

Teachers' Corner

A Brief Guide for Understanding Dialectal Differences



Lexi Woods-Catterlin

University of Arkansas Fayetteville



Peggy Schaefer Whitby

University of Arkansas Fayetteville

Special education teachers need to be prepared to support all learners. Regional dialectal and linguistic differences are common and sometimes mistaken for a disability or a deficit within the child (Hendricks et al., 2021; Griffen et al., in press). The following provides a brief overview of dialectal differences reflected in special education classrooms (Hendricks et al., 2021; Griffen et al., in press) along with strategies to support diverse learners.

Dialectal differences and disorders are different, and practitioners should understand the differences. According to the American Speech-Language-Hearing Association, a dialect that is influenced by someone's cultural background is not a disorder. However, it is challenging for practitioners to discriminate between dialectal differences and disorders, and the differences may often get identified on language evaluations as a disorder (e.g., Hamilton et al., 2018). Therefore, it is important that practitioners know the cultural background of their students to determine where their linguistic foundation started (Hamilton et al., 2018).

What are Dialectal Differences?

Some varieties of dialects are regional, ethnic, sociolect, or accent. There are also a variety of dialect sub-groups. Regional dialect is when a dialect is influenced by the area a person lives. Ethnic dialect is when a person's ethnicity group influences a dialect. Sociolect group is when a person's social group influences their dialect. Accents are influenced by phonetic and the pronunciation of

those phonemes which causes accents or dialectal differences (Crowley & Houts-Smith's, 2010).

Understanding the difference between a dialect difference and a disability is significant because many times, students from minority populations are labeled as having a speech-language disorder, a learning disability, or an intellectual disability at a higher rate than their nonminority peers (Kreskow, 2013). There is an overrepresentation of minority students in special education in the United States (Kreskow, 2013). Educators need to be aware of the differences so that they do not make inappropriate referrals to special education or view the difference as a deficit and thus lower expectations for their students.

The following provides a brief overview of common differences seen in classrooms. Table 1 provides a quick reference chart.

Strategies

Fortunately, there are strategies teachers can employ to help them understand their own biases, support multilingual and culturally diverse learners, and teach diverse learners that the ability to code switch is a skill!

1. Understand the differences and identify these differences in the classroom

One must first understand the dialect and linguistic differences are just that: Differences. Teachers should not tell students whether dialect or grammar differences are right or wrong. We must teach students the differences and help them understand when and how to code switch (Hamilton et al., 2018). For example, African languages English (AAE) have some patterns such as deleting consonants in clusters (e.g., "hep" for help) due to African American tribal languages having limited consonant clusters. Another AAE language pattern is voiced and voiceless "th" being replaced by /f/ for /d/, such as "dis for this" (Velleman & Pearson, 2010).

2. Understand that Students are learning to code switch or are using code-switching in the classroom.

Teachers need to understand and note correct linguistic differences in oral communication. Some differences can pose difficulties in learning writing or reading. Teachers can help students understand the difference and give these students more time to process (Hamilton et al., 2018). For example even across regions of the United

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President's Message

Peggy Schaefer Whitby

Greetings members!

I hope everyone had a restful summer and you are ready for the new school year. DADD Board members have been busy preparing and presenting at our summer mini-conference. DADD thanks Dr. Lynn Brusnahan, the DADD conference committee, the Minnesota Department of Education, and Minnesota Special Education teachers for supporting our Summer Conference! The DADD board members provided a day of learning about the academic and social-emotional needs of students with autism and developmental disabilities. Over 300 educators attended! DADD disseminates research-based practices, thus advancing positive educational and life outcomes for people with autism, intellectual disability, and other developmental disabilities. DADD is excited to offer an oppor-



tunity to partner with us in hosting our 2023 Summer Symposium! If interested, submit your proposal. In other news, the Diversity Committee and Communications Committee continue to develop and provide valuable resources for our members. Our last DADD Diversity Committee Community Chat was on September 7th. The discussion topic was Racial and Ethnic Representation in Autism Research. Four outstanding researchers presented, and Dr. Jamie Pearson moderated the session. Our next Community Chat focusing on Intersections of Professional and Personal Identities in Autism is on November 10th at 6PM EST. Visit our [YouTube](#) channel to view recordings and to find more information on upcoming events.

