



Teachers' Corner

Practical Strategies to Increase Active Involvement in Students with Developmental Disabilities

Kara Hume
Indiana University



Working with students with developmental disabilities is a demanding (and rewarding) career choice. It is important that students and teachers know that they are not alone when meeting those demands, that they are not isolated professionals within a school building.

Attending DDD/CEC conferences, creating a DDD chapter on your school's campus, reading the DDD journals, and networking with students and professionals within this organization are great ways to build a network of support. One of the most important ways I gathered support, both as a student and practicing teacher, was talking informally with others in the field and collecting their ideas and tips. I have included some of mine below.

One of the most challenging components of working with students with developmental disabilities (as a pre-service or in-service teacher) is keeping students engaged with, and interested in, daily activities. Developing lessons that meet the diverse needs of students with developmental disabilities, and that incorporate student interests to increase meaning and motivation, is difficult. However, careful review and modification of several curricular variables, such as the length of the instructional activity, the difficulty of the content, the types of materials, the organization of the task, and/or the relevance of the information presented, can assist in increasing student engagement. Some practical strategies designed to increase active involvement in students with developmental disabilities by modifying the instructional activities are as follows.

Organization and Clarity: Staff members may need to assist in organizing materials, and to present them in a minimally stimulating manner. The placement of materials in containers, folders, baskets, or trays may be beneficial, as well as limiting the amount of information and size of the work space to reduce stimulation. It may be necessary to emphasize the most important aspects of the task or activity in an effort to make the meaning more salient. This may require the use of color-coding, numbering, highlighting, or adding more visual cues.

Wide Range of Materials: Several studies have indicated that varying materials can decrease challenging behavior and increase time on-task (Kern, Childs, Dunlap, Clarke, & Falk, 1994; Dunlap, Foster-Johnson, Clarke, Kern, & Childs, 1995). Kern et al. (1994) found that when a student was asked to complete tasks requiring fine motor skills, he engaged in challenging behaviors. When a laptop computer or tape recorder was provided, self-injury decreased and all assignments were completed. Similarly, Dunlap et al. (1995) found that when a student was required to assemble ballpoint pens, problem behavior occurred. When the materials were changed, and the student assembled sandwiches instead, on-task behavior increased.

Visual Information: Providing the information/directions needed visually, embedded within the activity, allows students to continually refer to the instructions and have a clearer understanding of what is expected. Providing the information vi-

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President's Message

Phil Parette

By the time this message is read, the 2007 CEC Annual Convention and Expo will have been conducted in Louisville, Kentucky, and participants will have had time to reflect on their experiences and outcomes, i.e., how new information influenced practice in our field. Hopefully, all members who were able to join us in Louisville came away with new ideas and a renewed commitment to furthering the field of developmental disabilities! Highlights of this event are presented elsewhere in *DDD Express*. However, it is appropriate to note that the Division's Showcase Session, its array of program presentations, and Business Meeting were highly successful! I would like to express special appreciation to **Polly Parrish**, our President-Elect, for her leadership role in coordinating the Division's program offerings at the convention—her conscientiousness, coupled with the involvement of numerous board members and others around the country who participated as reviewers—contributed immensely



Phil Parette, DDD president, passes the gavel to incoming DDD president Polly Parrish

to the success of our conference activities. We continue to encourage our membership to participate meaningfully in the vari-

ous activities sponsored by the Division. My appreciation is also extended to the entire DDD board of directors for their support and collegiality during the past year; this has been a superb group of bright, talented, dedicated professionals serving our membership!

I would also like to take this opportunity to again extend my sincerest apology to the Florida subdivision for my weather-dictated inability to participate in its state meeting in mid-February. Having accepted an invitation to be the keynote speaker, I had prepared a presentation and on check-in at the airport was advised that due to JetBlue cancellations nationally, I could not fly to Orlando. Fortunately, another speaker was located and the conference was deemed successful. Despite this unfortunate scenario, I would like to reiterate that the DDD board is committed to offering speaker assistance to subdivisions on request, and encourage our membership to consider this group as a resource for subdivision-related meetings.

