



Teachers' Corner

What You Need to Know

Marty Murphy

I was born in 1963. I started school in 1968 and stayed in school until I graduated in 1981. I went to a local university after high school but it was inadequate for my needs. I was dismissed. I then attended the University of Arizona S.A.L.T. program, where I found a program that allowed me to receive tutoring and training in life skills and to obtain my degree in sociology (with an emphasis on criminological research). Finally, in 1988, I graduated from the University of Arizona. Finally I was successful. You see, I was never successful in grade school or junior high and had only minor and sporadic success in high school. This is not entirely the schools' fault, but it's not entirely mine either. I had been diagnosed as having an "autism-like condition" when I was in kindergarten, but my parents refused to allow special education for me. I was never told that I had a disability. I had quit trying by the time I was in 2nd grade. I didn't understand much, and even I could tell I was falling further and further behind every day. My peers knew it, too, and I was low man on the totem pole in my class. I had no real friends and was frequently belittled by both my classmates and my teachers. It was a difficult time for me. Finally, in high school, a teacher took me under her wing and worked with me. She took an interest and made me believe in myself. She instilled in me a little bit of self-esteem that was woefully lacking. From her; the people who helped me in the S.A.L.T program at the University of Arizona; Jacquie Mace, president of the Autism Society of McLean County; and Charles Hartseil, Director of Special Education at Unit 5 School District in Illinois, I learned strategies that I and others with ASD need, and I want to share them with you:

1. Help me feel good about myself. Encourage me and praise me but show me when I am wrong and help me understand why. Do not belittle me for my mistakes. I don't make them on purpose.
2. Allow me extra time to do my work. It takes me a bit longer to process the information I see or hear and as



Marty with Jacquie

such, I need a little bit longer. It's not cheating and it's not giving me a head start; it's giving me what I need, like someone with a visual impairment might need Braille.

3. Don't call attention to me if I look like I am not paying attention to you. I can look at you and not hear or comprehend much or I can fidget with something and look away but understand and comprehend what you are saying. Besides, it humiliates me to be called attention to when I am only trying to help myself.

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President's Message

Dagny Fidler

The DDD board met on September 30th, and one of our first discussions was about our members who were affected by the hurricanes this year. We are holding mail to be delivered when delivery starts again or new addresses are known. We also will make sure that renewing members will have a grace period of 6 months and their benefits will continue. We hope that everyone affected knows we will support them in any way we can. Perhaps by the time this edition of the *DDD Express* is released, everyone will be back in touch. However, if you know DDD members who are still not back at home, please let us know. We will do what we can to help and keep them in touch.

Membership issues were a large part of the discussion at the board meeting. We discussed ideas to help international and associate members become more a part of the division. While CEC has eliminated the associate membership, we

are encouraging the CEC board to reinstate that category to enable more para-professionals to become members.

We also discussed plans for the upcoming CEC Convention in Salt Lake City. Mark your calendars for April 5–8, 2006, and come hear some outstanding presentations on a wide variety of DDD topics. Elsewhere in this newsletter is more information on the convention plans. We also continued planning for our next biennial conference in Hawaii, January–February, 2007. More information will be coming in future editions of this newsletter.

I hope you are all having a good school year. As the winter approaches and things gear up for the holidays, we will remember those of you who may still be struggling with getting things back to “normal.” Have a good winter and New Year.



DDD Board Members at Midyear Board Meeting



January 31–February 3, 2007

Mark Your Calendar for the 10th International Conference on Cognitive Disabilities/Mental Retardation, Autism, & Other Developmental Disabilities!

Phil Parette, President Elect

The Board of the Division on Developmental Disabilities is pleased to extend an invitation to join us in **Kona, Hawaii, January 31–February 3, 2007**, for a singularly informative and entertaining professional development event! The Conference will highlight key experts in the field, coupled with presentations by consumers with disabilities who bring a fresh, insightful perspective to our existing knowledge base. Pre-conference workshops, educational tours/trips, and other activities are being considered to provide an array of opportunities to members and their families who would like to participate.

