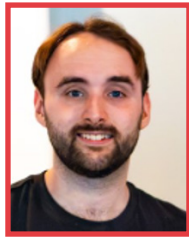


## Our Corner

### A Disclosure Story: Lessons Learned and Kept



**Nathan Hughes**

*Syracuse University*

In fifth grade, I couldn't sit still. I understood why I was expected to sit at my desk in math class, but my body just wouldn't allow me to do it. As the teacher demonstrated methods for adding and subtracting fractions on the board, I would pace back and forth at the side of the room. I didn't think anyone would mind—I was doing what I needed to do to stay in the classroom. The teachers knew that I was autistic, so I didn't worry about their finding me strange. I worried more about what my classmates thought, but not too much. They were my friends, after all, and I'd known them since kindergarten. I was sure that they'd understand.

I had no idea how wrong I was.

For the first ten years or so of my life, it seemed that nobody really knew what autism was. People knew the word, and that it was a "disability", but they didn't see it as something that could vary among individuals. Rather, I found that the adults around me tended to make broad generalizations based on media portrayals – As a millennial who was born in the early 1990s, Dustin Hoffman's character in *Rain Man* was the most common comparison. Given that I was a child, my peers didn't even have this questionable way of "understanding" to fall back on, and I felt very alone.

As time went on, more people were being diagnosed with autism, and the limiting generalizations of the past began to fade. However, the idea of autistic people having a deficit of some kind remained. There were conversations

around autistic people struggling with sensorial experiences that many people do not seem to be affected by—bright lights, loud noises, the tastes of various foods. Social communication that did not match nonautistic norms was subject to scrutinization through special education and psychotherapeutic interventions. As I compared my experiences at school and home with those of my peers, I became aware of what was going on, and I felt a sense of shame around being autistic—a shame that I now deeply regret, but that was fueled by societal ableism.

All of this led to what was about to happen in my fifth-grade classroom. I'm not sure when it happened, but one of my classmates stayed behind to talk with my teacher. They asked why I was allowed to walk around in class and they were not, as they had trouble staying still too but didn't get that kind of support. The teacher, who to this day was one of my favorites, felt that this was a fair question. The system did not (and does not) allow for everyone to receive what they needed, which can cause an understandable resentment for those who are left behind. In my current doctoral studies, I have talked at length with classmates and faculty about how the services that are offered through IEPs are reasonable and appropriate for most students, and how the fact that we need a separate process for students with disabilities is indicative of how our educational system isn't designed to meet the needs of students who are marginalized in any way. In other words, although it was about my 'differences', my classmate's question was quite intelligent.

*(continued on page 5)*

## President's Message

Liz Harkins



Greeting! It is my pleasure to write to you in my new role as President of DADD. I look forward to continuing to work with DADD's current leaders, but most importantly I look forward to working with you, our members. I had the pleasure of being around many of you – a record-breaking 913! – at our 25th International Conference in January. We understand that some of you faced barriers in accessing this event, and we will continue to explore options for how we can make participation in DADD accessible to all in our community. In the meantime, please consider [engaging](#) with us in other ways. Reach out with your ideas and questions. Watch for virtual events. And, come

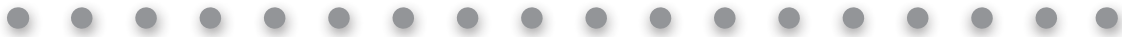
to our Summer Symposium, June 13 at the University of Alabama at Birmingham.

As I reflected on how to welcome you to the upcoming year, I thought I would share an invitation from activists Sami Schalk and Mary Hooks, that I find compelling:

*May we be willing to be transformed by the work again and again and again. Let's begin.*

But how does transformation begin? According to disability activist [Alice Wong](#), one way is to support and amplify disabled people. As I thought about this, I asked myself *How am I centering disabled narratives, experiences, and people in my classroom? In my research? In my daily life?*

I'm excited about the work that the DADD Board of Directors has ahead of us this year, and I look forward to sharing that with you as it develops. Let's begin.



