

22nd International Conference on Autism, Intellectual Disability, & Developmental Disabilities



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

Research-Informed Practice

January 20–22, 2021

**Sheraton Sand Key
Clearwater Beach, Florida**

Are you an educator, administrator, researcher, college instructor, 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 research-informed strategies and interventions to enhance the educational outcomes for individuals with autism, intellectual disability, and/or developmental disabilities.

Our conference program features more than 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 choose to participate in one of two in-depth pre-conference training institutes: **Institute I** has an **educational professional focus**, **Institute II** has a **BCBA focus**.

DADD is excited to announce that we will host the **inaugural meeting of the National Autism Network of Statewide Implementers (NANSI)** on **Wednesday, January 20**, from **1:00 to 4:00 p.m.** If you are a state leader whose focus is on promoting the science and implementation of evidence-based practices within the educational environment to improve outcomes for individuals with autism spectrum disorder, please plan to attend. If you are interested in becoming a member, please contact NANSI (nansi.ebp@gmail.com).

Need credit for professional learning? We have that covered. CEUs through CEC, now known as Professional Development Hours (PDHs), are available for all conference sessions and both pre-conference institutes.

Value added alert for BCBA certificants! At **no** additional cost, up to **14 BACB CEUs** will be available for designated sessions on the conference program and for the pre-conference Institute II (3 CEUs in Supervision and 3 CEUs in Ethics).

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



**Division on
Autism and
Developmental
Disabilities**

Conference Overview

Wednesday, January 20, 2021

Pre-Conference Training Institutes

◇ *Institute I – Practitioner Focus*

Morning: **An Instructional Approach to Challenging Behavior: A Workshop for Building Teacher's Confidence and Competence in Providing Behavior Supports**

Robert Pennington, PhD, BCBA-D, **Megan Carpenter**, MEd, and **Melissa Tap**, MEd,
University of North Carolina, Charlotte

Afternoon: **Using What we Know about Alignment, Technology, and the 4 Stages of Learning to Support General Curriculum Access**

Ginevra Courtade, PhD, *University of Louisville*, **Bree Jimenez**, PhD, *University of Texas-Arlington*, **Ann Meyer**, Vice President, *Attainment Company*, and **Jenny Root**, PhD, BCBA,
Florida State University

◇ *Institute II – BCBA Focus (6 BACB CEUs in total)*

Morning: **Assessing and Addressing Staff Performance Problems in Schools and Clinics**
(3 BACB CEUs in Supervision)

Amanda DiGangi, PhD, BCBA-D, and **Sam DiGangi**, PhD, BCBA-D, *Arizona State University*

Afternoon: **Cultivating Compassionate Action in Behavior Analysis: Becoming More Responsive to Client and Caregivers' Needs** (3 BACB CEUs in Ethics)

Sara Snyder, PhD, BCBA-D, *James Madison University*, and **Rachel Cagliani**, PhD, BCBA-D,
University of Georgia

National Autism Network of Statewide Implementers (NANSI) Meeting

Opening General Session

◆ Welcoming Remarks ◆ Keynote Address ◆ Poster Presentations & President's/Past President's Reception

