



Teachers' Corner

Polly Parrish, Baldwin County Public Schools, Fairhope, Alabama

Teacher-Friendly Token Economy

When teaching students with developmental disabilities, teachers often must address behaviors. A token economy is an effective way to do this. Use of play money for tokens in elementary classrooms can be effective and reinforce math skills. Here are some tips to efficiently and easily implement a play money token economy and reinforce math skills.

1. Identify target behaviors. When setting up any token economy, you must identify the target behaviors. Begin with a few general classroom management behaviors (Everton, Emmer, & Worsham, 2003) that all students share in common and individualize the token economy by including several personal behavioral goals for each student.

2. Determine manner of distributing tokens. An effective way to easily and consistently distribute play money as tokens is for the teacher to wear a three-pocket apron similar to those worn by servers in restaurants. Different coin denominations are placed in each pocket. Quart-size zip-lock bags can be attached with a ring to each student's desk for easy access to play money.

3. Teach, teach, and re-teach. Teaching the entire process, including the amount of play money distributed for specific behaviors, desired appropriate behaviors, and implementation of the token economy, is essential. Having students identify and select the common classroom rules increases the students' ownership in the token economy. When re-teaching or reviewing the token economy, have a student assume the role of the teacher, distributing the play money, while you role play as a student.

4. Daily and weekly reinforcers. For daily reinforcement, you can allot a short time period at the end of the day for students to buy daily activities, such as reading with partner in book nook, doing puzzles with friend, and using the computer. Use of play money also lends itself well to having a class store at the end of each week. Interest inventories are an excellent way to identify motivators for students. You might also maintain a class wish book in which students write or draw pictures of items they wish included in the class store.

5. Incorporating math skills during class store time. During the weekly class store, students buy tangibles with the play money. If students have class jobs, include the roles of store helper and banker. Math skills can be reinforced through the store helper's responsibilities, such as keeping inventory, organizing items by prices, and assisting students in selecting store items in their price range. Math skills are further reinforced for the banker, who collects money for the purchased items and gives students the necessary change. A simple class store can be set up by using a reading table and a white board marker to draw lines on the table that are easily removed upon completion of shopping time. Items are grouped in price ranges on the table instead of being individually priced.



6. Using play money for additional practice of math skills. Graphing and charting skills can be practiced by having students chart daily the amount of money they have earned. Create a simple chart that lists the days of week on the x axis and coin denominations on the y axis. Each day the students chart the amount of each denomination of money they have earned and the total for the day. Younger students fill in the chart with the number or tally for each coin, while students with greater knowledge and understanding of money write the actual amount in each square. You can use charts individually with students to discuss appropriate choices they made that earned them play money.

(continues on p. 4)

President's Message

Dave Smith

I write this message after a week of excitement and celebration in the United States and around the world. For many people the election of 2008 is symbolic of positive change and the opportunity for new community building. The events of this past week have brought to my mind the question of the place for people with disabilities in the national and international communities of the future. I think it is important that we in the Division on Developmental Disabilities reflect on this issue.

Remarkable developments in molecular biology and genetic engineering are reported in the popular press almost daily. These advances in scientific knowledge and medical technology will almost certainly change the course of human history. The eradication of what are considered diseases or disorders may become a reality before the end of the new century. A critical question in this pursuit, however, may concern how diseases and disorders are defined. Is disability, in this context, a disease, a defect, or human difference? Is disability best understood as part of the spectrum of human variation? Depending on the answer, what does this say about the status of people with disabilities in a democracy? What does it say about their fundamental equality as people?

As the power of genetic science increases, so also grows the importance of ethical questions about the implication of that power for human diversity. The greatest challenge for people with disabilities in this century may be that of having their lives

understood within the contexts of the civic values of liberty, justice, and equality for all. This challenge, and hope, is embodied in an 1892 address that Francis Bellamy, the author of the Pledge of Allegiance, delivered during the unveiling of the Pledge (Baer, 1992):



We look forward. We are conscious we are in a period of transition. Ideas in education, in political economy, in social science are undergoing revisions. ... The coming century promises to be more than ever the age of the people; an age that shall develop a greater care for the rights of the weak, and make a more solid provision for the development of each individual. (p. 41)

Indeed, let us hope that we are living at the beginning of a century that is more than ever the age of all people, including people with disabilities. I believe that DDD must continue to be a strong voice for the importance of an increasingly inclusive world community.

Reference

Baer, J. (1992). *The pledge of allegiance: A centennial history, 1892–1992*. Annapolis, MD: Free State Press.

