



# Communiqué

Council for Educational Diagnostic Services

A Division of the Council for Exceptional Children

Volume 35, Issue 4, Spring 2008

## President's Message:

**Carol A. Layton**

Thank you, CEDS, for allowing me to serve as president for the last two years. The time has flown by, and I am pleased that I was afforded the opportunity to meet so many new colleagues.

Please plan to attend the CEDS Annual Conference: "Kicking Up Assessment on Route 66" in Albuquerque on October 23–25. Drs. Kathie Good and Rebecca Davis are our conference co-chairs. Conference information is available on the CEDS website (<http://www.unr.edu/educ/ceds/>). If you have an innovative idea or assessment protocol, please submit a proposal for the conference by July 31. The annual conference gives you opportunities to meet new friends, share ideas, and learn from assessment colleagues. Come join us on Route 66!

Now, it is my honor to welcome Dr. David Walker, the incoming president of CEDS as of July 1. The next time you read the president's message it will be from Dr. Walker, so here is a little about him.

David Walker is an associate professor of special education at the University of Southern Mississippi. He has written several articles and given numerous presentations at the state and national levels on issues related to disability law, as well as on other areas related to the provision of instruction to students with learning disabilities and emotional/behavioral disorders. Dr. Walker has also been an Individuals with Disabilities Education Act due-process hearing officer for the state of Mississippi for the past 19 years. He has previously served as chair of the CEDS research committee and as the CEDS-CAN coordinator. During the



last two years, he has been CEDS vice-president.

I will continue working as CEDS past president for the next two years. Please accept my gratitude for the privilege of serving as president of CEDS, and I leave you with this happy metaphor . . .



One fun thing that I enjoy is working intricate, colorful puzzles. In a way, CEDS is like a wonderful puzzle. Each edge piece of a puzzle interlocks with others to form the framework of CEDS and gives structure and support to our organization. Each CEDS board member forms an edge piece that connects to create a vibrant, healthy organization. Each CEDS subdivision fits snugly within the puzzle, adding detail and strength to our organization. Each CEDS member has a unique design and cut that ensures just the right place to fit within our organization. Each piece of our puzzle adds to the CEDS organization, providing a national vision for quality diagnostic services.

Thank you for being an integral part of CEDS. Without you, CEDS would not be complete. With membership growth, our organization will reflect a robust, diverse organization with the skills needed to create a strong voice for children with special needs.

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**Call for Proposals**  
**CEDS Annual Conference**  
**“Kicking Up Assessment on Route 66”**  
**Albuquerque, New Mexico**  
**October 23–25, 2008**



The Council for Educational Diagnostic Services is pleased to announce its annual conference. The 2008 conference will be held in Albuquerque, New Mexico, on October 23–25. The theme of this year’s conference is “Kicking Up Assessment on Route 66.” Focus areas will include formal and informal assessment, implications for instruction, and intervention strategies. Topical sessions will address a variety of relevant issues, including but not limited to:

- Autism
- ADHD
- Learning Disabilities
- Emotional/Behavioral Disorders
- Assessing Culturally/Linguistically Diverse Students
- Assessment and Accountability (IDEA '04 and NCLB)
- Assessment and the IEP Process/Product
- Functional/Authentic Assessment
- Curriculum-based Measurement
- Response to Intervention
- Early Childhood Assessment
- Test Development /Construction.



**Proposal Guidelines:** Please include a cover sheet, conference program description, and an abstract.

**Cover Sheet:** Include the title of the proposal and the names, titles, addresses, e-mail addresses, and telephone and fax numbers of the session leader and other participants.

**Conference Program Description:** 50-word description of the presentation.

**Abstract:** 300–500 words that include:

- A statement of the issue and its relevance to the field
- Objectives for the presentation
- The audience and how information will be conveyed to them
- Usefulness to practitioners
- Type of presentation: lecture, demonstration, poster, workshop
- Time requested: one, two, or three hours

**Deadline:** July 31, 2008

**Submit proposals to:** Kathie Good ([Kathie.good@enmu.edu](mailto:Kathie.good@enmu.edu))

**Leann DiAndreth-Elkins,**  
**Editor**

*Communiqué* is the official quarterly newsletter of the Council for Educational Diagnostic Services (CEDS), a division of the Council for Exceptional Children. Subscriptions are by membership to CEDS. Web postings are made thirty days after the newsletter is sent to members. The editor encourages responses, ideas, and inquiries. Submissions of previously unpublished material are welcome for consideration.