The Conference will be held at the beautiful **Sheraton Keauhou Bay Resort and Spa** on Kona, which is in close proximity to a cadre of beautiful sites that summon the adventurous spirit. The Call for Papers will be advertised in future issues of *ETDD*, the *Express Newsletter*, and the DDD Web site (www.dddcec.org), and we will continue to provide you with information as planning proceeds.

For further information, kindly contact:

Cindy Perras
cindy.perras@cogeco.ca

Tom Smith
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DDD Showcase Session at the 2005 CEC Conference

Education for a Lifetime of Inclusion for Children With Developmental Disabilities in a World-Class Program in Peru

Liliana Mayo

Centro Ann Sullivan del Perú (CASP)

Sandro is 22 years old and has been working at the Alcoa Company in Lima, Perú, for 5 years. His mother and father



Dr. Liliana Mayo, DDD Showcase Presenter at CEC

are unable to find jobs, and the only economic support for his parents and two siblings is Sandro. He lives in a straw house and he is very proud that with this salary he can pay for the water, lighting, and food in his home. His dream is to have a cement house one day. On the weekends, he volunteers in our Center to help in the education of other students who have autism like him. When we go to give a workshop in

the provinces of Perú, sometimes he travels with the professional team to give his testimony of all the things he has achieved. We are happy to see him independent, productive, and happy. This is the goal for all our students at CASP. We have 60 students like Sandro, working in real jobs for real salaries in 20 of the best businesses in Perú. They are all economically supporting their families.

What Makes Sandro a Success?

There are four hallmarks of our Center that make a difference in the lives of our students and their families.

1. **Students with different abilities are treated like everyone else:** We converse with the students, use teaching techniques that are successful with all people, and do not accept behavior that is less than that expected of others of the same age. We have expectations of our students to achieve their maximum potential.
2. **Teaching with the functional natural curriculum that prepares students for life:** Students are taught objectives that are functional now and will be in the future. They are taught in natural sequences, in real-world settings. Without opportunities to practice, skills are not maximized and are forgotten quickly. Education is individualized according to the abilities of the students. The education of the students is continued as a lifelong



Dr. Mayo at Showcase Session with Audience Participants

process, for even when they become workers who are independent, productive, and happy, new challenges arise and new skills must be learned.

Students are taught in groups at CASP. A large part of the education of CASP students occurs in the community and at home so that they learn when and where to use the abilities they are learning.

3. **Integration in all aspects of life:** Integration of students occurs in all their life activities through teaching skills in actual and natural environments as well as at home. Teaching in the natural environment of the community enhances the probability of generalization and maintenance of the skills that are learned.
4. **Working in a team—student, family and siblings:** Parents are active participants in their children's education and learn to be the best teachers of their children. They provide 70% of their children's education and receive more than 132 hours of continuing education in parenting each year. Education and consultation is continually available for families while associated with CASP.

In addition to parent training education is provided for all members of the household. Special attention is given to the siblings, for whom CASP provides special activities twice a year, at which time siblings receive answers to their questions and pointers on how to work with their brothers and sisters.

How CASP Started

In Perú, there are 3 million people with disabilities but only 28,000 receive service. For this reason, Liliana Mayo, Ph.D., founded CASP—Centro Ann Sullivan del Perú—in the

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Our Upcoming DDD Showcase Session at CEC in Salt Lake City

Phil Parette, President Elect

Featuring a panel of leaders in the field of developmental disabilities and autism, the **DDD Showcase Session** will be presented on **Thursday, April 6**, from **9:45 to 11:45 am**, at the **CEC Annual Conference and Expo in Salt Lake City**. Experts will present synopses of important issues currently impacting the field of developmental disabilities and autism, including self-determination, behavior management, curricula/transition planning and implementation, communication, assistive technology consideration, and working with families. Attendees will have opportunities to interact with the panel participants, including **Mike Wehmeyer** (Uni-

versity of Kansas), **George Peterson-Karlan** (Illinois State University), **Brenda Smith Myles** (University of Kansas), **John Wheeler** (Tennessee Tech University), **Toni Van Laarhoven** (Northern Illinois University), and **Dianne Berkell Zager** (Pace University). This Showcase promises to be one of the highlights of the annual CEC meeting, and we look forward to seeing many of you there!



