



# EDC Dialogue

***An electronic newsletter to share information and activities for and about the  
Educators with Disabilities Caucus***

EDC is a Caucus of the Council for Exceptional Children (CEC)

This newsletter was developed and will be disseminated quarterly as a way for us to share information, activities, and resources. We welcome your contributions and suggestions for continuously improving this resource. Please send your submissions to Judy Shanley at [jshanley@air.org](mailto:jshanley@air.org) by

## ***Our Mission***

*To support and advocate for educators with disabilities in teacher training and professional settings*

## **Newsletter Production Schedule**

<b>Issue Release Date</b>	<b>Submission Deadline</b>
May 25, 2004	XX
August 15, 2004	July 15, 2004
November 15, 2005	October 15, 2004
February 15, 2005	January 15, 2005
May 15, 2005	April 15, 2005

## ***Perspectives from the Field***

### ***From a Veteran Teacher***

Being an educator, and just opening the classroom door presents many challenges. This August, I will walk into my classroom for the twenty-seventh year. Along with the same and new challenges for my students, I have a disability. I have a special education class of severely and profoundly mentally handicapped students, most of whom have multiple disabilities. Everyday my disability is with me. Some days I just forget about it and go about my business, and other days it seems like its right in my face. Let me explain.

You see, I have Cerebral Palsy. I have limitations in my mobility, speech, and handwriting. Although I walk independently, my gait is abnormal and slow. My speech is understandable, but sometimes I need extra time to get my message across because my words may sound slurred. My handwriting is legible, but only if I take time. Now let me tell you about my challenges in the classroom.

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1. **Physically**- I am positioning children all day long so my job is very demanding. Some days it just hurts - but my students deserve the best. On those days that I am physically bothered, I ask my assistant to help. Some days, a one-person lift, becomes two. I feel that I am giving my best, but I have help (this is my biggest downfall - I do not like to ask for help).
  2. **Speech**- affects (1). Students, (2).parents and (3). staff.
    - ❖ **Students** in my class need to understand me through my tone and expressions. Because of the nature of the students in my class, my speech is not as important, as it is for other students. Outside of my class, as I meet students, I always say *if you have trouble understanding me, I will repeat myself for you*. At times, I take a regular ED student to the principal for disrespecting my students or myself - it's amazing how quickly the word gets around "*Do not play with Mrs. De Loach*". Sometimes I just have to remember to slow down, take my time, and breathe!
    - ❖ As **Parents** meet me for the first time, as you can imagine, I'm not what they expect as a teacher for their child. I must say, this is extremely difficult, because now they have to decide whether or not they should entrust me with their child. As we talk about their child, we also talk about me also. When they see results with their child, my disability fades away.
    - ❖ **Staff** (colleagues) are the most difficult to deal with at times. The feeling that I get from my colleagues frequently is that I do not belong. I worked hard to improve my teaching over the years, and as a result, my students have received grants and I received much recognition for my teaching. My colleagues see that I received many awards, but they do not see the years of hard work that it has taken to earn these recognitions. I want explain to colleagues that I received these awards not because of my disability, but because of my teaching practice. My philosophy is just to show them and continue to my best. After all, if I do my best - my students are the true winners and it does not matter what my colleagues think!
  3. **Handwriting** Paper work, paperwork and more paperwork - what special education teacher likes paper work? For me it has become a nightmare. Let me share with you several points I have experienced and learned:
    - ❖ Before I even got up the nerve to ask for help I would take hours to write so everyone could understand me.
    - ❖ Always do your own work even if you have arranged someone to write for you. If you have to ask for help, be prepared to do the work and do not expect them to do your thinking for you.
    - ❖ Accommodate your writer - you have to meet them on their terms.
    - ❖ Today I use computers to support my writing. With computers, I develop individual and class lesson plans, collect data, and complete report cards. I use a software program to help me complete IEPs.

Over the years it has been a struggle to stay in the classroom, but my drive to become the best teacher I can has always given me the strength to go forward and make a difference for my students. As I close I wish you all a wonderful school year for 2004-2005!

