

## Teachers' Corner

### A Teacher's Guide to Applied Behavior Analysis: Helping Families Understand ABA for Their Children with ASD



**Juliet E. Hart Barnett**

*Arizona State University*



**Stanley H. Zucker**

The benefits of applied behavior analysis (ABA) are well documented. Research has shown ABA to be one of most the effective means of supporting children with a wide range of cognitive, adaptive, and functional abilities, including those with ASD (Dillenburger et al., 2010). ABA-based approaches have proven successful at decreasing behavioral challenges and improving communication, socialization, intellectual functioning, language, and daily living skills (Virués-Ortega, 2010). Parents of children identified as in need of early intervention services may be overwhelmed and confused when first introduced to the idea ABA and other related services (Stoner et al., 2005). As programs implementing strategies based on the principles of ABA can be complex, parents benefit from a basic understanding of the interventions to be used with their children (Helton & Alber-Morgan, 2018). Early childhood educators are often the professionals parents initially approach with questions about their child's development and needed interventions, including ABA services. As such, it is essential that early childhood educators educate parents on the benefits of ABA, early intervention, and other related therapies for optimum service provision.

In this overview, our goal is to provide brief, usable information for early childhood educators to share with families on what ABA therapy is, who is involved, and how an integrated approach can be beneficial for children's development. In so doing, these educators, on the front lines of service delivery and the first stop of inquiry of many parents, will be well-equipped to inform families on what to expect when starting ABA services for their children.

### A Brief Overview of ABA

The term ABA refers to treatment approaches that are implemented systematically following the principles of applied behavior analysis, are applied as early as possible in the child's life, are usually provided in a student-therapist ratio of one-to-one, are individualized, comprehensive, target multiple skills, and are used in conjunction with parent-education services (Virues-Ortega, 2010). Today's ABA is aimed at teaching functional and appropriate alternatives to challenging behavior and promoting a child's independence while honoring neurodiversity. ABA is a positive approach, focused on improving behaviors that are important to the child and family and teaching new skills to help the child reach maximum potential. There is also an intentional effort to identify and manage those behaviors that interfere with daily life and a child's development. The point is for the child to learn useful skills through activities they find motivating, often in the context of play. The emphasis is on positive social interactions and child-led learning, with teaching opportunities constructed around what the child likes or wants to do, which helps keeps them motivated and engaged, with the goal of increasing desired behaviors and decreasing challenging behaviors (Hart Barnett, 2022).

### Who's Who in ABA

The primary service provider responsible for the direct implementation of ABA services is a Registered Behavior Technician (RBT). An RBT is a paraprofessional who practices under the close, ongoing supervision of a Board Certified Behavior Analyst (BCBA). While RBTs do not design intervention or assessment plans, they do deliver ABA programs to help children develop key skills (Hart Barnett, 2022). To do this effectively, RBTs create fun, reinforcing learning environments and seek to "pair" with the child, a technique used to create a trusting connection with the child and determine what they find reinforcing to provide optimal levels of motivation. By "pairing" the therapist and setting with highly preferred activities prior to instruction, problematic behaviors during subsequent instruction can be reduced (Shillingsburg et al., 2019).

Instructional plans are designed and monitored by a specially trained BCBA, who conducts a detailed assessment and then tailors program goals to each learner's skills, needs, interests, and preferences. The BCBA breaks down the skills identified for interven-

*(continued on page 5)*

## President's Message

**Peggy Schaefer Whitby**



Greetings DADD members!

I'd like to take this opportunity to thank all of you for your support during my time as DADD president. It has been an exciting year and I am thrilled with the initiatives that we have implemented this year. Next year, as past president, I will be serving on the DADD board and helping to plan and organize our summer mini-conference. If you are interested in hosting the mini-conference in your state, please use this link to submit your proposal: DADD Summer Symposium.

As you know, the DADD conference is approaching and

we are planning for a great event. There are more than 400 people registered for the in-person conference. We have a great agenda planned and I want to thank our presenters and keynote speakers. Dr. Leah Wood will lead the conference as our new DADD President. While at the conference, please take a moment to welcome Dr. Wood as our new President. I am excited for the growth and development of our organization under her leadership. We are looking forward to seeing all of you in sunny Clearwater!

