



Culture: Differences? Diversity!

A Professional Development Model, 1991-2002 Relevance

Rosa Lockwood
Committee Member



The purpose of this article is to reintroduce Culture: Differences? Diversity! (CDD) in light of new educational demands (NCREL, 2000) that exist with a current emphasis on state, school and student educational accountability. CDD was developed as a professional development resource to address systemically, cultural issues surfacing in school districts that impacted culturally and linguistically (c/l) diverse students and their families in Ohio. Development of CDD was a collaborative effort between the Ohio Federation of CEC and the special education office of the Ohio Department of Education. It was conceptualized as a five step process that included: Cultural **Awareness** (self and others), Understanding **Differences**, **Appreciating** Diversity, Valuing Diversity, and **Commitment** (to effective teaching from a multicultural perspective). The idea that our DDD Diversity Committee will explore is whether or not CDD can become a relevant training model for today's professionals who work with children and adults who have developmental disabilities. Some research is presented in each stage. CEC-DDD can use the framework of CDD to continue and improve the road to positive diversity in education.

acceptance. They define self-knowledge as "a thorough understanding of one's own cultural roots and group affiliations" and self-acceptance as a high level of self-esteem derived from knowing one's own roots (p. 98).

- The training of school staff and other related professionals can be conceptualized by using a model that emphasizes three major components: awareness, knowledge and skills (Sue, Arredondo & Davis, 1992).
- Abt-Perkins and Rosen (2000) describe five essential knowledge bases for language arts and English teachers of c/l diverse students. This list includes the following: self-knowledge, cultural knowledge, linguistic knowledge, culturally informed teaching knowledge, and knowledge of materials and methods for multicultural literacy education. Jackson (1998) emphasizes knowledge of home-school relationships.

Appreciating and Valuing Diversity

- Culturally informed teaching knowledge also supports the learning needs of individual children, regardless of their cultural or linguistic background (Delpit, 1995).

Commitment

- Teachers should become knowledgeable about the distinctive cultural backgrounds. They should acquire

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The Research on 2002 Relevance

Cultural Awareness

- Professional development should help teachers understand the complex characteristics of ethnic groups and how variables, such as social class, religion, generation influence ethnic and cultural behavior (Banks et al., 2001).
- Haberman and Post (1998) note the importance of teachers having cultural self-knowledge and self-

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President's Message

Cindy Perras

Earlier this year, and following an extensive consultation process, our Division membership voted overwhelmingly to change the name of the Division from *Mental Retardation and Developmental Disabilities (MRDD)* to the *Division on Developmental Disabilities (DDD)*. The subtitle of the new Division name, *Focusing on individuals with cognitive disabilities/mental retardation, autism, and related disabilities*, reflects the direction we have been moving toward, in terms of addressing the needs of a wider range of individuals with disabilities. It is important to note that as a Division we continue to provide support to the students who historically have been identified as having a cognitive or intellectual disability while at the same time including students with autistic spectrum disorder (ASD) and various low-incidence disabilities.

As Conference Chair for the 8th Biennial Conference in Kauai next February, I have had the pleasure of reviewing more than 100 proposals submitted for presentation at the conference. It was interesting to note that the updated focus of the Division was reflected within and among the proposals. The Program Committee accepted proposals representing a diverse range of topics, including:

- Research-based “best practices” for students with developmental disabilities and/or ASD
- Innovative technology
- Inclusionary programs for students with ASD
- Transitions
- Early childhood programs
- Self-advocate presentations
- Behavioral interventions
- Parental perspectives
- Cultural diversity
- Assessment
- Traumatic Brain Injury

The program for the 8th Biennial Conference is, simply stated, outstanding. Highlights include:

- The Opening Session on the evening of Wednesday, February 12 featuring Dr. J. David Smith, who will speak on *Abandoning the Myth of Mental Retardation: Carefully Constructing Developmental Disabilities*
- A total of sixty break-out sessions scheduled for Thursday, February 13 and Friday, February 14
- On Thursday evening, the poster session/wine & cheese reception features more than 30 poster sessions
- American, Canadian, and International presenters include practitioners, researchers, parents, and self-advocates
- Our featured speakers include, in addition to Dr. Smith, Taylor Crowe (a self-advocate with autism), Dr. Brenda Myles, and Dr. Jim Patton

