

23rd International Conference on Autism, Intellectual Disability, & Developmental Disabilities



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

**Research-Informed Practice
January 26–28, 2022**

**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! Across numerous in-person and select virtual sessions, presenters will share the most current research and practice recommendations related to improving educational outcomes for individuals with autism, intellectual disability, and/or developmental disabilities.

The conference program features more than 250 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 a **technology focus** and **Institute II** has a **BCBA focus**.

DADD is excited to announce that we will again host the **meeting of the National Autism Network of State-wide Implementers (NANSI)** on **Wednesday, January 26**, 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 **15 BACB CEUs** will be available for designated sessions on the conference program.

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 26, 2022

Pre-Conference Training Institutes

◇ **Institute I – Technology Focus (3 BACB CEUs)**

Full Day: **Using Current and Emerging Technologies to Enhance Equity, Inclusion, and Independence Outcomes for Students with ASD and/or Intellectual Disability**

Don McMahon, PhD, *Washington State University-Pullman*; **Sarah Howorth**, PhD, BCBA, *University of Maine*; **Erin Farrell**, MA, BCBA, *Minnesota Department of Education*; and **Rachel Wright Jones**, PhD, *Progressive Inclusion LLC*

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

Morning: **Ethical Decision Making: Considering Culture, Intersectionality, Diversity, and Bias (3 BACB CEUs in Ethics)**

Peggy Schaefer Whitby, PhD, BCBA-D, *University of Arkansas*; **Elizabeth Harkins**, EdD, *William Patterson University*; **Tracy Sinclair**, PhD, *University of Connecticut*; and **Sarah Campau**, MS, BCBA, *University of Arkansas*

Afternoon: **Training Supervisees: Making Ethical Decisions and Navigating Culture, Intersectionality, Diversity, and Bias in Clinic, Home, and Community (3 BACB CEUs in Supervision)**

Peggy Schaefer Whitby, PhD, BCBA-D, *University of Arkansas*; **Elizabeth Harkins**, EdD, *William Patterson University*; **Tracy Sinclair**, PhD, *University of Connecticut*; and **Sarah Campau**, MS, BCBA, *University of Arkansas*

National Autism Network of Statewide Implementers (NANSI) Meeting

Opening General Session (in person and via Zoom)

◆ Welcoming Remarks ◆ Keynote Address ◆ President's Reception

Thursday, January 27, 2022

- ◆ Poster Presentations & Continental Breakfast (in person)
- ◆ Concurrent Breakout Sessions/Featured Speakers (morning & afternoon, in person and via Zoom)
- ◆ Networking Luncheon & Poster Presentations (in person)
- ◆ DADD General Business Meeting (in person and via Zoom)

Friday, January 28, 2022

- ◆ Poster Presentations & Continental Breakfast (in person)
- ◆ Concurrent Breakout Sessions/Featured Speakers (morning & afternoon, in person and via Zoom)
- ◆ Networking Luncheon & Poster Presentations (in person)
- ◆ Closing General Session (in person and via Zoom)

Hot Topics & Featured Sessions

Note. This is a sampling of the 250+ sessions on the program.

- ◆ **Moving FACES Forward: Findings from an Advocacy Intervention for Black Families Raising Autistic Children**
Jamie Pearson, PhD, Jared Stewart-Ginsburg, MEd, Kayla Malone, MEd, & Danyale Sturdivant, MSW, LCSW
- ◆ **Applying the 2022 Ethics Code for Behavior Analysts in Diverse Educational Settings**
Laura Bassette, PhD, BCBA-D, & Francine Baffa, PhD, BCBA-D
- ◇ **Teaching Mathematics to Students with Autism Spectrum Disorder and Intellectual Disability**
Emily Bouck, PhD, Jenny Root, PhD, BCBA, & Bree Jimenez, PhD
- ◆ **Help Is on the Way! Designing Inclusive Classrooms for All Students**
Shawnee Wakeman, PhD, Holly Johnson, MAT, & Amy Clausen, Doctoral Student
- ◆ **Teaching Mindfulness Within a Social Skills Construct**
Toni Merfeld, MsEd., Ambrose Ball-Harney, & Candice Fedeler
- ◇ **Assessment! Goals! Compliance! Oh My! Using Transition Assessments to Support Students with More Significant Support Needs**
Tracy Sinclair, PhD, BCBA, Kendra Williams-Diehm, PhD, & Chris Sanford, PhD
- ◆ **The Transformation of Hybrid Education**
Ann Meyer, MA
- ◆ **Beyond Tier Three: Individualized Levels of Support to Promote Access and Progression Through Technology-based Interventions for Students with Autism and Intellectual Disabilities**
Julie Thompson, PhD, BCBA-D
- ◇ **Culturally and Linguistically Responsive Language Assessment and Instruction for Learners with Autism**
Janet Enriquez, MEd, BCBA, & Alonzo Andrews, MA, BCBA
- ◆ **Comprehensive Inclusive Education for Students with Significant Cognitive Disabilities: Straightforward Tools to Link the General Education Curriculum, Daily Schedule, and the IEP**
Jessica Bowman, PhD
- ◆ **Universally Designed: Effectively Instructing Future Teacher Educators for an Inclusive Classroom**
Allison Kroesch, EdD, & Kim Fisher, PhD
- ◇ **How to Create and Implement a Digital Individualized Behavior Management Reward System Using Boom Cards and Slide-Based Programs**
Krystle Merry, Doctoral Student
- ◆ **Hidden Voices: Experiences of Culturally and Linguistically Diverse Parents Navigating Transition Planning**
Sehrish Shikarpurya, MEd