## Executive Director's Corner

Jordan Shurr



I've had the incredibly good fortune to step into the DADD Executive Director role at the start of this year. It's a role I would have never had the nerve to hope for in my early days as a new DADD member or student representative. And it is quite clear that I have very big shoes to fill in light of DADD's last five Executive Director's over our 60 years in existence. Former ED's, John Kidd, Dana Anderson, Tom E.C. Smith, Teresa Doughty, and most recently, Emily Bouck have led us to the place we are today with vision, passion, and a knack for always building and encouraging the next class of members and leaders. I am honored and humbled for the opportunity to follow their lead.

And, I have to tell you- DADD members, you and I are in for quite a treat. We have an excellent board in place, one full of energy, highly skilled, and with a clear head

on the challenges and opportunities in sight for both our division and the field at large. In short, your division is in good hands. I want to emphasize that last point, DADD is your division. Remember, the DADD board represents you and your work in advocacy and education. So do keep in touch, get engaged, and bring a friend. You can keep in touch by sharing your thoughts and ideas with us via email or social media (<https://daddcec.com/about-dadd>). You can get engaged by joining a committee, helping us find a future summer symposium host, submitting an article to the Express or ETADD, running for a position, etc. And, as far as friends are concerned, nothing says I care more to an educator than sharing a relevant journal article, submitting an award nomination, or sharing info for a free webinar.

As we begin this new year, I look back with relief for decades of good decisions, solid foundations, and consistent innovation, and I look forward to the exciting challenges and prospects as we continue to evolve, improve, and lead the field forward.

### Increasing Physical Activity at Home for Families with Children with ASD



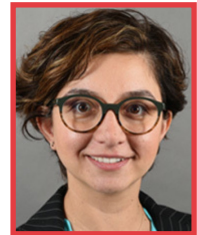
**Kelly Brown**



**F. Kivanc Erdogan**



**Christopher Denning**



**Serra Acar**

*University of Massachusetts Boston*

For most children, motor skills develop naturally during activities that include running, jumping, and throwing or catching a ball. However, some young children, especially children with autism spectrum disorder (ASD), fail to develop proficient motor skills and, consequently, are less likely to engage in physical activity and may even experience negative health outcomes across their lifespan (Ming et al., 2007). Studies indicate that 50-73% of children with ASD have significant motor delays when compared to their peers (Macdonald et al., 2013). Children with ASD experience limited opportunities to engage in physical activity through play or organized sports due to motor, social, and behavioral concerns (Bhat et al., 2011), and they are less active than typically developing peers (Pan, 2011).

#### **Guidelines**

*Exercise and movement* are identified as evidence-based practices for individuals with ASD (e.g., Hume et al., 2021). National guidelines on physical activity (PA) suggest preschool-age children engage in at least 120 minutes (about 2 hours) of accumulated physical activity each day, with 60 minutes in structured activities and 60 minutes in unstructured activities (National Association for Sport and Physical Education, 2020). Guidelines for children older than six include at least 60 minutes per day of activity and most of that activity should be aerobic (U. S. Department of Health & Human Services, 2018). Children would benefit from multiple shorter activities (e.g., 10 minutes) during the day to help maintain focus since the effects do not last for the entire school day (Prupas & Reid, 2001). Benefits include academic growth (e.g., increased time on task), behavioral growth (reduced classroom disruptions and self-stimulatory behavior), reductions in self-stimulatory behavior, executive function skills (Pasqualotto et al., 2021), social growth (e.g., increased peer engagement), and enhanced

mood or attention which can result in positive behavioral changes (e.g., Lang et al., 2008).

According to the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (Division for Early Childhood [DEC] of the Council for Exceptional Children [CEC], 2020; hereafter referred to as the EI/ECSE Standards) it is essential to identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts. This suggestion aligns with the DEC's Recommended Practices (2014), emphasizing the significance of establishing settings that encourage movement and consistent play activity (see Environment #6). This practice aims to support enhancing or maintaining fitness, wellness, and development across various domains of young children with disabilities.

