



## Teachers' Corner

### Recommended Practices for Students with Extensive Support Needs During Online Learning



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The switch to online learning during the Covid-19 pandemic presented special educators with many challenges in how to best serve students with extensive support needs (ESN) without being able to provide face-to-face, individualized instruction. As most students have returned to the classroom, we can now reflect on the lessons learned and be better prepared for situations which might call for alternative methods of instruction (AMI).

In the height of the Covid-19 pandemic, the Arkansas chapter of DADD (AR-DADD) sent out a survey to special educators and stakeholders inquiring about what needs they had in supporting students during synchronous and asynchronous online learning. Eighty educators, para-educators, and caregivers responded with a wide variety of requests for supports ranging across grades K-12 and including diagnoses in multiple IDEA disability categories. While many responses were specific to academic targets, nearly half included requests for resources in targeting social skills, adaptive and life skills, and interfering behavior. Because online learning for students with ESN will often require a caregiver or other adult to be physically present, the following strategies and resources are aimed to support both teachers and caregivers.

#### Creating Opportunities for Social Engagement and Increasing Social Skills

Communicating and engaging with peers is an essential component of inclusive education and leads to improved outcomes for individuals with disabilities (Kuntz & Carter, 2019). However, creating space online for peer inter-

action can be challenging when remote learning is heavily focused on independent, individual activities. The AR-DADD survey requests for social skills supports were centered around increasing engagement with peers and being able to identify and respond with appropriate social behavior. One strategy to increase online engagement between the individual with ESN and their peers is to embed a social task into the same activity each day. This could be a morning partner check in with a social question prompt, a think-pair-share activity after completing a specific subject assignment, or in the case of an asynchronous lesson, a small group activity using an audio or video application such as Jamboard or Screencastify. Biggs & Carter (2022) introduce briefs for nine peer engagement interventions and a decision tree to aide in selecting the best option for individual students. Students may need direct instruction to identify and respond with appropriate social initiations and responses while interacting with peers. Recommended practices for facilitating peer engagement and instruction of social skills include use of focused practices such as modeling, prompting, positive reinforcement, visual supports, video modeling, and scripting through structured supports provided by peer training and social skills groups (Walton & Ingersoll, 2013). For more online social skills resources: <https://www.iidc.indiana.edu/doc/resources/social-skills-resources-for-online-learning.pdf>

#### Targetting Life and Adaptive Skills in the Home Setting

The benefit of students completing online learning from

*(continued on page 5)*

## President's Message

Leah Wood



I'm excited for the opportunity to reflect on Division activities since the Winter of 2023. We have an active, committed board! Many wheels have been spinning behind the scenes since our last conference in Clearwater. Our committee and board members have been hard at work in various ways. I want to highlight a few of the recent activities and updates:

- The board agreed to elevate the expectations of the student representative to include a commitment to quality student activities at DADD, CEC, and virtually. The activities and involvement of student members have continued to grow, and this decision represents a commitment from the whole board to help ensure our student members have a sustained voice and sense of belonging within our DADD community.
- We conducted a search for the new ETADD editor. During the search process, we realized a co-editorship could allow the journal to continue to thrive and evolve. We are thrilled to announce that Emily Bouck and Ginevra Courtade will follow in the editorial footsteps of Stan Zucker, who has been an excellent and committed steward of our flagship journal.
- The upcoming DADD Annual Conference in Hawaii (Jan 17-19, 2024) is shaping up to be a tremendous event. We far

exceeded the number of conference proposals from years past. The result will be a wealth of shared knowledge and more options than we've ever been able to offer. We're adding an additional poster session to include as many high-quality submissions as we can.

- The new DADD website has launched! Check it out at [daddcec.com](http://daddcec.com)
- We had a successful summer symposium in Bangor, ME. If you are part of an organization that would like to cohost a future summer symposium, there is an interest form on our website.
- We created a new CAN Coordinator affiliate position to allow DADD to have a stronger voice in policy and advocacy. The response to this position was overwhelming. We had a record number of applicants for an elected position and understand there is interest from our membership in doing this important work. I look forward to seeing how this work unfolds over the next few years.
- Finally, we've been doing additional work to closely examine, as a leadership team, who we are and what we value. This has included work from an ad hoc committee on DEIJ training for the board, a commitment to an equity audit of the Division, and initial work toward strategic planning that will help ensure our goals and activities yield outcomes that represent shared values of both DEIJ and science-based practices.

