



CEC-DDD and Autism Spectrum Disorders

A Position Paper of CEC-DDD

April 2003

During the past year the Critical Issues Committee of the Developmental Disabilities Division has been working with a group to structure a position paper focused upon the place of Autism Spectrum Disorders within the field of Developmental Disabilities. The following position statement reflects the work of several division members and seeks to clarify the fit of Autism Spectrum Disorders within the Division on Developmental Disabilities. I would like to thank those who worked on this position statement, as well as all those persons who provided input over the past year. If you have questions or would like to comment on the position statement, please address yourself to stodden@hawaii.edu - thanks, Robert A. Stodden, Chairperson, Critical Issues Committee, Division on Development Disabilities, CEC.

In 2002, the membership of the Council for Exceptional Children's (CEC) Division on Mental Retardation and Developmental Disabilities (MR/DD), following an extensive consultation process, made a progressive step by voting to change the division's name to the Division on Developmental Disabilities (DDD). This move reflected the need to recognize and address the plurality that exists among the diverse group of learners served by the division. Concurrent with this action, DDD leadership examined both research and practice to ensure the needs of the entire range of children, youth, and adults identified as having a developmental disability, as well as those of their stakeholders (e.g., family, advocates, teachers and other professionals), were being addressed. This meticulous scrutiny revealed an emerging group of individuals with special needs who had not previously been formally recognized by this or any other division of CEC — autism spectrum disorders (ASD). After consideration, it was decided by the membership to officially include autism spectrum disorders within DDD. Given the diversity of the individuals with developmental disabilities, this inclusion of persons with ASD was a natural extension of the research and practice examination and the resulting adoption of a new name for the division.

In the history of CEC and ASD and, more particularly, the area of autism, has been an alignment of this population within several different divisions without finding a permanent home. At one point, these individuals were recognized, albeit informally, by The Council for Children with Behavior Disorders (CCBD); at another point they were considered "Other Health Impaired" (OHI), all without officially being adopted by any one group. In the past several years, DDD, while still named MRDD, served as the 'clearinghouse' for matters addressing this population. DDD has, in recent years, recognized individuals with ASD as evidenced by presentations at local, regional, and international conferences, articles in the division's journal, *Education & Training in*

Developmental Disabilities, and in discussions at board meetings. While such informal inclusion of ASD was a positive movement forward for CEC, it still did not completely meet the needs of serving this group of individuals as members of the organization. The number of sessions traditionally offered at CEC has not met the burgeoning interest of individuals working with this population in the field. In part this reflected the view of ASD as a 'low-incidence' disability; however, recent studies have indicated otherwise. Indeed, earlier estimates of autism as 6.5 in 10,000 (Gillberg, 1995) have been amended to as high as 60 per 10,000 (Kadesjo, Gillberg, & Hagberg, 1999). When one includes children, youth, and adults with ASD, the prevalence ranges from those reported in a recent article in the *Journal of the American Medical Association* as 3.4 per 1000 in 1996 (Yeargin-Allsop, Rice, Karapurkar, Doernberg, Boyle, & Murphy, 2003) to potentially surpassing 121 per 10,000 (Kadesjo, Gillberg, & Hagberg, 1999). With these increasing prevalence rates and interest in the population, came the need for

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President's Message

Cindy Perras

As I near the end of my Presidency, I have reflected on the many wonderful things we accomplish together as a Division. I believe it is important to acknowledge and celebrate our accomplishments and achievements, and therefore wish to share the following with you:

- Our Division, through its name change and revised focus, has made a smooth transition to including the field of autism spectrum disorders (ASD).
- Our publications are second to none. Through the efforts of our Communications Chair, **Jack Hourcade**, our journal editor, **Stan Zucker**, and our newsletter editor, **Darlene Perner**, we consistently produce high quality journals, newsletters, and special publications.
- Our website provides access to current, timely information and key links, all in an interactive and user-friendly format. **Jack Hourcade** and **Kerry Rice**, the web co-ordinator, are to be commended for maintaining and continually fine-tuning our website (www.dddceec.org).
- Our Division continues to offer exemplary professional development opportunities to practitioners and researchers alike through our biennial conferences and through our Division sponsored sessions at the annual convention.
- Our Division recognizes the importance of giving a voice to individuals with developmental disabilities and we encourage and invite self-advocates to present at our conferences.
- Our Board of Directors is a dedicated and diverse group of professionals who contribute their knowledge and expertise to the Division's standing and ad hoc committees.
- Our Division awards provide a means to acknowledge and celebrate excellence and commitment to the field of developmental disabilities. This issue of our newsletter highlights the awards presented in Seattle in April.
- Our critical issues committee continues to identify key issues within the broad field of developmental disabilities and addresses these issues through the development of position papers. Most recently, the committee developed a position paper on how ASD fits within the Division, and is included in this issue of the newsletter.

