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**Guideline #1.**

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**Guideline #2.**

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## DDD Announcement

**Conferences Hawaii 2003**

**February 10-11 & 12-14, 2003**

*(see flyer and page 3 for details)*



## President's Message

*Cindy Perras*

As the Division on Developmental Disabilities, our purpose is to advance the education and general welfare of individuals with cognitive disabilities/mental retardation, autism, and related disabilities, and those who serve them.

The goals of the Division include:

- Advancing the education and general welfare of individuals with cognitive disabilities/mental retardation, autism, and related disabilities.
- Promoting research on effective educational practices for these individuals.
- Enhancing competency of educators engaged in this field.
- Fostering public understanding of cognitive disabilities/mental retardation, autism, and related disabilities.
- Supporting legislation needed to accomplish these goals.

As a Division, we continue to engage in a wide variety of activities and initiatives designed to meet these goals, including:

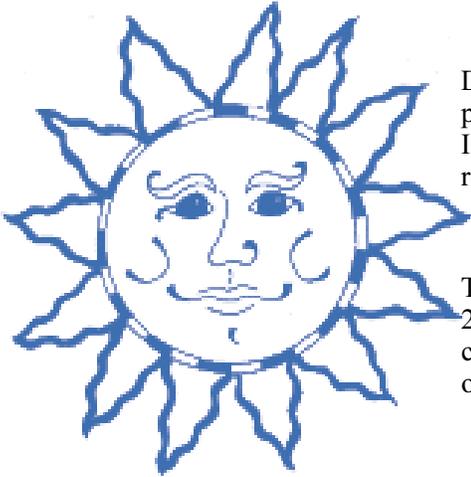
- **Advocacy** – Through the work of the committees on critical issues, legislative, research, and diversity, DDD maintains a strong influential presence, both in the U.S. and in Canada. DDD also supports and encourages the efforts of self-advocates to have their voices heard.
- **Awards** – DDD provides for the annual recognition of exemplary individuals and subdivisions through an array of awards including, Teacher of the Year, Paraeducator of the Year, Subdivision of the Year, Burton Blatt Humanitarian, Legislative Award, Herbert J. Prehm Student Presentation, and Practitioner Presentation. Please take the time this year to honor someone you know with an award nomination!
- **Committees** – The Board of Directors and Appointees of DDD take an active role in chairing a diverse selection of committees. Membership involvement is an essential component of committee work, and we encourage members to consider joining one or more committees, a complete listing of which appears in this issue of the *Express*.

- **Professional Development** – Each year at the Annual Convention, DDD hosts a Division Day that provides membership with the opportunity to attend lectures, demonstrations, mini-workshops and poster sessions on a wide range of topics. At the convention in New York this past April, DDD sponsored a wonderful Showcase Session entitled, *Speaking for Ourselves: Individuals with Autism Talk About Their Educational Experiences*. In addition to the Annual Convention, DDD also holds a biennial conference. This coming winter, the 8<sup>th</sup> Biennial Conference will be held February 12-14, 2003 at the Sheraton Poipu in Kauai. Please check this issue of the *Express* for further information on this exciting research-focused conference!

- **Publications & Communications** – DDD provides its membership with outstanding publications in the form of the *DDD Express*, our research journal, *Education & Training in Mental Retardation and Developmental Disabilities (ETMRDD)*, and the Prism Series. Darlene Perner, Editor for the *Express*, and Stan Zucker, Editor for *ETMRDD*, continue to produce professional publications of the highest calibre. Our website provides a means to electronically stay connected with current information on the Division's purpose and goals, strategic plan, the Board of Directors, committees, publications, conferences, and subdivisions. Jack Hourcade is to be commended for his excellent stewardship as Chair of Publications & Communications!

