



## Volume 39, Issue 3, Fall 2011



### President's Message

Kathie Good

Happy new school year! Even though I am no longer working in the public school classroom, I still find myself walking aimlessly up and down the aisles of the office supply stores checking out all the new school supplies. There is just something about a brand new, unsharpened pencil, the smell of a new box of crayons, or the clean and pristine look of a new folder to get you ready for a new year of possibilities.

The new possibilities will be endless at the CEDS Annual Conference, *The Art of Assessment*, to be held in Kansas City, Missouri, October 20 through the 22, 2011. The conference will be located at the beautiful Hallmark Cards headquarters of Crown Center. The Westin Crown Center is within the historic Signboard Hill area and just moments away from Bryant's BBQ and the Country Club Plaza (oldest shopping mall in the country).

Besides the beauty of the area, the professional development will be masterful. Connie Nielson and Shirley Steffens (local arrangement co-chairs) have outdone themselves for this conference. With the support of CEDS Past-President Carol Layton and Vice President Becky Davis, the program is filled to the brim with engaging and relevant opportunities to increase the creativity in our assessment work. Pearson will be on hand to conduct workshops on the *CogMed: Working Memory* and the new *Woodcock Reading Mastery-III*. A workshop is also being planned on the *DIAL-4* as well. Around these dynamic Pearson-sponsored professional developments will be more than 20 presentations ranging from observational assessments to specifics on writing evaluation reports. Of course, the heart of any conference is the professional networking that occurs at the continental breakfasts and lunch, as well as throughout the conference.

Get ready to pick up a crayon and color your way into a new year filled with possibilities. The registration form

for the conference is included in this newsletter on page 4. Register quickly to take advantage of the early bird discount price. The more people who register from your district, the greater the discount.

I look forward to seeing you in Kansas City!

**CEDS**  
**Annual Conference**

**October 20–22, 2011**

*Kansas City, Missouri*

**Early Registration Due:**  
**September 20**  
**Registration Form on p. 4**

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## Call for Nominations: Board Position

David Walker, *Past-President*

Nominations are open for the position of **vice president** on the CEDS Board for a term beginning July 1, 2012. The vice president is elected for a two-year term, succeeds to the presidency for two years, and continues as immediate past-president for an additional two years; thus, the total commitment is six years. A complete listing of duties and responsibilities is available in the CEDS Constitution on the CEDS website (<http://www.ceds.us>).

In accordance with the CEDS Constitution, any group of 10 active CEDS members may submit a nomination petition for this position. Nomination petitions must include the names, signatures, and addresses of the members submitting the petition. Accompanying the petition should be a letter from the nominee in which he or she accepts the nomination and includes the nominee's complete vita; home, work, and e-mail addresses; and telephone number. All candidates must be members in good standing of CEDS and CEC.

**Nominations are due by October 1, 2011.** Send nomination petitions to **Dr. David Walker**, Box 5057, Hattiesburg, MS 39406-5057 or via email ([David.Walker@usm.edu](mailto:David.Walker@usm.edu)).

## Call for Nominations: Member of the Year

Teresa Oettinger Montani, *Professional Standards Chair*

Nominations are being accepted for the CEDS 2011 Member of the Year Award, which is presented annually at the CEDS conference during the social hour. This award is intended to recognize and honor individuals within the CEDS membership who have enhanced the profession of educational diagnostician through their service to the division; efforts on a state or national level; and contributions to the field in the form of research, publication, or innovation.

**Nominations are due by September 20, 2011.** Letters of nomination, including rationale, should be sent to **Dr. Teresa Montani** via email ([montani@fdu.edu](mailto:montani@fdu.edu)) or fax (201/692-2729).

## CEDS Communiqué Is Seeking Your Help as an Author or Reviewer!

### Call for Submissions: *Assessment Practices: What Works*

Submissions should be research-based and/or practical assessment practices in the form of an article of 800 to 1,200 words plus up to one graphic/picture.

### Call for Reviewers

Doctoral students who seek experience as reviewers of submitted assessment articles, published books, and/or published assessment instruments. Submit current vita and contact information.