Conference Registration

Register through the conference website: <https://cvent.me/34ZL8Z?RefId=Cvent+Summary>

Registration Rates for Presenters & Attendees <i>In-person registration includes breakfast & lunch</i>	CEC-DADD Members	Non-Members	Student CEC-DADD Members	Student Non-Members
Pre-Conference Training Institutes January 26, 2022	\$150.00	\$180.00	\$125.00	\$150.00
Conference January 26-28, 2022	\$300.00	\$350.00	\$200.00	\$250.00
Package Rate for Pre-Conference Training and Conference January 26-28, 2022	\$405.00	\$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 5, 2022**, to take advantage of the special daily conference rates (single & double occupancy) available at the Sheraton Sand Key Resort; **rates range from \$194 to \$234** and include complimentary parking, WiFi, and access to the fitness room. Rooms are available from January 23 to 30, 2022, 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/eventreservations/reservation-link.mi?id=1616159477366&key=GRP&app=resvlink> or by calling the Sheraton Sand Key at 1.727.595.1611 (**CEC-DADD** is the **group booking reference**).

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Focusing on individuals with autism, intellectual disability, and related disabilities

Teachers' Corner

Why Pronouns Matter



Sarah Campau
University of Arkansas



Peggy Schaefer-Whitby
University of Arkansas

May 2018 was the first time the phrase “What are your preferred pronouns?” was entered into a Google search engine, and there has been an upward trend in pronoun-related searches since (Google Trends, 2020). By 2019, Merriam-Webster declared “they,” a nonbinary pronoun option, word of the year (Merriam-Webster, 2019). At the same time, the dictionary published an expanded definition recognizing “they” as an appropriate pronoun for a single individual. While the expanded definition may seem irrelevant to teaching those with autism spectrum disorder (ASD), there are clear reasons why special education teachers should consider pronoun usage with all students.

Why Is This Important for People with ASD?

Research suggests there is a strong intersection between individuals with ASD and those who fall outside of cis-heterosexual norms (Dewinter et al., 2017; George & Stokes, 2018; Rudolph et al., 2018). In fact, individuals with ASD are 7.59 times more likely to identify with a gender variance than members of the general population (Strang et al., 2014). Compared to those without a diagnosis, individuals with ASD have more than double the risk of suicide (Kirby et al., 2019), and youth who identify as LGBTQ+ have three times the rate of suicide attempts compared to heterosexual counterparts (Marshal et al., 2011). The intersectionality of identities puts LGBTQ+ individuals with autism at a significant risk of harm, making it imperative to consider an educator’s role in reducing this risk.

What are Preferred Pronouns?

People who identify with pronouns different from those assigned at birth commonly identify as members of the lesbian, gay, bisexual, transgender, and queer plus (LGBTQ+) community. LGBTQ+ is an umbrella term used to represent those who identify outside of gender and heterosexual norms. Changes in

pronoun identification are often in response to dysphoria related to a person’s gender presentation. Specific pronoun use aligns the pronoun with the person’s gender expression (LGBT Resource Center, n.d.; Rizzo-Smith, 2020). Within the gender binary there are two forms of pronouns: she/her/hers and he/him/his. It is now common for individuals to identify outside of the gender binary and subscribe to different pronouns. They/them/theirs is the most common nonbinary set of pronouns; other less common but no less valid alternatives exist.

