



A publication of the DIVISION ON AUTISM AND DEVELOPMENTAL DISABILITIES, a unit of the Council for Exceptional Children Focusing on individuals with autism, intellectual disability, and related disabilities

Teacher's Corner

Summertime Support Strategies



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The last school bell for the 2023-2024 academic year has finally rung. Summer is officially upon us. For some people, summer brings carefree days and relaxing nights. But for the rest of us, summer is literally UP ON us, and we are trying not to fall. We are juggling new summer schedules, new summer routines, and new summer demands while raising our children with autism and/or developmental disabilities. Not to mention summer-related transition challenges, sensory difficulties, limited resources, and delays with service providers. We are managing as best we can. But additional support is always appreciated.

In this article, I will detail summertime support strategies that I have found to be successful as the foster mother of a 12-year-old with cerebral palsy who uses a wheelchair for mobility and as the foster mother of multiple children with autism across the spectrum and age ranges. In addition to fostering, I am the biological mother of a 4-monthold who also requires my love and attention. Therefore, as you can imagine, I am always searching for ways to ensure each one of us are maximizing our summertime fun. Before delving into the strategies I have utilized, I want to emphasize that each child's experience with their autism and/or developmental disabilities is unique. What works for one child, may not work for the next. So do not fret if the strategies listed below need some tweaking to best meet the needs of your child and your family's circumstances.

Establish your Triple S: Summertime Support System!

Or as I like to call them, your Summertime Support Superheroes. For my children, my Triple S consists of community members as well as family and friends. The community superheroes that save us the most work are summer programs in Cumberland County. My oldest with cerebral palsy attends a summer camp that not only "accommodates" his wheelchair but makes him feel like he belongs to a loving community. He goes on field trips to places he has never been before including different museums and jump parks. And he goes on picnics and hikes where the superheroes even jump in and give his wheelchair a push.

My younger autistic children attend a summer daycare that supports their social skills. The superheroes here incorporate my children's preferences into activities and have their peers give a helping hand. For example, my 6-year-old who has limited speech loves basketball and fans. When he attended and completed classroom assignments, he was able to sit next to the class fan and play basketball on a mini-indoor basketball goal. He even spoke with his peers who were able to play with him. He and his peers shared snacks and held hands when walking the hallways on a buddy system. Holding hands was a big deal, since he didn't prefer touch initially. This summer daycare helped my son tremendously!

Both the summer camp and the summer daycare programs provide inclusion for my children. But not all families have access to resources such as these. Therefore, some families may be supported by other community-based superheroes such as ABA therapists, behavior support

President's Message

Liz Harkins

Hello DADD community, and Happy Pride Month!

Thank you to everyone who joined us at our Summer Symposium at the University of Alabama at

Birmingham! Not only did we enjoy a full day of professional development, but we also spent two days as a leadership team, where we conducted internal audits of our practices and policies and further developed our Mission, Vision and Values. Please look for more to come from leadership. I welcome your ideas!

DADD has pledged to use our platform to continue the advancement of positive educational and life outcomes for autistic people, and people with intellectual and/ or other developmental disabilities. What an important thing to consider especially during Pride Month! During Pride, we celebrate the LGBTQIA+ community and recognize their liberation was marked by the 1969 Stonewall Uprising, but why is this so important to DADD?

According to the Autism Research Institute, autistic individuals are two to six times more likely to be part of the

LGBTQIA+ community than the neurotypical population. In addition, cultural, institutional, and systemic factors make it significantly more likely for LGBTQIA+ folx to be disabled. Disabled individuals who are in the LGBTQIA+ community face increased discrimination and stigmatization which in turn increases their risks for mental health challenges, social isolation, and unsafe or dangerous environments.

This means that if you are working with autistic students, you are working with students who are also LGBTQIA+, and in addition to being autism affirming, it is immensely important to be queer and trans competent (Kapit, 2023; from Harkins Monaco et al., 2023)).

