

SEDEdition

Illinois State University Special Education Department Alumni Newsletter

Spring 2002

ANNOUNCING THE

Kara Peters Endowed Chair in Special Education Technology

On March 4, 2002, at the Illinois State University Bone Student Center, Tom and Sandra Heimsoth publicly announced a gift of \$2 million to Illinois State University to establish the Kara



Kara Peters

Peters Endowed Chair in Special Education Assistive Technology. This gift will be used to create a faculty position within the Department of Special Education. The faculty member filling the chairpersonship will serve as director of the Special Education Assistive Technology (SEAT) Center at Illinois State University. The department has

initiated a search for a nationally recognized expert in special education technologies. It is anticipated that a candidate will be hired by the end of the current school year and will begin employment at Illinois State at the start of the fall 2002 semester.

The Illinois Board of Higher Education (IBHE) approved the center on August 21, 2001, and the Department of Special Education recently secured a \$921,000 federal grant to establish the center. This center has a training, research, and service mission and involves faculty and students from multiple academic departments and disciplines. The center's long-term goals are to:

- Teach preservice and practicing professionals the skills they need to meet the technological needs of people with disabilities through practical, hands-on, performance-based training;
- Expand knowledge of ways in which technology can be used to enhance the quality of life of

persons with disabilities (including enhanced learning opportunities) through applied research;

- Disseminate information about how technologies can help people with disabilities so that a wide range of professionals become aware of the potential benefits and uses of assistive and instructional devices;
- Support schools and agencies that serve persons with disabilities through technical assistance and a network of consultants;

The gift from the Heimsoths is structured so that the Kara Peters Endowed Chair will be funded in perpetuity. This is only the fourth endowed chair in the history of Illinois State University, and it is the first in the College of Education. The Heimsoths' gift is the largest gift ever to the College of Education.

Interview with Tom Heimsoth and Jim Thompson

JT: Why did you choose to establish the Kara Peters Endowed Chair in Special Education Technology?

TH: There were two main reasons. First, I believe that assistive and instructional technology will become an increasingly important part of special education in the coming years, and I want teachers who graduate from Illinois State to be fully prepared to open the door to all of the possibilities that technology holds for today's and tomorrow's students with disabilities. Second, Illinois State has established a great reputation in the field of special education over the years, and I wanted Illinois State to be able to truly position itself as a national leader in a specific aspect of the special education field. I hope that this endowment will enable Illinois State to establish great visibility in the area of special education technology.

JT: Who is Kara Peters?



Tom Heimsoth, right, with Vice President Susan Kern and Chairperson Jim Thompson

Continued on page 3

Message from the chairperson

Greetings from the Department of Special Education! I hope that all of our alumni will enjoy the second issue of *SEdeditio*.

The big news from the department these days is the donation from Tom and Sandra Heimsoth to establish the Kara Peters Endowed Chair in Special Education Assistive Technology. As you can see from the cover photograph, Kara is a beautiful young child, and I can't think of a better person for the College of Education's first-ever endowed chair to be named after.

Also in this issue are alumni updates. It was fun discovering the different paths individuals had taken, and I encourage you to send an update to us for future issues.

One of our newer faculty members, Stacey Jones Bock, introduces herself in this issue and shares some of the exciting developments at Illinois State in the area of autism. Also, two "not-so-new" faculty members, Jeff Bakken and Peggy Swerdlik, share their reflections on teaching in the Department of Special Education. Both Jeff and Peggy have recently been honored by the University with Teacher of the Year Awards.

Professor Maribeth Lartz provides information about Illinois State's partnership with the Moog School. With the oral-auditory teaching method with children who are deaf or hard of hearing on the rise in the United States, it is



Jim Thompson

wonderful for the department to have such a strategic partnership with this internationally recognized school. Finally, I have provided a short summary of the changes in the University's undergraduate and master's curricula due to changes in the Illinois' special education teacher certification and structure. I've also

provided information regarding where current special educators can find the latest facts on how these changes will affect their certificates.

Whatever you do, don't miss the April 20 alumni event at the Hyatt in Downtown Chicago. It won't be any fun if I'm the only one there, so please come and renew old friendships, make new friendships, and find out the latest on your Department of Special Education.

See you in April!



Jim Thompson

Announcement of the Autism Spectrum Institute

By Stacey Bock, Ph.D.

The recently established Autism Spectrum Institute (ASI) at Illinois State University is housed in the Department of Special Education. The ASI was established by faculty from the Departments of Special Education, Psychology, and Speech Pathology and Audiology to provide support to preservice and practicing professionals as well as parents and families of children and youths with autism spectrum disorders. Support will be provided through the establishment of a multidisciplinary network of consultants who can provide assistance in identifying, selecting, and implementing effective programs, the creation of a lending

library, and the dissemination of information to families and professionals through workshops and in-service training. In addition, the ASI will serve as a coordinating site for classroom-, home-, and clinic-based research with an emphasis on the empirical validation of intervention strategies. Although the ASI involves the collaboration of three departments, the objectives and priorities of the ASI focus on an eventual cross-campus, cross-disciplinary model. Despite the fact that the ASI is in its infancy, it is offering workshops and in-service training, and has the goal of opening the lending library in the fall of 2002. For further information, please contact Stacey Bock at (309) 438-7884 or by E-mail at sjbock@ilstu.edu. (See Stacey's "personal introduction" on page 4 and tips on working with children with autism on page 11.)