How Do I Find Out Someone’s Pronouns?

Pronoun identification has become more prevalent in society with visibility in professional emails, on name tags, or included during an introduction. It is becoming standard practice for all people to identify their pronouns, regardless of how they identify, to normalize expressing pronouns for everyone and not single out those who may have different than expected pronouns (LGBT Resource Center, n.d.). Current etiquette allows for a person to introduce their pronouns when meeting someone new and to ask for the other person’s pronouns. If a person does not immediately volunteer their pronouns in conversation it is OK to ask, which can be made easier if offering your pronouns. If you aren’t comfortable asking someone their pronouns and are unsure about their pronouns, take cues from others more familiar with the person and use gender-neutral options (they/them/theirs).

What If I Use the Wrong Pronouns?

The appropriate response when you use wrong pronouns may vary depending on the environment and the individual. The LGBTQ+ Resource Center at the University of Wisconsin recommends that in some cases a brief recognition of the error may be warranted, but often quickly changing to use the appropriate pronouns is sufficient (2020). It’s inappropriate to have an extended conversation about how you feel bad or how difficult it is to get it right. Asking to have your pronouns respected is not to make you uncomfortable, but rather to make the person requesting specific pronouns to be comfortable (LGBT Resource Center, n.d.).

Educators’ Impact

Teachers are an integral and influential part of a student’s life, and with that comes the opportunity to make a large impact in the lives of all students. Using a person’s identified preferred

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President's Message

Rob Pennington



DADD Community,

Whether you spent your summer lounging at the pool reading *ETADD* and the latest DADD Prism series book, or adventuring with family and friends, I hope you found these warmer months rejuvenating and filled with inspiration. I am sure that many of you also might feel some anxiety around what a (hopefully) post-pandemic fall might bring. I certainly do. Just remember that, when faced with this difficult last year and a half, you were resilient and continued to do your best in supporting those around you. You've got this, but if you need a little help, please lean on DADD.

This summer, your DADD board members have been busy. Our vice president (Leah Wood) and president-elect (Peggy Schaefer-Whitby) attended CEC's annual leadership training to build upon their strengths in making sure DADD is well-connected and strong in its resolve to fulfill its mission. We appointed Chris Denning as the Communications Committee co-chair to assist in our critical dissemination work and to continue to serve as the editor of our *DADD Express* newsletter.

The conference committee organized and implemented the proposal review process for both upcoming DADD and CEC conferences, as well as supporting our summer digital mini-conference planned by Leah Wood and past president Ginevra Courtade. Finally, we hope that you were able to stay connected with us via our social media and DADD community chats over the summer.

Also, I would like to take a moment to express my gratitude to our membership, especially those from underrepresented groups. This year many of you have shared your positive experiences with and hopes for the division, and I want you to know that we hear you and are committed to continuous work towards inclusivity. There are numerous opportunities through positions on the board, service within committees, and our various media outlets to elevate your voice. If you are interested in getting more involved, I encourage you to do so, as I am sure you will find DADD welcoming and interested in learning from your experiences. If you have pondered running for a leadership position, feel free to reach out to me directly (robert.pennington@uncc.edu) and I would be happy to extol the amazing experience of serving on the DADD board. ■

Rob Pennington

robert.pennington@uncc.edu



Executive Director's Corner

Emily Bouck



For my executive director message this newsletter, I wanted to say thank you to all DADD members who took the opportunity to vote in the DADD bylaw changes election this spring. As always, we appreciate your involvement in DADD. I wanted to take a moment to summarize the changes to the DADD bylaws, per the vote:

- The creation of Communication Committee co-chairs, rather than one chair. One co-chair will be responsible for the website and social media; the other co-chair responsibilities will include the newsletter as well as critical issues. These two co-chairs will work together to lead the Communications Committee. Bree Jimenez was originally the chair; Chris Denning was appointed as the new co-chair.

- The removal of the Critical Issues Committee, whose responsibilities were redirected to the co-chair of the Communications Committee.
- Aligning the bylaws with current practice, including that the chairs of the Diversity, Membership, and Awards committees will be appointed from the member-at-large positions, including the Canadian representative, as well as removing the limitations on committee membership (i.e., committees shall consist of the committee chair (or co-chairs), the division president or their designee, and at least three additional members of the division).