I hope each of you are able to rest and rejuvenate over the winter break, spend time with family and friends, and celebrate your holiday traditions. I appreciate your hard work and advocacy for individuals with disabilities and their families. Never underestimate the difference you can and do make for others.

Thank you for allowing me to serve as President of DADD. See you in Clearwater!

## Executive Director's Corner

**Emily Bouck**



In 1977, the regulations regarding the implementation of Section 504 of the Rehabilitation Act of 1973 were published. In other words, multiple years after the law was passed the regulations outlining the non-discrimination of individuals with disabilities was signed and published (U.S. Department of Education, 2022). Section 504 of the Rehabilitation Act of 1974 guarantees individuals with disabilities reasonable accommodations and protection from discrimination from any entity that receives federal funding (Yell, 2019). This includes public PK-12 schools as well as public institutions of higher education. Thus, Section 504 impacts essentially all of us—those who work and learn in institutions of higher education; those who work or learn in PK-12 schools; and those who are families of individuals who qualify for protection from discrimination and reasonable accommodations. Section 504 of the Rehabilitation Act applies to all students with disabilities served under the Individuals with Disabilities Education Act; although the counter is not true. Section 504 protects individuals with disabilities who may not fall under IDEA but nonetheless benefit from reasonable accommodations and protection from discrimination (Yell, 2019).

Why discuss Section 504 now? In May 2022, the U.S. De-

partment of Education announced an intent to strengthen and protect the rights of students with disabilities by amending the Section 504 implementation regulations. It allowed for public comment on the proposed amendments, which they indicated could be emailed to Section504@ed.gov. In addition, CEC's Policy Steering Committee drafted a position statement on Section 504. CEC indicates that the draft regulations for Section 504 will be released sometime in 2023 and will allow for a formal comment period. Right now CEC is inviting CEC members to share input on Section 504—what is working well and what could be improved. Please share your input. Section 504 matters to all of us, including DADD members and we encourage you to have a voice—as an educator, teacher educator, parent, or individual with a disability.

### References

- U.S. Department of Education. (2022, May 6). U.S. Department of Education Announces Intent to Strengthen and Protect Rights of Students with Disabilities by Amending Regulations Implementing Section 504. <https://www.ed.gov/news/press-releases/us-department-education-announces-intent-strengthen-and-protect-rights-students-disabilities-amending-regulations-implementing-section-504>
- Yell, M. (2019). *The law and special education* (5th ed.). Pearson.

## Evidence-based Practice Brief

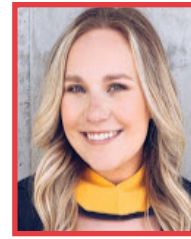
### Engaging IEP Teams to Promote Engagement of Youth with Extensive Support Needs in Transition Planning



Suzanne Kucharczyk



Amillia K. Oswalt



Alexandra Little

University of Arkansas

Youth deserve and have the right to be drivers of their future. Family and youth involvement in the transition process is a critical aspect of the Individuals with Disabilities Education Act (IDEA). Unfortunately, active engagement in their own transition process continues to be especially elusive for students with significant intellectual disabilities (Johnson, 2020); autism (Griffin et al., 2014); and youth who are multiply marginalized due to having a disability and being Black, Indigenous, from other communities of color, or emergent bilingual (Trainor et al., 2019). We offer evidence-based practices and strategies to prepare team members to be better partners in transition for youth with extensive support needs.

#### Evidence-based Practices for Active Engagement

Active and meaningful engagement ensures that youth have opportunities to make and communicate choices about their hopes and goals, and that they have direct engagement in various aspects of the decision-making process (Cavendish et al., 2017). Active engagement supports youth in learning, practicing, and using skills related to self-determination throughout the decision-making process (Martin & Williams-Diehm, 2013). Possible steps in that process include inviting members of the transition planning team, introducing these members during the meeting, reviewing their goals and progress, making choices about activities and instruction leading to future goals, being a part of transition assessments, requesting support, and expressing interest and strengths/limitations. Rowe et al. (2021) identified the following as effective in teaching transition skills: Self-Advocacy Strategy, Self-Directed IEP, Take Charge/"My Life" curriculum, Check and Connect strategy for youth engagement, and the Self-Directed Learning Model of Instruction. Table 1 suggests considerations for use of these based on engagement needs of youth with

extensive support needs and provides links to resources.