In that regard, I'll introduce you to two people who can help us intentionally create inclusive communities:

Lydia X. Z. Brown is a disabled, queer, and nonbinary Chinese-American whose work centers the intersections of disability, queerness, race, gender, class, and nation and migration. They are a writer, speaker, educator, trainer, consultant, advocate, community organizer and builder, activist, scholar, and attorney who fights for ending violence that targets disabled people.

Dylan Kapit is queer, trans, nonbinary, autistic activist whose life's work is to make the world a better, safer, and more inclusive place for LGBTQIA+ and autistic individuals. They are a LGBTQIA+ and autism-focused

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Executive Director's Corner

Jordan Shurr

I hope that summer is off to a great start for you. For many, this shift in season follows a shift in focus and activities. Maybe this includes read-



ing for fun, vacation, yard work, or catching up. For the division, this means a flurry of activities. For one, we've just concluded our summer board meeting and coinciding summer symposium in conjunction with the Faculty of Education at the University of Birmingham, with many thanks to previous Executive Director, Dr. Teresa Taber Doughty. Our summer board meeting consisted of several highly productive and exciting conversations as we continue to move DADD forward and harness the many strengths of our board members.

Our symposium was a great way to connect with educators in Birmingham and our online attendees. Members of the board presented on several key topics related to educating and advocating for students with autism, intellectual disability, and other developmental disabilities. This symposium has become an annual tradition; if you are interested bringing the cutting-edge expertise of our DADD board members to your neck of the woods, please reach out. This is an excellent opportunity for high impact and customizable professional development in your hometown. In addition to the activities in Birmingham, board members will soon be traveling to Washington DC for the upcoming CEC leadership conference and the proceeding advocacy summit with congressional leaders on the hill to promote the interests of our field. Also, you will soon have a chance to vote for open positions on our DADD board, submit a DADD award nomination for a deserving colleague, register for our amazing annual conference, submit an article to our journal, ETADD, in our fancy new online submission portal, as well as read one of our many vetted and highly relevant publications. As you can see, your organization is on the move. Some may even say we're having a #HotDivisionSummer... well, maybe not, but, you get the point.

If you haven't yet, join in, reach out, and get the most out of your division membership and our engaged community!



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Evidence-based Practices Brief

Adaptations to Video Modeling for Deaf Students with Autism Spectrum Disorder





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Autism spectrum disorder (ASD) is a complex neurodevelopmental condition characterized by persistent deficits in social communication and interaction, alongside restricted interests, and repetitive behaviors (American Psychiatric Association, 2013). Data from the Centers for Disease Control indicates a prevalence of about 1 in 36 children diagnosed with ASD (Maenner et al., 2023). A subset of the autistic population, up to 3.5%, is also identified as deaf or hard of hearing (D/HH), denoting varying degrees of hearing loss from profound to mild, necessitating aids like hearing devices (Beers et al., 2014). Comparable prevalence rates for ASD have been observed among DHH children, as reported in the Gallaudet Research Institute's annual survey (Szymanski et al., 2012). Despite ongoing challenges in detecting ASD in D/HH children due to the absence of suitable sign-adapted tools (Mood & Shield, 2014), it is evident that ASD is prevalent in both the general and D/HH populations (Shield et al., 2023).

Literature syntheses highlight a notable gap in evidence-based practices designed for supporting ASD/ DHH children, leading to adaptations of existing practices rather than novel interventions specifically tailored for this population (Borders et al., 2016; Hansen & Scott, 2018). An example of such adaptation is the use of video modeling, an evidence-based technique primarily designed for prompting children with ASD, which has found application in studies involving ASD/DHH children (e.g., Evmenova & Behrmann, 2014; Plinick & James, 2013). Herein we present an overview of video modeling with recommendations for modification of this evidence-based practice (Wong et al., 2015) to meet the needs of ASD/DHH children.