- Our research committee is focusing on producing a revised edition of *Best Practices in Developmental Disabilities*.
- Our professional standards committee is developing a set of professional standards for ASD.
- Our Division is financially stable and we are fortunate to have **Dan Ezell** provide fiscally responsible leadership as our treasurer.
- Our membership remains strong, and through the efforts of our membership chair, **Jim Forristal**, we are focusing on the recruitment and retention of new members, with a particular emphasis on student teachers. **Kim Carper**, our Student Governor, has been a vital member of this committee, and has made wonderful connections with the student community.

So we have much to celebrate, as a Division, as we work to improve educational outcomes for students with developmental disabilities. It has been an honour and a pleasure to serve as President of DDD this past year, working alongside so many dedicated and talented colleagues; may I extend my thanks to the Board for their support and contributions to the Division. And special thanks to our Executive Director, **Tom Smith**, for sharing his guidance, expertise, and sense of humour.

As the year comes to a close, I would like to also say thank you to the Board members who are leaving, for their years of dedicated service: **Val Sharpe**, our Past President, **Kim Carper**, our Student Governor, **Jim Thompson**, our Midwest Member, and **Jen Padora**, our Northeast Member.

Best wishes for an enjoyable summer!

DDD Elections

Val Sharpe, Past President

The Division of Developmental Disabilities wishes to extend a warm welcome to the division's recently elected board members whose terms begin July 1, 2003. **Dagny Fidler**, will serve as the DDD Vice President. **Joyce Agness** will serve as Northeast Member and **Nikki Murdick** as Midwest Member. **Jennifer Miller** will serve as the DDD Student Member. Congratulations to each of you.



As my role as a DDD Board member comes to an end I wish to send a heartfelt thank you. It has been an honor and a pleasure to work with the members of this great division. My reflections of my years of service to this division will bring fond memories.

With fond regards,
Val

DDD Honors Award Recipients in Seattle

The following Eight DDD awards were presented at the CEC Conference in Seattle. The deserving recipients are highlighted here.

Teacher of the Year Awards were presented to **Marcey Murray** (Florida) and **Beverly Wallace** (Georgia). The Florida subdivision noted Marcey's exemplary work with children in inclusive education settings. Marcey is known as a creative, innovative, leader in the schools, who is frequently called upon to share her expertise and vast knowledge with others. The Georgia Subdivision reported that Beverly has unique gifts in relating to children. A letter of support from her building principal states that Beverly "enlightens our lives each day. You could not find a more dedicated and caring person for this award."

A **Paraeducator of the Year Award** was presented to **Ruth Hannon** (Georgia). In selecting her for this honor, the Georgia subdivision noted that she has served as a paraeducator for more than 25 years and "her attitude, sensitivity, and integrity are uppermost in all that she does. Miracles happen everyday in the classroom, and many of those can be attributed to the contributions that Ruth brings to the students."



The Division also recognized a team of presenters from the Shelby County Schools in Bartlett, Tennessee. Recipients of

Practitioner Presentation Award Recipients (l-r): **Sue Argiro** with Barbara Gartin (DDD), and **Jim Thompson** (DDD) with **Wendy Ashcroft** and **Joyce Keohan**, Shelby County Schools, Bartlett, TN and **Cindy Perras** (DDD).



Dr. Carmen Iannaccone presents the **Burton Blatt Humanitarian Award** to **Dr. Sharon Cramer**, Buffalo State College

the **Practitioner Presentation Award** were **Wendy J. Ashcroft** (Special Education Supervisor) and **Sue Argiro** and **Joyce Keohane** (Behavior Specialists). Their presentation, titled *Project REACH: Tools for Success*, focused on useful strategies for teaching children with autism. These strategies were developed from research-supported methodologies and were synthesized into a practical, "take home and use" toolbox.

Finally, the **Burton Blatt Humanitarian Award** was presented to **Dr. Sharon Cramer** from Buffalo State College. Not only does Sharon have a fine record as a teacher and scholar, her service to DDD has been particularly noteworthy. She served as the Division's Publication Chair from 1997-2001; she was Northeast Regional Member of DDD Division Board from 1994-1997; she was founding president of the New York DDD

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Andi Babkie
President Elect

DDD in Seattle



CEC's International Convention in Seattle was a great success, both for CEC and for DDD. The division was fortunate enough to offer many sessions in the areas of cognitive disabilities/mental retardation, autism spectrum disorder, and related developmental disabilities. Twenty-two sessions addressed the areas of MRDD, while twenty-six addressed issues of interest to the field regarding Autism Spectrum Disorders. Our Showcase Session focused on the changes in the field of mental retardation and developmental disabilities, specifically related to the division name change from MRDD to DDD and why such action was both necessary and appropriate at this time in the history of our field. All DDD sessions were extremely well attended, with many having standing-room only crowds, while others, sadly, had to turn away interested attendees. **(Editor's Note: The DDD Showcase Session will be highlighted in the next issue of the DDD Express.)**

As ever, your DDD board was busy in meetings for much of the convention, with a great deal of work accomplished, including the approval of a new position paper on ASD (look for the paper elsewhere in this issue of DDD Express) and the exploration of several additional topics for both position papers and for books for the PRISM series, to name just a few of the activities. Conference preparations for April 2004 in New Orleans are already underway, as are those for DDD's next 'stateside' conference to be held in October 2004. At the Business Meeting, numerous awards were given to members (see the awards section of this newsletter) and Cindy Perras, DDD's current president who will be moving to the position of past-president on July 1, 2003, graciously accepted her past-president's pin. The reception honoring Cindy that evening was, as ever for DDD receptions, filled to overflowing with DDD members and others interested in the organization. A great time was had by all.

