

# Inquire & Inspire

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The Council for Exceptional Children's resource for student professional development

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## SPECIAL POINTS OF INTEREST:

Remember to check the student section of the CEC website for the most up-to-date information!

Check out this issue's column called *What Students Need to Know About...* on page 4. If you are interested in publishing a similar article, check out the call for submissions on page 5!

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## CEC Convention- Louisville, Kentucky

Louisville, Kentucky welcomed CEC Convention participants with a burst of excitement and opportunity. This premiere city opened its doors to a stimulating program with more than 600 sessions.

The 2007 CEC Annual Convention and Expo was kicked off by keynote speaker Jack Canfield, former teacher and author of the *Chicken Soup* series. His message was full of humor and inspiration while providing participants with an opportunity for reflection and rejuvenation.

The CEC Convention was overflowing with opportunities for students this year! The *Student Spot* provided great information on all events for students including what to do in Louisville. The

*Convention Orientation for Students* had an all-time high attendance rate and gave first time convention participants an overview of what to see and do. Student Award and Scholarship recipients were recognized during the Opening General Session and the *Student Forum*. The Student Forum included a collection of presentations addressing issues of interest to and directly affecting students.

The *Student Scholarship Fundraiser* on the Steamboat Belle of Louisville proved to be another fun opportunity for students and

other CEC Convention participants to network, eat, dance, and party the night away! This event, which was co-sponsored with the CCBD Foundation, raised money for scholarship funds.

Finally, CEC reintroduced the *CEC Student Chapters Faculty Advisors' Roundtable*, which helped faculty advisors prepare for supporting university CEC chapters.

The 2007 CEC Annual Convention and Expo was an amazing experience. If you didn't make it, we hope to see you next year in Boston!



The Steamboat Belle of Louisville

## Student Forum 2007

At the CEC Convention and Expo in Louisville, the Student Forum proved to be another great event for students! The 5th annual Student Forum provided an opportunity for students to network with each other, division leaders, and professionals with valuable information for students. The Student Forum

offered Question & Answer Sessions, Featured Presentations, and Poster Presentations.

If you were unable to attend the Convention or the Student Forum, stay tuned to the student section of the CEC website for the presenters' handouts, which

will be posted soon. This information will help prepare you for running your student chapters, entering your first years of teaching or academic careers, and advancing your professional selves.

# 2007 CEC Student Awards



Amy Childre (left)  
with Susan Phillips  
Gorin (right)

Every year at the CEC Convention an amazing group of individuals are recognized for their efforts within CEC and our field. This year's winners are:

Susan Phillips Gorin Award

**Dr. Amy Childre**, Georgia College & State University

Outstanding Undergraduate Student Member Award

**James E. Williams Jr.**, Sam

Houston State University

Outstanding Graduate Student Member Award

**Daniel Gulchak**, Arizona State University

Graduation Award-Undergraduate

**Valerie Thomas**, Towson University

Kayte Fearn Ethnic Diversity

Scholarship

**Asha-Lateef Dobbs**, University of Maryland

Look for opportunities to nominate your fellow students and faculty advisors for the 2008 awards and scholarships. Announcements for nominations will be posted on the CEC website and sent to student members and faculty advisors via email.

## 2008 CEC Leadership Opportunities for Student Members

Serving CEC is an enriching, rewarding experience for student members who aspire to make a difference. It is an opportunity to be connected to the most dedicated leaders in the field and in a position to represent your fellow students in the leading organization for children and youth with exceptionalities. The positions open for students in 2008 are:

**Student Member, CEC Board of Directors**

- One year term
- Nominations due May 23, 2007

**Student Representative, CEC Representative Assembly**

- Two year term
- Nominations due May 23, 2007

**Member, Student Standing Committee**

- Two positions available

- Two year term
- Nominations due August 31, 2007

To obtain additional information on opening student positions and their responsibilities, visit the following link:

<http://www.cec.sped.org/Content/NavigationMenu/AboutCEC/Communities/Students/default.htm>

## Policy & Advocacy

Are you interested in staying abreast on policy issues related to special and gifted education? If so, you can join CEC's *Policy Insider*. These updates come directly to your email box with information about the special and gifted education issues Congress and the administration are considering. You can sign up to receive the *Policy Insider* by sending an email

to CEC's Policy and Communication Services Unit at [pubpol@cec.sped.org](mailto:pubpol@cec.sped.org)

Are you interested in taking a more active role in policy and advocacy related to special and gifted education? If so, you can use CEC's Legislative Action Center (LAC) to make your

voice heard on federal policy issues easily and quickly. Send your elected officials a message today! Visit CEC's LAC to assist you with the process.

