

Evidence-based Practices

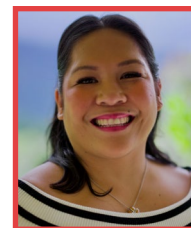
The Missing Piece: Why Teacher Wellness Matters in Behavior Management



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Wellness, defined as the cultivation of emotional and physical practices that promote resilience, has been identified as a mitigating factor to protect teachers from work-related stress (Brasfield et al., 2019). Wellness practices such as mindfulness (Singh et al., 2011), task-oriented coping, social support programs (Brasfield et al., 2019), and physical self-care routines (e.g., exercise, nutrition; Myers & Sweeney, 2005) have been implemented with teachers in an effort to foster resilience. These practices have shown potential for reducing stress and increasing personal accomplishment among teachers (Brasfield et al., 2019). Still, research is limited, and implementation of these practices across educational settings is often inconsistent.

Teachers who experience elevated levels of stress without adequate support are more likely to experience professional burnout (Herman et al., 2018), which can include emotional exhaustion, a loss of interest in teaching (e.g., depersonalization), and low job satisfaction (Brasfield et al., 2019). The consequences of burnout extend beyond individual teacher wellbeing, often spilling over into the classroom. Teachers who face chronic stress may struggle to maintain effective teaching and positive classroom environments (Brasfield et al., 2019). This often leads to increased use of ineffective strategies, including poor instructional procedures, increased reprimands (Hopman et al., 2018), and incorrect modeling of social-emotional skills. Ineffective teaching and classroom mismanagement can also impact teachers' confidence in their teaching, which can perpetuate a cycle of unhealthy learning environments and unwell teachers (Nuri et al., 2017). While these challenges may

impact all teachers, they are particularly pronounced for special education teachers, who face high rates of burnout (Hastings & Brown, 2002).

Several factors have been identified as contributing to special education teacher burnout, including excessive workloads, decreased sense of self-confidence, lack of administrative support, high caseloads, and insufficient resources (Park & Shin, 2020; Sun et al., 2019). Managing student challenging behavior has also been consistently identified as a primary contributor, particularly for special education teachers who may experience it more often than others (Park & Shin, 2020). For decades, special education teachers have implemented evidence-based behavior interventions to manage challenging behavior (e.g., check-in/check-out, lunch bunch, good behavior game). Extensive literature supports these strategies, and when implemented with fidelity, they can be effective in increasing student skills and reducing challenging behavior (O'Neill et al., 2015).

Despite the success and considerable use of these strategies in schools, managing challenging behavior is still reported as a primary work-related stressor (Laravie, 2023) and a motivator for teachers leaving the field (Radley et al., 2023). Special education teachers often hold increased responsibilities in analyzing and managing student challenging behavior, which is notably more prevalent for students with disabilities. Special education teachers consistently report high levels of stress and are particularly prone to burnout (Hastings & Brown, 2002; Nuri et al.,

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2017; Park & Shin, 2020), making them 2.5 times more likely to leave the field compared to their general education peers (CEEDAR, 2018). This persistent problem suggests that something critical may be missing from current approaches to behavior management. Increased attention to supporting teacher wellness, particularly those more likely to support students with challenging behavior, is therefore warranted.

Wellness-Integrated Approaches: The Missing Piece

Rather than addressing teacher wellness separately, emerging research indicates that practices can be incorporated into student behavior interventions to meet the needs of both. Two evidence-based strategies demonstrate this connection: a classroom management intervention that yields wellness benefits for teachers, and an individual mindfulness practice that can be used in conjunction with any classroom intervention.