Looking forward to seeing all of you in New Orleans!

Dolly Gray Children's Literature Award Recipients



Tina Taylor Dyches

The second biennial Dolly Gray Award for children's literature was recently presented at the DDD conference in Poipu, Kauai. This award was developed and sponsored by DDD and Special Needs Project to recognize high quality children's books that include

characters with developmental disabilities.

The award for best picture book was presented in absentia to British author **Becky Edwards**, and illustrator **David Armitage**, for *My Brother Sammy*, published by Millbrook Press. This book beautifully illustrates the relationship between a child with autism and his brother, who learns what it means to be special. Also awarded the English Association's English 4-11 Award for the Best Children's Picture Books of 1999 - Key Stage 1 Fiction, *My Brother Sammy* "offers a way of understanding what makes each child unique."

In Armitage's acceptance letter, he noted, "It is terrific to receive this award. In illustrating the book I was concerned that I should not make the illustrations too sentimental, as autism is a very real thing, and many children live with it every day. But I was also concerned not to make it too rough and depressing for children to look at. I wanted to find a balance. I was lucky to have such a marvelous text from Becky. Autism is not an area which is very widely discussed in children's books, so I am so pleased that *My Brother Sammy* has been acknowledged. My utmost thanks to everyone involved."

Edward's acceptance letter highlighted similar positive expectations. She wrote, "It is with great pride and pleasure that I accept the Dolly Gray Award for Children's Literature. When I wrote *My Brother Sammy* I was full of hope. Hope that children like Dolly and Sammy would read it and realise that however hard and frustrating life can be, we will never stop valuing what they have to teach us or listening to what they have to say. Hope that their family and friends would read it and know that they are special too."

Hope that children who hadn't yet met a Dolly or a Sammy would read it and wish that they had. The Dolly Gray Award is something very special. In a world that often seems quick to judge and slow to understand, it helps to give children with special needs a sense of pride and of their own importance and it helps us all to celebrate differences. Winning this award for *My Brother Sammy* means a great deal because it shows me that we must never give up hoping."

Barbara O'Connor was awarded best chapter book status, for *Me and Rupert Goody*, published by Thorndike Press. Kirkus Reviews praises this novel for being "grounded by a clear sense of place, and by the well-defined characters who inhabit it." The character with mental retardation, Rupert Goody, is central to



Mary Ann Prater and Tina Taylor Dyches present a session highlighting the two books that received the Dolly Gray Children's Literature Award.

"this gutsy, heartwarming novel, which ultimately shows the capacity for love in the human heart," as noted by Shelley Townsend-Hudson of Booklist.

O'Connor noted, "First, of course, I must say thank you for honoring my work and for believing it worthy of this recognition. I'm delighted. I'm sometimes asked why I portrayed Rupert Goody as mentally challenged. Is his retardation necessary to the story? I am also sometimes asked the same question about his race. Why is Rupert black?"

To both of those questions I must answer truthfully: I have no idea WHY he is either retarded or black. The simple fact of the matter is that that is how he presented himself to me. That is how he came to me as a person. I had no REASON to make him the way he was. I merely accepted him the way he came to me – and wrote his story as honestly as I knew how. I tried to portray him in such a way that the reader would believe that he could have been real, but, more importantly, so that the reader would learn to accept him as Jennalee did.

Of course, both Rupert's race and his disability *do* have an impact on the story – exacerbating Jennalee's annoyance over his very existence. Just as in real life, Jennalee sometimes found Rupert to be annoying. Frustrating. Downright irritating. She sometimes questioned how and why her beloved Uncle Beau could so easily accept Rupert and his annoying ways. Lucky for Jennalee, Uncle Beau was able to demonstrate his unwavering love, acceptance, and appreciation for Rupert. Jennalee learned by example that Rupert was deserving of both acceptance and respect. She learned by example that often, what's in a person's heart is more important than what's in a person's head.

While I didn't set out to teach a lesson, but, merely, to tell a good story, I can still admit that if I've helped even one child learn to be more accepting of differences, if I've helped even one child grow along with Jennalee, if I've shown even one child the inherent worth and dignity of all human beings, then, well, I guess I can say I've done a good job.

I didn't know Dolly Gray. But I'm pleased to learn that she would have liked this award, that she loved books, and that she may have found comfort and a kindred spirit in the character of Rupert Goody. I'm sure Rupert would have been pleased, as well."

Using Children's Books with Characters with Developmental Disabilities

Tina Taylor Dyches and Emilie Burrow

Education professionals often use children's books that characterize individuals with disabilities. They are often used for bibliotherapy, to teach about a particular disability, or to promote social awareness and acceptance of differences. A few ideas for the social purposes of using children's books will be highlighted here. Additional information (including an annotated bibliography and sample activities) can be found in the Prism book, "Developmental Disability in Children's Literature," published by CEC-DDD.

