



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

Play and Learn: A Motor-Based Preschool Curriculum for Children of All Abilities

Mary J. Sullivan Coleman, OTR, MA

Laura Krueger, PT, MA



“Friendship is unnecessary, like philosophy, like art.
It has no survival value; rather,
it is one of those things that gives value to survival.”
—C.S. Lewis

Facilitating friendships at the preschool level among all children is at the core of the *Play and Learn* curriculum. The authors believe—based on research—that all young children learn best through movement and meaningful play. This universal design curriculum lays out a framework that uses a transdisciplinary model of service delivery as the most effective way to teach young children motor skill development along with language, readiness, and social skill development.

Based on the belief that all children love to play, paint and create, read, write, and move, play areas were developed that meet the needs of any typically developing preschool child and also meet the goals and objectives on any Individualized Education Program of a child with special needs.

The book is unique in the way it is written: On the left-hand side of the page is an activity, for example, painting is written for any child. On the right-hand side of the page, the painting activity is written with a simple assistive technology adaptation called “Try Another Way” for a child who might not be able to hold a paint brush. Thus, children can paint together, just using different modalities. The simple technology is embedded right in the classroom and is always available for any child to use. In this way the technology does not separate the child with special needs but rather draws all children together.

Another activity example in *Play and Learn* that illustrates all children playing together is gardening at the sensory table. Line a sensory table with heavy plastic and let the gardening begin! Preschoolers use little shovels to fill the table with black dirt, then break up the dirt clumps using their fingers. The children sprinkle winter wheat grass over the dirt and cover the seeds with a thin “blanket of dirt.” Within 10 days the grass is thick and several inches tall, much to the children’s delight! The fun has just begun because all children can water the grass together, using either squirt bottles (great for fine motor skills) or a switch-activated Water Pik. And when the grass is too tall, cutting with Benbow scissors has never been so motivating!

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Gardening at the sensory table.

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President's Message

Dagny Fidler

A new year has arrived for DDD and promises to be another productive and exciting year. I am enthusiastic about being president and look forward to working with many of you as we move ahead. This is not new territory for me, as I went through this cycle once before a few years ago. One thing I have learned is the value of our membership. Without your energy and ideas, DDD would not continue to be the valuable organization it has proven to be over the years for so many of us.

As we move forward, it is worth briefly reviewing the past year. In the fall, we had a very successful conference in Las Vegas. Many of the presentation papers will be included in an upcoming *ETDD* journal edition that you will receive. If you were not able to get to the conference or to a particular presentation, you will be able to learn about the topic.

The annual convention in Baltimore was a great success also. In this edition of *DDD Express* there is an article by two presenters. I think you will find their information useful in your classrooms.

I hope also that you will take the time to review our most recent Strategic Plan, which we finalized at the Baltimore convention. It is available on the **DDD web site** ([http://](http://www.dddcec.org/plan.htm)

www.dddcec.org/plan.htm). As you will see when you review it, there are many things we hope to do in the next several years. In order to accomplish our goals, we will need your help and feedback as we go. If you are interested in working on any of the goals, please contact me at Dagny.Fidler@dmps.k12.ia.us. Your involvement is key to the success of the plan.



We have begun planning for the 2006 convention in Salt Lake City and are looking forward to having a great conference in Hawaii in Jan/Feb. 2007! More information on these events will be in future newsletters.

This issue of the *DDD Express* also lists the committees, which are an active part of DDD. You will find contact information for the committee chairs; they look forward to hearing from you. Feel free to contact the committee chairs directly to get involved. There are many ways you could be of help, such as reviewing proposals for upcoming conferences and conventions, bringing issues to our attention, or helping draft a position paper. This is also an excellent way to present new ideas of your own for things DDD should be doing.

Please feel free to get in touch! That is the only way we know we are meeting your needs. Have a wonderful fall.