For more information or to submit a manuscript or vita by **October 1, 2011**, contact CEDS Research Co-Chairs **Jo Hendrickson** ([Jo-hendrickson@uiowa.edu](mailto:Jo-hendrickson@uiowa.edu)) or **Suzanne Woods** ([Suzanne-woods-groves@uiowa.edu](mailto:Suzanne-woods-groves@uiowa.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 30 days after the newsletter is sent to members. The editor encourages responses, ideas, and inquiries. Submissions of previously unpublished material are welcome for consideration.

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#### 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:

<http://www.ceds.us>

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#### Disclaimer Statement: Newsletter & Official Publications

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## National Certification for Educational Diagnosticians

Linda De Zell Hall, *NCED Board Chair*

Are you or do you know someone who is ready to take the next step as an educational diagnostician? The process of becoming eligible to take the examination that will provide you with National Certification as an Educational Diagnostician (NCED) begins by asking you to provide documentation for your credentials. It should detail your educational and professional experience and background. This is necessary to ensure uniform, advanced practice in educational assessment and to provide uniform credentialing across the country.

Following submission of the application and necessary documents, which are explained on the NCEDonline website (<http://ncedonline.com>) [click on “sign up now”], your documents will be reviewed. If all documents are

in order, an acceptance letter will be issued to you. Please read the application and documentation outlines carefully. Failure to provide the necessary documentation may delay the process of your acceptance. An exam study guide is available online (<http://ncedonline.com/pdfs/studyguide.pdf>). Join the hundreds of professional educational diagnosticians nationwide who have completed the process to become an NCED.

This past year, the NCED exam was offered in San Antonio (in conjunction with the CEDS Annual Conference), New Jersey, and National Harbor, Maryland (in conjunction with the CEC Annual Conference). During 2011–2012, exams will be offered in Baton Rouge, Kansas City, Atlantic City, and Denver (see schedule and deadlines below and at <http://ncedonline.com>).

Exam Date	Location	Deadline for Application
<b>October 12, 2011</b>	Baton Rouge, LA	<i>September 12, 2011</i>
<b>October 19, 2010</b>	Kansas City, MO	<i>September 19, 2011</i>
<b>November 11, 2011</b>	Atlantic City, NJ	<i>October 11, 2011</i>
<b>April 10, 2011</b>	Denver, CO	<i>March 1, 2012</i>

Already an NCED? Check out the *NCEDonline* website. To better serve our NCEDs, we are constructing a new website that will include new resources and links. You will be able to check your member status, the requirements for renewal in January—including the continuing education requirements completed over a five-year cycle, and links to training and other resources. If you are a current NCED, be sure to update your profile (<http://ncedonline.com/infoupdate.php>).

The NCED Board has welcomed three new members: **Steve LaBry** (Louisiana), **Tina Holleman** (New Mexico), and **Pat Frawley** (New Jersey) for a three-year term. Returning to the Board are **Linda De Zell Hall** (Texas, Chair), **Teresa Montani** (New Jersey, Vice Chair), **Sandra Irby** (Virginia, Secretary), **Eileen Sanchez** (New Jersey), and **Harrian Stern** (Texas). NCED Board Directors serve a three-year term; applications for new Board Directors are

available at *NCEDonline*. The Board is seeking NCEDS who want to serve on the following committees: Membership, Exam, Publicity and Advocacy, Professional Growth, Standards and Policy, and Website. NCEDs who are interested in serving on a committee may email Linda De Zell Hall ([lhall@esc4.net](mailto:lhall@esc4.net)) or any director.

The NCED is a Section 501(c)(3) public charity under the Internal Revenue Code and is incorporated in the state of Texas. The purpose of the NCED is to create, administer, update, and maintain a national credential for educational diagnosticians that allows individuals to more effectively serve the needs of students. The NCED credential substantiates expertise and experience in special education evaluation and conveys a commitment to professional standards, knowledge, and skills of practice espoused by the Board as an advanced educational diagnostician.



