



A publication of the DIVISION ON DEVELOPMENTAL DISABILITIES, a unit of the Council for Exceptional Children

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

Teachers' Corner

Issues in Self-Determination and Transition Planning

Michael L. Wehmeyer
University of Kansas



(Summarized from a presentation given in the DDD Showcase Session at CEC in Salt Lake City titled *Research-Based and Emerging Best Practices in DD/Autism: Where Are We Going?*)

A little more than 15 years ago, the U.S. Department of Education's Office of Special Education Programs funded a series of projects that were intended to develop models to promote the self-determination of students with disabilities. The intent of the leaders of that initiative was that by doing so, the field could improve school-related outcomes for students with disabilities. Over the intervening decade and a half, promoting self-determination has become best practice in the field of special education, particularly in the area of transition. The context in which special educators teach and in which students with disabilities learn has, however, changed dramatically in that 15 years, and it is worth pausing for a moment to consider what we have learned during that time, particularly concerning self-determination and students with intellectual and developmental disabilities, and how we can ensure that a focus on self-determination will not be relegated only to yesterday's best-practices.

One of the things we have learned in that time is that promoting self-determination does matter. There is an emerging evidence-base that students with intellectual and developmental disabilities who leave school as more self-determined young people do, indeed, achieve more positive adult outcomes, including employment and independent living. Further, there are now several studies that link enhanced self-determination to a better quality of life for people with intellectual and developmental disabilities. There is a need for research that provides a causal link between self-determination and positive outcomes, but we can say that we "know" that promoting self-determination is linked to positive life outcomes for students with intellectual

and developmental disabilities. Measurement, for purposes of both research and practice, remains an area where more work is needed.

Second, not only has research substantiated that self-determination is linked to positive outcomes, but teachers, by and large, agree that promoting self-determination is important. Several studies have shown that teachers recognize that self-determination is important and think it should be part of the educational program of students with disabilities. Teachers identify a number of factors that limit the degree to which they feel they are able to teach students to be more self-determined, including the need for more training opportunities and more curricular/support materials. The demands placed upon teachers pertaining to standards-based reform and accountability issues are also a potential barrier to an instructional focus on

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Information and Registration

10th International DDD Conference
Jan. 31–Feb. 2, 2007
Kona, Hawaii
(see pages 9–12)

President's Message

Phil Parette

Greetings to each of our DDD members! I hope that the summer was relaxing and/or productive, and that each of you has transitioned into the new school year renewed with confidence to meet the challenges confronting the field of special education.

As we reflect on the current status of the Council for Exceptional Children generally, and DDD specifically, the specter of declining membership continues to threaten our vitality and mission to *effectively* serve the needs of students with disabilities nationwide. Having been a member of DDD for many years, I recall the robust years of the past when our membership rosters were teeming with enthusiastic students and professionals who were deeply committed to the highest ideals of serving students with developmental disabilities. Our Business Meetings at the Annual Convention were well-attended, and served as a venue for discussion and debate.

However, we all recognize that things have changed. The political landscape and demands placed on our nation's schools are very different from decades past. We are all asked to continually do more with less, and be accountable for helping students achieve. Despite the fact that enthusiasm for serving students with developmental disabilities remains intact, the *number* of individuals willing to share their expertise and learn from one another within the organization has declined, presenting an immense challenge to all of us. Each member of DDD has an obligation to support the organization, and to facilitate the recruitment of new "lifeblood" to ensure our long-term viability.

This division, without question, has an outstanding array of services provided to its membership! It has several fine journals that are published in a timely fashion accompanied by

a high-quality newsletter. Numerous other publications made available to the membership present cutting-edge knowledge regarding the DD field and best practices. A new textbook, *Research-Based Practices in Developmental Disabilities (2nd ed.)*, will be released by PRO-ED this fall. We have a board made up of deeply committed and hard-working persons representing both public-school and higher-education settings. We have committees that are focused on diversity, and a range of other important issues impacting our field. Planning for the 10th International Conference on Cognitive Disabilities/Mental Retardation, Autism, & Other Developmental Disabilities in Kona, Hawaii, is well underway, and will be a stellar professional development event.