Interview... *continued from page 1*

TH: She is the daughter of my wife's nephew, which makes me her great-uncle. She is a beautiful three-year-old child, and she has Down syndrome. It is my hope that the Special Education Assistive Technology Center and the endowed chair will provide Kara and other children with special needs a better opportunity for a fulfilling life.

JT: How did a 1965 special education graduate ever wind up in a position to fully endow a faculty chair?

TH: I was employed as a special education teacher for several years after my graduation, but through life's twists and turns I eventually had an opportunity to enter the computer business. The computer business turned out to be more lucrative than teaching, and I was fortunate to be in the position to make this gift.

JT: As a member of the Illinois State University Foundation Board you have been very involved in Redefining "normal," the University's first comprehensive fund-raising campaign. Is there anything you would like to share with the department's alumni about the campaign?

TH: I see the campaign as a wonderful opportunity for alumni to invest in the University's future. The outcomes of the campaign will be more scholarships for Illinois State students; more financial, pedagogical, and research support for Illinois State's faculty and staff members; and better facilities and better technologies. Both large and small gifts are welcomed, and I encourage all special education alumni to follow my lead and earmark their gifts specifically for the Department of Special Education.

JT: Thank you so much for your gift. You've provided the department with a tremendous opportunity, and we will do our best to take full advantage of it.

TH: You're very welcome. It is a pleasure to be able to invest in better opportunities for children with disabilities, and I have every confidence that the Department of Special Education will do great things with this gift.

Department receives approval to align programs with state's special ed teaching certificates

By Jim Thompson

Most Department of Special Education alumni are probably aware that the state is under federal court order to change the rules governing special education teacher certification and the structure of special education teacher certification by July 2002. In what has become known as the Corey H. lawsuit, it was concluded that because special educators in Illinois were certified by disability category, students with disabilities were not being placed in the least restrictive environment as called for in the Individuals with Disabilities Education Act. Rather, students were being taught in settings where they could access a teacher who was certified in an area that corresponded to their disability.

Concurrent with the Corey H. ruling was a major reform initiative in teacher preparation, which has received less publicity but which has had just as much impact on special education teacher preparation programs in Illinois. In what many refer to as the "standards-based movement," teacher education programs are required to build curricula around a set of professional competency standards. The Council for Exceptional Children led the effort to develop professional competency standards for special education. In order to maintain accreditation of its programs, the Department of Special Education must provide clear evidence that each standard is addressed in its curricula and must demonstrate how student performance on each standard is measured and evaluated.

The Department of Special Education has expended a tremendous amount of time and energy revising its undergraduate and master's curricula to align with an array of special education teacher certificates. During the fall of 2001, the department received approval from the University to initiate three revised sequences that will form the foundation of the new undergraduate program: specialist in deaf and hard of hearing (revision of deaf and hard-of-hearing sequence); specialist in learning and behavior (revision of LD/BD, EMH, and MSMD sequences); and specialist in low vision and blindness (revision of visual disabilities sequence). Additionally the master's program has

Continued on page 4

SEDedition

Volume 1, Number 2
Spring 2002
Published semiannually

Illinois State University
Department of Special Education
Campus Box 5910
Normal, IL 61790-5910

This document is available in alternative formats upon request by calling (309) 438-5419.

been revised to align with National Board for Professional Teaching Standards as well as standards associated with five learning behavior specialist II (LBS II) areas (transition specialist, technology specialist, behavior intervention specialist, curriculum adaptation specialist, and

multiple disabilities specialist). The LBS II is an advanced credential that will officially designate a special education teacher as having advanced expertise in a particular area. The department has submitted documentation for official approval from the State Certification Board for each certification program, and it is anticipated that full approval will be forthcoming.

The Department of Special Education is seeking feedback from alumni regarding its new programs. Comments and reactions from alumni will not only help the department provide a better program, they will also assist the department in meeting the spirit of the guidelines published by the National Council

for the Accreditation of Teacher Education. If you would be willing to serve on a focus group conducted either on campus or in a location near your home community, please contact Cindy Lawson at (309) 438-8988 or by E-mail at clfulk@ilstu.edu, or indicate your willingness to serve on the enclosed volunteer form titled "We Need YOU!"

New certification rules and you!

For information on how changes in special education teacher certification and structure will affect current teachers, *SEdediton* recommends the following Web site maintained by the Illinois State Board of Education (ISBE): www.isbe.net/coreyh/default.html. Here you will find the latest information on what the changes in certification mean for individuals who hold a current special education teaching certificate.

New faculty

Hello, Alumni! My name is Stacey Bock. I joined the faculty at Illinois State University in fall of 2000.

I first became interested in working with children with disabilities while I was working as a paraprofessional in a self-contained classroom for children with behavior disorders. I was the third paraprofessional hired for the position when I started in early October. I truly enjoyed working in the classroom and found that the children were insightful, respectful, and truly wanted to learn. It was that experience that began to drive my career focus. The past 12 years have really been a whirl-

wind. I received my master's in special education and went on to receive my Ph.D. at the University of Kansas with a specialization in autism and behavior disorders. I have worked as a teacher of children with autism and severe communication disorders, a research assistant and a member of the Autism Assessment Team at the University of Kansas, a consultant at the Autism/Asperger Syndrome Resource Center, and currently an assistant professor in special education at Illinois State. I continue to stay in touch with children on a weekly basis by consulting and by codirecting a summer school experience for children with autism spectrum disorders in Unit 5 in Normal.