Brief Overview of Video Modeling

Video modeling (VM) and video self-modeling (VSM)

are evidence-based interventions beneficial for children with ASD, enhancing socio-emotional and academic outcomes (Wong et al., 2015). These methods involve presenting visual models of targeted behaviors or skills through recorded videos, aiding in learning, and engaging in desired behaviors or skills, particularly in areas like behavior, communication, play, or social domains. Video modeling involves a student repeatedly watching a video of another individual, or themselves in the case of video self-modeling, correctly performing a targeted skill (Bellini & Akullian, 2007). Brief videos demonstrating tasks or social skills are shown to students before task completion or as visual prompts (Charlop-Christy et al., 2000), reinforcing and generalizing the learned behavior. VM and VSM are effective due to their ability to focus attention, reduce social distractions, and are often preferred by children with ASD (Hart & Whalon, 2008). To maximize effectiveness, instruction occurs in natural settings where students can practice and apply newly acquired skills (Schreibman & Ingersoll, 2005). For guidance on creating video models, see Colcord et al. (2017) and the National Professional Development Center on ASD (2017).

Considerations for Adapting Video Modeling for ASD/D/HH Students

While video modeling is an evidence-based strategy widely used for students with ASD, the approach can be modified effectively for successful implementation with ASD/D/HH students by considering several key factors.

Visual cues. First, incorporating visual cues is paramount in making video modeling accessible as these play a crucial role in conveying instructions and demonstrating actions. For example, in a video modeling session focusing on social skills, using clear and expressive sign language can facilitate understanding and engagement. Incorporating visual symbols or picture cards alongside the videos, such as using visual schedules or cue cards, reinforces key concepts and vocabulary. This makes the content more accessible to ASD/D/HH children, as they can associate visual symbols with specific actions or concepts, enhancing understanding. Ensuring the video content is visually engaging and appealing, using colorful graphics or animations, is also essential to maintain the attention of students throughout the modeling sessions.





Securing Funding for Your Research Endeavors



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Securing funding for research can be critical for graduate students seeking master's and doctoral degrees. Sufficient funding provides financial support for recruitment, research materials, equipment and more, allowing students to more fully focus on their research. This article provides guidance on how graduate students can secure funding by exploring various funding sources and strategies to improve the likelihood of successfully obtaining financial support.

Understanding the different types of funding sources that are available when seeking research funding is crucial. Institutional funding, external grants, scholarships, fellowships, and assistantships all offer avenues for support. Many universities provide resources for graduate student funding, including research grants offered by graduate schools or specific departments. Students should routinely check their university's funding announcements and consult with their advisors and other faculty members to identify sources of financial assistance for research.

External grants are another source of research funding. Various organizations, including government agencies, private foundations, and professional organizations, offer grants to help fund graduate research in special education. For example, the Council for Exceptional Children (CEC) offers research funding, including non-renewable awards of up to \$2,000 provided by the Society for Research in Child Development (SRCD) and the Student and Early Career Council (SECC). Additionally, the American Educational Research Association (AERA) supports graduate students with research funding and professional development opportunities. Identifying grants that are specific to your needs requires thorough research and an understanding of the specific requirements and deadlines for each funding opportunity. Websites like Grants.gov, the AERA, and the Council for Exceptional Children serve as starting points to explore funding options.

Scholarships and fellowships play an important role in financing graduate students' research endeavors. These awards may be need-based or merit-based and can provide substantial financial support. Many universities and external organizations offer scholarships tailored to students in special education based on academic merit, research potential, or specific areas of study. By exploring university websites, professional organizations, and scholarship databases, you can identify funding opportunities that are relevant to your area of research. Both free and paid websites, such as Scholarships.com, Fastweb, and Peterson's, are useful resources for finding scholarships.

Fellowships, such as those offered by the American Association of University Women (AAUW) and the Ford Foundation, offer support for more advanced research. These fellowships often include stipends and cover tuition costs. To apply for fellowships, candidates are typically required to submit a detailed research proposal, letters of recommendation, and proof of academic excellence. Details about fellowships can be found on the websites of organizations such as the AAUW Fellowships Program and the Ford Foundation Fellowship Program.

