



## Teachers' Corner

### Collaboration: Putting your money where your mouth is

**Sharon Cramer, Buffalo State College**  
Author of *Collaboration: A Success Strategy for Special Educators* (1998, Allyn & Bacon)



We've all said it, about fellow teachers, para-educators, or administrators: "We really ought to spend some time collaborating," or "We ought to invest more in our working relationships." If you are a college student or a parent, you can likely say something similar about the people in your life. Somehow, though, time gets away from us before we *spend* or *invest* in relationships. Here are strategies that will only cost you about a dollar, and a few hours over the next few months. Make "collaboration" your new year's resolution — you'll get an excellent return on the time you invest!

#### Getting started

Select a person in your school with whom you work, someone you'd like to get to know better. This could be a person you work with regularly, or an individual you admire but with whom you haven't had much contact. (If you are a student, or not teaching currently, select a friend with whom to try these ideas out.) Explain to the person that you've got a set of professional development activities you'd like to try out, and invite the person to look over this article. You may have to invite more than one person, as the timing may not be right for your first invitee – don't worry! (If you wish to invite a third person into your "professional development investment club" – do so, no problem!) After you've found a partner, let your partner know that you'll take responsibility for setting up dates/times/locations as the project moves along.

#### Penny for your thoughts!

Likely, your school publishes a newsletter periodically. Volunteer to provide interviews for the newsletter. Then, carve out a half hour, and finish the sentence stems below. Provide your own answers, and seek out those of your collaboration partner. Turn the "articles" in to your newsletter. If the newsletter doesn't need them right now, file them.

**Why bother?** The sharing of information within a structure gives you an opportunity to get to know each other better. For most teachers, "getting to know each other" is a new year's resolution which never happens.

#### Interview sentence stems:

1. Something you'll always find in my refrigerator is:
2. I first decided to become a teacher when:
3. Someone who made a big difference to me when I was growing up was:
4. Watching my students work hard on an assignment always makes me feel:
5. One of the assignments my students had most fun with last year/so far this year was:

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## President's Message

*Val Sharpe*

*"All big changes in human history have been arrived at slowly and through many compromises."*

- Eleanor Roosevelt (1884-1962).

Recently, the theme of change has become a major issue in our lives. It is change that is necessary to meet the demands of progress. In October, the Board of Directors met to discuss the progress of activities developed in compliance with the MRDD new Five Year Strategic Plan which involves changes that will better support membership needs. Updates regarding the four goals of this plan include:

- **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.*

The MRDD Publications program continues to expand its horizons with the publication of fourth and fifth Prism Series books. In keeping with the perpetual focus of research to practice as well as critical issues the MRDD website, [www.mrddcec.org/](http://www.mrddcec.org/), is in the process of adding new features such as a practitioner's corner which will incorporate a question and answer component. Lastly, preliminary work has begun on developing a monograph based on the Division's journal, *Education and Training in Mental Retardation*. This monograph will feature the most significant articles from *ETMRDD*'s history. Tentative sections include articles on assessment, early intervention, educational programs, vocational preparation, residential programs, and social and recreational options.

**Goal #2:** *Through quality conferences, workshops, mini-grants and site based training programs the Division on MRDD will disseminate and implement*

*current research findings, best practices, and innovative service programs.*

Our Division will be well represented at the CEC Annual Convention in New York. A panel discussion addressing autism will be the Division Showcase focus Thursday, April 4, 2002. In addition to this showcase session, MRDD will host multiple presentations and poster sessions focusing on mental retardation, developmental disabilities, and autism.