First, the most recent fictional books that characterize a person with a developmental disability will be listed. These are the books considered for the Dolly Gray Children's Book Award. More information about these books and the award can be found on the DDD website at www.ddceec.org.

Picture Books:

Dustin's Big School Day. (1999). Alden R. Carter & Dan Young with Carol Carter, (photographers). Whitman.

I Love My Brother: A Preschooler's View of Living with a Brother Who Has Autism. (2001). Connor Sullivan & Christopher Griffin (illustrator). Phat Art 4.

My Brother Sammy. (1999). Becky Edwards & David Armitage (illustrator). Millbrook Press.

Russ and the Almost Perfect Day. (2000). Janet Elizabeth Rickert & Pete McGahan (photographer). Woodbine House.

Russ and the Apple Tree Surprise. (1999). Janet Elizabeth Rickert & Pete McGahan (photographer). Woodbine House.

Russ and the Firehouse. (2000). Janet Elizabeth Rickert & Pete McGahan (photographer). Woodbine House.

Way to Go, Alex! (1999). Robin Pulver & Elizabeth Wolf (illustrator). Albert Whitman.

What's Wrong With Timmy? (2001). Maria Shriver & Sandra Spiedel (illustrator). Warner Book.

Chapter Books:

Blue Bottle Mystery: An Asperger Adventure. (2001). Kathy Hoopmann. Jessica Kingsley.

Choose the Right, Volume 2: A Challenge for Brittney. (1999). Lisa J. Peck. Bookcraft.

Clay. (2001). Colby F. Rodowsky. Farrar Straus Giroux.

Head Above Water. (1999). S. L. Rottman. Peachtree Publishers.

John Riley's Daughter (2000). Kezi Matthews. Cricket Publishing.

Looking for X. (2000). Deborah Ellis. Groundwood-Douglas and McIntyre.

Me and Rupert Goody. (2000). Barbara O'Conner. Thorndike Press.

Of Mice and Aliens: An Asperger Adventure. (2001). Kathy Hoopmann. Jessica Kingsley.

Philippa. (2000). Martha Schipul. Xlibris Corp.

Rooster (2001). Emily Nixon Weaver. Winslow Publishing.

Tribute to Another Dead Rock Star (1999). Randy Powell. Farrar Straus Giroux.

Second, you must know your purposes for using the book. Questions you might ask yourself include (examples of books that might be used to answer these questions are in parentheses):

- Do I want my students to learn specific information about this particular disability, or about services provided to such

individuals? (e.g., *Way to Go, Alex; I Love My Brother; My Brother Sammy*)

- Do I want my students to learn how to accept a classmate who has a disability by reading about a character with a similar disability? (e.g., *Tribute; Head Above Water*)
- Do I want my students to realize that children are more similar than they are different, regardless of ability, or do I want them to learn that children with disabilities are "special"? (e.g., *What's Wrong with Timmy?; Choose the Right*)
- Do I want my students to understand their own disability better? (e.g., *Blue Bottle Mystery*)
- Do I want my students to read a story that includes a character with a disability without mentioning the disability (e.g., *Dustin's Big School Day; Russ* series), one with a plot where the disability is critical to the plot? (e.g., *Me and Rupert Goody; Philippa*)
- Do I want my students to learn about family issues when raising a child with a disability? (e.g., *My Brother Sammy; I Love My Brother; Clay; Looking for X*)

Many more questions can be asked regarding the purpose of using such books. It is important that the book serves your purpose, and that the concepts of acceptance and valuing differences are taught throughout the school year and infused in the curriculum, not just on "Disability Awareness Day."

Third, be sure to read the book before presenting it to your students. You can then generate activities that will be based upon the book, yet specific to the needs of your students. Also, some books include language that is objectionable to some readers, and may need to be screened for use in your school.

Barbara O'Connor, Dolly Gray Award winner for 2002, has created a website for use with her books, including *Me and Rupert Goody*. This site has many pre- and post-reading activities, along with activities associated with each chapter. These can be found at www.barboconnor.com and are available for immediate, free use. Similar activities can be used for other books, such as creating K-W-L charts, making word webs, drawing maps of locations mentioned in the book, designing a poster to advertise the novel, writing a diary for one of the characters in the novel, writing a poem to express the feelings of a character, creating a concept map for a chapter, and locating examples of dialect.

Teachers and children alike enjoy reading high quality children's books. When they include characters with disabilities, social lessons can be taught that, taught in a different fashion, might not be as powerful. Select your books wisely, take your time to explore deep meanings in the book, and then facilitate genuine acceptance of all students in your classroom!

Remarks in acceptance of the Burton Blatt Humanitarian Award

Dr. Sharon Cramer, *Buffalo State College*

Burton Blatt, a giant in our field, was an introspective man. A colleague of his wrote that he “forced us to ask who we were, what we were doing, and what we wished to become. He built community.” These four points form the structure of these remarks, about the evolution of our division from MRDD to DDD.