When asked what I love about Illinois State, my first response would be the faculty, staff, and students. The faculty are warm, supportive, and determined to keep a healthy balance between teaching, research, and service. Many universities don't have this type of balance; therefore, faculty are pushed to excel in one area to the exclusion of the other areas. This is not the case at Illinois State. The faculty also value the students in the program. The students at Illinois State are outstanding. I have had the opportunity to work with both undergraduate and graduate students as well as students in the Honors Program. I have found that most of the students seek experiences that are "outside the box," such as research activities and employment opportunities with individuals with disabilities. Their dedication to the field is clear and quite impressive.

All of these components really make Illinois State a good home for my family. In addition to my work at the University, the most important job I have is being a wife to Chad and the proud mother of two girls, Stone, who is seven, and Hunter, who is five. If you have been in DeGarmo Hall lately, you may have seen them occasionally roaming the halls. If you haven't seen them, you have likely heard them. As for Chad, who is a Normal police officer, I hope you don't run into him. Unfortunately some of my students have, which makes it particularly interesting in my classes.

As you may have read, Special Education's faculty voted on the opening of the Autism



Stacey Bock

Reflections from a Teacher of the Year

By Jeff Bakken, Ph.D.

Recently I was awarded the College of Education Outstanding Teacher Award. I am very proud and honored to represent the College of Education and the Department of Special Education in receiving this award. It is a true honor being acknowledged among many other outstanding teachers. One person I need to thank is my sixth grade teacher, Mrs. Krogh. She was the first teacher who ever got to know me. She found out my likes and dislikes, and listened to me when I had questions. She was always there to help with school or anything else. Mrs. Krogh was also a lot of fun. She had her pilot's license and incorporated her love of flying into many academic lessons. We even had the opportunity to go fly in her plane. Wow, what a great day! The thought of flying with her up in the sky and teaching (everywhere we went with her was an opportunity to learn) still brings a smile to my face. She taught us that we were all learners and we all had strengths. Most of all, she taught us to respect one another, value each others opinions, learn from your mistakes (because we all make them), and live life to the fullest. Mrs. Krogh was an outstanding teacher.

I am delighted to be in the same company as Mrs. Krogh. I will have to honestly say that I have not always been in the category of outstanding. I arrived at Illinois State University in the spring semester of 1995 by way of Purdue University. At Purdue my main focus as a graduate student was research, and my secondary focus was teaching. I was fortunate to have had many opportunities to be involved in research projects and came to Illinois State with an extensive research background. I was not so lucky in the area of teaching, as I had limited teaching experiences at Purdue. The one thing I did know, however, was that I loved to do both (teaching and research) and knew they were essential to each other. I knew I had some good qualities and wanted to work on those that needed improvements. I have always remembered Mrs. Krogh and other favorite teachers whom I had as a student. These teachers taught me that learning never stops, and the outcome is a direct result of what you put into the effort. I wanted to be one of those teachers. My goal was to become the best teacher I could be.

Am I an outstanding teacher? I believe I am. Am I the only one? Definitely not. Is there room for improvement? Of course there is. Teaching is a funny thing. It is important to sit back and enjoy the moment, watch the success of your students, and gloat over things that went well; but it is also



important to focus on how it could have been better, how could more success have been achieved, and what would have made it a better experience for the students and the teacher. Being an effective teacher is never ending. An effective teacher is one who is always learning, tries new things without fear of failure (I believe we learn many things, especially from mistakes or things that didn't work), is current in the field on effective methods and strategies, and shares his or her knowledge of successes as well as failures (because these can be very important too) with others.

Effective instruction is very important to me because I am a teacher educator. I believe that it is imperative for university faculty to model effective and appropriate teaching behaviors for our students (future teachers). We must also incorporate real-world applications and examples so that future teachers can be better prepared for teaching. We, as faculty, are shaping future teachers. Students are impressionable, and we must remember this. What we say and/or do is going to affect them, whether it is positive or negative. We must also teach our future teachers to become critical thinkers and problem solvers. That is one of our biggest challenges. We can teach future teachers all kinds of information and how to apply that information, but we cannot teach them how to do this for every situation or with every type of student. Our students must be able to define the problem, analyze the problem, and come up with possible interventions/solutions, choose an intervention/solution, implement the intervention, and assess the effectiveness of the intervention. If it is not effective, the process must be initiated again. We must also be reflective practitioners and instill this in our students. We must reflect on our daily lessons, assignments, activities, etc., and assess ourselves as much as we assess our students. It is a two-way street.

I think teaching is one of the most important jobs one could have. It is an honor and a privilege for me to be a teacher educator. The recognition I received was wonderful, but it doesn't take the place of seeing a student understand something for the first time or seeing students feel good about themselves after they did well on something. Teaching is not an easy profession, as things are constantly changing; but that's what makes it so exciting. I am proud to say that I am a teacher educator and look forward to the challenges that the future will bring.

Who says 13 is an unlucky number?