When you consider the multi-faceted nature of our Division's activities, and reflect on the collective talents and expertise within our diverse membership, I believe we are meeting our goals. And as a Division, I believe we need to take pride in our endeavors on behalf of individuals with cognitive disabilities/mental retardation, autism, and related disabilities and celebrate our accomplishments. Each year brings a varying degree of change to the Board of Directors of DDD, and it is my deep privilege and honor to be serving as President for 2002-2003 alongside my colleagues on the Board. As part of the change process, we must say goodbye to **Tom (Arch) Wood**, our Past President and a former Governor, and **Bob Sandieson** as Canadian Member. The Board extends a warm welcome to our new members, **Barbara Gartin**, our Vice President, and **Leslie Broun**, our Canadian Member. We are also pleased that **Dan Ezell** was re-elected to serve a second term as Treasurer and that **Kim Carper** will continue as Student Governor for a second year. On behalf of the Board of Directors, please accept our best wishes for a professionally rewarding year!

## Conferences 2003 Hawaii



During the second week in February 2003 two conferences have been collaboratively planned to provide a full week of professional development on two of the Hawaiian Islands. Discounted registration fees and joint activities will be provided for early registration.

### PACIFIC RIM

The 19<sup>th</sup> Annual Pacific Rim Conference on Disabilities will be held February 10-11, 2003 at the Sheraton Waikiki, Honolulu, Hawaii. For conference information, please contact: Center on Disability Studies, Hawaii University Affiliated Program, University of Hawaii at Manoa.

**Valerie Shearer**

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**Martha Guinan**

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### DIVISION ON DEVELOPMENTAL DISABILITIES (DDD)

CEC's Division on Developmental Disabilities is pleased to host the 8<sup>th</sup> International Conference on Cognitive Disabilities/Mental Retardation, Autism, and Related Disabilities, February 12-14, 2003 at the Sheraton Kauai Resort, Poipu, Kauai, Hawaii. *Research to Practice* is the focus of this biennial conference, which provides researchers and educators with the opportunity to explore current research, topical issues and best practices relating to cognitive disabilities/mental retardation, autism and related disabilities. Registration begins on Wednesday, February 12 at 5:00 p.m., allowing PacRim participants time to travel to Kauai and time to enjoy the afternoon touring the island after their arrival.

#### Wednesday, February 12

- ◆ Registration at 5:00 p.m.
- ◆ Opening session & featured speaker at 7:00 p.m., followed by a cocktail reception

#### Thursday, February 13

- ◆ Registration
- ◆ Conference day begins with a featured speaker, followed by breakout sessions
- ◆ Poster sessions and wine & cheese reception at 7:00 p.m.

#### Friday, February 14

- ◆ Registration
- ◆ Conference day begins with a featured speaker, followed by breakout sessions
- ◆ Luncheon includes a featured speaker

#### Featured speakers include:

- ◆ **Taylor Crowe**, Self-Advocate with Autism
- ◆ **Dr. Jim Patton**, University of Texas at Austin (Adjunct)
- ◆ **Dr. Brenda Myles**, University of Kansas
- ◆ **Dr. J. David Smith**, University of Virginia's College at Wise

#### Hotel Information:

Sheraton Kauai Resort, Poipu Beach, Kauai

Garden View: \$163.00

Deluxe Ocean Front: \$220.00

(888) 847-0208 (toll free)

ID: "DDD"

For further information regarding this conference, please contact:

**Cindy Perras, Conference Chair**

e-mail: [cindy.perras@cogeco.ca](mailto:cindy.perras@cogeco.ca)

fax: 905-844-4806

phone: 905-890-1010 ext. 3125

**Tom Smith, Exec. Director, DDD**

e-mail: [tecsmith@uark.edu](mailto:tecsmith@uark.edu)

fax: 479-575-6676

phone: 479-575-3326

and visit the **DDD Website: [www.dddcec.org](http://www.dddcec.org)**



## *CALL for Nominations!!!*

**Val Sharpe**  
*Past President*

Serving as a member of the Board of Directors for The Division on Developmental Disabilities (DDD) has been a wonderful experience.