As always, we welcome members to become active on all standing committees and want your voice represented in our work. Thank you for your work supporting students. Never underestimate the impact you have on the children and families you serve.

Have a great school year!

Executive Director's Corner

Emily Bouck

As members of the board have spent the past couple of months working on nominations for elected DADD Board of Directors positions and self-applications for DADD appointed Board of Directors positions, we have been afforded opportunities to consider how DADD has changed over the past few years as well as reflect on how we also have stayed the same. We are the same organization whose leaders and members are committed to “enhancing the quality of life of children, youth, and adults with autism, intellectual disability, and/or other developmental disabilities. The Division seeks to promote and disseminate research-based practice in education, thus ensuring the continued advancement of positive educational and life outcomes for people with autism, intellectual disability, and/or other developmental disabilities.” However, we as individuals and an organization are also committed to continuous growth and improvement. As such, we are also focused on our individual understanding and growth, as well as that collectively of the division, relative to JEDI (a shoutout to President-Elect Liz Harkins for exposing us to this term as the 2022 DADD Summer Symposium in Minneapolis, Minnesota): Justice, Equity, Diversity, and Inclusion.



Our organization continues to offer our historical member benefits—the DADD Express, ETADD, Focus, and for-purchase publications offered by CEC. However, we have also shifted the medium to include more electronic or digital dissemination rather than hard copy, consistent with both economic changes and changes in the ways individuals consume text. We expanded how we offer products to DADD members, including selling products as a lower cost and faster turn-around rate on our website as well as offering free community chats. Within DADD, our plan is to continue to engage with CEC to offer our Prisms as well as continue to offer practitioner-friendly, low-cost, and current topics in publications. Additionally, we are committed to our yearly conference—locked into Clearwater, Florida in 2023 and 2025 and Hawaii in 2024—but are listening to feedback from DADD members about concerns with locations (e.g., Florida in terms of their human rights as well as other states prohibiting financially supporting travel there). While we have historically stayed warm for our winter conference, we move about the country for summer symposium—partnering with different state groups and DADD subdivisions. Thus far, we have been to Texas, Arkansas, Kentucky, and Minnesota. We encourage state entities or state subdivisions interested in partnering with us for future DADD summer symposiums to reach out. Visit www.daddcec.com to find out more and submit your proposal.

DADD has changed over the years and will continue to evolve. The commitment of the division and its leadership to our mission, however, remains the same.



Legal Brief

Current Legislative Considerations: Addressing Racial Disparities in Special Education



Elizabeth A. Harkins Monaco

William Paterson University



Alexandra Maria Shelton

Johns Hopkins University

Public-school students in the United States are not monolithic. Many have differences based on language, socioeconomic status, race, gender, sexuality, and disability. These social categories ultimately intersect to create or support unfair systems of oppression for students with several minoritized identities (Proctor et al., 2017). For example, many students with disabilities live in homes where multiple languages are spoken. However, English may not be a students' first language, which puts them at a disadvantage in schools that don't leverage students' multilinguistic resources in their special education programs. This is a system of oppression.

Disproportionality in Special Education

Over half of public-school students in the United States identify in minoritized racial or ethnic groups (National Center for Education Statistics, 2021). Yet, most practitioners are white females who only speak English (U.S. Census Bureau, 2016). This cultural disconnect impacts how students are treated, oftentimes marginalizing students of color with disabilities. There are many documented examples of this: Black families face inaccurate and delayed diagnoses for their children (Pearson et al., 2021), and autistic Black and Latinx children are evaluated later than autistic white children (Zuckerman et al., 2013). Black parents report delays in their children's access to early intervention services (Pearson et al., 2021). Additionally, "students of color and students with disabilities [SWDs] have continued to be disciplined at higher rates than their peers, even as overall rates of suspensions and expulsions declined in many areas" (Blad, 2021, para. 12). Further, there is data to show that "many underrepresented families face culturally insensitive service provision" (Pearson et al., 2021, p. 137). While these disparities are well documented, only about 3% of the nation's districts

are federally recognized as having significant racial disproportionalities (Samuels, 2019).

