



## Teachers' Corner

### Practical Solutions for Teaching Children and Youth with Autism and Asperger Syndrome

**Brenda Smith Myles**  
*University of Kansas*

In 1943, Kanner published case studies on 11 children and youth he identified as having autism. One year later and with no knowledge of Kanner's work, Asperger identified and described children seen in his clinic as having autistic psychopathy. The work of these clinicians has provided direction in identifying children and youth with autism and Asperger Syndrome (AS) — sometimes referred to autism spectrum disorder (ASD). ASD is a complex disability impacting cognition, social, communication, behavior, academics, self-help, and sensory areas. Individuals with autism or AS often have varying degrees of disability within each of these areas. This makes planning interventions a challenge, even for the most experienced educators. Research has shown that there is no one technique that is appropriate for all children and youth; however, a core of interventions has been identified as effective. Because a thorough discussion of all of these techniques is beyond the scope of this paper, two techniques will be highlighted: priming and home base.

#### **Priming**

Priming is an intervention that introduces information or activities prior to their use (Wilde, Koegel, & Koegel, 1992). The purposes of priming are to (a) familiarize the child with the material before its use; (b) introduce predictability into the information or activity, thereby, reducing stress and anxiety; and (c) increase the child's success. Priming typically involves showing the actual materials that will be used in a lesson the day before or the morning before the activity. In some cases, priming may occur right before the activity such as when a peer mentor overviews what will occur during the science experiment just prior to the beginning of science class or a paraprofessional shows the child the finished product for an art project she will be doing. While Wilde et al. (1992) recommend using the actual materials to prime the student, individuals with high-functioning autism or AS may not require such structure. These students may benefit from a list or description of an upcoming activity without seeing the actual materials (Myles & Adreon, 2001).

Priming can occur in the classroom or at home and is most effective when built in as a part of the student's routine. Priming should occur in an environment that is relaxing and the mood of the primer should be patient and encouraging. The sessions should be short. Material should be introduced; priming is not teaching, correcting, or testing. Priming is a relatively easy and time-efficient strategy to help children and youth improve their academic and behavioral skills (Schreibman, *(Continued on page 6)*)

*Brenda Smith Myles, Keynote Speaker at CEC-MRDD Showcase Session*



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## President's Message

*Val Sharpe*

**“What we must decide is perhaps how we are valuable, rather than how valuable we are.”**

*-F. Scott Fitzgerald*

With the onset of another year comes the opportunity for evaluation and development of strategies that will better meet MRDD membership needs. During the conference in Kansas City, the MRDD Board of Directors examined avenues that could be of most value and best meet the needs of MRDD members. This process resulted in the development of a number of strategies. These strategies include:

- The implementation of a new five year strategic plan highlighting the four goals as follows.  
**Goal #1:** Insure educational outcomes for individuals with mental retardation and developmental disabilities through a quality Publications program that provides timely, valuable research, research-to-practice, and membership information that enables members to pursue professional development via MRDD membership.  
**Goal #2:** Through quality conferences, workshops, mini-grants and site based training programs the division of MRDD will disseminate and implement current research findings, best practices, and innovative service programs.  
**Goal #3:** MRDD will provide leadership in the development and implementation of programs and advocacy that increase members' ability to provide quality educational services for individuals with mental retardation and developmental disabilities.  
**Goal #4:** To improve the educational outcomes of individuals with mental retardation and developmental disabilities by maintaining a strong Division on Mental Retardation and Developmental Disabilities (MRDD).
- A change in the Division's Constitution which correlates with the new CEC structure and will promote better efficiency of our division.
- A proposal to change the division name to the Division of Developmental Disabilities *Providing Support to Individuals with Cognitive Disabilities, Autism, and Severe/Multiple and Other Developmental Disabilities* (membership feedback is being gathered regarding this proposal).
- A plan for restructuring the MRDD Board of Directors in alignment with the CEC Restructuring and proposed

MRDD constitutional changes.

- A sustained proactive role addressing public policy especially with respect to advocating for increased funding and changes in language.
- A perpetual focus of research to practice as well as critical issues.
- A continued focus regarding diversity issues and concerns.
- The development of professional standards with a broader emphasis for our Division.

At a time when membership continues to be of concern to CEC as well as most divisions, it is my hope that the MRDD membership will continue to provide input as to the implementation and evaluation of these strategies, as well as other issues. Continued feedback from our membership is essential for the growth of MRDD. I encourage your active involvement by participating on one of the MRDD committees. For further information, please feel free to contact me at [VMKKO@aol.com](mailto:VMKKO@aol.com).