This year the following Board positions will be seeking candidate nominations:

- **Vice President** – Candidate must be willing to provide a four-year commitment to DDD in the following sequence: Vice President (year 1); President Elect (year 2); President (year 3); and Past President (year 4).
- **Midwest Member** – Candidate must be willing to serve a three-year term of office and reside in one of the following states: Iowa, Illinois, Indiana, Kansas, Kentucky, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, South Dakota, Wisconsin.

- **Northeast Member** – Candidate must be willing to serve a three-year term of office and reside in one of the following states: Connecticut, District of Columbia, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont.
- **Student Governor** – Candidate must be a full-time student willing to serve a one to two-year term of office.

I encourage you to submit an application for nomination. This process is easy and can be accomplished by simply sending your bio to Val Sharpe, 5104 Bonnie Brae Court, Ellicott City, MD 21043-7047, e-mail: VMKKO@aol.com. I look forward to hearing from you! Any nominated member must be a current member of DDD.

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## *Meet a New DDD Board Member*

**Leslie Broun, DDD Canadian Member**, works as an Itinerant Teacher for children with special needs for the Peel District School Board in Mississauga, Ontario. As an Itinerant Teacher, she works with teachers and educational assistants for children who are mainstreamed in inclusionary classroom settings.

Leslie spent many years teaching a congregated class of children with autism and has also worked with adults who have developmental disabilities. Her credentials include a B.A., B.Ed., M.Ed. and Specialist qualifications in Special Education. She has taught teacher additional qualification courses in Special Education for York University and the University of Western Ontario.

Her on-going professional focus is the development of practical and effective visual learning strategies for children with Autism Spectrum Disorders and other developmental disabilities. She is thrilled to represent Canada in this wonderful organization!



Visit the **DDD Website: [www.dddcec.org](http://www.dddcec.org)**

## Wanted: Nominations for DDD Awards

Is there someone who you admire because of their service to children or adults with developmental disabilities? How would you like to make him or her feel great and completely valued? What if you could accomplish this in just three easy steps? Well, here is your chance! Nominate your colleague, mentor, legislator, or state/provincial subdivision for an DDD award.

**Step 1: Read about the awards and identify a deserving nominee.** The DDD Awards table lists each of DDD awards. Please know that the *Teacher of the Year* and *Paraeducator of the Year* awards are conferred upon a teacher/paraeducator from each state or province with an active subdivision (e.g., one teacher of the year from Ohio, one teacher of the year from Quebec, one teacher of the year from Vermont, and so on – nominees do not have to be CEC-DDD members). So, there can (and should) be multiple “Teachers” and “Paraeducators” of the year. Submit nominations for the *Teacher of the Year* and *Paraeducator of the Year* to your subdivision president.

The *Legislative Award* and *Burton Blatt Humanitarian Award* are bestowed upon on only one individual per year. Likewise, the *John W. Kidd Subdivision Award* is given to only one state/provincial subdivision each year. Send nominations for these awards directly to Jim Thompson, DDD Awards Committee Chairperson.

**Step 2: Contact Jim Thompson regarding how to prepare the nomination information.** Actually, you can skip this step if you want. However, if you’ve never nominated anyone for an DDD award before, you may

find it helpful to touch base with me on how to proceed (besides, if you get in touch with me I’ll talk you into doing it!). If you send me an e-mail (jrthomp@ilstu.edu), call (309-438-2837), or write (MC 5910, Normal, IL, 61790-5910) and simply state “I’d like to consider nominating \_\_\_\_\_ for such and such an award,” I promise that I’ll do whatever I can to make the nomination process as painless as possible for you. I’ll tell you what supporting data/information typically accompanies a nomination, where to send it, and I will answer any questions you have. My goal is to help you to sail right through the nominating process, so please do not hesitate to contact me if I can be of any assistance.