**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.*

The Critical Issues Committee of MRDD continues its proactive role. This committee recently published a position statement addressing *The Age of Majority Requirements*. Other position statements in the works address the *Definition and Use of the Term Mental Retardation*, and *Interagency Services for Youth with Cognitive Disabilities*. MRDD continues to sustain a proactive role addressing public policy especially with respect to advocating for increased funding and changes in language. Currently, the Division is in the process of developing a position statement addressing the Reauthorization of IDEA '97. Finally, membership will be asked to vote on the proposed name change, Division on Developmental Disabilities: Focusing on Individuals with Cognitive Disabilities/Mental Retardation, Autism and Related 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).*

With hopes of meeting membership needs, the Division continues to develop an effective and efficient Board of Director's restructuring plan. The newly established Ad Hoc Diversity Committee has presented and has begun to implement an inclusive action plan. Some highlights of this plan include: the encouragement of diversity among editors of the Division journal and newsletter (e.g., guest editors); the development of newsletter and website based information on diversity issues; and the incorporation of presentations addressing diversity issues at conventions and conferences.

As always, the MRDD membership guides and sustains the Division. Your input is important. 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. Have a happy and safe holiday season!

# Ad hoc Diversity Committee Report

Scott Sparks, *Chairperson*

During the Kansas City convention, MRDD President Tom Wood put forth the notion of beginning an ad hoc committee on Diversity for the Division. Tom and I discussed the matter, attended some meetings about it, and the Board approved the idea and appointed me the Chair of the committee. Our goals are to develop a Diversity plan for the Division that will culminate in diversity becoming infused throughout our organization. Since that meeting, a committee has been formed that include Rosa Lockwood, Beverley Argus-Calvo, Hillary Schulman, Christine Jackson, and Darlene Perner and myself. Thus far we have put forth several recommendations that were considered at the mid-year meeting of the MRDD Board of Directors. One such recommendation that was approved was the advent of a regular column in our newsletter that addresses issues of Diversity. Such topics as disproportional representation, what is meant by “diversity”, infusing diversity into the school curriculum will be addressed. By discussing diversity in an ongoing fashion and exploring issues of diversity, a broad definition should emerge within the context of MRDD.

The MRDD Board also approved the idea of inviting one session on diversity at our international and biennial

conferences. Hopefully, we can engage the leaders in this field with some meaningful discussion through these invited presentations. Along with this idea was the notion of training in diversity. The committee will explore this issue and a sample training package could be presented to the Board of Directors at the next Hawaii conference in 2003.

The final action taken by the board was to focus on our web page as both a target for infusing diversity into our organization and as a vehicle to share ideas with others through links and other web-based activities. Using the MRDD Website as a resource in diversity will strengthen the Division.

Down the road, the ad hoc Diversity committee will develop issues and recommendations through position statements, journal issues, and other vehicles available to the Division. In the meantime, we want to take this opportunity to welcome you to our new newsletter column and to thank the MRDD Board of Directors for their very positive support of our efforts to develop a working Diversity plan. They are great!

Anyone interested in helping out in our Diversity planning efforts may contact me at [sparks@ohio.edu](mailto:sparks@ohio.edu) or call (740) 593-4437. Thanks for reading and enjoy your day.

## Update to the Membership Concerning A Division Name Change Proposal (November, 2001)

During the past year, an ad hoc committee of the board has interacted with the membership concerning a possible name change for the Division. At the meeting of the Board on April 19, 2001, the committee recommended a change in the Division name. A first reading to the membership of the recommendation for a name change was completed on April 20, 2001, during the Division Business meeting at the CEC Convention in Kansas City. Following the business meeting an open comment period was provided for the membership to respond/react/provide input (April 20 – September 1, 2001) to the proposed name change. At the mid-year meeting of the board (October, 2001), members of the board discussed the provided input and comments, and approved the following name to be put forth to the membership.

### **Division on Developmental Disabilities (DDD)**

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

Following are a number of reasons offered by the membership and considered by the board for changing the Division name:

1. The label “mental retardation” is offensive and degrad-

ing to many of the persons it refers to and those educators and related service providers working in the field. Request was for a more “person first” and a non-stigmatizing name for the Division.

