



## Teachers' Corner

### Using Technology to Support Social-Communication Skills for Students with ASD



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Educators and researchers continuously examine ways to incorporate new technological tools to improve outcomes in communication skills, social skills, and academic performance for students with autism spectrum disorder (ASD). Technology-aided instruction and intervention (TAII) refers to instruction or intervention in which technology is the primary form of instruction (Steinbrenner et al., 2020). Some TAII currently being used includes speech generating software, robotics, virtual reality, augmentative and alternative communication, video-modeling and more. TAII can be particularly beneficial for students with ASD because it is predictable in nature and can lead to increased independence (Hedges & AFFIRM Team, 2018). While technology should not be used as the primary form of instruction and intervention for students with ASD, it can be very effective as a supplement to existing classroom practices.

Hedges & AFFIRM Team (2018) indicated that TAII meets evidence-based practices criteria based upon 11 single case design studies and 9 group design studies in which technology effectively developed “social, communication, joint attention, behavior, school readiness, cognitive, motor, adaptive, vocational, and academic outcomes” for learners ages 3-22 years old (p. 2). Grynspan and colleagues (2014) examined the overall effectiveness of TAII programs designed to support individuals diagnosed with ASD and noted that longer interventions correlated with improved outcomes. Therefore, it is important for educators to carefully determine the target skills to support, plan for long-term interventions, and take time to

reinforce newly learned skills.

#### How to Use TAII to Focus on Social & Communication Skills

Social-communication skills are often challenging for students with ASD. Deficits in recognizing emotions and developing effective responses to non-verbal emotions is a common feature of ASD and can cause delays in social interaction skills (Daou et al., 2016). Using TAII to teach these skills can be highly effective as a part of systematic instruction (Alzrayer et al., 2019). Although more research is needed to examine how and when these tools should be used when teaching students diagnosed with ASD, the existing evidence and practitioner experience highlights current best practices.

There are multiple ways that educators can use TAII in the classroom and community to support students' social and communication growth including the use of iPads, communication generated devices, and other technologies. TAII can be used to increase requesting, social reciprocity, social responding, and social problem-solving skills (Steinbrenner et al., 2020). For example, a teacher could use video modeling to teach a child to ask another child to play or use a robot to gain joint attention with peers since it is so engaging (see Figure 1).

It is important to ensure everyone is trained with the technology tool/program so it can be used correctly across school settings. Technology programs can be presented on a desktop, laptop, or tablet to increase independence,

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## President's Message

Leah Wood



I am thrilled and honored for this opportunity to lead an organization I love so much. Our annual conference, held in Clearwater, FL, this past January was a fantastic event.

The conference included over 600 attendees (a record!), fascinating and informative presentations, dynamic committee meetings, and so much energy. We were fortunate to hear a personal and heartfelt keynote from Angie Jasper, the current president of the Council for Exceptional Children, and we were joined by Chad Rummel, the Executive Director of CEC as well. As incredible as it was, please know that our year is just getting started and there is so much we can do and learn in 2023.

My goal as president is to shine a particular light on the concepts of belonging and accessibility. I taught students with intellectual disability for many years in North Carolina before I expanded my path to include educational research and teacher preparation. As a teacher, I've noticed that we traditionally talk about special education as "the things we teach" and "the ways we teach them." For instance, we teach social skills instruction, daily living skills, functional academics, higher order thinking skills, grade-aligned standards, and so on. It's easy to rattle off a comprehensive list of how we teach: with research and ev-

idence-based practices, high leverage practices, explicit and systematic instruction, person-centered planning, inclusive practices, task analytic instruction, multiple exemplars, etc. The field of special education is getting really good at knowing what and how to teach.