**Step 3: Take 30 minutes to prepare the nomination information.** The common element in all nominations is a short (200 to 400 words) essay regarding why a certain individual (or subdivision) is deserving of the award. The other information that is required is very straightforward and very minimal. It is important to write a concise essay that builds a case as to why DDD should honor an individual.

Although all of the awards will be presented at the CEC annual convention in Seattle in April of 2003, neither the nominators nor awardees are required to attend the convention. DDD will make sure that all of the awardees that are unable to attend the convention receive their plaques and are officially recognized for their accomplishments.

Nominations for all DDD awards are due by **January 15, 2003!** Let this be the year that you nominate a deserving recipient. Your nominee will be thrilled and I guarantee you that you’ll be glad that you followed through.

### DDD AWARDS

Award	Who is eligible for this award?	Must be CEC-DDD Member?	Submit to:
<i>Teacher of the Year</i>	Any special education or regular education teacher who does exceptional work and resides in a state with an active DDD subdivision	No	State/provincial subdivision president
<i>Paraeducator of the Year</i>	Any paraeducator who does exceptional work and resides in a state with an active DDD subdivision	No	State/provincial subdivision president
<i>Burton Blatt Humanitarian</i>	Any individual who has demonstrated exceptional accomplishments in furthering the cause of persons with developmental disabilities	Yes	Jim Thompson, Chairperson of the DDD Awards Committee
<i>Legislative</i>	Any individual who has made exceptional contributions to the development or support of legislative action benefiting persons with developmental disabilities	No	Jim Thompson, Chairperson of the DDD Awards Committee
<i>John W. Kidd Subdivision</i>	A state/provincial subdivision that has demonstrated innovative progress	Must be a DDD subdivision	Jim Thompson, Chairperson of the DDD Awards Committee

# DDD Board of Directors takes a position on the IDEA Reauthorization

## The Individuals with Disabilities Education Act: *DDD Position on Reauthorization*

The next reauthorization of the Individuals with Disabilities Education Act (IDEA) is about to begin. Historically, each reauthorization of this law has generated considerable controversy. Already there are indicators that this round of reauthorization will be contentious. The activities of the White House Commission on Special Education and the publication, *Rethinking Special Education for a New Century* (Finn, Rotherham & Hokanson, 2001) suggest that several major changes in the law may be up for discussion. The Division on Developmental Disabilities (DDD) of the Council for Exceptional Children (CEC) believes Congress should focus on ways to enhance IDEA by building on its previous successes and be willing to revise areas that are creating barriers to providing appropriate supports and services.

In past reauthorizations, despite heated debate, IDEA has always been changed in ways that the majority of professionals and parents have been able to support. It is important that consensus building and collaboration drive the current reauthorization as well. Without a doubt, Public Law 94-142, and the version we now call IDEA, has had an extremely positive impact on children with disabilities and their families. Funding for special education services, recognition of students with learning disabilities, training for special education professionals, early childhood intervention, and the inclusion of parents as partners in the education of their children with disabilities have all been positive outcomes from this legislation.

One of the most important things to come out of this legislation has been the inclusion of students with disabilities with students who do not have disabilities, as much as is appropriate. The Division on Developmental Disabilities (DDD) of CEC strongly supports responsible inclusion, meaning that the needs of each child must be the primary consideration before making any placement decision. The concept of inclusion that has come out of IDEA, requiring that schools always consider students with disabilities as equal participants in school activities, is a major accomplishment of this law.

On the balance, IDEA has been a resounding success. Without a doubt, there is much more good about this law

than bad (e.g., FAPE, LRE, due process, early childhood and early intervention services). However, as Congress begins to look at this legislation for a major reauthorization, it is time for all advocates of children with disabilities to encourage a thorough review of IDEA. The major tenets of IDEA should be maintained; however, there are several issues that Congress should consider in the next reauthorization. Here are six recommendations:

- Provide full federal funding to IDEA;
- Place greater emphasis on student outcomes and less emphasis on complying with regulatory procedures and completing paperwork;
- Expand the influence of professional judgment and team problem solving when making eligibility decisions and reduce the influence of summative scores from norm referenced assessments;
- Increase funding for teacher preparation and professional development;
- Expand early intervention services;
- Increase access to instructional and assistive technology.