Thursday, January 21, 2021

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

Friday, January 22, 2021

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

Hot Topics & Featured Sessions

- ◆ **Strive & Thrive:** Evaluating Postsecondary Programs for Sustainability
Margo Izzo, PhD, & Jessie Green, MEd
- ◆ **Self-Determination of Black Youth with IDD:** What Do They Tell Us About Their Experiences in the Transition from School to Adult Life?
Colleen Thoma, PhD, LaRon Scott, EdD, & Katherine Brendli, PhD Candidate
- ◇ **Strategies to Promote Engagement of Learners with ASD and/or IDD Using e-learning Platforms**
Toni Van Laarhoven, EdD, BCBA-D, Michael Ackerman, Greg Ciufu, Veronica Cornell, & Traci Van Laarhoven-Myers
- ◆ **Self-Determination Through Artificial Intelligence**
Peter Zentel, PhD, & Michael Wehmeyer, PhD
- ◆ **Implementing Universal Design for Learning to Manage Challenging Behavior in the Classroom Setting**
Sacha Cartegna, PhD Candidate, & Chelsea Pierce, PhD Student
- ◇ **Designing and Implementing Early Literacy Interventions to Support Young Children with Physical Disabilities and Complex Communication Needs**
Susan Johnston, PhD, SLP
- ◆ **The Taboo Should Be Taught:** Supporting Autistic Young Adults in their Sexuality, Intimacy, and Relationships
Laurie Kahn, PhD, & Marisa Kofke, PhD
- ◆ **Diversity, Autism, and Developmental Disabilities:** Guidance for the Culturally Responsive Educator
Elizabeth Harkins, EdD, Marcus Fuller, PhD Student, Lynn Stansberry Brusnahan, PhD, Meaghan McCollow, PhD, BCBA-D, Peggy Whitby, PhD, & Kelly McNeal, PhD
- ◇ **Supporting People on the Autism Spectrum in Uncertain Times:** Coping and Thriving During the COVID-19 Pandemic
Stephen Shore, EdD
- ◆ **Telehealth Service Delivery:** Parent Training for Behavioral Interventions for Children with IDD
Christine Drew, PhD, BCBA-D, & Emily Gregori, PhD, BCBA-D
- ◆ **Coping and Special Education Services in Times of COVID**
Vicki Knight, PhD, BCBA, & Kim Zebehazy, PhD
- ◇ **SCARF–Not Just a Neck-Warmer:** An Introduction to the Single-Case Analysis and Review Framework
Cary Trump, PhD, BCBA-D, Jennifer Ledford, PhD, BCBA-D, & Kate Chazin, Doctoral Student
- ◆ **Making Unconscious Bias Conscious:** Observations and Candid Discussions with Pre-service Special Education Teachers about Strategies to Address Bias in the Intersection of Disability and Race/Ethnicity
Maria Mello, PhD, BCBA-D, & Seung Eun McDevitt, PhD

Conference Registration

Register through the conference website: <https://cvent.me/QR00Bx>

Registration Rates & Dates	DADD Members		Non-Members		Students (Undergraduate & Graduate)
	By Nov. 1, 2020	After Nov. 1, 2020	By Nov. 1, 2020	After Nov. 2020	
Pre-Conference Training Institutes January 20, 2021 Includes breakfast & lunch	\$160.00	\$180.00	\$180.00	\$200.00	\$145.00
Conference January 20–22, 2021 Includes breakfast & lunch Thursday & Friday, and welcome reception	\$315.00	\$350.00	\$350.00	\$385.00	\$280.00
Combined Package Rate for Training Institutes & Conference Includes breakfast & lunch each day and welcome reception	\$405.00	\$450.00	\$450.00	\$495.00	\$360.00

Exhibit space available – please contact the Conference Coordinator for details!

Conference Hotel/Room Bookings



Sheraton Sand Key Resort
 1160 Gulf Blvd.,
 Clearwater Beach, Florida 33767
 1.727.595.1611

An upscale oceanfront hotel with acclaimed dining, the Sheraton Sand Key Resort is situated on 13 acres of private white sand beach on the warm waters of the Gulf of Mexico.

Please **make your reservations by January 4, 2021**, to take advantage of the special daily conference rates (single & double occupancy) available at the Sheraton Sand Key Resort; **rates range from \$192 to \$272** and include complimentary parking, WiFi, and access to the fitness room. Rooms are available from January 12 to 28, 2021, so plan to arrive a few days before the conference or stay a few days after! **Note:** There is no daily resort amenity fee! Reservations may be made through this hyperlink, <https://www.marriott.com/event-reservations/reservation-link.mi?id=1582561601516&key=GRP&app=resvlink> or by calling the Sheraton Sand Key at 1.727.595.1611 (**CEC-DADD is the group booking reference**).