In closing, I wish our new president, **Polly Parrish**, the very best during her term of office, and charge each of the DDD board members—both new and current—to continue to share their expertise and support of the Division. To all those members who are leaving the board—**Dagny Fidler, Jim Forristal, Kent Gerlach, Kara Hume, and Cindy Perras**—we are grateful for your service and contributions to our success. Have a great summer, and we look forward to seeing you at the 11th International Conference!



CONVENTION &
VISITORS BUREAU

Mark your calendar!

The 11th International DDD Conference
Sheraton San Diego Hotel & Marina
San Diego, California
October 8–10, 2008

For further information, please contact
Cindy Perras, Conference Coordinator
cindy.perras@cogeco.ca

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

2007 CEC-DDD AWARD RECIPIENTS

BURTON BLATT HUMANITARIAN AWARD

Robert A. Stodden



Robert Stodden accepting the Burton Blatt Humanitarian Award, pictured with Phil Parette (l) and Cindy Perras.

HERBERT J. PREHM STUDENT PRESENTATION AWARD

"Interventions for
Success at the Middle and
High School Level for
Individuals with
Asperger Syndrome"

Winning Presenter:
Sheila Smith



Sheila Smith (l) pictured with
Cindy Perras

PRACTITIONER PRESENTATION AWARD

"FACTS for Life: A
Guide to Linking Functional
Curriculum to State
Standards"

Winning Presenter:
Randi Swenson



Randi Swenson (l) pictured with
Cindy Perras

Fourth Biennial Dolly Gray Children's Literature Award

Tina Taylor Dyches and Mary Anne Prater

The fourth biennial Dolly Gray Children's Literature Award was presented in February at the DDD conference in Kona, Hawaii. This award recognizes high-quality children's and juvenile books that characterize individuals with developmental disabilities.

Twenty books met the eligibility criterion: (a) fiction or biographies in story format, (b) written in English for children or juveniles, (c) published between 2004–2005, and (d) includes a main or supporting character with developmental disabilities. The 2004 award for best chapter book was presented to author Sarah Weeks for *So B. It* and the best picture book award was presented to Sharlee Glenn and Dan Andreasen for *Keeping Up with Roo*.

So B. It is about Heidi, a 12-year-old girl who goes on a quest to discover her family heritage. Heidi's mother is unable to communicate her history to her because she has intellectual disabilities and a vocabulary of only 23 words, including one

word which is a mystery to Heidi, "soof." In accepting the award, Weeks noted, "Heidi has a lucky streak when the story begins, and although that streak is broken near the end of the book, she could never really lose her luck. Her parents may not have had the words to tell her how much she was wanted and loved, but Heidi knew it. Now, thanks to the Dolly Gray Award, others who might not have otherwise found my book will come to know it too."

Keeping Up with Roo is about Gracie, who enjoys spending time on the farm with her aunt Roo, who has intellectual disabilities. As Gracie grows up and goes to school, she becomes embarrassed with the realization that Roo is not like other adults. Yet when Gracie remembers all the experiences she has had with Roo, she is no longer embarrassed and introduces Roo



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Featured Article from DDD's Herbert J. Prehm Student Presentation Award Recipient

The Effects of Self-management for Students with Autism: From Meta-analysis to Practice

Suk-Hyang Lee, University of Kansas



Hello, my name is Suk-Hyang Lee. I am working as a post-doctoral fellow at the Beach Center on Disability, University of Kansas. I came from South Korea. Prior to coming to the University of Kansas, I worked as a special education teacher in Korea and supported students with disabilities to be included in the general education classroom, after obtaining my masters of special education degree. Narrowing the gap between research and practice has been one of my main interests since I worked with, and for, students with disabilities, their families and teachers. In this respect, I would like to introduce one of my studies that reflected research to practice. The study was originally presented at the 2006 CEC conference, entitled *The Effects of Self-management for Students with Autism: From Meta-analysis to Practice*.

Narrowing the gap between research and practice is a goal for researchers and practitioners (including families) in the disability field. However, there is little information about connecting research to practice and dealing with potential problems in applying research to practice. To deal with concerns about research and practice for students with autism, this study includes two parts: (a) meta-analysis about effects of self-management for students with autism, and (b) a case study of applied self-management for a high school student with autism.