A Special Thank You to Kerry Rice, DDD Web Coordinator

For the past 6 years, Kerry Rice, assistant professor in the Department of Educational Technology at Boise State University, has been our division's Web Coordinator. In 2002, while a graduate student, Kerry took on the difficult task of transforming the DDD Web site into the excellent site it is today. Kerry was fairly recently appointed as an assistant professor, and she now has other priorities and will no longer be able to continue as the DDD Web Coordinator. Kerry has been dedicated and committed to her work on the DDD Web site. We gratefully appreciate the enormous amount of time and work she has put into this role. Throughout these years, Kerry has maintained our Web site in a most innovative, responsive, and professional manner.

Thank you, Kerry, for your
invaluable and outstanding contributions to DDD!

DDD Reviewer Request: 2010 CEC Nashville Conference Proposals

Please consider getting involved in DDD by reviewing proposals on the topic areas of developmental disabilities and autism for the 2010 CEC Annual Conference and Expo in Nashville. Members interested in reviewing proposals for consideration as part of the DDD program in Nashville should contact **Emily Bouck** (bouck@purdue.edu) to indicate your interest and your area of expertise (e.g., autism, severe disabilities, general developmental disabilities). Reviews will occur in late June/early July.

2009 CEC Conference & Expo in Seattle

DDD Schedule of Events

DDD members, mark your calendars for DDD events at the **2009 CEC Conference and Expo in Seattle!** The **DDD Business Meeting** will be on Thursday, April 2, from 5 to 7 pm. This will be followed by the **DDD President's Reception** starting at 7:30 pm in the President's Suite. Remember to attend the **DDD Showcase session** on Thursday, April 2, from 9:45 to 10:45 am. Featured will be Diane Browder, Fred Spooner, Dianne Zager, and Leslie Broun. Please check the conference book for locations.

Also, please consider getting involved with DDD by attending the **committee meetings** in Seattle. These will all occur in the DDD Presidential Suite at the Sheraton Hotel:

Thursday, April 2

- Diversity Chairs Shared Agenda Meeting: 7:30–8:30 am
- Critical Issues Meeting: 11:00 am–12:00 pm
- Subdivisions Meeting: 12:00–1:00 pm
- Awards Meeting: 1:00–1:30 pm
- Past Presidents' Meeting: 1:30–2:30 pm
- Professional Development and Professional Standards: 2:30–3:30 pm

Friday, April 3

- Diversity Meeting: 8:00–9:00 am
- Membership Meeting: 9:00–10:00 am
- Conference Meeting: 10:00–11:30 am
- Publications Meeting: 11:30 am–12:30 pm
- Communications Meeting: 12:30–1:30 pm

Highlights of DDD Program

DDD has many great presentations, poster sessions, and demonstrations on students with intellectual disabilities and autism scheduled for the **2009 CEC Convention in Seattle**. The DDD Program addresses a range of issues, including

- self-determination,
- technology and students with developmental disabilities and autism, and
- strategies for educating preschoolers.

One presentation to mark on your calendars is the **DDD Showcase Session** at the 2009 Convention, scheduled for Thursday, April 2, from 9:45 am to 10:45 am. The Showcase Session will focus on evidence-based practices in the content areas for students with cognitive impairment and autism.

Featured speakers:

Diane Browder

Fred Spooner

Dianne Zager

Leslie Broun

11th International DDD Conference Highlights

Delegates and presenters at the 2008 International DDD Conference participated in a stellar professional learning opportunity in sunny San Diego this past fall! Following is a sampling of the many highlights from the conference:

- **Ann Forts, a self-advocate from the "Up-Syndrome" Foundation**, opened the conference with a keynote address that was compelling, humorous, and inspiring.
- **Pre-conference training institute sessions** focused on autism and behavioral supports for students with dual diagnosis.
- The conference hosted delegates and presenters from **around the world**, including Turkey, Singapore, Pakistan, Korea, the Philippines, Japan, Egypt, and Canada.
- The conference program covered a **myriad of topics**, focusing on evidence-based practices in the fields of autism and developmental disabilities.
- The **2008 Dolly Gray Children's Literature Award** was presented to K. A. Nuzum, author of *A Small White Scar*.

- **Exhibitors** included Dynavox/Mayer-Johnson, PCI Education, Special Needs Project, Maximus, Attainment Company, and Microcomputer Science Center.

Please start planning for the **12th International DDD Conference** in Maui, Hawaii, in 2010! For more information, contact **Cindy Perras**, Conference Coordinator (cindy.perras@cogeco.ca).