# CEDS Annual Conference Registration



*The Art of Assessment*

Kansas City, MO

October 20–22, 2011

**Pre-Registration Postmark Deadline: September 20, 2011**

Name: \_\_\_\_\_

Name as you wish it to appear on badge, if different: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

Phone (O): \_\_\_\_\_ (H): \_\_\_\_\_ e-mail: \_\_\_\_\_

State/Prov.: \_\_\_\_\_ Zip/PostalCode: \_\_\_\_\_

Registration Fees for full 3-day Conference includes ALL workshops, continental breakfasts, one lunch, and breaks). **NOTE:** Admittance to Workshops is on a first-come, first-serve basis.

**Pre-registration by Sept. 20, 2011, at 10% discount**

Registration Fees	Pre-registration Postmarked by (9/20/11)	Postmarked After 9/20/11 or On-Site
CEDS Regular Member [ID # _____]	\$225 _____	\$250 _____
Non-Members	\$245 _____	\$260 _____
Student Rate*	\$150 _____	\$175 _____
Single-Day Registration [Circle day Thurs. Fri. Sat. ]	\$150 _____	\$175 _____

\*To receive student rate you must include a photocopy of your CEC student ID card.

### Group Pre-registration Information:

- Groups of 3–4 are eligible to receive a 10% discount (regular member \$202.50; nonmembers \$225).
- Groups of 5 or more are eligible to receive a 20% discount (regular member \$180.00; nonmember \$200.00).
- Discount applies **ONLY** when all pre-registration forms arrive together as a packet with full payment or a purchase order.

**Payment Options:** (Please note—Credit cards are **NOT** a payment option)

Enclosed is a check payable to CEDS for \$ \_\_\_\_\_

Enclosed is a Purchase Order # \_\_\_\_\_

**[Please indicate the name(s) of those registering together on the PO.]**

**SEND REGISTRATION FORMS AND PAYMENT TO: Kathie Good, ENMU, Station 25, Portales, NM 88130.  
575-562-2603 ([kathie.good@enmu.edu](mailto:kathie.good@enmu.edu))**

**REFUNDS:** Refunds may be requested; however, a \$20.00 processing fee will be charged.  
**Refunds will NOT be honored after September 25, 2011.**

**Hotel:** Westin Crown Center (2000 NE 46th Street, Kansas City, MO 64116)

**Telephone number:** 816-391-4461

For single (\$139.00), double (\$139.00), triple (\$164.00), or quad per night (189.00).

**This rate is in effect until September 20, 2011, based on availability.**

*Please request the Council for Educational Diagnostic Services conference rate when you make the reservation.*

# Determining Appropriate Time Management Tools for Young Adults with Intellectual Disabilities

Deborah Larson and Regina Galang

Students with intellectual disabilities frequently struggle with the concept of time (Janeslatt et al., 2010). Parents and high school teachers therefore often manage the day-to-day schedules for these students. Once students leave high school for employment or a postsecondary education, such intensive time management support is neither available nor age-level appropriate. At the University of Iowa's REACH Program, we have been assessing and individualizing technology use to help our students meet their daily obligations.

REACH (Realizing Education and Career Hopes) is a two-year certificate program for students with intellectual, learning, and developmental disabilities. Students enroll in 12 to 18 semester hours of classes that emphasize life and social skills, independent living, academics, and career development. Career counseling and internships match student skills and interests. Students live on-campus in a traditional university residence hall and participate in organizations and activities. For example, they go to football games, movies with friends, workout sessions, campus club activities, concerts, shopping, and religious assemblies. They must manage their medications independently and attend outside appointments with advisors, therapists, doctors, and vocational counselors. We have found that being able to manage these busy schedules is crucial for a student's success in a full-time, inclusive, postsecondary education program.

A first step in helping students to gain independence is to recognize that everyone has different preferences and skills related to time management. Thus, we began our approach to helping students with this area by assessing students' preferences and skills.

## Assessing Time Management Tool Preferences

We designed a simple six-question time management survey using WebSurveyor (University of Iowa, 2011). WebSurveyor is an online tool available to University of Iowa staff and students. The goal of the survey was to assess the following items:

1. the student's current strengths/weaknesses in showing up for appointments, classes, and other activities;
2. availability of various time management tools;
3. the student's habit of carrying and using available tools (e.g., planner, cell phone); and
4. the student's preferred tools and prompts.

