

19th International Conference on Autism, Intellectual Disability, & Developmental Disabilities



Council for Exceptional Children
Division on Autism & Developmental
Disabilities (DADD)

January 17-19, 2018

Sheraton Sand Key Resort
Clearwater Beach
Florida

Are you an educator, administrator, researcher, faculty or related professional working in the field of autism, intellectual disability and/or developmental disabilities? Then this specialized conference is for you! Presentations will integrate research and practice, reflecting the ongoing need for evidence-based and practice-informed strategies and interventions, to enhance the educational outcomes for individuals with autism, intellectual disability, and/or developmental disabilities.

Our conference program features almost 200 interactive lecture and poster presentations, networking luncheons, an exhibit hall, and other opportunities to engage with colleagues and leaders in the field. Conference participants may also attend one of two in-depth, pre-conference training institutes, on either *Using Current and Emerging Technologies to Enhance Outcomes for Students with ASD* and/or *Intellectual Disability: Practical Training for Educators* or *Ethical and Supervising Considerations When Working with School-based Teams*.

Need credit for professional learning? We have that covered. CEUs through CEC, now known as Professional Development Hours (PDHs), will be available for all conference sessions and both pre-conference institutes. *Note:* CEC PDHs count toward maintenance of the ASHA Certificate of Clinical Competence.

Value added alert for BCBA certificants! At no additional cost, BCBA CEUs will be available for designated sessions on the program and for the pre-conference institute on *Ethical and Supervising Considerations When Working with School-based Teams*

For further information, please contact: **Cindy Perras**, DADD Conference Co-ordinator, cindy.perras@gmail.com



Council for
Exceptional
Children

DADD
Division on Autism and
Developmental Disabilities

The voice and vision of special education

Conference Overview

Wednesday, January 17, 2018

Pre-Conference Training Institutes

◆ **Institute I – Using Current and Emerging Technologies to Enhance Outcomes for Students with ASD and/or Intellectual Disability: Practical Training for Educators**

Don McMahon, PhD, & Amanda McMahon, Doctoral Student, Washington State University; Rachel Wright, PhD, Common Threads Family Resource Center, Madison, WI; and David Cihak, PhD, University of Tennessee

◆ **Institute II – Ethical and Supervising Considerations When Working with School-based Teams (BCBA CEUs available)**

Morning: Making Friends and Influencing Teachers: Supervising and Consulting in General Education Settings

Amanda Boutot, PhD, BCBA-D, Texas State University; and Sam DiGangi, PhD, BCBA-D, Arizona State University

Afternoon: Ethics and School-based Services: Working with the IEP Team

Peggy Schaefer Whitby, PhD, BCBA-D, University of Arkansas Fayetteville

Opening General Session

- ◆ Keynote Address
- ◆ Dolly Gray Children's Literature Awards
- ◆ Poster Presentations and Welcome Wine & Cheese Reception

Thursday, January 18, 2018

- ◆ Poster Presentations & Continental Breakfast
- ◆ Concurrent Breakout Sessions/Featured Speakers (morning and afternoon)
- ◆ Luncheon & Networking
- ◆ Publisher/Exhibitor Display
- ◆ DADD General Business Meeting

Friday, January 19, 2018

- ◆ Poster Presentations & Continental Breakfast
- ◆ Concurrent Breakout Sessions/Featured Speakers (morning and afternoon)
- ◆ Luncheon & Networking
- ◆ Publisher/Exhibitor Display
- ◆ Closing Session – Keynote Address

Hot Topics & Featured Sessions

- ◆ **Identifying Appropriate Replacement Behaviors for Adults with IDD and Behavior Disorders**
presented by Michael Mayton, PhD, BCBA-D, and Colleen Wood-Fields, PhD (BACB CEU)
- ◆ **A Model for Transition Programming for High School Students with Autism**
presented by Dianne Zager, PhD, and Tracey Frank
- ◆ **Research-based Practices for Educating Students with Intellectual Disability**
panel moderated by Michael Wehmeyer, PhD
- ◆ **Developing Social and Academic Skills for Students with Autism: A Study of Robotics, Peers, and Shared Learning**
presented by John Wright and Victoria Knight
- ◆ **Teaching Independent Life Skills While Living on Campus: A New Frontier**
presented by Tara Rowe and Christina Gilson
- ◆ **Application of Evidence-Based Practices to Infants and Toddlers with Developmental Disabilities**
presented by Amanda Boutot, PhD, BCBA-D, and Sam DiGangi, PhD, BCBA-D (BACB CEU)
- ◆ **Adapting Sex Education for Students with Developmental Disabilities: Curricular, Instructional, and Ecological Strategies for Every Teacher**
presented by Pamela Wolfe, PhD
- ◆ **Effective Instructional Strategies to Support Students with Intellectual Disability and Autism in the Classroom**
presented by Sue MacVicar-Stewart
- ◆ **How to Assess and Teach Generalization of Social and Communication Skills in Learners with ASD**
presented by Kathleen Quill, EdD, BCBA-D (BACB CEU)
- ◆ **Socially Significant Practices? Culturally Responsive Approaches for Teaching Learners from Diverse Backgrounds**
presented by Kelly Carrero, PhD, BCBA-D, Diana Baker, Marcus Fuller, and Samana Hussain (BACB CEU)

