



A publication of the DIVISION ON DEVELOPMENTAL DISABILITIES, a unit of the Council for Exceptional Children

Focusing on individuals with cognitive disabilities/mental retardation, autism, and related disabilities

Teachers' Corner

Perspectives on Transition: Expanding Postsecondary Options for Students with Developmental Disabilities Issues in Self- Determination and Transition Planning

Dianne Zager
Pace University



(Summarized from a presentation given in the DDD Showcase Session, *Research-Based and Emerging Best Practices in DD/Autism: Where Are We Going?* at CEC in Salt Lake City)

As youths with developmental disabilities enter their secondary school years, transition planning should be underway, with teachers, parents/caretakers, and related service providers sharing the responsibility of developing appropriate transition plans. This column offers a vision for expanded postsecondary options for students with developmental disabilities. In the first part of the column, research-based guidelines for curriculum planning are provided to facilitate the development of relevant skills for employment and community living. The article continues by advocating for chronologically age-appropriate post-secondary educational settings for all students.

Curriculum content for effective transition programming includes skills relevant to the future educational, living, working, and recreational needs of students. Programmatic and curricular planning for transition preparation are most likely to lead to successful integrated community living and successful employment when they include systematic instruction in environments similar to those in which they ultimately will be practiced. Areas that are crucial to full participation include social interaction, independent living, safety awareness, and especially self-determination and self-advocacy in the participation and utilization of community resources (Hughes, Wood, Konrad, & Test, 2006). Instructional design for developing community living and working skills should be informed by

the literature and should consist of documented best practices, including:

- Increasing opportunities for varied job training prior to exiting school (see, for example, Getzel & deFur, 1997).
- Teaching skills in the natural environment and utilizing inclusive community settings in domestic, work, and recreational domains (White & Weiner, 2004).
- Analyzing work environments, with regard to specific job requirements and necessary social skills to match students' preferences, strengths, and unique needs (Hurlbutt & Chalmers, 2004).
- Providing cohesive programs in collaboration with family members and service providers through well-planned

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Information & Registration 10th International DDD Conference

Jan. 31–Feb. 2, 2007
Kona, Hawaii
(see page 3)

President's Message

Phil Parette

Winter greetings to each of our DDD members! It seems that the level of activity in the field nationwide is once again reaching a crescendo, with ample opportunities for our membership to make a difference—either through research, service, or practice.

Planning for the 10th International Conference on Cognitive Disabilities/Mental Retardation, Autism, & Other Developmental Disabilities in Kona, Hawaii, has been very successful thus far, and more information regarding the status of this conference is presented elsewhere in this issue of *DDD Express*. We hope that all members will take advantage of this exciting opportunity to participate in an international conference that brings together a cadre of deeply committed researchers and practitioners who work with future teachers and children with developmental disabilities.

The Division is offering two pre-conference workshops that should be of great interest to practitioners. One workshop on assistive technology (AT) will present evidence-based practices emerging from a premier teacher preparation program in which all education majors develop competencies using AT. Significant research recently conducted clearly documents the power of AT to make a difference in children's writing (Levine, 2006), and the implications for classroom practitioners will also be presented. A second pre-conference workshop will focus on evidence-based strategies for planning a comprehensive program for children with autism spectrum disorders. Both workshops will be conducted by nationally-recognized authorities in the field, and it is anticipated that there will be great interest in these two events.

Interestingly, institutions of higher education have recently been criticized for not doing enough to prepare future practitioners to meet the needs of students in our schools (Levine, 2006). Though such indictments fail to recognize

the exemplary work being conducted nationally both in public schools and our colleges and universities, it does highlight a shifting political landscape having implications for all of us—particularly the children we serve and the way we approach the documentation of what we do. In this era when evidence-based practice and accountability on the part of our public institutions is at an all-time high, each of us must assume greater responsibility for ensuring the successful participation of students with disabilities in the schools. Use of data-based strategies and designs is increasingly important to ensure that our politicians and other constituencies understand that meaningful outcomes do result from our practices.

If you have not had a chance to visit the DDD Web site (<http://www.dddcec.org/>), it is suggested that you bookmark this site and visit it frequently for updates on activities of the Division and important documents that are provided for review and comment by the membership. Back issues of *DDD Express* are also available in .pdf format.