In summary, there are *many* reasons to belong to DDD, and I look forward to working with our fine Board of Directors and with all of you to continue the tradition of making our division among the best in all of CEC. But we need your help. Consider participating as a DDD committee member. (Committee chairs are listed in this issue of the *DDD Express*.) Attend the Kona meeting and the division activities at CEC in Louisville next year. If you have a state DDD subdivision, contribute your time and efforts to supporting its activities. If you know students trying to "find their way" in choosing a professional organization, encourage their participation in DDD and note the many fine benefits of membership. Your efforts are appreciated and necessary.

Have a great fall, and we will keep you updated about division events.



Call for Nominations

Now is the time to get involved with DDD Board of Directors. DDD is currently seeking nominations for the following positions, which will commence July 1, 2007:

- **Vice President**—Candidate must be willing to provide a four-year commitment to DDD in the following sequence: Vice President; President Elect; President; and Past President.
- **Southeast Member**—Candidate must be willing to serve a three-year term of office, and reside in one of the following states: Alabama, Arkansas, Florida, Georgia, Louisiana, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia.
- **Far West Member**—Candidate must be willing to serve a three-year term of office and reside in one

of the following states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, New Mexico, Nevada, Oregon, Utah, Washington, Wyoming.

- **Student Member**—Candidate must be a full-time student and willing to serve a one-year term with renewal for a second year if full-time student status is maintained.
- **Secretary**—Candidate must be willing to serve a three-year term of office.

All candidates must be willing to serve as a committee chair and participate in board activities.

The person nominated must be a member of CEC-DDD. Send name, contact information and a brief biography by **November 15, 2006** to: **Dagny Fidler** (dagny.fidler@dmps.k12.ia.us or dagny@mchsi.com).

JOIN A DDD COMMITTEE!

The following is a list of the **DDD Committees and Chairpersons** for 2006–2007. Contact any Committee Chairperson directly to obtain information and/or to **JOIN A COMMITTEE!**

| Committee(s) | Chairperson(s) | Contact(s) |
|-----------------------------|-------------------------------|--|
| Awards | Cindy Perras | cindy.perras@cogeco.ca |
| Communications | Darlene Perner | dperner@bloomu.edu |
| Conference | Polly Parrish | pparrish15@aol.com |
| Critical Issues | Bob Stodden Nikki Murdick | stodden@hawaii.edu murdickn@slu.edu |
| Diversity | Rosa Lockwood | rosa.lockwood@ode.state.oh.us |
| Finance | Amanda Boutot | aboutot@mac.com |
| Legislative (CAN) | Bob Stodden | stodden@hawaii.edu |
| Membership/Unit Dev. | Jim Forristal Kent Gerlach | jimfortpa@aol.com kgerlach@plu.edu |
| Nominations | Dagny Fidler | dagny.fidler@dmps.k12.ia.us.edu |
| Professional Dev./Standards | Scott Sparks | sparks@oak.cats.ohiou.edu |
| Publications | Jack Hourcade | jhourca@boisestate.edu |

Meet the Newly Elected DDD Board Members

Polly Parrish, *President-elect*. Polly Parrish, M.Ed and Highly Qualified Teacher, currently teaches children dually diagnosed with developmental disabilities and mental health disorders at an alternative program. Prior to this, Polly taught at an urban school where she received the *Teacher of the Year* award and co-developed and implemented an inclusion program for students with developmental disabilities and/or behavior disorders. She has taught students with various exceptionalities (DD, LD, BD, and MH) in a variety of settings (self-contained, resource and inclusion). Polly has been actively involved in CEC for 16 years, which includes a previous term as DDD president (1998–99) and current term as Secretary of the Alabama Federation of CEC.