MRDD continues to thrive in the area of Publications and Communications and will continue to do so with technical support from the MRDD web site, [www.mrddcec.org](http://www.mrddcec.org), continuation of the Prism Series, and timely publications of the *MRDD Express* and *Educational Training in Mental Retardation and Developmental Disabilities (ETMRDD)*. This fall, *ETMRDD* will feature a special issue highlighting nine presentations from the Baltimore, 2000 Conference.

Lastly, the onset of another year brings change to the MRDD Board composition. It is with great sadness we say goodbye to the following Board members: Sharon Cramer - Publications and Communications Committee Chair, Richard Boon - Student Governor, and Dagny Fidler - Past President. After 15 years of serving on the MRDD Board of Directors, Scott Sparks will end his duties. Scott's most recent position was that of Representative to the Representative Assembly. Their dedicated work and creative ideas were true assets to our Division and will be missed. Our wishes are with them as they look to new adventures. The MRDD Board of Directors welcomes the following new members: Kim Carper - Student Governor (University of Central Florida), Jim Forristal (Florida) - Southeast Member, Tina Dyches - Far West Member (Utah). Bob Stodden will continue to serve as CAN Representative and maintain his current role of Legislative and Critical Issues Committee Chair.

I am grateful for this opportunity to serve as President this year. Please feel free to contact me by e-mail: [VMKKO@aol.com](mailto:VMKKO@aol.com), or snail mail: 5104 Bonnie Brae Court, Ellicott City, MD 21043-7047. Best wishes for a great year!

## MRDD Division Showcase Keynote Speaker Dr. Brenda Smith Myles

Dr. Brenda Smith Myles keynoted the MRDD Division Showcase at the CEC International Conference in Kansas City. Her presentation entitled, *Autism Spectrum Disorders: What We Know and Where We Are Going*, overviewed the historical perspectives, current knowledge, and directions for future research in the areas of Autism and Asperger Syndrome as well as a brief overview of best practices for these children and youth. An audience of over 270 people attended this presentation. At the onset of her presentation, Brenda Smith Myles stated, "In 1999, the disability of autism found a home with MRDD."



Participants listen as Brenda Smith Myles speaks on Autism at the MRDD Showcase Session

Dr. Myles is an Associate Professor in the Department of Special Education at the University of Kansas where she co-directs a graduate program in autism and Asperger Syndrome. She directed the Asperger Syndrome Research Project and currently serves on the board of ASPEN (Asperger Syndrome Network). Some of her most recent books include: *Effective Strategies for Children and Youth with Autism*; *Asperger Syn-*

*drome and Difficult Moments: Practical Solutions for Tantrums, Rage and Meltdowns*; *Asperger Syndrome and Sensory Issues: Practical Solutions for Making Sense of the World*; and *Asperger Syndrome and Adolescence: Practical Solutions for School Success*.



### CALL For Nominations!!!

**Thomas A. (Arch) Wood**  
*Past President*

It is time once again to select candidates for the next generation of leadership for MRDD. It is my privilege to coordinate the nomination process.

Having served about six years on the MRDD Board, I can tell you it is a rewarding experience. In addition to making a significant contribution to the organization and the profession you get to travel to exotic places and have some of your expenses paid. The best part is that you get to hang out with some wonderfully dedicated people.

So please nominate yourself or someone you love by midnight tonight! This year we have the following positions available. The **Vice President** position is a great job which requires a four year commitment. The vice president ascends to president-elect, president, and my current wonderful job—past president. The **Treasurer** is another extremely

important job (but only for someone who can balance his/her own personal checking account) that runs for three years. **Student Governor** is another position which can be either one or two years depending on how long the candidate is a professional student. Finally and by no means least, we need a member who can represent our wonderful friends from the North. The **Canadian Member** has a term of office for three years.

All kidding aside, we do need some committed professionals to lead MRDD forward into a new era. I assure you that you will gain much from this experience. Please e-mail your nomination information by **October 15th** to [twood@shsu.edu](mailto:twood@shsu.edu) or by snail mail to Dr. Thomas A. Wood, Dean, College of Education and Applied Science, Box 2119 SHSU, Sam Houston State University, Huntsville, Texas, 77341-2119. Thank you and good night!