**Editorial Address:**

Leann DiAndreth-Elkins •  
 CEDS Editor • College of  
 Education • Box 41071 •  
 Lubbock, TX 79409-1071  
 Phone: 806-742-1998 x458  
 Fax: 806-742-2179  
 E-mail: [leann.elkins@ttu.edu](mailto:leann.elkins@ttu.edu)

**Assessment for Effective  
 Intervention:**

The official quarterly research journal of CEDS is *Assessment for Effective Intervention*, provided through CEDS membership. The primary purpose of the journal is to publish empirically sound manuscripts that have implications for practitioners. Submissions are encouraged; guidelines are available at <http://aei.sagepub.com>

**CEDS Web site:**

[www.unr.edu/educ/ceds/](http://www.unr.edu/educ/ceds/)

**CEDS Business Address:**

1110 N. Glebe Road  
 Arlington, VA 22201

Scenes from the CEDS Reception—CEC 2008 Spring Covention, Boston

Nancy Halmhuber, CEDS past-president, receiving the James A. Potet President's Award from Carol Layton, CEDS President



Winners of Pearson-Assessment Division Door Prizes  
 David Walker, CEDS Vice-President, and Stephen Walker, CEDS Governmental Relations Chair

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## Research Committee Update

### Rachelle Bruno, Chair

Because CEC is the organization that most special educators look to for information, the board of directors of CEC appointed an Evidence-Based Practice Work Team and charged that team to develop a process and criteria for determining which practices have strong evidence of effectiveness for students with special needs. This team has been working for almost two years and has drafted rubrics for evaluating individual studies as well as criteria for looking at the overall results of a synthesis of the literature related to a given practice. The CEC board of directors is currently reviewing the process and criteria developed by that team.

The suggested process involves having the divisions bring forth proposals for studies that synthesize the research related to a specific practice. The suggested proposal process also provides for the naming of individuals to be members of the team that will complete a synthesis study.

While the board of directors is reviewing the report of the Evidence-Based Practice Work Team in the light of CEC's strategic plan, we, as a division, have been asked two questions:

1. **What practices do we think should be priorities**, that is, which do we think are most important to have the research carefully review and analyze according to CEC's criteria to see if there is a body of literature that indicates potential effectiveness for students with special needs?
2. **What is the capacity of our division to participate in this effort?** Do we have individuals who would be willing and able to be part of research synthesis teams? Are there practices for which we as a division will want to propose and carry out synthesis studies?

The CEDS research committee would like your input into our division's response to these questions. We are also looking for members who would like to work on the CEDS research committee. If you are interested in joining the committee or if you have suggestions for our response to the questions from the board, please contact Rachelle Bruno ([bruno@nku.edu](mailto:bruno@nku.edu)).

## Professional Standards

### Patricia Frawley, Chair

The Professional Standards Committee is in the final phase of completing the validation process leading to acceptance of the *Advanced Common Core Standards for Educational Diagnosticians*. The process began more than four years ago through the work of the Knowledge and Skills Committee of CEC, whose members were charged with reviewing and updating the standards of each division. The CEDS standards were due for revision by 2008.

The process for the CEDS Professional Standards Committee began at the CEC meeting in Baltimore, Maryland, in 2005 when the validation schedule was received and the CEDS work group was formed. Initial work addressed aligning the existing standards with the Advanced Common Core, followed by integrating current practices into each standard. Research was conducted that focused on reviewing evidence to support the inclusion of new standards into the existing material. Following the development of new and adjusted standards, the proposed set was presented to the CEDS board for comments. The new

standards set was then edited by the Knowledge and Skills Committee and posted on the CEDS website for comments. Following the review process, the revised standards set was sent out for purposeful sampling, with a high rate of return from those who participated in the survey. The final editing was completed at the CEC conference in Boston in April.

The *Advanced Common Core Standards for Educational Diagnosticians* include:

- Standard I: Leadership and policy
- Standard II: Program development and organization
- Standard III: Research and inquiry
- Standard IV: Student and program evaluation
- Standard V: Professional development and ethical practice
- Standard VI: Collaboration

A full description for all of the standards is available on the CEDS website and should also be included in the next published issue of the "Redbook." The participating members of the Professional Standards Committee are Nancy Halmhuber, Carol Layton, Joan Hofmann, Jennifer Goldblatt, and Teresa Montani.