I'm challenging us to extend our thinking and generate conversations about *why* we teach what we teach and how we teach it. Belonging and accessibility are central to the "why." We don't teach social skills, ultimately, so that students can follow prompts or scripts to initiate and engage in social conversations. We teach students to engage in social conversations so that they can gain a sense of belonging in their school communities and beyond. Belonging and access are the subcomponents of the concept of justice. What we do in special education is heavy, critical, and invaluable social justice work. What unites us, I believe, as members of DADD, is our shared and vested commitment to not just improving the lives of individuals with autism and developmental disabilities, but providing pathways to, as what my good friend Dr. Jenny Root describes as, "enviable lives." Everyone deserves to belong to communities and spaces. Everyone deserves to access the same information, materials, benefits, experiences as everyone else. I'm so glad you're a part of this community so we can learn together and, I hope, engage deeply in this critical conversation.

In that spirit, please turn to pages 11 and 12 to find lists of great ways to get involved and to have a voice in this organization through our many committees. I'm glad you are here, and I am grateful for the opportunity to do this work with you all.

## Executive Director's Corner



Coming off a wonderful DADD conference, I am going to provide an update of DADD business for the membership based on our DADD business meeting in Clearwater. DADD had the pleasure of having CEC Executive Director Chad Rummel attend our conference as well as our board meeting. One insight he shared with the board, really struck a chord—transparency and accountability to the membership. As such, after each yearly DADD business meeting, I will be using my small segment of the DADD Express to summarize the business meeting for those members who were unable to attend.

- We had a wonderfully attended conference with over 600 registrations; we thank everyone who came to DADD and engaged with us through presentations, sessions, business

meetings, committee meetings, socials, and networking.

- The 2024 DADD conference, which will be the Division's 25th, will be in Hawaii; we hope you are able to join us.

- We are hosting soliciting proposals for locations to host our DADD Summer Symposium. DADD works to connect with states, agencies, or districts to host a low-cost one-day summer symposium in which DADD will provide the speakers and content and our partners the space and attendees. We had a very successful 2022 DADD Summer Symposium in Minneapolis, MN.

- As a division, we are financially healthy this year. This is in part to our members (thank you for continuing to join DADD, our successful conferences in 2022 and 2023 as well as our 2022 summer symposium, and our publications.

- We are continuing to expand our offerings for networking at the conference and beyond for students and early career professionals

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## Evidence-based Practice Brief

### Systemic Trial-Based Instruction: Effective and Efficient Evidence-based Practices for Teaching Academic Content



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Systematic trial-based instruction refers to a class of instructional strategies that (a) share a common structure and (b) have been established as an evidence-based practice for individuals with developmental disabilities (e.g., see Steinbrenner et al., 2020). Arguably, the two most well-known types of systematic trial-based instruction are discrete trial teaching (e.g., see Smith, 2001) and response prompting strategies, particularly time delay and simultaneous prompting (e.g., see Tekin-Iftar et al., 2019). A range of academic content has been taught with this instruction, including word recognition (Gibson & Schuster, 1992), numeral identification (Akmanoglu & Batu, 2004), story writing (Pennington et al., 2012), and decimal subtraction (Rao & Kane, 2009). Accordingly, the purpose of this article is to inform teachers how to use systematic trial-based instruction to teach academic content.

#### Overview of Systemic Trial-based Instruction

While there is not a single approach to systematic trial-based instruction (Wilczynski et al., 2012), this class of instructional strategies shares a three-component structure: (a) the presentation of a task directive, (b) a student response, and (c) a response contingency. The three components, which occur in quick succession, comprise a trial. Moreover, trials are separated from each other for a brief period of time called an inter-trial interval.

With respect to presenting academic instruction, a trial involves providing a student with an opportunity to perform an academic task, such as naming a letter of the alphabet, decoding a consonant-vowel-consonant word, stating the product of a multiplication fact, or solving for the variable in a linear algebraic equation. Furthermore, this class of instructional strategies is referred to as systematic because methodical planning is involved in the

particular design of the three-component structure, with each component serving a clearly defined purpose.