DADD Express

Volume 31, Number 3 • Summer 2020



A publication of the DIVISION ON AUTISM AND DEVELOPMENTAL DISABILITIES, a unit of the Council for Exceptional Children
Focusing on individuals with autism, intellectual disability, and related disabilities

Teachers' Corner

Intersectionality in the Classroom



Tracy McKinney
Georgia State University



Tracy Sinclair
University of Connecticut

Intersectional representation is important to our organization. To meet our goal of increasing intersectional contributions to the field, the DADD Diversity Committee is presenting a three-part series to educate others on the importance of intersectionality in special education. The first part in the series introduces how to start incorporating intersectionality into your classrooms. The authors offer a variety of resources and strategies to help you connect concepts to your practices.

When we think about teaching, we have often lumped students into three categories: *above level*, *on level*, and *below level*. While this categorizing may be helpful in some respects, there are also other “identities” that should be considered. For instance, race, ethnicity, and ability can all coexist and intersect as it relates to the PreK–12 environment (Boveda & Aronson, 2019). It is important that teachers find a way to fuse intersectionality into the main ingredients as opposed to sprinkling it in as a topping (Case, 2017).

Intersectionality as a concept is generally attributed to Crenshaw (1991); it was born out of the 1980s gender, race, and class studies movement. Scholars in multiple fields use intersectionality to critically examine how marginalized groups experience oppression and discrimination due to two or more “markers” of difference (Garcia & Ortiz, 2013). These markers were initially attributed to race, gender, or class but have recently expanded to include disability, sexuality, language, or any other “difference” resulting in discrimination, stereotyping, or oppression. Intersectionality exists when complicated topics involving race, gender, sexuality, nation, age, ability, language, and citizenship (any two or more) combine (Villa-Nicholas, 2018).

In the classroom, intersectionality can play a pivotal role in the interpersonal dynamics between peers and teachers, coordination and collaboration with families, and beliefs about postsecondary endeavors for students with disabilities. Seventy-three percent of students served under IDEA were from diverse

backgrounds in the 2013–2014 school year (Musu-Gillette et al., 2017), yet 82% of the teaching force is white (U.S. Department of Education, 2016). Adopting pedagogical systems rooted in intersectionality is a benefit to all. Teachers must move beyond acknowledgement of differences to *valuing* differences. Doing so takes both personal and professional work on the part of educators. We must first address our own personal identifying markers, then we must work to identify hidden bias and privilege, and finally we must actively teach in ways that honor, value, and capitalize on differences.

It is important to “check your temperature” as an educator. Your personal emotions can bleed over into your interactions with your students if you are not careful. Behaviors that may not normally bother you could cause an uncharacteristic reaction if you have not checked your temperature and become aware of it. While reflecting on your temperature, you also need to check your bias and privilege (Staats, 2016). It is often an uncomfortable topic, but it is a necessary one. Often people struggle to empathize because they have not acknowledged their biases and privilege. An example of privilege can be seen when a teacher discusses community helpers and indicates a police officer is a helper and can always be trusted. While this is generally true for many families, some families would disagree. As a teacher you perhaps need to consider other peoples’ realities. Additionally, you should also be sure your classroom and lessons represent everyone in your class. This is more than specific months set aside for diverse students (e.g., Black History Month). Instead, lessons infused with diversity should be included throughout the year in your curriculum.

As you work on promoting diversity and intersectional pedagogy throughout all aspects of your classroom, there are a number of podcasts, activities, websites, and books to choose from. Here are a few resources to consider:

1. **Dr. Christopher Emdin’s** (2016) book, *For White Folks Who Teach in the Hood...and the Rest of Y’all Too*, is a tool to help teachers create more comfortable and trusting spaces for students in urban classrooms. Trust is essential for teachers who work with students who do not look like them.
2. Podcasts featuring **Dr. Kim Case** and **Dr. Desdamona Rios** discuss their backgrounds and how they became interested in intersectional pedagogy. Specifically,

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President's Message

Ginevra Courtade



In the wake of the deaths of Ahmaud Arbery, Breonna Taylor, George Floyd, and countless others, DADD has released the following statement:

(June 3, 2020) First and foremost, to DADD's Black members, Black students and their families, and Black practitioners—your lives matter. We share the outrage and grief and condemn the killings of our Black brothers and sisters, as well as the terrible injustice and bias that continues to dictate their fates. We support the expression of hurt, anger, and outrage that has stemmed from centuries of systemic racism.