Disproportionality and the Individuals with Disabilities Act

Previous regulations under the Individuals with Disabilities Education Act (IDEA) allowed states to determine how they would measure district disparities, which meant states didn't hold all districts to the same standard. To address this, the U.S. Department of Education (USDOE) revised IDEA with changes known as "Equity in IDEA" in 2016. Equity in IDEA required states to standardize their approach to determining whether there was "significant disproportionality" in special education based on race or ethnicity (USDOE, 2016). If a state found significant disparities in how a district: (a) identified students for special education, (b) disciplined SWDs, or (c) educated SWDs separately from their peers without disabilities, the district would have to use 15% of its federal special education funding to address those disparities (Samuels, 2019).

The goal of Equity in IDEA was to have all states use the same measures by the 2018-2019 school year and then compare issues across states (USDOE, 2016). However, in 2018, the federal government put a two-year hold on this, citing potential financial impact. This decision implied that these regulations increased the chances that more districts would be found with significant disparities and, in turn, would need more federal funds (Samuels, 2019). The USDOE also cited the fear that districts would create quotas to avoid penalties, thus resulting in students of color with disabilities not receiving the services they required (USDOE, 2016).

The Council of Parent Attorneys and Advocates sued the USDOE for this delay, and in March 2019, the U.S. District Court ruled that the USDOE "failed to show a reasoned explanation for the delay and to consider the costs of the delay" (Samuels, 2019, para 100). However, it took until January 2021 for a new administration to issue an executive order for federal agencies to reexamine racial equity in schools (Federal Register, 2021a) by studying policy guidance, technical assistance, and other resources related to racial equity (Federal Register, 2021b). In June 2021, the USDOE sought public input to determine "how best to support and build schools' capacity to promote positive, inclusive, safe, and supportive school climates in a nondiscriminatory manner" (Blad, 2021, para. 2). We are waiting to see how the current administration plans to effectively measure and address disparities.

Conclusion

The intersection of one's race and disability increases risks of oppression for students of color with disabilities (Fuller et al., 2021) who are marginalized and given disparate opportunities as compared to their white peers.

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Students' Corner



Deidre Gilley

Florida State University



Meaghan Devlin

Texas A&M University

Writing is one of the many proxy measures of individual and institutional productivity; additionally, academic status and occupation are directly tied to one's writing output and productivity (Aitchison & Guerin, 2014). Thus, unsurprisingly, writing is closely monitored during one's doctoral candidacy as it is one of the central pillars of academia and an essential component of successful scholarly life. For graduate students, writing can be a daunting, exhausting, and intimidating process. Therefore, one of the major questions floating around writing for students is "How do we make writing happen"? (Aitchison & Guerin, 2014).

Developing Good Writing Habits

Stevens (2019) encourages academics to develop good writing practices through several strategies such as time management, goal setting, and tracking. More specifically for time management and writing tracking, Silvia (2019), breaks down "When to Write" into several areas of consideration for creating good writing habits. The first is to determine the "good times" of writing for you. This involves self-evaluation for when you are most energetic, productive, and motivated to write. For some individuals, this can be in the early hours of the morning all the way to late in the evening. Silvia suggests practicing writing at a range of different times, tracking your progress, self-reflecting on how you feel during those times, and then selecting the writing time that is most productive to support your writing goals.

Next, one must consider the place where they are writing to decrease distractions (Moxley & Taylor, 1997) and increase writing productivity (Silvia, 2019). For some, this can be in a busy coffee shop or in the common space of their educational building; for others, the space may need to be completely quiet, at a certain temperature, and with a specific amount of lighting to be most successful. Wherever you deem as the 'best place' to write, the goal is to select a place that limits distractions to increase your writing productivity.

Thirdly, as argued by many writers and researchers (e.g., Silvia, 2019; Stevens, 2019; etc.), creating and

defending your writing schedule is one of the most important aspects to successful writing. Silvia compares your scheduled writing time to when you teach or take a class. For instance, your threshold for canceling or not attending your class is high; it typically requires an outstanding circumstance to occur (e.g., family emergency/crisis, infectious disease, etc.). It is advised by Silvia (2019) to set this same standard for your writing times; you would not cancel or not attend class just because "you are not feeling like it" or you want to attend a brunch. Your scheduled writing time should be protected to the following standard: rain or shine, week in and week out, you are attending your prescheduled writing time.

Additional strategies to consider include self-management such as self-monitoring, goal setting, and progress tracking (e.g., daily, weekly, monthly, yearly). One way to engage in goal setting/tracking and time-management is with the *Pomodoro Technique* (Cirillo, 2018); this technique aims to enhance concentration, boost motivation, provide consistency, and achieve goals. Writing goals are met through several focused and structured work sessions (typically 25 minutes) which are broken up by 5-minute intentional breaks over a period of time, usually lasting about two hours in total. The *Pomodoro Technique* is one of many strategies to increase writing productivity and success.

