



Teachers' Corner

Supported Decision-Making – What Educators Need to Know



Megan E. Carpenter



James R. Thompson

University of Kansas



Michael L. Wehmeyer

The transition to adulthood is a pivotal time in the life of all young people. This is especially true for adolescents with autism, intellectual disability, or related developmental disabilities. The school-to-adult life transition planning mandate in IDEA was partly predicated by evidence of disappointing postschool outcomes for young people with disabilities, and it was hoped the introduction of transition planning and services would lead to more positive adult outcomes. Although transition planning has traditionally focused on achieving goals related to multiple domains of adult life (e.g., employment, post-secondary education, living arrangements), it is important that educators understand and emphasize the importance of engaging in a different, critical conversation. Namely, how to prepare adolescents to exercise their legal rights and freedoms associated with adulthood.

Surrogate Decision-Making as the Default Option

Minors are not granted the same legal rights as adults. With only a few exceptions in jurisdictions throughout North America, however, once people reach the age of 18, or the so-called age of majority, they are afforded the full legal rights and responsibilities of adulthood. Withholding legal rights from children is not controversial; it would be preposterous to argue that certain adult rights such as getting married, buying property, or carrying a firearm should be extended to young children. But historically there have been many young people with autism, intellectual, and related developmental disabilities who have been denied the

opportunity to assume their legal rights. Too often, young adults with autism, intellectual, or related developmental disabilities have had a surrogate decision maker (e.g., a guardian) appointed by a court to make decisions for them based on the justification that as a function of their disability, they lack the capacity to make decisions for themselves.

Supported Decision Making as a Best Practice and as a Legal Status

Even when done with the best of intentions, court appointed guardianship infringes upon a person's right to be the ultimate decision maker in their own life. Over the past decade an increasing number of self-advocates and scholars have called for supported decision-making (SDM) to replace, or at least supplement, surrogate decision making and guardianship. SDM is used to describe a legal status where the decision-making power remains vested with the person with a disability, but they receive support from others to help them make decisions. There are many jurisdictions (e.g., States of Illinois and Texas) where SDM has been codified into law as an alternative to guardianship. SDM is also used to describe a best practice that is focused on how the person with the disability consults with their trusted group of family members, friends, and at times, service providers to make life decisions. Although SDM may take different forms and structures, legally as well as in practice, when discussing SDM it is important to distinguish whether the focus is on SDM as a legal status or on SDM as a best practice.

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President's Message

Peggy Schaefer Whitby

Greetings!

January was a very busy month! Both the CEC and DADD conferences were held in Florida. Even with the impact of COVID, DADD members were highly active in both conferences by presenting and attending both virtually and in-person while implementing extra COVID precautions and working on DADD committee agendas in a hybrid format.

Thank you to DADD members who made the 23rd International Conference on Autism and Developmental Disabilities a huge success. Many first-time conference attendees and new members joined us this year. Let's continue to spread the word on the great work DADD does and how they can be your professional home.

The conference had a theme of diversity, equity and inclusion embedded throughout its content. From the open-



ing session, where we visited issues of DEI from the past, present and into the future, to a call-to-action challenge on collaborating with others who are different than you in the closing session. It is important for DADD members, who act as leaders and role models in teaching and educating individuals with autism and developmental disabilities, to be intentional in their daily actions regarding diversity, equity, and inclusion. We need to monitor our own behavior regarding microaggressions and implicit bias found in our teaching and research, apologize when we make mistakes, and call out actions that oppress the people we serve while educating others.

We have many opportunities for members to do more. If you want to become involved, please visit our website or read our brochure for ways to engage www.daddcec.com/uploads/2/5/2/0/2520220/pathways_to_engaging_in_your_dadd_community-5_copy.pdf.

I am excited about the growth and development of our organization. I sincerely hope that by working intentionally, DADD membership will shift in openly and proudly representing all people with autism and developmental disabilities, teachers, and families.