<http://www.cec.sped.org/Content/NavigationMenu/PolicyAdvocacy/LegislativeActionCenter/default.htm>

# CEC Student Membership Specials



## Special Membership Offer for Graduating Students

For a limited time, graduating students or recently graduated students may renew as a Professional member at the Student rate. The student rate not only extends to your CEC membership, but also to your division memberships. Do not miss this great opportunity. Offer ends June 30, 2007.

## Membership Installment Plan

CEC has initiated a special installment plan in which you may pay your membership dues across 3 months using your credit card. One third of your membership dues will be charged to your credit card when you renew. Your second installment will automatically be charged during the second month and the final installment during the

third month. To take advantage of this opportunity, indicate "bill via installment method" on your membership application.

To find more detailed information on these two offers, visit the following link:

<http://www.cec.sped.org/Content/NavigationMenu/AboutCEC/Communities/Students/Spring2007TransitionOffer.pdf>

## Chapter Highlight: Maya Israel

At the CEC Convention, there are many faces of individuals, including students, who are at the backdrop of operations for the week's activities. One of those faces at the 2007 Convention was that of **Maya Israel**. Maya is a doctoral student at the University of Kansas and Junior Student Representative for the Teacher Education Division (TED). Maya's roles within TED are to serve as the co-chair for Kaleidoscope at both the national TED conference and the CEC Convention. Kaleidoscope is a mini-conference that provides graduate students an opportunity to showcase their work, receive feedback from their col-

leagues, and network with other graduate students. At the 2007 CEC Convention, Maya collaborated with Chris Denning, a doctoral student from the University of Virginia, to plan and coordinate the TED Kaleidoscope with the help of students Melissa Miller and Todd Sundeen.

Maya stated, "My involvement in CEC and TED have been extremely meaningful to me both professionally and personally. It has allowed me to make connections with students as well as professionals in the field, been an opportunity for me to hone my leadership skills in a collaborative and supportive environ-

ment, and shown me how organizational decision-making and change occurs that can positively impact the field of special education."

Maya, CEC commends you for your efforts and contributions!

If you are interested in leadership positions at the international level, check out CEC's website as well as its Divisions' websites for more information. Students, you are the future of CEC and without your continued support and involvement our vision, mission, and goals would not be achieved.



**Maya Israel, University of Kansas**

## International Minute

For students entering the profession of special education, your international journey begins here and now with DISES. **The Division of International Special Education and Services (DISES)** is a division of the Council for Exceptional Children that promotes international communication, cooperation, and progress in education and services for children and youth who have disabilities and/or are gifted and talented across all age groups. One of the many objectives of DISES is to engage in international projects and partnerships that join people from various societies and cultures in working toward common goals.

You are invited to take a special journey with DISES to Lima, Peru this summer, from **July 8-12<sup>th</sup>**. Together DISES in collaboration with *Centro Ann Sullivan del Perú (CASP)* will be hosting an **International Special Education Forum**.

CASP is a nonprofit organization recognized worldwide for its contributions as a model educational, research and demonstration center for people with different abilities (Spectrum Disorder, Developmental Disabilities, Down syndrome, and Cerebral Palsy) and their families. They serve 450 students/work trainees and have what is believed to be the most extensive program for educating families in the world. CASP

also has been recognized with numerous international and Peruvian awards and is an affiliate of the Life Span Institute at the University of Kansas. The Forum will bring together students, researchers, practitioners, and families from Latin America and throughout the world to discuss, examine, and analyze critical issues within a stimulating and interactive context.

For more information, see the website: [www.buffalostate.edu/academics/cenc/](http://www.buffalostate.edu/academics/cenc/)

Contributed by *Dr. Iris Drower, DISES Newsletter Editor*

## Positive Behavior Support



Amanda Tyrrell  
(above); Nanette  
Perrin (below)



**PBS utilizes research-based strategies to prevent and intervene on the challenging behavior of children**

**When triggers of problem behavior are eliminated or intervened on, problem behavior may no longer be necessary.**

Teachers and service providers are often faced with difficult situations regarding students with challenging behavior. Families are also confronted with how to deal with challenging behavior in home and community settings (Fox, Vaughn, Wyatte, & Dunlap, 2002). As CEC students and professionals, we should know about evidence-based intervention strategies in order to appropriately guide service providers and families.