Conference Registration

Please note that conference registration may be accessed through the conference website (<http://www.cvent.com/d/q5qfzt>).

Registration Rates & Dates	Rate for Presenters & Participants		Rate for Full-Time Students (undergraduate & graduate)
	Up to Nov. 1, 2017	After Nov. 1, 2017	
Pre-Conference Training January 17, 2018 Includes continental breakfast and lunch	\$125.00	\$150.00	\$100.00
Conference January 17–19, 2018 Includes breakfast and lunch both days and a welcome reception	\$275.00	\$325.00	\$250.00
Combined Package Price for Training & Conference Includes breakfast and lunch each day and welcome reception	\$350.00	\$425.00	\$325.00

Exhibit space available – please contact the Conference Co-ordinator for details!

Conference Hotel/Room Bookings

Sheraton Sand Key Resort

1160 Gulf Boulevard,
 Clearwater Beach, Florida 33767
 1.727.595.1611
www.sheratonsandkey.com

An upscale oceanfront hotel, the Sheraton Sand Key Resort is situated on 10 acres of white sand beach on the warm waters of the Gulf of Mexico.



Please make your reservations **by January 3, 2018**, to take advantage of the special daily conference rates (single & double occupancy) available at the Sheraton Sand Key Resort; rates range from \$170 to \$230 and include complimentary parking, WiFi, and access to the fitness room. *Note:* There is no daily resort amenity fee! Reservations may be made through this URL (<https://www.starwoodmeeting.com/events/start.action?id=1706084328&key=29E96FB7>) or by calling the Sheraton Sand Key at 1.727.595.1611 (**CA12AA** is the **group booking reference**).



Teachers' Corner

Strategies for Transition Programming to Improve Post-School Employment Outcomes for Students with Autism Spectrum Disorder



Kelly A. Clark and Misty Terrell
University of North Carolina at Charlotte

The National Longitudinal Transition Study-2 indicated students with autism spectrum disorder (ASD), compared to those identified under other disability categories, work the lowest number of hours on average per week and were 3rd lowest in employment outcomes (Newman et al., 2011). Test et al. (2009) and Mazzotti et al. (2016) together identified 20 in-school predictors of post-school success for students with disabilities. Three predictors included career awareness, work experience, and self-determination and self-advocacy.

Instructional strategies to help students with ASD obtain and maintain employment after high school and address these predictors include: starting early career development, Work-Based Learning Experiences (WBLE), and self-determination and self-advocacy instruction. Elementary and middle school students can begin by exploring their interests in potential careers, attending community field trips, and participating in job shadowing. Activities in high school include career technical education courses, internship opportunities, and WBLE within the community. Early and ongoing work experiences are a critical aspect of career development and consistent predictor of post-school employment for students with ASD (Carter, Austin, & Trainor, 2012; Lee & Carter, 2012).

Teachers can begin early in the transition process by using formal and informal career assessments to assist students in exploring career interests and strengths. These assessments and job exploration activities should occur throughout students' high school careers. Assessment results can be used to guide transition supports to assist students with job searching skills, work-related social skills, resume writing, and interviewing skills.

In addition to career exploration activities and assessments, Hendricks and Wehman (2009) recommended WBLE during high school. When youth with ASD are provided with intensive and varied work experiences during high school, they have the

opportunity to identify career goals and gain essential skills to help with securing employment when they graduate from high school (Wehmen et al., 2016). Teachers should connect students with vocational agencies so they can receive assistance in job seeking, job coaching, problem solving, and coping skills to help them achieve success in the workplace (see Table 1).