2. During the past several years the Division has been addressing the needs of a wider range of persons with cognitive and intellectual disabilities, including persons with autism. There was an identified need to consider a Division name that was more inclusive of these groups.

3. Over the past several years, states have increasingly moved away from modes of special education service delivery that are based upon categorical labels, such as mental retardation. As states have moved to more non-categorical or cross-categorical service models, professionals have had an increasingly difficult time identifying with categorical labels.

4. Many of other professional organizations and groups using the label “mental retardation” have changed their name over the past few years in response to changes in the field. A membership vote on the proposed name change will be conducted via a mail ballot prior to the board meeting scheduled for April 2002, at the Annual Convention in NYC.

## Students' Corner

# Using SCEC to Connect Pre-Service Training with Real Classroom Situations

### Kimberly Carper

Doctoral Student, SCEC Chapter 1050 member, and MRDD Student Governor

### Dan Ezell

University of Central Florida-Brevard Campus  
Faculty Advisor, SCEC Chapter 1050



SCEC can be viewed as an opportunity to create professional growth, and enhance pre-service training programs, and as a powerful recruitment tool for future CEC participation. Selecting activities for SCEC should first be evaluated by its applicability to the role of classroom teacher. We will share with you one of the many successful projects of SCEC Chapter 1050 at the University of Central Florida-Brevard Campus that exemplifies connecting SCEC with real classroom experiences.

The successful project involved Cambridge Elementary, a local elementary school in Brevard County, Florida to raise funds for replacing reading books that had suffered water damage.

Students in Ms. Bonnie Brooks' (an exceptional education teacher) classroom were given the opportunity to decorate pre-cut wooden animal-shaped magnets that were donated by SCEC members. The finished magnets were sold at numerous events by SCEC members and the children. After the money was raised, the children were involved in selecting the books for their school. Giving children opportunities to contribute and make choices are great ways to foster ownership. The outcome of the fundraiser went beyond just the raising of funds to replenish reading books. The elementary students' sense of self-worth, connectiveness to the school's values and goals, appreciation of others' contributions, sense of empowerment, and motivation to learn and be actively involved in their own education were all increased. These results made a big impression on the SCEC members. Through a simple fund-raising activity, they saw the impact it had on the children's intrinsic motivation. Through their participation in an after-school tutoring program at Cambridge Elementary, the SCEC members witnessed first hand the impact the fund-raising project had on the students' self-esteem and motivation to learn. This experience will perhaps be a lesson the SCEC members will never forget. Hopefully all SCEC members will adopt the concept of fostering the ownership of learning within their own classroom once they become teachers. Via this simple SCEC activity, a real connection was made between what the exceptional education majors learned in their coursework and the changes they saw in the children's learning in the classroom.

## 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!*

Committee(s)	Chairperson	Contact
Awards	Jim Thompson	jrthomp@ilstu.edu (309) 438-2837
Conference	Cindy Perras	cindy.perras@cogeco.ca (905) 845-2280
Critical Issues & Legislative	Bob Stodden	stodden@hawaii.edu (808) 956-9199
Ad hoc Diversity	Scott Sparks	sparks@oak.cats.ohiou.edu (740) 593-4437
Finance	Dan Ezell	dezell@mail.ucf.edu (407) 632-1111
Membership & Unit Dev.	Jim Forristal	jimfortpa@aol.com (813) 681-1080
Nominations	Tom Wood	EDU_TAW@shsu.edu (915) 747-5221
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



# Critical Issues Committee Position Statement

*This following position statement has been put forth by **Dagny Fidler** to the Critical Issues Committee. As a member of the Division, please send your thoughts and comments about the position to: [dagny.fidler@dmps.k12.ia.us](mailto:dagny.fidler@dmps.k12.ia.us). The Board will further discuss this position (including input from the membership) during their upcoming meeting at the National Convention in NYC (4/2002).*



## Interagency Services for Youth with Cognitive Disabilities and Mental Health Needs

The Critical Issues Committee of MRDD realizes that many individuals with cognitive disabilities may also have significant mental health needs. Yet, it is often difficult for such individuals to obtain effective and appropriate mental health services. Meeting the unique needs of students with both cognitive and mental health disabilities is a challenge both for the professionals and the systems funding services. Restrictions on funding sources hamper some delivery options. Often, solutions that are as unique as the situations themselves are required to adequately meet the needs of these individuals.