Executive Director's Corner

Emily Bouck

As I write this, I sit in the Tampa airport awaiting my flight home to Michigan from the 2022 DADD conference. First, I want to acknowledge the incredible work of our conference coordinator Cindy Perras and conference committee, including now DADD President Peggy Whitby, DADD Past President Rob Pennington, DADD Vice President Elizabeth Harkins, and committee member Tom Smith, as well as the whole DADD board, for making the in-person DADD conference occur. It was, for me, a few days of very mixed feelings; it was the largest group of people I had been with since September when I attended my university's graduation recognition ceremony to acknowledge those who graduated virtually in 2020 and 2021. Of course, in September, I was feeling a lot better having been vaccinated and everyone in my family vaccinated but my youngest. Fast forward to December and January with the more contagious omicron variant, I felt a continuous mix of joy of seeing friends and colleagues in person who I have missed over the past two years and nervousness related to the ongoing pandemic (or endemic). I appreciate the safety measures we worked to implement and also fully acknowledge where we fell short. Those who critiqued us for social media picture posts of board members, speakers, and events without masks were correct to do so. As



an organization, we need the trust of our members and we must adhere to, and model, the behavior we expect and advertise. However, I also want to assure members, who may be apprehensive like me about resuming pre-March 2020 life, that we did take seriously our vaccination mandate and checked that attendees were vaccinated, even if you were not required to show your printout. I also want to reassure others, and myself, that we need to continue to find ways to live and work with Covid-19. I am sure it will still be around for our 2023 conference (and also, I am going to go on record that Clearwater Beach will be warmer next year). If you have feedback—positive or constructive criticism—regarding the in-person portion of the DADD 2022 conference or the hybrid (we know we had a few of our very loyal DADD members who were unable to travel to Florida with us attend virtually), please feel free to reach out to me personally as DADD Executive Director (ecb@msu.edu). We remain committed to hearing from our DADD members and continually working to improve what we do. A big thank you to everyone who joined us in Florida for our 2022 DADD conference; I truly appreciated the call to action by DADD President Peggy Whitby and our divisions stated commitment to issues of diversity, equity, and inclusion (thank you to Liz Harkins and Jamie Pearson for leading us in this charge). Please reach out to any board member about how to become involved; DADD and the field of education needs you—now more than ever—to be actively involved for students with autism, intellectual disabilities, and developmental disabilities.

Evidence-based Practices

Self-Monitoring for Teachers



Addie McConomy



Deidre Gilley

Florida State University

Mrs. Erna is a second year teacher who supports students with autism. She uses systematic instruction when teaching greater number identification with her student, Kyian. However, Mrs. Erna has noticed that Kyian is having inconsistent growth in this skill. Mrs. Erna wants to evaluate her implementation fidelity of systematic instruction to ensure her teaching practices are supporting Kyian's learning appropriately.

Special education teachers are obligated to use evidenced based interventions (Every Student Succeeds Act, 2015) when delivering instruction. However, implementation fidelity of evidence based practices is the critical link to success within classroom implemented strategies by teachers (Cook & Odom, 2013). Providing teachers with a method to improve their implementation fidelity could increase student outcomes; self-monitoring is a tool that can be used for this purpose. Self-monitoring has been used to increase teacher fidelity implementation for behavior specific praise (Sallese & Vannest, 2020), discrete trial training (Belfiore et al., 2008), function-based interventions (Pinkelman & Horner, 2017), and behavior supported intervention (Plavnick et al., 2010). Self-monitoring is successful in increasing the implementation fidelity of instructional strategies by teachers.

Self-Monitoring in Practice

A self-monitoring system for teachers requires two prerequisite skills: (a) the ability to identify when the target instructional skill has occurred and (b) if the instructional skill occurred in the correct context (Rafferty, 2010). After the prerequisite skills have been determined, the next step is to develop materials. Materials should be simple to use and create, accessible, in a frequently used format, and feasible to use across all instructional areas. Self-monitoring systems can also include supplementary cues and

prompts for the teacher to support use of the self-monitoring checklist (see Figure 1). These prompts can be visual (i.e., icons) or language based (i.e., reminders in the margins). For self-monitoring to be successful, the teacher must be able to use the materials to record when they have observed themselves completing steps in the appropriate context (Cooper et al., 2020). Self-monitoring systems for teachers may need to be discrete, so they do not distract the student during the instructional session. When developing a self-monitoring system teachers can employ systems that already work well, if a teacher uses a tablet to record student data, the teacher self-monitoring system can also be on a tablet.

Mrs. Erna decided to implement a self-monitoring system to evaluate her fidelity of systematic instruction during number identification instruction with Kyian. Her self-monitoring checklist consists of five steps to support her instruction as well as includes a space for daily reflection to inform her teaching. Mrs. Erna uses clipboards and data monitoring sheets with her students, she decided to use a paper based self-monitoring sheet that could be added to the clip boards.

