



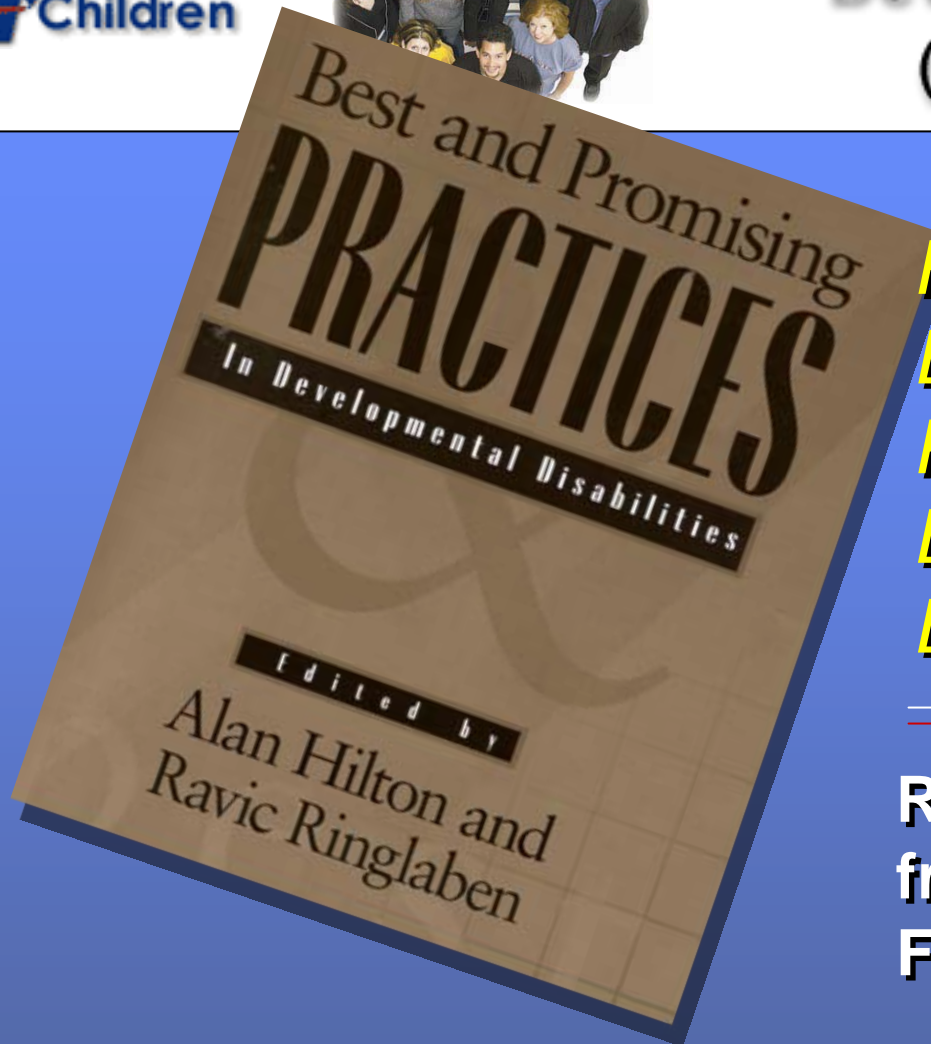
Division on  
**Developmental Disabilities**  
(DDD)

# **Research-Based & Emerging Best Practices in DD/Autism: *Where Are We Going?***

**Division Showcase Presentation  
2006 CEC Convention and Expo  
Salt Lake City, UT**



Division on  
**Developmental Disabilities**  
(DDD)



*Research-Based and  
Emerging Best  
Practices in  
Developmental  
Disabilities*

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Division on  
**Developmental Disabilities**  
(DDD)

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## **Issues in Self-Determination and Transition Planning for Persons with DD/Autism**

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**Mike Wehmeyer**  
*University of Kansas*



- **Emerging evidence-base that self-determination status predicts more positive adult outcomes/quality of life for youth with disabilities.**
  - Need more/better research on causal link between promoting self-determination and adult outcomes.
  - Measurement always an issue.
- **Teachers, by & large, agree that promoting self-determination is important.**
  - Not clear on applicability for students with severe disabilities.
  - Teacher buy in does not always appear to result in instruction to promote self-determination.
    - *IEP goals often not present*
    - *Strategies to promote self-determination not frequently implemented*