Lastly, Aitchison & Guerin (2014), Stevens (2019), and Silvia (2019) also suggest in participating in writing groups. Joining a writing group can help make writing social, accountable, and more productive (Stevens, 2019). There are three types of writing groups you can join: a) goals and accountability groups, b) write together groups, and c) feedback groups (Silva, 2019). Selecting, or creating, a writing group depends on your writing needs and goals at the time and are subject to change.

SWAG: Student Accountability Writing Group

The authors of this Student's Corner started their own writing group in the spring of 2022 after DADD's 23rd annual conference in Clearwater, Florida. Their writing group is a two-part group: a) goals and accountability and b) write together (Silvia, 2019). They specifically focus on creating daily and semesterly writing goals with session attendees as well as actively practicing "Shut up and write" time periods (Silvia, 2019). They are about to begin their third writing group this fall and actively use the Pomodoro Technique during writing sessions. They have found 30-minute Pomodoro sessions to be most successful for their group attendees with an optional 5-minute break between writing sets. They average around 10-15 graduate students from across the United States during their pre-scheduled 2 to 3 writing sessions each week.

Silvia (2019) offers a range of suggestions for how to maintain a successful writing group that Meaghan and

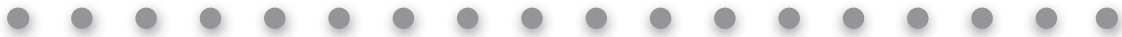
Therefore, it is critical that federal legislation guides educators into recognizing the increased challenges students with minoritized identities face. If not, the experiences—and, in turn, the opportunities—of students of color with disabilities will continue to be oppressed (Fuller et al., 2021).

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and Deidre implement including voluntary association and lack of hierarchy. SWAG prioritizes recruiting members who want to be there and choose to return rather than push for mandatory attendance to remain involved. The group also includes only special education and neighboring fields (e.g., mathematics education, psychology, etc.), graduate students to decrease the formation of a hierarchy and increase comfortability, interest overlap and alignment, and confidentiality among attendees.

Conclusion

Scholarly writing is at the center of the academic world. Successful scholarly and academic writing can often be an overwhelming and difficult task for graduate students. However, with the implementation of a few strategies (e.g., time-management, self-management, when and where to write, joining or creating a writing group, etc.), one can increase in their writing confidence, knowledge, and experience thus improving their overall writing success and outcomes. If YOU are looking to join a writing group and push your academic writing goals further, reach out to either Deidre Gilley (dgp17c@fsu.edu) or Meaghan Devlin (devlin.meaghan@tamu.edu) to join! They plan to continue

their writing group through at least spring of 2024 and personally invite YOU to join them.

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Table 1: Common Dialectal Differences in the Classroom

Region or Language	Sample Differences	Examples
African American English Vernacular	<ul style="list-style-type: none">· Deleting consonants in clusters· Voiced and voiceless phonemes· Double negatives· Substitution of blends· Plurality· Possessive· Past tense	Practitioners have noted that children that speak African American English (AAE) have some patterns such as deleting consonants in clusters (e.g., “hep” for help) due to African American tribal languages having limited consonant clusters. Another AAE language pattern is voiced and voiceless “th” being replaced by /f/ for /d/, such as “dis for this.” Also, use double negatives, such as “I don’t have no pencil” instead of “I don’t have a pencil.” They may articulate with the substitution of /ks/ for /sk/ for example, “ask” is articulated “aks.” Plurality can be different, for example, “two cats” the AAE pattern would “two cat”.
Arabic Language	<ul style="list-style-type: none">· Absence of phonemes	P sounds are absent.
Brazilian Portugese Language	<ul style="list-style-type: none">· Absence of phonemes	H and R sounds are absent.
Native American Langauge	<ul style="list-style-type: none">· Native American languages represent over 20 language families· Sound contrasts based on ancestral language	Up to 200 Native American languages represent over 20 language families. This provides a rich ancestral language tradition with its pronunciation and grammar rules. These rules are produced by sound contrasts based on ancestral language, a pronunciation that parallels sound inventories found in the local or regional dialects or combines principles from both sources to resemble standard English.
Regions of the United States	<ul style="list-style-type: none">· Differences in short /i/ and short /e/	The south is referred to as having a southern drawl. A study furthered the “understanding of acoustic and perceptual differences between two of the most marked dialects (Mid-Atlantic and Southern) and one of the least marked dialects (Midland) of American English. The listeners showed the greatest vowel identification accuracy for the Mid-Atlantic talker (95.2%), followed by the Midland talker (92.5%), and finally the Southern talker (79.7%).” In areas like Wisconsin, students may make the sound short /i/ and short /e/ sound differently. However, in areas such as Arkansas, the short /i/ and short /e/ may sound the same. For example, this can cause the name “Ben” to sound very similar to “bin.”
Vietnamese Language	<ul style="list-style-type: none">· Higher nasalance· Absence of phonemes	In addition to articulation and speech patterns, nasalance scores can vary across cultures. For example, southern Vietnamese speakers produce the higher nasalance scores on the vowel /a/, followed by /i/ and /u/. Nasalance scores also varied across stimuli, with the falling and restricted tone producing significantly lower scores than those produced by other tones. Asian languages do not have R or L sounds.