When designing a self-monitoring system, teachers should record the most important elements of their instructional behavior (i.e., prompting hierarchy), use self-monitoring frequently, and incorporate self-monitoring from the initial skill instruction. By using self-monitoring often and from the onset of the instruction, teachers will develop mastery, independent use, and generalization of the strategy. Finally, accurate self-monitoring should be reinforced (Cooper et al., 2020). This can be accomplished from administration and peer teachers through feedback and praise.

Figure 1 provides an example self-monitoring checklist for teachers that could be used during an instructional session. This checklist can be used when providing any systematic instruction to increase the fidelity of the procedures. A benefit of this self-monitoring checklist is the generalizability. The teacher self-monitoring checklist can support any lesson that uses systematic instruction. While less literature exists for teacher-implemented self-monitoring systems, it is a support tool that can be easily implemented into the classroom routine of a teacher. It supports improved student outcomes by increasing the implementation fidelity of evidence based interventions.

After implementing the self-monitoring checklist Mrs. Erna noticed that she often provided a consequence after showing Kyian the stimulus, she was overlooking the prompt step. The self-monitoring checklist has increased the fidelity of Mrs. Erna's systematic instruction as well as increased the successful identification of greater numbers by Kyian. She plans to continue to use a self-monitoring system when using systematic instruction to teach her students.

Figure 1. Teacher-implemented self-monitoring checklist for systematic instruction

Instruction with: Kyian		Lesson objective: Identify greater number				
For each instructional trial	Mon	Tues	Wed	Thu	Fri	
All materials were prepared and available	Used preferred # cards					
Provide a stimulus	point to bigger #					
Provide a prompt	Modeled					
Wait for a response from the student	✓					
Provide a consequence; correct mistakes & praise correct responses	✓					
Notes from Monday	Used double digit stimulus, need to use single digit					
Notes from Tuesday						
Notes from Wednesday						
Notes from Thursday						
Notes from Friday						

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Students' Corner



Megan E. Carpenter



Deidre Gilley

First and foremost, I want to say thank you. Thank you, students for the opportunity to serve as your DADD Student Representative for the past two years. It was an honor and a pleasure. I hope I was able to further the voice of students in DADD. Now, it is with excitement, that I introduce our next DADD Student Representative, Deidre Gilley. Deidre is a 2nd year doctoral student at Florida State University. She has been a member of CEC and DADD since 2018. I have had the opportunity to work with Deidre as she prepared for her role as the new DADD Student Representative. Recently, I conducted an interview with Deidre so that I could introduce her to all of you!

Q: "First, let's start off by giving the readers a background of where you come from."

A: "I am from Knoxville, Tennessee (Go Vols!). I grew up most of my life in Tennessee. I went to Pfeiffer University in North Carolina to obtain my bachelors in K-12 Special Education and then went to Florida State University to get my masters in Curriculum and Instruction. Prior to coming back to FSU for my doctorate, I was a high school self-contained special education teacher for students with extensive support needs."

Q: "Great! Thank you, Deidre. Next, can you help us get to know you a little better beyond your vita? What are a few facts you can tell us about yourself -- interest, hobbies, weird facts?"

A: "Outside of work and school, I enjoy watching movies, traveling, spending times with friends and family, and remaining active. More specifically I am a huge Harry Potter, Game of Thrones, and Marvel fan. I also love to travel. I hop on a plane any time that I can. In fact, I have traveled to 17 different countries in the last 5 years. Spain is my favorite country that I have visited thus far. Additionally, I enjoy being outdoors, exercising, and being active. However, at the end of the day, it does not matter what I am doing, as long as I am with my friends and family, I am a happy girl."

Q: "Thank you, Deidre! Why have you chosen a career in special education?"

A: "I always knew I was going to be an educator. In fact, I was one of those children who had a "home teacher

set / classroom" and would make my siblings be my students. It was when I was in middle school that I knew I was going to be a special education teacher. I was a peer tutor from the time of 5th grade through 12th grade. It was during that experience that I fell in love with the population of people with disabilities. However, it was not that much of a surprise to myself or my family that I wanted to pursue a career in special education. I have an uncle with an intellectual disability who I have always gravitated towards. At every family gathering and event, he and I just find ourselves with one another. This world has always been my world and will always be my world. I have no doubt that working in this career and for people with disabilities is why I was put on this planet.

Q: "Thank you for sharing. What are your research interests, in a nutshell?"

A: "I essentially say that I have "three research buckets". The first bucket is in the area of general curriculum access (specifically in the subject area of mathematics). The second bucket is the development of self-determination skills. The third bucket is perceptions of one's ability (caregiver, student, and teacher). I focus my work on students with extensive support needs who are secondary or post-secondary aged.