J. David Smith, *Vice President*. Dave Smith currently serves as Professor of Special Education at the University of North Carolina at Greensboro. He earned his baccalaureate and Master of Science degrees from Virginia Commonwealth University and his second master's degree and doctorate from Columbia University. He



has been a special education teacher, school counselor, professor, department chair, dean and provost. Dave has made numerous invited presentations nationally and internationally. He has published journal articles and authored 11 books focusing on the rights and dignity of people with disabilities. Dave received the DDD Burton Blatt Humanitarian Award in 1999 and the AAMR Hervey Wilbur Award for historical scholarship in 2004.

Dianne Zager, *Northeast Member*. Dianne Zager is the Michael C. Koffler Professor in Autism and Director of the Center for Teaching and Research in Autism at Pace University in New York City. She has published numerous books, chapters, and research papers in the areas of developmental disabilities; presented widely at special education conferences; and served on several editorial boards and consulted with school districts across the United States. Dianne has been President of the Northeastern Educational Research Association and the New York State Council for Exceptional Children and has served on DDD as Northeast Member. In 1994, the American Academy of Child and Adolescent Psychiatry named her a Furman Fellow.



Call for Proposals The DDD Prism Monograph Series Prism 8

The Publications Committee of the Division on Developmental Disabilities of the Council for Exceptional Children is calling for proposals for Volume 8 in the acclaimed **DDD Prism** publication series. These short monographs, typically about 100 word-processed, double-spaced pages in length, target topics of special interest to practitioners in the field of developmental disabilities.

Past volumes in the *Prism* series have focused on such issues as literacy skills, differentiated instruction, and transition services (see www.dddcec.org). For Volume 8 in the series, to be published in 2008, proposals on the following topics relevant to developmental disabilities would be especially welcomed:

- Autism and Autism Spectrum Disorders
- Self-Determination
- Assistive Technology
- Diversity Issues in Developmental Disabilities.

Each completed volume in the *Prism* series is initially distributed as a free membership benefit to all DDD members. All royalties generated from sales thereafter are returned to the general revenue fund of the Division on Developmental Disabilities, helping to fund a variety of Division functions.

A proposal for Volume 8 in the *Prism* series should include the following information:

- Names and contact information (phone, e-mail, address) for each of the proposed authors;
- The title of proposed *Prism* volume, and the targeted DDD audience;
- A one-page overview of the proposed volume;
- A chapter by chapter outline of the proposed volume, including a proposed chapter title and a one-paragraph summary for each chapter;
- A tentative timeline for the work.

For additional information, or to submit a proposal electronically, please contact DDD Publications Chair Jack Hourcade (jhourca@boisestate.edu). Each received proposal will be reviewed by the DDD Publications Committee.

Proposals are due February 28, 2007.

The Dolly Gray Award for Children's Literature in Developmental Disabilities

will be presented at the CEC-DDD's biennial conference in Kona, Hawaii, in January, 2007. (See <http://www.dddcec.org/committees.htm> for information regarding this award.)

CEC-DDD Awards

The Division on Developmental Disabilities of the Council for Exceptional Children is pleased to provide the annual recognition of individuals and subdivisions through a number of awards, as listed below:

The **BURTON BLATT HUMANITARIAN AWARD** is available to honor an individual who is a member of DDD, and who has demonstrated exceptional effort in furthering the cause of persons with mental retardation/cognitive disabilities, autism and other developmental disabilities.

The **LEGISLATIVE AWARD** is available to honour an individual who has been involved in the development, support, and/or enactment of legislation designed to meet the needs of persons with developmental disabilities. The person need not be a member of DDD.

The **TEACHER OF THE YEAR AWARD** is available to recognize a special education teacher or regular classroom teacher from each subdivision for exceptional performance in supporting students who have developmental disabilities.

The **PARAEDUCATOR OF THE YEAR AWARD** is available to recognize a paraeducator from each subdivision who participates as a member of the teaching team, and who exhibits exemplary personal and professional skills in supporting students who have developmental disabilities. The teacher or the paraeducator need not be a member of DDD, and each state/provincial subdivision is encouraged to nominate an individual for each of these awards.