As mentioned previously, self-determination and self-advocacy have been identified as a predictor of post-school employment for students with disabilities (Mazzotti et al., 2016; Test et al., 2009). Rowe et al. (2014) defined self-determination and self-advocacy as the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach goals, and accept consequences of one's actions. Several ways to incorporate self-determination and self-advocacy into special education programming include: (a) promoting student involvement in their Individualized Education Program (IEP) meetings; (b) collaborating with general education teachers to embed choices into the general curriculum; (c) providing instruction and practice with self-monitoring skills; (d) ensuring students have a functional communication system allowing them to make choices, solve problems, and set goals; (e) using age appropriate transition assessments, allowing students to learn about themselves, and students setting their own goals; (f) providing instruction on self-determination skills in community settings; (g) developing leadership skills, and (h) working collaboratively with students to help them achieve their goals.

Several strategies for promoting self-determination skills for students with ASD include: (a) starting self-determination instruction early in a student's high school career and promoting those skills across school, home, and community settings; (b) identifying and prioritizing skills and support needs for students; then, providing instruction on those skills in the classroom and on job sites; (c) explicit instruction in self-determination skills to promote student involvement in their transition planning meetings; (d) opportunities to practice self-determination skills in "real life" settings; and (e) assessing self-determination skills as part of the transition planning process (Lee & Carter, 2012).

Another key area for teachers to address is self-advocacy. Students with ASD should be taught how to disclose their disability and to request reasonable accommodations (National Collaborative on Workforce and Disability [NCWD], 2005). Instructional strategies for helping students with ASD in requesting accommodations on the job could include role-playing, practicing, and using scripts to learn how to disclose their disability with their supervisors and/or coworkers (Lee & Carter, 2012). The NCWD website provides two resources—the 411 on Disability Disclosure and The Job Accommodation Network—which aim to help teachers provide instruction on

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President's Message

Elizabeth A. West



Some things never change. For me, each autumn brings a sense of excitement as everyone—administrators, faculty, teachers, paraeducators, families and students—embarks upon the new academic year. Welcome to the new academic year!

A new year is often the time for resolutions. My professional resolution is the same as last year and aligns with the mission of DADD: to enhance the quality of life of individuals, especially children and youth, with autism, intellectual disability, and other developmental disabilities. DADD seeks to further the knowledge base of the field, thus ensuring the continued advancement of positive educational and life outcomes for those with autism and developmental disabilities. The start of a new academic year is an opportune time to revisit this mission and reflect upon our practices and how these align.

The Division on Autism and Developmental Disabilities is an organization composed of persons committed to enhancing the quality of life of individuals, especially children and youth, with autism, intellectual disability and other developmental disabilities. The Division seeks to further the knowledge base of the field, thus ensuring the continued advancement of positive educational and life outcomes for those with autism and devel-

opmental disabilities. Our organizational goals focus on the following:

- to enhance the competence of persons who work with individuals with autism, intellectual disability, and other developmental disabilities
- to respond to and address emergent and critical issues in the field
- to advocate on behalf of individuals with autism and developmental disabilities; and
- to expand and maintain a viable membership.

We advance the above goals in a variety of formal and informal ways, including publications, conferences, resources such as books and materials, and mentoring activities. Our organization continues to contribute significantly to the advancement of knowledge on autism and developmental disabilities. What is so powerful is to see this knowledge in action—where we continue to support each other who are implementing this knowledge and related practices within classroom and community based contexts. We are deeply committed to the children and youth with whom we serve.

We encourage you to engage with us at the upcoming DADD conference in Clearwater, Florida in January. DADD voted to move its annual business meeting from the annual CEC Convention to the DADD annual conference. DADD will still maintain a presence at CEC, but the business meetings and awards will move to the DADD conference. We look forward to seeing you!

Executive Director's Corner

Teresa Taber Doughty



Movement of DADD General Business and Committee Meetings to DADD Conference

With the movement of the annual Council for Exceptional Children convention to February in 2018, just one month following the International DADD Convention (January 18-20), the DADD Board of Directors voted in Boston (2017) to temporarily move its general business and committee meetings to the DADD convention for the next two years. Rather than taking place at the CEC convention, the general business and committee meetings will take place during the 2018 DADD conference in Clearwater Beach, Florida and at the 2019 DADD conference in Hawaii.