While most educational and mental health professionals realize that there are unique needs to be met with this population, the mechanism to access and coordinate the necessary interagency services is often not available. More often, services are provided by each agency separately and at times in conflict with other. A coordinated effort is necessary.

Essential to the coordination process is the loosening of funding restrictions from the various school and community agencies involved. While schools are mandated to serve all children with disabilities (Individuals with Disabilities Education Act-IDEA), community mental health agencies often operate under different regulations that may exclude such youth from services based on different

eligibility criteria. These issues present further evidence that coordination is necessary.

Treatment of mental illness is a discipline rarely understood by special educators trained primarily in cognitive disabilities. Additionally, individuals with cognitive disabilities present unique issues to professionals in mental health fields. When a young person presents both of these disabling conditions, few professionals or service delivery systems are prepared to address their needs. Techniques used in traditional therapy do not always offer solutions for individuals with cognitive disabilities. An integrated knowledge of both cognitive and mental health/behavioral disabilities is essential to the development of effective strategies for these individuals.

Several states and communities have developed ways to coordinate and provide appropriate services to youth with cognitive and mental health disabilities through a wraparound service approach. This approach addresses the needs of the whole individual in school, home, and community by "wrapping around" the services to help individuals be successful in all aspects of life. This approach encourages the use of an interagency team of educators, social and mental health service providers, and family members, with other natural supporters within the school

and community. The approach further allows for the creative use of funds across participating agencies to meet the unique educational and emotional needs of individuals. Whether developed as an interagency community effort or through one organization, the wraparound approach has proven successful in addressing the unique needs of children and youth with cognitive and mental health needs. In support of the wraparound approach to interagency services for this group of youth, CEC-MRDD makes the following resolution:

Whereas CEC-MRDD realizes that there are unique needs of individuals with both cognitive and mental health needs and;

Whereas interagency services and supports to meet the unique needs of these individuals are not readily available in all states and communities and;

Whereas necessary interagency services and supports could be available through the development and implementation of a wraparound approach;

Be it resolved that CEC-MRDD supports states and communities in the development of interagency teams to develop and implement a wraparound approach to services to meet the needs of individuals with both cognitive disabilities and mental health needs.



## Editor's Note

Darlene Perner, *Editor*

On behalf of MRDD, I would like to thank **Sharon Cramer** for her contribution to our *Teachers' Corner* and **Dan Ezell** for his input with **Kim Carper** to our *Students' Corner*. Both articles present great ideas for collaboration! Also, a thank you is extended to: **Sherry Chittenden, Missouri Federation MRDD** for sending information to us on the **JOHN W. KIDD SCHOLARSHIP** (see *Subdivision News*). It is with sadness, however, that we share the news about **Dr. Tommy Russell**. We do appreciate the lovely note about **Dr. Russell** from **Laura Bowden Carpenter**.

If you have information about your subdivision for *Subdivision News*, and/or practical articles for the *Teachers' Corner* or *Students' Corner*, please submit to: **dperner@bloomu.edu** or 570/389-3980 (fax). For more information, please call me at 570/389-4075 (day) or 570/784-2686 (evening). Look forward to hearing from you!

## MRDD Awards Reminder

During 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 mental retardation and/or developmental disabilities. Nominations for the **John W. Kidd Subdivision Award**, the **Burton Blatt Humanitarian Award**, and the **Legislative Award** may be submitted on an annual basis by January 15. Subdivisions may submit nominations for the **Teacher of the Year** and **Paraeducator of the Year** at any time. On behalf of the Awards Committee and the MRDD 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 New York City!