Self-management is considered the best practice to change behaviors of students with disabilities by empowering them to control their behaviors and improve their quality of life (Field & Hoffman, 1999; McDougall, 1998; Turnbull & Turnbull, 2001). Given that self-management allows students to generalize what they learn into various natural settings, self-management also is a promising method for students with autism. There is a lack of research synthesis concerning this technique for people with autism, but some literature reviews do discuss self-management for individuals with severe disabilities and students with disabilities in general education settings (Browder & Shapiro, 1985; Fowler, 1984; McDougall, 1998).

The first part of this study examines the efficacy of self-management for students with autism, and synthesizes current knowledge of the impact of self-management for students with autism through meta-analysis of single-subject research studies. All studies prior to October 2004 that reported effects of self-management intervention on appropriate behaviors for students with autism were obtained through database searches.

Eleven articles that meet selection criteria were identified in seven journals. A total of 34 participants were included (31 males, mean age = 8.6; 3 females, mean age = 9.7). The impact of self-management was analyzed across intervention and participant variables by using percentage non-overlapping data (PND) between the treatment and baseline phases that address overall intervention effect (Scruggs & Mastropieri, 1998; Scruggs, Mastropieri & Casto, 1987). The overall mean PND score was 81.9% (SD = 30.5). It suggests that self-management is an effective treatment for increasing appropriate behaviors for students with autism. Based on the findings, several implications were suggested for further study that extend the scope and purpose of application for self-management.

To connect research to practice, the second part addresses a case study that implemented self-management for a high school student (AJ) with autism. The intervention was implemented at AJ's home at night from 9:30 to 10:00 pm to improve independent performance of AJ's routine to get ready for bed, which includes four sequential behaviors—taking a pill, washing his face, brushing his teeth, setting the alarm—by using a withdrawal design (ABAB). Self-management consisted of two parts, self-reinforcement and self-monitoring. Considering the target behaviors are based on natural routines at home, AJ's mother implemented the intervention while I collected data on target behaviors. The result of the case study supported the findings of meta-analysis on self-management. That is, self-management was effective in decreasing verbal prompts and inappropriate behavior, as well as increased independent performance of target behaviors.

I also learned important lessons through the case study, which should be considered in the process of implementing positive behavior support such as self-management, especially in a home setting with family members such as: (a) the importance of re-exploration to address student's reaction and concerns of family, (b) balance between flexibility and strictness in the process of implementing intervention and collecting data, (c) clarification of role and responsibility, (d) student involvement and empowerment, and (e) keys for generalization.

Personally, as a researcher and practitioner, working on this study and with AJ and his mother to improve AJ's nighttime routines, was a wonderful experience to apply research to practice. Besides the findings and lessons outlined above, the most precious thing I obtained through this study was that I

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DDD Showcase Session in Louisville

An Emergent Literacy Intervention for Students with Autism and/ or Cognitive Disabilities

Panel Members: **Susan Gibbs**, Assistant Clinical Professor, University of North Carolina–Charlotte; **Diane Browder**, Snyder Distinguished Professor, University of North Carolina–Charlotte; **Ginevra Courtade**, Research Associate: Project RAISE, University of North Carolina–Charlotte; **Angel Lee**, Program Coordinator: LifeSpan Services, University of North Carolina–Charlotte; **Lynn Ahlgrim-Delzell**, Research Associate: Project RAISE, University of North Carolina–Charlotte

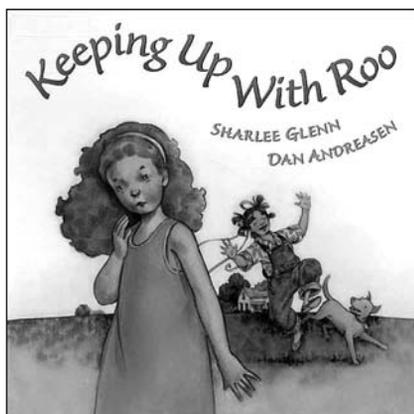
There was excellent attendance for the DDD Showcase presentation titled “An Emergent Literacy Intervention for Students with Autism and/or Cognitive Disabilities.” Panel members provided summaries of research on The Reading Accommodations and Interventions for Students with Emergent

Literacy (RAISE) Project at the University of North Carolina at Charlotte. Project RAISE is one of three national sites awarded a 5-year federal grant to develop, implement, and evaluate scientifically-based reading interventions for students with autism and/or cognitive disabilities. Attendees were presented with an explanation and video demonstration of Early Literacy Skills Builders (ELSB), an early literacy intervention, and Early Literacy Skills Assessment (ELSA), a curriculum-based assessment. Panel members shared on-going research as to the effectiveness of the RAISE Project and implementation of ELSB and ELSA. If you were unable to attend the DDD Showcase session, invited articles from the panel members will be included in the “Teachers’ Corner” in future issues of the *DDD Express*.