Any proposed motions introduced at the 2017 Boston CEC convention will be posted in DADD *Express* and presented for a vote at the 2018 DADD conference general business meeting. Any motions presented at the 2018 meeting will be posted for members to review and provide feedback before any vote is taken at the 2019 DADD conference general business meeting.

DADD will retain a presence at the annual CEC Convention in Tampa (2018) and Indianapolis (2019). DADD will

continue to host their DADD Showcase session; Autism, Intellectual and Developmental Disability strands; DADD Exhibit Hall booth; and participation in the Representative Assembly, Interdivisional Caucus, and Program Advisory Council.

Proposed DADD By-Law Changes

With the changes in leadership and board members over the last few years, the current Board of Director's began an audit of the DADD Constitution and By-Laws and recognized that motions were presented in board meetings that were not presented to the DADD Membership to vote. The following changes to the DADD Constitution and By-Laws were proposed and will be voted on at the General Business meeting in Clearwater Beach, FL in January 2018:

From the Board of Director's meeting in San Diego (April 2015)

Current By-Law: (Article VI, Section 1) The chairs of the Publications Committee and Communications Committee, and Conference Coordinator are appointed by the President with Board approval for a three-year term. The Treasurer is appointed by the President with Board approval for a four-year term. The Chair of the Communications Committee may be re-appointed for one additional consecutive term

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Evidence-based Practices for Individuals with Autism, Intellectual Disability, and Related Disabilities

Response Interruption/ Redirection, Reinforcement



Peggy J. Schaefer Whitby,
Ph.D., BCBA-D
University of Arkansas



Jason C. Travers,
Ph.D., BCBA-D
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Amanda Boutot,
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Texas State University

Response Interruption/Redirection, Reinforcement (RIR) is an evidence-based intervention for learners with autism spectrum disorder (ASD; Wong et al., 2015). RIR relies on two principles of behavior, extinction and reinforcement, with a redirection strategy in order to decrease stereotypy and self-injurious behavior (Neitzel, 2010). RIR has been used as a less intrusive and more effective alternative to physical restraints or seclusion to prevent and de-escalate behaviors before they reach crisis levels (CPI, 2002). Ethical guidelines for special educators and other school-based professionals require personnel to utilize least intrusive measures to support students with behavior problems (BACB, 2015; CEC, 2015). RIR is congruent with law and policy because, when used appropriately, it is less intrusive compared to other methods such as restraint and seclusion.

What is RIR?

RIR is particularly effective for addressing vocal and motor stereotypy and self-injurious behavior. RIR relies on withholding previously reinforcing consequences for a behavior (i.e., extinc-

tion) and providing reinforcement for appropriate behavior. When behavior such as hand flapping or self-injury occurs, the teacher attempts to block the behavior (i.e., the response) and redirects the student to perform a simple mastered skill (possibly an incompatible behavior) or a desired behavior. Performance of this skill is then reinforced via the delivery of a desired consequence (e.g., access to preferred item or activity) that reinforces engagement in the redirected behavior.

Since frequency of behavior initially increases with extinction procedures (Neitzel, 2010), inappropriate responses may have to be blocked multiple times until a simple command is followed and can be reinforced. Response blocking for managing aggressive behaviors has a strong literature base (Heyvaert, Saenen, Maes, & Onghena, 2014). RIR complements response blocking and may be incorporated into a function-based crisis prevention and intervention plan that uses less intrusive and ethically superior alternatives to restraint and seclusion. Table 1 provides an overview of RIR aligned with the learner support needs.

Table 1. Steps for Intervention and Precautions

Steps for Intervention	Precautions
Step 1: Block the response to interrupt the chain of behaviors.	Prepare for behavior to increase associated with response blocking (i.e., extinction). While one staff blocks, remove other students to a safe area and/or remove potentially dangerous items from the area.
Step 2: Redirect the student to an incompatible behavior.	Redirect back to easier task demand. The redirected behavior must already be in the student's repertoire and be easier to perform than the problem behavior. If necessary, withdraw demands and when the student is calm, prompt to complete the redirected behavior.
Step 3: Provide reinforcement for compliance.	Provide immediate and high-quality reinforcement for compliance to the redirected behavior.
Step 4: Once behavior is deescalated, bring the student back to the task for completion.	Gradually increase task difficulty and reinforce task completion so escape behaviors are not reinforced.