Tom Smith, DDD executive director, and **Ann Forts**, self-advocate, "Up-Syndrome" Foundation



Miss Polly's students using a token economy

("Teachers' Corner" continued from p. 1)

While students chart their money, the teacher can circulate and implement "trade up." Students trade up coins for a single coin of a higher denomination (e.g., 4 quarters for a dollar, 2 dimes and 1 nickel for a quarter, 5 dimes for 2 quarters). The teacher and student count money aloud as the teacher prompts the student with questions such as "What else equals 50 cents?" and "How many quarters are needed to make a dollar?"

Reminders for successfully implementing a token economy:

- Teach each component of the token economy explicitly.
- Identify reinforcers that will motivate the students.

- Develop student ownership of the token economy.
- Verbally acknowledge the behavior while distributing play money. Refrain from using phrases such as "I am proud of you," and "I appreciate you." Instead, use phrases that are emotionally objective (Nelson, Martella, & Garland, 1998) and student centered, such as "You made a great choice," so students connect the praise and token to their behavior rather than the teacher's approval.

References

Everton, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers* (6th ed.). Boston: Allyn & Bacon.

Nelson, J. R., Martella, R., & Garland, B. (1998). The effects of teaching school expectations and establishing a consistent consequence on formal office disciplinary actions. *Journal of Emotional and Behavioral Disorders*, 4(3), 147-161.



Outstanding DVDs and Book on Autism

DDD's first video offering, *Growing Up with Autism*, is now available in DVD format. The second video publication is *Look, I'm in College!* Both videos can be purchased through CEC Publications (for more information, see www.dddcec.org). The newly acquired third video publication is *Dream House*, featuring James Castle.

Dream House (DVD)

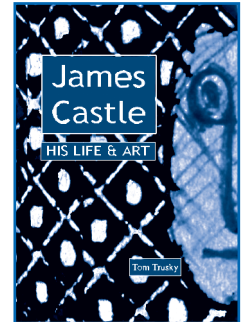
Born in the early 1900s in rural Idaho, James Castle was believed to be "deaf, mute, illiterate and intellectually disabled." Never speaking, he nevertheless produced tens of thousands of artworks using found materials. Today his behavioral and communication characteristics would likely be interpreted as consistent with autism. This Idaho Public Television-aired video documentary uses Castle's art (drawings, constructions, books) and exclusive interviews with Castle's childhood friends, family, and art experts to tell his unique story, helping the viewer to see the world as it might be experienced by a gifted artist with autism.

Member Price: \$16.95; **Nonmember Price:** \$19.95. Order from CEC Publications: http://www.cec.sped.org/ScriptContent/Orders/ProductDetail.cfm?section=CEC_Store&pc=D5902

James Castle: His Life and Art (book)

James Castle's primary form of communication was the thousands of drawings and illustrations he produced during his lifetime. Houses, domestic scenes, family members, and friends were

endlessly rendered in what some have termed a primitive folk art style from crude tools and supplies: ink made from soot and saliva; pens fashioned from twigs or sticks; and canvases scavenged from scrap paper, cardboard, books, and the many catalogs that flowed through his parents' general store and post office. Castle left behind more than 20,000 artworks. His behavioral and communication characteristics are consistent with what would be seen as autism today. His haunting artwork as provided and commented on in this biography offers unique and unparalleled insights into how the world might be perceived by a gifted artist with autism.



Member Price: \$21.95; **Nonmember Price:** \$24.95.

Order from CEC Publications: http://www.cec.sped.org/ScriptContent/Orders/ProductDetail.cfm?section=CEC_Store&pc=D5901

Package Price for Castle book and DVD:

Member Price = \$35.95; Nonmember Price = \$39.95

Order from CEC Publications: http://www.cec.sped.org/ScriptContent/Orders/ProductDetail.cfm?section=CEC_Store&pc=D5903

DDD Announcement of Fall Elections

The proposed changes in DDD's year of operation (from July 1–June 30 to January 1–December 31) was voted on by the membership and approved. Our current slate of nominations will not be voted on until October 2009, with elected officers assuming office in January 2010.

Fifth Biennial Dolly Gray Children's Literature Award

Tina Taylor Dyches and Mary Anne Prater

The fifth biennial Dolly Gray Children's Literature Award was recently presented at the DDD conference in San Diego. This award recognizes high-quality books for children and juveniles that include individuals with developmental disabilities.

Eligibility criteria were as follows:

- (a) fiction or biographies in story format,
- (b) written in English for children or juveniles,
- (c) published in 2006–2007,
- (d) included a main or supporting human character with developmental disabilities, and
- (e) was not from a vanity press.