**Provide full federal funding to IDEA.** Congress enacted IDEA to assist states in carrying out their responsibility to provide a free and appropriate education to all children with disabilities, regardless of the severity of disability. Part B of IDEA authorizes the federal government to cover 40% of the costs of special education. Unfortunately, the federal government has covered only 11% to 15% of this cost each year. It is time for the federal government to pay its full share of the cost of special education. Full funding is absolutely essential to assuring that children with disabilities receive quality services and supports.

**Place greater emphasis on student outcomes and less emphasis on complying with regulatory procedures and completing paperwork.** Currently, IDEA places so much focus on compliance with regulations, many school personnel become consumed with “paper compliance” at the expense of the needs of students. Federal and state

*(Continued on page 7)*

## DDD Position on Reauthorization (con't)

(Continued from page 6)

monitoring teams reinforce these behaviors by reviewing paperwork rather than the successful outcomes of students. The level of administrative paperwork required for special education today is absurd. Less emphasis on “paper compliance” will free school personnel to implement problem-solving activities that result in improved outcomes for children.

### **Expand the influence of professional judgment and team problem solving when making eligibility decisions and reduce the influence of summative scores from norm referenced assessments.**

Unfortunately, strict adherence to specific norm-referenced test criteria for eligibility for special education results in the exclusion of many children in need of special education services and the misdiagnosis of many others. In school districts throughout the nation, children are excluded from services simply because their IQ scores are too high or the discrepancy between achievement and ability is too low. In other cases, children are misdiagnosed with disabilities because norm-referenced test scores are not interpreted in light of the child’s cultural background. Results from norm-referenced tests should advise, but should not dictate, eligibility decisions. Those involved in making eligibility decisions should be able to use professional judgment to override norm-referenced test scores if a student would benefit from special education services or if a student is not in need of services. This may help reduce the over-representation of minority students and prevent the exclusion of students who need special education services but do not meet specific eligibility criteria dictated by test scores.

### **Increase funding for teacher preparation and professional development.**

The shortage of qualified professionals to provide services to children with disabilities is real and growing. There is a significant gap between the number of teachers needed and the number of teachers available. In order to rectify this discrepancy, Congress needs to allocate funds to train special education personnel. Unfortunately, the personnel preparation component of the IDEA budget has not increased over the years. University training programs need financial incentives for students to entice them into the profession. Because the competencies that are required for special education teacher certification have never been more demanding, an era of great irony has emerged where it is very challenging to earn a special education teaching certificate, but it is quite easy to land a job as a special educator under emergency or provisional

certification. The new IDEA must address the growing problem of addressing the special education shortage by staffing positions with unqualified and unprepared personnel.

**Expand early intervention services.** Preventing disabilities is a priority of special education. Providing early intervention services to “at risk” infants and toddlers, and serving pre-school children in special education programs, are two important programs that must be continued and even expanded. School personnel must have the means to implement these preventive intervention programs.

**Increase access to instructional and assistive technology.** Technology offers a great deal of promise for improving the learning opportunities and life experiences of individuals with disabilities. Indeed, certain technologies have already significantly improved the quality of life for many individuals with developmental disabilities. However, while the promise is great, there still remains a major gap between advances of technology and the implementation of technological developments. Congress needs to continue to emphasize technology and appropriately fund efforts to expand the application of technology in special education.