Visit the official web site of the Division on Developmental Disabilities at <http://www.dddcec.org/>

DDD Call for Nominations

Barbara C. Gartin, Past President

Time for nominations for the 2006 Board of Directors

Would you like to become a leader in the **Division on Developmental Disabilities**? Now is the time to volunteer to run for office for a position that will begin on July 1, 2006. For additional information, or to submit your name with a brief biography, contact me (bgartin@uark.edu). The deadline for nominations is **November 15, 2005**.

Vice President. The person who is elected vice president actually serves a four-year term. The first year the elected officer will serve as vice president, and then each

subsequent year as president-elect, president, and finally as past president.

Midwest Member. The Midwest member must be a resident of one of the following states: IA, IL, IN, KS, KY, MI, MN, MO, ND, NE, OH, SD, WI. The Midwest member serves a three-year term and may run for reelection one time.

Northeast Member. The Northeast member must be a member of one of the following states: CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT. The Northeast member serves a three-year term and may run for reelection one time.

All nominees must be members of the Division on Developmental Disabilities.



Meet the Newly Elected DDD Board Members

Brenda Smith Myles, Vice President

Brenda Smith Myles, PhD, is an associate professor in the Department of Special Education at the University of Kansas, where she co-directs a graduate program in Asperger syndrome and autism. The recipient of the 2004 Autism Society of America's Outstanding Professional Award, she has written numerous articles and books on Asperger syndrome and autism, including *Asperger Syndrome and Adolescence: Practical Solutions for School Success* (with Adreon), the winner of the Autism Society of America's Outstanding Literary Work. Brenda is on the executive boards of several organizations, including the Organization for Autism Research and Maap Services Inc.



and developed the graduate program in autism. Currently, Amanda is an assistant professor at DePaul University in Chicago. Her research interests focus primarily on children with autism, examining socialization, inclusion, and early identification issues. Amanda has presented nationally and internationally and has authored numerous publications in the field.

Kara Hume, Student Governor

Kara Hume, a doctoral student, has worked with children and young adults on the autism spectrum for 15 years in a variety of capacities, including as a home program therapist, teacher, trainer, and consultant. Kara was a classroom teacher for seven years, working primarily with students on the autism spectrum, and has worked with Division TEACCH as a trainer for professionals in the field. Currently she is a research assistant at the Indiana Resource Center for Autism and is pursuing her doctorate in special education at Indiana University. Kara's involvement in CEC began when she was an undergraduate more than a decade ago, and she is looking forward to serving in her first position with DDD.



E. Amanda Boutot, Treasurer

E. Amanda Boutot, PhD, received her doctorate in special education from the University of Texas at Austin in 1999. She has worked with persons with disabilities and their families for nearly two decades. She served three years at the University of Nevada Las Vegas as the coordinator of the graduate program in mental retardation and severe disabilities



Editor's Note: Congratulations to **Leslie Broun, Canadian Member**, who was **reelected** and will serve another term as our DDD Canadian Member.

Join DDD in Hawaii for the 10th International DDD Conference!

Phil Parette, Vice President

Join us in **Kona, Hawaii**, at the **Sheraton Keauhou Bay Resort and Spa, January 31–February 3, 2007**, for a singularly informative and entertaining professional development event! The **DDD Conference** will highlight key experts in the field, coupled with presentations by consumers with disabilities who bring a fresh, insightful perspective to our existing knowledge base. Preconference Workshops, educational tours/trips, and other activities are being considered to provide an array of opportunities to members and their families who would like to participate. The Call for Papers will be advertised soon in issues of *ETDD*, the *DDD Express*, and the **DDD** web site (www.dddcec.org).



For further information, kindly contact:

Cindy Perras
cindy.perras@cogeco.ca



Tom Smith
tccsmith@uark.edu

Membership and Unit Development Committee News

Jim Forristal, Co-Chairperson

From a membership standpoint, DDD had great experiences at the Membership Booth in the Expo Hall in Baltimore in April. Our DDD Booth continues to draw individuals interested in the **Division on Developmental Disabilities**. Those of us who “manned” the booth had the opportunity to greet members, old friends, and those interested in becoming members. We did in fact have four members of CEC join our division at the booth. Welcome to our new members: **Anne Edwards, Liza Wenzel, Kristen Hagen, and Pam White**.