Twenty-seven books met these criteria. **The 2008 award was presented to author K. A. Nuzum for *A Small White Scar*.**

Nuzum recalled her first friendship with Brent, who has PKU, as one that has affected her life immeasurably. In her acceptance of the award, Nuzum stated,

One of the truths I learned through my friendship with Brent, learned from spending time with his family, is that all human beings struggle with the same issues, the same drives, the same needs—perhaps at different times of their lives, perhaps to different degrees, and certainly with different outcomes, but the struggles are the same. All of us, no matter our gender, no matter our age, no matter the physical or mental challenges we face, experience tension between the love we feel for our friends and family and the sense of responsibility we feel toward them. We experience competing desires to remain and to leave. All of us feel compelled to hold on to what we know, to stay with what is safe and familiar to us and also to stretch further into the world, to explore, to discover something new, to claim our freedom.

She related these real-world issues to her book, *A Small White Scar*:

In the end, the struggles Denny and Will experienced in the book had not so much to do with



Denny's Down syndrome or its impact on his family but more to do with the very human hearts of Will and Denny. Thank you for embracing the fundamental humanity of both these characters and for recognizing this first novel of mine with such an important and prestigious award.

Copies of all books eligible for the award were given to teachers from Village Elementary School in Coronado and to participants in the breakout session. These books will help nondisabled students to accept and understand those who are included in their classrooms and schools.

Our congratulations go out to K. A. Nuzum and publisher HarperCollins, and to the publishers of all of the eligible books, for providing review copies and for promoting quality literature that characterizes individuals with developmental disabilities. Thanks go also to review and selection committee members: Joan Blaska, Patricia Castelli, Rama Cousik, Jackie Hague, Reed Hahne, Cindy Perras, Rachel Wadham, and Tracy Koretsky, and the panel of children and adolescents who participated in the review process. Finally, we extend our gratitude to CEC-DDD and the Special Needs Project for supporting and sponsoring this biennial award. For more information about the Dolly Gray Award, go to the DDD Website and click on "Committees" then "Dolly Gray Award."



Teachers from Village Elementary School in Coronado accepting books from the Dolly Gray Award.

Students' Corner

Angi Stone-MacDonald
Student Governor



In today's world, we have many ways, especially the Internet, to stay informed about new developments in special education and developmental disabilities. This year, from September 2008 to July 2009, I am conducting my dissertation research at a school for students with developmental disabilities in Tanzania. I live in a small town about 6 hours from the capital city and tend to soak up news any way that I can. I have limited access to the Internet.

I have become more interested in the **CEC SmartBrief** that comes to my email box each day because it helps me to continue my research and stay in touch. Last week, I was able to read a story about people in Minnesota concerned about the high rate of autism among Somali immigrants. This was not only a fascinating article but also one relevant to my research interests. I would not have found it sifting through the newspapers here. As a preservice teacher, I would have been interested in a story about teachers and insulin shots for students with diabetes in California. Those are issues to think about when looking for a job and thinking about your training. I would encourage all of you to sign up to get the CEC SmartBrief; it is free and very informative.

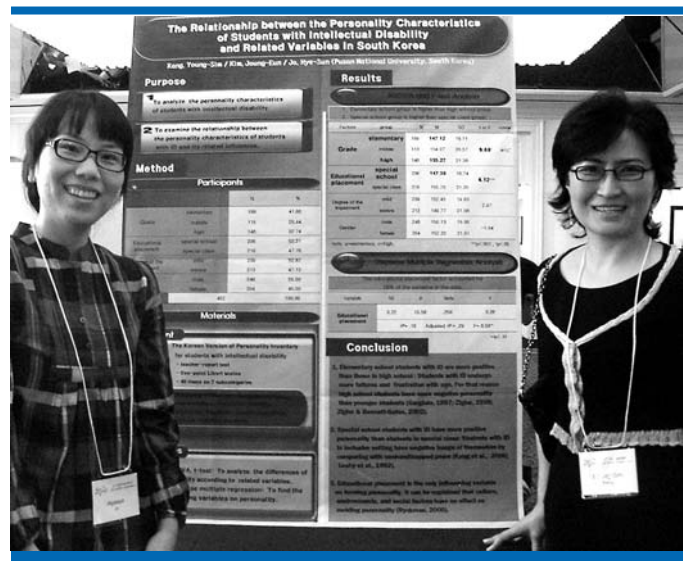
In addition, **DDD is now on Facebook**. If you search groups for DDD or Division of Developmental Disabilities, you will find our site. We are still developing the page, but we want it to be a place where people can connect and talk about DDD and issues related to DDD. If you have suggestions, please email me (akstone@indiana.edu) with your Facebook suggestions. I encourage everyone to check out the Facebook page and join.