It is the position of the Board of Directors of DDD that Congress must take a hard look at IDEA during this reauthorization process. Congress should not reduce the protections of students and their families, nor should they reduce the wonderful support network and programs that have been established as a direct result of IDEA. Congress should fund the IDEA at the full federal level (40%). Additionally, Congress should modify the law to enable professionals to use judgment in assessing and serving children with disabilities, and to focus more on student outcomes than compliance. Moreover, Congress should proactively address the special education teacher shortage and expand efforts in areas related to early childhood special education as well as special education technology. Let’s keep what is good about the IDEA, but let’s definitely have the courage to change that which does not truly meet the needs of students with disabilities and their families.

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Finn, C.E., Rotherham, A.J., & Hokanson, C.R. (2001). *Rethinking special education for a new century*. Washington, DC: Thomas B. Fordham Foundation and the Progressive Policy Institute.

## DDD Business Meeting



*Phil Parette and Jack Hourcade at DDD Business Meeting*



*Nikki Murdock and Barbara Gartin at DDD Business Meeting*



*Andy Berg at DDD Business Meeting, April 2002*



*DDD Members at Business Meeting, April 2002*

## JOIN A COMMITTEE!

### MRDD Committees and Chairpersons

The following is a list of the MRDD Committees and Chairpersons for 2002-2003. Contact any Committee Chairperson directly to obtain information and/or to *JOIN A COMMITTEE!*

<b>Committee(s)</b>	<b>Chairperson</b>	<b>Contact</b>	
Awards	Barbara Gartin	bgartin@uak.edu	(479) 575-7409
	Jim Thompson	jrthomp@ilstu.edu	(309) 438-2837
Conference	Cindy Perras	cindy.perras@cogeco.ca	(905) 845-2280
Critical Issues & Legislative	Bob Stodden	stodden@hawaii.edu	(808) 956-9199
Diversity & Prof. Standards	Scott Sparks	sparks@oak.cats.ohiou.edu	(740) 593-4437
Finance	Dan Ezell	dezell@mail.ucf.edu	(407) 632-1111
Membership & Unit Dev.	Jim Forristal	jimfortpa@aol.com	(813) 681-1080
Nominations	Val Sharpe	VMKKO@aol.com	(410) 480-9667
Publications	Jack Hourcade	jhourca@boisestate.edu	(208) 426-3544
Research	Tina Taylor Dyches	tina_Dyches@byu.edu	(801) 378-5045



## Students' Corner

**Kim Carper**

*DDD Student Governor*

DDD is proud to present the following article by **Natalie Sokol** and **Kristin Starosta**, *Lehigh University*, recipients of DDD's 2002 *Herbert J. Prehm Student Presentation Award* at this year's CEC convention. Congratulations to Natalie and Kristin for their outstanding work!

### *Using Functional Assessments to Decrease Self-Injurious Behaviors During Eating Routines*

The Individuals with Disabilities Education Act 1997 requires that schools develop behavior plans based on functional behavioral assessments which include proactive, positive interventions and supports for students with behavior problems. This is especially critical when faced with students who engage in self-injurious behaviors (SIB). These behaviors can pose serious health risks and limit their opportunities to participate in educational and social environments with their peers. A number of research studies have demonstrated the usefulness of functional assessment for intervention development. In general, the research indicates that SIB usually serves an environmental function. However, in some cases, biologic variables may be implicated. In the current study, functional assessment information indicated that SIB was not maintained by social consequences (i.e., escape, attention, tangible). Further assessment combined with experimental manipulations indicated SIB was associated with food intake, which was presumed to occur for biologic reasons.

Matthew was a 19-year-old male student with autism and severe mental retardation who exhibited high rates of SIB. He attended a self-contained classroom in a private school for students with challenging behaviors. Although Matthew was nonverbal, he was able to communicate a number of preferences through a picture exchange system and had learned to follow a number of school routines.

The first phase consisted of conducting a functional assessment utilizing record review, interview, and observation methodologies. The findings associated with the direct observation concurred with the results of the record review and interviews indicating that SIB did not serve an environmental function. These multiple data sources suggested that the Matthew's SIB occurred more frequently while he was eating.

