me ([tecsmith@uark.edu](mailto:tecsmith@uark.edu)).

### Make Sure Your Internet Explorer "Favorites" List Is Updated for DDD!

When DDD changed its name 2 years ago, we also changed our website address:

**OLD:** <http://www.mrddcec.org>

**NEW:** <http://www.dddcec.org>

Our old address automatically forwarded to our new address. However, that function will soon end. If you have not updated DDD on your "Favorites" list to our new correct address, please do so immediately. That way you can continue to easily access this very important resource!

# Critical Issues Announcement

**Robert A. Stodden**, *Critical Issues Committee Chair*



One of the responsibilities of the Board of Directors of DDD is to provide a forum for its members to discuss critical issues affecting the field and to take positions on such issues. The Critical Issues Committee is the vehicle within the Division for conducting such discussion and developing position papers. Following are the steps for participating in the critical issues process:

1. Any member of the Division may pose a critical issue or position statement to be considered by the committee—all topics should be sent to me (stodden@hawaii.edu) in the form of a title and a brief paragraph describing the issue or position to be developed.
2. The topic will be reviewed by the committee, and approval or disapproval will be given. If the topic is approved, the committee will offer information

for further developing it into an issue or position paper (5 to 10 pages on background or rationale for the issue, the nature of the issue, why it is of importance to the membership or the field, and solutions or a position).

3. The full paper will be further reviewed by the committee and the board and approved or disapproved. Upon approval, an abstract of the paper will be published to the membership in the DDD Express and the full paper will be posted on the DDD website.
4. Upon publication on the website, the author has the opportunity to expand the paper for review and possible publication in the division journal, ETDD.

If you have an idea for a critical issue or position that you feel should be shared with the DDD membership, please send it to me. Thank you.

# Ad Hoc Professional Development & Standards Committee

**Scott Sparks**, *Chair*



The committee has finished its work for a few more months. In May, our new set of teacher standards were mailed out to several hundred professionals for validation. We must have at least 100 returns to validate an item. These validations will be collected and analyzed by the Knowledge and Skills (K&S) Subcommittee of CEC's Professional Development Committee. I serve on that committee as the DDD representative. The K&S Subcommittee will be meeting on January 29–31, 2005, in Arlington to go over the validation results of our set. During that process, items that received a positive response will be accepted, whereas items that are not supported will be reviewed and either deleted or modified. The

results will be sent to the CEC Professional Development Committee for final approval before another publication of *What Every Beginning Special Educator Should Know* (red book). Our standards should be in place in time for the Baltimore convention. Of course, these standards eventually find their way into the overall NCATE standards for teacher-training institutions.

The committee's next task is to continue the development of "advanced standards," which are applied to veteran educators who are, for example, seeking an advanced degree. A database of the types of skills and knowledge this group of educators should have helps guide our graduate programs of education. Anyone interested in this initiative or in making any comments should contact me (sparks@ohio.edu). Thank you.

## Join a DDD Committee!

### Awards

The Awards Committee solicits and reviews nominations for Division-authorized awards.

**Chair:** Jennifer Miller ([JRM5145@aol.com](mailto:JRM5145@aol.com))

### Conference

This committee is responsible for planning the Division's role in CEC's annual conference.

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

### Critical Issues

The role of this committee is to explore issues of critical importance to the Division and its members. The committee selects these issues and works with the membership to develop position statements of value to the field of developmental disabilities

**Chair:** Bob Stodden ([stodden@hawaii.edu](mailto:stodden@hawaii.edu))

### Finance

This committee monitors and evaluates budget line allotments, reviews suggested changes in budget line allotments, and proposes yearly budget plans based on suggested changes and previous needs.

**Chair:** Dan Ezell ([dezell@mail.ucf.edu](mailto:dezell@mail.ucf.edu))

### Legislative

This committee follows federal legislation and policy development as they concern children with developmental disabilities and the persons who educate and support them. The committee reviews legislative actions and can serve as a political action group, taking positions on various pieces of legislation.

**Chair:** Bob Stodden ([stodden@hawaii.edu](mailto:stodden@hawaii.edu))

### Nominations

The primary responsibilities of this committee are to seek qualified candidates for offices, fill vacancies in offices when they occur, communicate with candidates to ensure their willingness to serve, and obtain biographical data for the ballots.

**Chair:** Andi Babkie ([ambbk@aol.com](mailto:ambbk@aol.com))

### Professional Development and Professional Standards

This committee is largely involved with assisting CEC/NCATE in developing beginning teacher standards.

**Chair:** Scott Sparks ([spark@ohiou.edu](mailto:spark@ohiou.edu))

### Diversity

The Diversity Committee is responsible for identifying and reviewing issues concerning ethnic, racial, and linguistic di-

## Students' Corner

### Jennifer Miller, Student Governor

Dear Fellow Student Members,  
I hope your fall semester went smoothly and you are enjoying the winter vacation. As spring approaches, keep in mind that the Baltimore CEC convention will be just around the corner! The convention is a great place to meet people and network with professionals in your specialty area.

I am the student activities chairperson for the Local Arrangements Committee, so if you are interested in volunteering during the conference and saving money on your registration fees, I would be happy to connect you with the volunteer committee. An alternative would be to serve on my committee. Contact me by e-mail ([JRM5145@aol.com](mailto:JRM5145@aol.com)). Have a warm winter!



versity among individuals with developmental disabilities and the professionals who serve these individuals.

**Chair:** Scott Sparks ([spark@ohiou.edu](mailto:spark@ohiou.edu))

### Publications/Communications

This committee is responsible for oversight of division publications, including the newsletter *DDD Express* and the journal *Education and Training in Developmental Disabilities*. The committee works closely with the editors of these publications to provide feedback and serve as a sounding board. In addition, the committee oversees the DDD website (<http://www.dddcec.org>) and works with the DDD Board of Directors in developing a variety of publications, including the *Prism* series of monographs and other professional resources.