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Considerations when Implementing RIR

A function-based crisis prevention and intervention plan may incorporate RIR, but steps should be taken to ensure RIR is not used in ways that inadvertently reinforce inappropriate behavior. For example, a student may engage in self-injury to obtain attention. If an RIR procedure is used, the student may learn that redirection and attention will be provided contingent on self-injury, thereby creating a chain of behaviors (i.e., self-injury followed by adult block response, redirection, reinforcement, more self-injury, and so on). Similarly, if a student engages in self-injury to escape tasks, RIR may inadvertently strengthen this behavior if the teacher redirects the student to a different, easier or more preferred task. For example, a student may engage in self-injurious behavior to escape a non-preferred task, then be redirected to a more preferred task. This may unintentionally reinforce self-injury to escape non-preferred tasks and access preferred tasks.

Thus, when using RIR as a crisis intervention for escape maintained behaviors, it may be necessary to integrate procedures ensuring the student eventually completes the original demand (See Table 1 and 2 for examples). A teacher also may alter the task demand to decrease motivation to escape (e.g., make the task shorter, easier, more interesting), thereby increasing the likelihood of task completion (Miltenberger, 2006). These strategies may be accompanied by prompting and/or errorless teaching procedures (see Alberto & Troutman, 2006) to promote task completion. Regardless of the circumstances, RIR can be considered one potential component of a function-based positive behavior intervention and support plan and may prevent crises that often lead to restraint and seclusion. Table 2 provides precautions for using RIR according to the function of the behavior.

Conclusion

Teachers may incorporate RIR as a component of a crisis intervention plan for at least three reasons: (a) it is less intrusive, (b) it provides opportunities to reinforce more appropriate behavior, and (c) it is more ethical than restraint or seclusion. Research supports the efficacy of RIR and therefore may be integrated into function-based behavior intervention and prevention plans (Neitzel, 2010). The strategy may be particularly effective for reducing excessive stereotypy and self-injurious behavior. However, RIR requires careful planning, assessment, and progress monitoring; RIR will only be effective if implemented with fidelity. More about RIR can be found at <http://autismpdc.fpg.unc.edu/>.

References

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- Heyvaert, M., Saenen, L., Maes, B., & Onghena, P. (2014). Systematic review of restraint interventions for challenging behavior among persons with intellectual disabilities: Focus on effectiveness in single-case experiments. *Journal of Applied Research in Intellectual Disabilities*, 27, 493–510.

Table 2. Considering Function When Using RIR in a Crisis Plan

Function	Precautions	Suggestion
Escape	<ol style="list-style-type: none">1. Inadvertent strengthening of escape behavior2. Increased aggression/ escalated behavior	<ul style="list-style-type: none">• Use preventative/ antecedent strategies to decrease motivation to escape such as decreasing task difficulty, incorporating interests, shortening task, offering choices, etc. (Miltenberger, 2006).• Use functional communication training to teach student to appropriately request a break from demands.
Attention	<ol style="list-style-type: none">1. Inadvertent strengthening of attention seeking behavior2. Escalating behaviors (extinction burst)	<ul style="list-style-type: none">• Use antecedent strategies to increase opportunities for appropriate attention• Use functional communication training to teach student to appropriately request attention from teacher and/or peers.
Self Stimulatory	<ol style="list-style-type: none">1. Inadvertent teaching of attention or escape maintained behavior2. Escalation of the behavior (extinction) or adding of new behaviors	<ul style="list-style-type: none">• Identify and reinforce alternative replacement behaviors to decrease need for self-stimulatory behaviors.• Provide opportunities to engage in self-stimulatory behaviors outside of lessons or tasks to decrease the need during tasks.

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Students' Corner

My Tech Survival Guide to Grad School



Autumn Eyre
University of Washington

Graduate school is tough—okay, this is an understatement—but an efficient use of technology can make it more manageable. As a doctoral student, I have multiple jobs in addition to my overwhelming coursework requirements. I often hear people say, “I don’t know how you do it.” Well, I couldn’t without the use of technology! There are an overwhelming number of apps and digital tools out there, so I’ve compiled a list of my *lifesaver* technology aids. While I admit that some of these tools cost money, I encourage readers to search for resources with similar functions at lower prices. The toolbox I am sharing with you includes my reasoning for going entirely digital, how I write papers, and my suggestions for organizing everything from articles to the maze inside my mind. Lastly, I disclose my motivating goal tracking tool as well as a source of comic relief. My toolbox has been years in the making thanks to colleagues willing to share along the way, so I hope this article will inspire you to let your peers know what’s working for you.