If you are interested in getting more involved with DADD, please feel free to reach out to me (ecb@msu.edu) or any DADD board member. We hope you have a great start to the school year and look forward to seeing you at DADD events, such as our conference in Clearwater, Florida, in January 2022. ■



Legal Brief

Legal Considerations: Pronoun Use



Sarah Campau
University of Arkansas



Peggy Schaefer-Whitby
University of Arkansas

Since the 2020 election cycle, there has been a significant increase in legislation across the United States targeting transgender youth. The existence of seemingly contrary laws, combined with a very public cultural debate, can make it difficult for educators to understand how the law and the public debate affects students. In addition, a series of recently passed state laws, likely destined for the U.S. Supreme Court, make it difficult to anticipate the impacts in public education settings. In this legal brief, we will take a closer look at pronoun use in the classroom through the lens of Title IX (Education Amendments Act of 1972, 2018) and the current state legislation.

Title IX: What Is “Sex”?

When examining the laws concerning pronoun use and teacher responsibilities, the first place to look is Title IX. Since its passing in 1972, Title IX has established a federal standard for anti-discrimination in education on the basis of sex.

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The legal debate about Title IX, pronoun use, and gender identity hinges on the definition of sex, although gender identity and sex should not be confused. In other words, does the legal definition of sex include a student’s gender identity, or is it strictly interpreted using a person’s biological characteristics? While cases await challenge in the U.S. Supreme Court, lower courts have issued rulings in both the affirmative and in dissension of transgender rights for students in a school setting.

In 2016, the Office of Civil Rights (OCR) within the U.S. Department of Education released a “Dear Colleague” Letter (DCL; 2016) that was intended to help legally guide and sup-

port interpretation of Title IX by stating that schools generally have to treat transgender students in accordance with their gender identity. This issuance sparked further debate through legal cases (e.g., *Price-Waterhouse v. Hopkins*, 1989) on the authority of the DCL and whether “sex-stereotyping” protects gender identity. To further complicate defining sex within Title IX, the Trump administration rescinded the DCL, which removed protection for transgender students and reignited previous legal disputes.

Solutions outside of the courtroom could be addressed at the federal level. Congress could pass a law protecting all gender-identity-based discrimination, or could delegate authority to the OCR to make a determination given the ability to speak and interpret with the force of the law on debated statutes. The Department of Education and Department of Justice also have the ability to issue memorandums or additional DCLs protecting transgender students from harassment and discrimination. This would guarantee temporary protections, but a back-and-forth between political administrations does not provide lasting protections for transgender students. Ultimately, there has yet to be a clear determination if Title IX protects a student’s right to participate in school aligned with their gender identity.

First Amendment

Pronouns are, at one of their most basic definitions, speech. While this seems like a gross oversimplification of the concept, this challenges the court to examine pronouns through the lens of free speech, as opposed to as an identity issue. If a teacher refuses to use a student’s identified pronouns, is the school allowed to fire them, or is their speech protected by the

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(*Legal Brief*, continued from page 3)

First Amendment? If an educator chooses to call a student only by the pronouns that match their gender, could the teacher's speech be considered defamation and therefore not protected by the First Amendment?

There are a series of cases being argued in the courts to determine whether speech is exempt from the legal protections of the First Amendment if a person knowingly uses incorrect pronouns. Most recently, the Sixth Circuit U.S. Court of Appeals ruled in *Meriwether v. Hartop et al.* (2021) that a professor who was fired after refusing to use a student's identified pronouns can pursue a lawsuit against the school for wrongful termination. This ruling sides with advocates for expansive protections of free speech, particularly citing precedence that schools would be able to shape ideological conformity if professors feared retribution for speech. The case is being closely watched by educators, First Amendment advocates, and LGBTQ+ activists as it continues through the appeals process.

New Wave of State Legislation

In 2021 there have been a record number of attempts to pass anti-transgender legislation, including 82 bills introduced in state legislatures across the country in the first three months of the year (Ronan, 2021). The proposed bills, if successfully passed, will directly affect children with the creation of regulations regarding name use, bans on child athletes competing in team sports outside of their assigned sex, restricted access to bathrooms, and prohibitions on gender-affirming medical care. In contrast, there are local areas attempting to pass and defend strengthened protections for students (i.e., N.Y.C. Admin. Code § 8-102(23), 2002).

A large portion of the debate centers on who has the right to alter and interpret the rights of transgender students in the schools. Historically, states have independence to make decisions on topics not yet defined or in the legal authority of the federal government. Since schools are federally funded programs, they are required to follow national regulations and guidance from federal government agencies as reflected by Title IX

and the IDEA.