On behalf of the Board of Directors, I would like to encourage our members to consider attending this wonderful conference as a means of enhancing professional knowledge and skills. For further information on the conference, registration rates and dates, and hotel accommodations, please visit the Division website, www.dddcec.org, and click on “conferences.” Alternatively, you may contact our Division’s Executive Director, Dr. Tom Smith at tecsmith@uark.edu.

I would be pleased to hear from our Division members on any Division-related matter and may be reached at cindy.perras@cogeco.ca. Best wishes for an enjoyable holiday season!

DDD Elections

Val Sharpe, Past President



Nominations for the positions of Vice President, Northeast Member, Midwest Member and Student Governor are closed. We have a good group of people running for these offices. Ballots will be mailed from CEC Headquarters in early March. We all know just how much every vote counts. Please take a few moments of your valuable time to cast your vote!! We will announce the newly elected Board members at the DDD Annual Business Meeting in Seattle.

Second Biennial Dolly Gray Award Announced

Tina Taylor Dyches

The Council for Exceptional Children's Division on Developmental Disabilities (DDD) will present the second biennial Dolly Gray Children's Literature Award at their conference in Lihue, Hawaii, February 14, 2003. The Dolly Gray Award recognizes high quality fictional children's books with positive portrayals of individuals with developmental disabilities.



the lives of persons with disabilities by picturing them in a positive light in various forms of literature," says Tom Smith, Executive Director of DDD. "These kinds of efforts will go a long way in facilitating the acceptance of persons with disabilities into inclusive settings." Hod Gray of Special Needs Project, and father of Dolly Gray, states, "Dolly would have liked this award. It meant a great deal to her to know that some of the characters in the books she loved shared in some way and in some measure her experience of disability. We're very proud at Special Needs Project to be part of DDD's important initiative with this award."

In 2000, Dolly Gray Children's Literature awards were presented to Laurie Lears and Karen Ritz for their picture storybook, *Ian's Walk*, and to Janet Tashjian who received the Dolly Gray Award for her chapter book, *Tru Confessions*. This chapter book has recently been the basis for the Disney® movie by the same name.

The Dolly Gray Children's Literature Awards will be presented at a luncheon/ceremony at the Sheraton Poipu on February 14, 2003. For more information, contact Tina Dyches at tina_dyches@byu.edu or visit the CEC-DDD website at www.dddcec.org.

"It is past time to recognize individuals who make positive contributions to the field of disabilities and who enhance

DDD Awards Reminder



Jim Thompson Awards Committee Co-chair

During these challenging times in education, our awards process is more important than ever as a means to acknowledge and honor the many exemplary, dedicated professionals in the field of developmental disabilities. Please note the information about the various awards which were featured in our last issue, and please consider making a nomination this year.

submit nominations for teacher of the year and paraeducator of the year at any time. On behalf of the Awards Committee and the DDD Board of Directors, may I extend sincere appreciation to every individual and Subdivision who has already submitted an awards nomination. We look forward to a wonderful celebration of excellence at our Awards Presentation during the Annual Convention in Seattle!

For more information, contact Jim Thompson at jrthomp@ilstu.edu or (309) 438-2837.

Nominations for the John W. Kidd Subdivision Award, the Burton Blatt Humanitarian Award, and the Legislative Award may be submitted by January 15. Subdivisions may

Students' Corner

My Ten Top Attributes A Teacher Should Have To Mentor A Pre-Service or Beginning Teacher

Ann Mulhollen
*Teacher Intern, Hood College
Frederick, Maryland*



Many new teachers about to enter the field probably do not even think about having a mentor or about what qualities their mentor needs to have in order for a successful relationship between them. As pre-service interns begin the process of student teaching, the idea of a mentor teacher for their beginning year is something they should really give some thought to. Deciding on what is important to them in a mentor may be based on what the intern is most comfortable with in terms of personality issues. Part of it may be based on what 'works' for them in terms of mentorship as they experience the process of student teaching. Regardless of how the decision is made, the beginning teacher will want to have some input into the attributes of his or her mentor as he/she begins a new career. Just as it is a successful mentorship marriage that helps to promote intern success during the student teaching experience, the relationship between a mentor and beginning teacher needs to be a rewarding and collaborative effort by both parties.