# The 411 on MRDD Awards – Nominating Someone is as Easy as 1-2-3!

Is there someone who you admire because of his/her 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 MRDD award. The three steps are described below.

## Step 1: Read about the awards and identify a deserving nominee

The table at the bottom of the page lists each of MRDD 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 provincial 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-MRDD members). So, there can (and should) be multiple “Teachers” and “Paraeducators” of the year. In contrast, the *Legislative Award* and *Burton Blatt Humanitarian Award* are bestowed upon only one individual per year. Likewise, the *John W. Kidd Subdivision Award* is given to only one state/provincial subdivision each year.

## 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 MRDD 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, etc., 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 MRDD should honor an individual.

Although all of the awards will be presented at the CEC annual convention in New York City in April of 2002, neither the nominators nor awardees are required to attend the convention. MRDD 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 MRDD awards are due by **January 15, 2002!** 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.

## MRDD AWARDS

Award	Eligibility Requirements	MRDD Member	Send to:
<i>Teacher of the Year</i>	Any special education or regular education teacher who does exceptional work	No	State/provincial subdivision president
<i>Paraeducator of the Year</i>	Any paraeducator who does exceptional work	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 MRDD 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 MRDD Awards Committee
<i>John W. Kidd Subdivision</i>	A state/provincial subdivision that has demonstrated innovative progress	MRDD subdivision	Jim Thompson, Chairperson of the MRDD Awards Committee

## Meet Our Newly Elected MRDD Board Members

**ANDREA BABKIE, Vice-President.** A member of CEC for over 20 years, Andrea is currently an assistant professor of Special Education and undergraduate program coordinator for interdisciplinary studies in mental retardation at Radford University in Virginia. Her experiences in Special Education include working as a teacher at the pre-K through high school level with students identified as having MRDD.

Currently, Andrea is president-elect of the Virginia CEC. She serves as the faculty advisor to the Student CEC Chapter at Radford. She is on the MRDD Awards Committee.

Andrea has presented at local, state, and national conferences. She is an Associate Editor to the journal, *Intervention in School & Clinic*. Her interests include teacher preparation, behavior change strategies and working with families.

**KIM CARPER, Student Governor.** Kim was elected as Student Governor and was featured in our last issue.

**TINA TAYLOR DYCHES, Far West Member.** Tina is currently an Assistant Professor in the Department of Counseling Psychology and Special Education at Brigham Young University in Utah. Her research and teaching interests lie in quality of life issues for students with severe disabilities, including autism. Her publications include issues such as family adaptation, effective communication strategies and children's literature that portray characters with MRDD. Tina has worked in the field for over 15 years as a preschool teacher, elementary school teacher, clinical instructor, fieldwork coordinator, assistant professor, and family/school consultant.



Tina has been involved with MRDD at the state and national levels for several years. She has served as president of the Utah Subdivision on MRDD and has served on several committees for national MRDD.

**JIM FORRISTAL, Southeast Member and Membership/Unit Development Chair.** Jim was re-elected to his second term as Southeast Member. Jim presently is Supervisor of Exceptional Education Programs for 31 schools in the School



*Elected MRDD Board Members: Kim Carper, Jim Forristal and Tina Taylor Dykes at MRDD Business Meeting*

District of Hillsborough County Florida. He has been a very active member of CEC since 1978.

Jim has held every office in his local CEC chapter as well as chairing every committee. He served as president twice and now maintains the role of advisor/historian. Jim has also served Florida Federation CEC as president, governor, subdivision representative, publicity chair and awards chair. He currently is subdivision representative as well as representative assembly member. Jim has served on the MRDD subdivision board in Florida as president, member-at-large, treasurer, membership chair and newsletter editor. He currently is the MRDD subdivision advisor.

**KAREN KAINZ, Secretary.** Karen Kainz was re-elected to a second three-year term as secretary of MRDD. Karen has been a member of CEC since she joined SCEC in 1965. She has taught students with special educational needs for the past 35 years. She has worked with students with severe/profound multiple disabilities, autism, learning disabilities and emotional disturbance at all levels.

Karen has been president of her local CEC chapter, CEC state federation and MRDD subdivision in Wisconsin. She also served as national president of The Division for Physical and Health Disabilities. Karen retired this spring and says that she plans to continue her professional involvement in CEC now that she will have more time to contribute.