Q: "Great! Thank you. Now, last but not least, why did you apply to be the new Student Representative of DADD?"

A: "I applied to be the next student rep because I wanted to continue to bring a voice that is representative of the DADD student population. There have been some great student reps in the past and I wanted to continue their good work by furthering the voices of DADD's student population. I also want to increase DADD student involvement and foster ongoing partnerships between the DADD students and the DADD committees."

Q: "Thank you for sharing, Deidre! Is there anything else you would like to add?"

A: "Yes! I am looking forward to serving the next two years as DADD's student rep. I hope to be an open line of communication between DADD students, the DADD board, and the DADD general body. I hope that I can fulfill, as well as surpass, the expectations of DADD members. I am grateful for this opportunity. It is an honor serving as the current DADD student representative."

*Past DADD Student Representative, interviewer:
Megan Carpenter*

*Current DADD Student Representative, interviewee:
Deidre Gilley*

2022 DADD Conference Highlights

This past January, 345 attendees, presenters, and exhibitors participated both in-person and virtually in DADD's 23rd International Conference on Autism, Intellectual Disability, & Developmental Disabilities in Clearwater Beach, Florida!

Highlights from the 3-day hybrid conference include:

Focused Training: Pre-conference training institutes included one with a technology focus, Using Current and Emerging Technologies to Enhance Equity, Inclusion and Independence Outcomes for Students with ASD and/or Intellectual Disability and the other with a DEI focus, Diversity, Equity, and Inclusion: Guidance for the Culturally Sustaining Behavior Analyst through the Lens of Diverse Professionals.

Opening General Session: Dr. Tom Smith, Dr. Elizabeth Harkins, and Dr. Jamie Pearson opened the 2022 Conference with their keynote address, Understanding the Past to Inform the Future: A Focus on Diversity and Inclusion.

Multiple presentation formats: in-person lecture presentations (some live-streamed), collaborative Zoom presentations (some hybrid), pre-recorded poster presentations, and in-person poster presentations.

Conference Exhibitors: thank you to our in-person exhibitors: ACE ABA Software System, Attainment Company, Breakthrough Behavior, Paul H. Brookes Publishing Company, Robokind and Trustpoint Hospital.

Continuing Education: DADD provides Professional Development Hours (PDHs) and BACB-approved continuing education sessions; BCBA conference participants received BACB CEUs at no additional cost.

DADD Membership Outreach: Division members participated both in-person and virtually in the Annual General Business Meeting, Division Award presentations and Division Committee Meetings. Additionally, Megan Carpenter, DADD's Student Representative, hosted a virtual social for DADD student members!

A special thank you to Deidre Gilley, DADD's Student Representative, for organizing the student poster awards and the student social!

Save the Date! Please plan to join us back in beautiful Clearwater Beach, Florida for DADD's 24th Annual Conference, January 18 – 20, 2023. Call for Proposals opens on April 1 and closes on June 1.

For additional information on DADD's conferences, please contact Cindy Perras, DADD Conference Co-ordinator, cindy.perras@gmail.com.



William Fitzgerald – Kennedy Shriver Student Award Winner



President Peggy Whitby in outdoor meeting



Outdoor meeting



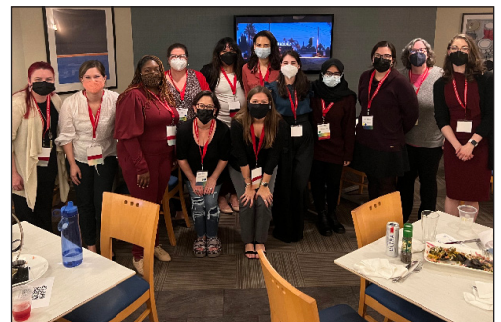
Poster session



Student social



Business meeting



Student social

Table 1 shows how SDM as a legal status and SDM as a best practice go hand in hand. Quadrant A displays the case where SDM is disregarded both legally and in practice. Here, others are the decision-makers in the person's life. In Quadrant B, the person has legal decision-making autonomy, but the fidelity of implementation of SDM is poor or non-existent. In such cases, people have legal standing but because they are not adequately supported to make decisions, they are susceptible to being unaware of their rights and/or being subjected to the will of someone else who believes they know what is best. Quadrant C is the opposite situation. Legally the person is bound to decisions made by a surrogate decision maker (e.g., guardian), but in practice they are supported by a circle of people who are making a concerted effort to encourage and empower the person. Finally, Quadrant D is when a person is the ultimate decision-maker in their own life from a legal and a practical standpoint.