A trial's first component, the presentation of a task directive, clarifies the teaching situation by (a) having the student attend to a specific environmental cue under circumscribed conditions (Wilczynski et al., 2012) and (b) identifying a specific response (Collins et al., 2018). The second component, a student response, sets the occasion for establishing a relationship between the performance of the response in the presence of the task directive and the subsequent response contingency. The third component, the response contingency, involves the presentation of an appropriate consequence following the student's response. The purpose of the response contingency is to inform the student whether the response was correct and, if so, establishes the likelihood the same behavior will be repeated under similar circumstances in the future (Collins et al., 2018). Affirmative feedback, in the form of a reinforcer, follows a correct response whereas corrective feedback (e.g., stating the correct verbal response or modeling the correct step of a task) follows an incorrect response. Altogether, using these three components, as described, simplifies the teaching situation (Smith, 2001).

#### Examples in Practice

Next, two brief examples are presented to demonstrate how teachers can use it. The first example involves teaching a discrete task: naming the numeral 2.

The teacher holds up an index card with the numeral 2 on it and presents the task directive, "Name this numeral." Since this task is entirely new to the student, the teacher presents a prompt (i.e., additional information, beyond the task directive and instructional material)

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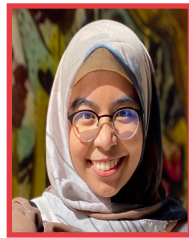
## Students' Corner

### 2023 Poster Competition Winners and Advice for Future Submissions



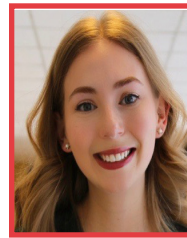
**Deidre Gilley**

*Florida State University*



**Atikah Bagawan**

*Michigan State University*



**Allie Minuk**

*Queen's University*



**Alison Wilhelm**

*University of Washington*

As a student, you may be asking yourself if participating in academic conferences really make a difference in your scholarly development. In short, the answer is "YES!". Participating in academic conferences within your field is a great way to develop your research, network and meet new collaborators, expand your current knowledge, and gain insights into what is happening within your field. It also provides you with the opportunity to disseminate your work and engage with others whose interests align with yours.

At the Division on Autism and Developmental Disability (DADD) Annual Conference, we prioritize providing a platform to DADD Student Members to disseminate their research, receive feedback, and grow as professionals. One of the opportunities provided to DADD Student Members while at the annual conference is the Student Poster Competition. This year's winners included Atikah Bagawan (1st place), Allie Minuk (2nd place), and Alison Wilhem (3rd place). This article is going to highlight each of this year's winners as well as provide readers with advice on submitting proposals and presenting presentations at conferences.

#### 2023 Poster Competition Winners

Atikah Bagawan, this year's first place winner, is a doctoral student at Michigan State University. The study she presented on at DADD aimed to explore the impact of sibling-implemented Stay-Play-Talk (SPT) strategy delivered via tele-practice. Results found that three of the four siblings showed an increased rate of positive social behavior and social skill strategies used during play. Their respective siblings with developmental disabilities also showed an increase rate of positive social behavior. With specific adjustments and considerations, they found that sibling-mediated interventions can be delivered via tele-practice.

Allie Minuk, this year's second place winner, is a doctoral student at Queen's University. The purpose of the research she presented on was to describe the trend in inclusive classroom placements for students with autism spectrum disorder (ASD) over a 12-year period in Ontario, Canada using special education program placement data and census data summarized geospatially by the school board. A secondary aim of the study was to examine any existing relationships between external variables (i.e., staffing of paraprofessionals and population density) with inclusive classroom placement for students with ASD. Differences in findings at the elementary and secondary levels are explored. Implications include the importance of identifying variables associated with inclusive classroom placement, and the advantages of adopting a geospatial approach to analysis.

Alison Wilhem, this year's third place winner, is a doctorate student at the University of Washington. Her study explored the experiences of caregivers of school-aged children with intellectual and developmental disabilities (IDD) during online schooling in the COVID-19 pandemic. Using qualitative methodology, Alison sought to capture how families were responding to adversity through a framework of community cultural wealth and family resilience. Results showed that the digital environment unexpectedly shifted norms about home-school partnerships. Online learning yielded transparency and supported frequent communication between caregivers and educators. This research documented how families' resilience led to increased access to instructional content via UDL, improved home-school collaboration, and challenged assumptions of competence about young children with IDD. Although many families reported encountering systemic barriers within the education

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learning, and communication. For example, technology can be used to offer prompts, model behaviors, assist with scheduling, or used to self-monitor behaviors (Odom et al., 2015).