(Continued from page 1)

Whalen, & Stahmer, 2000). An investment in priming can increase confidence as well as reduce stress and anxiety.

### **Home Base**

Home base was designed to address the stress and anxiety of individuals with ASD. Specifically, home base is a place in the school where the student can go to (a) escape the stress of the teacher, peer, and academic demands; (b) prevent behavioral issues such as tantrums, rage, meltdowns or shutdowns; or (c) regain control if a tantrum, rage, or meltdown has occurred (Adreon & Myles, 2001). Home base is a positive experience for the student with ASD; it is not time-out. The location is not important — the counselor's office, speech/language pathologist's room, or resource room can all serve as a home base (Myles & Simpson, 1998; Myles & Southwick, 1999). Also, it is not an escape from classroom tasks. The student takes her class work with her to home base.

Some students need home base scheduled as a regular part of their day. A home base at the beginning of the day can serve to preview the day's schedule, introduce changes in the typical routine, ensure that the student's materials are organized, or prime for specific subjects. Home base can also be scheduled after particularly stressful activities or classes. Students who become over-stimulated or stressed during activities such as lunch, recess, or gym may have a home base scheduled after the activity. Finally, home base can be available on an as-needed basis. For example, if a teacher notices stress signs in a child with ASD, that teacher may prompt the student to home base. This preventative strategy helps students calm themselves, thereby, preventing a behavioral issue (Myles & Adreon, 2001).

### **Summary**

Priming and home base are low-cost interventions that can positively impact students with ASD. That is, they are low-cost in respect to the amount of time teachers must invest in preparing and implementing the interventions and the time that students with ASD are not participating in school activities. The impact of these interventions, however, can be dramatic.

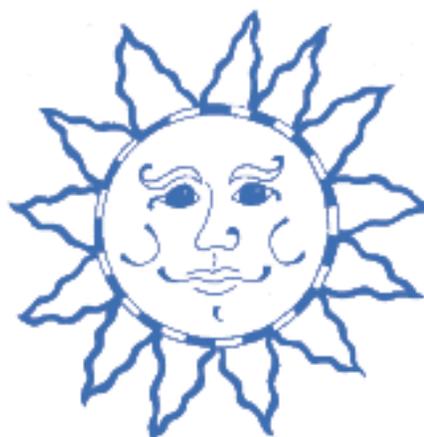
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Wilde, L. D., Koegel, L. K., & Koegel, R. L. (1992). *Increasing success in school through priming: A training manual*. Santa Barbara, CA: University of California.



## ***Hawaii Conferences in 2003***

### **MRDD**

The 8<sup>th</sup> International Conference on Mental Retardation and Other Developmental Disabilities—*Research to Practice* will be held **February 12-14, 2003** at the Sheraton Poipu on Kauai, Hawaii. Contact: Cindy Perras, MRDD Conference Chair at cperras@cgcable.net; 905-844-4806 (fax); or 905-890-1010, ext. 3125 (o)

### **PACIFIC RIM**

The 19<sup>th</sup> Annual Pacific Rim Conference on Disabilities will be held prior to the MRDD Conference (**February 9-11, 2003**) at the Sheraton Waikiki, Honolulu, Hawaii. Contact: Valerie Shearer, valerie@cds.hawaii.edu; 808-956-5713 (fax); or 808-956-2673 (o).

# Students' Corner

## MRDD Student Governor Report

**Kim Carper**, *Doctoral Student*  
at University of Central Florida



Greetings fellow students! I trust this article finds you facing the multiple challenges that the beginning of each new semester brings. As you become embroiled in the various responsibilities that constitute your individual career and educational goals, remember the importance of striving for an equitable balance among your personal, academic, and professional pursuits. As educators of people with mental disabilities,

it can become very easy to lose sight of our original goal of making the lives of these individuals more enriching and rewarding. Please take a moment, during the times of intense stress that you will certainly face over the next few months, to remind yourself that without advocates such as yourselves, these individuals would forever have a void in the space you will surely touch.

On another note, many professionals in our field have become concerned about the declining memberships that many of our sister organizations have faced recently. I would like to take this opportunity to remind you that your membership not only in MRDD, but also within other related organizations, provides a platform for which many new ideas and methodologies can be communicated to their members. While it can be difficult to maintain involvement in several different areas simultaneously, remember that your participation ultimately benefits all those you serve. Please refer to the article in this publication by Jim Forristal for additional information on this issue.