- **There are evidence-based practices that should promote component elements of self-determined behavior.**
  - limited efficacy data with students with intellectual/developmental disabilities pertaining to strategies to promote goal setting, problem solving, & decision-making.
  - most information about self-advocacy & choice making.
  - extensive efficacy data on student-directed learning strategies.
- **Few strategies to promote global self-determination.**
- **Limited efficacy data with regard to impact of interventions to promote component elements on global self-determination.**
- **Challenge of NCLB/Access to General Ed Curriculum**
  - Standards often contain requirements pertaining to SD
  - Promoting SD provides a means to access the gen ed curriculum

- **Student involvement visible**
  - Teachers generally support active student involvement
  - Clear evidence students can participate in planning
  - Still often not widespread
  - Growing research base documenting limited student involvement

# Issues in Integrating Assistive Technology into the Curriculum



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**George Peterson-Karlan**  
***Illinois State University***

## Factors Driving Change

- NCLB requirements for student progress assessment
- IDEA requirements
  - *Access to the general curriculum*
  - *Consideration of AT in the development of every student's IEP*
- The digital *Information Age*
- The Net Generation



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## **Net/Millennial generation, born since the Internet**

- By 2001, 90% of 5- to 17-year-olds used computers; 59% used the Internet
- **By 2003, children's home computer ownership ↑ to 76%; children's home Internet use ↑ from 22% in 1997 to 42%.**
- Among seventh and eighth graders in Midwest, 88% have cable or satellite TV, 92% have a DVD player, & 50% have more than one computer in home, with 31% having it in bedroom & 21% with an Internet connection on bedroom computer.
- **School-age children with cognitive disabilities used a wide range of technology devices at higher rates than adult counterparts, including computers, Internet, cell phones, & email.**
- Persons with disabilities have increased Internet use at more than twice the rate of their typical peers.

## **Technology and Curriculum Connection**

- Use of information and communication technology (ICT) has been taught to students with DD
  - To increase independence & productivity in community-based employment using PDA's
  - To access Internet & search & retrieve information independently using specialized web browsers
  - IT & AT is available to support reading, writing, & math

## **Technology & Professional Development Disconnections**

- **Between current standards**

- National Educational Technology Standards
- Performance-based technology standards (both initial & advanced certification) that include use of AT
- Schools are often resistive, or unable to

- **And school context**

- respond appropriately, being composed of technologically uncomfortable adults who must work hard to accommodate to the ever increasing pressure to use technology themselves

- **And professional preparation**

- Less than half of teacher preparation programs have stringent technology requirements & few preservice training programs include coursework or experiences on AT applications and issues

# Autism: A Rapidly Changing Field for Practitioners

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**Brenda Smith Myles**  
*University of Kansas*



- Autism is a growing field. Prevalence is approximately 1/166
- The field is unclear regarding the characteristics of its population, particular as it relates to students who are “higher functioning”
- Controversy exists regarding best practice for students with ASD, especially as it relates to early intervention

- Needs of students on the autism spectrum who are “higher functioning” are not addressed
- **Few teacher education programs exist that provide teacher training**
- Even fewer programs exist the needs of individuals with ASD who are transitioning into adulthood

## ***Future Considerations***

- Developing clear diagnostic criteria
- **Providing awareness that promotes early diagnosis and treatment**
- Improving the fidelity of intervention/ supports methods for students with ASD
- **Ensuring that quality teacher training programs exist**

# Behavioral Support Strategies for Learners with DD

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**John J. Wheeler**  
*Tennessee Tech University*



## ***Where Are We and Where Are We Going?***

- PBS represents an emerging technology for understanding challenging behavior.
- **Research validated applicability of this methodology across individual, classroom & school domains.**
- Acceptance of this methodology among practitioners has been erratic

## ***Future Considerations***

- Research aimed at promoting the functional utility of PBS within applied settings among teachers, families & direct care staff.
- A greater awareness of antecedent management strategies within classroom & school settings aimed at prevention.