What Can I Do?

Much like other historic social debates within the court systems, there is a back-and-forth process as cases are debated through appellate and higher courts or wait for congressional intervention. There is no clear legal answer regarding protections for transgender students or regulation of school officials. Ambiguity creates scenarios in which students are treated differently for their gender identity based on where they live within the United States. This can put schools and teachers in a difficult position when there is no clear guidance. What is clear is that educators have a proven ability to help their transgender students by being accepting and creating a safe space in the classroom for them. ■

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Preparing for Your Own Transition



Megan Carpenter
*University of North Carolina
at Charlotte*

Summer 2021 will be transitional for many people. As restrictions are lifted, vaccines are available, and schools and businesses reopen, many people are adjusting to a new normal. For students studying special education, we may finally get back into schools and attend classes on campus. For students who finished their program this spring, they will be adjusting to a new position, many times in a new district, university, or city. Life after dissertation is an adjustment. During our June Community Chat, we heard from four individuals who recently completed their doctoral programs as they spoke on transitioning out of the doctoral program into new roles as faculty, visiting lecturers, and post-doctoral researchers. While there is not a road map to follow, Drs. Sarah Cox, Marcus Fuller, Maria Hugh, and Ashley Voggt shared their experiences and insights for making a successful transition.

Dr. Sarah Cox is currently an assistant professor of special education at Eastern Michigan University; Dr. Marcus Fuller is currently a visiting lecturer in special education at the University of Vermont; Dr. Maria Hugh is currently a postdoctoral fellow at the SMART Center at the University of Washington; and Dr. Ashley Voggt is currently an assistant professor of special education at Texas A&M Corpus Christi.

Excitement of the Transition

When asked about the most exciting part of the transition out of their doctoral programs, our panelists alluded to a sense of independence and excitement for change. Most of our panelists agreed that there was a change in how they viewed themselves. They were more comfortable making courses their own, interjecting ideas in research meetings, and collaborating with respected researchers. Joining a new team or taking on a new role has allowed them to contribute to building something new, to add to their own work, and to build on the work of others.

Doctoral Preparation

When asked in what ways they felt most prepared, our panelists discussed the scaffolded experiences they had in research

and teaching. Having opportunities to observe and co-teach in their doctoral programs led to taking responsibility for their own courses as the next logical step. This was similar for research. Collaborating with advisors and other faculty in their doctoral programs helped them learn to collaborate with new teams and continue to build their research agendas. Our panelists also shared the importance of the relationships they built in their doctoral programs. These continually expanding networks helped them secure their current position or will help them secure a future position. Additionally, many of our panelists continue to publish with their advisors.

Challenges

Although the transition out of a doctoral program can be exciting, it can also be filled with challenges. One of the biggest challenges our panelists identified was not knowing where to go when they had questions. They all had many questions when they started their new programs. Our panelists sought out mentors, asked department chairs, and made connections with colleagues who could not only answer questions but also direct them to the appropriate resources to answer their questions. They agreed it was important to continue to ask questions to help them become established at their new universities.

Final Words of Advice

When they started their new positions, they were asked to join committees and research teams, and to help with additional service opportunities. Our panelists agreed it was important to consider if the opportunity aligned to their goals and priorities. Every time they said yes to something, they knew they would need to say no to something else. It was important to find ways to politely decline opportunities that did not align with their goals and priorities.

In conclusion, the transition out of your doctoral program is a challenging and exciting time. New positions come with new responsibilities, new locations, and new opportunities. ■

(Teachers' Corner, continued from page 1)

pronouns reduces risk and prevalence of anxiety, depression, and suicide. Of transgender youth who have attempted suicide, 92% of survey respondents reported attempting taking their own life before the age of 25 (The Trevor Project, 2019). School staff are contacting LGBTQ+ students at an age when they are most vulnerable. Respecting someone by using the pronouns they have identified for themselves is an act that can benefit the asker.

Research suggests that the risk of suicide in LGBTQ+ youth decreases if they have one supporting adult in their life (Trevor Project, 2019). The accepting adult does not have to be a parent; it can be a teacher, clinician, or neighbor. That accepting adult could be you. Accepting a person is more than simply offering verbal support of LGBTQ+ youth, it is reflecting and demonstrating support in actions. Recent figures suggest that transgender and nonbinary youth populations have half the suicide rate when they have their pronouns respected in all or most of their lives. Respecting pronouns in youth is a form of suicide and harm prevention.