The Good Behavior Game

While designed primarily for students, some classroom interventions have been found to produce secondary wellness benefits for the teachers implementing them (Radley et al., 2023). One such intervention, the good behavior game (GBG), has been found to reduce teacher stress and improve confidence (Radley et al. 2023). The GBG is a low-intensity classroom management strategy used to both increase teacher confidence and student compliance with classroom expectations (Barrish et al., 1969). The positive variation of the GBG (PV-GBG) requires teachers to scan the room for positive behavior, provide behavior-specific praise, and focus only on student prosocial skills (Wright & McCurdy, 2012). Research shows that focusing on positive behaviors helps both teachers and students. When student behavior improves, teachers feel less stressed (Radley et al., 2023). A step-by-step guide for using PV-GBG is provided in Table 1.

Mindfulness Practice

Mindfulness practices have improved wellness in various populations, including children, adolescents, adults, and seniors (Singh & Singh, 2021; Singh et al., 2021; Zellner Keller et al., 2014). In schools, mindfulness-based practices have been shown to

- decrease teacher stress,
- increase teacher confidence and self-compassion,
- improve emotional regulation, and even
- support better sleep (Bailey et al., 2018; Flook et al., 2013; Frank et al., 2015; Hwang et al., 2019; Jennings et al., 2017; Taylor et al., 2015).

Additionally, spillover effects from increasing teacher mindfulness have also led to meaningful positive changes in teaching practices, teacher and student relationships, and student behavior (Becker et al., 2017; Jennings et al., 2011; Jennings et al., 2017; Singh et al., 2021).

One such evidence-based mindfulness practice, soles of the feet (SoF), shows particular promise for teachers due to its quick training time, ease of use, and positive effects shown for both teachers and students, particularly those with disabilities (Felter et al., 2022; Singh & Hwang, 2021). SoF is a simple mindfulness practice that requires teachers to shift their focus away from the stressful situation to the soles of their feet. This practice provides immediate support to teachers in moments of stress and can be integrated alongside other evidence-based classroom interventions (Aiono-Conradi et al., in preparation). A step-by-step guide for using SoF can be found in Table 2.

Planning for Teacher Wellness

An increased focus on supporting teacher wellness, in conjunction with student-centered supports, is necessary to help combat burnout and reduce the negative effects of teacher stress.

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Table 1. Good Behavior Game Steps

1. Give a visual/audio cue and announce “time to play the good behavior game”
2. Review the GBG rules with students
3. Divide the class into teams and post team names visibly
4. Go over classroom expectations and check that students understand
5. Set a timer for the length of the game and begin the game
6. Award physical points on the board when teams follow classroom expectations
7. Give verbal behavior-specific praise to reinforce positive behaviors during the game
8. When the timer ends, tally points and immediately reward the winning team

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The following are recommendations to integrate wellness for teachers who are providing behavior interventions to students in the classroom setting:

- Incorporate regular, schoolwide measures of teacher stress, burnout, self-efficacy, and job satisfaction, to track indicators of teacher burnout.
- Integrate mindfulness strategies for teachers paired with effective classroom management strategies.
- Integrate wellness time into classroom schedules through brief mindfulness practices, movement breaks, and other activities that benefit students and teachers.
- Provide consistent, ongoing, and one-on-one training for teachers through monthly coaching sessions or individualized professional learning development plans targeting specific classroom management needs.

Conclusion

Addressing teacher burnout requires an integration of both student-centered intervention and teacher-centered support; simultaneously addressing both teacher well-being and student outcomes. Utilizing evidence-based practices known to reduce teacher stress and increase teacher wellness can foster more successful educational experiences for all. This integrated approach builds on established practices in the field to combat burnout, increase teacher satisfaction, improve teaching, and support positive student behavior. Extending behavior intervention to include teacher wellness creates a natural bridge between the efficacy of intervention in research and its application in applied settings.