The top ten attributes I believe are necessary for a teacher to be a successful mentor teacher are:

1. Someone who has worked at that school for at least 2 years.
2. Someone who is committed to the role of mentoring and understands the extra work and time involved.
3. Someone who is well thought of by school staff, students, and the community in terms of demonstrating the skills of a high quality special educator, such as

knowledge of pedagogy and collaborative practices, as well as outstanding communicative abilities.

4. Someone who is accepting of the beginning teacher, has effective interpersonal skills and is "approachable."
5. Someone who is skilled at providing instructional support.
6. Someone who is organized and enjoys team teaching.
7. Someone who has the same planning time as the first year teacher or at least a set time they can meet once a day.
8. Someone who can give constructive criticism to help the new teacher grow in improving his/her teaching techniques. This constructive criticism should be presented in a non-judgmental manner that will enhance the beginning teacher's ability to reflect upon his/her performance.
9. Someone who is a model of a continuous learner and is open to learning from colleagues, including beginning teachers.
10. Someone who communicates hope and optimism.

A beginning teacher needs a mentor who is willing and committed to helping the new teacher survive his/her first year of teaching. In return, the beginning teacher needs to be receptive and accepting of information given by the mentor teacher. Mutual respect and collaboration between the mentor teacher and beginning teacher can make for a wonderful, enlightening teaching experience possibly leading to a long and rewarding friendship.



Working Successfully With A Pre-Service or Beginning Teacher

Andrea M. Babkie, Ed.D.

DDD President-elect



Over the years, I have had the pleasure of observing and working with many pre-service and beginning teachers, as well as with their cooperating/mentor teachers. The companion article to this one, written by Ms. Mulhollen, discusses her perspective as a pre-service teacher thinking about what attributes she believes are important in determining the type of mentor teacher with whom a beginning teacher would find success. This article is designed to address some critical ways to work successfully with a pre-service or beginning teacher. It is designed for the mentor teacher, but may assist pre-service teachers in considering, as Ms. Mulhollen suggests, the attributes of mentor teachers that will help beginning teachers as they enter the field.

1. **Observe** the pre-service/beginning teacher on a regular basis and provide written feedback. Your observations do not always have to be formal ones, such as those required by the university or the school system, but can be informal notes on a particular lesson. Any observation and subsequent feedback helps the pre-service or beginning teacher focus on specific skill development.
2. **Specific feedback** should be provided in both verbal and written form. Tell the pre-service or beginning teacher what he/she has done (both positive and negative behaviors) and give specific ways to change or to continue a certain behavior. If there are multiple areas of need, focus on one at a time. Give dates as to when you expect to see the changes and make sure you evaluate progress by those dates.
3. Just as you **collect data** on your classroom students' performance, collect data on your pre-service or beginning teacher's performance. Whether it is event recording of a particular behavior, time sampling of student engagement with a lesson, latency to student response, or some other form of data collection,

collecting data is essential in helping to shape the pre-service/beginning teacher's behavior.