As Blatt urged, personal inquiry and self reflection came first. Members of our division worked with the Board to engage in introspection prior to changing our name. We made our choice. That change, however, was the beginning, not the end.

Second, Blatt urged that “we examine what we are doing.” Engaging in this examination must be a deliberate, thoughtful undertaking.

- How do we spend our time and resources?
- As we look into the mirror, do we see substantive differences, or have we just changed our name?
- Have we made a cosmetic, politically correct change, or are we truly engaged in the transformation of our Division?
- How will we really know if change has taken place?

Each day of my professional life, I ask myself, “Did I made a difference today?” When working with students in schools, I looked at their faces. When a department chair, I looked at my daily expenditure of time, and made sure that I infused activities into my work that rose above the routine. How can we, as a Division, engage in the same type of regular, candid, challenging examination?

Blatt let us know how. He encouraged us, thirdly, to “craft a vision, to explore what we wish to become.” We must craft a responsive, nimble advocacy for persons with disabilities, in an era that has shifted far from our original MRDD roots. How can we do more than change our stationary? What will it require of us to meet the challenges we have set for ourselves?

Blatt gives us guidance in his final recommendation: “to develop community.” We must turn to each other. This is a time for our Division’s leadership to help us (as Peter Senge urged) diminish the distance between the current reality and a powerful vision for the future. Here are my three recommendations:

- Our Division board must re-examine the alignment between our vision and our resources, and make sure the resources drive the vision.
- We must turn to our membership, to get their recommendations for new Division awards, to symbolize a shift from MRDD to DDD.
- We must ask our members to examine our communications formats, and publications. Let’s see if we demonstrate a commitment to our new vision.

The magic of “community” has been a hallmark of the MRDD journey now ended, and the DDD journey, now just begun.

It was a great privilege to be a member and officer of the venerable, welcoming Division known as MRDD. New leaders will emerge for DDD. Burton Blatt’s guidance will hold them in good stead. Profound thanks for this great honor. Thank you.

DDD Web Coordinator



Kerry Rice
Web Coordinator

This is to introduce you to Kerry Rice who serves as our Web Coordinator...

Kerry Rice is currently an instructor and grant coordinator with the Department of Educational Technology at Boise State University, Boise ID. She recently earned a Master of Science in Education - Educational Technology. Her master’s degree project was the development of a campus-wide course, *Introduction to E-Learning at Boise State*, that she now teaches. She provides professional development training in web site development to teachers throughout the region. Before joining the staff at Boise State University, she was a middle school math teacher in Galveston TX, and Meridian ID. Her personal website can be found at <http://education.boisestate.edu/krice>

Executive Director’s Corner

Tom E. C. Smith
Executive Director

The conference in Seattle was excellent, and I am glad to report that planning for next year’s conference in New Orleans is already underway. If you have not made plans on attending you should; New Orleans in the spring is a wonderful place to spend a week, learn new things, and eat some wonderful Creole food. Barbara Gartin and Andi Babki (President-Elect and President for next year’s conference) have already planned some wonderful sessions sponsored by DDD. In addition to New Orleans, the Division has also begun planning its next divisional conference, scheduled for Las Vegas in the fall, 2004.

If any of you have questions concerning existing subdivisions or starting new subdivisions, please contact me at tecsmith@uark.edu. Subdivisions provide a strong base for our national success.

TAYLOR CROWE, Featured Speaker at DDD Biennial Conference

Taylor Crowe spoke at our 8th DDD Biennial Conference this past February. He showed his video, Growing up with Autism which is available through CEC Publications (see Growing Up with Autism below). The following is a note received from David Crowe, Taylor's father giving us more about Taylor's Growing up with Autism. (Note: Parts of Taylor Crowe's presentation will be highlighted in the next issue of the DDD Express.)

The following is a note sent to the DDD Editor from David Crowe about the making of the video, Growing up with Autism

The Speech and Language Pathologist Taylor had his last two years in high school inspired the video. She mentioned to me that she had heard that I had "home videos" of Taylor as a toddler, before the onset of his autism, and asked if she could see them some time. When I began reviewing the stack of tapes I had accumulated over the years, I came across other examples of behaviors typical of a child with autism. I never set out to make a video about autism and never made a point of trying to record

Taylor's behaviors, but I decided early on that I would never turn off the camera just because things weren't going well. As a result, the things you see on the video turned up when I was tracking down the early "pre autism" video clips. I told Taylor that I was finding "different examples of what autism is like" on the tapes and asked him if he'd like to make a video about what it was like to have autism. He said yes; I outlined a script, identified all the excerpts on the tapes we wanted to use and found someone to edit it for us. I typed up a draft of the script, Taylor revised then memorized it (!) and we taped his segment (and all his voiceovers) in one session! The guy who taped Taylor's session (the same person who edited and assembled all our "clips") was astounded. He had worked for years in television and was amazed at how many "first takes" he was able to use.

Note from the Editor: A special thanks to both Taylor Crowe and David Crowe for the making of this remarkable and inspiring video and for sharing it with us.

