



Teachers' Corner



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Preparing Students with Autism and Intellectual Disabilities for the Postsecondary Education Experience

Participating in postsecondary education can be instrumental in improving one's career options, earning potential, and quality of life (Dutta, Kundu, & Schiro-Geist, 2009; Migliore, Butterworth, & Hart, 2009). Through postsecondary education, students develop valuable work skills and new ways of thinking while honing their social competencies. For over 30 years, federal legislation and mandates (e.g., Individuals with Disabilities Education Act [IDEA]; Section 504, Rehabilitation Act of 1973; the Americans with Disabilities Act [ADA]) have provided individuals with intellectual disabilities (ID) with a measure of protection from discrimination in educational institutions on the basis of disability (Johnson, Stodden, Emanuel, Luecking, & Mack, 2002; Monroe, 2007). However, these individuals have historically been overlooked as viable candidates for—or purposefully excluded from—postsecondary education. For those few who did pursue a postsecondary education, inadequate preparation and the challenge of securing funding hampered their participation (Dutta et al., 2009).

Recent changes in federal legislation have increased opportunities for individuals with intellectual disabilities to participate in postsecondary education. The Higher Education Opportunity Act (HEOA; P.L. 110-315), enacted in August 2008, contains a number of provisions that improve access to postsecondary education for these students. Under HEOA, students with ID are now eligible for Pell Grants, Supplemental

Educational Opportunity Grants, and the Federal Work-Study Program (Lee, 2009). With the improvement of postsecondary education prospects for students with ID and autism comes an increased need for high school teachers to prepare their students for such experiences.

Differences exist in the provision of educational support between secondary and postsecondary settings. When entering postsecondary education, students with disabilities leave an environment where teachers and administrators are responsible by law for identifying and providing accommodations for students' academic needs. They move to a setting in which they must independently self-identify as an individual with a disability to receive accommodations under Section 504 and the ADA (Stodden & Conway, 2003; Stodden, Whelley, Chang, & Harding, 2001). The unnecessary challenges experienced by students with disabilities as a result of this *secondary/postsecondary divide* can be mediated through careful transition preparation and planning.

Many students, both with and without disabilities, are often underprepared for college and lack the basic academic skills necessary to successfully engage in college-level work. For example, several studies have indicated that although students were able to complete their high school English requirements and enroll in postsecondary education, they were not always prepared for college-level English courses (Achieve, Inc., 2005; Graham & Perin, 2007). Community colleges tend to this problem by providing developmental education programs (Bailey, 2009), but students should be provided every opportunity to further develop these basic academic skills at the secondary level.

The experiences of students with disabilities in transitioning from the secondary environment to the adult world have been well documented (Bassett & Kochhar-Bryant, 2006; Brooke, Revell, & Wehman, 2009; Grigal, Dwyre, & Davis, 2006; Johnson et al., 2002; National Alliance for Secondary Education and Transition, 2005). Interagency collaboration is a necessary component of the transition process for these students. One useful method of collaboration, *interagency teaming*, brings together service providers and other vested parties to support youth with disabilities through the sharing of ideas, dreams, and resources (Stodden, Brown, Galloway, Mrazek, & Noy, 2005; Stodden, Smith, Burchfiel, Rhuman, James, & McDaniel, 1996). Successful interagency teaming can improve transition outcomes, reduce costs, and provide critical planning,

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President's Message

Emily Bouck

By the time this newsletter has been printed, an important day of interest to DADD members will have occurred. I think it is important to reflect on this day and what it represents, as well as to think about how we can mirror its message 365 days a year.

This day occurred on March 3, 2010—**End the R-Word Day** (check out the Web site [<http://www.r-word.org>] if you have not already done so).

This campaign was created by the Joseph P. Kennedy Jr. Foundation for the Benefit of Persons with Intellectual Disabilities and is supported by Special Olympics and Best Buddies™ to “spread the word to end the word.” This year’s date is actually the second annual day; the campaign started on March 31, 2009. On the Web site, individuals can pledge to eliminate the R-word. I found it very touching to read the pledges of individuals from around the world—pledges to never use this word again but to also speak up when others use it. The latter is often the harder of the two tasks. It is easier for us to commit to stop using a particular word ourselves but much more challenging to do the right thing when someone else is choosing not to by telling him or her how hurtful the R-word is and how inappropriate its use.