Moving forward, planning that embeds teacher wellness supports should be considered for all behavior change interventions. By positioning teacher wellness as a fundamental component of effective behavioral intervention, this approach

represents an evolution of current practices that may help address the ongoing burnout crisis while supporting student success. Increased attention to the connections between teacher wellness and the implementation and success of evidence-based practices may indeed be the missing piece in effective behavior management. ■

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Table 2. Soles of the Feet Steps

1. Feet flat on the floor
2. Breathe naturally
3. Feel your anger
4. Shift attention fully to the soles of your feet
5. Slowly, move your toes, feel your shoes covering your feet, feel the texture of your socks, the curve of your arch, and the heels of your feet against the back of your shoes. If you do not have shoes on, feel the floor or carpet with the soles of your feet
6. Keep breathing naturally and focus on the soles of your feet until you feel calm

Note. Adapted from Singh et al. (2011)

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President's Message

Bree Jimenez

Dear DADD Members and Supporters,

As we enter this fall season, I want to take a moment to reflect on the importance of our work and express my deep gratitude for your ongoing dedication to individuals with Intellectual and Developmental Disabilities (IDD). The passion and commitment of teachers, researchers, practitioners, and service providers have never been more crucial. Together, we are advancing the cause of providing the best possible supports and education for individuals with IDD.

This fall is particularly special as we celebrate the 50th anniversary of the Individuals with Disabilities Education Act (IDEA). This landmark legislation, passed in 1975, was a game-changer, ensuring that children with disabilities have the right to a free and appropriate public education. As we reflect on this significant milestone, we are reminded of how far we've come—and how much work remains. IDEA was a major victory, but it is up to all of us to continue to push for progress, advocate for our students, and ensure that every individual has access to the supports they need to thrive.

In this spirit, the Division for Autism and Developmental Disabilities has focused on creating clear and efficient structures this year to more actively involve our members in the division. We want to make sure everyone feels empowered to contribute, whether through time, knowledge, or resources. No support is too small—each effort makes a difference. Together, we



are stronger, and our collective work ensures that the progress we've made continues to expand.

I am also excited to share that our upcoming conference in Long Beach, California, in January 2026, will provide an incredible opportunity for us to come together, learn from one another, and build lasting connections. The conference program will feature sessions designed for researchers to engage in meaningful discussions on design and methodology, and for practitioners to dive into content ranging from preschool-age students to those transitioning into adulthood. We will also have ample opportunities to reflect, advocate, and learn as a community.

A highlight of this year's conference will be our keynote speaker, Dr. Diane Browder. With her vast legacy in the field and a career that bridges both practical and research-informed expertise, Dr. Browder will offer invaluable insights to guide our work moving forward. Her knowledge and experience are exactly what we need as we continue to strengthen our support systems for individuals with IDD.

As we celebrate the 50th anniversary of IDEA and look ahead, I encourage you to remain vigilant and optimistic in your work. Every contribution, no matter how small, plays an essential role in the lives of the people and families we serve. Together, we can create lasting change, ensuring that individuals with IDD continue to receive the education and support they deserve.

Thank you for your continued dedication, and I look forward to seeing all of you in Long Beach. ■

With warm regards and unwavering optimism,

Bree Jimenez
DADD President



Teachers' Corner

Writing Inclusive IEP Goals for Students with Autism and Intellectual and Developmental Disabilities: A Catalyst for Meaningful Educational Programming



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As special education teachers, we know that creating meaningful IEP goals that drive student programming is one of our most critical responsibilities. Yet for students with autism and intellectual and developmental disabilities (IDD), traditional approaches to goal-setting often fall short of creating truly inclusive educational experiences. The IEP development process, as man-

dated in the Individuals with Disabilities Education Act (2004), requires a team effort on the part of educators, related service providers, and families. Further, to fully embrace the concept of least dangerous assumption (Donnellan, 1984), inclusive IEP goals should be framed with the expectation that the student

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can actively participate, belong, contribute, and learn in the school and larger community. This article provides a framework for developing IEP goals that honor this vision while ensuring full and meaningful access to the general education curriculum.