Students completed the survey in their Life Skills IV class in approximately 10 minutes. Staff members clarified any

unfamiliar terms and assisted students who struggled with reading.

## Time Management Survey Format

The survey used a multiple-choice response format. Students visited the website link (<https://survey.uiowa.edu/wsb.dll/1386/ls4survey.htm>). The Time Management Survey (see Table 1) opens to Item 1, which asks how often the student was late to class. At the bottom of each page, students are prompted to the next page. Item 2 asks how often the student made it to his or her appointments. Item 3 asks students to identify which of 14 tools they currently have. Item 4 asks which tools they bring to class. Using a dropdown menu matching the items listed in Questions 3 and 4, students next identify the top three tools they use the most. Item 6 asks students to check which tools they use to help them remember their schedule and appointments. Item 6 also queries about the use of text message reminders, alarms, visual reminders, verbal reminders, and written reminders. At the end of the survey, students enter their e-mail address.

## Results

Results can be examined for an entire group or for the individual. Table 1 shows the items and specific responses for one group of 14 students with intellectual and other disabilities. The survey helped instructors to (a) identify trends and (b) realize that students did have time management tools but did not always use them or understand their potential uses. The following are three examples: Although the majority of students (11/14) reported owning and using a planner (Items 3 & 5), only 64% (7/14) brought the planner to class. Six students owned an iPod/iPhone Touch (Item 3), but only 2 students identified these tools as helpful (Item 6). Finally, only 3 students reported owning a smart phone, and only 5 students reported that they use them the most.

One should note that students may not be accurate self-reporters. Thus, anecdotal reports from teachers, advisors, and family are also helpful. REACH staff meet once per week to discuss student issues; time management tools and skills/behaviors can be verified then.

## Ideas for Using Survey Results

The results of a time management survey can be used in various ways—for example, to help staff members, student mentors, and professionals recognize that explicitly teaching the use of time management tools may be required for some college-age students in programs such as REACH. A time

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(Time Management Tools, continued from page 5)

**Table 1. Survey Items and Number of Student Responses Per Item**

<b>Item 1: Since this semester started, how often have you been late to class?</b>		
Never = 4	Rarely = 8	Once every other week = 1
Once a week = 0	Twice a week = 1	Once every day = 0
Late to every class = 0		
<b>Item 2: When you have an appointment, how often do you remember and make it to your appointments?</b>		
Never = 1	Once in a while = 0	Half of the time = 1
Most of the time = 3	Almost all of the time = 2	All the time = 7
<b>Item 3: Which of the following items do you own/have?</b>		
Notebook, pen, pencil = 14	Planner = 11	Post-it notes = 10
Paper calendar = 6	Reg. cell phone = 11	Smart phone = 3
iPhone/iPod Touch = 6	MP3 player = 6	PDA = 0
Desktop computer = 0	Laptop = 11	iPad = 1
Email account = 13	Google account = 13	
<b>Item 4: Which ones on the list below do you bring with you all the time or almost all the time?</b>		
Notebook, pen, pencil = 12	Planner = 7	Post it notes = 2
Paper calendar = 3	Reg. cell phone = 10	Smart phone = 3
iPhone/iPod Touch = 6	MP3 player = 3	PDA = 0
Desktop computer = 0	Laptop = 3	iPad = 1
None of the above = 0		
<b>Item 5: Tell me the top 3 things you use the most:</b>		
Notebook, pen, pencil = 9	Planner = 11	Post it notes = 1
Paper calendar = 0	Reg. cell phone = 11	Smart phone = 5
iPhone/iPod Touch = 4	MP3 player = 5	PDA = 0
My computer = 10	iPad = 3	Internet = 9
Text messaging = 13	Email = 3	
<b>Item 6: To help me remember my schedule and my appointments, it really helps me when I use:</b>		
Notebook, pen, pencil = 9	Planner = 7	Post it notes = 3
Paper calendar = 3	Reg. cell phone = 8	Smart phone = 3
iPhone/iPod Touch = 2	iPad = 1	Computer software = 3
Online calendar = 3	PDA = 0	Text reminders = 5
Email reminder = 5	Alarm = 7	Visual reminder = 3
Verbal reminder = 6	Written reminder = 5	Other = 2

management survey also can help students, staff members, and families recognize the range of approaches available and that one approach should not be promoted for all students.