Graduate assistantships (GAs), including research assistantships (RAs), provide opportunities to gain research experience and further pursue your research interests. Research assistants collaborate on facultyled research projects and receive funding through stipends and/or tuition assistance. These positions offer hands-on research experience and access to mentorship opportunities. Students are encouraged to consult with their advisors and department heads to inquire about available GA and RA positions.

Establishing a network of mentors and peers in academia can also be beneficial in uncovering funding opportunities. Advisors, faculty members, and fellow students can offer recommendations and valuable insights when applying for funding. Advisors can provide guidance on where to search for funding and how to craft a strong application, as well as write letters of recommendation, which are often required for funding applications. Connecting with peers can also yield information on funding sources and application strategies. Many students share their experiences and tips for securing grants and scholarships. Numerous online platforms and databases can assist in the search for funding. Websites like Pivot and Candid provide comprehensive listings of available grants and fellowships. These platforms allow you to filter your search based on criteria such as discipline, geographic location, and funding amount. Routinely checking these resources can help students stay updated on funding

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specialists, community support specialists, churches, rec centers, and more. The key is to find the community that truly feels like community where you and your children are welcomed and experience belonging. You may have to build it and that is perfectly fine!

Family and friends are important summertime support superheroes as well. My family and friends are available to watch the kids when needed. This provides opportunities to run errands and to engage in self-care. Sometimes self-care is just sitting in my pajamas and not doing anything at all. Or I will go out and do something like get a hot stone massage or a pedicure. I used to feel guilty about taking these moments to myself, but then I realized they were necessary. I needed to recharge to be able to provide my children with the best support possible and to be a superhero for them too!

Create a SSSchedule. No, that's not a typo. A SSSchedule is a Summertime Structured Schedule. This provides consistency and routine for our babies during the summer break. For my SSSchedule, I do not wake my children up as early as their school schedule and it works well for us. Their school day typically starts around 6:30am. For summer, we start around 7:30am. However, I know some families that prefer to keep their children on the same timed schedule year long and it is successful too! It all depends on what works best for you and your family.

My ssschedule is individualized for each child and implemented when they are not in their summer programs. the ssschedule includes activities they enjoy and is visual for my younger and/or autistic children. the ssschedule is more sequential than time focused. wake-up, use the bathroom, eat breakfast, academic assignments, etc. everything is listed from mealtimes, to outings, to leisure

Figure 1

Example SSSchedule



activities like tablet time. i have found that the ssschedule helps my autistic children understand what to expect each day during the summer and eases transitions. moreover, including academic tasks can help prepare for the upcoming school year.

Incorporate Sensory-Friendly Activities. Sensory processing difficulties are common for children with autism and developmental disabilities. Each child's sensitivities are different. Some children may be sensitive to loud noises, bright lights, crowded spaces, voice tones, certain textures, and even colors. When planning your SSSchedule or summer activities, consider their unique sensory sensitivities and opt for sensory-friendly experiences. Plan for their sensitivities. Choose quieter venues. Carry noise-canceling headphones. Bring sunglasses. Visit places during their slower traffic hours. Travel with comfort items. These sensory-friendly tips may assist with anxiety and facilitate calm responses.

Encourage Communication and Social Interactions. Supporting the development of our children's verbal and nonverbal communication skills over the summer helps to ensure that they are heard now and once school starts.

Figure 2

Enjoying a day at the Brookfield Zoo



We can support them in various ways. For my nonverbal children, picture cards, communication boards, sign language, and assistive technology devices are helpful. We practice using these techniques daily. For my verbal children, I like storytelling, social stories, and role-playing activities during the summer. This can include the use of dress up, puppets, and toys. I play along with my children and try to show them that they are never too old to have fun while learning. Incorporating these activities into your child's SSSchedule can provide engaging opportunities for practice.