Another exciting event for the Membership Committee was the awarding of the Student Recruitment Grant at the General Business meeting. For three years in row, this award has gone to the **Student Chapter 1050, University of Central Florida, Brevard Campus**. This year, they recruited ten new DDD members. The award was pre-



Jim Forristal presented the Student Recruitment Grant award to Janis Sammon, Vice President of Student Chapter 1050, University of Central Florida, Brevard Campus

sented to **Janis Sammon**, Vice President. Other student members were there and recognized for their hard work in recruiting new members. The Student Recruitment Grant will once again be available to student chapters for the 2005–2006 school year. Applications may be found on the DDD web site (www.dddcec.org) or from me (jimfortpa@aol.com). The grant of \$75.00 is available to any student chapter by filling out the application. The student chapter that has recruited the most members from October 2005 to March 2006 will receive another \$100.00 for its chapter. I urge all university and colleges with student chapters to apply.



Joyce Agnes, co-chair of the membership committee, attended the Unit and Division Membership Meeting while in Baltimore. Lots of information is available to you as members in recruiting and retaining members. You may contact Joyce (jagness@mail.howard.k12.md.us) or your regional representatives, **Kent Gerlach**, Farwest; **Nikki Murdick**, Midwest; **Joyce Agness**, Northeast; **Jim Forristal**, Southeast; or **Leslie Broun**, Canada for more information (see www.dddcec.org for email addresses).

At this time we are trying to update our records for all current members. Please e-mail your name, address and e-mail address to: Joyce Agnes (jagness@mail.howard.k12.md.us). Thank you for taking the time to assist us with this process.



Members and Advisors of Student Chapter 1050, University of Central Florida, Brevard Campus

Attention Student CEC Chapters . . . Receive a \$75 Student Recruitment Grant!

Here is an opportunity for your student chapter to receive \$75.00 from DDD. Simply complete the **Student Recruitment Grant Application** at www.ddd-sped.org by the **September 30, 2005**, deadline and submit it to: Jim Forristal, DDD Membership Co-Chair, 2832 Bellwood Drive, Brandon, Florida 33511-7135.

To receive the \$100.00 award, you must be the student chapter that has recruited the most new student members to the Division on Developmental Disabilities of CEC between October 3, 2005, and March 15, 2006. Students, please take the opportunity to obtain the \$75.00 grant to assist with your student CEC activities while at the same time increasing membership in the Division.

Diversity Committee Report

Rosa Lockwood, Chair

- “An existing action of the DDD Board is to have representation of diversity throughout the Division, including programs.”
- “Programs are not the only Division activity that should reflect diversity in its content and presentation. Publications, books, pamphlets, and leadership should be sensitive to our diverse interests and beliefs.”
- “The specifics of how to do all of this must still be identified and procedures and policies developed.”

These are all statements in an existing Diversity Committee Report. The current Diversity Committee Action Plan is building upon these statements and is aligned

About our DDD Diversity Committee Chairperson

Rosa Lockwood, Diversity Committee Chairperson, is an educational consultant for the Ohio Department of Education, Office for Exceptional Children. She has been an educational consultant since 1985. Prior to this, Rosa taught multiple elementary grades and MR/MH in Georgia, Illinois, Ohio, and the Bahamas. Rosa has worked as a diversity advocate for many years. Some of her advocacy work include co-developing a preservice/professional development resource, developing diversity training, acting as a

with the new DDD strategic plan. It addresses a process for insuring that diversity is included in all committee activities of the Division.

As directed by the Board, the Diversity Committee will be working collaboratively with the Critical Issues chairperson to develop an outline/summary statement leading to a diversity awareness brief. Questions to be answered in this brief are: What is diversity? What are the dimensions of diversity? What is CEC’s diversity focus? Why is it important that the DDD has a discussion about diversity? How has DDD sought to build awareness/address diversity as a Division? How can diversity awareness activities guide/benefit DDD actions? As the committees work through these questions and develop a brief, it should provide a focus for the inclusion of diversity activities across the Division.