Because the majority of the class in our survey indicated that they own regular or smart cell phones and like to use text messaging as a reminder tool, we were able to develop whole-group and individual instructional sessions to teach students how to best use text messaging as a time management tool. Staff and students were trained on how to set up Google Calendar with text message reminders and how to send text messages via e-mail accounts.

Individual results were shared with the REACH advisors, who met weekly with their students and assisted them with time management planning. In some cases, individual survey results were incorporated into the student's postgraduation transition plan.

### **Student Illustration**

Staff members indicated that Tomas forgot or missed appointments on occasion but was seldom late for class. The family noted that Tomas struggles with time management and reported taking on the task of texting Tomas to remind him of appointments. Tomas' teachers confirmed that his self-report was accurate. Tomas identified his top three time management tools as an iPad, the Internet, and text messaging.

The student's advisor then used this information and discussion with Tomas to conclude that Google calendar might be a good option for sending himself text messages via his cell-phone. Tomas met with his advisor for one-on-one instruction in setting up his Google Calendar to text him with reminders. Follow-up conversations and direct observations from staff

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## Membership Discount Campaign



**Norman J. Geller,**  
*Membership Chair*

CEC and CEDS are pleased to announce the following membership promotion/opportunity: From **September 1st to the 30th, 2011**, CEDS is offering its members and prospective members a membership incentive. During this month, you will receive \$10 off CEC Professional membership only for new and renewing members. This offer applies only to Professional membership.

The special application on page 8 of this newsletter must be used to receive the discount, OR join/renew online or by telephone and mention the following promotion code: CEDSMC2011.

### How to Take Advantage of the Discount:

- Join/renew using the special application. Members using the application to renew should include their CEC ID number.
- Join/renew online ([www.cec.sped.org](http://www.cec.sped.org)). You must use promotion code CEDSMC2011.
- Join/renew by phone, and mention promotion code CEDSMC2011.

What does membership provide? Great question! Here are just a few of the benefits:

- State of the art journal with the most current trends in research and assessment
- Discounted rates for conferences from CEC
- In some instances, discounts on car insurance (really!)
- Access to lower professional liability insurance
- CEDS newsletter
- Access to all CEC events and online *Smart Brief*

If you have any questions, please contact me ([njgeller@vcu.edu](mailto:njgeller@vcu.edu)).

## Professional Standards Report

**Teresa Oettinger Montani,**  
*Professional Standards Committee Chair*



The following specializations were accepted at the April 2011 CEC meeting in National Harbor, Maryland:

- Special Education Paraeducator
- Special Education Gifted and Talented
- Special Education Technology Specialist

The Knowledge and Skills Committee of CEC will be meeting at the new CEC headquarters in Arlington, Virginia, on October 14th and 15th. The subcommittee will meet in October to continue the acceptance reviews and validation studies.

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*(Time Management Tools, continued from page 6)*

showed that Tomas was able to utilize the Google Calendar texting function and had no further missed appointments.

### Conclusion

College-age students with intellectual, learning, and developmental disabilities often have a variety of time management tools available to them, but they may not use—or know how to use—the tools that they have. Teachers/professors must recognize that these young adults have preferences and skills that can guide the advisor or mentor who is assisting with time management.

### References

- Janeslatt, G., Granlund, M., Kottorp, A., & Almqvist, L. (2010). Patterns of time processing ability in children with and without developmental disabilities. *Journal of Applied Research in Intellectual Disabilities*, 23(3), 250–262.
- Information Technology Services, University of Iowa. (2011). *WebSurveyor report center*. Retrieved April 6, 2011, from <http://cs.its.uiowa.edu/sda/survey/index.shtml>

**Deborah Larson** is a career development instructor with the REACH Program. She holds a master's of education degree in adult training and development. **Regina Galang** is a former transition specialist at REACH. REACH can be contacted via email ([reach@uiowa.edu](mailto:reach@uiowa.edu)).