Note: Please note that the common dialectal differences noted here are only a tiny sample of the diversity reflected across our expanding world (Cristia et al., 2012; Griffen et al., 2023; Hamilton et al., 2018; Hendricks et al., 2021; Leap, 1993; Nguyen et al., 2021; Rickford & King, 2016; Robinson-Zafartu, 1996; Shi & Canizales, 2013; Stockman et al., 2016; Velleman & Pearson, 2010; Wallace, 2015)

States, there are differences in short /i/ and short /e/. In areas like Wisconsin, students may make the sound short /i/ and short /e/ sound differently. However, in areas such as Arkansas, the short /i/ and short /e/ may sound the same. For example, this can cause the name “Ben” to sound very similar to “bin” (Cristia et al., 2012; Griffen et al., 2023).

3. Celebrate code-switching in the classroom as an advanced skill versus a deficit.

The ability to switch codes is an advanced cognitive process. It takes time to learn and generalize across situations. Once a child can do this, their ability to communicate and be successful across cultures is enhanced. This should be seen as a skill and praised as such (Hamilton et al., 2018).

4. Collaborate with others.

Teachers do not always know how to address dialect or linguistic differences. In these situations, remember that you are not alone. Ask others. Speech-language pathologists are trained in disorders versus dialect and may be able to assist by observing and giving recommendations. You can ask a parent or guardian about the dialect as a means to respect the difference. Find a trusted colleague who is more knowledgeable than you and, if possible, comes from the culture you are trying to learn about. Remember, though; it is not the job of minoritized populations to teach us. It is our responsibility to keep learning and doing better. Keep reading the literature on addressing dialect and linguistic differences in the classroom (McSorley et al., 2016).

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DADD Summer 2022 Mini-Conference

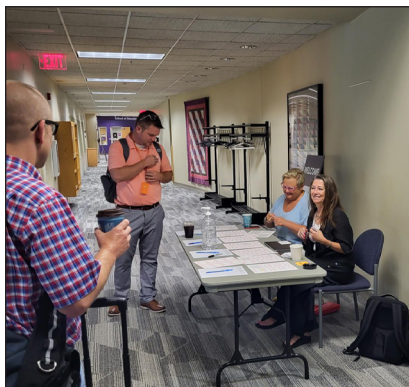
DADD would like to thank Dr. Lynn Brusnahan, the Summer mini-conference committee, the Minnesota Department of Education, and the Special Education teachers across Minnesota for supporting the DADD Summer Mini-Conference! The DADD board of directors provided a day of learning to support the academic and social-emotional needs of students with autism and developmental disabilities. Over 300 people attended via face-to-face presentation, regional sites with moderators, and Zoom!

Every year, DADD co-hosts a Summer Symposium, a full-day professional development experience delivered by engaging speakers who are experts and leaders in the field. We are committed to: offering an affordable, high-quality professional development (cost of previous symposiums as low as \$30 / day) and creating an experience that is relevant to your needs.

DADD seeks to promote and disseminate research-based practice in education, thus ensuring the continued advancement of positive educational and life outcomes for people with autism, intellectual disability, and other developmental disabilities. DADD is excited to offer you an opportunity to partner with us in hosting our 2023 Summer Symposium! Visit www.daddcec.com to find out more and submit your proposal.