In addition to the individual awards available, the **JOHN W. KIDD SUBDIVISION AWARD** may be given annually to the subdivision that has shown exceptional performance during the past year. Criteria used can include: increases in membership, innovative programming, and participation of members in related activities beyond the subdivision level.

The **RESEARCH AWARD** is to be given annually to an individual, or group of individuals, in recognition of outstanding basic and/or applied research in the area of developmental disabilities. For more information on the criteria for this award, please visit the DDD Web site (<http://www.dddcec.org>).

Please note: Any CEC-DDD member may nominate individuals for the **BURTON BLATT HUMANITARIAN AWARD** or the **LEGISLATIVE AWARD**. Only subdivision presidents may nominate individuals for the **TEACHER OF THE YEAR AWARD** and the **PARAEDUCATOR OF THE YEAR AWARD**; additionally, subdivision presidents may apply for consideration for the **JOHN W. KIDD SUBDIVISION AWARD**.

Nominations/applications must be submitted by DDD members, accompanied by appropriate supporting data/information, **NO LATER THAN JANUARY 15, 2007**. Awards that meet the stated criteria are presented during the DDD Annual Business Meeting at the CEC Convention. Send nominations/applications, and requests for additional information to: **Cindy Perras**, DDD Awards Committee Chair, 2410 Deer Run Ave., Oakville, Ontario, Canada L6J 6K9; (fax) 905/844-4806; (e-mail) cindy.perras@cogeco.ca

Executive Director's Corner

Tom E. C. Smith, Executive Director

Don't forget about our upcoming Hawaii conference. Please contact me if you need information. We anticipate a very good conference, and Hawaii in the middle of winter cannot be all that bad! As always, I must remind subdivisions to submit their **annual reports** with their new officers for 2006–2007. Our subdivision in Kentucky is starting to be reactivated. If you need any information on subdivision renewal, reactivation, or getting started, please let me know. While DDD can be an active division without active subdivisions, it is much easier when there is a cadre of subdivision officers who are involved in our DDD

activities. The DDD Board is available to help in many different ways, including giving subdivisions start-up money, getting board members to your state conference, or a variety of other benefits and activities.

In April, the board voted on several amendments to the Constitution and Bylaws. These proposals will be posted on the DDD Web site and will be summarized in the Winter issue of the *DDD Express*. Please contact me (tecsmith@uark.edu) if you have any questions related to the proposed amendments.



Students' Corner

Kara Hume

Welcome back students and educators—hope your school year is off to a great start! One issue that you are likely discussing in your university courses or in the workplace is the challenge professionals face when implementing alternate curricular standards and assessments with students with developmental disabilities. Many questions remain—including concerns about the alignment of the curriculum and state standards with the content addressed in the alternate assessments. How can students access both the general education curriculum and the alternate assessment? And should they? How are functional curricular standards and alternate assessments developed and for whom?

These are issues that have been explored in the literature, and are currently being examined by the DDD membership. I would love to hear how you are covering the topics of functional curricular standards and alternate assessments in your courses, or in your practice. Please e-mail me with your thoughts on

these topics and their application in the field of developmental disabilities (kahume@indiana.edu), and look for a future policy brief from the DDD membership with ideas and recommendations on curricular alignment and alternate assessment.



If you are interested in these topics, as well as many others facing professionals in the field and individuals with developmental disabilities, I encourage you to attend the 10th biennial conference in Hawaii, January 31–February 2. Attending a conference in Hawaii is challenging on a student's budget (and on an educator's budget as well!)—but I am certain that the professional growth that will occur as a result of your attendance will far outweigh the required penny-pinching between now and then! Hope to see you there!

Attention Student CEC Chapters . . .

Receive a \$75 Student Recruitment Grant!