4. **Intervene** when you see problems and **model** specific behaviors. As soon as you have a concern about a pre-service or beginning teacher's planning, implementation, or behavior management, let the person know and offer alternative suggestions. If there continues to be difficulty, even after you have given feedback and suggestions, go in and teach a lesson in which you model the specific behavior. Have the pre-service/beginning teacher observe and write down what it is you are doing, then sit down together and review what was observed. Help the pre-service/beginning teacher **reflect** on how your teaching was different from his/her performance. Have the pre-service/beginning teacher then **rethink and re-teach** the lesson and discuss the differences in planning and implementation that may have affected the lesson's success.
5. **Schedule regular meetings** with your pre-service or beginning teacher. If possible, do this daily at the end of the day to review lessons and discuss how the day went, as well as to preview lessons to be taught. This will allow both of you to evaluate progress and will assist the pre-service/beginning teacher in developing self-evaluative skills.
6. It is important to remember to always **support, encourage and reward progress** being made by the pre-service/beginning teacher. Sometimes, especially with adult learners, we forget that reinforcing growth is a necessary component of any mentoring relationship, as we tend to focus on areas in need of change.
7. **Accept differences** in the pre-service/beginning teacher's approach to teaching and interacting with students. Part of what the individual needs to develop is his/her own individual style and philosophy of educating students. Evaluate the pre-service/beginning teacher in terms of classroom student response-to-teaching, not whether the individual teaches the way you do. It can be uncomfortable mentoring someone who has a different style, but this can be a learning

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DDD in Seattle

CEC Convention and Expo
April 9 – 12, 2003

DDD Highlights

- **Showcase Session**
Thursday, April 10th

8:30 – 10:30

“Mental Retardation/Cognitive Disabilities, Autism, and Developmental Disabilities: A Field in Flux”

Panel discussion with Drs. Tom Smith (session leader), Brenda Myles, Ed Polloway, Robert Stodden, & David Smith

- **Breakout Sessions**
(Thursday, Friday, and Saturday)

DDD is sponsoring a multitude of excellent workshop, panel, demonstration, lecture, and poster sessions useful for students, practitioners, and other professionals. Below is just a sampling of topic areas and session titles:

❖ Alternate Assessment

- What We Know and Need to Know About Alternate Assessment
- The IEP and Alternate Assessments
- Authentic Assessment: Examining the Academic and Social Needs of Children with Autism

❖ Autism/Asperger Syndrome

- Asperger Syndrome: Interventions for School Success
- Speaking for Ourselves: Individuals with Autism Talk about their Educational Experiences
- Social-Cognitive Processing in Students with Asperger Syndrome

❖ Secondary & Post Secondary Issues

- So You Have a Job; Do You Have a Life?
- Interventions for School Success for Adolescents with Asperger's Syndrome



❖ Sexuality Issues

- Supporting Sexuality: What Educators Wanted to Know, But Were Afraid to Ask
- Social Supports for the Development and Maintenance of Sexual Knowledge and Expression

❖ Social Skills and Behavioral Interventions

- Effects of Social Skills Training for High-Functioning Adolescents with Autism
- How to Decrease Problem Behaviors Through Functional Assessment and Intervention

Many more DDD sessions to choose from!

Meetings and Social Events

(Thursday & Friday)

DDD Business Meeting

5th Avenue Room
Westin Hotel

Thursday, April 10, 5:00-7:00

DDD President's Reception

DDD President's Suite
Westin Hotel

Thursday, April 10, 7:30-10:00

Committee Meetings

- Have you ever wanted to become more involved in DDD at the National Level?
- Have you thought about what YOUR organization does and how?
- Have you ever considered attending a DDD meeting?

Well, here is your chance!

DDD welcomes ALL members to attend the various committee meetings held on Friday, April 11th in the President's Suite at the Westin Hotel.

Check your conference program for times that the various committees will meet. (See *JOIN A COMMITTEE* in this issue of *DDD Express* for a list of committees.)

Member involvement is the key to DDD success!



Students and Teachers

It is not too early to start thinking about New Orleans!

The “Big Easy” awaits the CEC Convention in 2004, and DDD will be pleased to honor two very special presentations. The Practitioner Award is intended to encourage participation in the convention by persons who work directly with children or adults with developmental disabilities (e.g., teachers, paraprofessionals). Candidates for this award are selected from among the practitioner proposals relative to the field of developmental disabilities that are selected for inclusion in the program of the CEC annual convention. In order to be considered for the award, the lead presenter must be employed as a practitioner providing direct service to persons with developmental disabilities at the time the proposal is submitted. Moreover, the proposal must represent practitioner-coordinated research, or be a practitioner-oriented program or project for which the practitioner has had a major responsibility. If you work directly with persons with developmental disabilities and have been implementing an innovative or exciting research project or program, please consider submitting a presentation proposal for the New Orleans’ convention.