Beyond Deficit-Based Planning: A New Paradigm

Traditional IEP development often positions students with autism and IDD as fundamentally different from their peers, with goals and services focused primarily on remediation and separate skill development (Kurth et al., 2021). However, research consistently demonstrates that students with extensive support needs educated in more inclusive settings (80% or more of the school day in general education) made significantly more progress learning than matched students with similar support needs educated in separate special education settings (Gee et al., 2020).

Each student is a general education student. This means every student's curriculum, consisting of grade-level standards-aligned learning, is the same (Every Student Succeeds Act, 2015). For students who qualify for special education services, the IEP serves as a supplement to their curriculum, not an alternative. This fundamental shift in thinking requires us to view IEP goals as supports for accessing the general education curriculum rather than replacements for it.

The Three Major Learning Components Framework

All students, regardless of whether they have a disability or not, have learning opportunities throughout the day related to three major learning components: Participating in Routines and Transitions, Engaging in Grade-Level Academics and Other Essential Skills, and Interacting with Others (Vandercook et al., 2021). These components provide a comprehensive framework for developing inclusive IEP goals that drive full participation in the school community.

1. Engaging in Grade-Level Academics and Other Essential Skills

Grade-level academics and other essential skills include ways that students access, engage, and make progress in general education grade-level standards, as well as other essential skills that support accessing and learning in inclusive environments. Rather than creating parallel curricula, we focus on how students can meaningfully participate in grade-level content.

Examples include:

- Using planned supports like graphic organizers, word banks, and visuals to participate in universally designed academics
- Integrating technology and school-wide learning platforms with progressively greater independence
- Using augmentative and alternative communication (AAC) systems to participate during class discussions
- Developing self-advocacy skills to seek assistance across different environments

Sample Goal: When given a digital graphic organizer on her tablet and speech-to-text software during a writing task, Josie will express her thoughts on a topic by filling in each part of the graphic organizer with relevant facts or details from 50% of the time to 80% of the time as measured by teacher data collection.

2. Interacting with Others

Skills related to interacting with others include meaningful and active communication where students express their interests, ideas, and needs, ask questions, and make requests. Communication is a basic human right, and school teams should prioritize supporting all students with disabilities to communicate effectively.

Examples include:

- Participating in small and large group learning with peers
- Requesting or declining assistance from adults or peers without prompting
- Using age-appropriate ways to stay in touch with peers and create community
- Using AAC devices programmed in culturally and linguistically appropriate ways

Sample Goal: Given an opportunity for socializing (e.g., between classes, class transitions) and access to communication supports (e.g., AAC device, visuals), Riker will engage with peers (e.g., share an idea, ask/answer a question, listen to a peer share) with adult support, improving peer interactions throughout the day from 3/6 times with three or more gestural prompts to 5/6 times with two or fewer gestural prompts as measured by teacher data collection.

3. Participating in Routines and Transitions

Routines and transitions encompass the typical tasks and activities, both small and large, that are expected of every student as they navigate the school day. These provide natural opportunities for learning and increasing independence.

Examples include:

- Entering school through the same entrance as peers without disabilities
- Locating lockers or cubbies and putting away belongings
- Following schedules across the school day
- Beginning, engaging in, and sustaining work for increased amounts of time

Sample Goal: Given transitions throughout the school day and a visual schedule with a materials checklist, Yuki will use the materials checklist to have all materials out and ready for the next activity, from needing two or fewer verbal prompts in English with accompanying visuals in 3/5 opportunities to needing two or fewer verbal prompts in English in 5/5 transitions.

Writing Goals That Are Both Measurable and Meaningful

Effective inclusive IEP goals must be both measurable and meaningful. Measurable IEP goals include the condition in

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which the skills are needed, the skill being taught, and the criterion to determine when the goal has been mastered (including the type and intensity of any prompting).