The Critical Search Function

When I tell people that all my textbooks and articles are digital, I’m surprised by the number of students who respond negatively. While I understand the nostalgia of paper and ink when reading articles and books, save that for some distant time in the future when you have time to read for pleasure. Given the volume of reading we must do, it’s impossible to remember all the content, despite my six-color highlighting system coupled with sticky notes. Using digital books and articles, I no longer lose excessive amounts of time riffling through stacks of stapled papers to find that one piece of information needed to make my conclusion paragraph rock. Instead, I can conduct a simple search for key terms, allowing me to instantly find that perfect line to cite or even new items about a topic that I missed on my first read. When grading, I’ve been able to tell a student enquiring about a quiz question that the answer can be found on page X, Y, and Z coupled with a screen shot of the definition. Time saved using the search function far outweighs the benefits of papercuts and a layer of neon colors on my hands from highlighters.

Writing Papers

If it weren’t for the invention of spell check, there’s no way that I could succeed in graduate school. Spelling is my Achilles heel, and while I greatly appreciate that wavy red line telling me to right-click for the correct spelling, there are a few apps that have helped me take writing to a new level.

1. **Grammar.** *Grammarly* [Free version available] is currently plugged into my Safari browser, and it’s downloaded on all my devices. Learn to recognize

passive voice before your professor does, catch typos, and always use effect vs. affect correctly!

2. **APA Style.** The downloadable version of the *Publication Manual of the American Psychological Association* (APA), 6th Edition allows me in one click to find how to correctly use subheadings or cite authors with the same surname.
3. **Outlines.** With Omni Outliner [Free trial; \$9.99 to \$59.99], I can organize information from readings in an electronic outline that allows me to expand sections and condense depending on where I’m at in the paper. The framework includes citations and direct quotes (using screenshots) from the literature as well as sections of references for future readings. Not only does the outline organize information, but I’m able to search for terms when it’s time to make sense of my findings.

Organization

In addition to writing tools, the following resources help me organize readings, notes, and thoughts.

1. **Organizing articles/PDFs.** Papers App [free trial; \$49 for students] saved my grad-student life by allowing me to create an interactive library of PDFs and articles (synched across all devices), assigning them into categories and labeling with key terms. I can add items to multiple files depending on content. Here’s another place where the search function lets me find author names, keywords, and so much more! Not to mention that there’s a feature that allows you to match an article with its authors and directly paste the citation into your reference section using APA format.
2. **Taking notes.** Notability [\$9.99] came into my life when I was reading about the history of education, and many PDFs didn’t allow for highlighting online. Notability not only lets you sort notes, classroom syllabi, and PowerPoints, but you can highlight any part of a PDF despite the image quality and synch across your devices.
3. **Creating brain maps.** iThoughtsX [\$49.99] and other brain mapping programs allow me to express research goals, challenging concepts, or even outline an unusually detailed article into simple interconnected bubbles. I’ve used concept maps in presentations, to plot research ideas with my advisor, and so much more.

Conclusion

While I’ve shared specific apps to help with my writing and organization, I keep focused by setting goals and tracking my progress using the Strides App [free]. As educators, we know the importance of setting measurable goals with obtainable objectives. Lastly, @legogradstudent lets me know I’m not alone with posts about the graduate school experience. From undergraduate to doctoral student, there are many challenges along the way. If colleagues hadn’t shared these with me, I’d still be lost under piles of dead trees looking for that one article I read three quarters ago. Send me *your* top technology tips (eyrea@uw.edu) and I’ll be happy to spread the word because grad school is a team sport.

DADD Award Nominations

The following awards are given each year through a nomination process by members and friends of DADD. We encourage anyone to nominate someone whom they believe should be recognized for their work, service, research, and/or leadership in the field of intellectual disability, developmental disabilities, and autism spectrum disorder. Nominations are submitted to the Awards Chair and then voted on by the voting members of the DADD Awards Committee.

We have elected to change when the presentation of awards will occur and all awards will be presented at the DADD Annual Conference, January 17–19, 2018 in Clearwater, FL. The deadline for consideration of awards being given at the 2018 DADD Conference is October 1, 2017.