By Peggy Swerdlik

As I begin the new spring semester 2002, I realize it is my 13th semester teaching SED 221, "Fundamentals of Teaching Special Education." I have taught three sections of this class every Tuesday and Thursday in Fairchild Hall 319 since the spring of 1996. Because this semester will be the last time SED 221 is offered to our students, I find myself reflecting more frequently on how teaching this course has affected me as a teacher and a person. Colleagues, students, and friends have asked me more than once through the years such questions as "How do you keep doing it?" "What keeps you motivated?"

I find myself answering these types of questions quite readily. I respond, "My students." When teaching different sections of a course, I am keenly aware of how students in each section present their own learning personalities and group dynamics. Although the content may stay the same, the way the students respond to the content may differ greatly. For example, the early morning class may be quieter and more reflective in responses. Another class section may be much more talkative and eager to share ideas with each other. A third group may be more inquisitive and ask me more questions. With this type of variety across class sections my teaching and learning from each group of students provides me with new insights into myself as a teacher. My presentations need to be lively, informative, open, and flexible for each class section. I find myself internally evaluating the progress of each presentation very differently, depending on the group of students and their responses to what I am teaching. I'm thinking, sharing, monitoring, and listening intently simultaneously. This process is never boring and quite a challenge for me every Tuesday and Thursday!

Responding to the dynamics of groups of students is a challenging and motivating task. In addition, I believe that my students as individuals have contributed to my continued enthusiasm for teaching. I willingly share with anyone interested in listening that I think special education majors are the best people on our campus. I often state to my students that if I were of the same age and we had met under different circumstances, I believe we would have been good friends. Individual students have demonstrated to me time and again their generosity, their humor, their respect for individual differences and enthusiasm to learn.

Allow me to share a few examples of such students. One day at the end of class one of the SED 221 students requested that we might try doing the "wave" often done by enthusiastic fans at athletic events. Fans in each section stand up and wave their arms, and the hope is that this movement continues around the stadium. As the desks in room 319 of Fairchild Hall are set up on three tiers forming a U-shape, the wave movement could be completed fairly easily. At the end of a number of class sessions that semester, we completed the wave and left the classroom smiling!

In our class discussions, individuals have willingly shared their personal stories of family members with disabilities. Their insights and feelings are well respected and appreciated by their classmates. During one class discussion on communicating with parents of children with disabilities a nontraditional student shared her personal story as a parent of a child with a disability. She willingly described her experiences, and at one point it was difficult for her to continue, as she was overcome with emotion. Observing her classmates, I noted a number of them shed tears with her as well. After class several individuals thanked her personally for sharing her insights. During one fall semester my father passed away unexpectedly. My students had sympathy cards, gifts of food, and words of encouragement waiting for me when I returned to class. Their generosity was much appreciated by me.

My students keep me energized by their enthusiasm to learn. Their beliefs, values, and personal experiences bring much flavor to our discussions in class. I have learned and grown from the knowledge enthusiastically shared by my students. For example, one student shared his successful strategies when working on a daily basis with a child with autism. He even arranged to have the mother and the child with autism visit his class section; they also spent the day with the other two classes as well. On another day, while discussing teaching in a rural community, a question about farming equipment arose. The next class session several pictures of combines and tractors were



Peggy Swerdlik

passed around to further our understanding about farm machinery!

On the last day of class last semester, as I was handing out 85 10-page papers I had just graded during a two-week period, I expressed to the students that although I had found the grading process a daunting task I still thought I was “a lucky person” to have had the opportunity to read their philosophy of teaching papers.

Who says 13 is an unlucky number? Not I. I consider myself lucky to have had the opportunity to share 13 semesters of teaching and learning with my students, and I look forward to many more!

Two new scholarship endowments established for Special Education

Since the last issue of *SEdeditio*, donors have established two endowed scholarships. Many thanks are extended to these donors who support the mission and goals of the Special Education Department.

W. Gale Snell and David G. Snell Endowed Scholarship

This scholarship has been established by a planned gift through the will of David G. Snell and is designated for the Special Education Department to be awarded to a junior or senior special education student who maintains a 3.0 grade point average and who demonstrates leadership through active participation in campus activities. David G. Snell created this scholarship to honor his father, W. Gale Snell, who was determined that David graduate from college and become a positive, educated contributor to society. David Snell graduated from Illinois State University in 1967 with a B.S. in education, majoring in industrial arts and psychology. He later returned to the University to earn his M.S. in special education in 1974. During his undergraduate years, he was an active and frequently honored student leader, being selected as the senior class president and the outstanding senior. His career path has subsequently led him to a number of increasingly responsible special educator and administrative positions in the state of Illinois.

James and Edith Aagesen Ward Family Trust Memorial Scholarship

This endowed scholarship fund for the Special Education Department was established by the Wards with the hope that those who benefit from it will “Gladly Teach” and will enjoy teaching as much as they did. Both James and Edith graduated from Illinois State University in 1940, and they both had received scholarships and had participated in the work-help program at ISNU to fund their educations. After graduation, Edith taught at the elementary and secondary levels for 10 years, following which time she earned state certification to teach educable mentally handicapped students. James furthered his education with a Master of Arts from Northwestern University, then taught and coached at the high school level, later becoming a principal and superintendent before returning to teaching and counseling. The James and Edith Aagesen Ward Family Trust Memorial Scholarship is intended to be a substantial renewable scholarship for a junior or senior in special education who demonstrates the skills and commitment to educate mentally handicapped students. It will be awarded for the first time for the fall of 2002.