### Mark you calendar . . .

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More info on the CEDS webpage: <http://www.unr.edu/educ/ceds/>

## A Children's Action Network Report: Gifted Education Is a Priority!

**Stephen Walker, CEDS Governmental Relations  
Committee Chair and CAN Coordinator**

The Jacob Javits Act is the single federal program that specifically addresses the unique learning needs of students with gifts and talents. Unfortunately, ever since the passage of the law in 1989, federal funding support for the Javits Act has been relatively minimal. Eight million dollars (less than three cents of every dollar of the federal K–12 education budget) to be spread across the entire country is clearly not much of a commitment to the individual success of students who are gifted or for our success as a nation. Despite estimates that there are over 3 million academically gifted students in the United States, funding levels for gifted education have remained so low that it has been impossible for the Javits program to have its intended impact. Furthermore, for the past several budget cycles, the President has proposed eliminating funding for the Javits Act programs. Without a commitment of resources, it seems unlikely that children with gifts and talents will be identified and receive the edu-

cational opportunities they need to succeed and help to ensure that the United States remains globally competitive. To further compound the problem, the U.S. Education Department has now proposed that resources in the Javits Act be redirected toward providing gifted education strategies for all students. No doubt a worthy idea, but not at the expense of the one federal program that promotes the educational needs of gifted and talented students. Education needs to be special for any child who has exceptional learning needs.

To advocate for funding gifted programs, contact your congressional representatives immediately and let them know that you support increased funding for the Jacob K. Javits Gifted and Talented Students Education Act. To see a sample letter or to use the CEC Legislative Action Center, please go to the CEC website (<http://www.cec.sped.org>) and click on the Policy and Advocacy link, then select Legislative Action Center (left frame). The rest is easy. Please make a difference and let your representative know how you feel about all educational issues before the Congress and especially the importance of funding the Javits Act.

## CEDS New Member Profile

**Connie Nielson, Membership Chair**

As I was preparing to attend the CEC conference in Boston, I thought I might introduce you to a new (or rather renewed) CEDS member from Massachusetts: KIM E. STOLOSKI of Plymouth. Kim joined CEDS to be up to date on the identification of students with learning disabilities. Though her training is in school psychology, she is currently working more in the area of academics. As a member of NASP and ASCD, she suggested CEC to her learning specialist friends who joined and started sharing articles, renewed her interest, and brought her back to CEC/CEDS.

Kim's educational background includes a B.A. from North Adams State College (MA), a M.Ed. from the University of Massachusetts–Boston, and as a Ph.D. candidate at the University of Denver, where she examined the effectiveness of phonemic awareness training for preschoolers. Kim has provided psychological services to schools in Leadville and Eagle (CO),

psychological and special education services in Pembroke (MA) as team chair/LEA and disseminator of special education law information at Sandwich Public Schools (MA) and currently as coordinator of special education at Marstons Mills East Horace Mann Charter Public School. Kim possesses a thorough understanding of No Child Left Behind, has authored and presented on staff development to facilitate school-wide changes, wrote a grant that allowed all her staff to join a professional organization, and was selected by her principal to be trained in ASP Facilitative Leadership.

Kim is married to Will and has a daughter Cadence (8) and a son Camden (6). They enjoy skiing and snow shoeing together in the winter and mountain biking and sailing on Buzzards Bay in the summer. She is a PSIA Level III certified ski instructor and teaches at Brettonwoods (NH) on weekends and holiday weeks. Hopefully at the next CEDS conference you will have a chance to meet Kim and personally welcome her to CEDS!

## Did You Know . . .

As one of your benefits of CEDS membership, you are able to access the electronic version of *Assessment for Effective Intervention* online. You will be able to view and search issues back to 1999.

Go to the SAGE website society member subscriptions activation page (<https://online.sagepub.com/cgi/activate/basic>). Enter your Your CEDS Member Number in the appropriate field, select CEDS from the drop-down menu, and click sub-

mit. Follow the instructions to complete your user set-up. Once complete, you can access AEI online at the AEI website (<http://aei.sagepub.com/>).

Please note, your online access begins with your first print issue. New members should wait to receive their first print issue before attempting to register for online access.