To submit a nomination, please complete the Google Form (either through the link provided or by requesting a form) and submit any additional materials to: Meaghan McCollow, Awards Chair (meagham@gmail.com). Link to Google Form for nominating an individual for a DADD Award: <https://goo.gl/forms/CiFG6hFqMXETpbbn1>

Teacher of the Year: Teachers may be nominated for this award by their peers, administrators, parents, or other professionals. A letter of nomination should be sent to the Awards Chair. Selection criteria include: (a) Currently teaching full or part-time, (b) Serving students with intellectual disability and/or autism, and (c) Exhibiting exemplary personal and professional skills. The teacher does not have to be a member of DADD, but preference will be given to those nominees who are members.

Para-Educator of the Year: Para-educators may be nominated for this award by their peers, teachers, administrators, parents, or other professionals. A letter of nomination should be sent to the Awards Chair. Selection criteria include: (a) Currently working in an educational setting full or part-time, (b) Serving students with intellectual disability and/or autism, and (c) Exemplifying the best in supporting the education of students with autism and/or intellectual or developmental disabilities. Nominees do NOT have to be a member of DADD or CEC.

Shriver–Kennedy Student Achievement Award: Presented to a young person up to age 25 who excels in one of the fol-

lowing areas: academics, arts, athletics, community service, employment, extracurricular activities, independent activities, technology, and self-advocacy. Students with an intellectual disability, autism spectrum disorder, or other developmental disabilities are eligible for this award.

John W. Kidd Subdivision Award: Given for exceptional performance during the past year. Criteria include: (a) Maintaining membership integrity during the previous fiscal year, (b) Engaging in innovative programming, evidenced by plans and performance presented at time of application for award, and (c) Having active participation by members in DADD activities beyond the subdivision level.

Burton Blatt Humanitarian Award: Presented to an individual who reflects the ideals of the Division and who has made significant contributions to the field of intellectual/developmental disabilities and/or autism. Criteria for selection include: (a) Exceptional effort and involvement in furthering the cause of persons with intellectual disability, developmental disabilities, and/or autism, and (b) DADD member.

Legislative Award: Given to an individual who has demonstrated leadership in the area of legislation. Individuals are eligible for nomination if they have been involved in the development and/or support and/or enactment of legislation designed to meet needs of individuals with intellectual disability, developmental disabilities, and/or autism.

Research Award: Presented to an individual who reflects the ideals of the Division and who has made significant contributions to the field of developmental disabilities through research. Selection criteria include: (a) Exceptional effort and involvement in furthering the cause of persons with intellectual disabilities, developmental disabilities, and/or autism through research, and (b) DADD member.

Tom E. C. Smith Early Career Award: Given to someone who is beginning his/her career and showing promise as a teacher educator. Individuals who finished their doctoral work less than 5 years ago are eligible. These nominees must be contributing to teacher education in a significant way.



(*Evidence-Based Practices*, continued from page 4)

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DADD Membership Committee Updates



Leah Wood, Chair

For this update, I have just a few brief comments about our membership as a lead in to our featured subdivision update from member Elizabeth Harkins. With 2501 active members of DADD, I am excited to report that our membership is up from this time last year by 130 people. In a time when professional education associations continue to struggle to retain members, we are thrilled to be holding steady and even increasing slightly. It is our hope that we continue to grow, and one strategy is to keep reaching out to our lapsed members through emails and postcards. We also continue to seek increased membership from students and practitioners, and we encourage our active members to help us in recruiting these important stakeholders. Another strategy to boost membership is increased supports at the state/providence level. Right now, we have active state/providence subdivisions in Ontario, Arkansas, and Pennsylvania, and recently Mississippi submitted their paperwork to revitalize their state-level division as well. If you have a group interested in starting or revitalizing a state or providence-level subdivision of DADD, please contact me directly so I can assist with the application paperwork and let you know about opportunities for start-up funds. As always, you can reach me directly at awood17@calpoly.edu. I look forward to hearing from you and seeing you at conferences in the upcoming year.



Subdivision News

Elizabeth A. Harkins
Pennsylvania DADD President

I am excited to serve as the new President for Pennsylvania's Division on Autism and Developmental Disabilities. The vice president and I organized a few initiatives over the course of the 2016–2017 school year. Membership materials necessary for the national organization were gathered and PA DADD was reinstated in winter of 2016. In the spring of 2017, the leadership team was developed. Our goals for PA DADD are to increase community outreach to school districts, intermediate units, parent advocacy groups, and state programming, and provide annual professional development opportunities. Currently, PA DADD is fully active and organizing leadership and membership meetings, and planning for the state-level CEC conference in November. Here are some of the highlights from our recent meetings.