It has been a pleasure so far to work with a group of people who continually show up to do this volunteer work. We are committed to helping to build and maintain an organization where we all feel a sense of belonging and inclusivity. Thank you for being a part of DADD!

## Executive Director's Corner



Building off my last newsletter, I wanted to continue to use my small space to keep you updated on that happenings of DADD and to continue to promote transparency and accountability within the division.

- DADD has purposefully and explicitly changed our terminology from JEDI to DEIJ, following a deliberate consideration and decision by the board.
- DADD had their 2023 Summer Symposium in Orono, Maine at the University of Maine in July (operating in person and virtually). We are now shifting forward to

soliciting proposals for locations for the 2024 Summer Symposium. At the Summer Symposium DADD board members, also participated in a board meeting and board DEIJ retreat/seminar.

- As mentioned earlier, DADD will be bringing a bylaws vote to its members.
- DADD is exploring its current leadership transition structure. The change in leadership currently occurs in January. The board is exploring the pros and cons of staying with this schedule as opposed to going back to a previous model of changing leadership with the fiscal calendar cycle.

If you have questions, concerns, or wish to make comments about DADD and its operations, please feel free to reach out to me – [ecb@msu.edu](mailto:ecb@msu.edu). As always, we encourage you to become actively involved in DADD and we look forward to seeing many of you in Hawaii in January 2024.

### A Teacher's Guide to Facilitating Communication in Children Who Use Echolalia



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Echolalia refers to the immediate or delayed repetition of previously heard utterances from songs, TV shows, movies or communication partners and is a common characteristic of children and youth with autism spectrum disorder (Cohn et al., 2022). In the past, researchers estimated echolalia occurred in up to 85% of all individuals with ASD who develop speech (Rydell & Prizant, 1995). However, more recently, Roberts (2014) asserted this estimate more likely includes nearly all children with ASD, thereby concluding that echolalia can be considered a defining characteristic of ASD. Research also suggests that echolalia can occur during interactions with various communication partners and across different contexts during the school day (Charlop, 1986). Despite the valuable role teachers and paraprofessionals play in creating meaningful communication experiences and expanding students' verbal skills, they often receive inadequate training in responding to echolalia (Stiegler, 2015). It is therefore important that school professionals, who interact with these children for substantial parts of the day, possess the knowledge and resources to support learners who use echolalia and better understand their role and influence as communication partners (Cohn et al., 2022).

Research supports the idea that echolalia is valuable as a communicative tool and serves a communicative function for the user (Marom et al., 2018). Echolalia is typically described along four categories: pure immediate, pure delayed, mitigated immediate and mitigated delayed (Gladfelter & VanZuiden, 2020). When children repeat words immediately after they hear them, it is referred to as immediate echolalia. Delayed echolalia occurs when individuals repeat words later. A pure echoed utterance is an exact repetition, while a mitigated utterance indicates modifications from the original utterance (e.g., "Let's go outside" to "let's go over there"). In this con-

text, 'mitigated' refers to the modification or alteration of the echoed expression. Mitigated echolalia represents a developmental stage in children with ASD where they transition from mere repetition of words to adapting language for communication. This stage involves understanding and modifying echoed phrases to convey needs or thoughts more effectively, signifying improved language comprehension and functional use (Neely et al., 2016).

Because of the time delay, delayed echolalia may seem quite unusual because these utterances are used out of context. For example, a child might enjoy a song his teacher sang at circle time, and then later ask to sing it at home by stating, "Circle time!" instead of saying the name of the song. Recognizing the purpose behind echolalia and its potential communicative function can help teachers better respond to and engage with children who exhibit this linguistic behavior. Herein we describe tips for helping children who use echolalia to support their communicative interactions with peers and others.