This hypothesis was tested in the second phase of the study. Fifteen-minute sessions of eating and no eating were

alternated with a 10-minute break between sessions; four sessions were conducted daily. In both conditions, no attention was given to Matthew, and the amount and type of food was held constant. Data were collected on the number of SIB occurrences and bites of food per minute. SIB was defined as hitting the top of the head with an open hand. A bite of food was defined as grasping a piece of food, placing it in the mouth, and swallowing it.

The results of the hypothesis testing indicated that during the no eating and eating condition, the overall mean rate of SIB was .77/min. (range, 0/min.-2.13/min) and 1.93/min. (range, .13/min.-3.47/min.), respectively. However, SIB during the eating condition was highly variable. Thus, during further analysis of the eating condition, the rate of SIB was compared to the rate of bites consumed. The results indicated that the rate of SIB covaried with the rate of bites consumed.

The results of the functional assessment and hypothesis testing indicated that Matthew's rate of SIB was associated with eating. A number of hypotheses were considered in order to determine the characteristics of eating that occasioned high rates of SIB. These hypotheses included tooth/mouth pain during eating, eating rate and quantity, and type of food (e.g., salty) that may cause oral sensitivity. Recommendations were made for a dental examine, manipulation of the quantity of food intake, and examination of whether particular types of food were associated with differential rates of SIB. This evaluation highlights the value of the functional assessment process for ruling out factors associated with challenging behaviors. Severe, persistent challenging behaviors require a systematic investigation of student history, interviews, observations, and variable manipulations in order to determine function, which is essential to the development of effective interventions.



## Membership/Unit Development News

**Jim Forristal, Membership and Unit Development Chair**

It is now official, *The Division on Mental Retardation and Developmental Disabilities* commonly known as **MRDD** has changed our name to the *Division on Developmental Disabilities*. As

indicated in my last Membership News article, the focus of our Division will be on individuals with cognitive disabilities/mental retardation, autism and related disabilities. We are excited about the possibility of serving the needs of a more inclusive and diverse group of individuals.

As I also related in the last Membership News article our student membership continues to increase. We have gained thirty (30) new student members in the month of April and May. We realize how important student members become to any organization. As a Division, we will only become stronger with the continuation of this trend. To that end, the division authorized the **DDD** Student Recruitment Grant. This Grant process allowed Student CEC chapters to apply for a \$75.00 grant to organize a membership drive for new student **DDD** members. As a first effort at this type of incentive, I am pleased to announce that three (3) Student Chapters have applied for and will receive the grant. They are:

- SCEC Chapter 794, Bradley University, Peoria, IL
- SCEC Chapter 845, University of Central Florida Orlando Campus, Orlando, FL
- SCEC Chapter 1050, University of Central Florida Brevard Campus, Cocoa, FL

Each of these student chapters will have the opportunity to recruit new members to **DDD** through January 15, 2003 and submit a final report to the Division. The student chapter with highest number of recruited new members will receive and additional \$100.00 to support activities within their student chapter. Additionally the student chapters will be recognized at the **DDD** Business meeting at the CEC Conference in Seattle in April.

Recruitment of new members to **DDD** is not only a student activity. As I have challenged you before, I will challenge you again to recruit at least one new member. As a new school year begins, some of you will have the opportunity to meet with new teachers for pre-service activities and some of you will be meeting with new students in your university classes. These meetings certainly would be a time to discuss CEC and the benefits available to them as members of the *Division on Developmental Disabilities*.