#### Engaging Parents as Team Members

By the time a young person is introduced to a formal transition planning process at the age of 14 or 16, hopefully much younger, they and their family members have accumulated many negative and positive experiences around IEPs and transition plans. Thus, each family's expectations for their child's engagement in transition planning may be based on varied levels of support in determining appropriate roles for themselves, their child, and expectations modeled by professionals in the past. Pleet-Odle and colleagues (2016) recommend 7 strategies for promoting parents' high expectations for postschool success. These have been adapted here for parents of youth with extensive support needs: (a) engage parents in training opportunities on the transition process and adult support, and provide assistance in modifying aspects for their youth; (b) partner with families to explore role models that include successful youth with extensive support needs and their families; (c) interact with family through culturally responsive and sustaining ways; (d) begin transition early by engaging families and partners and empowering them as allies in their child's future; (e) partner with families to support their child's independence and provide supports by modifying environments, activities, and/or expectations to create success; (f) empower families to trust their instincts and help them build a network of support that appreciates their and their youth's strengths; and (g) work with families to support their child's success across domains of learning in school. If a family hasn't had experience being effectively engaged in transition planning, it is unlikely they will be prepared to effectively advocate for their child's active engagement.

#### Engaging New Team Members

As youth near adulthood and completion of secondary

## Students' Corner

### How to Write and Deliver a Successful Elevator Pitch

**Deidre Gilley**

Florida State University



Imagine this: you are at the annual Division on Autism and Developmental Disabilities (DADD) conference and you meet one of your academic idols. As you're introducing yourself, they ask about your research interests and where you are within your program. This is it! Your moment to impress them! To "sell yourself" as an emerging scholar! You open your mouth, pause, and think "Where on earth do I start?" This is one situation where it helps to have an "elevator pitch" prepared. Situations like this occur often for graduate students, and beyond, as they progress in their program and career. This article will break down how to have a successful elevator pitch as well as provide resources for further exploration and support.

#### What is an Elevator Pitch?

In the academic world, an elevator pitch is a brief, persuasive speech to introduce yourself and spark interest in your research. A good elevator pitch is interesting, succinct, encompassing, and most importantly, memorable. The name stems from the notion that the speech should be delivered in a short amount of time, such as when you ride an elevator. An elevator pitch should average around 45 seconds and no longer than 2-minutes. The purpose of having a well-prepared elevator speech is so that when you do bump into someone you want to impress, you will be able to introduce yourself, get your point across, and develop a connection – all during the time it takes to be in an elevator!

#### Designing Your Elevator Pitch

When developing your elevator pitch, first start by identifying your pitch's purpose. Graduate students and professionals in the field often have to provide an elevator pitch for different reasons. For example, providing an elevator pitch on a job talk is very different than providing one to a practitioner. Therefore, you must tailor your elevator pitch to your audience. While the pitch will often have the same foundation, the delivery will adjust based on your audience. Ask yourself, what would you like the pitch to achieve? How will the audience benefit? What connections do you want to establish?

Next, be sure you include all the necessary components. Start your pitch off by explaining who you

are and what you do. Specifically focus on the problem(s) you hope to solve, how you can help your target population, and the value of what you do. Thirdly, communicate your unique selling point (USP). What specifically makes your research and what you do, unique and why should the audience hearing your pitch remember you?

Fourth, refrain from using heavy academic language. You want to communicate your pitch using everyday language while not overestimating nor underestimating the background knowledge of your audience. Find that "happy medium" during your pitch. Next, if you can, incorporate a question to engage your audience or leave them on a hook. For example, provide the audience with a glaring statistic to further establish the importance of your work. This will support further conversation and engagement after your elevator pitch ends.

Lastly, practice, practice, practice to become pitch perfect. Read your drafted elevator pitch out loud to yourself and to others. You can practice in front of a mirror or on a recording, to your friends and your colleagues, or even your dog. Ask for feedback from your practice audience and self-evaluate what areas of your pitch need to be improved. Practice until you deliver your pitch confidently and with ease. Remember, your pitch needs to be compelling, fascinating, and concise.

After some time and practice, you will be confident in your elevator pitch when you meet your research idol at this year's DADD Annual Conference. You will not ask yourself "Where on Earth do I start?" but rather will captivate your audience by sharing who you are and your research interests – all in the time it takes to ride an elevator.