We need SED graduates!

- Would you be interested in supervising student teaching or practicum students?
- Would you like to be considered to have an Illinois State University student teacher or practicum student in your classroom?
- Would you like to participate in a focus group to provide feedback to SED on the new curricular?

If you answered yes, please contact Cindy Lawson at (309) 438-7873 or via E-mail at clfulk@ilstu.edu.

New faculty... *continued from page 4*

Spectrum Institute, which is currently being codirected by Karla Doepke, Department of Psychology, and myself. We are also lucky to have two doctoral students, Julie Stoner and Kullaya Kosuwan, working on the institute team. I would love to receive input from alumni about issues they are facing in the area of autism spectrum disorders as well as input on resources that should be a part of the institute. I can be reached by telephone at (309) 438-7884 or by E-mail at sjbock@ilstu.edu.

University partners with Moog Center for Deaf Education to offer new oral-auditory training methods and practica experiences

Maribeth Lartz, Ph.D.



Maribeth Lartz

The use of the oral-auditory teaching method with children who are deaf or hard of hearing is on the rise in the United States. The oral-auditory method is the use of speaking and listening (not sign language) with children who are deaf. The increase in this method is primarily due to the advancement of hearing aid and cochlear implant technology and the increased hearing capabilities this technology provides to individuals with severe-to-profound hearing loss.

Illinois State University is one of the few teacher training programs in the United States to offer both total communication training methods (the use of sign and voice) and oral-auditory training methods (the use of speaking and listening only) in the preparation of teachers to work with students who are deaf/hard of hearing. Only recently has Illinois State been able to offer the oral-auditory approach to educating children with hearing loss because so few oral-auditory sites exist that can provide pre-student teaching and student teaching clinical sites.

One site that is flourishing is the Moog Center for Deaf Education in St. Louis, Missouri. The Moog Center, established in 1996, is an independent not-for-profit school that provides an oral education to deaf children ages three to 11 years. Three years ago, faculty in the deaf/hard-of-hearing program at Illinois State approached the Moog Center with a request for limited two-week practica sites where students could observe teachers using the oral-auditory

method for instruction. The staff at the Moog Center accepted our request, as they were experiencing a shortage of orally trained teachers to staff Moog-curriculum schools around the country.

Our relationship has grown into a professional development school model, complete with faculty exchanges, collaborative research activities, and prestudent and student teaching sites for Illinois State deaf education majors. The relationship has now come full circle, as two Illinois State

graduates are now teaching at the Moog Center in St. Louis and a partner Moog school in Minneapolis, Minnesota.

The deaf/hard-of-hearing program at Illinois State will continue to offer its total communication teacher preparation curriculum. In addition, we now have the capability to provide a comprehensive teacher training program that includes an oral-auditory option for those students who desire it.

Fund established to honor Lanny Morreau

As most of our readers know, Distinguished Professor of Special Education Lanny E. Morreau, who earned his bachelor's degree at Illinois State Normal University in 1961 and later taught at Illinois State for 27 years, died Friday, May 11, 2001, in Normal after a lengthy illness. Prior to Dr. Morreau's death, Special Education Chairperson James Thompson had spoken with Lanny at length about establishing a special fund to support student research, and Lanny was enthusiastic about the prospect of having his name attached to this type of fund. Accordingly the Department of Special Education has established the Dr. Lanny Morreau Student Research Fund.

Lanny Morreau invested much of his time and energy mentoring students on research projects during his career at Illinois State. He took great satisfaction in seeing students complete their work and earn their degrees. The Lanny Morreau Student Research Fund will provide undergraduate and graduate students in the Department of Special Education access to funds to purchase materials and supplies to help in the completion of research projects. The funds may also be used to support students in disseminating the results of their research at professional conferences and to support departmental faculty members when they are presenting at professional conferences with students. At least 50 percent or more of the funds available each year will be awarded to students.

The Lanny Morreau Student Research Fund will be established as a quasi-endowed fund, with the intent of becoming a fully endowed fund when the principal reaches \$10,000. Each year—once the fund is fully endowed—part of the interest earned will be returned to the principal amount and part will be available for student research awards. In this manner the fund will continue to honor Dr. Morreau in perpetuity.



Moog Center

Every donation, small or large, will be important as the department builds this fund in honor of Dr. Morreau. All donors who give \$250 or more prior to June 30, 2002, will be considered charter donors and will have their names engraved on a plaque commemorating the establishment of the fund. The plaque will be displayed in a prominent location within the Special Education Department. All donors will be listed in future issues of this newsletter and in the *Statewide Standard*, the College of Education newsletter. If you would like to make a donation to this fund now, you may use the gift form included in this newsletter, simply noting that your gift is designated for the Lanny Morreau Student Research Fund. Thank you for helping the department honor Lanny Morreau in a meaningful way that will benefit our students.