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Lastly, **Soak Up Some Sun**. Embracing outdoor adventures is one way to enjoy the summer sun while having summertime fun. Nature offers a sensory-rich environment and the chance for our children to explore, relax in the shade, walk a trail, bike ride, or partake in other outdoor physical activities while staying hydrated. One summer my children and I tackled gardening! We loved it! My oldest liked seeing us eat fresh garden vegetables, while my youngest liked playing in the dirt with mommy. None of us liked the birds eating our strawberries. But it was a lesson learned. Each morning after checking on the garden and watering the produce, everyone started their SSSchedules. Most times, to be honest though, all of us took naps after coming in from the sun. That was just an added bonus. Other enjoyable outdoor activities include birdwatching, cloud surfing, nature scavenger hunts, going to the zoo, and a game called live selfies. No, not using the "live" button on your iPhotos. But a game where you challenge everyone to take beautiful pictures with living things (plants, ants, squirrels, cats, anything living). This game burns energy and allows for the use of cell phones or tablets. This can be a win-win!

Whether it is establishing your team of superheroes, developing a SSSchedule, or another summertime support strategy, with patience, understanding, and creativity, summer can be a season of meaningful experiences and cherished memories. Summer does not have to be "up on" us. It can be a time of growth, exploration, support, and joy for us and our children with autism and developmental disabilities.

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opportunities.

Many universities also have dedicated offices or staff members to assist students in navigating the world of funding. These offices may provide workshops, individual consultations, and access to funding databases. Taking advantage of these services can greatly increase the likelihood of securing funding.

Securing research funding requires careful planning, thorough research, and proactive engagement. By familiarizing yourself with various funding sources, developing strong proposals, building networks, and using online resources, graduate students can significantly improve their chances of obtaining financial support for their research endeavors.

Research Funding Resources

- Grants.gov: <u>https://grants.gov/</u>
- Council for Exceptional Children: <u>https://</u> <u>exceptionalchildren.org/</u> (Don't forget to check individual divisions)
- Fastweb: <u>https://www.fastweb.com/</u>
- Scholarships.com: <u>https://scholarships.com/</u>
- Peterson's: <u>https://www.petersons.com</u>
- American Association of University Women

Fellowships: <u>https://www.aauw.org/resources/</u> programs/fellowships-grants/

 Ford Foundation Fellowship Program: <u>https://sites.</u> <u>nationalacademies.org/PGA/FordFellowships/index.</u> <u>htm</u>

- Pivot: <u>https://pivot.proquest.com</u>
- Candid: <u>https://candid.org/</u>





special educator who offers trainings and professional development to special educators nationwide. Lydia and Dylan's work can help us reflect on the inequities of the past and present and take meaningful action for those who need it most. Isn't that what DADD – and special education – is all about?

While I am using this newsletter as an opportunity to shed light on this intersectionality, it is important to

remember that we should celebrate and support *all* populations throughout the year. You can find more LGBTQIA+ disabled activists on the <u>World Institute on</u> <u>Disability</u>.

I look forward to engaging in this work alongside you.

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(EBP Brief, continued from page 4)

Subtitles. Subtitles or captions are another vital aspect of video modeling for deaf students. Providing accurate and synchronized subtitles supports reading comprehension. For instance, in a video modeling session focusing on language development, using subtitles that highlight key words or phrases can reinforce vocabulary and language concepts. It's important to use simple and concise language in the subtitles, avoiding complex structures or jargon that may be difficult to understand for students with ASD. Customization of subtitle settings, such as font size and color, should be available to accommodate individual student preferences and needs.

Visual feedback. Visual feedback mechanisms within the video modeling can further enhance learning. Including visual prompts or cues to indicate correct responses or actions helps reinforce learning and provides immediate feedback. For instance, using checkmarks or smiley faces as visual indicators of successful completion of tasks can motivate students. Positive symbols or icons, such as stars or thumbs up, can be used as visual reinforcement strategies, rewarding students for their active participation and efforts. Offering opportunities for students to visually track their progress during and after the modeling activities, such as progress bars or achievement badges, promotes a sense of achievement and progress.