#### Understand Children with ASD Learn Language Differently

Next, Children with ASD often have a different language learning path than typically developing children (Prizant, 1983; Stiegler, 2015). Initially, they often use longer chunks of language without understanding the individual words. These chunks are grammatically complex and lack comprehension of word meanings. For example, a child with ASD may consistently say a phrase like "It's time for your dinner" to signal dinnertime without understanding each individual word. However, researchers studying echolalia in children with ASD have observed a progression (Prizant, 1983; Blanc, 2012). Initially, children echo chunks of language without comprehension. As they develop, they modify these echoes, leading to shorter sentences and increased language flexibility. While echolalia may still occur in certain situations, the child's understanding improves, allowing for the appropriate use of words and phrases. For more details on the language development of many children with ASD, and the role of echolalia in it, see <https://www.asha.org/practice-portal/clinical-topics/autism/echolalia-and-its-role-in-gestalt-language-acquisition/>

#### Understand Communicative Functions Associated with Echolalia

Echolalia can serve multiple purposes for children. At times, they might use it to self-soothe or for self-regu-

*(continued on page 6)*

## Students' Corner

### Conceptual Frameworks, Logic Models, & Theories of Change, Oh My!



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As you progress through your PhD program, into your early career and beyond, you will repeatedly hear about conceptual framework, logic model, and theory of change. They are often tossed around without context, used interchangeably, and incorrectly. They are frequently used as a road map for your dissertation, to guide your research pipeline, or required by funders for grants; these illustrations of your research path can make or break a proposal. The use of these models and frameworks allows the stakeholders to visualize the “what” and “how” of your research. They provide a method for how the researcher will plan, communicate, and evaluate their research, allowing alignment between the intended work and the expected results (DADD, 2023).

#### Conceptual Frameworks

A conceptual framework is often defined differently from one author or researcher to another. However, a common theme or purpose can be found amongst differing definitions: a conceptual framework describes a specific function and ongoing relationships within one’s research (Leshem & Trafford, 2007). It provides a visual representation of the conceptual context to support and

guide the research. It highlights the importance of the research and why the investigative methods are appropriate and rigorous to answer the proposed questions (Ravitch & Riggan, 2017). They can be a “map” of theories, related issues, and concepts to inform research topics (Leshem & Trafford, 2007). A conceptual framework can assist a researcher in the conceptualization, administration, analysis, and dissemination of their research; they should be dynamic and ever evolving as the researcher gains further knowledge (Ravitch & Riggan, 2017). Two types of conceptual frameworks are logic models and theories of change.

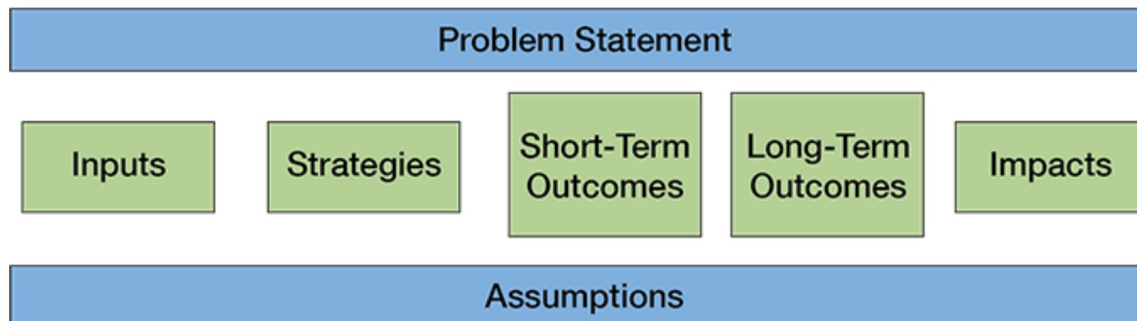
#### Logic Models

A logic model visually displays the path for a study, program, or initiative. It maps out the route that will be taken towards achieving the end goals or final destination with anticipated landmarks along the way (Shakman & Rodriquez, 2015). It utilizes visual representation to depict the goals, objectives, activities, outputs, and outcomes of the study, program, or initiative. Logic models are descriptive as they exhibit the sequence and linking of events believed to result in change. The use of a logic model can help to define and develop a common language for stakeholders, clarify knowledge about what works and why, and can influence the effectiveness of a study, program, or initiative (Knowlton & Phillips, 2012). Logic models help to support planning, implementation, program monitoring, and evaluation of a study, program, or initiative (Shakman & Rodriquez, 2015). See logic model example template in Figure 1.