The Herbert J. Prehm Student Award is given to an outstanding student presentation. It was initiated in honor of Dr. Prehm who died in 1986 at the age of 49, after a courageous bout with cancer. This award recognizes exceptional work by students in the field of developmental disabilities. The guidelines for this award state that: (a) the submitter shall be a full-time student(s) at the time of submission and (b) the presentation shall represent student-coordinated research or be a student-oriented program/project for which the student(s) has had major responsibility, (c) the faculty sponsor of the students shall attest to (a) and (b) above. Any undergraduate, masters, or doctoral students

should strongly consider submitting a proposal for presentation at the 2004 CEC Convention.

Both awards are recognized with a plaque and cash award from DDD. So, don’t be shy! Submit a proposal for the 2004 convention and be part of all the fun and learning that is sure to place in New Orleans next year.



CEC in 2004 will be in NEW ORLEANS!

DDD Members:

- ❖ It’s never too early to start planning!
- ❖ Consider submitting your proposal!
- ❖ Proposal information available at www.cec.sped.org in late January/early February!
- ❖ On-line submissions will again be available!
- ❖ Proposals will be due the first week of May, so prepare early!
- ❖ Remember: DDD is now the division for proposals addressing issues in Autism/ASD as well as for those addressing cognitive disabilities!
- ❖ Practitioner proposals to DDD are eligible for the Practitioner Award!
- ❖ Student proposals to DDD are eligible for the Herbert J. Prehm Award!

*“Let the good times roll”
Hope to see you there!*

Teachers’ Corner

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- experience for both you and the pre-service/beginning teacher.
8. View your mentoring as an **opportunity to learn** and a chance to **self-evaluate**. The mentoring experience can be a chance to refresh your skills and focus on leading edge techniques in your field. It can also be an opportunity to practice problem solving, communication skills, and self-evaluation as you work with someone new to the field.

9. Be a **model of ethical and professional behavior**. Avoid violating confidentiality about the pre-service/beginning teacher. Demonstrate professional behavior in working with classroom students, other staff, and families. Remember your role as a mentor is to help shape tomorrow’s teachers.
10. **Enjoy** the experience of working with someone who is eager, seeking feedback, and anxious to learn from you!

From “20 Ways to work successfully with a student teacher” by A. Babkie, 1998, *Intervention in School & Clinic*, 34,115-117. Copyright 1998 by PRO-ED Inc. Adapted with permission.



From the Student Governor

Kim Carper

DDD Student Governor

During this holiday season, I hope each of you will take the opportunity to spread the “good cheer” about DDD to your peers and colleagues. If you have not done so already, share the numerous wonderful

benefits of DDD membership, including grant opportunities, our fabulous journal and publications, and the spectacular conferences hosted by our division.

I hope you have confirmed your plans to attend the 19th Annual Pacific Rim Conference on Disabilities (PAC RIM) to be held in Oahu, Hawaii, and the 8th International

Conference of the Division on Developmental Disabilities, to be held in Kauai, Hawaii. Each will offer a wealth of knowledge, as well as excellent opportunities for networking. As the holidays approach, I trust you are beginning to feel some relief from the tremendous workload of the semester. Specifically, I hope you are making some time to engage in healthy pursuits like working out, reading, or traveling.

I appreciate the emails and communication with each of you, and continue to relish the responsibility of serving you as the Student Governor. Please let me know if you have any questions, or need any information. I can be reached at kcarper@mail.ucf.edu. Happy Holidays all!! I wish each of you a safe, family-filled and restful holiday season.

Culture: Differences? Diversity!

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the skills needed to translate that knowledge into effective instruction and enriched curriculum (Gay, 2000).