A room full of attendees



Checking in with our President and Conference Coordinator



Thank you Lynn and Erin for all your hard work!



Watching a Twins game!



Editor's Note

Chris Denning

I hope you enjoyed this issue of DADD Express. We'll continue to present content in Express that focuses on intersectionalities between ASD, ID, and DD, and 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 the new 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

*24th International Conference on Autism,
Intellectual Disability & Developmental Disabilities*
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Division on Autism & Developmental Disabilities (DADD)

Research-Informed Practice

January 18 – 20, 2023

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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 DADD's 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 three pre-conference training institutes: Institute I focuses on transition/post-secondary, Institute II has a BCBA focus, and Institute III focuses on sexuality education.

DADD is excited to announce that we will again host the NANSI meeting (National Autism Network of Statewide Implementers) on Wednesday, January 18, 2023 from 1:00 - 4:00 p.m. If you are a state leader whose focus is on promoting the science and practice of implementation of evidence-based practices within the educational environment to improve outcomes for individuals with autism, please plan to attend. If you are interested in becoming a member please contact NANSI at nansi.ebp@gmail.com.

Need credit for professional learning? We have that covered. Professional Development Hours (CEUs) through CEC are available for all conference sessions and the pre-conference training institutes.

Value added alerts! Conference registration includes a hot buffet breakfast and luncheon each day as well as the President's Reception. And for BCBA certificants, at **no** additional cost, up to **17 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.



Conference Overview

Wednesday, January 18, 2023

Pre-conference Training Institutes 8:30 a.m. – 3:30 p.m.

◆ *Institute I – Transition/Post-secondary Focus*

- ◆ Morning – *Technology Tools for Secondary and Transition Success* Don McMahon, Ph.D., Washington State University, Pullman, Sarah Howorth, Ph.D., BCBA, University of Maine, Erin Farrell, Doctoral Candidate, BCBA, Minnesota Department of Education
- ◆ Afternoon – *You Belong Here! Sense of Belonging for Students with Intellectual Disabilities in Postsecondary Education* Christine Scholma, Ed.D., Trinity Christian College and Deborah Schadler, Ph.D., CPRCT, Gwynedd Mercy University

◆ *Institute II – BCBA Focus (6 BACB CEUs in Total)*

- ◆ Morning – *A Behavioral Systems Approach to Ethics Training and Supervision.* (3 BACB CEUs in Ethics) Matthew Brodhead, Ph.D., BCBA-D, Michigan State University
- ◆ Afternoon – *Frameworks and Ethics and Supervising, oh my! Supporting Systems and Individuals in Schools through a Behavior Analytic Lens.* (3 BACB CEUs in Supervision and/or Ethics) Erin Farrell, Doctoral Candidate, BCBA, Minnesota Department of Education.

◆ *Institute III – Sexuality Education Focus*

- ◆ Morning – *SEX: Using Evidence-Based Practices to Support Inclusive Sex Education.* Heidi Cooley-Cook, M.Ed., Enid Hurtado, M.Ed., and Kimberly Howard, Kentucky Autism Training Center, University of Louisville
- ◆ Afternoon – *Shhh! We Don't Talk About Sexuality and Disabilities* Whitney Meade, Ph.D., University of Alabama at Huntsville

National Autism Network of Statewide Implementers (NANSI) Meeting 1:00 – 4:00 p.m.

- ◆ Welcoming Remarks and Keynote Address 4:30 – 5:30 p.m.
- ◆ President's Reception and Poster Presentations 5:30 – 7:00 p.m.

Thursday, January 19, 2023

- ◆ Poster Presentations and Continental Breakfast
- ◆ Concurrent Breakout Sessions/Featured Speakers
- ◆ Networking Luncheon
- ◆ DADD General Business Meeting

Friday, January 20, 2023

- ◆ Poster Presentations and Continental Breakfast
- ◆ Concurrent Breakout Sessions/Featured Speakers
- ◆ Networking Luncheon
- ◆ Closing General Session