DDD Showcase Panel (l-r): Session Chair **Susan Gibbs**, **Diane Browder**, **Angel Lee**, **Ginevra Courtade** & **Lynn Ahlgrim-Delzell**

"Fourth Biennial Dolly Gray . . ." continued from p. 3



with Roo. I've never thought of *Keeping Up with Roo* as a book about handicaps. To me, it is simply a story about friendship, about growing up, and, above all, about gratitude. You see, *Keeping Up with Roo* is my own personal tribute to my beloved aunt Martha—the person who taught me how to read.”

to her school friend. In response to receiving the award, Glenn noted: “An acquaintance of mine recently asked where she could buy one of my books. ‘You know,’ she said. ‘The one about handicaps.’ It took me a minute to realize she was talking about *Keeping Up*

Copies of all books eligible for the award were given to teachers and librarians from schools in the host city. These sets of books will assist students without disabilities in learning to accept and understand those with disabilities who are included in their classrooms and schools.

Our congratulations go out to the authors, illustrators, and publishers of the award-winning books, and to the publishers of all of the eligible books for providing review copies and for promoting quality literature that characterizes individuals with developmental disabilities. The review and selection committee members are also thanked: **Joan Blaska**, **Donna Canezaro**, **Patricia Castelli**, **Rama Cousik**, **Jackie Hague**, **Reed Hahne**, **Jim Jacobs**, **Cindy Perras**, **Rebecca Winegar**, and the panel of children and adolescents who participated in the review process. Finally, our gratitude goes to **CEC-DDD** and **Special Needs Project** for supporting and sponsoring this biennial award. For more information about the Dolly Gray award, including a list of past reviews, see the Web site (<http://www.dddcec.org>) and click on “committees” then “Dolly Gray award.”

DDD Election Results

Dagny Fidler Past President

The DDD election results are in! We welcome the new members of the board who will begin their official duties on July 1, 2007: Vice President: **Emily Bouck**; Secretary: **Toni Merfeld**; Far West Member: **Linda Laz**; Southeast Member: **Debora Wichmanowski**; Student Representative: **Angi Stone**. Congratulations to you all.

I wish to thank everyone who ran for office for their enthusiasm and dedication to DDD. To everyone who cast a vote, your participation was critical to the success of the election and the division. We all appreciate everything that you do to make

our division one of the best. We look forward to having your continued support and involvement.

Next year's election will be for **Vice President, Treasurer, and Canadian Member**. Please consider nominating someone, including yourself, for a position.

I am coming to the end of my tenure on the DDD board. It has been an honor to serve with so many talented and dedicated professionals. Your efforts make DDD one of the best divisions with CEC and one of the best organizations focused on children with developmental disabilities. I am sure the new members of the board will continue to provide the quality of services that we all appreciate from DDD.

Editor's Note: The newly elected members will be highlighted in the next issue of DDD Express.

DDD Position Paper

No Child Left Behind (NCLB): Issues of Assessing Students with the Most Significant Cognitive Disabilities

This paper, which is available in its entirety on the Web site (<http://www.dddcec.org/positionpapers.htm>), was developed by Darlene Perner, DDD member, and was approved by the DDD board on January 31, 2007 as a position paper to be made available to its members. The Critical Issues Committee is open to a discussion of issues of interest to the membership—if you would like to develop an issue for consideration, please send your thoughts (stodden@hawaii.edu or murdickn@slu.edu).