Donors to the Dr. Lanny Morreau Student Research Fund as of January 31, 2002

\$250+ charter donors

Kelli and Jeffrey Appel
Christina Brademas-
Brown and Michael
Brown
Tina and David Dyches
Bette J. Freese
Suzanne Frank
Robert Bruininks and
Susan Hagstrum
Carrie and Greg Jones
Gail and Douglas Lamb
Mary Ann Louderback
Linda Morreau
Barbara and Alan Nourie
Jill and Richard Pape
Paula and L. Stephen
Smith
Lisa Sun
Peggy and Mark Swerdlik
James Thompson and
Aprile O'Keefe-
Thompson

Marie Digiammarino
Becki and Dennis
Esselman
Albert and Muriel Garber
Barbara and Charles
Hartseil
Jill Hessel
Angela and Gary Horvath
John and Bei Huber
Jacquelin and Ken Hunt
Kelly Ims
Alice Kato
Amy and Corey Kaylor
Mary Kelly
Michael and Elli Koulos
Adela and Jim Kuethe
Sharon and Allen
Litchfield
Marcia and Jeffrey Mays
Dixie Mills
Darlos Mummert
Jimmy and Pamela Nagel
Sally and James Pancrazio
Gregory and Beverly
Penderghest
Catherine Rahn
Jayne and Brian Runyon
Laura and Mark Sengpiel
Beth and James Taylor
Elizabeth Tietz
Laurie and Larry Turilli
Bobbiette Turner
Khara and Jamie
Vanderheyden
Cindy and Dan Watters
Paula Williams

\$1-\$249

Maureen Angell
Anonymous
Janet Aschenbrener
Angela and Garrick Balk
Brenda and W.
Christopher Cole
Clinton and Patricia
Conway
Jerald and Janet Cross
Rey de la Cruz
Simone Jaggi and Roland
DeVore

Allerton retreat

The 12th annual Allerton Conference for Educators of Students with Behavioral Disorders will take place October 4-5, 2002, at Allerton Park, Monticello. Jim Kauffman of the University of Virginia, an internationally known specialist in behavioral disorders, and Ambrose Panico, ECHO, South Holland, a service learning specialist, will be featured speakers.

Registration and prepayment are required. Please use a separate registration for each participant by duplicating this form as needed. Make checks payable to **Illinois State University**. Retreat registration cost: \$120 by September 27; \$130 thereafter. There is an extra charge of \$10 for CPDU credit. Your registration fee entitles you to all meals and materials provided throughout the retreat.

Mail the registration form and check to E. Paula Crowley, Illinois State University, Department of Special Education, Campus Box 5910, Normal, IL 61790-5910. For further information, or to arrange a room reservation (not included in registration fee), contact Lisa Hinthorn by telephone at (309) 438-8981, by facsimile at (309) 438-8699, or by E-mail at lrhinth@ilstu.edu.

Cancellation policy: Full refund on cancellations received by September 27. A \$20 fee will be charged for cancellations after September 27.

ALLERTON RETREAT

Name _____

Position/Title _____

Mailing address _____

City _____ State _____ Zip _____

CPDU credit

Yes

No

Levels of students you primarily work with

Elementary

Junior high/Middle school

High school

District/Agency _____

Telephone _____

Mailing address _____

City _____ State _____ Zip _____

Alumni news

Stewart Adams '71, M.S. '74, Rock Island
Stewart is into his 30th year of teaching special education. He piloted a concept of cross-categorical delivery system through ISBE in 1973. He was appointed by the governor (three times) to State Advisory Council for the Education of Children with Disabilities (1984, 1988, 1996), serving as chairperson and vice chairperson of council. He has served on numerous committees at ISBE and was a master teacher in Western Illinois in 1998. He served on the Board of Directors of IEA from 1982 to 1988.

Judith (Snodgrass) Barger, Mount Vernon, Texas

Judith is retired and married to Joe Barger.

June Becker '84, Palatine

June teaches in a self-contained LD classroom, fourth-sixth grades, Northlake. She has been married to Roy Becker, also an Illinois State grad, for 16 years. The Beckers have two boys, ages six and eight.

Randal Becker '71, M.S. '74, Central, South Carolina

Randal retired in December 2001.

Carolyn (Durnil) Deady '83, M.S. '85, Homewood

Carolyn earned a master's degree in school personnel/counselor education.

Lynda DeMoss '74, M.S. '95, Geneseo

Lynda is a teacher at Geneseo High School, where she teaches a new three-hour-block class in life skills to mildly impaired students. She also has the role of the regular education teacher in a team-taught family and consumer sciences class that is 40 percent special education students. She calls her assignments the "best of both worlds!"

Suzanne Frank '99, Chicago

Suzanne is in her second year of teaching in Palos District 118, where she is a resource teacher and leader of the behavior management team at her school. She recently became engaged and plans on getting married next November.

Kristine M. Gehrig '01, Wheaton

Kristine teaches sixth grade special education at Edison Middle School in Wheaton and reports that she "loves it!"

Cathy Twenhafel Gunn '71, Champaign

Cathy is director of Illinois Virtual Campus, a statewide initiative that maintains a Web catalog of distance courses and programs from 63 Illinois colleges and universities.

Cassie Haimbaugh-Seibold '94, Kenosha, Wisconsin

Cassie graduated from UIC with a master's in education (LD) in the summer of 2000 and married Greg Seibold in October 2000. They moved from Chicago to Kenosha, Wisconsin, in the fall of 2001. Cassie works for the Northern Suburban Special Education District as an education and life skills teacher.

Kathleen Ann Kane '75, M.S. '97, Pocatello, Idaho

On October 31, 2001, Kathleen was named a Distinguished Graduate of the College of Education at Idaho State University.