Table 1: Legal SDM and Best Practice SDM

	Legal Status is Surrogate Decision-Making	Legal Status is Supported Decision-Making
SDM is Not Implemented in Practice	<i>Quadrant A</i> SDM Decisions are Not Legally Binding & SDM is Not Implemented	<i>Quadrant B</i> SDM Decisions are Legally Binding, but since SDM is <u>Not</u> Implemented in Practice, the Legal Status is of Limited Practical Importance
SDM is Implemented with Fidelity (Best Practice)	<i>Quadrant C</i> SDM Decisions are Not Legally Binding, but SDM is Implemented with Fidelity and Influences Decisions Made About the Person's Life	<i>Quadrant D</i> SDM Decisions are Legally Binding, and SDM is Implemented with Fidelity so that the Person is the Ultimate Decision-Maker in their Own Life

Getting Informed about SDM

SDM can, and has, been successful for a variety of people with disabilities. The National Resource Center for Supported Decision Making provides multi-media profiles of young adults with disabilities who are using SDM to navigate the challenges of the school-to-adult life transition, and includes stories of people pursuing legal avenues to change their guardianship status. For example, Jason Harris explains how he uses SDM when making personal and professional decisions. He states, "Like most people, there

is no way I could make all of life's decisions without support from others. There is no way I can always have the information in all areas to make decisions completely on my own." In another example, Gabby Castro explains how she used SDM to decide to have a surgical procedure to improve her long-term health.

Dos and Don'ts for Teachers Facilitating Transition Planning

Teachers have an important role in facilitating the transition planning process and ensuring SDM is fully considered as a legal option and implemented successfully as a practice. We propose the following Dos and Don'ts to educators who are willing to take up the challenge of facilitating discussions of SDM during transition planning with students and families.

The Do's

- 1. Get informed and share quality information about SDM with students and families.** Learn about legal status of SDM in your state or province and become familiar with SDM best practices. The National Resource Center on Supported Decision Making (www.supporteddecisionmaking.org) provides a map that allows people to click on any U.S. state to learn about current SDM policies. Teachers should guide students and families to reliable national resources for information such as the ACLU (www.aclu.org/disability) and the Jenny Hatch Justice Project (www.jennyhatchjusticeproject.org). Perhaps most importantly, educators should identify local resources on SDM. Referring students and families to former students, other families, and lawyers with experiences with SDM can do much to help people shift from perceiving SDM as something that someone else does to something that we do together.
- 2. Provide students opportunities to engage in supported decision making at school.** Over the past two decades, DADD has advocated for instruction in self-determination skills, such as decision making, to enhance students' abilities to take greater responsibility and control over their lives. For students to be able to effectively use SDM in adulthood, they need to practice SDM in school. Teachers can incorporate SDM into a range of learning experiences. For example, teachers could create an assignment where students use SDM to decide which after school job or volunteer position to apply. Providing students safe opportunities to make their own decisions and ample opportunities to learn from the positive and negative consequences of those decisions may be among the most important learning experiences a teacher can provide.

3. **Start discussions about supported decision making early.** Discussions about SDM should occur no later than when the student starts high school. This allows the family and student time to consider options and gain experiences with SDM. Postponing conversations about SDM until a student is close to graduation can be overwhelming to students and families.

The Don'ts

1. **Don't judge.** First and foremost, teachers should not judge a student or their family for sharing their feelings or questions about SDM. A student's and a family's reactions to SDM will be influenced by their past experiences, cultural background and expectations, and individual needs. Be sensitive to the reality that parents may have fears about their young adult's vulnerabilities (e.g., He does not understand money, and someone could exploit him.). As a teacher, it is important to acknowledge concerns and work with the student and family to develop strategies to address concerns. For example, in response to a concern about financial exploitation, it might be useful to point out that there are families with similar concerns who've addressed it by putting daily withdrawal limits on debit cards and maintaining a joint checking account. Remember, conversations related to SDM need to be a safe space for honest questions and honest discussions.
2. **Don't provide legal advice.** Although it is important to be informed about legal options related to SDM, it is not the role of the teacher to provide legal advice

about SDM. When the student or family asks legal questions, the best thing for an educator to do is direct them to someone who has expertise in the legal area of SDM and guardianship.