Overview

While the Division on Developmental Disabilities (DDD) supports accountability systems to evaluate school and student achievement and progress, as well as the use of statewide assessments based on achievement and content standards, we are con-

cerned with how states determine accountability, and how they develop and implement assessments that affect students with disabilities. In particular, the DDD position paper addresses a number of issues related to statewide assessments used to evaluate students with the most significant cognitive disabilities. The main issues that concern DDD are as follows: the variation of alternate assessments from state to state; the need to prove that the assessment instruments and procedures used are technically sound and appropriately identify proficient (and above) or non-proficient performance; and the lack of awareness of, or attention to, the need for pre-service and in-service teacher training in assessing students with alternate assessments and using the results of the alternate assessments to guide ensuing instruction. These and other issues presented in the paper lead to the evaluation of how states are determined accountable for the achievement of students with the most significant cognitive disabilities. Additionally, many of the issues raised relate to all students who may not be able to achieve grade-level standards because of their special instructional needs.

Please see the Web site (<http://www.dddcec.org/positionpapers.htm>) for the complete version of this position paper.

Did You Know...

As a member of DDD, you receive free online access to *Focus on Autism and Other Developmental Disabilities* as a member benefit.

Please follow the registration process as outlined on Ingenta Connect (<http://www.ingentaconnect.com>) Partway through the registration procedure you will be prompted for your subscriber number, enter DDD.

Once you've completed the registration, Ingenta will email PRO-ED to confirm and activate your subscription term. If you encounter a problem during the registration process, contact Ingenta's Help desk (help@ingentaconnect.com).

News from the Diversity Committee:

An Invitation to the DDD Membership

Rosa Lockwood, Chairperson

The Diversity Committee is responsible for identifying and reviewing issues concerning ethnic, racial, and linguistic diversity among individuals with developmental disabilities, and the professionals who serve these individuals.



DDD's Diversity Goal, and Actions

Strategic Plan: Develop a process to ensure diversity issues are addressed

1. Develop workshops and training materials on diversity
2. Develop a process for soliciting sessions on diversity
3. Develop a method for ensuring diversity is addressed in all DDD products
4. Identify the role of the Diversity Committee in aspects of DDD

Over the past two years the committee has worked collaboratively to develop and implement a diversity agenda. As we move into the implementation phase of the agenda, the DDD Diversity Committee seeks to increase its membership, perspective and expertise. This is



CEC members and staff participating at the DDD Diversity Committee co-sponsored with CEC's Standing Committee for Diversity Shared Agenda Breakfast Meeting

an invitation for you to serve on the committee. Please consider joining us and contact me (rosa.lockwood@earthlink.net) if you are interested in becoming involved with diversity issues from a global perspective. Your contributions and participation will support the important work in-progress and will allow DDD to impact/influence emerging diversity issues. Some of the new initiatives will include the development of a new action plan that aligns with the Division's strategic plan along with those activities listed below.

Future Development/Implementation Activities

1. **Leadership Recommendations** that were developed by the Diversity Committee and presented to the board. The recommendations fall under current DDD programs: **Convention/Conference Initiatives, Domestic/International Research and Best Practices**. The implementation work on these by the committee will be board directed.
2. **Diversity Liaison assignments for select DDD committees**. Initial division committee contacts chosen are **Conference, Publications, Communications and Critical Issues** and the Diversity Committee has developed a process to be used for these contacts.
3. **Refine and present** for board consideration, the **definition and mission statement diversity language** for incorporation in the existing DDD definition and mission statement. The new language is inclusive and supports diversity.
4. **Shared Agenda Meeting Follow-up** that will allow opportunities for engaging in shared diversity efforts across CEC divisions. The follow-up work should bring many challenges to the Diversity Committee.

The DDD Diversity Committee co-sponsored with CEC's Standing Committee for Diversity a shared agenda meeting/breakfast to reflect on the diversity efforts of individual divisions. Information from this meeting will be presented in the next issue of the *DDD Express*.

Please see the Issue Brief on Diversity on the Web site (<http://www.dddcec.org/positionpapers.htm>) for more information.

Editor's Note . . .

Darlene Perner

On behalf of DDD, I would like to thank **Kara Hume** (*Practical Strategies . . .*) for her contribution to our *Teachers' Corner*. Our DDD Showcase Session, chaired by **Susan Gibbs**, was outstanding. Presentations from this session will be highlighted in upcoming issues of *DDD Express*. Also, we would like to congratulate all the DDD Award recipients this year, **Bob Stodden, Sheila Smith, and Randi Swenson**. Last year, **Suk-Hyang Lee**

was the recipient of the Herbert J. Prehm Student Presentation Award at the 2006 CEC Convention. Her article from her award presentation is featured in this issue and we thank Suk-Hyang for her contribution.