More innovative technology like humanoid robots, virtual reality, computer-based instruction, gaming, and eye tracking are also being used to teach students with ASD social communication skills. These technologies offer collaborative features (Boyd et al., 2015) and shared learning experiences (Sobel et al., 2015), and offer immediate feedback to the user.

### How to Introduce TAI to Students

It is important to establish an effective process for moving from identifying an IEP goal and technology that can assist a student to assessing student progress across settings (see Figure 2). A packet of resources outlining effective checklists, tools, and assessment forms can be found in the AFFIRM EBP/TIAA packet here:

<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/TAII%20EBP%20Brief%20Packet.pdf>

Hedges and AFIRM Team (2018) outline suggested

**Figure 1:**  
Using Robotics in the Classroom



steps for using TAI in the classroom. These include: (a) discussing technology options and preferences with students and their family; (b) review technology rules with the student, if applicable; (c) prepare materials; (d) teach student how to use the technology; (f) provide prompting and reinforcement; and (g) support use across settings. Teachers can do the following to support these steps:

1. Introduce various technologies to see what the stu-

dents can easily use, and which technologies are engaging. It is important to consider whether a student struggles with operating technology, self-stimulates on technology, or is less excited about one form of TAI than another when making decisions.

2. Consider how to train students on new technologies and think about the implications for use in the home environment. For example, will the child be able to access learning in the home and will families be able to support their children with the TAI selected.

3. Ensure training is provided for the student and anyone who will be working with the child (e.g., regular education teachers, family members, teaching assistants).

4. Figure out what supports are needed when using technology (e.g., visual supports, slant board, prompts, reinforcers). Make sure they are used and take data (e.g., frequency, duration).

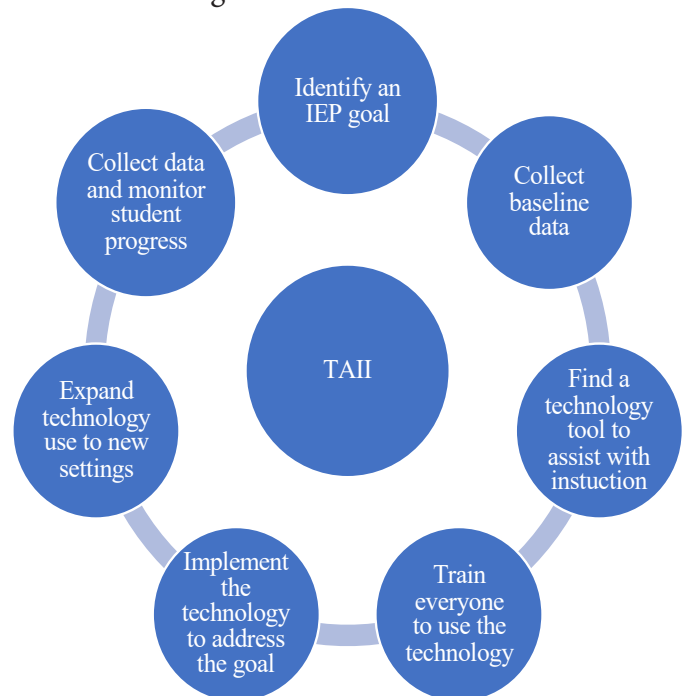
5. Make sure the technology is accessible in all settings so students can practice across natural settings like classrooms, after school, and home. This will increase fluency and improve outcomes.

Many technology/assistive technology loan programs offer free trainings and trials with TAI in efforts to decrease costs and ensure the TAI is effective with the student before purchases are made.