Meaningful IEP goals are characterized by being broad, rich, and varied. Whenever possible, IEP goals should also spotlight how they can be implemented in a general education setting and/or outside of a separate setting. This means writing goals that:

- **Are Broad:** Written with the assumption of implementation in a general education context, applicable across the school day and year
- **Are Rich:** Provide relevant skills that connect students to opportunities for more complex learning
- **Are Varied:** Ensure all needed content areas and learning components are represented

Moving Beyond the School Day

When IEP goals are written to be broad, rich, and varied, they apply beyond the school day naturally and by design. This provides real-world opportunities for acquisition, building fluency, generalization, and maintenance of skills. Consider how goals might work in contexts such as:

- Participating with peers in leisure and extracurricular activities
- Engaging in community or vocational activities
- Following routines at home and in the community
- Building relationships across environments

Conclusion

Writing inclusive IEP goals for students with intellectual and developmental disabilities requires a fundamental shift from

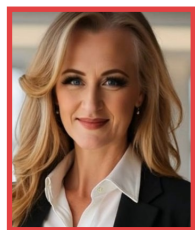
deficit-based thinking to a strengths-based, curriculum-connected approach. By using the three major learning components framework and focusing on broad, rich, and varied goals that connect to the general education curriculum, we can create educational programs that truly support belonging, participation, and learning.

For more information on creating inclusive IEPs, go to z.umn.edu/inclusiveiep. ■

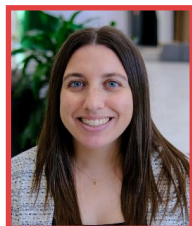
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Special Education Policy & Legislation Update: Where Things Stand



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IDEA Funding & Formula Grants

- The Individuals with Disabilities Education Act (IDEA) continues to be funded primarily through Part B “Grants to States” (Section 611), with states also receiving preschool grants (Sec. 619) and Part C for infants/toddlers. OSEP publishes annual formula grant award letters and funding tables as funds are released to states. [U.S. Department of Education](https://www.ed.gov)
- FY 2024 appropriations totaled about \$15.4 billion for IDEA (about \$14.6 billion for Part B); FY 2025 federal budget materials show a Part B Grants-to-States request on the order of \$14.39 billion. [Congress.gov](https://www.congress.gov) For context on timing, IDEA awards are referenced by the federal fiscal year in which funds are appropriated, but—because of advance appropriations—are obligated the following fiscal year (e.g., FFY 2024 awards obligate Oct 1, 2024–Sep 30, 2025). [cifr.wested.org](https://www.cifr.wested.org)

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- The Administration's proposed FY26 budget provides level funding for IDEA (\$15.5 billion), while eliminating some programs (see table below). [U.S. Department of Education FY 26 Budget Summary](#)

This **TABLE**, from Education Counsel, outlines proposed FY26 funding levels for the U.S. Department of Education overall and for major early learning, K–12, and higher education programs, alongside current funding, the president's budget request, and the Senate Labor/HHS Appropriations bill.

Discretionary Grants & Current Competitions

- OSEP has opened FY 2025 discretionary competitions focused on personnel development and transition (e.g., 84.325D leadership personnel; National TA Center on Transition; SPDG). Notices and dates are posted on ED's site and in the Federal Register. [U.S. Department of Education](#)

Students Served Under IDEA (Scale & Trend)

- The number of children and youth ages 3–21 served under IDEA rose from 6.4 million (2012–2013) to about 7.5 million (2022–23), roughly 15% of public school enrollment. State-by-state child count and disability-category tables are available via IDEA Section 618 data products. [National Center for Education Statistics](#)

HHS Programs Serving Children/Youth with IDD & Autism

- **Autism CARES Act reauthorized (through FY 2029).** In December 2024, Congress reauthorized Autism CARES, continuing HHS activities—including the Interagency Autism Coordinating Committee (IACC)—and programs across NIH, CDC, and HRSA focused on research, surveillance, and services. [Congress.gov](#)
- **HRSA's LEND/DBP workforce programs.** HRSA's Maternal & Child Health Bureau (MCHB) maintains the LEND network (Leadership Education in Neurodevelopmental & Related Disabilities) that trains interdisciplinary leaders in ASD/DD; current award listings show active sites nationwide, including the UT Health (Houston) and UTHSC (Memphis) programs. [mchb.hrsa.gov](#)
- **ACL & community living.** Within HHS, the Administration for Community Living (ACL) funds and coordinates services that support community living for people with disabilities of all ages and administers multiple disability and family support programs; its FY 2025 budget documents outline a roughly \$2.6 billion discretionary request supporting these initiatives. [HHS.gov](#)
- **Medicaid & HCBS (CMS).** The OBBA imposes new eligibility rules, including work requirements, and also limits how states can pay for the program. Many