Growing Up With Autism



This extraordinary video was co-developed by, and features, **Taylor Crowe**, a young man diagnosed at an early age with autism. Featuring home movie footage shot throughout Taylor's life, viewers can see Taylor as a typical infant and toddler, and then watch the emergence of the language and social characteristics over the preschool years that culminated in the diagnosis of autism. Interviews with Taylor's speech therapist and with his father add depth, while the most powerful moments of the video are those of Taylor himself speaking about his life and his autism. This moving video is a "must see" for anyone with interest in Autism and Pervasive Developmental Disorders. 2003, VHS, 20 minutes. #S5576 \$39.00 Available from CEC Publications: <http://www.cec.sped.org/bk/catalog2/order.html>

DDD Honors Award Recipients in Seattle

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Subdivision, and served as its president from 1994-1996. Sharon was instrumental in establishing the Division's Prism series, Paraeducator of the Year Award, and the Dolly Gray Award. She is known throughout the Division as an innovator and someone who "gets things done." Although numerous accolades could be plucked from her nomination materials, perhaps most noteworthy were the efforts that Sharon made in reaching out and mentoring individuals who aspire to make contributions to the Division. One letter of support contained the following: "here is a very busy lady who always finds time to recognize the accomplishments of others. Her energy and efficiency are endless, and she accomplishes what most can only dream". Another read "she has the innate ability to bring people together to achieve a shared vision, and does so with diplomacy, professionalism, and integrity." (See Dr. Cramer's remarks in acceptance of the Award in this issue.)

Please remember that it is not too early to nominate someone for an award to be presented at next year's convention in Seattle, Washington. For information about the various DDD awards, contact Barb Gartin at (479) 575-7409 or bgartin@uark.edu.

Students' Corner



Kim Carper, Student Governor (right) receives appreciation from Cindy Perras, President (left).

Please join me in extending a hearty welcome to our newly elected Student Governor, **Jennifer Miller**. She is a student at The George Washington University, and will surely provide excellent leadership and representation to the DDD Board of Directors with the beginning her tenure in July.



I would like to thank each of you for your support, input, and words of kindness throughout my tenure as the Student Governor. It has been a great honor serving on the DDD Board of Directors; and one that I shall always cherish. I am thrilled that the student membership continues to grow, and am hopeful each of you will maintain an active role in the continued development of DDD.

I wish to express my deep gratitude to the entire DDD Board of Directors - I am grateful for the overwhelming provision of assistance and guidance throughout the duration of my term. Thank you again for your support over these past two years!

Diversity Report

*Scott Sparks, Chair
ad hoc Diversity Committee*

The Division on Developmental Disabilities is continuing to show its commitment to diversity by sponsoring a Poster Session in Seattle on our ad hoc Diversity Committee work over the past year. The session was very successful and presented where we have been and where we are going. I hope many CEC and DDD members (and non-members) were able to stop by and pick up a handout and talk with **Rosa Lockwood** who presented the poster - we need your input! Thus far, our efforts have resulted in a "skeletal" structure of four components regarding sequential steps in becoming committed to diversity. They are: Self Awareness/Understanding, Cultural Awareness/Understanding, Responding to Other Cultures and, Cultural Responsiveness. Each of these components are considered critical for an individual or educator, and/or organization/agency in becoming sensitive to diversity issues and making positive decisions regarding diversity. Using these four components as a guide, DDD now hopes to develop a literature base that will support each component and provide a foundation for future development of activities and materials related to diversity.

Other steps that we plan to take are to determine those characteristics that reflect culturally responsive classrooms and other learning environments. This step includes culturally relevant pedagogy, quality education and teaching the whole learner. We also want to identify characteristics of effective educators in culturally responsive settings. Linguistic differences, family relationships and developing positive learning environments are also challenges for our committee in the

upcoming months toward our final goal of providing information, activities, and materials that will assist all educators in being committed to diversity. However, as stated above, we first must develop a literature-based foundation upon which to build such assistance.

DDD has provided the commitment to support our committee's work toward our goals. The membership, especially the Board of Directors, is to be commended for this support. It's one thing to talk about diversity and quite another to take action! In the months and years ahead we hope to provide to the DDD membership the fruits of our labors: relevant and sound activities, materials, and resources. As these are developed, DDD will disseminate them through several means including publications, free activities and free or low-cost materials. The timeline is not one that can be easily set but we now have a clear direction and members will soon be seeing these ideas in their emails and mailboxes. Of course, the DDD website will also be a dissemination vehicle as we make progress.

Finally, I would like to issue a challenge to all those who read this article; send me your ideas, things you have done, or articles, etc. that you have read pertaining to diversity and cultural issues. These will become part of our database and be an invaluable aid in the Division's quest to celebrate diversity. My email address is: sparks@ohio.edu, my address is 3750 Old St. Rt. 56, New Marshfield, OH 45766. Thank you for reading this report and let's all agree to commit ourselves to a positive, diverse world!