Any questions or concerns can be sent to: Rosa Lockwood (Rosa.Lockwood@ode.state.oh.us). Thank you!

liaison for the Office for Exceptional Children to the National Center for Culturally Responsive Educational Systems, and serving as the coordinator/planner of internships for international professionals. Rosa is the founding and current President of the Ohio CEC Division for Diverse Exceptional Learners (DDEL)



JOIN A DDD COMMITTEE!

The following is a list of the **DDD Committees and Chairpersons** for 2005–2006. Contact any Committee Chairperson directly to obtain information and/or to **JOIN A COMMITTEE!**

Committee(s)	Chairperson(s)	Contact(s)
Awards	Leslie Broun Cindy Perras	fljj@rogers.com cindy.perras@cogeco.ca
Communications	Darlene Perner	dperner@bloomu.edu
Conference	Phil Parette	hpparet@ilstu.edu
Critical Issues	Kent Gerlach Bob Stodden	kgerlach@plu.edu stodden@hawaii.edu
Diversity	Rosa Lockwood	Rosa.Lockwood@ode.state.oh.us
Finance	Amanda Boutot	aboutot@mac.com
Legislative (CAN)	Bob Stodden	stodden@hawaii.edu
Membership/Unit Dev.	Joyce Agness Jim Forristal	jagness@mail.howard.k12.md.us jimfortpa@aol.com
Nominations	Barbara Gartin	bgartin@uark.edu
Publications	Jack Hourcade	jhourca@boisestate.edu

Students' Corner

Kara Hume, Student Governor

My name is **Kara Hume** and I am pleased to be the new **DDD Student Governor**. I am eager to connect with as many students as possible and am happy to assist in providing the student point of view to the Board. I have been a student for much of my life—currently pursuing a doctorate in special education at Indiana University. I have been privileged to work with individuals on the autism spectrum for the past 15 years, as well as with a variety of talented professionals in the field of developmental disabilities.

When I left my teaching position to return to graduate school (and moved 1700 miles away), I greatly missed my stu-

dents, their families, and my colleagues in the autism community. I missed collaboration, advocacy, friendships, and especially learning daily lessons about life and love from my students. Slowly, I have formed new partnerships with families, fellow students, professionals, and children with ASD. It is my hope, through this position with **DDD**, to continue to expand this community and assist in creating community for other students in the field.

I look forward to hearing your stories, as well as responding to your needs as a student interested in the field of developmental disabilities. Please feel free to e-mail me (kahume@indiana.edu) with questions, thoughts, and/or ideas.



CEC-DDD Awards

The **Division on Developmental Disabilities** of the Council for Exceptional Children is pleased to provide for the annual recognition of individuals and subdivisions through a number of awards, as listed below:

The **BURTON BLATT HUMANITARIAN AWARD** is available to honour an individual who is a member of **DDD** and who has demonstrated exceptional effort in furthering the cause of persons with mental retardation/cognitive disabilities, autism, and other developmental disabilities (developmental disabilities).

The **LEGISLATIVE AWARD** is available to honour an individual who has been involved in the development, support, and/or enactment of legislation designed to meet the needs of persons with developmental disabilities. The person need not be a member of **DDD**.

The **TEACHER OF THE YEAR AWARD** is available to recognize a special education teacher or general classroom teacher from each subdivision for exceptional performance in supporting students who have developmental disabilities. The **PARAEDUCATOR OF THE YEAR AWARD** is available to recognize a paraeducator from each subdivision who participates as a member of the teaching team and who exhibits exemplary personal and professional skills in supporting students who have developmental disabilities. The teacher or the paraeducator need not be a member of **DDD**, and each state/provincial subdivision is encouraged to nominate an individual for each of these awards.