The Division on Autism and Developmental Disabilities joins with other organizations and individuals calling for action to end racial injustice and violence to people of color in this country. Children with autism, intellectual disability, and other developmental disabilities and the practitioners who serve them are not immune to racial injustice. Practitioners of color face

biases and discrimination every day. Our students of color are referred to special education at higher rates than their white peers and yet do not have access to the same services. These points alone bring another meaning to the words, "I can't breathe."

These events impart urgency to our ongoing efforts at DADD to combat bias and advance social justice, equity, and inclusion. We acknowledge that the majority of special education practitioners are white, and practitioners are not yet equipped to incorporate racial justice in their daily practices. We recognize our responsibilities to listen to people of color and engage in self-reflection. We commit to educating ourselves and others on how to serve as allies and how to be anti-racist.

I encourage you to consider your role in the community (e.g., practitioner, researcher, parent, self-advocate) and how you can use your voice to respond to racial injustice and inequality. Please refer to the DADD website, Facebook page, and Instagram and Twitter accounts for resources. If you have any questions or would like to begin a discussion, please reach out to me at g.courtade@louisville.edu. ■



Executive Director's Corner

Emily Bouck



As I write this message in May 2020, I am struck by how different education and our lives are now than they were a few short months ago when many of us in DADD gathered for the annual conference and how they may be different when you are reading this newsletter in August. Things both change so fast and feel like they stay the same.

First, let me start off by saying that the DADD board hopes all of our members and their family and loved ones are healthy and safe. We, like you, worry about our members, students, teachers, and schools in addition to our family and friends.

Second, I want to say thank you to the many DADD board members and general members who have stepped up during this time. I am always so honored to be a part of this division, but none more than when we come together. I want to thank

DADD President Ginevra Courtade for her leadership during this time of uncertainty and that of the entire executive board, which has been meeting regularly to discuss the situation and its impact on DADD and those practitioners and students we support. I would also like to thank Communications Chair Bree Jimenez for her work to curate resources and mobilize members to share resources and get them out through our website and social media (please check out our website for access and information about these). A thank you to Membership Chair Jenny Root, who has reached out to new members gained through CEC's free membership to educators through June. We hope that these new DADD members feel as you and we do—that DADD is a value-added part of their CEC experience and a professional home. Finally, a thank you to Conference Coordinator Cindy Perras, who has been working with the DADD executive board to think through our DADD conference scheduled in January 2021 in Clearwater, Florida.

Third, I want to say that DADD understands that the COVID-19 pandemic has changed the way we all do business, work,

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Legal Brief

Andrew F. v. Douglas County



Karin Fisher, PhD
Georgia Southern University



Courtney Hodge, BA
University of Arkansas



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

In 2017, the U.S. Supreme Court ruled on the case of *Andrew F. v Douglas County*, hereinafter *Andrew*, a case about a boy with autism who exhibited behaviors that interfered with his learning. His teacher could not manage his behaviors (*Andrew*, 2018). His Individual Education Program (IEP) reflected his lack of progress. After several years, his parents withdrew him from public school and enrolled him in a private school for students with autism where he began to thrive. His parents then hired a lawyer to ask the district to pay for his tuition because they believed the district had not provided their son with a free and appropriate public education (FAPE; Decker & Hurwitz, 2017). The lower courts in this case agreed with the school district and ruled they did not have to pay for the private school tuition. However, the parents' attorney found cases in other circuits in which judges ruled that students needed to make more than minimal progress on their IEPs. As a result of the inconsistency, the parents' attorney appealed to the Supreme Court. Andrew's parents asserted the district committed both procedural and substantive violations of the Individual with Disabilities Education Act (IDEA; Yell & Bateman, 2017). The result was the Supreme Court unanimously ruled, "A school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances" (*Andrew*, 2017, p. 15). The Supreme Court stated, "Goals may differ, but every child should have the chance to meet challenging objectives" (*Andrew*, 2017, p. 1,000). In summary, the Court ruled the promise of some educational benefit no longer meets the requirements of IDEA.