#### Additional Resources/References

- Busl, G. & Capdevielle, M. (2012). *The elevator pitch: Presenting your research in conversation*. The Graduate School at Notre Dame. [https://graduateschool.nd.edu/assets/76988/elevator\\_pitch\\_8\\_28\\_2012.pdf](https://graduateschool.nd.edu/assets/76988/elevator_pitch_8_28_2012.pdf)
- Coleman, F. (2019, October 10). *Perfecting your elevator pitch*. Research and Creativity Activity at Florida State University. <https://www.research.fsu.edu/media/5535/perfecting-your-elevator-pitch-handout.pdf>
- Ivy Panda. (2022, July 4). *How to write and deliver an elevator pitch*. IvyPanda Blog. <https://ivypanda.com/blog/how-to-write-and-deliver-an-elevator-pitch/>
- Jang, K. (n.d.) *Time to perfect your elevator pitch*. Graduate Student Center: University of Pennsylvania. <https://gsc.upenn.edu/time-perfect-your-elevator-pitch>
- McTale, J. (n.d.). *5 elevator pitch examples and quick tips*. Storydoc. <https://www.storydoc.com/blog/elevator-pitch-for-students>
- Tran, M. (2022). *Deconstructing the elevator speech*. WI+RE. <https://uclalibrary.github.io/research-tips/deconstructing-the-elevator-speech/>

tion into small, concrete steps, and the therapist teaches those steps one at a time, moving from simple (e.g., imitating single sounds or words) to more complex (e.g., engaging in a conversation). The BCBA and therapist collaborate to collect data in each therapy session to monitor the child's individual progress, and the BCBA regularly meets with the family and program staff to review data, plan ahead, and modify teaching plans and goals as needed (Hart Barnett, 2022).

### The Role of Parents in ABA

Parents may be a little apprehensive at first about their role in ABA therapy. However, it's important to communicate to parents how critical they are to successful implementation; they are with their child most and have the greatest influence on their success. ABA most often involves parent training, which is considered an essential component of program planning (Shillingsburg et al., 2019). Parent training provides families with the opportunity to benefit from guidance and support from a trained behavior analyst who develops individualized intervention plans that result in significant improvements for children (Matson et al., 2009). By being familiar with the ABA techniques technicians are using within sessions, parents can take those same principles and apply them at home. Involving parents promotes generalization across contexts and helps to optimize the child's motivation to learn (Hart & Whalon, 2008).

### The Duration of ABA

For a child starting ABA at any age, the average length of intensive ABA treatment is estimated to be about 3 years, with the range of medically necessary treatment duration shown to be from 18 months to 5 years (Larsson, 2012). Nonetheless, the duration of a child's ABA therapy depends on several factors. Some factors to consider are the complexity and severity of the child's challenges, the scope of skill deficits, the child's age, learning history, and level of parental involvement (Virues-Ortega, 2010). By periodically evaluating each child's individual response to ABA, the goal is to provide time-limited intervention for only as long as needed. In some instances, ABA therapy is a temporary therapy to address specific delays in a child's development. In other cases, the child may need long-term intervention to prevent regression and encourage maintenance of skills (Linstead et al., 2017).

### Conclusion

ABA therapy is an established treatment for children with autism and can be used in a wide range of settings, including home and classroom. However, communicating with parents about ABA interventions can be challenging. Ensuring parents have a working understanding of ABA therapy and its principles outlined herein will promote meaningful family involvement in their child's learning.