#### **Parent and Teacher Collaborations**

Collaboration between teachers and families can effectively improve the PA attendance and motor skills of children with ASD. This collaboration can involve family conferences where teachers can share effective practices with families. During these conferences, families can learn about the importance of PA and its positive effects on motor skills and other developmental domains, including social, language, and health. Often, families do not understand why PA is crucial for children with ASD. Families can gain valuable insights into the benefits of PA and how to integrate similar exercises into their daily lives by attending informative sessions. These conferences allow parents to participate in physical activities alongside their children at school and discover ways to incorporate similar exercises into their daily routines at the playground, park, or home. By attending these sessions, parents can also increase their knowledge of the

*(continued on page 6)*

### Ten Dos and Don'ts of Creating and Delivering Effective PowerPoint Presentations



**Thai Ray Williams**

*Doctoral Student*

*University of North  
Carolina Charlotte*

Have you ever been in a situation where you attended a conference or a class presentation, and the PowerPoint slides were overloaded with information, making it difficult to comprehend? Or perhaps you've experienced a lecturer who simply read the slides throughout the entire presentation? In both scenarios, the use of PowerPoint may have hindered, rather than enhanced, the communication process. None of us desire such outcomes. As the primary objective of any presenter is to convey information clearly, concisely, and comprehensibly, let's explore effective ways to leverage PowerPoint. This includes using PowerPoint as a supplement to your presentation, highlighting key elements, and guiding your audience through the content.

1. Don't rely on the images being projected on the screen. Instead, position your computer so it faces you and allows you to engage with the audience without constantly referring to the screen. By maintaining eye contact with the audience, you create a more engaging and effective presentation (Prost, n.d.).
2. Don't overload your slides with text. Instead, limit yourself to one idea per slide, and use 2–6 bullet points to prompt the audience and provide a framework for what is to come (Cho & Lee, 2013).
3. Don't fall into the pit of making each slide look different. Instead, strive for a cohesive and consistent visual design throughout the entire presentation. Ensure headings, subheadings, etc. remain in the same spot for each slide. Keep fonts, font sizes, and text colors consistent across your presentation. A font size of 40 point is recommended for headings; while 32 point is recommended for subheadings. A font size smaller than 24 point is not advised (Lo, 2024).

4. Don't use all caps, as this affects readability. Instead, only use caps to emphasize important components of your presentation (Lo, 2024).
5. Don't change your background to fit the content. Instead, keep your background consistent across slides so your audience focuses on your presentation and the content you are presenting (Lo, 2024).
6. Don't overload your PowerPoint with animations, transitions, and illustrations. Remember, less is more. Including too many moving parts can overload your audience. Instead, only include illustrations that support the slide content and assist you in delivering your message (Cho & Lee, 2013).
7. Don't include graphs or tables that contain too much information or cannot be easily read. Instead, ensure they are large enough for your audience to read, including those sitting in the back of your presentation (Lo, 2024).
8. Don't leave a slide on the screen for extended periods, as this can result in you losing the audience's attention. Instead, display a slide only while discussing relevant material, which typically lasts between 30 seconds and two minutes. Did you know you can use the "B" key to black out the screen or the "W" key to turn it white? To return to your slide, you simply press the key a second time. Additionally, allowing a brief moment for the audience to review a new slide before speaking, particularly when your PowerPoint includes complex visuals, improves the audience's retention of information (Prost, n.d.).
9. Don't feel like you have to present your PowerPoint in a linear sequence, starting with slide 1. Using the View Show mode, you can easily maneuver between slides by pressing the number of the desired slide and 'enter' (e.g., pressing 1, 5, and enter, takes you to slide 15) (Prost, n.d.).
10. Don't get lost in your PowerPoint slides and forget why the audience is there. They came to see you and learn about the content you are presenting. Instead of hiding behind your slides, use your PowerPoint to enhance your presentation and support the dissemination of your work (Lo, 2024).

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The next day, the teacher asked me to complete an errand for her. I don't remember the exact details, but I do recall that it would take about 15-20 minutes to complete and would take me to various locations around the school. I was accompanied by two classmates who, coincidentally, I considered my two closest friends, and felt quite proud of being trusted with this complex task. I did not think that anything was amiss – I'd been asked to do errands around the school in an attempt to give me the movement breaks that I needed, such as putting fliers in envelopes in the teacher's lounge or giving written messages to the school custodians about the 'gross job of the day'. However, on this day, the teacher saw this technique as the perfect strategy for something else.

As soon as I left the room, the teacher informed the class that there had been questions asked about me and the accommodations that I received. Without hesitation, she immediately stated that "Nathan gets these things because he has something called autism." My teacher then explained how autism can affect communication and social development before pulling out a case of Doug Flutie chocolate bars from underneath her desk and passing them out to the students. To their credit, the students were very mature about the situation and did not laugh or make any inappropriate remarks.