We are partnering with PA Council of Administrators of Special Education, Inc. (CASE), and hosting a pre-conference professional development opportunity, at the PA CEC annual conference in November. The theme of the conference “What Keeps You Up At Night” will be the focus of PA DADD's make-and-take session; registrants will learn about emotional maintenance for students with developmental disabilities and autism spectrum disorder, and participate in a make-and-take activity. PA DADD is co-sponsoring a professional development luncheon with Pennsylvania Department of Education (PDE) for the participants of the session, and hosting a booth at the confer-

ence to recruit new membership. The booth will advertise the benefits of joining PA DADD, and host giveaways and raffles for new and current members.

Our new website (<http://pacecdadd.weebly.com>) gives us the chance to garner further interest and involvement from members, survey members for future professional development needs, and provide reminders of DADD membership benefits, like the DADD Online Journal, or the national DADD and CEC websites. The site includes blogs on various disability-related topics, provides professional development opportunities for parent/caregivers, educators, and self-advocates, and advertises additional resources and advocacy organizations.

Great work is happening in Pennsylvania, and we know we can benefit the community for people with developmental disabilities and autism spectrum disorder with the right supports! If you are interested in learning more about PA DADD, or if you have additional comments or suggestions for supporting membership, please visit our website.



(Executive Director's Corner, continued from page 2)

and the Chair of the Publications Committee and Conference Coordinator may be re-appointed for two additional three-year terms.

Proposed Motion: All DADD appointed positions may be reappointed for additional terms (this includes: conference coordinator, communications coordinator, treasurer, publications chair). Proposed by-law change to Article VI, Section 1.

From the Board of Director's meeting in St. Louis (April 2016)

Current By-Law: (Article VI, Section 2) Beginning with the 2014 elections, outgoing regional representatives will be replaced by “at-large” members. Only two at-large members and the Canadian representative will serve on the board as membership representatives. At-large members may live in any region of the United States and will serve all regions. The Canadian representative may live in any Canadian province and will serve as the DADD representative for that country. Except for the student representative, the elected at-large members and the Canadian representative of the Board of Directors shall serve three-year terms of office. The student representative shall have a term of office of one or two years, contingent upon his or her being a full-time student during that year of office.

Proposed Motion adds: The new at-large member will have a focus on diversity in order to chair the diversity committee and work within CEC and the division on diversity items.

The DADD Board of Directors invites your feedback on either of these proposed motions to the by-laws. Should you wish to comment prior to the general business meeting in Clearwater Beach, FL in January 2018, please send your comments to: Beth West (ewest@uw.edu), 2017 DADD President; Jordan Shurr (shurr1jc@cmich.edu), current President-Elect and 2018 DADD President; or Teresa Doughty, (ttoughty@gmail.com) DADD Executive Director.

Table 1. Components of WBLE

Type	Definition
Career Exploration	Involves visiting workplaces and meeting with employers and people in that career field to learn about jobs and skills required to perform them (Luecking, 2009).
Job Shadowing	Spending a full workday or several workdays in a workplace following an employee as they perform their daily duties (Luecking, 2009).
Job Sampling/ Work Sampling	Work performed by a student that does not materially benefit the employer but allows the youth to spend time in a work environment to learn job tasks and soft-skills (Luecking, 2009).
Service Learning	Hands-on volunteer structured service to the community that provides time for reflection on the experience and application of the knowledge of skills required (Luecking, 2009).
Internships	Formal agreements that may be paid or unpaid where students are assigned specific tasks in a workplace over a predetermined period of time (Luecking, 2009).
Apprenticeship	Formal work experiences for an extended duration where the apprentice learns specific skills related to a standardized trade such as carpentry, plumbing, or drafting (Luecking, 2009).
Paid Employment	A standard job that could include customized work and feature a wage paid directly to the youth that occurs during or after the school day (Luecking, 2009).
Mentoring	A person who provides support, counsel, friendship, reinforcement and a constructive example to help a young person reach his or her work and life goals. They can provide academic and career guidance, and influence leadership, interpersonal and problem-solving skills (Office of Disability Employment Policy, 2012).

how students can disclose their disability, make informed decisions about whether or not to disclose their disability, and understand how their decision could impact education, employment, and social life.

These identified predictors of post-school success and related strategies can be used to inform instructional practices and programs, assist teachers in promoting the essential skills needed, and aide students with ASD to obtain and maintain employment.

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