Courts previously determined FAPE using the *Rowley* (Board of Education of the Hendrick Hudson School District v. Rowley, 1982) two-part test. The educational benefit of FAPE stated the IEP must "confer some educational benefit upon the ... child" (*Rowley*, 1982, p. 200). Some circuit courts adopted the phrase of *de minimus* or slightly more than trivial (Yell &

Bateman, 2017). In a review of cases post-*Andrew*, the most cited portion of the decision was "an IEP must be reasonably calculated to enable a child to make progress in light of the child's circumstances" (*Andrew*, 2017, p. 15; Dieterich et al., 2019). Courts are now requiring districts to create and implement IEPs unique to each student with ambitious goals (Yell & Bateman, 2017).

Recommendations

Families

Special education was born from parental advocacy. As equal IEP team members, parents should understand the implications of *Andrew* and the resulting higher standard for FAPE. Parents now have the legal right to advocate for more than a minimal education during IEP meetings (Fisher et al., 2020). It is recommended families make sure their child's IEP is ambitious, challenging, measurable, and assessed (Yell & Bateman, 2017).

Teachers

All members of the IEP team need to be knowledgeable and prepared to develop IEPs that meet the new increased standard of FAPE. It is important that all educators understand their legal responsibilities (Couvillon et al., 2018). The IEP team needs to focus on more than compliance by making decisions based on each student's unique circumstances to develop a program that is "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances" (*Andrew*, 2017, p. 15).

School Administrators

Administrators are required to be aware of changes in special education law (Pazey & Cole, 2012). Staff development must be provided to convey legal updates (Couvillon et al., 2018).

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Strict monitoring of IEP teams' compliance with the updated procedural and educational benefit standards are necessary. It is recommended that administrators support effective teaming practices, which include time to meet, access to collaboration tools, and the recruitment of parental engagement in the IEP process (Dieterich et al., 2019). Furthermore, Fisher et al. (2020) recommended that district administrators provide parental training on FAPE and procedural safeguards and include parents as equal partners of the IEP team. Failure to know the increased standards of FAPE could result in ineffective and inappropriate IEPs. Improper IEPs could lead to a denial of FAPE and a violation of IDEA (Couvillon et al., 2018).

Conclusion

Endrew will likely be viewed as a landmark decision (Yell & Bateman, 2017). It redefined the educational benefit of FAPE in IDEA from IEPs providing a bare minimum education to the IEP being mandated to provide an educational benefit unique to each child. In order for more rigorous IEPs to be written, families, teachers, and administrators need to understand the importance of the changes in FAPE due to *Endrew*. Furthermore, they need to know special education law, be equal members of IEP teams, and provide rigorous programs for all students with disabilities. ■

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

and engage on a daily basis. Please know that we are working to respond to the ever-changing situation and guidelines. As such, the board made the difficult decision to postpone our 2020 summer mini-conference that was to be held in Louisville, Kentucky. The board will continue to do business virtually together but felt it was not yet safe for us to gather in July. We have also had multiple conversations about the Clearwater conference in January 2021, both within the board and with other members of CEC. CEC Executive Director Chad Rummel held a webinar about conferences for CEC units, which we attended. As I write this, CEC is still moving forward with their convention in

March 2021 in Baltimore, Maryland, and so are we, but—as any good organization should be doing—with contingency plans.