- Making teaching culturally responsive involves strategies such as designing relevant cultural metaphors and multicultural representations to bridge the gap between what students already know and appreciate and what they will be taught. Culturally responsive instructional practices transform information about the home and community into effective classroom practice (Gay, 2000; Ladson-Billings, 1994; Villegas, 1991) and use community members as resources (Moll, 1990).

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Look for a follow-up article in the next newsletter as the DDD Diversity Committee and Board of Directors examine ways for us all to understand and appreciate the diversity in our world.



Membership/Unit Development News

Jim Forristal, *Membership/Unit Development Committee Chairperson*

Are We Meeting Your Needs?

Is the **Division on Developmental Disabilities** meeting the needs of the membership?

When looking generally at the membership numbers and at first glance I would answer that question in the affirmative. As the membership chair for the Division I am not sure that is true, however. While the overall number of members has stayed static over the past two years (that is the good news) there certainly has been some activity with those members who have lapsed. As an example, my home state of Florida had 295 active members on June 30, 2002 with 25 lapsed members. On December 30, 2001 Florida had 295 members with 34 lapsed members. Simply stated we are gaining new members to keep our overall number static but must be losing members. If none of those 34 members lapsed we would in fact have 339 active members. As I sift through the reports of other states I am finding the same phenomenon. I think what that tells us, as a Division is that we may not be meeting your needs as members.

Solutions to the problem probably exist. First, however, we need to identify the cause of the problem. The benefits to joining CEC are many as you all know. CEC publications are well worth the cost of membership. Certainly training afforded members through continuing education opportunities and the Annual Conference is a plus; the opportunity to participate in Advocacy and Support for children and youth with exceptionalities as well as the special needs of the educators who serve them is a plus; having the largest available network of peers who are special educators is a plus; so then the question becomes, “**What isn’t the plus?**”

As a member of **DDD** you have the opportunity to tell us what it is we “are” or “are not doing” or “what we could be doing better” for you as a member. What activities might we as a Division employ to keep our membership strong, to keep those members from lapsing and not renewing. This question has been asked many times by many different people. Without your feedback things won’t change. In an ever-changing society we must look at the importance of what it is we are doing, what is the impact on our constituents

of what we are doing, and do we need to change any or all of it.

The purpose of The Division on Developmental Disabilities is to advance the education and general welfare of individuals with cognitive disabilities/mental retardation, autism, and related disabilities, and those who serve them. As a Division are we doing this?

I think we are, but do those who allow their membership to lapse not think so?

The Goals of **the Division on Developmental Disabilities** are listed below. Those of you reading this are active members of the Division. It is important occasionally to re-read our Purpose and Goals so we don’t lose sight of what **DDD** is all about.

- 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.

Now that you have read them you need to ask yourself, “How can I encourage individuals to join the **Division on Developmental Disabilities?**” As I have in past newsletter articles, I am asking you to reach out to those individuals who are not members of **DDD** and encourage them to join or to encourage colleagues who have allowed their membership to lapse to rejoin. But I think more importantly is to let the leadership of **DDD** know what the **Division on Developmental Disabilities** can do to make us a stronger organization. I can be reached via e-mail at jimfortpa@aol.com.



Executive Director's Corner

Tom E. C. Smith, Executive Director

It's that time of the year again – holiday time. And, while I know that all of you are very busy, I must request information from many subdivisions that have not submitted their annual reports.

Without getting this information, number one, we do not know how to communicate with you. A more important reason for your getting this information submitted is that you do not get your annual rebates without our getting the report. So, even though it is a busy time of the year, take a few minutes and submit your annual report. If you need some assistance, please call me and I'll help you complete the information you need to complete and get your rebate check on its way into your treasury.

DDD is coming up to a very important conference. While the division always does well when its conference is in Hawaii, it all depends on your participation. If you have

been thinking about attending but haven't made the final decision, go ahead and treat yourself. Not only will you have a wonderful vacation, but you will have the chance to see and hear many of the leaders in the field of developmental disabilities. Seattle is not far behind Kauai. Your participation at that conference is also important for your own professional development but also for the health of the division.