school-aged children with IDD/ASD receive Medicaid-covered Home- and Community-Based Services (HCBS). In 2024, CMS finalized the Ensuring Access to Medicaid Services rules, which (among other provisions) require that at least 80% of Medicaid payments for specified HCBS (personal care, homemaker, home-health aide) go to direct-care worker compensation, with phased implementation extending to 2030. States must also increase transparency on payment rates. [ACL Administration for Community Living Centers for Medicare & Medicaid Services Federal Register](#)

What This Means for Districts & IHE Partners (Quick Implications)

- **Funding stability with continuing unmet need:** IDEA remains chronically under-funded relative to its original 40% promise; state/local dollars continue to bear most costs even as child-count grows. Watch state-level award tables and set-aside rules to plan effectively. [National PTA](#)
- **Pipeline & capacity:** ED's 2025 OSEP competitions emphasize leadership and transition—use them to strengthen special-education teacher/leader pipelines and secondary-to-adult outcomes. [U.S. Department of Education](#)
- **Service integration across ED–HHS–CMS:** For students with IDD/ASD, braid IDEA services with HHS programs (HRSA LEND clinics, ACL supports) and Medicaid HCBS. The new CMS access rules make workforce compensation a central compliance and sustainability issue for community-based providers partnering with schools and families. [mchb.hrsa.gov](#)

What You Can Do (Advocacy Actions)

- Ask Congress to **save all parts of IDEA in FY 2026** in [CEC's Legislative Action Center](#)
- Encourage your senators to support a strong, bipartisan Senate education spending bill for Fiscal Year 2026 in [CEC's Legislative Action Center](#)

Resources

- [2025 DADD Policy & Legislation Information and Resources](#)
- [Find Your Members in the U.S. Congress | Congress.gov | Library of Congress](#) ■

** Emily Frake, PhD, is a postdoctoral research associate at the Baylor Center for Developmental Disabilities. Her research focuses on understanding and creating inclusive spaces and places of belonging for people with disabilities in all areas of life. As a former special education teacher, Dr. Frake is particularly passionate about inclusive postsecondary education opportunities for students with intellectual and developmental disabilities.*

Message from the Interim Editor

Jessica Bowman



Dear DADD Community,

Welcome to the Fall 2025 issue of *DADD Express*, where we continue our commitment to sharing practical, research-based resources that directly support our mission of enhancing the quality of life for children, youth, and adults with autism, intellectual disability, and other developmental disabilities.

In this issue, you'll find articles that exemplify what *DADD Express* strives to accomplish: translating evidence-based practices into actionable guidance that educators, families, and service providers can implement immediately. From inclusive IEP goal development to mindfulness strategies, each piece reflects our dedication to promoting research-based practice in education and ensuring positive educational and life outcomes for the individuals we serve.

DADD Express serves as a vital bridge between research and practice, offering our community timely, relevant content that addresses real-world challenges in supporting individuals with developmental disabilities. Our authors, practitioners, researchers, and advocates share their expertise in accessible formats that honor both the complexity of our field and the practical needs of those working directly with students and families.

A Call for Your Contributions

As we look ahead to future issues, we invite you to share your voice through *DADD Express*. We are actively seeking manuscript submissions that align with our organization's mission and values. Whether you're implementing innovative practices in your classroom, conducting research that has practical applications, or developing resources that support positive outcomes, we want to hear from you.