Are you an educator who strives to create safe spaces for your students and believes in reducing harm? Then you are an educator who should support using identified personal pronouns. Looking for more resources to help educate yourself and your colleagues, or seeking out resources on creating a more inclusive classroom? Consider accessing the *History Un erased* curriculums, The Trevor Project, and the GLSEN (formerly the Gay, Lesbian & Straight Education Network) Safe Space Kit. The efforts of individuals, especially those in positions of influence, can make an incredible difference in the lives of youth at risk. ■

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DADD Awards

The following awards are given each year through a nomination process by members and friends of DADD. We encourage anyone to nominate individuals who should be recognized for their work, service, research, and/or leadership in the field of intellectual disability, autism, and other developmental disabilities.

Awards will be presented at the DADD 2022 Annual Conference, January 26–28, 2022, in Clearwater, Florida. The full nomination form will be available in September and due by October 1, 2021. Award recipients will be notified by November 1, 2021. Please feel free to contact the awards chair Jordan Shurr (j.shurr@queensu.ca) with any questions.

For a full description of the awards and to submit a pre-nomination short form, please visit: https://queensu.qualtrics.com/jfe/form/SV_aWvyEa1axQTmkC2. ■

Awards for DADD Members and Non-Members

- Teacher of the Year
- Para-Educator of the Year
- Shriver–Kennedy Student Achievement Award
- Legislative Award

Awards for DADD Members

- Research Award
- Tom E. C. Smith Early Career Award
- John W. Kidd Subdivision Award
- Burton Blatt Humanitarian Award



DADD Publications

The Board of Directors of the Division on Autism and Developmental Disabilities of the Council for Exceptional Children are pleased to announce that a revised edition of *A Guide to Teaching Students with Autism Spectrum Disorder* is in the works! The first edition was the 7th volume in the Prism series, and remains one of the most popular titles in the series. Darlene Perner and Rob Pennington will be co-editors for the book, and the new edition will offer readers updated information from some of the leading figures in the field of autism spectrum disorder (ASD). So, stay tuned!

For those who can't wait and are looking for a deeper dive into teaching strategies for students with ASD, the four-book set on *Educating Students with Intellectual Disability and Autism Spectrum Disorder* remains available at <https://exceptionalchildren.org/store/books/four-book-set-educating-students-intellectual-disability-and-autism-spectrum-disorder>. Also, don't forget about DADD's newest publications: (1) *Mathematics Education and Students with Autism, Intellectual Disability, and Other Developmental Disabilities* and the free instructor's guide (<http://www.daddceec.com/dadd-market-place.html>) and (2) *Diversity, Autism*

and Developmental Disabilities: Guidance for the Culturally Sustaining Educator (<https://exceptionalchildren.org/store/books/diversity-autism-and-developmental-disabilities-guidance-culturally-responsive-educator>).

And finally, here is a money- and time-saving tip to all course instructors who are using an ETADD article as part of their course readings. Instead of printing your students a PDF or downloading your personal copy to a website, why not send them a link? Specifically, a link to your favorite ETADD articles through JSTOR. JSTOR stands for “*Journal Storage*.” It's an electronic archive of leading journals across multiple academic disciplines. The search engine is a breeze to use, and those who use it are rewarded with a PDF (facsimile) of their favorite ETADD articles. Each user gets 100 free downloads! Check it out right now by clicking on the link at the end of this reference:

Schultz, T., Able, H., Sreckovic, M., & White, T. (2016). Parent-teacher collaboration: Teacher perceptions of what is needed to support students with ASD in the inclusive classroom. *Education and Training in Autism and Developmental Disabilities*, 51(4), 344–354. Retrieved June 14, 2021, from <http://www.jstor.org/stable/26173862>. ■

Save the Date!

Join us in Clearwater Beach, Florida, for DADD's 23rd International Conference on Autism, Intellectual Disability and Developmental Disabilities

January 26–28, 2022



CLEARWATER
BRIGHT AND BEAUTIFUL · BAY TO BEACH



For further information, please contact:
Cindy Perras, Conference Coordinator (cindy.perras@gmail.com)

Editor's Note



Chris Denning

I hope you enjoyed this issue of *DADD Express*. Let me know if you'd like copies of recent Teacher's Corner, Legal Brief, and

EBP articles or look for them on the new DADD website at <http://www.daddcec.com/>.

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/>