While all of you may not be able to attend a conference, you can still be instrumental in supporting the division. Recruit a member, or better, recruit several members. For only \$20 per year, members of DDD receive significant resources and supports in their efforts to be excellent special educators.

As usual, if you have any questions about your subdivision or DDD, please contact me. The best way, e-mail: tecsmith@uark.edu, or telephone: (479) 575-3326. Happy holidays!

Subdivision News

News from the Ontario Subdivision. At its Annual General Meeting held on Friday, November 8, 2002, the Ontario Subdivision membership voted unanimously to change its name from: the Ontario Subdivision for Individuals with Developmental Challenges (OSIDC) to the Ontario Subdivision of CEC-DDD.

For further information, please contact: Cindy Perras, Subdivision President – cindy.perras@cogeco.ca.

News from the PFCEC-DDD Subdivision. The Pennsylvania Subdivision of DDD had two showcase and one roundtable sessions at the Pennsylvania Federation CEC Annual Conference held on November 7-8, 2002. The sessions were: *Teaching High School Life Skills: Strategies and Applications*; *Teaching Students with Autism: Strategies and Applications*; and, *Assessment*. These sessions, presented by teachers, were well attended and well received. Thanks to Leslie Kolodin, President of the PFCEC-DDD and to all who presented and participated.

Join A Committee!

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

Committee(s)

Awards
Conference
Critical Issues & Legislative
Diversity & Prof. Standards
Finance
Membership & Unit Dev.
Nominations
Publications
Research

Chairperson

Barbara Gartin
Jim Thompson
Cindy Perras
Bob Stodden
Scott Sparks
Dan Ezell
Jim Forristal
Val Sharpe
Jack Hourcade
Tina Taylor Dyches

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Editor's Note...

Darlene Perner, *Editor*

On behalf of DDD, I would like to thank **Rosa Lockwood** for her contribution as a member of the DDD Diversity Committee, and **Ann Mulhollen** and **Andrea Babke** for their articles addressing pre-service and beginning teachers. Please join DDD in Hawaii in February, Seattle in April, and New Orleans in 2004! Also consider nominating or being nominated for one of our DDD awards and don't forget about sending in your coupon for the free offer of the fourth Prism book. Next issue we will highlight the recipient of the Dolly Gray Award and list the books that were considered for this second biennial award.

For information about *DDD Express*, please visit our website at www.dddcec.org or contact me at dperner@bloomu.edu or 570/389-3980 (fax). Change of address must be submitted directly to CEC Constituent Services Center at: service@cec.sped.org or 1-888-232-7733.

FREE DDD Member Benefit

Fourth Prism Book Available now through May 1, 2003

The Board of Directors of the Division on Developmental Disabilities (DDD) of the Council for Exceptional Children is pleased to offer a copy of the fourth publication of the **Prism** series free to every DDD member **until May 1, 2003**. Each volume in the **Prism** series is also available for purchase through the CEC catalog.

The **Prism** series is intended to provide practical and issues-oriented information related to serving children and youth with mental retardation, autism, and other developmental disabilities. To receive your free copy as a DDD member, complete the coupon and mail it to the address listed below.

This new volume, entitled *How to Use Differentiated Instruction for Students with Developmental Disabilities in the General Education Classroom*, is designed to help teachers plan learning environments, content, process, and products to enable students with developmental disabilities to succeed in inclusive classrooms. The book gives concrete, detailed examples of how curriculum and instruction can be structured for students with a wide range of learning needs, and over a wide range of grade levels and subject areas. Authors Barbara Gartin (University of Arkansas), Nikki Murdick (St. Louis University), Marcia Imbeau (University of Arkansas) and Darlene Perner (Bloomsburg University of Pennsylvania) have combined their collective and considerable experience and expertise into a work that can help *every teacher be successful with every student!*



DDD Hawaii 2003 Conference

DDD is pleased to host the **8th 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.

For more information, contact:
Cindy Perras, DDD Conference Chair cindy.perras@cogeco.ca;
905-844-4806 (fax); or
905-890-1010, ext. 3125 (o)



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