Here is an opportunity for your student chapter to receive \$75.00 from DDD. Simply complete the **Student Recruitment Grant Application** on the Web site (<http://www.dddcec.org>) by the **September 30, 2006** deadline and submit it to: Jim Forristal, DDD Membership Co-Chair, 2832 Bellwood Drive, Brandon, Florida 33511-7135.

To receive the \$100.00 award you must be the student chapter that has recruited the most new student members to the Division on Developmental Disabilities of CEC between October 1, 2006 and March 15, 2007. Students, please take the opportunity to receive the \$75.00 grant to assist with your student CEC activities while at the same time increasing the membership in the Division.

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

Search the Entire Archives of Education and Training in Mental Retardation/
Developmental Disabilities at
<http://www.dddcec.org/search.htm>

News from the Diversity Committee

Rosa Lockwood, Chairperson

The committee will begin 2006–2007 implementation work with major goals identified in its action plan. These include the following activities:

1. Follow-up work with the Issue Brief on Diversity, upon request (see *Diversity* at <http://www.dddcec.org/positionpapers.htm>).
2. Work with the DDD Board on the selection and development of recommendations made by the Diversity Committee to address diversity.
3. Work with DDD chairs to implement a liaison relationship with the Diversity Committee. The committee will develop a format and identify members to serve as liaisons to DDD committees whose work impact diversity

issues that are important to the membership.

4. Plan and host at the Louisville Convention, a shared agenda–coffee/tea. The purpose will be to hold a focus group discussion with other Division Diversity Chairs from across CEC to identify common work activities that can be jointly pursued by all.



If you would like to join the Diversity Committee, please contact me (rosa.lockwood@earthlink.net).



At left, Dagny Fidler, DDD Past President and Dan Ezell, DDD Past Treasurer, working together at a board meeting.

Members
at
work!

At right, DDD members Stan Zucker, ETDD Editor, Kim Spence-Cochran, and Val Sharpe at the 2006 DDD Business Meeting



Editor's Note . . .

Darlene Perner

On behalf of DDD, I would like to thank both **John Wheeler** and **Michael Wehmeyer** for their individual contributions to the DDD Showcase Session at CEC and to the **Teachers' Corner**.

If any member is interested in reviewing books for DDD, please see the last issue of DDD Express and contact **Kara Hume** (kahume@indiana.edu). Also a special thank you to **Dr. Kerry Rice** for her excellent work on our Web site (<http://www.dddcec.org>) and congratulations to Kerry on the completion of her doctorate! Don't forget about our Hawaii conference. If you have any questions, please contact me (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.



Membership and Unit Development Committee News

Jim Forristal & Kent Gerlach, Co-Chairs

The membership numbers are in! During the CEC Annual Convention, DDD gained 36 new members. Thanks to the efforts of those who assisted at the DDD booth and Anna Henderson (CEC). We need to continue our efforts in gaining new members. If each of you reading this article actively gained one new member or encouraged a current member to renew we would significantly increase our membership. As membership co-chair, I am challenging you to do just that.

Student Units have the opportunity to actively seek new members by applying for the **2006–2007 DDD Student Recruitment Grant**. The grant application can be found on the DDD Web site (<http://www.dddcec.org>) and the grant deadline is **September 30th!**

Welcome to **Dianne Zager** (dzager@pace.edu) who joined our membership committee this year as the Northeast Member. Dianne certainly will be an asset to our committee. Dianne re-



Jim Forristal



Kent Gerlach

places **Joyce Agnes**, who did an awesome job while on the committee. Other members of the Membership Committee serving on the Board are: **Jim Forristal** (jimfortpa@aol.com—Southeast), **Kent Gerlach**, (kgerlach@plu.edu—Far West), **Leslie Broun** (fljj@rogers.com—Canada), and **Nikki Murdick** (murdickn@slu.edu—Midwest). Any of us can assist you with membership issues so feel free to contact us.