In addition to displaying the pledge count (the goal was 100,000 pledges by March 3rd), the site provides a count of the



number of times the R-word has been used on the Web (27,795 as of March 12th) and the ability to check to see if particular Web sites are free of its use (e.g., DADD’s site [www.dddcec.org] is free of the R-word). In just one example of usage frequency, on March 12th on Facebook, the R-word was counted 2,310 times. Clearly, all of us need to work to help achieve the goal set forth in 2009 by participants at the Global Youth Activation Summit of the Special Olympics World Winter Games. Also available on the r-word.org site is a link to different YouTube public service announcements (PSAs) by entertainment figures (e.g., Joe Jonas of the Jonas Brothers singing group and John C. McGinley of the TV show *Scrubs*) and by other individuals and/or groups with a vested interest. These PSAs carry a much more powerful message than my written text can convey; therefore, I invite you to search YouTube (<http://www.youtube.com>) for “end the r-word.”

I hope you participated in End the R-Word Day in your own way; more important, I hope it is something we all do every day. As the campaign says, we need to change the conversation. I think spreading the word to end the word is something we can do as part of our daily lives: Let’s all monitor our own language and educate others about the power of language, especially words that have the power to hurt and stigmatize. So, although March 3rd has passed, today is the day to end the word. It starts with talking to our students, our families, our friends, strangers we meet. . . . It won’t be easy, but doing what is right rarely is.

Reviewers Needed for 2011 Conference Proposals

DADD reviewers are needed to evaluate conference proposals submitted in the topic areas of developmental disabilities and autism for the 2011 CEC Annual Convention and Expo in Washington, DC/National Harbor, Maryland. Members interested in reviewing proposals for consideration as part of the DADD program for the annual conference should contact **Teresa Taber Doughty** (tabert@purdue.edu) to indicate your interest and area of expertise (e.g., autism, severe disabilities, general developmental disabilities). Reviews will occur in late June or early July 2010.

Look! I’m in College! DVD

Look, I’m in College! is a half-hour documentary that follows four students through an extraordinary time in their lives. Terence, Benny, Rayquan, and Donald are New York City public school students from high-need communities. They all have autism and intellectual disabilities, and they are the charter class of a college-based inclusion program. Through collaborative efforts of the New York City District 75 and Pace University, these four young men from challenging socio-economic backgrounds meet with success as they participate in a college community among their age-appropriate peers.



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2008, 31 minutes

Member Price: \$34.95

Non-Member Price: \$39.95

<http://www.cec.sped.org/ScriptContent/orders/ProductDetail.cfm?pc=D5890>

Sixth Biennial Dolly Gray Children's Literature Award

Tina Taylor Dyches and Jennalee Murray
Brigham Young University

The sixth biennial Dolly Gray Children's Literature Award was recently presented at the DADD conference in Kaanapali, Maui. This award recognizes high-quality children and juvenile books that include individuals with developmental disabilities.

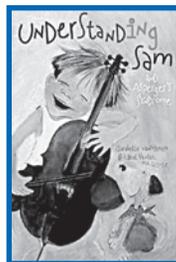
Twenty-nine books met the eligibility criterion: (a) fiction or biographies in story format, (b) written in English for children or juveniles, (c) published between 2008 and 2009, (d) includes a main or supporting human character with developmental disabilities, and (e) not a vanity press book. The 2010 award was presented to **Clarabelle van Niekerk** and **Liezl Venter** for *Understanding Sam and Asperger Syndrome* and posthumously to **Siobhan Dowd** for *The London Eye Mystery*.

Clarabelle and Liezl, a mother-daughter duo, expressed their excitement regarding how *Understanding Sam* has helped to increase awareness of Asperger syndrome: "The children we work with have tremendous strengths. We wanted to highlight the positives alongside the daily difficulties. Most of all, we wanted to improve awareness/understanding of differences with increased empathy amongst classmates."