DDD Meeting Schedule at CEC in Salt Lake City

Come and Join DDD at our DDD Committee Meetings, the General Business Meeting, and the President's Reception held in honor of Dagny Fidler, DDD President 2005–2006!

Thursday, April 6, 2006

Critical Issues and Legislative: 8:00–9:30 am
Subdivision Meeting: noon–1:00 pm
Awards Committee: 1:00–1:30 pm
Past Presidents' Meeting: 1:30–2:30 pm
General Business Meeting: 5:00–7:00 pm
President's Reception: 7:30–10:00 pm

Friday, April 7, 2006

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



Joyce Agness and Phil Parette



Nikki Murdick and Barbara Gartin



Phil Parette and Tom Smith



Kent Gerlach

Students' Corner

Kara Hume, Student Governor

Professionals working with students with developmental disabilities, as well as preservice teachers training to work in the field, will likely interact with and/or supervise paraprofessional staff. Due to the heterogeneity of students with developmental disabilities, the level and intensity of services provided, the desire for individualized instruction, and the benefits of inclusive placements, the numbers of paraprofessionals working with students with developmental disabilities continues to rise (French, 2003). Professionals are faced with the challenging task of coordinating the schedules and activities of varied staff members. Recent statistics show that 75% of special educators supervise one or more paraprofessionals (French, 2001) while receiving little training in the management or organization of additional classroom staff in their preservice or inservice experiences.

As staff numbers grow, the role of classroom teachers shifts to that of “planner, director, monitor, coach, and program manager” (French, 1999, p. 70). The role of supervisor may be overwhelming to teachers in the field of developmental disabilities, as they struggle to meet the complex needs of their students, facilitate inclusive programming, respond to the requests of families and administrators, and attempt to stay informed of research based practices. In balancing these demands, providing daily instruction, guidance, and direction to classroom staff may not be prioritized or feasible. Giangreco and Broer (2005) found that paraprofessionals received less than 2% of a special educator’s time in training, supervision, or professional guidance.

I vividly recall my first years of teaching students with developmental disabilities—and supervising three paraprofessionals. In my undergraduate training, I was taught how to interact with and respond to children and could confidently program around their needs. I was, however, much more apprehensive when directing the actions of

other adults, and unsure of how to develop strong partnerships. The DDD recognizes these challenges and will be highlighting possible solutions at future conferences and in future writings. Following are several recommended resources that are helpful to both preservice and inservice teachers and other professionals:



- CEC Paraprofessional Standards: www.cec.sped.org/ps/parastds.html
- “Let’s Team Up: A Checklist for Paraeducators, Teachers, and Principals” by Kent Gerlach; order at www.nea.org/books
- National Resource Center for Paraprofessionals: www.nrcpara.org
- Paraprofessional Portfolio: <http://ici2.umn.edu/para/New/pdf/CompRubric.pdf>

If you have ideas, tips, or resources that have been helpful when building relationships with paraprofessionals, I would love to hear them and to share them with the larger community. Please contact me (kahume@indiana.edu).