Membership/Unit Development News

Jim Forristal, Membership/Unit Development Committee Chairperson



Well, Seattle was a huge success! The panoramic views from the Northwest are awe inspiring. Seattle is a great city.

The Division as always, had a booth in the EXPO Hall of the Convention Center. This activity at the conference is always a high point for me. Many of you came by to say hello and to visit with us. As the membership chair I was fortunate to have welcomed two

new members who joined our Division at the Conference. A big welcome to **Susan Hollobough** from Gross Pointe Park, Michigan and **Eleanor Cromb** from Vancouver, British Columbia.

Certainly another high point for me was awarding the \$100.00 Student Recruitment Grant Award to the Student Chapter #1050 from the University of Central Florida, Brevard Campus. This chapter increased their membership by 10 student members (**nine of which joined the Division on Developmental Disabilities**). Students are the future of this organization. The DDD Leadership has authorized this activity to continue. The Student Recruitment Grant Application is located in this issue of the *DDD Express*. I would like to encourage all Faculty Advisors of Student Chapters to take advantage of this opportunity to increase the membership at your university or college.



Jim Forristal (center) at DDD Membership Booth with Mary Craig (left) and Brian Berghout (right).



DDD Members attending DDD Annual Business Meeting at CEC in Seattle.

As I have in the past I am challenging each DDD member to encourage just one person to join our division. If that happens we will be well over 9000 strong. CEC and the Division offer important opportunities for our members. **You can make your voice heard.** We have been the pioneers in speaking out for the rights of children and youth with Developmental Disabilities. As a member of the Division or subdivision within your state or province you can **hone your leadership skills**. Become active at the local state/provincial and national levels. The Division is here to help you do that. Just contact any of the DDD Board Members with questions, concerns, or ideas. **Stay up to date** on congressional activities and other legislation that may affect the special education field. Visit our web site at www.dddcec.org to gain current information or the CEC web site at www.cec.sped.org. **Enjoy the camaraderie of like minded professionals.** Using us as a network you can tap wherever you go. **Receive award winning journals and newsletters** that feature articles and concerns of our members. *DDD Express* and *Education and Training in Developmental Disabilities* are great resources for our membership. **Take part in international, national, state and provincial conferences and workshops.** We had input into over 46 sessions that were offered for our membership at the Seattle Convention. We would be happy to assist you in the planning of your activities either locally or at the state level. And **Enjoy** exciting programs and opportunities for life long learning.

Once again, feel free to contact me at jimfortpa@aol.com or any of the DDD Board members for assistance we might offer you.

Editor's Note...

Darlene Perner, Editor

On behalf of DDD, I would like to thank **Tina Taylor Dyches** and **Emilie Burrow** for their contribution to our *Teachers' Corner*. I also would like to express my appreciation to all the contributors to this issue. Congratulations to all the DDD Award Recipients. In the Fall issue, I will be highlighting sessions and events from our 8th DDD International Conference held in Kauai this past February and our **DDD Showcase Session: Mental Retardation/Cognitive Disabilities, Autism, and Developmental Disabilities: A Field in Flux** held in Seattle this past April at CEC. Wishing all our DDD members a great summer! If you need any information about DDD, please go to our website at: www.dddcec.org.

CEC-DDD and Autism Spectrum Disorders...

(Continued from page 1)

official recognition within CEC. DDD, in changing the division name and adding the subtitle: *Focusing on individuals with cognitive disabilities/mental retardation, autism, and related disabilities*, broadened the division focus and filled this void.

The Division on Developmental Disabilities is in a unique position to meet the needs of individuals diagnosed with ASD. The members of the division understand and work with the array of needs of individuals with developmental disabilities. No other division addresses such a broad spectrum of individuals with unique characteristics in the social, adaptive, cognitive, and behavioral realms. Developmental disabilities is a broad and enigmatic term encompassing a range of special needs, including those evidenced in ASD. There are many individuals with developmental disabilities who may demonstrate one or more of the following: (a) difficulty in relating to other people and situations; (b) speech, language and communicative impairments; and (c) stereotypic, repetitive and self-stimulatory responses, all of which are also defining characteristics of ASD. At the same time, however, while demonstrating patterns of normal growth and development, individuals with ASD frequently evidence obsessive insistence on environmental sameness, aberrant responses to sensory stimuli, and isolated unique abilities and other developed splinter skills (American Psychiatric Association, 2000). The fact that individuals with ASD have a wide range of abilities and disabilities, some having near-or above-average cognitive and expressive language abilities, further contributes to the uniqueness of ASD (American Psychiatric Association, 2000; Dunn, Myles, & Orr, 2002; National Research Council, 2001; Simpson & Myles, 1998; Weatherby & Prizant, 2000). The fact that DDD has a history of a multidisciplinary approach focus in terms of the population historically served in the division significantly impacts on the potential success in meeting the complexity of needs of individuals diagnosed with ASD.