### Considerations When Using TAI

Students with ASD are diverse in their needs and prefer-

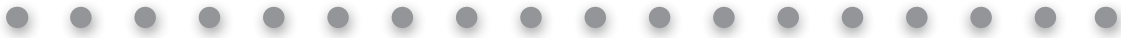
**Figure 2:**  
Process for Using TAI



ences. TAI might be highly effective for one student but aversive to another, depending on their response to technology. Conducting a technology assessment can assist in determining what technology the students can best engage with to be successful so they can obtain needed training (Odom et al., 2015). It is also essential that educators consider their ability to afford and get technology support as needed when choosing a device. Teachers could consult with instructional technology experts at their school to determine which technologies are available for students and consult with families to determine how the technology can be used at home. By working together, school personnel and families can use TAI to expand student success across settings.

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### (Executive Director's Corner, continued from page 2)

- DADD continues to focus on ways to embed JEDI- justice, equity, diversity, and inclusion—throughout our mission to educate and support students with intellectual disability, autism spectrum disorders, and other developmental disabilities as well as their educators, clinicians, and caregivers.
- We have a few positions up for nominations this year, with a term to begin in January 2023. Nominations this year are being sought for Vice President (for the Presidential cycle), Canadian member-at-large, and student representative
- We had transitions to the DADD board this year. Rob

Pennington was appointed as the Publications Chair and Jessica Bowman as the Communications Co-Chair. Bree Jimenez was elected to the Vice President role, Kevin Ayres as Secretary, and Melissa Savage for the Member-at-large position that is also the membership committee chair. We thank Angi Stone-MacDonald for her serve as secretary.

- We hope you want to get move involved with DADD and committee are a great way to do so. Committee membership for most committees is open to any DADD member. Please connect with the one of the Committee chairs or me (ecb@msu.edu) to get actively involved.
- DADD board of directors did vote to open up the by-laws to make changes. As such, we will be bringing the proposed changes to the membership for a vote.

for the purpose of eliciting a correct response. In this instance, the teacher says the first sound in the name of the numeral 2 (e.g., “t”). The student is then given four seconds to make a response. A correct response is followed by a pre-determined reinforcer (e.g., a fist bump), while an incorrect response is followed by the teacher saying the correct response and having the student repeat it.

The second example involves teaching a chained task: using a five-step algorithm to solve a basic addition fact. In this instance, both the teacher and the student would each use a set of instructional materials to complete the task. The teacher, after writing the equation  $2+3=$  on both sheets of paper, would present the task directive, “Find the sum of  $2+3=$ .” The prompt would consist of the teacher modeling the first step of writing two tick marks underneath the 2 on her paper. Next, the student would do the same, on her paper, within the response interval. The teacher would follow this behavior with affirmative or corrective feedback. This process would be repeated for each remaining step of the algorithm: (a) writing three tick marks under the 3, (b) combining all five tick marks on the other side of the  $=$ , (c) writing the numeral 5 as the sum, then (d) checking one’s work.

The three-component structure can be embellished to enhance instructional efficiency. One example is through the inclusion of instructive feedback. It is content presented after the response contingency, and does not involve another student response (Albaran & Sandbank, 2019). For instance, once a student correctly names the numeral 2 and the teacher provides affirmative feedback, the teacher also could demonstrate counting two objects and reading the number word for 2. If the student learned both items then, altogether, three pieces of information would be acquired from the trial instead of just naming the numeral 2.

### Why Use Trial-based Instruction?

Finally, there are numerous practical reasons for using systematic trial-based instruction. First, it can be presented effectively by a number of instructors (Smith, 1993) - including certified teachers, paraprofessionals, and peers without disabilities - in both general and special education classrooms. Second, this instruction can be employed in both the 1:1 and small group instructional arrangements that are common to students with developmental disabilities, and result in students’ acquisition, maintenance, and generalization of content; moreover, when used in a small group arrangement, efficiency can be increased through planning for observational learning whereby one student learns content that is presented during another student’s trial (Collins, 2012). Third, systematic trial-based instruction can be used during a session that lasts 5 minutes or

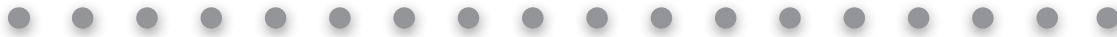
longer. Five minutes of instruction over a 180-day school year amounts to 15 hours of instruction. The presentation of as few as 10 trials during each five-minute session results in 1,800 opportunities for a student to respond. Given that students presenting persistent, significant learning challenges need 10-30 more practice opportunities to master the same skill as their typically developing peers, this instructional approach clearly addresses that need (Gersten et al., 2008).