References

- French, N. (1999). Topic #2 Paraeducators and teachers: Shifting roles. *Teaching Exceptional Children*, 32, 69–73.
- French, N. (2001). Supervising paraprofessionals: A survey of teacher practices. *Journal of Special Education*, 35, 41–54.
- French, N. (2003). Paraeducators in special education. *Focus on Exceptional Children*, 36, 1–15.
- Giangreco, M., & Broer, S. (2005). Questionable utilization of paraprofessionals in inclusive schools: Are we addressing symptoms or causes? *Focus on Autism and Other Developmental Disabilities*, 20, 10–26.

YOUR VOTE COUNTS!

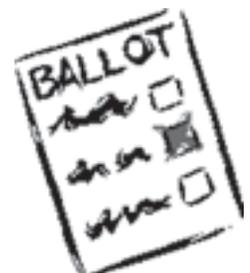
Dear DDD Members:

Just a quick reminder that ballots with the Nominees for the positions of:

Vice-President, Midwest Member,
and Northeast Member

will arrive in your mailboxes in early February. Please take a few moments to review the nominee information, mark your ballot, and send it in.

LET DDD HEAR YOUR VOICE!



NOMINATIONS for the DDD AWARDS are DUE JANUARY 15, 2006

Award	Who is eligible for this award?	Does the nominee have to be a CEC- DDD member?	To whom does the nomination go?
<i>Teacher of the Year</i>	Any special education or regular education teacher who does exceptional work and resides in a state with an active DDD subdivision	No	State/provincial subdivision president
<i>Paraeducator of the Year</i>	Any paraeducator who does exceptional work and resides in a state with an active DDD subdivision	No	State/provincial subdivision president
<i>Burton Blatt Humanitarian</i>	Any individual who has demonstrated exceptional accomplishments in furthering the cause of persons with developmental disabilities	Yes	Cindy Perras, Co-Chairperson, DDD Awards Committee
<i>Legislative</i>	Any individual who has made exceptional contributions to the development or support of legislative action benefiting persons with developmental disabilities	No	Cindy Perras, Co-Chairperson, DDD Awards Committee
<i>John W. Kidd Subdivision</i>	A state/provincial subdivision that has demonstrated innovative progress	Must be a subdivision of DDD	Cindy Perras, Co-Chairperson, DDD Awards Committee
<i>DDD Research</i>	Any individual, or group of individuals, who has contributed outstanding basic and/or applied research in the area of developmental disabilities	No	Cindy Perras, Co-Chairperson, DDD Awards Committee

Please submit all nominations to Cindy Perras (cindy.perras@cogeco.ca) by Jan. 15, 2006.

Note: For more information about these awards, e-mail Cindy and/or see the Fall 2005 Issue of the *DDD Express* and/or AWARDS Web page at <http://www.dddcec.org/>



DDD Members Attend DDD Annual Business Meeting



DDD Volunteers at the Biennial Conference



Dan Ezell and Amanda Boutou

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

“DDD Showcase Session . . .” continued from p. 3)

city of Lima in 1979. With the help of her parents and colleagues, Dr. Mayo started CASP because there were no centers for people with severe and profound mental retardation, autism, and behavioral problems in Perú. When the Center opened in 1979, it occupied the first floor and garage of the home of Dr. Mayo’s parents and served eight children with “different abilities” (the descriptor preferred by CASP for people typically referred to as handicapped; *different abilities* is preferred because it focuses on the *abilities* of a person rather than on their *limitations*). The population of the center grew rapidly, and today it serves over 450 students, with more than 60% of them coming from low-income families. CASP educational programs span life from birth through adulthood. CASP is a nonprofit center recognized worldwide for its contributions as a model research, demonstration, and training center for people with severe mental retardation, autism, and behavioral problems. It is also noted for the training it offers to parents and professionals the world over and in Perú.

Achievements of CASP—25 Years Making a Difference

- Grew in 25 years from serving 8 to 450 families of people with mental retardation, autism, or severe behavior problems.