Contact: **Jim Thompson**, *Department of Special Education, Illinois State University - Mail Code 5910, Normal, IL 61790-5910, Tel: (309) 438-8982, FAX: (309) 438-8699, E-mail: jrthomp@ilstu.edu*

## In Memoriam

### Dr. Tommy Russell

June 14, 1931-October 29, 2001

As we waited in the quiet of the church sanctuary, self-absorbed in our sorrow and memories, an attractive young woman made her way to the front of the church. She moved slowly with the typical gait of a person with Down syndrome. As she reached the front of the church, with all eyes on her, without embarrassment, completely at home, she flitted like a butterfly among the beautiful flowers. She touched and smelled them and finally came to a stop in front of his casket. It was obvious that she was saying goodbye to a friend. In that moment, I realized that unwittingly and unrehearsed she summed up the life of Dr. Tommy Russell.

Dr. Russell came to the University of Alabama to teach in 1968. His 30 years plus career spanned the major milestones in the field of special education. During this time, Dr. Russell came to be a full professor in the area of mental retardation. I came to know Dr. Russell in 1993, as his doctoral student and graduate assistant. It was an honor and a privilege to know and work with him. Hundreds of former students can and do say the same about him. I am like a child who is sure that I was his favorite, only to find out that all of us felt this way.

While Dr. Russell was "talking the talk" in each of his courses, he was "walking the walk" as well. In order that he remain in touch with the changes in special education, he climbed out of the "ivory tower" for a semester and returned to teaching children with disabilities. While he taught theory and teaching methods, he was running a summer program for children with disabilities. While he graded papers, wrote grants and manuscripts, and served on dissertation committees, he served on the executive board of the Alabama Federation Council for Exceptional Children from its inception in the early 1970s until he resigned in October 2000. While he prepared lectures and supervised interns, he started and maintained a church program for children with special needs. While he attended luncheons, faculty meetings, and other university functions, he was entertaining and feeding his students. He, along with his wonderful wife, invited his students to his home, his church, and into his life.

Dr. Russell's life was lived as an example to all of us who knew him. We mourn the passing of a mentor, colleague, and friend. We know that we are better people for having known him. Dr. Russell's model is one that we should all emulate as we seek to improve the lives of persons with disabilities.

**Dr. Laura Bowden Carpenter**  
*Auburn University Montgomery*

(continued from page 1)

6. (for experienced teachers) A student I still remember really well is:  
(for new teachers) A high school teacher I still remember really well is:
7. What I'd like my students to remember about me is:
8. One of my favorite holiday traditions is:
9. Something you'll always find in my classroom is:
10. My favorite day of the week is \_\_\_\_ because:

### **Heads! Tails!**

After you've gotten the ball rolling with your collaboration partner, agree to exchange information over the period of four weeks.

- Set up your ground rules. Agree to try some new strategies when teaching a content area, or focus on exchanging information about a particular student. If you don't work together currently, each select something you want to pursue.
- Prepare for this information exchange by taking twenty 3x5 index cards, and taping a penny to each of them. On half, tape the penny with the head up, and on the other half, tape the penny so the tail is up.
- Give ten cards (five heads, five tails) to your partner, and keep ten for yourself. Agree with your collaboration partner on what news makes you feel good (heads) and what news makes you feel less good (tails) regarding your information exchange topic.
- Exchange cards periodically, without discussing them. Just jot a brief note on each card, explaining either the event or insight which took place, and why it was "heads" or "tails." If you run out of heads, you can turn over some tails, but not vice versa.
- When you have exchanged all your cards, take fifteen to twenty minutes to review the exchange.

**Why bother?** Hopefully, you'll find yourself looking at things on the agreed-upon topic from a more positive direction by the end of the month. In addition, this very brief information exchange gives you a way to continue to collaborate within a structure.