We are also continuing to expand professional development, resources, and opportunities for our members and others who may be considering becoming a member or are just looking for such things. These will be rolled out via our website, email, and social media. Please know that if you need something, reach out to us—we will do whatever we can do to help. Please continue to stay safe, and we know that you will continue to do everything you can to educate and advocate for your students—whatever their level. Thank you. ■



Megan Carpenter
University of North Carolina
at Charlotte

Becoming Leaders in the Field: Virtual Leaders

The conclusion of this school year was unlike any other. In many cases, the quick change to online instruction resulted in many graduate students adjusting to two new roles: online student and online instructor. We are dealing with cancelled conferences, lost networking opportunities, unfinished research studies, and looming decisions about the future. However, we are in a unique and unprecedented time in special education. Across the United States, more than 55 million students are no longer physically attending school (Peele & Riser-Kositsky, 2020). Although many schools have switched to emergency online delivery of instruction, students with autism, intellectual disability, and other developmental disabilities have additional challenges in accessing quality virtual instruction. Our students may have challenges attending to instruction, physically accessing the computer, and dealing with the changes in routine and environment. Our students require specialized instruction to continue to make progress, and instructors need to figure out how to deliver this instruction. However, during these unique times, we have the opportunity to become leaders in the field of special education. As students, we have knowledge and skills to help advance the field in this unprecedented time. How do we do this?

First, we need to admit that it is difficult. It is difficult to teach a system of least prompts to undergraduate students via online emergency instruction. It is difficult to teach a kindergarten student to navigate their new AAC device virtually. It is difficult to create a new dissertation plan. Special education looks different right now, and it is okay to admit it is difficult to continue to work to improve outcomes for people with autism, intellectual disability, and other developmental disabilities. When things seem too difficult, reach out for help. Reach out to your advisors and mentors. It is often in the most difficult times that you realize the importance of your advisor.

Second, although we need to admit this is a difficult time, we also need to focus on success and share those successes with others. Take time to recognize all the good going on in the field right now. Share the amazing videos your student teacher created. Show off your new publication. Celebrate the increased collaboration between home and school. The field of special education and DADD members continue to do great things for people with autism, intellectual disability, and other developmental disabilities.

Third, we can support our colleagues. We can support our fellow students at this time. The doctoral students at my univer-

sity created a group that meets virtually twice a week to provide each other the support we miss by being on campus together. Additionally, we can support people directly providing services to children, youth, and adults with autism, intellectual disability, and/or other developmental disabilities. If you find a great resource or strategy that works, share it with teachers. Simply reach out and ask how you can help those directly supporting people with disabilities. We are all trying to navigate this together.

Finally, and perhaps most importantly, we can build on our collaborative relationships and share our collective knowledge. Right now, the field is trying to figure out how to deliver effective emergency online instruction for people with disabilities. If you are an expert in video modeling, make the videos and share how teachers and parents can use them. If you have knowledge in behavior support planning, assist teachers in training parents to implement behavioral supports at home. You can contribute to the DADD YouTube channel and resource folder to help educators and parents continue to enhance the lives of people with disabilities.

In conclusion, although we are primarily functioning in a virtual world of special education right now, as emerging teachers, administrators, and researchers, we can take this opportunity to lead the field. The reason you are studying special education did not change, although the way you support people with disabilities may change. Our mission as an organization does not change. Now more than ever, we need to collaborate to enhance the quality of life of children, youth, and adults with autism, intellectual disability, and/or other developmental disabilities. ■

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(Teachers' Corner, continued from page 1)

they also describe more detailed information related to intersectional pedagogy and theory and how it intertwines with social justice.

<http://tinapippin.org/constructivism/intersectional-pedagogies/>

<http://nothingneverhappens.org/intersectional-pedagogies/intersectional-pedagogies-part-2/>

3. The website linked below has detailed information on teaching intersectionality in various grade bands of K–12, including standards, activities, and companion texts.

<https://www.tolerance.org/magazine/summer-2016/toolkit-for-teaching-at-the-intersections>

As you work to incorporate intersectionality in your classroom, it is important to remember that (a) it is appropriate and (b) there is the potential to feel uncomfortable. You must work through that feeling in an effort to make a change in your classroom culture. Draw from the resources listed in this article, and let your curiosity lead you to a richer discovery related to intersectionality. Subscribe to news sources (e.g., podcasts, social media outlets) and seek out information from your local higher education institutions or professional scholars who are focused on this topic to help you remain current in the area. Individuals who are dedicated to intersectionality are passionate about the issue and happy to share their knowledge and experiences with others who are open and willing to learn. This is a very complex topic and one should not expect to master it in a short amount of time. Be patient and persevere. Expect to continue to learn more about this topic for as long as you live.