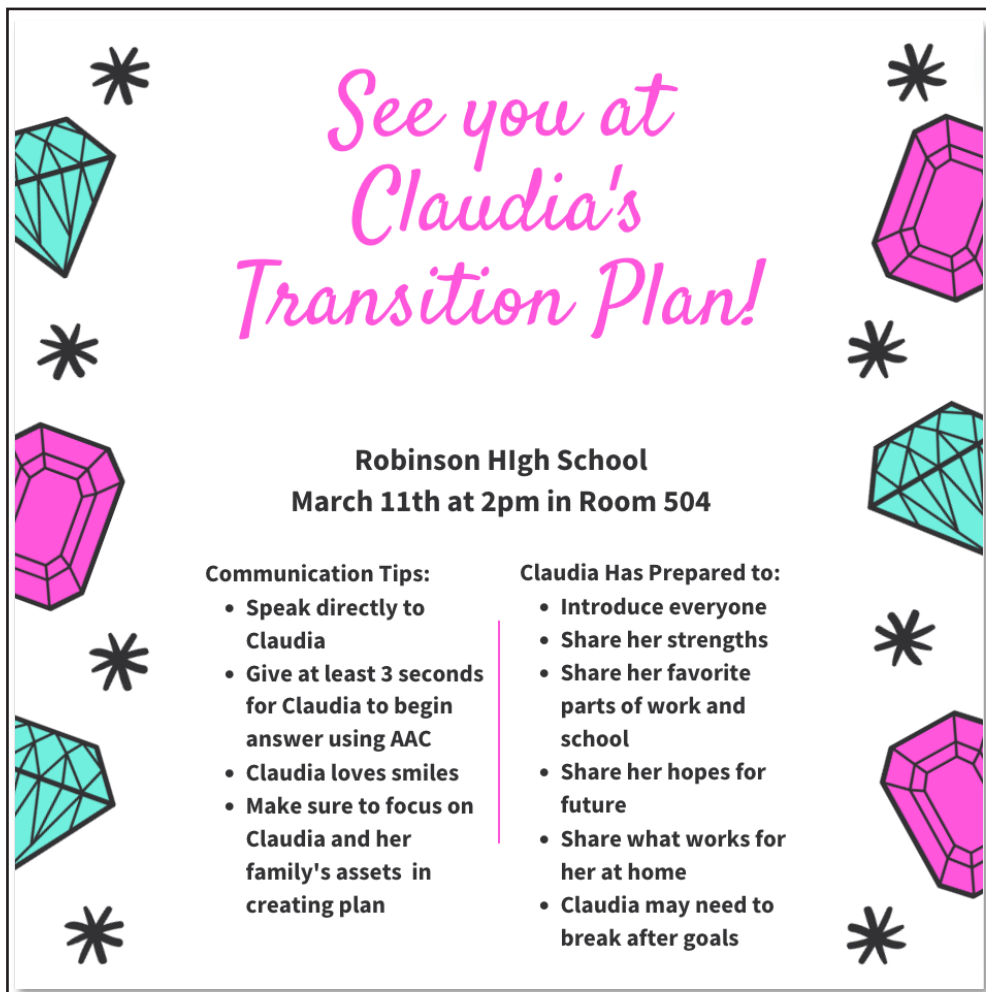
### References

- Dillenburger, K., Keenan, M., Doherty, A., Byrne, T., & Gallagher, S. (2010). Living with children diagnosed with autistic spectrum disorder: Parental and professional views. *British Journal of Special Education*, 37(1), 13-23. <https://doi.org/10.1111/j.1467-8578.2010.00455.x>
- Hart Barnett, J. E. (2022). Serving students with autism: Ensuring a place for applied behavior analysis. *Phi Delta Kappan*, 103(6), 27-31. <https://doi.org/10.1177/00317217221082806>
- Hart, J., & Whalon, K. (2008). Promote academic engagement and communication of students with autism spectrum disorder in inclusive settings. *Intervention in School and Clinic*, 44(2), 116-120. <https://doi.org/10.1177/1053451207310346>
- Helton, M. R., & Alber-Morgan, S. R. (2018). Helping parents understand applied behavior analysis: Creating a parent guide in 10 steps. *Behavior Analysis in Practice*, 11(4), 496-503. <https://doi.org/10.1007/s40617-018-00284-8>
- Larsson, E. V. (2012). *Applied Behavior Analysis (ABA) for Autism: What is the Effective Age Range for Treatment?* Retrieved August 31, 2022, from <http://dev.childisplayautism.com/wp-content/uploads/Effetive-Treatment-Range.pdf>
- Linstead, E., Dixon, D. R., Hong, E., Burns, C. O., French, R., Novack, M. N., & Granpeesheh, D. (2017). An evaluation of the effects of intensity and duration on outcomes across treatment domains for children with autism spectrum disorder. *Translational Psychiatry*, 7(9), e1234. <https://doi.org/10.1038/tp.2017.207>
- Matson, M. L., Mahan, S., & Matson, J. L. (2009). Parent training: A review of methods for children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 3(4), 868-875. <https://doi.org/10.1016/j.rasd.2009.02.003>
- Shillingsburg, M. A., Hansen, B., & Wright, M. (2019). Rapport building and instructional fading prior to discrete trial instruction: Moving from child-led play to intensive teaching. *Behavior Modification*, 43(2), 288-306. <https://doi.org/10.1177/0145445517751436>
- Stoner, J. B., Bock S. J., Thompson J. R., Angell, M. E., Heyl, B. S., & Crowley, E. P. (2005). Welcome to our world: Parent perceptions of interactions between parents of young children with ASD and education professionals. *Focus on Autism and Other Developmental Disabilities*, 20(1), 39-51. <https://doi.org/10.1177/10883576050200010401>
- Virués-Ortega J. (2010). Applied behavior analytic intervention for autism in early childhood: Meta-analysis, meta-regression and dose-response meta-analysis of multiple outcomes. *Clinical Psychology Review*, 30(4), 387-399. <https://doi.org/10.1016/j.cpr.2010.01.008>