#### Theories of Change

While logic models are descriptive in nature, theories of change are explanatory. They incorporate the beliefs and assumptions of how a desired change, goal, or outcome can be achieved (The Annie E. Casey Foundation, 2022). Theories of change are a fundamental component in any change-related effort (The Annie E. Casey Foundation, 2022). They help to support any change-related effort by identifying the work to be conducted, the anticipated

**Figure 1:** Logic Model Example Template



*Note:* Friedman, K. (2018, April 24).

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home is that the adaptive or life skills they would typically be learning in a contrived school situation are now taught in the natural environment. This increases the likelihood of generalization and maintenance of the skill aspects of instruction critical for students with developmental disabilities (Ruppar et al., 2023). However, this setting change also requires higher levels of caregiver involvement to execute strategies like modeling, physical prompting, or environmental arrangement that may be needed in targeting complex skills. The AR-DADD survey requests categorized as life and adaptive skills supports could be divided between home-based routines (i.e., getting dressed) and community related activities (i.e., paying at a store). Recommended practices for teaching life and adaptive skills can be modified to apply to the online learning setting. For example, task analyses can be provided to guide caregivers in breaking down a complex task and supporting their child in mastering individual steps. Visuals or video modeling can be provided for the student to have access to prompts or instruction without the teacher or caregiver needing to be engaged in the task. Likewise, video models and visuals can be created for caregivers to support their assistance in teaching skills needed in daily routines and activities. Adaptive and life skills instruction should be embedded in the student's natural routine and involve regular coaching and feedback for the caregiver. Teachers can work with caregivers to identify skills that are most important to the student and the caregiver throughout the day and support caregivers in creating manageable but efficient teaching opportunities. For more resources to support life and adaptive skills during remote learning: <https://blog.esc13.net/remote-learning-for-life-skills-students-planning-for-all-learners/>

### Increasing Expected Behaviors & Behavior Management Strategies

The transition to and from online learning may cause some students to engage in higher rates of challenging behaviors as routines, contexts, and predictability change. Most AR-DADD survey requests for behavioral supports included either increasing on-task behaviors or increasing coping skills to reduce interfering behaviors. If a student has a behavior intervention plan (BIP), it is important to first assess the current plan with the caregiver to align or modify strategies to better meet the needs of the student in the home context (Stenhoff et al., 2020). If the student does not have a BIP but requires behavior support, it is also critical to involve caregivers in assessing and selecting strategies to target expected behaviors. Once you have determined the in-home behavioral needs of the student, it is important to provide caregiver training and supports. Brief caregiver trainings should follow evidence-based

practices including instruction, modeling, rehearsal, and feedback (Stenhoff et al., 2020), which can be modified for online instruction using virtual presentations, video recordings, and video-conferencing applications (Higgins et al., 2017). Physical and virtual aides can be created to support caregivers in implementing behavior-based strategies. For examples of visual supports: <https://www.iidc.indiana.edu/irca/resources/visual-supports/index.html>

### Conclusion

Whether we ever go back to extended periods of online learning or just have the occasional AMI snow day, it is important for teachers to feel confident and prepared to work alongside caregivers to provide the most effective supports to meet each students' needs, both in and out of academic settings. Teachers across Arkansas identified areas of concern in their ability to support students in these contexts. The strategies described address these concerns.