Multisensory approach. A multi-sensory approach is beneficial when using video modeling with ASD/D/ HH students. Combining visual modeling with tactile or kinesthetic elements enriches the learning experience. For example, incorporating interactive materials like manipulatives or tactile objects related to the video content can engage students' senses and facilitate understanding. Creating sensory-friendly environments that accommodate students' sensory needs during the modeling activities, such as providing noise-canceling headphones or fidget tools, enhances their overall engagement and participation. With respect to students who are hard of hearing, background noise can interfere with their ability to hear and understand speech. Noise-canceling headphones can reduce this interference, making it easier for them to focus on and process spoken language, whether it comes from teachers, peers, or audio learning materials. Moreover, both autistic students and those who are hard of hearing can experience heightened stress levels in noisy environments. Noise-canceling headphones can provide a sense of calm and security, reducing anxiety and helping them feel more at ease in various settings.

Customization and Collaboration. Customization and collaboration are crucial for effective video modeling for autistic students who are also deaf. Tailoring

video content to individual interests and learning goals, and incorporating sign language interpretation or visual aids, enhances comprehension. Collaborating with sign language interpreters or deaf education specialists can provide valuable insights for accessibility. These experts can suggest specific techniques or visual strategies that resonate with ASD/D/HH students. Such modifications ensure video modeling is a highly effective tool for their learning and development.

Sensory considerations. Sensory considerations are important for creating a conducive learning environment during video modeling sessions. Minimizing auditory distractions, such as using noise-canceling headphones or soundproofing the environment, supports students' focus and attention. Offering sensory-friendly materials, such as textured surfaces or calming sensory tools, can create a comfortable and engaging atmosphere. Implementing sensory breaks or transitions between video modeling activities, such as movement breaks or relaxation techniques, supports students' regulation and comfort throughout the activities. See Table 1 for key considerations and examples for adapting video modeling for ASD/D/HH students along with relevant online resources for further reading and implementation.

Conclusion

Educators supporting ASD/D/HH students often encounter limited resources (Borders et al., 2016). To address this challenge, they are encouraged to look to related fields, particularly ASD, for effective practices. Video modeling has shown effectiveness not only in addressing various skills in children and young adults with ASD but also in those with dual diagnoses of D/HH and ASD. Implementing these enhancement strategies can empower teachers to use video modeling effectively with ASD/D/ HH students, improving their learning experiences and nurturing their communication and social skills development.

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Table 1

Examples and Resources for Adapting Video Modeling for ASD/DHH Students

Strategy	Example	Resources
Visual Cues	• Use clear and expressive sign language in video modeling sessions focused on social skills.	- National Association of the Deaf (<u>https://</u> <u>www.nad.org/</u>)
	• Incorporate visual symbols or picture cards, such as visual schedules or cue cards, alongside videos.	- Picture Exchange Communication System (PECS) (<u>https://pecsusa.com/</u>)
	• Ensure video content is visually engaging and appealing with colorful graphics or animations.	- Boardmaker (<u>https://goboardmaker.com/</u>)
Subtitles	 Provide accurate and synchronized subtitles that highlight key words or phrases in language development videos. 	- Amara - Caption and Subtitle Creation (<u>https://amara.org/</u>)
	• Use simple and concise language in subtitles, avoiding complex structures or jargon.	- Subtitling Guidelines (<u>https://www.bbc.</u> co.uk/accessibility/forproducts/guides/ mobile/)
	 Customize subtitle settings, such as font size and color, to accommodate individual student preferences and needs. 	- Web Accessibility Initiative (WAI) (<u>https://www.w3.org/WAI/test-evaluate/</u> <u>preliminary/#video</u>)
Visual Feedback	• Include visual prompts or cues, like checkmarks or smiley faces, to indicate correct responses or actions.	- Positive Behavioral Interventions & Supports (PBIS) (<u>https://www.pbis.org/</u>)
	• Use positive symbols or icons, such as stars or thumbs up, as visual reinforcement strategies.	- ClassDojo (<u>https://www.classdojo.com/</u>)
	• Offer visual progress tracking mechanisms, such as progress bars or achievement badges, during and after modeling activities.	- Classcraft (<u>https://www.classcraft.com/</u>)
Multisensory Approach	• Combine visual modeling with tactile or kinesthetic elements, such as interactive materials or manipulatives.	- Learning Through Play (<u>https://www.</u> learningthroughplay.com/)
	• Create sensory-friendly environments with noise-canceling headphones or fidget tools to accommodate sensory needs.	- Autism Speaks - Sensory Issues (<u>https://</u> www.autismspeaks.org/sensory-issues)
	• Provide sensory breaks or transitions between video modeling activities, like movement breaks or relaxation techniques.	- GoNoodle (<u>https://www.gonoodle.com/</u>)
Customization & Collaboration	• Tailor video content to individual interests and learning goals, incorporating sign language interpretation or visual aids.	- ASL Clear (<u>http://www.aslclear.org/</u>)
	• Collaborate with sign language interpreters or deaf education specialists for accessibility insights and strategies.	- Hands & Voices (<u>https://www.</u> handsandvoices.org/)