I returned to the classroom as she had a newspaper article about "Asperger's Syndrome" in one hand and chocolate bars that were intended to support autism research in another, but I still did not put two and two together. I knew that there were other autistic students who were placed in a substantially separate classroom and would join my class for specials, and I surmised that perhaps my teacher was talking about them. I even asked if I could have a Doug Flutie bar. It was only when the teacher said, "I'll let you have one if you tell the class that you're autistic." that I started to surmise what was happening. I reluctantly agreed, announced my diagnosis to the class, and returned to my seat shaking and completely discombobulated as the teacher abruptly ended the discussion and began passing out math tests.

*You might be thinking—how did I know the first part of my story happened if I had not been in the room?*

When I returned home, I logged online and chatted with a friend who had been present for the entire class discussion. I told him that I was slightly upset about what had happened and asked him what had occurred beforehand, not expecting that my suspicions would be confirmed. I told my mother about what had happened, and she immediately called the school. She hadn't even been told about what had happened.

The next day, my teacher called me aside and apologized

profusely to me. She appeared to be genuinely upset that I had been affected by the situation and told me about the question that my classmate had asked her. I began to understand after learning that my peers wanted to know more about the supports that I received, but I was still feeling hurt that I had not been a part of the process.

The lesson that I wish to impart from this story is simple. Issues around disclosure can be quite stressful for those who identify as having any kind of disability, but this is especially true for young children who may not have the emotional resources to handle these scenarios. Looking back, I acknowledge that it was important that my class knew that I was autistic, as I had already experienced ableist bullying and exclusion on the playground. However, I feel that students need to 'own' the process of disclosure and to do so when they feel ready. If it is forced, or if the initiative is taken without consulting the student, it can potentially affect their trust in the school faculty or create more stigma around disability in the classroom, as a teacher giving this explanation can inadvertently 'other' the student due to their being excluded from the conversation. If I had been given more of an active part in this process, I feel that I would not have been as singled out and would have potentially embraced the role of student-educator (I was always big into drama and acting in school!).

With this said, I have always admired this teacher for having the courage to admit her mistake and explain her good intentions to me. There had been other teachers in previous years who would have lied about the situation or even dismissed my feelings. The strongest educators in my eyes are the ones who do not pretend to be perfect, and who acknowledge that they are learning alongside the students. As such, I have long looked to this teacher as a role model for the kind of educator that I would like to be.

If you have a student who is interested in discussing autism with their classmates, there are a variety of resources that you can consult. There are several lesson plans online that discuss the meanings of both autism and the larger concept of neurodiversity (acceptance of neurological differences between people) and have many different activities that can be used to engage students – one especially detailed website that I found for elementary school teachers can be found here: <https://www.neurodiversityweek.com/suggested-activities>. If a student is interested in sharing their own story as part of the lesson, think about how the student is most comfortable sharing this. Would this student prefer a video, a PowerPoint, or even a classroom activity? There are a wide range of options, but respecting the wishes of a student is paramount.

Best of luck!

types of physical activity their children are engaged in at school and how it contributes to their overall development.

There are many evidence-based practices teachers can use to encourage children's active participation in PA. One such practice is prompting (Hume et al., 2021). When parents learn to use prompting procedures correctly, they can help their children be more active (Yang et al., 2021). Families can use verbal, gestural, visual, model, and physical prompts to encourage their children to attend and participate in PA. By teaching families these strategies, teachers can help to increase attendance and improve the motor skills of children with ASD. For example, teachers and families alike can utilize a visual schedule consisting of four or five physical movements. This is an effective tool for teaching children how to follow a schedule at the appropriate time. With the help of a timer, children can perform each movement in phases. Additionally, visual aids can be used to teach movements thoroughly. If a child struggles with a particular movement, visual prompts can be used alongside parent or teacher modeling to teach each step more effectively.