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lation when feeling upset or to practice and rehearse certain phrases (Sterponi & Shankey, 2014). In such cases, echolalia may not necessarily be aimed at conveying a message to someone else. However, it is essential for teachers to understand that echolalia often serves as a form of communication. A growing body of research has demonstrated multiple communicative functions associated with echolalia. These functions include turn-taking, labeling, providing information, gaining attention, requesting, affirming, directing others' actions, and protesting, among others (Marom et al., 2018; Prizant & Rydell, 1984; Stiegler, 2015). For a systematic review on communicative functions of echolalia, see Cohn et al., 2022.

## Understand the Importance of Responding to Echolalia

Rather than dismissing echolalic utterances as intrusive, meaningless repetition, it is important to recognize that they can carry communicative intent and provide valuable insights into the child's thoughts and needs (Sterponi & Shankey, 2014). It is also important for teachers to recognize that many echolalic utterances are expressed with the expectation of a response from a conversation partner (Cohn et al., 2022). Teachers are therefore encouraged to provide conversational responses to echoed utterances to enable dialogue and enhance comprehension, taking note of the context, as elements from the environment and people present often appear in the echoed utterances and can provide clues as to intent (Prizant & Rydell, 1984).

From a practical standpoint, teachers should acknowledge communication attempts by responding with a smile, nod, or repetition so the child understands they've been heard. If possible, teachers should refrain from providing "replacement language" and instead embrace communication attempts, using teachable moments to model their own language clearly (Marom et al., 2018). Moreover, high-constraint, or restricted language, such as commands and specific questions, may contribute to immediate echolalia (Gladfelter & Van Zuiden, 2020). Restricted language is limited in flexibility and often involves specific, controlled responses, such as answering closed-ended questions or following strict instructions. To reduce frequency of immediate echolalic responses, educators can adopt a more open-ended questioning style and break down lengthy instructions into shorter segments. To monitor echolalia, classroom educators should regularly record snippets of echoed utterances at frequent intervals (Cohn et al., 2022). This practice allows for analysis and discussion of the ascribed meanings with other professionals and parents. Finally, teachers can make efforts to untangle

and interpret echoed utterances to better support the communicative attempts of students. Understanding the true meaning behind echolalia enables teachers to target ways to encourage self-generated language by modeling their own speech accordingly (Cohn et al., 2022). For an organized description of actionable strategies for educators, see Table 1.

## Conclusion

Effective communication is essential for individuals with ASD who exhibit echolalia. To ensure consistent identification, analysis, and response to communicative attempts presented through echolalia, it is crucial for teachers, paraprofessionals, psychologists, and SLPs to develop a shared understanding. By fostering collaboration and knowledge exchange among these professionals, we can optimize support for individuals with echolalic communication patterns.

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products of success, and any potentially influencing beliefs or assumptions. Theories of change can be a useful measurement tool that assesses progress and interim outcomes towards the overall desired product (The Annie E. Casey Foundation, 2022). See theories of change example template in Figure 2.

## Resources

There are a range of resources you can use when developing your conceptual framework, logic model, or theory of change (refer to Table 1). One place to start would be on DADD's YouTube Channel (<https://www.youtube.com/watch?v=Hf2swIJGxDo&t=2s>) with the recording on "Logic Models and Theories of Change". The webinar, moderated by DADD's Student Representative Deidre Gilley, was paneled by Dr. Jenny Root (associate professor at Florida State University) and Dr. Matthew Brock (associate professor at Ohio State University). This 1-hour recording provides viewers with an introduction into logic models and theories of change as well as a range of examples, models, and resources for viewers. The webinar was Part II in a mini-series for early career professionals and graduate students. Be sure to check out the "Logic Models and Theories of Change" webinar as well as two more upcoming webinars in the series on "The Job Search Process" and "Early Career Opportunities

Across the Field".