The DADD Diversity Committee looks forward to continuing this important work in future issues of DADD Express. The second part in the series will focus on additional resources to support intersectionality in the classroom. If you would like to get more involved

with DADD's Diversity Committee, with concepts of intersectionality in special education, or with DADD, please contact Liz Harkins, Diversity Committee chair (harkinse@wpunj.edu). ■

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Diversity Committee Recruitment

Do you work with individuals with autism spectrum disorders and developmental disabilities? Do you teach preservice practitioners? Are you a member of DADD?

Intersectional representation is important to our organization. The DADD Diversity Committee seeks to advocate for the intersectional rights of and safety for (a) individuals with

autism, intellectual disabilities, and/or developmental disabilities and (b) the professionals who work with them.

The committee supports intersectional contributions to the field and commits to educating others on the importance of multiple perspectives of intersectionality in special education.

Please join us! If you would like to get more involved with DADD's Diversity Committee, please contact Dr. Elizabeth A. Harkins, Diversity Committee chair, at harkinse@wpunj.edu. ■

DADD Awards Presented at the 2020 DADD Annual Conference

At this year's DADD General Business meeting, several extraordinary individuals received awards. This year, in a switch from tradition, the DADD General Business meeting was held at the DADD annual conference in Sarasota, Florida. Following are the awards and award winners for 2020:

The **Research Award** was given to **Dr. Juliet Hart Barnett** from Arizona State University. Her work focuses on high quality teacher preparation and effective instruction for students with disabilities, particularly students with autism. Her scholarship is applied in nature and she is committed to translating research findings to classroom practice. Her work fills an important gap in the field of teacher preparation.

The **John W. Kidd Subdivision Award** was given to the **Arkansas DADD Subdivision**. This subdivision demonstrated the ideals of the division. Last summer, this subdivision hosted a mini-conference that included inviting our DADD president for a keynote presentation, as well as Make and Take sessions for practitioners to develop tools they could use immediately in their classrooms.

The **Shriver-Kennedy Student Achievement Award** was presented to **Michael Johnson**. He demonstrated the spirit of the award through his exceptional performance in the arts and volunteerism. In high school, he was a member of the advanced chorus, performing at Epcot for their annual Candlelight Christmas tradition. After high school, he attended Project SEARCH at Johns Hopkins All Children's Hospital, where he gained valuable job skill experiences. After completing Project SEARCH, Mikey chose to pursue a college experience and attended the STINGRAY program (Students Transitioning Into the Next Generation, Recognizing Alternatives for Youth) at the University of South Florida. His love of theater has led him to perform in several productions, from small parts to the lead. He currently performs with Theatre eXceptional in Largo, Florida.



Michael Johnson receiving his award.

The 2020 **Burton Blatt Humanitarian Award** is given to someone who has been a leader and advocate for many years in the area of intellectual disabilities. This year's recipient was **Dr. Teresa Taber Doughty** from the University of Texas at Arlington. She has shaped the field of special education in incredible ways, from assisting with the deinstitutionalization



Teresa Taber Doughty (center) receiving her award.

movement through job training for individuals with ASD to the development of methods for alternate assessment for learners with the most significant support needs.

We also officially presented the 2019 **Burton Blatt Humanitarian Award** to **Dr. Dianne Zager**. She was not able to join us at the conference in 2019, so it was our pleasure to present her with this award at the 2020 Annual Conference. She has authored or edited many articles, chapters, and books, including the first comprehensive textbook on educating learners with autism on the market, published in 1992 and now in its 4th edition.



Dianne Zager (center) receiving her 2019 Burton Blatt award.

Award Nominations for 2021

We encourage anyone to nominate someone whom they believe should be recognized for their work, service, research, and/or leadership in the field of developmental disabilities and autism spectrum disorders. Nominations are submitted to the Awards chair and then voted on by the voting members of the DADD Awards Committee.