### **Good , better, best!**

Take some time to look through some of your back issues of *Teaching Exceptional Children* or other journals that you have found to be practical and helpful. Look for three articles that you can rate as good (tape a nickel to the top), better (tape a dime to the top) and best (tape a quarter).

Pick a time every three to four weeks, for two months, when you can exchange one article with your collaboration partner, and talk about it. After you've finished discussing your three articles, at least one with a quarter on it, you can invite your partner to do the same thing.

**Why bother?** In the course of this exchange, you'll have an opportunity to learn more about the things your partner finds to be of interest and value. The ideas in the article may spark you to agree to try some new things in your respective classrooms.

### **Continue to invest in the relationship**

Now that you and your collaboration partner have gotten to know each other better, find one more thing coming up at your school before the school year ends which you could do together — agree to serve together on a graduation committee, bulletin board posting, or picnic planners. Select one thing for the up-coming year, as well — you may even decide to serve on the committee mentoring new teachers, and try out some of these ideas with them! When you look back, you can be proud that you invested time in collaboration.

*Arch Wood, Past  
President and  
Bob Stodden,  
CAN  
Representative*



*Tom Smith, MRDD  
Executive Director  
and Val Sharpe,  
MRDD President*

## Membership/Unit Development News

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

Good news! Our membership in the **MRDD** Division is slowly beginning an upward trend. This of course is due to the hard work of many of you who continue to encourage CEC members to join the **MRDD** Division. Please continue your efforts. If I, or any of the MRDD Board can assist you with any membership issues, please do not hesitate to contact us. I may be reached at e-mail [jimfortpa@aol.com](mailto:jimfortpa@aol.com).

Now more than ever it is time for all of us to reflect on what it is we do for the children and adults we serve. And how through our affiliation with the **MRDD** Division we can continue to grow and support the efforts of our parent organization, The Council for Exceptional Children. My emphasis of this column for this issue of the *MRDD Express* is to encourage each of you as members of the Division to become active supporters of CEC's Public Policy. As many of you know IDEA (Individuals with Disabilities Education Act) will be reauthorized in 2002. It is important for our membership to become aware of the issues surrounding this reauthorization and to mobilize so the continuation of what is good legislation can continue. We have an obligation to be vigilant of proposed reauthorization legislation. Certainly another issue that affects membership is the "full funding" Issue of IDEA. The amendment to IDEA that authorizes full funding is presently still being considered. You have an opportunity to support this amendment by sending

electronic letters or fax to your legislators. CEC's legislative action center on the CEC web site can be accessed by all of you. Your input is vital and does have an effect on the legislation as it is being proposed; legislation, which ultimately has an impact on the services for individuals with disabilities. Stay tuned via the CEC web site (Public Policy link) for up to the minute information. (CEC website: [www.cec.sped.org](http://www.cec.sped.org))

As we get closer to the Annual Convention in New York City, I will be sending information regarding our Membership Booth in the EXPO Hall. This will be a great opportunity for you to visit, say hello, and see what is new and on the horizon for the **MRDD** Division.

Once again, feel free to contact any member of the **MRDD** Board. We will be happy to assist with questions or concerns regarding membership issues. As I have challenged each of you in my previous articles, if you recruit one new member our numbers will double. That challenge is ongoing.



## Executive Director's Corner

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

Several subdivisions have yet to submit their annual reports. Remember, your subdivision will not receive its annual rebate, which could be several hundred dollars, if you do not submit your report. A report form was sent to all subdivision presidents in July. If you did not receive your form, or need another one, please contact me so that your report can be completed and submitted. Your rebate is calculated based on \$2.00 per member. We are always interested in starting new subdivisions in states where we are not formally organized. All you have to do is have 15 active MRDD members and complete some paperwork. I will be glad to assist you if you are interested in developing a new subdivision. Subdivisions that were once active that need rejuvenation are Louisiana, New Jersey, and Kentucky.