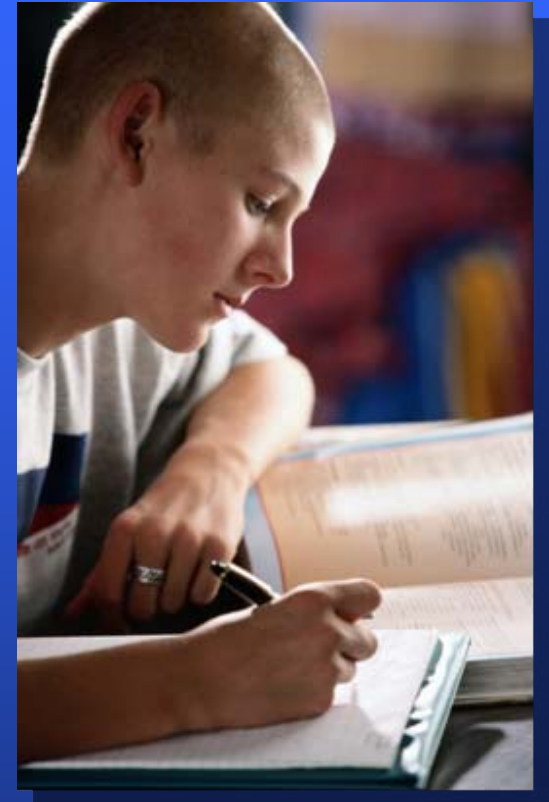
## ***Future Considerations***

- Promoting the linkage between PBS & self-determination in fostering improved quality-of-life for persons with DD.
- Improving the fidelity of methods used in preparing pre-service & in-service personnel in evidence-based practices in the area of PBS.

# Curricula Issues and Students with DD/Autism

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Toni Van Laarhoven  
*Northern Illinois University*





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- **Curriculum & goals derived from:**
  - Individualized needs of student
  - General Curriculum: Addressing state standards & access
  - Functional curriculum & life skills
  - Embedded or access skills that cross general & functional curricula
- **Result:**
  - A balancing act requiring efficient instructional programming that includes person-centered planning, transition planning, organization & communication among key players, creative scheduling, & use of varied instructional models to address curricular goals in various settings.

- **Teacher-Delivered**
  - *Direct or Explicit Instruction*
  - *Embedded Instruction*
- **Peer-Mediated**
  - *Class-Wide Peer Tutoring*
  - *Peer-Delivered Instruction of Embedded Skills*
- **Technology-Mediated**
  - *Assistive Technologies*
  - *Computer-Assisted*
- **Activity-Based or Anchored Instruction**
- **Curriculum Overlapping**
- **Multi-level, Differentiated, or Universally Designed Instruction**

## **Future Considerations**

- Need for improving state standards & performance indicators on alternate assessments; blending general & functional curricula to meet needs of individual students.
- **Improved flexibility of curriculum materials that are available; need for research on universal design & other instructional approaches.**
- More technology resources for educators & increased integration of assistive technologies in teacher preparation programs.
- **Increased instruction on collaboration & instructional delivery models for both general & special educators.**
- Increased training on use of infusion or IEP matrices to ensure IEP goals & benchmarks are being addressed within the context of a typical school day.

# Transition Practices for Persons with DD

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Dianne Berkell Zager  
*Pace University*

# Concepts, Ideals and Realities

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- Full & equal access to community participation
- **Self-determination & self-advocacy for increased opportunities and choices**
- Awareness of linguistic & cultural differences to accommodate all learners
- **School-family partnerships in decision-making & problem-solving**

# Concepts, Ideals and Realities

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- Safe, equitable, positive & supportive learning environments
- **Transdisciplinary collaboration & consultation among professionals**
- Long-term support & follow-up services for life-long success

## The Campus-Based Inclusion Class

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*Picture in your mind's eye*

**An everyday occurrence--**

- Students aged 18-21, attending college classes, holding jobs on campus
- **Students who have autism & significant cognitive impairment--successfully navigating your college campus**



## The Campus-Based Inclusion Class

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*Picture in your mind's eye (cont.)*

- **Students with autism & DD selecting their own courses**
- Students with autism & DD meeting friends for lunch in campus cafeteria
- **Students with autism & DD being valued & full participants**