Announcement

Issues Brief Supporting Students with
Significant Developmental Disabilities . . .

at

<http://www.dddcec.org/positionpapers.htm>

(“Teachers’ Corner” continued from p. 1)

self-determination, although it is also the case that most state and local standards include language pertaining to promoting component elements of self-determined behavior, such as teaching goal-setting, problem-solving, or decision-making skills.

Third, there are evidence-based practices that have been shown as effective in promoting component elements of self-determined behavior. For students with intellectual and developmental disabilities there are a number of instructional strategies, including student-directed learning strategies like self-instruction or self-monitoring, teaching choice-making, or teaching self-advocacy skills, that have been shown to be effective. There has been less focus with this population on areas like goal setting and problem solving, although there are emerging models that show that students with intellectual and developmental disabilities have greater capacity in these areas than has traditionally been assumed. It will be important to continue to expand the number and types of models, strategies, and materials to teach students to self-direct learning, solve problems, or set and attain goals.

Finally, student involvement in educational planning and decision making, and particularly in transition planning, has

steadily become recognized as effective practice. Again, teachers generally favor active student involvement and there is now clear evidence that students can, in fact, participate in their educational planning. These practices tend, however, not to be widespread and the research at this point still suggests that others, not students, dominate the educational planning process.

In summary, as we look back on our progress in the area of self-determination over the past 15 years, I believe we can conclude that we’ve made progress and that we’re well-situated to adjust to the demands of the new educational context without giving up on the original purpose of the self-determination movement. It is clear that students with intellectual and developmental disabilities benefit from instruction to promote self-determination and that becoming more self-determined is an important contributor to more positive educational outcomes. In fact, this is probably true for all students, with and without disabilities. A focus on promoting self-determination provides an entry point to the general education curriculum for students with intellectual and developmental disabilities and can become part of the classroom- and school-wide practices that enable all students to be more effective learners and to achieve more positive educational and life outcomes.



10th International Conference on
Cognitive Disabilities/
Mental Retardation, Autism, &
Other Developmental Disabilities

Research to Practice

Council for Exceptional Children
Division on Developmental Disabilities

The Board of Directors for the Division on Developmental Disabilities is pleased to extend an invitation to join us in Keauhou-Kona, Hawaii, January 31- February 2, 2007, for a singularly informative and entertaining professional development event! The 10th International Conference will highlight key experts in the field, coupled with presentations by self-advocates with disabilities who bring a fresh, insightful perspective to our existing knowledge base. Topical areas include:

- ◆ Assistive Technology
- ◆ Autism/Autism Spectrum Disorder (ASD)
- ◆ Cognitive Disability – Evidence-based Practices
- ◆ Multiple Disabilities
- ◆ Transition
- ◆ Self-Determination
- ◆ Paraprofessionals

Conference delegates also have the option to attend one of two in-depth pre-conference training institutes, on either Assistive Technology, led by Dr. Phil Parette or Autism Spectrum Disorder, led by Dr. Brenda Myles.

The Conference will be held at the spectacular Sheraton Keauhou Bay Resort and Spa on Kona, which is in close proximity to a cadre of beautiful sites that summon the adventurous spirit.



For further information, kindly contact:

Cindy Perras
cindy.perras@cogeco.ca

Tom Smith
tecsmith@uark.edu

Conference Overview

Wednesday, January 31 Pre-Conference Training Institutes:

- ◆ Facilitating Student Achievement Using Assistive Technology, Dr. Phil Parette, Dr. George Peterson-Karlan, Brian W. Wojcik

The IDEA requires that assistive technology (AT) be 'considered' for all students in IEP development and implementation. Unfortunately, many education professionals are unprepared to 'effectively' participate in AT decision-making. To address this need, this Institute is designed to provide participants with (a) an understanding of an effective team process of AT consideration using real life examples; (b) strategies for documenting AT outcomes in the classroom curriculum based on the examples; (c) hands-on opportunities to interact with high frequency devices used to support writing, reading, and mathematics instruction in the curriculum; and (d) classroom resources for use in AT decision-making.