In addition to the individual awards available, the **JOHN W. KIDD SUBDIVISION AWARD** may be

given annually to the subdivision that has shown exceptional performance during the past year. Criteria used may include increases in membership, innovative programming, and participation of members in related activities beyond the subdivision level.

The **RESEARCH AWARD** is to be given annually to an individual, or group of individuals, in recognition of outstanding basic and/or applied research in the area of developmental disabilities. For more information on the criteria for this award, please visit www.dddcec.org.

Please note: Any **DDD** member may nominate individuals for the **BURTON BLATT HUMANITARIAN AWARD** or the **LEGISLATIVE AWARD**. Only subdivision presidents may nominate individuals for the **TEACHER OF THE YEAR AWARD** and the **PARAEDUCATOR OF THE YEAR AWARD**; additionally, subdivision presidents may apply for consideration for the **JOHN W. KIDD SUBDIVISION AWARD**.

Nominations/applications *must be submitted by DDD members*, accompanied by appropriate supporting data/information, **NO LATER THAN JANUARY 15, 2006**. Awards that meet the stated criteria are presented during the **DDD Annual Business Meeting** at the CEC Convention. Send nominations/applications and requests for additional information to: **Cindy Perras**, DDD Awards Committee Co-chair, 2410 Deer Run Ave., Oakville, Ontario, Canada L6J 6K9; (fax) 905.844.4806; (e-mail) cindy.perras@cogeco.ca

New Monograph Series From DDD!

The **Division on Developmental Disabilities** is pleased to announce the publication of a new series of works in developmental disabilities. These four reference books, edited by Robert Sandieson, Val Sharpe, and Jack Hourcade and published by PRO-ED, are essential for anyone concerned with fundamental issues in developmental disabilities.

The editors reviewed approximately 1,500 articles from DDD's journal *Education and Training in Mental Retardation/Developmental Disabilities* published from 1966–2004, and they selected the finest efforts of writers in the field. Articles were chosen based on historical significance; contemporary value; representation of the cross-section of theories, research approaches and methodologies within a category; and representation across the lifespan. The articles were then grouped into four books.

- ***Social and Communication Skills in Developmental Disabilities***

This book provides a variety of effective approaches for enhancing social skills and functional communication for individuals with developmental disabilities.

- ***Assessment and Instruction in Developmental Disabilities***

Two of the most frequently published topics in the journal

are assessment and instruction. This book emphasizes psychometrics and functional assessment procedures, and practical instructional strategies for learners with developmental disabilities.

- ***Foundations, Teachers, and Families in Developmental Disabilities***

This book covers definitional issues in developmental disabilities, preparation of special education teachers and paraprofessionals, and family issues such as coping and ethnicity.

- ***Inclusion and Employment in Developmental Disabilities***

This book provides proven approaches for enhancing inclusion of individuals with developmental disabilities in schools and communities. Topics include peer acceptance, friendship, and adult inclusion in community and vocational settings.

DDD members are eligible for special discounts on the books. In addition, special discounts are available for the four-book package. For additional information, including ordering information, please visit the PRO-ED web site at:

http://www.proedinc.com/store/index.php?mode=product_detail&id=10998

or call PRO-ED (1-800-897-3202).

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

The 12-month curriculum is organized by monthly themes, each of which relate to excellent children’s literature books. The books were carefully chosen to show both cultural diversity as well as diversity of ability. The books celebrate all children and promote similarity awareness, helping children learn more about each other and their shared interests, ultimately using literacy as yet another stepping stone for building friendships among all children. There are many ways to weave literacy throughout the child’s day. For example, teachers can use digital photographs of preschool children in simple books about the imaginative play corner themes or simple books illustrating how to play a preschool game. For children with autism, these books give a visual support as a way to begin to understand what they might do with peers in the imaginative play area or how to engage in a game such as *Lucky Ducks*.