3. **Don't push for quick resolutions.** Part of the reason for starting SDM discussion early is to offer the student and their family an opportunity to begin to explore the many critical issues associated with SDM. Students and their families may not have given SDM much thought prior to discussing it during a transition planning meeting, and they may need time to process the various arguments and alternatives before arriving at a resolution that works bests for them.

Supported Decision-Making – A Universal and Culturally Valued Life Activity

The defining characteristics of people with autism and developmental disabilities is that they need more and/or different types of support to engage in culturally valued activities. Making one's own choices and charting one's own course in life is among the most culturally valued activities in modern society. SDM is ubiquitous; everyone gives and receives support to make decisions at one time or another. Very rarely do people make important life decisions (e.g., buying a house or car, getting married) without consulting with their family and friends. Focusing on the nature and intensity of support a young adult needs to successfully operate as the ultimate decision maker in their own life is critical to preparing them to make a successful transition from school to adult life.

ETADD is Going Digital with March 2022 Issue

DADD members will receive a PDF of their March issue of ETADD through e-mail. The entire issue will be sent along with options to access PDFs of individual articles from the issue. Members interested in purchasing a print copy will be able to do so through the DADD store. The member price for print copies will be ten dollars. Institutional subscribers (e.g., university libraries) will continue to receive print copies and complementary print copies will continue to be sent to authors with articles appearing in an issue. Members with a disability that makes it difficult for them to access a digital copy should contact Jim Thompson at jrthomp@ku.edu to discuss alternatives.

Before deciding on whether to move to digital distribution of ETADD, the DADD Board reviewed results from a survey sent to the DADD membership in the Fall of 2021. The survey requested members indicate their degree of support for establishing the digital version of ETADD as the default distribution format for the membership. Three hundred seven (307) DADD members responded. Nearly two-thirds of respondents (63.52%) strongly agreed with distributing future issues of ETADD digitally. As for the remaining respondents, 20.52% agreed, 3.58% were neutral, 5.21% disagreed, and 7.17% strongly disagreed. There was also an opportunity for respondents to offer additional comments about the possible change, and the Board considered all comments along with the quantitative results.

In addition to the survey results, the Board reviewed cost estimates associated with the continued distribution of print copies of ETADD through postal mail versus digital delivery through e-mail. It was obvious that continuing postal distribution of print copies was not going to be financially sustainable unless membership dues were increased to cover the rising cost of printing and mailing. After a thorough discussion, the Board voted unanimously to move to digital distribution starting with the March 2022 issue.

Student Poster Winners

1st place: Kelley Wilds

Poster Summary:

My poster presentation focused on the process of how a literature review informed the development of a two-year sexuality education curriculum map for the WSU ROAR program. I found that effective components in sexuality education curricula for people with IDD include information on dating, self-advocacy, sexual decision-making, preventive health care, and caring for a baby. These components are recommended by the National Sexuality Education Standards (SIECUS); however, sexuality education curricula for people with IDD does not always align with learning standards. This curriculum map was based on what students with IDD want to learn and the SIECUS learning standards that may not be covered in the curricula.



2nd place: Celeste Michaud

Poster Summary:

My presentation is in the relationship between transition planning and residential arrangement outcomes for postsecondary students that are diagnosed on the autism spectrum. The scoping literature review revealed that despite an increase in prevalence of autism, the IDEA requirement in education to prepare for independent living, and the consistent reporting of poor outcomes in living arrangements, transition planning activities have not been adequately studied in relation to independent living outcomes.



3rd place: Jodee Prudente

Poster Summary:

My presentation was a systematic review of the literature on systematic preference assessments for students with intellectual disability in schools. I found that there were only 5 single-case design studies conducted in the last 10 years on systematic preference assessments with students with intellectual disability ages 6-22 in school settings. Let me know if you want more about the results.



Editor's Note

Chris Denning

I hope you enjoyed this issue of DADD Express. This is our first issue that DADD has self-published. We expect this change to provide cost savings, greater flexibility in including content and an ability to be timelier with our articles. I want to send heartfelt thanks to David Temelini from the Institute of Community Inclusion (ICI) at UMass Boston for his expertise and generosity in helping me produce the newsletter this month. I'm not sure I would have completed it without him!



Let me know if you'd like copies of recent Teacher's Corner or Legal Brief and EBP articles or look for them on the new DADD website - www.daddcec.com/.

Interested in writing for DADD Express? We are always soliciting articles for: Teachers' Corner, and 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
www.daddcec.com