Plan ahead to attend our 11th International DDD Conference, October 8–10, 2008 in San Diego. 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.

DDD Professional Standards

We congratulate and thank **Scott Sparks**, DDD chair of the Ad Hoc Committee on Professional Standards, for his dedication to and work with both DDD and CEC. **Scott** is chair of the CEC's Knowledge and Skills Subcommittee of the Professional Standards and Practice Committee. As quoted by Mary Ruth Coleman (2007) in CEC Presidential Points:

The Knowledge and Skills Subcommittee, chaired by **Scott Sparks**, continues to be at the forefront of the development of professional standards for the field. This timely work is critical as it defines what we as professionals must know and be able to do to meet the needs of the students we serve. We are exploring the numerous ways that these standards can be even more influential in shaping our profession and the preparation of future generations of special educators.

Members of the Professional Standards and Practice Committee met with DDD at the CEC Convention to discuss their

continuing work, including the development of CEC Advanced Professional Standards, the Evidence-Based Practice Pilot Project and work related to the Reauthorization of ESEA.



*Pictured from left to right: **Scott Sparks**, chair of the CEC's Knowledge and Skills Subcommittee; **Letisha Putney**, CEC senior staff member for Standards, Professional Development; **Rachelle Bruno**, chair of the CEC Evidence-Based Practice Pilot Project; and **Kathleen Shank**, chair of the CEC Professional Standards and Practices Committee*

Photos from the DDD 10th International Conference . . . see more photos on the Web site (<http://www.dddcec.org>)



***Phil Parette**, DDD president (l), with **Marty Murphy**, featured speaker at the DDD 10th International Conference*



***Taylor Crowe** (center), featured speaker, pictured with **Phil Parette** (l) and **David Crowe** (r)*

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Students' Corner

Kara Hume

Summer is a time of reflection and anticipation for many pre-service and in-service teachers—thinking about the courses and/or students from the past year while preparing for the university experiences and/or classroom challenges that are quickly approaching. As a student, I too am taking time to reflect on the past two years serving as DDD's Student Governor, while also looking forward toward the great changes ahead for DDD student members.

In the past year we had a terrific increase in student chapters applying for and receiving our student recruitment grants. This is a wonderful way for SCEC chapters to introduce members to the benefits of DDD (journal subscriptions, networking with others with similar interests). Congratulations to **SCEC Chapter 0894 at Converse College in Spartanburg, South Carolina** who recruited three new DDD student members. The president of this chapter is **Asemina Georgiadis** and the advisor is **Dr. Lynn Knight**. We hope to see a continued increase in student membership.

Looking ahead, I am pleased to announce that recent graduates entering their first year of teaching may continue paying the student membership rate for both CEC and DDD. If you renew your membership before June 30th, you will pay only the current student rate, which will be helpful when adjusting to the additional expenses you may incur as a professional new to the field.

In addition, I am happy to introduce the new student governor who will be serving on the DDD Board for the next two

years, **Angi Stone-McDonald**. Angi is a colleague at Indiana University and is a doctoral student in both special education and African studies. She has a special interest in developing culturally relevant curriculum for students with disabilities, as well as working with immigrant families from Africa who have children with disabilities. Prior to entering the doctoral program she was a special education teacher and has worked with students in preschool through middle school with a variety of disabilities. She will be heading to Tanzania this summer to work at a school for children with disabilities, as well as to learn more about the culture and curriculum. She will bring a global perspective to the DDD Board and student members, as she has lived in and traveled to a number of countries in Europe, the Middle East, and Africa. Welcome, Angi!



Asemina Georgiadis (r), SCEC President of Chapter 0894, Converse College, Spartanburg, SC pictured with **Lynn Knight**, faculty advisor. Chapter 0894 was one of the two recipients of the Student Recruitment Grant Award.