Visual symbols are highly used throughout the curriculum to support and benefit all visual learners. In addition to being used on simple switches, communication symbols can be incorporated into daily activities and routines. Simple visual schedules have proven helpful to many preschoolers in learning the routine of taking on and off jackets, boots, hats, and mittens and hanging up backpacks. Preschoolers have learned important skills in independence by checking off their own visual schedules as they move from play area

to play area or work station to work station. Small visual “Pooh meters” have helped preschoolers begin to recognize that “Tigger bodies” are for the gym and playground and that “Pooh bodies” are good for circle time and art projects.

The curriculum emphasizes four key elements for planning an effective preschool environment:

1. routines and music to promote self-organization,
2. repetition with variation over the school year for the development of skill transference,
3. motivation through engaging play, and
4. facilitation of social interactions.

Over and over throughout the curriculum, emphasis is placed on ways to set up activities to promote peer-to-peer interaction, using the adults in the classroom as coaches and facilitators of peer friendships. The ability to develop friendships and relationships is at the heart of real success in school and life . . . and the seeds of learning those skills begins in preschool.

If you are interested in learning more about this curriculum, you can go to AbleNet’s website (www.ablenetinc.com) and click on *Play and Learn*. Look for a new activity idea each month at the *Play and Learn* link.

Professional Development and Standards Committee, April Report

Scott Sparks
Chair ad hoc PD and Standards Committee

The Professional Development and Standards Committee has completed validation of our new standards set in developmental disabilities. An expert panel consisting of Kathleen Shank, the Chair of CEC's Professional Development Committee, Andi Babkie, Brenda Smith Myles and her graduate students, and myself convened. This group set up procedure and discussed further edits and changes before the

set was sent to the Knowledge and Skills Subcommittee for final editing. The set was finalized and will be included in the next edition of CEC's "Red Book" of standards.

The next task will be to draft a set of "advanced standards" that might be used to guide graduate education or licensure efforts for veteran teachers of students with developmental disabilities. The committee will be active in the next year with this process. However, I would like to invite the membership to send ideas about other professional development activities that the Division can engage in and thus fulfill our professional mission. Please send your ideas to Scott Sparks (sparks@ohio.edu).



Executive Director's Corner

Tom E. C. Smith

Money, money, money! It's that time again: Time to get your subdivision reports submitted in order for you to get your subdivision rebates. Remember, you receive \$2.00 per member. For some subdivisions, that amounts to several hundred dollars, which can be used any way you want; it's your money. Please send the following to me so that I can process your rebate: (1) list of officers for 2005–2006; (2) list of key activities in which your subdivision participated during the past year; and (3) any activities planned for 2005–2006.

The DDD Board of Directors is ready to assist you in developing a new subdivision, re-energizing an existing subdivision, or helping you make your existing subdivision

stronger. Remember, we will either send one of our board members to one of your meetings, if that would be helpful, or help you bring someone to your meeting who might create local interest. We will also help you with seed money to help you generate interest in your subdivision. With each DDD member getting the premier journal in the area of mental retardation and the premier journal in autism as member benefits, we have a lot to offer members. Creating and strengthening subdivisions can help us generate interest and increase our membership. If you have any questions or needs related to DDD, please contact me (tecsmith@uark.edu).



Editor's Note . . .

Darlene Perner



On behalf of DDD, I would like to thank **Laura Krueger** and **Mary Sullivan Coleman**, *Play to Learn*, for their contribution to our Teachers' Corner and **Kara Hume**, *Student Governor*, for her first article for the Students' Corner. In upcoming issues, articles by both **Dr. Liliana Mayo** and **Marty Murphy** (featured DDD speakers at the CEC Convention) will be highlighted.

Please review the **DDD Strategic Plan** at <http://www.dddcec.org>. Also **JOIN A COMMITTEE** and help committee chairpersons to fulfill the strategic plan goals!

If you have information about your subdivision and/or practical articles for the Teachers' Corner or Students' Corner, please submit to: dperner@bloomu.edu or 570/389-3980 (fax). Have a great beginning to your school year and don't forget to send in your **FREE BOOK** coupon (see SUMMER Issue)!

Search the Entire Archives

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