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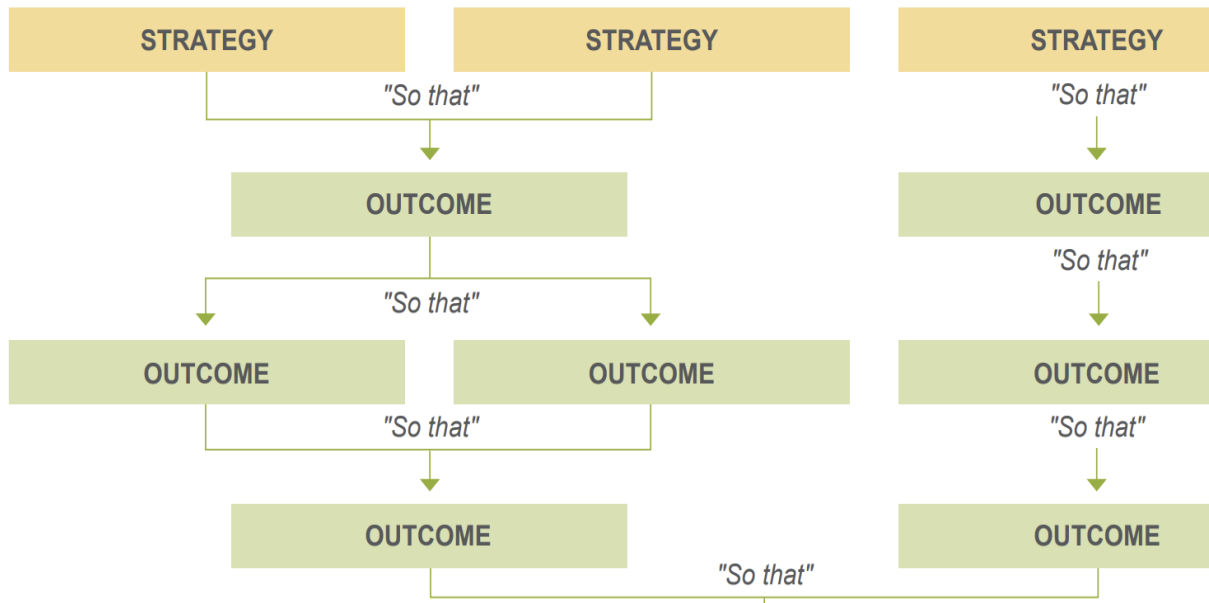
Table 1: Resources for Logic Models and Theories of Change

Title	Description	Resources
Advanced Training Institute on Single-case Research Methodologies: Logic Models and Theories of Change (2017)	· This webinar introduces both logic models and theories of change with a range of examples and additional resources.	<a href="https://singlecaseinstitute.uoregon.edu/2017/09/02/building-logic-models/">https://singlecaseinstitute.uoregon.edu/2017/09/02/building-logic-models/</a>
DHHS Logic Model Tip Sheet (n.d.)	· This "Tip Sheet" for logic models defines, describes, and provides examples of developing a logic model.	<a href="https://www.acf.hhs.gov/sites/default/files/documents/prep-logic-model-ts_0.pdf">https://www.acf.hhs.gov/sites/default/files/documents/prep-logic-model-ts_0.pdf</a>
IES: Why Build a Logic Model? (2018)	· This resource explains the elements, components, and benefits of a logic model. It also provides multiple examples and additional resources.	<a href="https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog6-why-build-a-logic-model.asp">https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog6-why-build-a-logic-model.asp</a>
Syracuse University's Logic Models for Projects and Proposals (2022)	· This is a PowerPoint presentation in a PDF format defining and describing logic models. It also provides a range of examples and resources.	<a href="https://research.syr.edu/wp-content/uploads/2022/03/Logic-Model-Workshop-SU-Final.pdf">https://research.syr.edu/wp-content/uploads/2022/03/Logic-Model-Workshop-SU-Final.pdf</a>
W.K. Kellogg Foundation: Logic Models (2004)	· Introduce, define, and describe logic models. This resource also provides a range of examples, exercises, tools, and other resources.	<a href="https://www.naccho.org/uploads/downloadable-resources/Programs/Public-Health-Infrastructure/">https://www.naccho.org/uploads/downloadable-resources/Programs/Public-Health-Infrastructure/</a>

Note: Reference list resources are not included within this table; see references for additional resources.