Since the board of directors voted to change the name of the division, a ballot will be sent to the membership sometime before the New York convention. Please vote so that your voice will be heard on this very important issue facing our division.

Each subdivision will receive \$150 if a representative of the subdivision attends the subdivision officers' meeting in New York City. Specific time and location of the meeting will be disseminated as events are scheduled in New York. This meeting provides an opportunity for subdivision officers to share success stories about membership, activities, and projects.

As always, please contact me if you have any needs related to MRDD. One of the roles of the Executive Director is to support subdivisions, and in general, the membership. Please contact me if you have specific needs or simply have some questions. (501) 569-3556; [tesmith1@ualr.edu](mailto:tesmith1@ualr.edu)





# Professional Development/Standards Committee Update

Scott Sparks, *Chairperson*

As the Division struggles with important issues of name change and adding constituency groups, the Professional Development/Standards Committee has been busy trying to keep up. The committee took on the task of considering “holes” that may currently exist in the standards that beginning teachers of students who have cognitive disabilities (mental retardation) as well as an expanded population including teachers of students with autism and other pervasive developmental disorders (PDD). As MRDD continues to define itself to reflect the times, leadership in the CEC/NCATE process of developing standards is crucial. Committee members have generated a number of new and revised standards to be submitted to CEC for validation and eventual inclusion in whatever document will exist at that time (currently, the famous “red book” – What Every Beginning Special Education Teacher Should Know). It is very important that our Division continue to take an active role in the process and help guide institutions that train new professionals in special education. By using our collective expertise, we can identify

those skills required of a competent teacher and the knowledge they will need to be effective in working with students who have mental retardation and developmental disabilities.

The Professional Development/Standards Committee will continue in refining specific standards and hopefully will submit the changes to CEC by April, 2002. I will attend the next meeting of CEC’s Professional Standards Subcommittee in January and during the convention in April. This subcommittee is trying to develop goals as they relate to the continued process of standards development. Blending CEC’s standards with general education standards is a primary goal but the next step is not yet in complete focus. I do however, have the greatest confidence in those leaders within CEC’s membership and staff that CEC and its Divisions and other Units will play a prominent role in this ongoing task. Anyone interested in getting involved contact **Scott Sparks** at [sparks@ohio.edu](mailto:sparks@ohio.edu) or call (740) 593-4437.

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## Subdivision News

**Missouri Subdivision of the Division on Missouri Subdivision of the Division on  
Mental Retardation and Developmental Disabilities**

*announces the*

**JOHN W. KIDD SCHOLARSHIP**

*in honor of Dr. John W. Kidd for his several contributions to CEC, the  
Division, the Missouri Federation, and the Subdivision.*

**Dr. John W. Kidd** was the president of the Division (then Division on Mental Retardation) in 1965-67; Executive Director/Secretary of the Division from 1975 to 1990; the president of CEC 1968-69; the president of The Foundation for Exceptional Children in 1974-75; and on the Board of Directors of the Missouri Federation of Council for Exceptional Children from 1983-92.

- A brief vita
- Institution at which certification is sought
- Classification must be junior or senior
- Letters of recommendation from two faculty members
- Statement of intent to teach in Missouri
- Membership in Council for Exceptional Children.

The Scholarship for 2001-2002 is for \$300.00. Undergraduates enrolled at a Missouri institution of higher education pursuing an accredited program leading to certification in Mental Retardation and/or “Cross Categorical” are eligible. Application should contain:

Send application to: **Mrs. Sherry Chittenden**, MRDD Board Representative, Missouri Federation CEC, 4362 South Deborah Road, Springfield, Missouri 65810, not later than **February 1, 2002**.



**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@cgocable.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).



**CEC in Seattle  
April 2003**

Plan ahead and save the date! CEC will be holding the annual convention in Seattle in 2003. As always, MRDD will be hosting a showcase and will be looking for proposals addressing issues of importance to the field. Check the CEC website for proposal deadlines and to download forms.



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