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Save \$10.00 Off CEC Membership!
Limited time offer. See details below.\*\*

Today's Date: \_\_\_\_\_

Member ID #: \_\_\_\_\_

Chapter #: \_\_\_\_\_ (if known)

1. Contact Information PLEASE PRINT • PLEASE USE PREFERRED MAILING ADDRESS

NAME PREFIX FIRST NAME MIDDLE INITIAL LAST NAME SUFFIX

ADDRESS SCHOOL/UNIVERSITY/ORGANIZATION NAME (ONLY IF USING SCHOOL/UNIVERSITY/ORGANIZATION ADDRESS)

DELIVERY ADDRESS - STREET NUMBER AND NAME, APT/SUITE NUMBER IF APPLICABLE/P.O. BOX NUMBER

CITY STATE/PROVINCE ZIP/POSTAL CODE COUNTRY

PHONE Require at least one phone number to provide quality customer service. WORK NUMBER HOME NUMBER MOBILE NUMBER

E-MAIL ADDRESS Required to receive certain member benefits.

Do not share my contact information with other education organizations and companies.

2. CEC Dues

Please select the appropriate combined CEC International and State/Province dues rate for the contact information provided above.

- States/Provinces not listed below \$114
UT \$117
MD \$118
AZ, CT, FL, IL, IN, MA, OH, SC, WA, WI \$119
ID, ME, MI, NC \$120
KS, VA \$121
CO, NH, WY \$122
NY \$123
GA, MO, OR, TX, VT \$124
AK, MN \$125
NE, PA \$126
CA \$133

3. Choose Your Special Interest Division(s)

Please select all divisions you wish to join. Only CEC members qualify for membership in CEC Divisions.

- Divisions U.S./Canada
Council of Administrators of Special Education (CASE) \$60
Council for Children with Behavioral Disorders (CCBD) \$25
Division for Research (CEC-DR) \$29
CEC Pioneers Division (CEC-PD) \$20
Council for Educational Diagnostic Services (CEDS) \$25
Division on Autism and Developmental Disabilities (DADD) \$25
Division for Communicative Disabilities and Deafness (DCDD) \$30
Division on Career Development and Transition (DCDT) \$20
Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) \$20
Division for Early Childhood (DEC) \$35
Division of International Special Education and Services (DISES) \$29
Division for Learning Disabilities (DLD) \$25
Division for Physical, Health and Multiple Disabilities (DPHMD) \$25
Division on Visual Impairments (DVI) \$25
The Association for the Gifted (TAG) \$25
Technology and Media Division (TAM) \$30
Teacher Education Division (TED) \$35
SUB TOTAL

4. Calculate My Dues Rate

CEC Dues\* (from Section 2) \$ [ ] [ ] [ ]
SAVE \$10 - \$10
CEC Division Total Dues (from Section 3) \$ [ ] [ ] [ ]
My Total Dues \$ [ ] [ ] [ ] U.S.

Promotion Code: CEDSMC2011

5. Payment Options

- Check (in U.S. funds) (All returned checks are subject to a \$35 U.S. return fee)
Purchase Order (U.S. and Canada only - must submit with application)
Credit Card (credit card transactions in U.S. funds)
VISA MasterCard Discover American Express
Card # [ ]
Signature [ ]
Bill entire amount Bill via Dues Installment Plan\*\* Expiration

\*\*Offer applies to CEC Professional membership dues only when you join/renew during the CEDS Membership Campaign, September 1-30, 2011.

Send this form and payment to: Council for Exceptional Children, P.O. Box 79026, Baltimore, MD 21279-0026

\*\*Dues Installment Plan: One third of your total dues will be charged to your credit card when you join/renew. Your second installment will be charged automatically to your credit card on the first day of the next month. The final installment will be charged automatically to your credit card on the first day of the second month following the month you joined/renewed.

FORM CEC036 (REV 4/11)

\*CEC dues include a \$2.00 tax deductible contribution to the Yes I Can! Program. Dues rates are valid through December 31, 2011 and are subject to change. Annual membership dues in CEC include \$24 for subscription to Exceptional Children and \$36 for TEACHING Exceptional Children; CCBD includes \$8 for Behavioral Disorders; and DADD includes \$8 for Education and Training in Autism and Developmental Disabilities. This information is given in order to meet postal regulations. Please do not use as a basis for payment.