Siobhan Dowd recently died of cancer at the age of 47. In only 4 years she was able to write four wonderful children's books and has been the recipient of the prestigious Carnegie Medal for children's literature. Siobhan was known to believe that "if a child can read, they [sic] can think, and if a child can think they [sic] are free." Before her death Siobhan set up a trust fund in her name that brings books to disadvantaged children.

Copies of books eligible for the award were given to teachers from King Kamehameha III Elementary School, Lahainaluna High School, and participants in the breakout session. Copies were also donated to the Siobhan Dowd Trust and the Linda Lucas Walling Children's Literature Collection. These books will help students without disabilities to accept and understand students with disabilities who are included in their classrooms and schools.

We congratulate Clarabelle van Niekerk and Liezl Venter and their publisher, Skeezeel Press, and Siobhan Dowd and her publisher, David Fickling Books. We express our gratitude to the publishers of all of the eligible books for providing review copies and for promoting quality literature that characterizes individuals with developmental disabilities. This award would not have been possible without the countless hours **Melissa Leininger** and **Jennalee Murray** contributed by searching for eligible books, screening books, acquiring review copies of the books from the publishers, and sending copies to the reviewers, along with many other tasks associated with running this award.



Disability:
Asperger syndrome
Publisher:
Skeezeel Press



Disability:
Asperger syndrome
Publisher:
David Fickling Books

We also are grateful to the review panelists: **Joan Blaska**, **Patricia Castelli**, **Karena Cooper-Duffy**, **Clayton Copeland**, **Rama Cousik**, **Jackie Hague**, **Reed Hahne**, **Peggy Kaney**, **Tracy Koretsky**, **Mary Anne Prater**, **Tamara Jo Rhomberg**, **Rachel Wadham**, and the panel of children and adolescents who participated in the review process. Finally, our gratitude is extended to **CEC-DADD** and the **Special Needs Project** for supporting and sponsoring this biennial award. For more information about the Dolly Gray Award see the Web site (<http://www.dddcec.org/DollyGray.htm>).

Meet Our New DADD Diversity Committee Chairperson

Dr. Elizabeth West is an assistant professor in the area of special education at the University of Washington. Dr. West's research, teaching, and service focuses on improving the learning outcomes for students from a variety of ethnic, cultural, social, and linguistic backgrounds. Striving to be a culturally responsive teacher is an important quality of her professional agenda. She has established a framework that defines her research, teaching, and service efforts based on three interlocking categories: instructional procedures, teacher training, and diversity.

Dr. West's research agenda focuses on transforming communities to increase access and improve outcomes for students with low-incidence disabilities. If you are interested in joining the DADD Diversity Committee, please contact Dr. West (ewest@u.washington.edu).



12th International Conference on Autism, Intellectual Disabilities, & Other Developmental Disabilities

In January, DADD hosted the 12th International Conference on Autism, Intellectual Disabilities and other Developmental Disabilities at the spectacular Sheraton Maui.

Conference delegates enjoyed a multifaceted three-day program that featured more than 100 lectures and poster presentations focusing on the integration of research and practice.

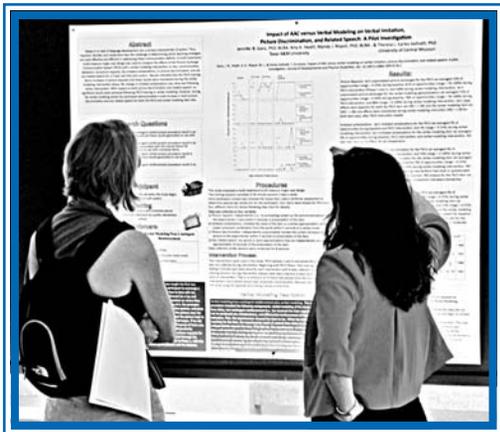
Highlights of the conference program included:

-  Pre-conference training institute on ASD, *The Ingredients to a Successful Day for Students with Autism Spectrum Disorder*, led by Dr. Ruth Aspy of the Ziggurat Group
-  Opening keynote presentation, *Honoring Jay Turnbull's Contributions to Quality of Life: Lessons for Creating Systems of Supports*, by Ann and Rud Turnbull
-  Presentation of the Dolly Gray Children's Literature Award
-  Keynote presentation, *Preparing Youth with Significant Disabilities for Postsecondary Education and Adulthood: Policy to Practice*, by Dr. Robert Stodden
-  Keynote presentation, *Abused, Shunned and Invisible: Leaving Mental Retardation to History*, by Dr. J. David Smith
-  Keynote presentation, *A Parent's Perspective: Fostering Friendships for Someone on the Autism Spectrum*, by Dr. David Crowe
-  Closing keynote presentation, *Autism from the Inside: How the World Looks and Feels to Someone with Autism*, by self-advocate/artist Taylor Crowe

The **13th International Conference** on Autism, Intellectual Disabilities, and other Developmental Disabilities will be held in **Florida** in **January 2012**. Please check our website for updates!

Cindy Perras, DADD Conference Coordinator
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Scenes from the Conference



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preparation, and resource allocation in support of students with ID who choose to pursue postsecondary education. While the benefits of interagency teaming are clear (Hart, Zimbrich, & Ghiloni, 2001; Stodden et al., 2005), awareness of this practice and its successful implementation continue to elude the majority of special educators and rehabilitation professionals (Dutta et al., 2009; Oertle & Trach, 2007).

Given the challenges that students with intellectual disabilities face in their transition experiences to postsecondary educational institutions, we offer the following recommendations for high school teachers who deal with these students:

1. Help them to understand their abilities, disability, strengths, limitations, and required accommodations. Students often enter the adult world with inadequate understanding of these areas. They need to know how their disability affects their learning and the necessary accommodations that will enable them to successfully participate in academic and community settings.
2. Prepare them in the basic skills areas of functional reading and math because these skills are typically required to progress beyond entry-level employment.
3. Provide opportunities to develop career awareness in a broader range than the traditional. A postsecondary education provides an opportunity for them to move beyond maintenance into an entry-level position.
4. Ensure that their high school curriculum is in line with their postsecondary education goal. Students who desire to attend a postsecondary educational institution should have a high school curriculum that supports this goal.
5. Teach the differences in levels of support between secondary and postsecondary institutions and the expectations and requirements of their postsecondary institution. Such items as free time between classes, independent reading and class assignments, and socializing with others often pose challenges for these students.
6. Teach them how to self-advocate. When it comes to services and assistance, they need to know **what** to ask for, **how** to ask, **when** to ask, and **who** to ask. Provide practice opportunities for them during their high school years (e.g., during in school and off-campus work experiences, at restaurants).
7. Take your students on tours of college/university campuses. Orient them to the offices and personnel that serve students with disabilities and the general student population (e.g., visit classroom sites, cafeterias, recreational facilities).
8. Help them (a) identify their specific needs, such as transportation/mobility training, social skills develop-

ment, financial aid, and (b) develop a plan and time line to secure these services.

9. For each student, facilitate an interagency transition team that includes the student, parents/family members, postsecondary faculty, agency personnel, and other support personnel. Help students identify specific academic and personal goals, determine responsibilities of each team member, set deadlines, and schedule follow-up meetings.

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Membership and Unit Development Committee News

Debora Wichmanowski Chairperson



Dear Members,
As another school year ends, we want to look ahead to the 2010–2011 school year and what is to come. Things are changing so fast that it is difficult to keep up and stay abreast of the latest and greatest research, news, and best practices in our area. DADD can help. There are so many benefits to being a member of DADD: networking, conferences, professional journals, and much more. We want to continue to expand our membership as well as our subdivisions in the states and provinces. Please contact me or your representative for any questions you may have. If we don't know the answer, we will try to find it out for you. If you are interested in starting a subdivision please contact me (dwichman@pasco.k12.fl.us).

Regional Representatives

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Nichole Mucherino (Nicole.mucherino1@gmail.com)

We look forward to hearing from you!