On behalf of the Division, I wish each of you continuing success in your professional endeavors, and hope that we all remain vigilant to address the increasing needs for accountability and evidence-based practice with the children with whom we work, as well as the future teachers being prepared to assume immense responsibilities in our classroom settings.



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DDD Elections Drawing Near

Nominations have been made and ballots should be mailed soon to DDD members. The leadership of the Division relies on your participation in the election process. Please read the biographies in the election information, vote for the candidates you think would best represent your interests and mail in your ballots!

In our busy lives, a few moments do make a difference!!!



10th International Conference on
Cognitive Disabilities/
Mental Retardation, Autism, &
Other Developmental Disabilities

Research to Practice

Council for Exceptional Children
Division on Developmental Disabilities

Conference Overview

Wednesday, January 31 Pre-Conference Training Institutes:

- ♦ Facilitating Student Achievement Using Assistive Technology, Dr. Phil Parette, Dr. George Peterson-Karlan, Brian W. Wojcik
- ♦ Planning a Comprehensive Program for Students with Autism Spectrum Disorders: Using Evidenced-Based Practices in the Classroom, Dr. Brenda Myles, Dr. Ruth Aspy, Dr. Barry Grossman

Thursday, February 1 Conference
Opening Session/Featured Speaker/Dolly Gray Award
Concurrent Sessions
Poster Sessions and Wine & Cheese Reception

Featured Speakers Include:

- ♦ Marty Murphy, Self-Advocate with Autism
Marty Murphy: From the Heart
- ♦ Dr. Michael Wehmeyer, University of Kansas
*Self-Determination, Universal Design for Learning,
and the Third Generation of the Inclusion Movement*

Friday, February 2 Conference
Poster Sessions and Continental Breakfast
Concurrent Sessions
Luncheon/Featured Speaker
Concurrent Sessions
Closing Session/Featured Speaker

- ♦ Dr. Brenda Myles, Ohio Center for Autism and Low Incidence Disabilities
- ♦ Dr. Phil Parette, Illinois State University
- ♦ Taylor Crowe, Self-Advocate with Autism
The View from Here: My Life with Autism

Conference Hotel: Sheraton Keauhou Bay Resort & Spa, Kailua-Kona

For further information, please contact Cindy Perras at cindy.perras@cogeco.ca and visit the DDD Website at www.dddcec.org

Online Conference Registration Instructions:

- ♦ Go to www.peelschools.org
- ♦ Scroll down to "E-register"
- ♦ Click on "DDD 10th International Conference" for detailed instructions

DDD's Showcase Session for Louisville

Polly Parrish
President Elect



We are thrilled to have as our Showcase Session "An Emergent Literacy Intervention for Students with Autism and/or Significant Cognitive Disabilities," presented by Susan Gibbs, Diane Browder, Ginevra Courtade, Lynn Ahlgrim-Delzell and Angel Lee.

Project RAISE, the Reading Accommodations and Interventions for Students with Emergent Literacy project at the University of North Carolina at Charlotte is one of three na-

tional sites awarded a 5-year federal grant to develop, implement, and evaluate scientifically-based reading interventions for students with autism and/or significant cognitive disabilities. This presentation will include an explanation and video demonstration of the RAISE project and how students with autism and/or significant cognitive disabilities can benefit from such advances in early literacy by utilizing research-based instructional priorities in emergent literacy developed and implemented as early literacy intervention.

Mark your calendars now and plan to attend the DDD Showcase Session, from 9:45–11:45 a.m. Thursday, April 19th.

Changes to the DDD Constitution and By-Laws to be Voted on April 2007

The following are the proposed amendments to the constitution and by-laws. The primary change adds a place on the board for a conference chair. With DDD involved in supporting CEC conferences and planning our own conferences, a member of the board is needed to devote full time to such activities.

The Board of Directors voted to submit to the general membership two amendments to the DDD constitution and by-laws. These proposed amendments will be voted on at the DDD General Business meeting in Louisville in April, 2007.

Constitution and By-Law Changes

Article V, Section 5, Officers. Add: A vacancy in the office of Vice-President shall be filled by an appointment by the Board of Directors. The appointed Vice-President shall proceed through the offices of President-Elect, President, and Past President as part of the normal sequence.

Article V, Section 9, Vice-President. Delete C: Serve as co-chair with the President-Elect for future special conference sponsored by the division.