I am most pleased to be at your service in whatever way possible during my tenure as the Student Governor. I welcome your comments and suggestions concerning how I can best facilitate the mission of MRDD, and will gladly respond to your input. Please feel free to reach me via e-mail, [kcarper@mail.ucf.edu](mailto:kcarper@mail.ucf.edu).

## “Catch the students being good...”

by **Melinda Manfredo**

I recently graduated from Towson University with a degree in Special Education. While at the university, my student teaching experience was exceptional. I did my internship and student teaching in a Professional Development School (PDS) program at Waverly Elementary in Howard County, Maryland. The Waverly – Towson partnership is the first Special Education PDS program in the nation. While there, I was teamed with a mentor for each of my two rotations. During my first rotation I taught in a third grade inclusive setting; my second rotation was in a preschool inclusive setting. I learned a wealth of information from all of my mentors. During my second rotation, my mentor introduced me to a wonderful classroom management technique: The Treasure Chest Star Chart. The star chart was used to “catch the students being good.” After each student earned 10 stars for “following the classroom rules,” they were allowed to visit the treasure chest box to pick a prize.

I found that this worked really well when there were students misbehaving. I would praise the ones that were following the rules and the others would follow. Using the chart was very helpful for managing all the different behaviors that were present in the classroom. It was a great behavior management technique because it focused on the positive behaviors and was easy to implement.



*Ui-Jung Kim, graduate student at the University of Texas at Austin presented an MRDD session with Hye-Sung Choi at the CEC Convention*



## Membership/Unit Development News

Jim Forristal, *MRDD Membership and Unit Development Chair*

### *Calling all students*

Congratulations to those student members of MRDD who graduated in 2001. As you move forward with your various professional careers, remember we can help you locate an active

MRDD Subdivision. If you are located in a state or province that has an active MRDD subdivision, I can identify a person within that subdivision as a contact for you. If you are located in a state or province that presently does not have a subdivision, The Council for Exceptional Children and the Division on Mental Retardation and Developmental Disabilities stands ready to help you organize a subdivision. I will be happy to assist you with either process.

Remember you are the future of MRDD. You have a responsibility to participate in the activities of your "professional

organization." Keep in mind that nothing happens at the "top" but rather at the "grass roots" level. Those of us who may think we are at the top ("the MRDD Board") think we know what you need but we may not know what you want. You can assist us by identifying your wants as a division member. We then collectively can translate those wants into an action plan to assist you, and us, in what it is we do for individuals with mental retardation and developmental disabilities. Simply stated, your MRDD Board wants and needs your input as a division member. You may contact any board member with suggestions, ideas or comments.

I want to thank those individuals that have responded to my previous membership articles that have appeared in the *MRDD Express*. I look forward to more contact with you regarding membership and unit development. I may be reached at jimfortpa@aol.com; 813-744-8636 (day); or 813-681-1080 (evening).



## Publications/Communications Report

Jack Hourcade, *Publications/Communications Committee Chair*

At our recent CEC meeting in Kansas City the consensus of the MRDD Publications Committee was that our MRDD web site should be reviewed and updated. This work should target the site's overall structure, appearance, and content. The results of this can be seen at <http://www.mrddcec.org/>.

Our web site now is helping to enhance the professional image of the Division, while providing the MRDD membership with a number of features. These include:

- an overview of new developments in MRDD;
- an updated mission statement and strategic plan;
- listings of MRDD subdivisions, committees, and publications;
- an electronic membership form;
- and perhaps most importantly, a membership survey concerning a possible name change for the Division!

If you've not yet had a chance to visit the site, now is a great time to join the over 500 people who have checked out our new site! Many thanks to Kim Marie Markel who has done a tremendous job for the Division as our Web Co-

ordinator. Please feel free to send any comments on our web site to me at [jhourcad@email.boisestate.edu](mailto:jhourcad@email.boisestate.edu).

Other ongoing Publications work includes our series of book publications. CEC sells our books through its Publications catalog. Sales of our books have been most successful. In fact, CEC has just reordered our *Best and Promising Practices* book once again, having sold out their entire inventory of the book. Work is also continuing on the fourth book in the Prism series. This new book will target differentiating instruction for learners with mental retardation and developmental disabilities.

### *Reminder: Open Comment on Division Change of Name*

Comments on MRDD change of name (see *MRDD Express*, Spring 2001) should be submitted in writing to: Bob Stodden, CEC-MRDD Name Change, Center on Disability Studies, 1776 University Ave., University of Hawaii, Honolulu, Hawaii 96822; or [stodden@hawaii.edu](mailto:stodden@hawaii.edu).