Featured Sessions & Hot Topics

Note: this is a sampling of the 250+ sessions on the program

- ◆ [Observing Behavior from a Culturally Competent Lens: Shifting the Paradigm of Understanding to Support Student Behavior](#), Lynn Stansberry Brusnahan, Ph.D. and Erin Farrell, Doctoral Student, University of St. Thomas, Jonte' C. Taylor, Ph.D., University of Pennsylvania, and Marcus Fuller, Ph.D., University of Vermont
- ◆ [Neurodiversity and the Culture of Autism](#), Gabrielle Agnew, Doctoral Candidate, University of Texas Southwestern Medical Center, Dylan Kapit, University of Pittsburgh, and Elizabeth Harkins, Ed.D., William Patterson University
- ◆ [Planning for the Success of Students with Extensive Support Needs in General Education Classrooms](#), Jim Thompson, Ph.D., University of Kansas, and Megan Carpenter, Ph.D., Furman University
- ◆ [The Elephant in the Room: Training Parents to Address Sex Ed Topics](#), Christine Drew, Ph.D., BCBA-D, Auburn University
- ◆ [Supporting Special Education Teachers to Strengthen Leadership Skills](#) Darlene Perner, Ed.D., and Robin Drogan, Ph.D., Bloomsburg University of Pennsylvania
- ◆ [Only the BCBA Does That! Redefining School-Based BCBAs' Roles to Build Capacity](#) Vanessa Tucker, Ph.D., BCBA, LBA, Pacific Lutheran University
- ◆ [Initial Implementation of Culturally Responsive Social-Emotional Systems of Support for Kindergarteners](#) Dustin Hinckley, Ed.D., Red Lake ISD #38 and Jen Hinckley, Aurora Waasakone Community of Learners
- ◆ [Promoting Communication, Play, and Peer Relationships for Elementary-Aged Students with Autism](#), Elizabeth Biggs, Ph.D., Vanderbilt University
- ◆ [Thinking Beyond Social Validity: Using Mixed Methods to Amplify Voices of Students with Developmental Disabilities and their Families](#) Jenny Root, Ph.D., Florida State University, Esther Lindstrom, Ph.D., Lehigh University, and Jamie Pearson, Ph.D., North Carolina State University
- ◆ [Interagency Collaboration to Improve Transition Outcomes](#) Nancy Young and Celeste Michaud, Doctoral Students, University of Arkansas
- ◆ [An Evaluation of Robot-directed Prompts to Facilitate Interactions with Learners with Autism Spectrum Disorder](#) Robert Pennington, Ph.D., BCBA, University of North Carolina Charlotte
- ◆ [Teaching Mathematics Online to High School Students with Virtual Manipulatives](#) Emily Bouck, Ph.D. and Holly Long, Doctoral Student, Michigan State University
- ◆ [Fusing Universal Design for Learning and Culturally Sustaining Pedagogy: Benefits and Practicalities for Today's Educator](#), Marcus Fuller, Ph.D., Lynn Stansberry, Ph.D., St. Thomas, and Elizabeth Harkins, Ed.D., William Patterson University

Conference Registration

Click here to register through the conference website: <https://cvent.me/QQne9o?RefId=Cvent+Summary>

Registration Rates for Presenters and Attendees	CEC-DADD Members	Non-members	Students CEC-DADD Members	Students Non-members
Pre-Conference Workshop: January 18, 2023 – 8:30 a.m. – 3:30 p.m. <i>Includes breakfast & lunch</i>	\$150	\$175	\$125	\$150
Conference: January 18 – 20, 2023 <i>Includes Opening Session & welcome reception at 4:30 p.m. on Wednesday, breakfast & lunch on Thursday and Friday</i>	\$350	\$425	\$225	\$275
Pre-Conference Training and Conference: January 18 – 20, 2023 <i>Includes breakfast and lunch all 3 days, as well as welcome reception.</i>	\$500	\$600	\$350	\$425

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

Conference Hotel/Room Bookings



Sheraton Sand Key Resort

1160 Gulf Blvd
Clearwater Beach, FL, 33767
1.727.595.1611

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

Please make your reservations by January 4, 2023 to take advantage of the special daily conference rates (single & double occupancy) available at the Sheraton Sand Key Resort; rates range \$194 - \$234 and include complimentary parking, WiFi, and access to the fitness room. Rooms are available from January 13 – 23, 2023 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, [Sheraton Sand Key Resort Reservations](#) or by calling the Sheraton Sand Key at 1.727.595.1611 (**CEC-DADD** is the group booking reference).