Article VI, Section 1. Current: The Chairs of Publications Committee and Communications Committee are appointed by the President with Board approval for a three-year term. The Chair of the Communications Committee may be re-appointed for one additional consecutive term and the Chair of the Publications Committee may be re-appointed for two additional three-year terms.

Proposed: The Chairs of Publications Committee and Communications Committee, and the Conference Chair,

are appointed by the President with Board approval for a three-year term. The Chair of the Communications Committee may be re-appointed for one additional consecutive term and the Chair of the Publications Committee and Conference Chair may be re-appointed for two additional three-year terms.

Article VII Committees, Section 6: Conference Committee

- A. The conference committee shall be composed of:
- The president-elect, who shall serve as chair or co-chair.
 - Conference chairperson, who shall serve as co-chair.
 - The vice president
 - Such additional members as he or she shall designate to serve during the current term.
 - A separate chair of the conference committee may be appointed for a specific conference.

Policy and Procedures

Add 11: Conference Chairperson: The Conference Chairperson is appointed by the Board of Directors for a three-year term on the Board of Directors. The Conference Chairperson may be re-appointed for two additional three-year terms. The chairperson is responsible for overseeing division conference planning and conference activities, and serves as co-chair of the conference committee with the president-elect.

Schedule of DDD Meetings for the CEC 2007 Annual Convention and Expo Louisville, KY

Division on Developmental Disabilities (DDD)

Executive Committee Meeting
Tuesday, April 17, 7:00–8:30 p.m.
DDD President's Suite

Board of Directors

Wednesday, April 18, 8:30 a.m.–5:00 p.m.
DDD President's Suite

Divisions' Diversity Chairs Shared Agenda Meeting

Chair: Rosa Lockwood
rosa.lockwood@earthlink.net
Thursday, April 19, 7:30–8:30 a.m.
DDD President's Suite

Critical Issues and Legislative Committee

Co-Chairs: Robert Stodden, Nikki Murdick
stodden@cds.hawaii.edu; murdickn@slu.edu
Thursday, April 19, 8:30–9:30 a.m.
DDD President's Suite

Showcase Session

"An Emergent Literacy Intervention for Students with
Autism and/or Significant Cognitive Disabilities"
Thursday, April 19, 9:45–11:45 a.m.
Room: TBA

Subdivision Meeting

Executive Director: Tom Smith
tecsmith@uark.edu
Thursday, April 19, Noon–1:00 p.m.
DDD President's Suite

Awards Committee

Chair: Cindy Perras
cindy.perras@cogeco.ca
Thursday, April 19, 1:00–1:30 p.m.
DDD President's Suite

Past Presidents Meeting

Dagny Fidler
dagny.fidler@dmeps.k12.ia.us
Thursday, April 19, 1:30–2:30 p.m.
DDD President's Suite

Professional Development and Standards

Chair: Scott Sparks
sparks@ohio.edu
Thursday, April 19, 2:30–3:30 p.m.
DDD President's Suite

DDD General Business Meeting

Thursday, April 19, 5:00–7:00 p.m.
Room: TBA

President's Reception

Thursday, April 19, 7:30–10:00 p.m.
DDD President's Suite

Diversity Committee

Chair: Rosa Lockwood
rosa.lockwood@earthlink.net
Friday, April 20, 8:00–9:00 a.m.
DDD President's Suite

Membership Committee

Co-Chairs: Jim Forristal, Ken Gerlach
jimfortpa@aol.com; kgerlach@plu.edu
Friday, April 20, 9:00–10:00 a.m.
DDD President's Suite

Conference Committee

Chair: Polly Parrish
pparrish15@aol.com
Friday, April 20, 10:00–11:30 a.m.
DDD President's Suite

Publications Committee

Chair: Jack Hourcade
jhourca@boisestate.edu
Friday, April 20, 11:30 a.m.–12:30 p.m.
DDD President's Suite

Communications Committee

Chair: Darlene Perner
dperner@bloomu.edu
Friday, April 20, 12:30–1:30 p.m.
DDD President's Suite

Board of Directors' Meeting

Saturday, April 21, 8:30–noon
DDD President's Suite

News from the Diversity Committee

Rosa Lockwood, *Chairperson*

DDD Diversity Committee Shared Agenda Coffee/Tea

The 15 CEC Division Diversity Representatives and CEC Standing Committees are being invited to participate in a shared agenda meeting hosted by the DDD Diversity Committee and scheduled for April 19, 2006 7:30–8:30 a.m. during the CEC Convention in Louisville. The purpose of the meeting is to interface with other Division Diversity committees through

their representatives and address diversity issues within the field of special education and individual divisions. The objectives for this meeting are to initiate and/or deepen relationships with all divisions in addressing diversity, and, to build a mechanism for collaborative problem-solving on diversity issues that affects all divisions and the organization. This will be an opportunity for CEC divisions to showcase their work on diversity, and to identify and share commonalities and concerns across divisions.