Awards will be presented at the DADD annual conference, January 20–22, 2021, in Clearwater, Florida. The deadline for consideration of awards being given at the 2021 DADD conference is October 1, 2020. Nominees who are selected will be informed by November 1, 2020.

To submit a nomination, please complete the Google Form (either through the link provided below or by requesting a form) and submit any additional materials to: Angi Stone-MacDonald, Awards chair (angela.stone@umb.edu). The following is a link to the Google Form for nominating an individual for a DADD Award: <https://forms.gle/UC9CpNvX3srN27CV6>.

All individuals wishing to nominate someone for an award are asked to complete the form. ■

Prism 12 Release Announcement

The DADD Board of Directors is pleased to announce that the 12th volume in the **Prism** series is now available for purchase through the CEC bookstore (<http://pubs.cec.sped.org/embedded-instruction-in-the-general-education-classroom-for-students-with-intellectual-and-developmental-disabilities-prism-12/>).

This 12th volume in the **Prism** series, *Embedded Instruction in the General Education Classroom for Students with Intellectual and Developmental Disabilities*, is co-edited by J. Matt Jameson, John McDonnell, Tim Riesen, and Shamby Polychronis. This latest release in the DADD **Prism** series provides step-by-step directions for planning and implementing Embedded Instruction (EI) with students with ASD, intellectual disability, and other developmental disabilities in general education classrooms. EI involves delivering multiple, brief, and intentional instructional opportunities within ongoing classroom routines and activities to teach students targeted skills and/or behaviors.

Throughout the six chapters the authors' straightforward guidance is supplemented with multiple vignettes and teacher-friendly planning forms. This book is an invaluable resource for novice educators who want to get up to speed quickly and competently on EI, as well as an excellent resource for experienced

educators who are looking to refresh their knowledge or access the most current information on this highly effective, evidence-based strategy.

The **Prism** series is intended to provide practical and issues-oriented information related to serving children and youth with autism, intellectual disability, and related developmental disabilities. In addition to Prism 12, look for **Prism 11**, *Transition to Adulthood: Work, Community, and Educational Success*, edited by L. Lynn Stansberry Brusnahan, Robert A. Stodden, and Stanley H. Zucker; **Prism 10**, *Differentiating Instruction in the Inclusive Classroom: Strategies for Success*, authored by Barbara Gartin, Nikki Murdick, Darlene Perner, and Marcia Imbeau; **Prism 9**, *Footsteps Toward the Future: Implementing a Real-World Curriculum*, authored by Emily Bouck, Teresa Taber-Doughty, and Melissa Savage; **Prism 8**, *Friendship 101: Helping Students Build Social Competence*, edited by Juliet Hart Barnett and Kelly J. Whelan; and **Prism 7**, *A Guide to Teaching Students with Autism Spectrum Disorders*, edited by Darlene E. Perner and Monica E. Delano. All of these are available from CEC at <http://pubs.cec.sped.org/?s=prism>.

Also, look for the four-book set *Educating Student with Intellectual Disability and Autism Spectrum Disorder* by Jordan C. Shurr, Bree A. Jimenez, and Emily C. Bouck at <http://pubs.cec.sped.org/four-book-set-on-educating-students-with-intellectual-disability-and-autism-spectrum-disorder/>. ■



Editor's Note



Chris Denning

I hope you enjoyed this issue of *DADD Express*. Many of the articles in this issue highlighted intersectionality and anti-racism, and we plan to continue this focus in future issues. It's past time to create real and lasting change for our communities, students,

colleagues, and friends. Let me know if you'd like copies of recent Teacher's Corner, Legal Brief, or EBP articles, or look for them on the new DADD website at <http://www.daddcec.com/>. The website is filled with all things DADD.

Interested in writing for *DADD Express*? We are always soliciting articles for Teachers' Corner and for our EBP and Legal Briefs sections. If you would like to contribute, please contact me with ideas or questions (christopher.denning@umb.edu). ■

DADD Website:

<http://www.daddcec.com/>