Strategy	Example	Resources
Customization & Collaboration (cont)	• Customize video modeling materials based on individual students' preferences and communication modalities.	- National Center on Deaf-Blindness (<u>https://</u> <u>www.nationaldb.org/</u>)
Sensory Considerations	• Minimize auditory distractions using noise- canceling headphones or soundproofing the environment.	- Bose Noise Cancelling Headphones (<u>https://</u> www.bose.com/en_us/products/headphones/ noise_cancelling_headphones.html)
	• Offer sensory-friendly materials, like textured surfaces or calming sensory tools, during video modeling sessions.	- Sensory Processing Disorder Resource Center (<u>https://www.sensory-processing-disorder.</u> <u>com/</u>)
	• Implement sensory breaks or transitions to support regulation and comfort during activities.	- Zones of Regulation (<u>http://www.</u> zonesofregulation.com/)

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Mid-Year Board Meeting & Summer Symposium Highlights

On June 10-11, 2024, the DADD Board of Directors gathered for two days of meetings to work on policies and procedures, as well as looking at the future directions of the organization. On June 12, the DADD board was graciously hosted by the University of Alabama at Birmingham's School of Education and their dean and DADD member, Dr. Teresa Taber Doughty for the DADD Summer Symposium. This hybrid event was attended by 56 people and additional participants joined via virtual group sites on Zoom. It was a very successful event with presentations on academic skills, social emotional development, and ABA strategies for students with intellectual disabilities, other developmental disabilities, and autistic students. Sessions also highlighted strategies in early childhood classrooms and physical education and included hands-on workshops. We look forward to planning another summer symposium for Summer 2025. If you are interested in hosting us in your state, school district, or university, please contact DADD for more information.

Diversity Committee Announcement

The DADD Diversity Committee is pleased to announce our two new Diversity, Equity, Inclusion, and Justice liaisons, Kayla Malone and Guofeng Shen! Kayla and Guofeng will be partnering with the Diversity Chair and the DADD Executive Board through 2025 to (a) help meet DADD's mission to be a more diverse and inclusive organization, (b) assist with committee initiatives, ensuring DEIJ principles are infused across all committees, and (c) share perspectives and priorities with DADD committees and the Student Representative.

Please join us in welcoming Kayla and Guofeng! Learn more about each of our new liaisons below.

(Submitted by outgoing Diversity Chair, Dr. Jamie N. Pearson)



Kayla Malone is a Ph.D. student in Applied Developmental Science and Special Education at the University of North Carolina at Chapel Hill, where she is also pursuing a graduate certificate in Participatory Research. Kayla's research focuses on enhancing educational and support

landscapes for underserved autistic people and their families.



Guofeng Shen, M.A., BCBA, is a Ph.D. student at the University of Northern Colorado. A former special education teacher, she now practices as a BCBA. Her research focuses on ABA and family-professional partnerships, particularly involving diverse students and families.

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Editor's Note

Chris Denning

I hope you enjoyed this issue of DADD Express. I'm excited to introduce our two new editirs for DADD Express. Selena Layden (slayden@odu.edu) and AnnMarie



Horn (alhorn1@radford.edu). 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 (<u>christopher.denning@umb.edu</u>).

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 (.

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

DADD Website www.daddcec.com