Adela "Addie" (Clow) Kuetne '85, Ocala, Florida

After graduating from Illinois State, Addie married her college sweetheart, Jim Kuetne, and moved to Elmaton, Texas. She taught there for one year then moved to Florida. She still practices her bilingual skills and loves teaching in her self-contained school named Hillcrest. "I have been there for 15 years and enjoy working with all ages of students," she wrote.

"I sure thank Dr. Morreau for inspiring me to continue my career when I doubted in myself. I now teach everyone to be beautiful. Life is beautiful! Thanks to good teachers and mentors that touched and continue to touch others lives. Dr. Morreau will forever be in our hearts."

Sara Lynn Loyet '99, Lebanon

After her December 1999 graduation, Sara joined the Peace Corps in Macedonia, but was evacuated after a year and three months due to civil unrest. She is now teaching elementary students with autism in O'Fallon.

Amanda McCloud '99, Indianapolis, Indiana

Amanda has taught two years in learning disabilities, K-3, one year in Harrisburg, Pennsylvania, and one year in Indianapolis. She would love to hear news about special education at Illinois State and is looking forward to the next issue of *SEDEdition*.

Angela M. Owens-Taylor '84, Champaign
Angela resides in Champaign.

Kim Rakowski '94, Elgin

A special education resource teacher in Schaumburg, District 54, Kim completed a master's degree program in educational administration in December 2001 at

Northern Illinois University and plans to pursue a position as a special education administrator for the 2002-2003 school year.

Beth (Sharick) Taylor '77, M.S. '95, Downers Grove

Beth is in her 20th year of teaching and has two children. She has been the cooperating teacher for many Illinois State University student teachers and has learned much from them, she said.

Cheryl Temple '76, Fairfax County, Virginia

Cheryl is an assistive technology specialist in Fairfax County, Virginia, which is the largest assistive technology department in the country. She received her master's degree in assistive technology from George Mason University and is pursuing a doctoral degree in the same field.

Christine Warner-Northrup '91, Urbana

Christine is working on a master's at the University of Illinois at Urbana and has been the inclusion facilitator for Urbana School District 116 for 10 years. She is married and has three daughters. She wrote: "Thanks for the letters about Dr. Morreau! What a nice tribute."

Beverly Wilson '77, M.S. '86, C.A.S. '89, Canton

Beverly is one of the original 11 teachers in Illinois (200 in the nation) to receive National Board certification in early childhood through young adult exceptional needs specialist. She said she believes there are five to six more in Illinois who have received notification of their certification and would be interested in knowing where they were trained.

"I've been a high school exceptional needs teacher for the past 24 years...OK, I'm 'seasoned,'" she said. "I also teach graduate courses in the skills and behaviors that make great teachers through Rockford College. I've been doing this since 1989, teaching 1,000 participants in 14 courses. Through this exposure to so many excellent teachers in many different districts and states, I've found we have some tremendous teaching happening for all students, all ages, all levels of abilities. It's too bad the public does not know this."

More alumni updates
in the next *SEDEdition*

Ten guiding principles to consider when programming for children with autism spectrum disorders

Stacey Bock, Ph.D.

Children and youth with autism spectrum disorders (ASD) can be both a joy and a challenge in the classroom. Although it is difficult to state a comprehensive program in an abbreviated format, listed below are 10 guiding principles that should be considered when developing an effective program for a student with ASD.

1. Make sure the child has an effective means of communication. If the child is nonverbal, consider establishing an alternative communication system. Picture icons and sign are both effective tools for functional communication. If the child is verbal it is important to remember that verbal communication diminishes under stress or when the child is frustrated. A systematic approach for teaching communication to children is *The Picture Exchange Communication System* by Frost and Bondy and is available through Pyramid Educational Consultants, (609) 489-1644.
2. Use visual strategies in the classroom for environmental supports. It is a commonly accepted theory that individuals with ASD rely on visual input to understand their environment. Visuals also help children with ASD clarify or organize their environment. An excellent and comprehensive resource for devising visual strategies for your classroom is *Visual Strategies for Improving Communication* by Linda Hodgdon and is available through Quirk Roberts Publishing, (248) 879-2598.
3. Establish a daily schedule and teach the child how to use the schedule. A daily schedule organizes the child's environment and creates predictability. Post the schedule on the wall; place it on the child's desk; add it to the child's communication book; or place the schedule on a key ring for easy transportation. An extensive picture icon library is available through *Mayer Johnson's Boardmaker* software program, (416) 385-0351.
4. Use applied behavior analysis to determine the communicative function of a child's behavior. Nonverbal children use behavior as a form of functional communication. Even verbal children use behavior because it is sometimes more effective

than verbal communication. Communicative messages behind behavior include, but are not limited to, frustration, avoidance/escape, power and control, and attention seeking. Understanding the communicative intent of the behavior increases the likelihood that an intervention will be effective.