## Subdivision News

### OSIDC AWARD WINNERS

Carol Nelson, Ontario Subdivision President

The Ontario Subdivision honored its best during the last term. These award winners received their plaques at ceremonies in their own schools.

**Kareem Suban** was *Student of Year*. He graduated this year from the high school programme and enters the Project Work Programme where he will be trained for gainful employment.

**Kathy Bell** is an educational assistant and received the award, *Support Worker of the Year*. Kathy's goal for all her students is to become as independent as possible.

The *Teacher of the Year* was presented to **Marilyn Maclean**. Marilyn has been a role model and leaves a legacy of acceptance and caring that will always be remembered by para-professionals, support personnel and school colleagues.

Five educational assistants from Conestoga P.S. were the recipients of the *Para-Educator Award*. They smoothly coordinated activities, resources and materials and made learning a positive experience for each student in their classrooms.



## Executive Director's Corner

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

It's that time of the year again – annual reports. In order for your subdivision to receive rebate funds, you must submit an annual report. Report forms were sent to subdivision presidents a few weeks ago. They should be completed and returned to the Executive Director no later than August 15, 2001. If you did not get your report submitted on time, you may still be eligible for a rebate, so go ahead and send the report in. The primary thing needed in the report is a listing of officers for 2001-2002.

The report is very important for two reasons. First, it enables the division to update its subdivision officers' list so that correspondence can occur during the year. Second, and probably most important for subdivisions, it is required for you to get your rebate money. Subdivisions receive \$2.00 per member, as of June 30, 2001. That means if your subdivision has 35 members, you receive \$70.00. If your subdivision has 350 members, you will receive \$700.00. Rebates are a major incentive for subdivisions. Increase your membership; get more money!

Remember that the division wants to help you with your subdivision activities. If you would like someone from the board to attend your subdivision meeting for a keynote speech or any other activity, let the President or Executive Director know. MRDD will pick up a substantial portion of the cost associated with the visit.

A great deal of activities will occur this year with the division. You need to be active and help out as much as possible in all of these areas. These include identifying potential officers and making nominations; identifying potential award recipients and making nominations; supporting the board's decision regarding any name change that could occur; and increasing membership. If you need any assistance, please contact me or any MRDD board member. You can contact me at [tesmith1@ualr.edu](mailto:tesmith1@ualr.edu) or (501) 569-3556.



### Editor's Note...

**Darlene Perner,** *Editor*

On behalf of MRDD, I would like to thank Brenda Smith Myles for being our MRDD Showcase Session Keynote Speaker at the CEC Annual Convention this past spring and for writing a practical article for this issue of the *MRDD Express*. Brenda, we greatly appreciate your willingness to share with us!

Please consider sharing about your subdivision for *Subdivision News*, and practical articles for the *Teachers' Corner* and *Students' Corner*. Submit your article or any suggestions to me at: [dperner@bloomu.edu](mailto:dperner@bloomu.edu) or 570/389-3980 (fax). For more information, please call me at 570/389-4075 (day) or 570/784-2686 (evening). Thanks!

# JOIN A COMMITTEE!

## MRDD Committees and Chairpersons

The following is a list of the MRDD Committees and Chairpersons for 2001-2002. Contact any Committee Chairperson directly to obtain information and/or to *JOIN A COMMITTEE!*

<i>Committee(s)</i>	<i>Chairperson</i>	<i>Contact</i>	
Awards	Jim Thompson	jrthomp@ilstu.edu	(309) 438-2837
Conference	Cindy Perras	cperras@cogocable.net	(905) 845-2280
Critical Issues & Legislative	Bob Stodden	stodden@hawaii.edu	(808) 956-9199
Finance	Dan Ezell	dezell@mail.ucf.edu	(407) 632-1111
Membership & Unit Dev.	Jim Forristal	jimfortpa@aol.com	(813) 681-1080
Nominations	Tom Wood	twood@shsu.edu	
Professional Dev. & Standards	Scott Sparks	sparks@oak.cats.ohiou.edu	(740) 593-4437
Publications	Jack Hourcade	Jhourcad@email.boisestate.edu	(208) 426-3544
Research	Bob Sandieson	sandie@julian.uwo.ca	(519) 661-2088



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