*Stan Zucker, ETMRDD Editor*



*Julie Donnelly and Stephen, one of the panel members speaking at the DDD Showcase Session*

## Teachers' Corner

*(Continued from page 1)*

Every panelist spoke of their lack of understanding of the rules of interaction between people. Karl Wittig described himself as, "No more subtle than a sledge hammer," yet he has advanced degrees in electrical engineering and computer science. Another panelist spoke of his nervous breakdown because of social failures. Social rules are often culture and context specific and sometimes illogical. Social behavior is one area in which "trying harder" doesn't necessarily work. We need to make the understanding of human relationships a part of our curriculum because it is an enormous part of their disability.

**Guideline #3.** Teach social skills and the underlying social understandings that do not come naturally to these individuals.

Many schools have educational programs that discourage bullying. In the post-Columbine era, people have been sensitized to the plight of the outcast. However, everyone gets teased, sometimes in good humor and sometimes unkindly. Because of their difficulty reading others' intents, individuals on the autism spectrum often react poorly.

**Guideline #4.** Teach strategies to deal with teasing and bullying. Create an atmosphere where that kind of treatment is discouraged.

At times, it seems to these individuals that we are telling them that who they are, how they think, how they act is all wrong. My son, Jean-Paul, tells me that autism is a difference, not a disability. However, it took him years of counseling and introspection to regain his sense of self worth. His personal faith was a tremendous help. Jean-Paul tells me that God doesn't make junk.

**Guideline #5.** Assist and counsel them to help maintain their self esteem in a society that disdains difference.

Having even a few friends who like and accept them can mean a lot to individuals on the autism spectrum. These friends can be adults who have the maturity to see the gold shining amidst the dross. An individual who shares their special interest and who has made it into a career or hobby can be a mentor. Many individuals on the autism spectrum benefit from meeting others with the same diagnosis. At conferences and on the internet they talk endlessly about their special interests with others like them.

**Guideline #6.** Help these individuals to find mentors, heroes, and friends, with and without disabilities.

A huge part of the problem is us. Many individuals on the autism spectrum refer to us as neurotypicals, NTs. We are often limited and judgmental. As educators, we need to educate others in the schools and in the public sector about autism spectrum differences.

**Guideline #7.** Increase awareness among educators, medical professionals, parents and the general public about the strengths that these individuals have to share.

I have come to enjoy these Awesome, Unique, Talented, Incredible, Super, Magnificent individuals. You will, too. Celebrate diversity!

*(On behalf of DDD, I would like to thank Julie Donnelly for sharing these thoughtful guidelines on Autism with us.)*

## Subdivision News

**Cindy Perras, Ontario Subdivision President**

OSIDC, DDD's Ontario Subdivision, is excited to be co-hosting the 46<sup>th</sup> Annual Ontario Provincial CEC Conference this fall, November 7-9, 2002 in Oakville, Ontario. OSIDC and Chapter 391 are partnering with the Peel District School Board to provide an outstanding special education conference and professional development opportunity for the many partners in learning. The conference features in-depth strands on each area of exceptionality, a

comprehensive publishers' display and technology showcase. For further information, please contact Cindy Perras, Conference Coordinator, at [cindy.perras@cogeco.ca](mailto:cindy.perras@cogeco.ca) or visit the conference website at [www.caphwdsb.on.ca/ccoc/ontario/ont/conference](http://www.caphwdsb.on.ca/ccoc/ontario/ont/conference)





CEC Annual Convention  
Seattle, April 2003

DDD will have many sessions in  
Seattle. Check DDD website:  
[www.dddcec.org](http://www.dddcec.org)

## Address Changes.

Members who change addresses are personally responsible for notifying CEC Headquarters and providing information regarding new addresses where the newsletter and journals should be forwarded. Direct contact should be made with CEC Constituent Services Center at: [service@cec.sped.org](mailto:service@cec.sped.org) or 1-888-232-7733.

Any questions related to this newsletter, please contact: Darlene Perner, *DDD Express*, Editor at [dperner@bloomu.edu](mailto:dperner@bloomu.edu) or 570/389-3980 (fax).

Visit the DDD Website:  
[www.dddcec.org](http://www.dddcec.org)



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