## *Key Activities*

### ➤ **Highlights from Leadership Meeting with CEC Executives**

On June 11, 2004, EDC Board Members and Advisors, DeLoach, Anderson, Shanley, Reid, and Farrell, along with CEC's Diversity Affairs Director, Betty Green Bryant, met with Dr. Drew Allbritten, CEC's Executive Director. The purpose of the meeting was to hear from Dr. Allbritten, his vision for how EDC fits into CEC's organization and activities. The half-day meeting covered topics from fundraising to suggested activities and provided Directors and Advisors with a good understanding of CEC's perspective. Recommendations included:

- Becoming involved in CEC **marketing opportunities** (booths at conventions and meetings).
- Providing recommendations regarding CEC's **strategic plan** including the plan's performance indicators.
- Participating in CEC **professional development** activities and inform the CEC Professional Development Unit about EDC activities. Become quasi-sales people for CEC's products such as the LCCE Curriculum.
- Contributing **articles** to CEC publications such as Teaching Exceptional Children (TEC) and adding content to the new CEC website.
- Establishing an EDC **award** to honor an educator with a disability. This award can be included in CEC's recognition of award winners during annual conventions.
- Exploring the possibility of implementing **nominal dues** for EDC membership. Dues would help support scholarships, administrative, marketing, and events.

### ➤ **Mentoring Project**

Our Mentoring Project seeks to pair professionals and college students as a means of support, guidance, and resource sharing. The project is voluntary – Mentors donate their time and expertise to support a mentee, who may be new in his/her career or recently reenrolled in a personnel preparation program. Share your expertise and experience – become a mentor.

### ➤ **Recruitment and Retention Strategies (into our profession and EDC)**

Can you identify newsletters, journals, or other publications through which we can share information? Do you belong to Listservs or other electronic forums that would be a great resource to share information about our mission and goals? We can help you write informational pieces and stories about EDC – contact Judy Shanley at [jshanley@air.org](mailto:jshanley@air.org) for more information.



### **Scholarship**

We welcome your ideas about fundraising and events (such as social events at CEC conventions) through which we can raise money to support scholarships for students with disabilities enrolled in college teacher education programs. Contact Nancy Anderson at [nancyjka@yahoo.com](mailto:nancyjka@yahoo.com) with your ideas and suggestions regarding fundraising.

➤ **Internship Opportunities are Available at CEC Related to the Office of Diversity and Strategic Initiatives and the Yes I Can! Foundation:**

- Diversity/Special Populations
- Public Relations
- Marketing
- Media
- Communications
- Research and Special Education
- Foundation/Fundraising
- Development of Business Partnerships

**The Program Is Open To:**

- Undergraduate and Graduate Students

**Skills**

The applicant should be proficient in Microsoft Office (Word, Excel, Access and PowerPoint), be able to perform mail merges and manage departmental databases. Applicants must type 45 wpm.

**Length of Internship:**

It is anticipated that the internship will coincide with the academic calendar, thus lasting a quarter or semester, depending on the institution. The normal length of an internship experience is 1-3 months.

**Fiscal Arrangements:**

Students are responsible for all transportation and living arrangements during their internship experience. Some institutions may provide student stipends consistent with institutional resources and policies.

**Activities:**

Student interns will receive a general orientation to the mission, goals, and objectives of CEC. Interns will be assigned to an appropriate unit within CEC, where they will be exposed to a range of activities. Each graduate student will complete a special project with a specific outcome or product. This project should be mutually beneficial to CEC and the student.

**Procedures:**

Students will submit an application, approved by their institution, stating their goals for the proposed internship, and identifying the area in which they would hope to work. Applications will be reviewed by the appropriate unit. Approved internships will be formalized through an agreement among the student, CEC, and the student's advisor. Each student will receive a written evaluation at the completion of the internship.

For further information about CEC, visit our web site at <http://www.cec.sped.org>.

For more information about this internship contact: Betty Greene-Bryant, Senior Director for Diversity and Strategic Initiatives and Acting Executive Director for the Yes I Can! Foundation, at 703-264-9450 or [bettygb@cec.sped.org](mailto:bettygb@cec.sped.org).

For information about other internship opportunities, contact the Human Resources Director at 703-264-9490 or [brendat@cec.sped.org](mailto:brendat@cec.sped.org).