Membership and Unit Development Committee News

Jim Forristal, *Co-Chair*

Thanks to the efforts of **Kara Hume, DDD Student Governor**, the DDD Student Recruitment Grant has increased to 10 applications this year. Kara was instrumental in sending the grant applications to college and university student CEC advisors of the student chapters. The intent of the grant is to support the efforts of Student CEC Chapters in recruiting new DDD members. DDD offers an incentive of \$75 to each student chapter that applies for the recruitment grant. Each chapter then can use these funds to support recruitment of new DDD members. The Student Chapter that recruits the largest number of new members between October 1, 2006 and March 15, 2007 will receive another \$100 from DDD and will be recognized in April 2007 at the DDD Annual Business Meeting in Louisville.

The Student CEC Chapters participating this year are: Converse College #0894 Spartanburg, SC; Western Michi-

gan University #0346 Kalamazoo, MI; Hood College #1167, Frederick, MD; University of Central Florida, Brevard #1050, Cocoa, FL; University of South Florida #0399, Tampa, FL; Old Dominion University #0043 Norfolk, VA; University of Central Florida–Daytona Beach #1172, Daytona, FL; Southern Oregon University #0787, Ashland, OR; Wayne College #0318, Staten Island, NY; and University of Central Florida–Orlando Campus #0845, Orlando, FL. We wish each of these student chapters success in their endeavors to recruit new DDD members. I look forward to presenting the award in Louisville.

Anyone with issues or concerns regarding membership may contact me (jimfortpa@aol.com) for assistance.



Executive Director's Corner

Tom E. C. Smith, *Executive Director*

Get on the bandwagon! I am very pleased to report that several subdivisions have submitted their annual reports and have received rebates from our treasury. We have more current, active subdivisions now than at this time last year. Remember, you can get \$2 per member if you submit your annual report to me. If you have 100 members in your subdivision, that's an easy \$200 that your subdivision can use for anything. All you have to do is send me a copy of your current officers and you'll be getting your rebate check for your subdivision.

The division would also like to help any of you to start a new subdivision, or rejuvenate one that has been inactive for awhile. Just let me know and I'll send you a sample constitution

and by-laws, or help in any other way. You can also get some funding from the division to help get your subdivision up and running. Remember, the Board of Directors is here to help you as an individual member or as a member of a subdivision. Give us a call.

Included in this newsletter is a set of proposed changes to our constitution and by-laws. We will be voting on them in Louisville at our annual business meeting. If you have any questions or comments about the proposed changes, please contact me (tecsmith@uark.edu).



Students' Corner

Kara Hume

It's that time of year again—the excitement and anticipation are building! Everyone is busy getting prepared and organized, travel plans are being made, and we are eagerly waiting to catch up with old friends. It's not the holiday season I'm describing—it's CEC/DDD conference season!

Final arrangements are being made for DDD's conference in Hawaii, and though it is quite a trip for our student members, we hope to see as many students as possible. Remember that many universities/school systems offer travel grants and/or professional development funds that may be applied. We also look forward to catching up with our student members in Louisville for the annual conference.

We anticipate a number of new student members in Louisville, as 10 colleges and universities applied for and received the DDD Student Membership Grant. Each SCEC chapter received additional funds to assist in starting a DDD student chapter on campus. We look forward to supporting our new chapters and members. Please e-mail me if I can be any assistance (kahume@indiana.edu). See you soon!



The Dolly Gray Award for Children's Literature in Developmental Disabilities

will be presented at the CEC-DDD's biennial conference in Kona, Hawaii, in January, 2007. (See <http://www.dddcec.org/committees.htm> for information regarding this award.)

Call for Proposals The DDD Prism Monograph Series Prism 8

Proposal Due Date: February 28, 2007
For more information,
go to <http://www.dddcec.org/>

(“Teachers' Corner” continued from p. 1)

and systematically implemented instruction (Friend & Bursuck, 2002).