JOIN a DADD Committee!

The following is a list of the **DADD Committees and Chairpersons for 2010**. Contact any Committee Chairperson directly to obtain information and/or to **JOIN A COMMITTEE!**

Awards	Toni Merfeld (toni@metrowestkids.net)
Communications	Darlene Perner (dperner@bloomu.edu)
Conference Coordination	Teresa Doughty (tabert@purdue.edu) Cindy Perras (cindy.perras@cogeco.ca)
Critical Issues	Bob Stodden (stodden@hawaii.edu)
Diversity	Elizabeth West (eawest@u.washington.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	J. David Smith (jdsmi24@uncg.edu)
Professional Dev./Standards	Scott Sparks (sparks@oak.cats.ohiou.edu)
Publications	Jack Hourcade (jhourca@boisestate.edu)



Nicole Mucherino
Student Governor

In a world as busy as ours, it is difficult to stay up to date and involved in everything that we may desire to. In this article, I wanted to offer options to help our student members stay involved in DADD. Your thoughts and opinions are important to the division and are a much needed source of input.

First and foremost, remaining a member of the division is important. To ensure a transition from student to professional member, CEC has created the **Student 2 Professional Transition Program**: Student members who have recently graduated continue paying the student rate for their professional membership—as well as any division memberships—for the first 2 years. In addition, you pay the student rate for all conferences for the first 2 years. In our current economy, paying even fairly small amounts of money may seem unfeasible. CEC wants to make it as easy as possible for our members to remain involved, which is why your **membership dues can now be made in three installments** as opposed to one payment.

Individuals who have joined the division may sometimes find it difficult to stay involved and informed. The **CEC SmartBrief** is a great way to learn what is happening with CEC in general and its divisions. This newsletter provides not only this information but also information about special education arti-

cles from many different sources and links to the actual article. CEC *SmartBrief* is emailed five times a week to the subscriber's preferred email address. To obtain the SmartBrief, register by visiting www.smartbrief.com/cec/ and subscribing.

Joining the **Division on Autism and Developmental Disabilities Facebook group** is another great way to stay involved. The group's page can be found by typing DADD into the search box at the top of the Facebook main page and then clicking on the first option in the results. This is a convenient way to find out about upcoming DADD events or to stay in contact with other division members. The Facebook page is updated frequently, and members of the DADD Board monitor any wall postings or messages.

Attending **DADD and CEC conferences** is a great way to meet other members face to face. Plan ahead for next year's **2011 CEC conference**, which will be held in National Harbor, Maryland (near Washington, DC), April 25 to April 28. DADD will host several events, such as the general business meeting and committee meetings, where student and professional members can meet each other and participate in the work of the division. A list of the DADD events for the CEC National Harbor conference will be available this winter on our website, under the Conferences heading.

Hearing from you, our members, is essential for the board to serve the division as a whole. Without your input, we could not operate to the best of our ability. I encourage our student members to contact me with any thoughts, concerns, questions, or suggestions. I will make sure to bring these ideas to the Board and ensure that the voices of our student members are heard. Contact me via email (Nicole.mucherino1@gmail.com).

About the CEC-DADD Practitioner and Student Awards

Annually, the DADD President-Elect selects three proposals relative to the field of intellectual disabilities, developmental disabilities, and autism from among those chosen for inclusion in the CEC convention program. The President-Elect then forwards these selected proposals to the DADD Awards Committee for consideration for the Herbert J. Prehm Student Presentation Award and the Practitioner Presentation Award. Award recipients are contacted prior to the CEC convention; the awards are presented during the annual DADD business

meeting at the convention. If you have submitted a proposal for the CEC 2011 Convention to be held at National Harbor, Maryland (near Washington, DC) on April 25–28 or will be submitting for the 2012 CEC Convention in Denver, Colorado, on April 11–14, 2012, you may be considered for these awards. For more information regarding selection criteria, please contact **Toni Merfeld**, Awards Chair (toni@metrowestkids.net) or visit our DADD website (www.dddcec.org).