For more information about discrete trial teaching, time delay, and simultaneous prompting, see Gongola and Sweeney (2012), Steinbrenner et al. (2020), and Tekin-Iftar et al. (2019).

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system, this research highlights how valuing caregiver's knowledge and experience translates to more successful educational partnerships.

### Advice for Submitting

As students, it can be nerve-racking to submit a proposal to a conference. According to Allie and Atikah, seeking feedback is a great way to increase your confidence when submitting proposals to conference. Allie suggests gathering feedback from difference sources, including colleagues from your field and beyond! Atikah and Alison offer additional advice by urging students to be sure they read the guidelines and prompts of proposal calls carefully and critically. However, the 2023 Poster Competition Winners urge students to not shy away from the opportunity to showcase your work! Your work is important, and it is critical, as students, to learn how to communicate research to vast audiences in order to invoke change. Do not "hold back" because you are a student! Rather, take the opportunity to grow as an aspiring professional in the field.

### Advice for Leading Presentations

Similar to submitting conference proposals, leading presentations can be scary. However, all of the 2023 Poster Competition Winners believe in the importance of developing your professional voice to disseminate

your work. This is a critical area for development as an academic scholar. Beyond the ability to "speak" about your research, you must also be able to "listen" about it as well. Allie shared how "listening" is just as important as speaking when leading presentations. For example, prioritize getting to know your audience by providing an opportunity for them to engage in your presentation. The engagement, discussions, and feedback during presentations are essential in ensuring the knowledge we produce is accessible and meaningful to all audiences. Lastly, be welcoming and confident! As previously mentioned, your work is important, significant, and impacting the field, therefore, believe in it and yourself!

### Conclusions

This article highlighted this year's winners, advice on how to be successful at submitting conference proposals, and how to lead your own presentations. As this year's winners emphasized, participating in academic conferences can help to expand your knowledge, grow your network, increase your confidence, disseminate your research, and more! We want to challenge you to submit a proposal, lead a conference presentation, and participate in the DADD Student Poster Competition at the 2024 DADD Annual Conference. Next year's conference will be held in Hawaii, and we hope to see you there! Feel free to reach out to current student rep (Deidre Gilley, [dgp17c@fsu.edu](mailto:dgp17c@fsu.edu)) with any questions, comments, or concerns. and feedback during presentations are essential in ensu



# 2023 DADD Conference Highlights

This past January, 615 attendees, presenters, and exhibitors participated in DADD's 24th International Conference on Autism, Intellectual Disability, & Developmental Disabilities in Clearwater Beach, Florida!

- A new attendance record!

## Highlights from the 3-day conference include:

**Focused Training:** Three pre-conference training institutes included, 1) Post-secondary / Transition Focus, Technology Tools for Secondary and Transition Success and You Belong Here! Sense of Belonging for Students with Intellectual Disabilities in Postsecondary Education; 2) BCBA Focus, A Behavioral Systems Approach to Ethics Training and Supervision and Frameworks and Ethics and Supervising, oh my! Supporting Systems and Individuals in Schools through a Behavior Analytic Lens; and 3) Sexuality Education Focus, SEX: Using EBP's to Support Inclusive Sex Education and Shhh! We Don't Talk About Sexuality and Disabilities.

**Opening General Session:** Dr. Andrea Jasper, President of CEC, opened the 2023 Conference with a personally reflective keynote address, A Process: Journeying toward Increased Belonging and Accessibility.