**Table 1:** Practices to Support Engagement in Transition Planning

Evidence-based Practice	Modifications for Students with Extensive Support Needs	Resources
Self-Advocacy Strategy	· Modify curricula and processes based on student communication and support needs	<a href="https://sim.ku.edu/self-advocacy-strategy">https://sim.ku.edu/self-advocacy-strategy</a>
Self-Directed IEP	· Modify based on student’s preferred and most successful communication modes	<a href="https://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum/self-directed-iep">https://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum/self-directed-iep</a>
Take Charge/“My Life” Curriculum	· Ensure coaches and mentors understand the individualized communication support needs of students	<a href="https://www.pathwaysrtc.pdx.edu/model-my-life-tay">https://www.pathwaysrtc.pdx.edu/model-my-life-tay</a>
Check and Connect	· Choose coaches and mentors who hold high expectations for students with extensive support needs	<a href="https://checkandconnect.umn.edu/model/default.html">https://checkandconnect.umn.edu/model/default.html</a>
Self-Directed Learning Model of Instruction	· Choose coaches and mentors who hold high expectations for students with extensive support needs	<a href="https://selfdetermination.ku.edu/homepage/intervention/#1530813503427-fc69671a-9a65">https://selfdetermination.ku.edu/homepage/intervention/#1530813503427-fc69671a-9a65</a>

**Figure 1:** Personalized Invitation with Tips for Team



(EBP Brief, continued)

education, their IEP teams will grow to include providers from adult-service programs, vocational rehabilitation counselors and others knowledgeable about future environments and services. These new partners may not have extensive experience supporting youth with significant support needs and thus may need to be reminded of evidence-based practices based on the needs of students, such as those identified for students with autism (Hume et al., 2021), to support communication and engagement. Additionally, new team members may not have experiences with communication support tools each student uses. Provide tips to all team members about how to be effective communication partners based on what works for each student. These tips can be a part of various forms of communication, including invitations created with the student. Figure 1 is an example of an invitation created with Claudia based on her interests in high fashion. It provides tips on how to support her communication and expectations for her engagement in the meeting. A simple invitation can set the tone for a transition planning meeting that is highly individualized, focused on the youth and their perspective, uses evidence-based practices that work for the student, and expectations for not only the youth's engagement but that of other team members.

### Youth Engagement as "The Way We Do Things"

While new team members may need to have specific supports to be effective partners with students, assess the extent to which transition team meetings may have become stagnant and formulaic in implementation. Families and youth share concerns about the lack of alignment of transition goals to their own, shared priorities, and feel like transition planning amounts to "ticking off boxes" (Kucharczyk et al., 2021). Educators, school administrators, transition specialists, and other team members must continually ensure that all team members are prepared to include the youth, listen to their dreams, and align activities and instruction with their hopes.