To date, professionals involved in serving the needs of individuals with ASD have suffered from a lack of organizational leadership and support within CEC. While ASD has had leadership in terms of other organizations such as the Autism Society of America and there are journals such as the *Focus on Autism and Other Developmental Disabilities*, CEC has treated this population as a separate entity, rather than as a part of the developmental disabilities field. Without the support and leadership of an internationally recognized, educationally-based organization, problems ensue with regard to recognition of practices that may not best serve the needs of the population. Included in this may be difficulties related to methodology and programming, support and related services, placement decisions, length of services, research-to-practice translation, and advocacy. Perhaps the most salient issues are those related to intervention and treatment. Some intervention programs seem to have little sound theoretical or empirical foundations and many purported interventions for ASD have not been thoroughly evaluated (Freeman, 1997; National Research Council, 2001).

Inclusion in DDD will, it is hoped, change the concerns noted above by giving ASD a voice within the wider CEC community

and thus opening up potential opportunities for research and dissemination of findings to a broader audience via DDD communications. By having the organizational leadership and support of a CEC division, an initial and integral first step is being taken in terms of identification and implementation of long-term and scientifically valid solutions to problems that potentially stem from the lack of a centralized information source with a recognized history in the field of special education. We strongly believe that the Division on Developmental Disabilities of the Council for Exceptional Children will be the most effective voice for individuals with ASD and the stakeholders involved in working with them. Due to its established history, DDD is uniquely qualified to provide leadership and support to professionals seeking to improve their skills and knowledge related to individuals with ASD as well as to researchers and members of the advocacy community.

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With appreciation to Brenda Myles, Richard Simpson, and Andrea Babkie for their contributions and leadership on this DDD position paper. DDD also thanks the following individuals for their feedback: Diane Andeon, Stephen Shore, Gina Barnhill, and various members of the DDD board.

Student Recruitment Grant

The Division Developmental Disabilities is sponsoring our **Second Annual Student Recruitment Grant**. *DDD* will provide \$75.00 grant to your Student CEC Chapter to help organize a membership drive to sign up new *DDD* Student Members. The deadline to submit your grant request is **September 30, 2003**. Your Student CEC chapter may use this grant in a variety of creative ways to boost your *DDD* student membership.

Your Student CEC chapter will have until January 15, 2004 to increase your *DDD* student membership and submit a final report of your efforts and official tally of the new *DDD* student members you recruited since July 1, 2003. The student chapter recruiting the most new *DDD* student members from **October 1, 2003** to **March 15, 2004** will receive an additional \$100.00 from the Division. Additionally your SCEC will be recognized at the *DDD* Annual Business meeting at the CEC Conference and Expo in New Orleans in April 2004. Don't miss out on this opportunity to increase your *DDD* Student Membership!

To apply for this Grant, complete the following information by **September 30, 2003** and submit to:

Jim Forristal

DDD Membership Chair
2832 Bellwood Drive
Brandon, Florida 33511-7135

DDD STUDENT RECRUITMENT GRANT

SCEC Chapter ID#: _____

School Affiliation: _____

Address: _____

City: _____ State/Province: _____ Zip/Postal Code: _____

Faculty Advisor's Name: _____

Contact Phone Number: _____ E-mail: _____

Deadline to submit your Grant request : September 30, 2003.

UCF Students Earn Grant Award



As Pictured, Chapter #1050 University of Central Florida—Brevard Campus. Bottom Row: Left to Right—Carrie Cerve, Clay Richards (SCEC President), & Chad Triolo. Top Row: Left to Right—Dr. Colleen Klein, Terri Decker, Linda Lanza, Jessica Hayes, Rose Ann Roth, Cindy Perras (DDD President), Dr. Dan Ezell (SCEC Advisor), Tracey McCormack, Jill Hansen, & Kim Harrilal.

The Student CEC Chapter #1050, University of Central Florida, Brevard Campus were the recipients of the First Annual Student Recruitment Grant Award. As you remember the Division offered the opportunity for student chapters to receive \$75.00 dollars in Grant money to help with activities to increase their membership in the Division.

Under the leadership of **Clay Richards**, President Chapter #1050, UCF Brevard increased their membership by 10 students (nine also joined the **Division on Developmental Disabilities**) from August 1, 2002 to January 15, 2003. As a result of their efforts, Chapter #1050 was awarded a \$100.00 Grant Award at the General Business Meeting of the Division in Seattle. Accepting the Award was Clay Richards, President. Clay was supported by a number of students in attendance at the annual business meeting. **Congratulations Student Chapter 1050** and keep up the good work.

Best and Promising Practices in Developmental Disabilities

is being revised. Would you like to submit a prospectus for a chapter to be included in this edition?

If so, please email your prospectus (2-3 pages) to:

Tina Taylor Dyches or **Ravic Ringlaben**
Tina_dyches@byu.edu rringlaben@mail.fscwv.edu

Many topics will be considered, however, the following are specifically requested:

Alternative Assessment
Augmentative & Alternative Communication
Autism Spectrum Disorders
Implications of NCLB
Functional Math
Dual Diagnosis
Overrepresentation

Your prospectus should include: Theoretical Framework/Research Support; General outline;
Rationale for inclusion of this topic; Your expertise in addressing this topic.

Deadline: June 30, 2003



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