**Chair:** Jack Hourcade ([jhourca@boisestate.edu](mailto:jhourca@boisestate.edu))

### Membership and Unit Development

The Membership and Unit Development Committee provides support to state and provincial subdivisions. This support may include assisting with organizing and maintaining subdivisions, regional conferences, newsletters, subdivision manuals, and other forms of technical assistance.

**Co-Chairs:** Jim Forristal ([Jimfortpa@aol.com](mailto:Jimfortpa@aol.com)) and  
Joyce Agnes ([craftyjh@comcast.net](mailto:craftyjh@comcast.net))

**Special Recruitment Focus** in autism spectrum, para-professionals, and challenging behaviors interest groups:  
**Andi Babkie** ([ambbk@aol.com](mailto:ambbk@aol.com))

# Nominations for the DDD Awards Are DUE

## January 15, 2005

<b>Award</b>	<b>Who is eligible for this award?</b>	<b>Does the nominee have to be a CEC- DDD member?</b>	<b>To whom does the nomination go?</b>
<b>Teacher of the Year</b>	Any special education or general education teacher who does exceptional work and resides in a state with an active DDD subdivision	No	State/provincial subdivision president
<b>Paraeducator of the Year</b>	Any paraeducator who does exceptional work and resides in a state with an active DDD subdivision	No	State/provincial subdivision president
<b>Burton Blatt Humanitarian</b>	Any individual who has demonstrated exceptional accomplishments in furthering the cause of persons with developmental disabilities	Yes	Jennifer Miller, Chair, DDD Awards Committee
<b>Legislative</b>	Any individual who has made exceptional contributions to the development or support of legislative action benefiting persons with developmental disabilities	No	Jennifer Miller, Chair, DDD Awards Committee
<b>John W. Kidd Subdivision</b>	A state/provincial subdivision that has demonstrated innovative progress	Must be a DDD subdivision	Jennifer Miller, Chair, DDD Awards Committee
<b>DDD Research</b>	Any individual, or group of individuals, who has contributed outstanding basic or applied research in the area of developmental disabilities	No	Jennifer Miller, Chair, DDD Awards Committee

Please submit all nominations to: Jennifer Miller (JRM5145@aol.com) by January 15, 2005.

**Note.** For more information about these awards, e-mail Jennifer or see the Fall 2004 issue of DDD Express at <http://www.dddcec.org/>.

("Teachers' Corner" continued from p. 1)

First, principals need to understand the laws that mandate services. School districts have administrative staff who specialize in IDEA and Section 504, but principals need to understand these laws so that they will be in a better position to provide leadership to their teachers. Principals must understand (a) what IDEA, Section 504, and other laws require and (b) the due process procedures guaranteed to students and parents. Not only will this keep their schools out of legal trouble, but it will also help principals provide the direction school staff need to be fully in compliance with the laws.

Second, principals must understand inclusion. Although general classroom teachers must have a thorough understanding of inclusion and their roles in the model, the need for principals to understand inclusion is critical. If principals do not have a good understanding of this service model and do not express support for its practice, they will not be in a position to support its implementation to the extent that they should. Teachers are easily able to determine if principals really support inclusion or if they are simply giving it lip service to satisfy a district's service model. If teachers view their principal's support as "soft," they will be less likely to energetically implement it in their classrooms.

Third, principals must know how to make inclusion work in the classroom. In addition to understanding what inclusion really means, principals must have an understanding and working knowledge of the different support systems that are available to enable students with disabilities to be successful in general education settings. These include

collaboration–consultation, cooperative teaching, cooperative learning, and peer support systems. These models and their variations should be available to assist students with disabilities placed in general education settings. Without proper supports, students with disabilities will not be successful in general education settings; it's that simple. Placing students in general education settings without proper supports is unlikely to be successful for students with and without disabilities.

Finally, in addition to having a working knowledge of inclusion, principals need to have a basic understanding of the kinds of students who are appropriate for inclusion. Without such an understanding, they might be discouraged from attempting to implement this model for students they feel would be "too severe." Therefore, principals need to know the definitions, causes, characteristics, and teaching strategies for students with various types of problems. They do not need to be experts on mental retardation or autism, but they do need to understand basic issues related to students with these disabilities and how school staff can work together to effectively provide them with an appropriate education.

Principals are the key to success for all students in their schools, especially students with special needs. Without knowing the legal mandates, the purposes and mechanics of inclusion, and something about the students served in special education programs, principals cannot be good instructional leaders in inclusive classrooms.



## Editor's Note . . .

Darlene Perner

On behalf of DDD, I would like to thank **Tom E. C. Smith** for his contributions to our Teachers' Corner and to the *DDD Express*. DDD had another successful biennial conference, with a variety of invited speakers and papers and posters sessions. Congratulations to all who contributed, presented, and participated! Also I would like to congratulate **Mark Haddon**, author of *The Curious Incident of the Dog in the Night-Time*, on winning the prestigious **DDD Dolly Gray Award for Children's Literature** for 2004. For more information, go to the DDD website.

Don't forget to nominate an individual or self-nominate for a **DDD Award**. For more information, see this issue and the last issue of the *DDD Express*. Nominations are due by **January 15th!** Remember, if you have an idea for a critical issue or position, see the "Critical Issues Announcement" (in this issue) by **Robert Stodden**, Critical Issues Committee chairperson.

Any questions? Please contact me at [dperner@bloomu.edu](mailto:dperner@bloomu.edu) or 570/389-4075 (day).

Wishing you all Happy Holidays!