**Conference Exhibitors:** Thank you to our exhibitors: ABA Centers of Florida, ACE ABA Software System, Attainment Company, Paul H. Brookes Publishing Company, Floreo, Inc., Friends on the Block, Logan River Academy, Orange Neurosciences, Raven Health, Sandata, SEPSEA, and The Horizons School.

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

## Award Winners:

The 2023 Burton Blatt Humanitarian Award Winner is Dr. James Thompson, a long-time DADD member and board member.

The 2023 Shriver-Kennedy Student Achievement Award winner is Jiya Rai. Ms. Rai is a 14-year-old international open water para swimmer from India and a world record holder in open water swimming.

The 2023 Research Award winner is Dr. Veronica Fleury, an associate professor of special education at Florida State University.

The 2023 Teacher of the Year is Dr. Ann Katherine Griffin.

The 2023 Tom E.C. Smith Early Career Award winner is Dr. Leslie Bross, an assistant professor at the University of North Carolina Charlotte.

**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, Deidre Gilley, DADD's Student Representative, hosted a highly successful student social, student poster awards, and Roundtable Networking Event!

**Save the Date!** Please plan to join us as DADD celebrates the 25th Annual Conference, January 17 – 19, 2024.

For additional information on DADD's conferences, please contact Cindy Perras, DADD Conference Co-ordinator, [cindy.perras@gmail.com](mailto:cindy.perras@gmail.com).



Dr. Andrea Johnson - President of CEC - opens the 2023 conference



Research Award winner Dr. Veronica Fleury



Tom E.C. Smith Early Career Award winner  
Dr. Leslie Bross



DADD President Leah Wood



Teacher of the Year - Dr. Ann Katherine Griffin



# 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 inclusion. 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)

# Pathways to Engaging in Your DADD Community

1

Visit your DADD community website  
[www.daddcec.com](http://www.daddcec.com)

Visit our site to gain access to tons of information and resources.

2

Check out our journals

Find up to date issues of *Education and training in Autism and Developmental Disabilities (ETDADD)* and our *DADD Online Journal* on the community website.

3

Join us on social media

**Twitter:** @CECDADD

**Facebook group:** Division on Autism

**Instagram:** @cec\_dadd

and Developmental Disabilities (DADD)

4

Plan to attend your conference

Get a discounted member rate for the 25th international conference in Waikiki Beach, Honolulu, Hawaii, January 17-19, 2024.

5

Recognize your outstanding colleagues

Nominate colleagues, students, legislators, and others for one of our annual awards!

6

Tap into your resources

Explore the online learning supports portal, read the DADD Express, or check out past Teacher's Corner or Policy Briefs.

7

Invite a friend

Share your love for DADD with a friend and encourage them to join our community too!

# Get Plugged In!

## COMMUNICATIONS COMMITTEE

Oversee all communication between the division and the public, including the web site, social media, and division newsletter.

Chris Denning- [christopher.denning@umb.edu](mailto:christopher.denning@umb.edu)  
Jessica Bowman- [bowman@umn.edu](mailto:bowman@umn.edu)



## MEMBERSHIP COMMITTEE

Develop and implement measures to increase, maintain, and support DADD members.

Melissa Savage- [melissa.savage@unt.edu](mailto:melissa.savage@unt.edu)

## AWARDS COMMITTEE

Maintain and conduct a process for solicitation and review of Division-authorized awards.

Jordan Shurr- [j.shurr@queensu.ca](mailto:j.shurr@queensu.ca)



## PUBLICATIONS COMMITTEE

Oversee all print, electronic, and video publications of a scholarly nature, including the division journal, ETADD, and books, monographs, and other media

Robert Pennington- [rpennin7@uncc.edu](mailto:rpennin7@uncc.edu)

## DIVERSITY COMMITTEE

To advocate for the rights and safety for (a) individuals with autism, intellectual disability and / or developmental disabilities and (b) the professionals who work with them.

Jamie Pearson- [jnpearso@ncsu.edu](mailto:jnpearso@ncsu.edu)