I also want to remind everyone about the **drawing for a CEC and DDD membership**. We will be holding a drawing for five students to win free membership into CEC and DDD for 1 year, a \$75 prize. To be eligible, you need to be a current member of DDD and a student during the 2009–2010 school year. All current members as of January 1, 2009, are eligible, and names will be selected at random from the membership list. I will contact the winner via email. Please encourage your friends to join DDD now to be eligible. CEC and DDD memberships offer great benefits.

Write a Proposal for CEC 2010 (Nashville, Tennessee)

Proposal deadlines will be soon be announced for the **2010 Annual Convention and Expo of the Council for Exceptional Children** to be held in Music City U.S.A... Nashville, Tennessee (April 21–24). So, mark your calendars and continue to check the CEC and DDD websites for updated information on the due dates. Meanwhile, the DDD invites you to consider submitting a proposal to share your innovations and research in the areas of autism and developmental disabilities for the 2010 conference. Encourage your co-workers and graduate students to also submit their proposals. Remember, proposals accepted by DDD may be considered for CEC-DDD Practitioner and Student Awards.

Poster Session Presenters at DDD Conference



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

Executive Director's Corner

Tom E. C. Smith

About the “name change”: Since the previous newsletter notified membership about the proposed name change of the division from the **Division on Developmental Disabilities (DDD)** to the **Division on Autism and Developmental Disabilities (DADD)**, I've had several e-mails about the change.

The Board of Directors discussed the name change extensively and determined that the proposed name would better represent our advocacy and educational efforts. Over the past 20 years, I have been involved in all of the previous division name changes. As many of you will remember, the division went from CEC-MR to the Division on Mental Retardation and Developmental Disabilities (MRDD) to the Division on Developmental



Disabilities (DDD). Each of these changes was made in response to changes in the field, including the decline in the number of children identified with the label of *mental retardation*, the move away from the term *mental retardation*, and the expansion of inclusion. A vote will be taken at our Business Meeting this April in Seattle. Similar to previous division name changes, this proposed change does not reflect less emphasis on individuals with intellectual disabilities or other developmental disabilities but merely puts an emphasis on *autism*, which is currently increasing dramatically. There are no divisions in CEC that focus on autism; consequently, the members of the Board of Directors feel this is a necessary change that will benefit all individuals with developmental disabilities. We would ask that you support our proposed change.

JOIN A DDD Committee!

The following is a list of the **DDD Committees and Chairpersons for 2008–2009**. Contact any Committee Chairperson directly to obtain information and/or to **JOIN A COMMITTEE!**

Awards	Toni Merfeld (fullertjm@qwest.net)
Communications	Darlene Perner (dperner@bloomu.edu)
Conference	Emily Bouck (bouck@purdue.edu)
Coordination	Cindy Perras (cindy.perras@cogeco.ca)
Critical Issues	Bob Stodden (stodden@hawaii.edu) Nikki Murdick (murdickn@slu.edu)
Diversity	Rosa Lockwood (rosa.lockwood@earthlink.net) Charles Dukes (cdukes@fau.edu)
Finance	Gardner Umbarger (gumbarg@bgsu.edu)
Legislative (CAN)	Bob Stodden (stodden@hawaii.edu)
Membership/Unit Dev.	Debbie Wichmanowski (dwichman@pasco.k12.fl.us)
Nominations	Polly Parrish (Pparrish15@aol.com)
Professional Dev./Standards	Scott Sparks (sparks@oak.cats.ohiou.edu)
Publications	Jack Hourcade (jhourca@boisestate.edu)

Editor's Note

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Darlene Perner



On behalf of DDD, I would like to thank our contributor to the **Teachers' Corner**, **Polly Parrish** and to **all her students!** Also I want to personally express my gratitude to **Kerry Rice**, our former DDD Web Coordinator for all the wonderful work she has done these past six years. Thanks, Kerry and Best Wishes!

Please note that there are a number of new publications (DVDs and books) offered by DDD. Please check our Web site for more information (www.dddcec.org). If you have any questions, please contact me via email (dperner@bloomu.edu) or Bloomsburg University of Pennsylvania, Department of Exceptionality Programs, 400 E. 2nd St., Bloomsburg, PA 17815. (Please notify CEC if you have a change of address.)