### Increasing Movement at Home

Family strategies should consider the varied characteristics of families. For families with access to outdoor space, activities such as the various types of tag (regular tag, freeze tag, team tag) and red light/green light are simple games with specific rules that children with ASD can easily follow. In addition, children with ASD often thrive with activities that have specific goals. Educators can support families in creating scavenger hunts for children that focus on finding naturally occurring items in the environment. An example of this type of scavenger hunt could be a rainbow hunt where children are tasked with finding items in their backyard or neighborhood that represent each color of the rainbow. Figure 1 is a child

Figure 1  
Color Scavenger Hunt



holding a handmade scavenger hunt with five colors listed. This can easily be adapted to include more or fewer colors or to focus on specific colors the child is learning.

In addition, families know their neighborhoods best and could be provided with a blank template to create a scavenger hunt with neighborhood items such as street signs, specific mailboxes, flags, or flowers. Families can also support children in taking their favorite indoor games outside. For example, if a child is interested in trains and building train tracks, those tracks could be brought outside and hidden in different places that support physical activity. For instance, a train track could be placed on the top of a climbing structure or inside a tunnel, with both encouraging climbing and crawling. If families want to encourage running, the activity could be timed to see how fast the child can run to gather each piece.

While it may be easy to recommend playing outside in the backyard for 10-15 minutes a day, not all families have access to a backyard or outdoor space. These families should be encouraged to play inside in ways that promote physical activity. Families can be shown how to create obstacle courses using items in their homes like couch cushions, blankets, kitchen tables, and chairs. Children can be encouraged to climb over the cushions and under the table, jump across the blanket, and push the chair to get themselves to the finish line. In addition, families who have limited space can encourage children to move their bodies in smaller spaces by playing games like freeze dance or Simon says. There are also many videos available online that can support children in moving their bodies in smaller spaces, such as [Go Noodle](#) and Jack Hartmann's [Kids Movement Channel](#) via YouTube. These videos are free for families to access with an internet connection and can provide short movement breaks in limited spaces.

For some families, the best way to encourage children to be active is by enrolling in local classes such as swimming, karate, or gymnastics. While these classes are a great way to encourage physical activity and socialization, they can often be costly and inaccessible to all families. Educators should share financial support for these families, including local, state, and federal grant funding. Examples of such funding include [Kehillah](#), the special needs department of the Jewish Community Center in Springfield, MA. Kehillah's Project R.I.D.E. (recreation, independence, development, and equipment) loans modified tricycles to children and young adults with disabilities. Figure 2 shows a second-grade child riding an adaptive tricycle obtained through Kehillah's Project R.I.D.E.



Figure 2

Child with Modified Tricycle



For families looking to enroll their children in classes at local gyms or recreation centers, grants such as the ones offered through the [Willpower Foundation](#), can make attending classes more accessible for all families. The Willpower Foundation offers grants three times a year for individuals with disabilities living in Western MA. Families can receive one grant a year for up to \$750 for mobility and sensory equipment, therapeutic recreation programs, and other educational programming. Similar examples of funding sources are likely available in other localities. Families could reach out to their classroom teacher, other school personnel, local and state government, or private foundations to explore funding options.

There are many ways to encourage young children to engage in more PA and motor development activities, especially when teachers and families collaborate. It can be a fun way for families to spend time together. Local community and state resources may be available to support access to materials and programs.

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# 2024 DADD Conference Highlights

This past January, just over 900 attendees, presenters, and exhibitors participated in DADD's 25th International Conference on Autism, Intellectual Disability, & Developmental Disabilities in Honolulu, Hawaii – a **new attendance record!**

## Highlights from the 3-day conference included:

**Focused Training:** Three Pre-Conference Training Institutes included: 1) Transition focus, 2) BCBA focus, and 3) Technology focus

**Opening General Session:** Dr. Elizabeth Harkins and Dr. Jamie Pearson Moderated The Opening Keynote Presentation: "Back To The Future", Featuring the following Speakers: Dr. Robert Stodden, Dr. Tom E. C. Smith, Dr. Gloria Niles, and Dr. Marcus Fuller.

### Lecture & Poster Presentations:

500 Lecture and Poster Presentations on the Program!

**Conference Exhibitors:** Thank You to our Exhibitors and Sponsors: CEC International, CEC's Division On Career Development & Transition (DCDT), CEC's Council For Administrators in Special Education (CASE), CEC's Division on Innovations in Special Education Technology (ISET), Attainment Company, The Department Of Defense Education Activity, Floreo Vr, Gomanda: Neurodiversity Learning Software, ICI at UMB, Lara G. Music, Orange Neurosciences, and Think College.