### References

- Cavendish, W., & Connor, D. (2017). Toward authentic IEPs and transition plans: Student, parent, and teacher perspectives. *Learning Disability Quarterly, 41*(1), 32–43. <https://doi.org/10.1177/0731948716684680>
- Griffin, M. M., Taylor, J., Urbano, R. C., & Hodapp, R. M. (2014). Involvement in transition planning meetings among high school students with autism spectrum disorders. *The Journal of Special Education, 47*(4), 256–264. <https://doi.org/10.1177/0022466913475668>
- Hume, K., Steinbrenner, J. R., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2021). Evidence-based practices for children, youth, and young adults with autism: Third generation review. *Journal of Autism and Developmental Disorders, 51*(11), 4013–4032. <https://doi.org/10.1007/s10803-020-04844-2>
- The Individuals with Disabilities Education Act. (2004). 20USC §1400
- Johnson, D. R., Thurlow, M. L., Wu, Y.-C., LaVelle, J. M., & Davenport, E. C. (2020). IEP/transition planning participation among students with the most significant cognitive disabilities: Findings from NLTS 2012. *Career Development and Transition for Exceptional Individuals, 43*(4), 226–239. <https://doi.org/10.1177/2165143420952050>
- Kucharczyk, S., Thomas, J. M., Schaefer-Whitby, P. (2021) "It would have been nice if...": Analysis of transition experiences through grand challenges. *Rural Special Education Quarterly, 40*(3), 117-131. <https://doi.org/10.1177/87568705211027970>
- Martin, J. E., & Williams-Diehm, K. (2013). Student engagement and leadership of the transition planning process. *Career Development and Transition for Exceptional Individuals, 36*(1), 43–50. <https://doi.org/10.1177/2165143413476545>
- Pleet-Odle, A., Aspel, N., Leuchovius, D., Roy, S., Hawkins, C., Jennings, D., Turnbull, A., & Test, D. W. (2016). Promoting high expectations for postschool success by family members: A "to-do" list for professionals. *Career Development and Transition for Exceptional Individuals, 39*(4), 249-255. <https://doi.org/10.1177/2165143416665574>
- Rowe, D. A., Mazzotti, V. L., Fowler, C. H., Test, D. W., Mitchell, V. J., Clark, K. A., Holzberg, D., Owens, T. L., Rusher, D., Seaman-Tullis, R. L., Gushanas, C. M., Castle, H., Chang, W.-H., Voggt, A., Kwiatek, S., & Dean, C. (2021). Updating the secondary transition research base: Evidence- and research-based practices in functional skills. *Career Development and Transition for Exceptional Individuals, 44*(1), 28–46. <https://doi.org/10.1177/2165143420958674>
- Trainor, A. A., Newman, L., Garcia, E., Woodley, H. H., Traxler, R., & Deschene, D., et al. (2019). Postsecondary education-focused transition planning experiences of English learners with disabilities. *Career Development and Transition for Exceptional Individuals, 42*(1), 43–55. <https://doi.org/10.1177/2165143418811830>



# Top Ten Reasons to Attend DADD's 2023 International Conference on Autism, Intellectual Disability & Developmental Disabilities!

1. Connect the dots: **Research-Informed Practice** presentations focus on evidence-based and practice-informed strategies and interventions.
2. Value added alert: earn up to 15 **BACB CEUs** at no additional cost!
3. Networking opportunities: connect with over 500 peers and colleagues at the President's Reception, luncheons, in the exhibit hall, and at poster presentations.
4. Timing is everything: it's in January **AND** it's in Clearwater Beach, Florida!
5. Professional Development: PDHs and Attendance Certificates included with registration.
6. Program depth and breadth: 250+ interactive lectures and poster presentations.
7. Great value: an outstanding 3-day program **AND** breakfast and lunch are included with registration.
8. Networking, activities and sessions designed to meet the needs of graduate students and early career professionals.
9. Focus on diversity, equity, inclusion, accessibility.
10. Go deeper with your knowledge base: choice of **three** in-depth, pre-conference training institutes: Institute #1 – **Post-secondary/Transition Focus**, Institute #2 - **BCBA Focus** (3 BACB CEUs in Ethics and 3 BACB CEUs in Supervision), or Institute #3 – **Sexuality Education Focus**.

For further information, please contact Cindy Perras, DADD Conference Co-ordinator, at [cindy.perras@gmail.com](mailto:cindy.perras@gmail.com). Please visit our website, <http://www.daddcec.com/>, for the link to register for the conference!



## Editor's Note

### Chris Denning

I hope you enjoyed this issue of DADD Express. We'll continue to present content in Express that supports individuals with ASD, ID, and DD, and diversity, equity and diversity. Please reach out if you have ideas for content or would like to write for us.

Let me know if you'd like copies of recent Teacher's Corner or Legal Brief and EBP articles or look for them on our website.



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](mailto:christopher.denning@umb.edu)).

**DADD Website**

[www.daddcec.com](http://www.daddcec.com)