Finally, when reflecting on my experiences as the student governor, I am grateful that I had the opportunity to connect with a number of students in the field, network with a variety of professionals serving on the board and through conference attendance, and was able to share my passion for working with students with developmental disabilities with like-minded individuals committed to this organization and the students they serve.

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

ETC*

Priming

Brenda Smith Myles,
Ohio Center for Autism and Low Incidence

Priming is effective for children who have challenges in environments with a high degree of unpredictability. Priming is an intervention that introduces information or activities prior to their use. The purposes of priming are to (a) familiarize the child with the material before its use; (b) introduce predictability into the information or activity, thereby, reducing stress and anxiety; and (c) increase the child's success. Priming typically involves showing the actual materials that will be used in a les-

son the day or the morning before the activity. In some cases, priming may occur right before the activity, such as when a peer mentor overviews what will occur during the science experiment just prior to the beginning of science class. Priming is most effective when it is built in as a part of the student's routine.

Priming should occur in an environment that is relaxing. The mood of the primer should be patient and encouraging. The priming sessions should be short and material should be introduced; priming is *not* teaching, correcting, or testing.

*Editor's note: A special thanks to Brenda for sharing this *Easy Tip for the Classroom with us from her pre-session presentation at the 10th International Conference on Cognitive Disabilities/Mental Retardation, Autism, & Other Developmental Disabilities.*

Membership and Unit Development Committee News

Jim Forristal, Co-Chair

The Division on Developmental Disabilities has begun an upward swing in terms of membership. We have had an increase of 119 members since June of 2006. We presently have 18 active Subdivisions; **Alabama, Arkansas, California, Florida, Georgia, Illinois, Iowa, Kentucky, Maryland, Michigan, Missouri, New York, Oklahoma, Ontario, Pennsylvania, Texas, West Virginia and Wisconsin.** Tom Smith, our executive director is presently working with several other states wishing to begin a subdivision within their state. If any of you are interested in starting a subdivision in your state you may contact me (jimfortpa@aol.com) or Tom Smith (tecsmith@uark.edu).



Ten colleges and universities participated in our Student Recruitment Grant this year. Those student chapters were from the **University of South Florida**, Tampa; **Southern Oregon University**, Ashland, Oregon; **Wagner College**, Staten Island, New York; **University of Central Florida**, Daytona; **Old Dominion University**, Norfolk, Virginia; **Hood College**, Frederick, Maryland; **Western Michigan University**, Kalamazoo, Michigan; **University of Central Florida**, Orlando; **Converse College**, Spartanburg, South Carolina; and **University of Central Florida**, Brevard Campus, Cocoa. As you recall, the colleges and universities that applied for the grant were awarded \$75 from DDD to assist their student chapters in recruitment activities. The student chapter with the most new members

between October 1, 2006 and March 15, 2007 were awarded an additional \$100 at the DDD Annual Business meeting in Louisville in April. Two student chapters were awarded the additional \$100 this year. One was Chapter 0894 from **Converse College** in Spartanburg, South Carolina. **Asemina Georgiadis** serves as president and Dr. Lynn Knight serves as the student advisor. The second student chapter to be awarded the \$100 was Chapter 1050 from the **University of Central Florida, Brevard Campus** in Cocoa, Florida. The student president is **Suzanne Bula** and the student advisor is Dr. Colleen Klein-Ezell. Congratulations on a job well done.

Our students become the future leaders in the field, and our organization. DDD will continue to support efforts to encourage student participation. **Kara Hume**, our student representative to the Division has done a great job in this capacity. She maintains a database of recognized student chapters and communicates with them often. It is her communication with the student chapters that has led to the increased participation in the Student Recruitment Grant.

As always, DDD had a booth in the convention hall in Louisville. It was an opportunity to meet with new and perspective members, say hello to existing members and to showcase the Division. It was during this time that our division gained six new members who visited the DDD Booth. DDD welcomes **Eunhee Paik** from South Korea; **Nicole Mays**, Winder, Georgia; **Linda Hardesty Bradley**, Maine; **Tanya Williams**, Frederick, Maryland; **Ashley Wiles**, New Market, Maryland; and **Kira Rogers**, Frederick, Maryland.

GREAT MEMBERSHIP DEAL FOR STUDENTS!