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

### Student Poster Presentation Award Recipients:

*1st Place:* Giulia Sarti, California State University Long Beach - "IEP Meeting Experiences of Black Parents of Children with IDD"

*2nd Place:* Naomi Ruffin, Texas A&M University - "Race/Ethnicity, Intellectual Disability, Diagnostic Characteristics, and Co-Occurring Conditions Among School-Aged Youth with Autism"

*3rd Place:* Monique Pinczynski, University of North Carolina Charlotte - "Student Voice in Function-Based Interventions: A Review of the Literature"

**DADD Membership Outreach:** Division members participated in the Annual General Business Meeting, Division Award Presentations and Division Committee Meetings. Additionally, Thai Williams, DADD's Student Representative, hosted a highly successful student social, student poster awards, and Roundtable Networking Event!

**DADD Membership Outreach: Save The Date! Please mark your calendars for DADD's 26th Annual Conference, January 22 – 24, 2025 in Clearwater Beach, Florida.**

**The Call For Proposals opened on March 15 and closes on May 15! Click here to submit a proposal:**

<https://www.cvent.com/c/abstracts/8de5e8fa-50c8-4396-abd7-ae40c404d675>

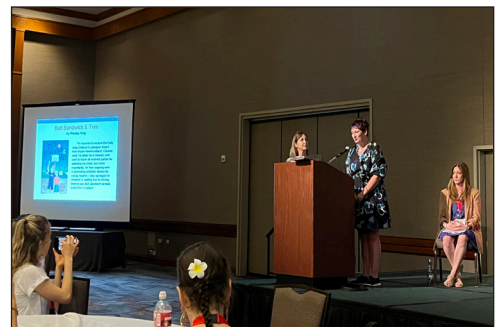
For additional information on DADD's conferences, please contact Cindy Perras, DADD Conference Co-ordinator, [cindy.perras@gmail.com](mailto:cindy.perras@gmail.com).



Dr. Liz Harkins - DADD President



General Opening Session



Dolly Gray Award Presentations -



Burton Blatt Humanitarian Award -  
Dr. Darlene Perner



Shriver Kennedy Student Achievement Award -  
Cameron Birch



## 2024 Award Winners:

**Teacher of the Year:** Dr. Jessica Minton, Science Teacher at Huston High School in Tennessee

**Para-Educator of the Year:** Isabella Vitatoe, Paraprofessional working in a specialized classroom for students with extensive support needs at Rapid Run Middle School in Ohio

**Shriver-Kennedy Student Achievement Award:** Cameron Birch, High school student from North Carolina

**Research Award:** Dr. Sarah Douglas, Associate Professor of Special Education at Michigan State University

**Tom E.C. Smith Early Career Award:** Dr. Seyma Intepe Tingir, Assistant Clinical Professor in the Department of Counseling, Higher Education, and Special Education at the University of Maryland

**Burton Blatt Humanitarian Award:** Dr. Darlene Perner, Professor in the Department of Exceptionality Programs at Bloomsburg Commonwealth University

**Social Justice Award:** Dr. Staci Carr, Technical Assistance Associate at the Virginia Commonwealth University Rehabilitation Research & Training Center

**Early Career Research Award:** Dr. Catharine Lory, Assistant Professor of Special Education at the University of Las Vegas Nevada



Research Award - Dr. Sarah Douglas



Social Justice Award - Dr. Staci Carr



Early Career Research Award - Dr. Catharine Lory



Tom E.C. Smith Early Career Award - Dr. Seyma Intepe Tingir



Teacher of the Year - Dr. Jessica Minton

## Editor's Note

### Chris Denning

I hope you enjoyed this issue of DADD Express. I'm excited to include the inaugural column of "Our Corner" that will feature individuals with ASD, ID and developmental disabilities discussing issues that are important for them. And I want to thank Nathan Hughes for his willingness to say "yes" and writing our first feature. Nathan spoke so eloquently at the Massachusetts CEC Conference this past November about his experiences in school and I wanted the DADD community to get to know him too. 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: Our Corner, 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)).

After serving as the editor for DADD Express for six years, I will be stepping down from this role after our Summer 2024 issue. I've so enjoyed working for the division and with the DADD Board! Thank you!

**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)