**Positive behavior support (PBS)**, utilizes research-based strategies to prevent and intervene on the challenging behavior of children. PBS is based on historical research that began in the field of applied behavior analysis (Baer, Wolf, & Risley, 1968) and is now being implemented as a best practice approach in many environments (e.g., schools, early childhood foster care, and mental health). These methods, which may include functional behavior assessment, positive behavior support planning, person-centered planning, and wraparound, are employed to decrease the use of punishment procedures and increase positive, proactive strategies.

Recommended practices suggest that PBS should be considered if problem behavior is impeding the child's or other students' learning in the school setting. PBS can be applied along a continuum of support for individuals and groups and across various environmental contexts. These levels are referred to as primary (universal), secondary, and tertiary (individual) supports. When primary and secondary interventions are used appropriately often less than 5% of students will need more intensive tertiary supports (Sugai et al.,

2000).

The PBS planning process emphasizes prevention of problem behavior by redesigning elements within home, school, and community settings that may trigger problem behavior. A variety of indirect and direct assessment tools can be utilized to assess behavior and brainstorm interventions together with family members, educators, community members, and other practitioners who support these children. When triggers of problem behavior are eliminated or intervened on, problem behavior may no longer be necessary. For example, by teaching a child communication skills, the child gains a more socially appropriate and functional way to obtain what he or she wants rather than through the use of problem behavior.

PBS employs team-based problem solving as opposed to an expert-driven model. Plans that embody contextual fit have a greater chance of being implemented among all team members.

Though continued research in the area PBS should be conducted to determine best practices for children

with disabilities and challenging behavior, professionals should keep abreast of current developments in the field and collaborate with families and teams to utilize these strategies.

### References

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*, 91-97.

Fox, L., Vaughn, B. J., Wyatte, M. L., & Dunlap, G. (2002). "We can't expect other people to understand": Family perspectives on problem behavior. *Council for Exceptional Children, 68*, 437-450.

Sugai, G. et al. (2000). *Applying positive behavioral support and functional behavioral assessment in schools*. *Journal of Positive Behavioral Interventions, 2*, 131-143.

Contributed by Amanda L. Tyrrell & Nanette L. Perrin, University of Kansas

### Positive Behavior Support Online Resources

**Center on the Social and Emotional Foundation for Early Learning**

(<http://www.vanderbilt.edu/csefel/>)

**Kansas Institute for Positive Behavior Support Online Library**

(<http://www.kipbs.org/library/default.aspx>)

**Online Academy Positive Behavior Support Modules**

(<http://uappbs.apbs.org/>)

**Association for Positive Behavior Support**

(<http://www.apbs.org>)

**OSEP National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)**

(<http://www.pbis.org>)



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## CEC Call for Papers for 2008 Convention

### Submit a proposal for the 2008 Annual Convention and Expo in Boston

CEC is now accepting online proposal submissions for the 2008 Annual Convention and Expo. Deadline for proposal submissions are May 25, 2007.

If you are interested in presenting at the Annual Student Forum, please submit your proposal to the topic area *Strategies for Entry to the Special Education Career*. Proposals for the Student Forum undergo the same review process as all other proposals submitted to CEC's Program Advisory Committee.

Follow the link below to submit your proposal:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ConventionExpo/CallforPapers/default.htm>

## Upcoming Issue

Are you a student expert on the topic of **Self Determination**? Want to be published in our *What Students Need to Know About...* newsletter column? Send a brief article (700 words or less including references and suggested readings) to Cynthia Chambers at [crchambe@ku.edu](mailto:crchambe@ku.edu) for potential publication. Deadline is July 15.

Is your chapter doing something exceptional in the area of membership, fundraising, or service? Is your CEC faculty advisor or a member of your chapter worthy of being recognized? If so, send a 250 words or less story on your chapter's, faculty advisor's, or chapter member's accomplishments to Cynthia Chambers ([crchambe@ku.edu](mailto:crchambe@ku.edu)).

Interested in serving as a reviewer for the Student Newsletter? Contact Cynthia Chambers ([crchambe@ku.edu](mailto:crchambe@ku.edu)).

Do you have an internationally focused CEC story? Send your stories (225 words or less) to Sharon Wyatt at [swyatt@interchange.ubc.ca](mailto:swyatt@interchange.ubc.ca) for potential publication in the Student Newsletter.

## Comments or Questions

Contact Cynthia Chambers at [crchambe@ku.edu](mailto:crchambe@ku.edu).

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