- 60 people with different abilities actually work in real jobs with real wages, many of whom are the sole financial support of their families.
- 50 students are included in regular schools from pre-school to high school.
- 12 different programs prepare people with different abilities to be integrated into life.
- CASP has the largest School of Families in the world, training more than 450 families. They participate every 15 days in the School of Families, during which they receive 132 hours of training in their home and community and at the Center. The level of participation is between 80% and 100%.
- A Long Distance Education Program in 12 provinces in Perú provides training and consultation via videos and audio conferencing.
- Eight programs are now following the model of CASP in Argentina, Bolivia, Brazil, and Spain.

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4. Allow me to use assistive technology. Perhaps PECS, an Alpha-Smart, a sign language interpreter, or a Brother word processor might help me do my work better.
5. Make sure I have the supports I need: pictures for communication, schedules, weighted products, cooling products, fidget toys, a calming room, or hearing protectors.
6. Try to keep me from hurting myself if I go into meltdown, but don’t make me feel like I am a bad person. I find meltdowns can be scary, too. I am not trying to do anything bad. I have just lost control. We can deal with what happened after it is over.
7. Believe in me. I may some times make things harder for you, but I don’t do it on purpose. I am trying and want to learn and want to help and want you to be proud of me. Help me learn to help myself.
8. Don’t talk about me as if I can’t understand you or as if I am not there. It can make me feel worthless and sad. Also, don’t talk at me. Talk to me.
9. If you ask me something, give me 10 seconds to respond to you. Wait patiently. If I don’t respond, ask again. If, after 10 seconds, I still do not respond, rephrase the question and ask again. Maybe I will understand it a different way.

10. Make sure I have access to water or something to drink. Many of us with ASD seem to be more thirsty than others.
11. Be aware of the environment that I’m in; some places are much harder to work in than others.
12. Forgive yourself if you lose your patience or your temper. We all make mistakes. Go over why it happened and try to not let it happen again. You don’t like it when people lose their temper with you, and neither do I.
13. See my potential. It may seem like I have none or that it lies too far hidden to be accessed, but it’s there. Help me foster it and learn to live a productive and happy life.

These are tips that would have helped me in school and tips that may help those with ASD with whom you work. Perhaps, based on my own experiences, I would remind everyone to treat others the way they want to be treated themselves. I know that the teachers and school children with whom I was in contact would not have wanted anyone to treat them the way they treated me. Most of them forgot that all important lesson, and as a consequence, I am still able to remember how they had lost sight of it and also that they lost sight of me and who I was.

JOIN A DDD COMMITTEE!

The following is a list of the **DDD Committees and Chairpersons** for 2005–2006. Contact any Committee Chairperson directly to obtain information and/or to *JOIN A COMMITTEE!*

Committee(s)	Chairperson(s)	Contact(s)
Awards	Leslie Broun Cindy Perras	fljj@rogers.com cindy.perras@cogeco.ca
Communications	Darlene Perner	dperner@bloomu.edu
Conference	Phil Parette	hpparet@ilstu.edu
Critical Issues	Kent Gerlach Bob Stodden	kgerlach@plu.edu stodden@hawaii.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.	Joyce Agness Jim Forristal	jagness@mail.howard.k12.md.us jimfortpa@aol.com
Nominations	Barbara Gartin	bgartin@uark.edu
Publications	Jack Hourcade	jhourca@boisestate.edu

Editor's Note . . .

Darlene Perner



On behalf of DDD, I would like to thank both **Marty Murphy** and **Liliana Mayo** for their featured presentations at CEC and their informative and helpful articles for this newsletter. Also thanks to **Kara Hume** for her article on paraprofessionals and for her support as our **Student Governor**. Please remember to vote in our upcoming elections in the new year and also consider nominating someone for one or more of our awards. For more information, please go to our Web site (www.dddcec.org). If you have any questions, please contact me at Bloomsburg University, Department of Exceptionality Programs, 400 E. 2nd St., Bloomsburg, PA 17815 or by e-mail (dperner@bloomu.edu). Happy Holidays!

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