We particularly welcome submissions that:

- **Translate research into practice:** Articles that bridge the gap between evidence-based research and real-world implementation

- **Address emerging needs:** Content that responds to current challenges and opportunities in supporting individuals with autism, intellectual disability, and other developmental disabilities
- **Celebrate diverse perspectives:** Voices from educators, families, self-advocates, researchers, and community partners
- **Focus on positive outcomes:** Strategies and approaches that demonstrably enhance quality of life and educational experiences
- **Promote inclusive practices:** Content that advances equity, belonging, and meaningful participation across all environments

Your expertise and experiences matter. The innovative practices you're implementing, the challenges you're addressing, and the successes you're celebrating all contribute to our collective knowledge base and our shared mission of improving outcomes for individuals with developmental disabilities.

DADD Express thrives because of members like you who are committed to advancing our field through the sharing of practical, evidence-based knowledge. Together, we can continue to ensure that every issue provides valuable resources that make a real difference in the lives of the individuals and families we serve.

Thank you for your continued commitment to DADD's mission and for considering *DADD Express* as a platform to share your valuable learning with our community. ■

In partnership,
Jessica Bowman

DADD Communications Chair

To submit a manuscript or learn more about our submission guidelines, please contact us at communications@daddcec.com. We look forward to featuring your contributions in upcoming issues.

Top Ten Reasons to Attend the 27th Annual DADD Education Conference on Autism, Intellectual Disability & Developmental Disabilities!

1. Connect the Dots Like Never Before

Research-informed practice presentations don't just share evidence—they show you HOW to implement cutting-edge, evidence-based strategies that make an immediate impact in your classroom, clinic, or community setting.

2. Get Inspired by Powerhouse Learning

Dive deep with TWO dynamic keynote sessions! Learn from renowned expert Dr. Diane Browder's groundbreaking insights, then be moved and motivated by a powerful panel of postsecondary students from CSU Northridge and Long Beach who will share their authentic voices and experiences.

3. Maximize Your Investment (BCBAs, This One's for You!)

Value-added alert: Board Certified Behavior Analysts can earn up to 17 BACB CEUs at absolutely NO additional cost!

4. Network with Your People

Connect with over 600 passionate peers and colleagues who share your commitment to excellence. From the energizing opening general session to the exclusive President's Reception, plus countless opportunities in our bustling exhibit hall and interactive poster presentations, your next collaboration or career opportunity awaits!

5. Escape Winter—Hello, California Sunshine!

Perfect timing meets perfect location: January in beautiful Long Beach, California! Trade snow boots for flip-flops and roller skates (there's an awesome paved beach trail!) and join us where innovation meets inspiration under sunny skies.

6. Professional Growth You Can Document

Boost your resume and meet continuing education requirements with official Attendance Certificates included with your registration (available upon request).

7. Unbeatable Value, Unmatched Quality

Four jam-packed days featuring over 350 interactive lectures and poster presentations.

8. Designed for Tomorrow's Leaders

Special programming, networking events, and mentorship opportunities specifically crafted for graduate students and early career professionals. Your future in the field starts here!

9. Go Beyond the Conference

Amplify your learning with exclusive pre- and post-conference intensive training sessions covering hot topics like general curriculum access, transition planning, policy advocacy, and emerging best practices. Deep dive into the areas that matter most to your work.

10. Be Part of Something Bigger

Join a movement of changemakers who are revolutionizing how we support individuals with autism, intellectual disability, and developmental disabilities. Leave with not just new knowledge, but renewed passion and a clear vision for creating positive change in your community.

Ready to Transform Your Practice?

Don't miss this opportunity to connect, learn, and grow with the most dedicated professionals in our field.

Register today and discover why DADD's annual conference is the must-attend event of the year!

For more information, email conferenceinfo@daddcec.com or visit our website at www.daddcec.com. ■

DADD Website:
<http://www.daddcec.com/>