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Figure 2: Theories of Change Example Template



Note: The Annie E. Casey Foundation. (2022).



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Table 1: Effective Teacher Responses to Echolalia

Teacher Strategy	Description
Respond!	· Acknowledge echolalia as a communication attempt by responding in some way.
Don't take it too seriously	· Understand that echolalia may not always carry the same meaning as the original phrase.
Avoid "replacement language"	· Embrace the child's attempts at communication and model language during teaching moments.
Be a detective	· Try to understand the meaning behind echoed utterances to provide appropriate responses.
Record echoed utterances	· Capture and analyze echoed speech snippets to track progress and discuss meanings.
Unravel and decipher	· Work to decode echoed utterances to support the communicative efforts of the child.

Note: Adapted from Blanc (2012) and Steigler (2015)



# 2023 DADD Summer Symposium

## Inclusive Practices for Students with Autism & Developmental Disabilities

College of Education and Human Development,  
University of Maine in Orono

We are thrilled to recap the resounding success of the 2023 Summer Symposium where educators came together both in person at the picturesque University of Maine in Orono and virtually online. This dynamic event fostered a rich exchange of ideas, insights, and best practices in the realm of inclusive education for students with autism and developmental disabilities. The symposium provided a unique platform for educators from diverse backgrounds to collaborate, network, and engage in thought-provoking discussions. The seamless integration of in-person and online participation enabled a broader community to partake in this enriching experience, highlighting the event's adaptability and innovation. As we reflect on the Symposium's impactful sessions and the connections made, we look forward to building upon this success and continuing to inspire excellence in education.

A special thank you to Dr. Sarah Howorth, UM Orono, Maine Access to Inclusive Education Resources (MAIER) and the Office of Special Services & Inclusive Education, Maine DOE for partnering with DADD to bring this fabulous symposium together.

\* If you are interested in hosting in upcoming summers, please complete the online proposal posted on our website - [Host Application](#)



Dr. Jessica Bowman's Keynote is online and in-person.



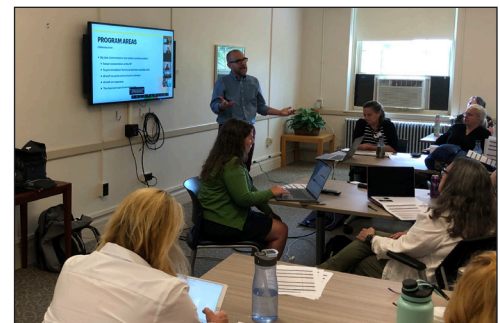
Eyes on me!



Dr. Jordan Shurr explains how to use The Stages of Learning.



We had your attention!



Dr. Rob Pennington ignites our joy in teaching.



Dr. Sarah Howorth helps plan for life after high school.



Our group photo!



Dr. Chris Denning on getting kids moving more.



Dr. Jessica Bowman addresses crowd with a keynote on Planning for Inclusive IEPs.



# Top Ten Reasons to Attend DADD's 2024 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. DEIJ: Infusing **Diversity, Equity, Inclusion and Justice**
3. Value added alert: BCBAs can earn up to 17 BACB CEUs at no additional cost!
4. Networking opportunities: connect with over 600 peers and colleagues at the opening general session, the President's Reception, in the exhibit hall, and at poster presentations.
5. Timing is everything: it's in January **AND** it's on Waikiki Beach, Honolulu!
6. Professional Development: PDHs and Attendance Certificates included with registration (upon request).
7. Great value: an outstanding 3-day program with over 400 interactive lecture and poster presentations.
8. Networking, activities, and sessions designed to meet the needs of graduate students and early career professionals.
9. Go deeper with your knowledge base: choice of **three** in-depth, pre-conference training institutes: Institute #1 –**Transition Focus**, Institute #2 - **BCBA Focus (6 BACB CEUs)**, or Institute #3 – **Technology Focus**.
10. Celebrate: it's the 25th anniversary of DADD's conference!

For further information, please contact Cindy Perras, DADD Conference Co-Cordinator, 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)