- Incorporating cognitive behavior management strategies and positive behavior supports to reduce maladaptive behaviors and increase socialization and on-task behaviors (Heflin & Alaimo, 2007).
- Fostering high levels of self-determination based upon choice-making skills, self-advocacy, positive control perceptions of control and efficacy, and self-knowledge and awareness (Wehmeyer, Agran, & Hughs, 2000; Wehmeyer & Palmer, 2003).

While the above guidelines are useful in directing curriculum planning, selecting an appropriate learning environment is crucial. Moving beyond curriculum issues to placement options, educators need to broaden the vision of what constitutes an appropriate postsecondary placement for individuals with developmental disabilities. More specifically, it makes sense to consider college campuses as educational settings for students who are 18 and older, including individuals with significant disabilities. Special education literature is replete with research findings that document the benefits of including students with disabilities in school settings with their nondisabled peers (see,

for example, Clayton, Burdge, Denham, Kleinert, & Kearns, 2006). These studies cannot possibly be intended to recommend integrated environments for individuals only up to age 18; it is clear that research findings urge inclusion with age-appropriate peers throughout the lifecycle (Schreibman & Anderson, 2001).

The literature, as well as our legislation, points educators in the direction of providing instruction in the least restrictive environment and most inclusive situation possible. The documentation of advantages of inclusive education pertains also to students who are 18 and older. Yet, today the majority of students with significant disabilities are served until the age of 21 in secondary schools, surrounded by much younger schoolmates. Placing young men and women in their 20s in educational settings with 14-year-old children makes little sense. Such placement is contraindicated by research findings on inclusive practice. Through collaboration among public school and university personnel, this situation can be remedied so that young adults with developmental disabilities can spend their days learning and socializing among their rightful peers. By affording students with significant disabilities access to campus life, colleges will be providing a needed community service.

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("Teachers' Corner" continued from p. 7)

Public schools receive funds to serve students through the academic year of their 21st birthday. Education-related expenses for students with disabilities, through 21 years of age, who attend college-based inclusion programs, can be covered by the same funding sources that are utilized to pay for their education in secondary schools. With well-planned support, provided by local public schools that are required to educate students with disabilities through age 21, students can attend undergraduate college classes. The students with developmental disabilities would be the responsibility of public school personnel; college professors and other students would benefit from their exposure and friendships with these individuals. Travel training, when possible, can be incorporated into the program to enable students to take public transportation independently to and from school.

In addition to attending courses on college campuses, students could participate in supervised vocational training experiences at their university. Vocational training is more readily available and more easily scheduled on a college campus than in a high school setting. Training opportunities abound on university campuses, in settings such as the university bookstore, copying office, audio-visual department, security and maintenance offices, and cafeterias. On a recreational level, students would have the opportunity to participate in many aspects of campus life, including attending special events such as concerts and speaking events. They could become an integral part of the fabric of the university community.

In summary, college campuses hold much promise as post-secondary educational sites for young adults with developmental disabilities. However, educational inclusion has yet to be realized widely in the higher education arena. Few universities in the United States provide inclusive programs for people with developmental disabilities. Yet, these settings appear more appropriate and far better suited to educate students with developmental disabilities who are of college-age than do our nation's high schools. In keeping with research-based practices of providing education in natural settings, fostering inclusive education, and accommodating diversity, the logical option for

students 18 and older is the college campus. University-based inclusion classes can provide the optimum setting for the continuation of academic, vocational and social interaction instruction among chronologically age-appropriate peers.

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Editor's Note . . .

Darlene Perner

On behalf of DDD, I would like to thank **Dianne Zager** (*Perspectives on Transition...*) for her contribution to our *Teachers' Corner*. We also extend our best wishes to **Kara Hume**, **Student Governor**, who will be a new mom and will be defending her dissertation soon. Please note information on both our Hawaii conference and our sessions at CEC in Louisville. Please join us! Important changes to our constitution and by-laws are published in this issue and don't forget to vote in the DDD elections coming soon!



If you have any questions, please contact me at dperner@bloomu.edu, or Bloomsburg University of Pennsylvania, Department of Exceptionality Programs, 400 E. 2nd St., Bloomsburg, PA 17815. Please notify CEC if you have a change of address.