- ◆ Planning a Comprehensive Program for Students with Autism Spectrum Disorders: Using Evidenced-Based Practices in the Classroom, Dr. Brenda Myles, Dr. Ruth Aspy, Dr. Barry Grossman

This session will provide attendees with an easy-to-use, yet comprehensive tool to plan and implement effective educational programs for children and youth with autism spectrum disorders (ASD). A variety of interventions that can effectively be implemented in a school setting will also be addressed. These interventions address the complex needs of students with ASD in the academic, behavior, social/emotional, and sensory areas. Emphasis will be placed on addressing the challenging behaviors exhibited by individuals with ASD.

Thursday, February 1 Conference

Opening Session/Featured Speaker/Dolly Gray Award
Concurrent Sessions
Poster Sessions and Wine & Cheese Reception

Friday, February 2 Conference

Poster Sessions and Continental Breakfast
Concurrent Sessions
Luncheon/Featured Speaker
Concurrent Sessions
Closing Session/Featured Speaker

Featured Speakers Include:

- ♦ Marty Murphy, Self-Advocate with Autism
Marty Murphy: From the Heart
- ♦ Dr. Michael Wehmeyer, University of Kansas
Self-Determination, Universal Design for Learning, and the Third Generation of the Inclusion Movement
- ♦ Dr. Brenda Myles, Ohio Center for Autism and Low Incidence Disabilities
- ♦ Dr. Phil Parette, Illinois State University
- ♦ Taylor Crowe, Self-Advocate with Autism
The View from Here: My Life with Autism



78-128 Ehukai Street, Kailua-Kona, United States
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Sheraton Keauhou Bay Resort & Spa, crowning an ancient lava flow cascading into the serene waters along Hawaii's Big Island, is a Hawaii hotel unlike any other.

This full-service oceanfront resort offers everything from rejuvenating spa treatments in open-air facilities to an authentic luau that offers expansive views of the dramatic Kona coastline.

The resort features a fantasy pool with slides, beach, restaurants, and is convenient to shopping, recreational activities, nightlife, and entertainment.

Please make your reservations before December 30, 2006 to take advantage of the special conference rate, online at:

[CEC's Division on Developmental Disabilities](#)

<http://www.starwoodmeeting.com/StarGroupsWeb/res?id=0607075055&key=2CA57>



10th International DDD Conference on Cognitive Disabilities/
Mental Retardation, Autism, & Other Developmental Disabilities
January 31 – February 2, 2007
Keauhou-Kona, Hawaii

| | | |
|------------------|-------------|-----------|
| Title: | First Name: | Last Name |
| Mailing Address: | | |
| Telephone: | Fax: | E-mail: |

Please indicate any special needs or accommodations (e.g. dietary, mobility, interpreter services)

| Registration Fees | Special Rate up to December 31, 2006 | Regular Rate after December 31, 2006 |
|--|--------------------------------------|--------------------------------------|
| January 31, 2007 Pre-Conference Training Institute (includes breakfast and lunch) Select one: <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Autism Spectrum Disorder (ASD) | \$100.00 | \$125.00 |
| February 1 – 2, 2007 Conference (includes 2 breakfasts, wine & cheese reception and luncheon) | \$225.00 | \$250.00 |
| Combined Package Price for Conference & Institute | \$300.00 | \$325.00 |
| Total Remittance: | | |

Method of Payment:

Cheque (payable to CEC-DDD) VISA Master Card

Card # _____

Expiry Date _____

Signature _____

Please mail to:

Cindy Perras
Special Education Support Services
Peel District School Board
5650 Hurontario Street
Mississauga, ON
L6J 6K9

Payment by credit card may be faxed to:
905.890.1280

*Check DDD's
website
in the fall for
online
Registration info!
www.dddcec.org*

**Please note: registrations must be received by January 19, 2007;
on-site registration only after this date**

**Cancellation Policy for all Participants:
Fees are non-refundable after January 19, 2007**