## The 2005 Yes I Can! International Awards Program

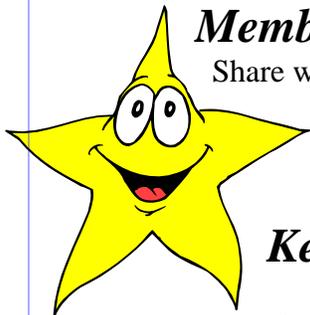
The Foundation for Exceptional Children established the Yes I Can! International Awards Program in 1981 to acknowledge the achievements of children and youth with disabilities; to overcome barriers caused by public misconceptions; to encourage children and youth with disabilities to seek their highest potential; and to increase public awareness of the abilities, aspirations, and personal qualities of people with disabilities.

**ALL NOMINATION FORMS MUST BE POSTMARKED  
NO LATER THAN DECEMBER 20, 2004**

For information about nomination criteria or questions, please see: <http://yesican.sped.org> or email [yesican@cec.sped.org](mailto:yesican@cec.sped.org)

### *Member Happenings*

Share with us any hot news or interesting stories.



### *Key Resources*

The **Job Accommodation Network** is a service of the Office of Disability Employment Policy (ODEP) of the U.S. Department of Labor. JAN is one of several ODEP projects. JAN's mission is to facilitate the employment and retention of workers with disabilities by providing employers, employment providers, people with disabilities, their family members and other interested parties with information on job accommodations, self-employment and small business opportunities and related subjects. JAN's efforts are in support of the employment, including self-employment and small business ownership, of people with disabilities. JAN represents the most comprehensive resource for job accommodations available.

**Enhancing Diversity: Educators with Disabilities** by Ronald J. Anderson, Clayton E. Keller, and Joan M. Karp. This publication shares stories, ideas, and resources for individuals with disabilities who are educators or are interested in becoming an educator. This publication is also highly recommended for administrators and schools seeking information on educators with disabilities. This book may be purchased from the Council for Exceptional Children, 888-CEC-SPED, 1-866-915-5000 TTY, [service@cec.sped.org](mailto:service@cec.sped.org)

## ***Key People***

Pam K. DeLoach, Co-Director, Special Educator, Tampa Public Schools, Tampa, FL  
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Nancy Anderson, Co-Director, Herndon, VA  
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Judy Shanley, Co-Director, Principal Research Analyst, the Access Center, American Institutes for Research, Washington, DC  
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Hugh T. Reid, Advisor, Analyst, U.S. Department of Education, Washington, DC  
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Diane Ferrell, Advisor, Professor, Indiana University of Pennsylvania, PA  
<mailto:dferrell@iup.edu>

Clayton Keller, Advisor, Metro Educational Cooperative Service Unit, Minneapolis, MN  
[ckeller@ecsu.k12.mn.us](mailto:ckeller@ecsu.k12.mn.us)

### **Mentoring Project:**

Polly Haselden, Faculty, James Madison University, College of Education, Harrisonburg, VA

Jennifer Miller, Student, George Washington University, DC [JRM5145@aol.com](mailto:JRM5145@aol.com)

### **CEC Headquarters Staff Contact:**

Betty Greene Bryant, Diversity and Strategic Initiatives  
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1110 N. Glebe Road, Suite 300  
Arlington, VA 22201  
<mailto:BETTYGB@cec.sped.org>

## ***Upcoming Events***

**CEC Convention** in Baltimore, Maryland, April 6-9, 2005. <http://www.cec.sped.org/>



## **2004 TASH International Conference on Inclusion - "Blazing The Trail"**

The TASH Conference, one of the largest conferences in the world to focus on model, innovative, and effective strategies for achieving full inclusion of all people with disabilities. This conference features over 250 sessions, exhibits, roundtable discussions, and poster sessions jam-packed with info. It provides a forum for individuals with disabilities, families, researchers, administrators, policymakers, educators, scholars, and others to create dialogue and action for reform.

**Date: November 17-20, 2004**

**At the Hilton in Reno, Nevada**

For information: <http://www.tash.org/2004reno/>.

**We welcome your contributions and suggestions regarding this newsletter. If you are interested in volunteering to write a section of this electronic newsletter on a quarterly basis, please contact**

**Judy Shanley**