To ALL undergraduate and graduate STUDENT members who will be entering the teaching field next year: CEC and DDD (Division on Developmental Disabilities) are offering a special membership rate to current students who will be entering the teaching field next year. From April 1, 2007 to June 30, 2007, any student may renew membership with CEC and DDD at the current student rate for the coming year. Your dues will not increase until your 2008 renewal date. This is a great time to renew if you are a student member!

Executive Director's Corner

Tom E. C. Smith
Executive Director

The Louisville conference has come and gone and it was a lot of fun and very productive. I want to thank the membership for approving several changes to our constitution and by-laws, which primarily created a new board position for a conference coordinator. Since DDD is expanding its conference opportunities, it is critical that the board have a full-time member whose primary interest is in planning and coordinating conferences. Knowing that this will become a reality in July means that the board is in a position to create many more opportunities, including regional and national conferences, for our membership.



I am also extremely pleased that several new states are interested in developing DDD subdivisions. Kentucky and North Carolina are both beginning to establish subdivisions and several other subdivisions that have been inactive are gearing up for a renewed effort at the subdivision level. Please remember that the board is here to help you organize a subdivision or rejuvenate a subdivision. We can get you some seed money and even help with national speakers to attend your DDD subdivision meetings. Speaking of subdivisions, some of the subdivisions have already submitted their annual reports and have gotten their rebates (\$2 per member). Please contact me (tecsmith@uark.edu) if you have any questions about your rebate or any other questions regarding your subdivision. We are looking toward a very good year for DDD, and I know you will help us make it happen.

Photos from the DDD 10th International Conference . . . see more photos on the Web site (<http://www.dddcec.org>)

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Featured speaker **David Smith**



Featured speaker **Stephen Shore** with **Brenda Smith Myles**, pre-conference speaker



Jill Hudson, Poster Session: *Preparing, Supporting, and Advocating for Children with ASD within a Medical Environment*



Toni Van Laarhoven and **Leslie Zurita**, Poster Session: *The Effectiveness of Using a Pocket PC as a Video Modeling and Feedback Device for Individuals with Developmental Disabilities in Vocational Settings*



DDD Conference participants at registration

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

sually capitalizes on the strengths of students and provides more opportunities for the student to practice the skill independently (without relying on verbal directives from staff). Visual instructions may be given in many forms—from more concrete (the materials indicate what is expected) to more abstract (written words).

Relevance: Incorporating the unique interests of students into the content and/or layout of instructional activities is another strategy to increase both engagement and meaning. The areas of interest may be incorporated subtly (e.g., picture of a Powerpuff Girl hidden on each textbook page) or overt (e.g., the content of the word problems is related to Powerpuff Girls). Kern, Delaney, Clarke, Dunlap, & Childs (2000) found that students were more likely to complete activities, such as worksheets related to the concepts of "same" and "different" and counting, if Power Ranger pictures were used instead of the standard drawings.

Tips When Making & Using Engaging Instructional Materials

- Consider how all students may benefit from the modifications described above—not just the students with developmental disabilities.
- Think about how materials can be used across curricular areas or for more than one purpose to ensure the most use.
- If adaptations are not possible for all activities, think about using task interspersal—interspersing activities that have a lower interest level with those that carry a

high interest level. Staff is likely to see improvement in on-task behavior using this strategy.

- Think creatively about how activities can be planned. Use parent volunteers, student helpers, scout troops, and/or community members. Online resources such as www.do2learn.com, www.preschoolfun.com, and <http://members.aol.com/Room5/tasks.html> may be helpful, as well as products found at www.tasksgalore.com and www.hot-ideas.org.
- Consider how you might share resources with other teachers or create an activity lending library in your building/district.
- Instructional activities should relate to your individual assessments of student needs and the curriculum used by your school/state.

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("Featured Article . . ." continued from p. 4)

became a close friend to AJ. Consistency of research and treatment fidelity is very important for good research. However, as long as the effect of intervention is not contaminated, professionals should be flexible enough to consider families' situations, their concerns, and needs when applying interventions at home. Especially, as in this case study, when a family member had to play a primary role as the intervention implementer, the way of collecting data and delivering the intervention should reflect family's preferences, desires and their concerns. This may be the first entry into trusting partnerships with students with disabilities and their families.

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