5. Focus on shaping self-stimulatory behavior to a more appropriate time, not on eliminating the behavior. Self-stimulation serves a function either related to alerting or calming the sensory system. Without a shaping strategy, the child or adolescent may develop a new self-stimulatory behavior that serves the same function and may even be less desirable than the original behavior.
6. Understand discrete trial training is often useful; however, discrete trial instruction becomes functional only when there is a plan for generalization of the skills learned in the one-on-one setting. Mastery of a skill can be considered only when the child/adolescent exhibits it in a functional setting.
7. Identify reinforcers that are reinforcing for the student. If the child is verbal, ask him/her to provide input as to potential reinforcers. If the child is nonverbal, watch the child and note toys, objects, or food that the child interacts with frequently; or perform a reinforcer sampling by arranging in front of the child different items from which he or she can choose.
8. Provide frequent choice-making opportunities in the classroom. Choice making is an essential element in programming and can be embedded into daily schedules and activities. Choice making allows the child to express needs (for example, control, frustration, dislike) in an adaptive, acceptable manner.
9. Avoid talking too much. The auditory channel is not typically the preferred mode or the most effective means for children with ASD to gain information from their environment. By limiting verbalizations the child can use other sensory modalities, such as vision, to receive information.
10. Evaluate your programming efforts on a continual basis. Data collection will provide a concrete, objective means of assessing progress. The value of data collection will become obvious as it is used to make effective program decisions. Slowly build time for data collection into the daily schedule and it will become second nature.

From the director of Development

By Gail A. Lamb, Ed.D. '97



Gail A. Lamb

The department is especially excited to be launching its second issue of *SEDeition*, and this is an outstanding way to stay connected with our alumni and friends. As Development director for the College of Education, I serve all of the education departments, including Special Education. On a regular basis I will strive to keep you informed of philanthropic endeavors through this section of the newsletter. In this issue, please note some information about endowed funds. An endowed scholarship or fund is a way to perpetuate personal values through charitable giving. At the end of the explanation about endowments, you will note a listing of the current endowment funds in the Department of Special Education.

How do endowments work?

Establishing an endowment fund is a wonderful way to perpetuate important values while at the same time benefiting Illinois State University, the College of Education, and, in this case, the Special Education Department. Through an endowed fund, you provide financial support to a project or scholarship recipient, receive tax benefits, and create a way to perpetuate your name or the name of a loved one into the future.

An endowment program is the time-honored method of designating certain gifts to an investment fund, such as through the Illinois State University Foundation. This fund is invested by the Foundation to earn income each year. As the principal grows, so does the income. It is the ever-increasing income that is used to support the designated project or gift, but the principal always remains invested in order to perpetuate the fund.

A designated gift to create an endowment fund may be outright, or it may be deferred. Either way, you are able to establish your gift as a legacy of annual gifts long into the future. Permanent endowment funds are established by gifts to the University with the restriction that the principal of the gift may not be expended. The expendable income from the endowment may be used only for

the purpose stated in the endowment agreement, in which you as the donor state your desires. The minimum amount required to establish a named endowment fund is \$20,000. This endowment may be established through a planned gift, a bequest, an outright gift, and/or may be begun with an initial gift of less than \$20,000, as long as the goal is to meet the \$20,000 minimum within a five-year period.

The establishment of an endowment fund is a way for you to leave a legacy to the Special Education Department and the College of Education through the Illinois State University Foundation. The establishment of such a fund helps to guarantee the future of the mission of the department and the college and the University, as well as to enhance institutional quality.

Endowed funds within the Special Education Department

The following is a list of the endowment funds that support scholarships and grants in the Department of Special Education:

Lawrence D. Vuillemot Scholarship
Marie Struble Johnson Scholarship
Heimsoth Family Scholarship
SED Minority Student Scholarship
Waneta Sedgewick Catey Scholarship
Evelyn J. Rex Scholarship
Dean Hage Memorial Scholarship
Rose Parker Scholarship
Kelli Stackhouse Appel Special Education Scholarship
James and Edith Aagesen Ward Family Trust Memorial Scholarship (see related story)
Lanny Morreau Student Research Fund (see related story)

For more information and/or to discuss the establishment of your endowment fund with a designation for the Special Education Department, please contact me, Gail Lamb, College of Education director of Development, at (309) 438-2903; E-mail me at galamb@ilstu.edu; or write me at Illinois State University, Campus Box 3060, Normal, IL 61790-3060. I would love to help you with this meaningful process and share with you the joy of contributing to our University in such a positive way!

Department of Special Education donor roll

January 1, 2001-December 31, 2001

The Department of Special Education appreciates all donations, large or small. During the past year funds from alumni donations were used to provide scholarships for Illinois State students, purchase materials and equipment to support special education courses at the University, support faculty and students in travel to professional meetings, support faculty in curriculum work related to the revision of the undergraduate and graduate curricula, support faculty and student research projects, and provide services to alumni (including the printing and postage costs associated with this newsletter).

\$10,000 +

Charlotte and Thomas Dennis

\$1000-\$9,999

Margaret Bansau Charitable Trust
Mercedes-Benz of North America
Linda Morreau
Paula and L. Stephen Smith
Taras and Judith Wochok

\$250-\$999

Kelli and Jeffrey Appel
Christina Brademas-Brown and
Michael Brown
Robert Bruininks and Susan Hagstrum
Suzanne Frank
Trudy Gross and Stacey Martinsky
Carrie and Greg Jones
Mary Kelly
Larry and Joyce Morlan
Barbara and Alan Nourie
Peggy and Mark Swerdlik
James Thompson and Aprile
O'Keefe-Thompson

\$100-\$249

Kathleen and Kem Ahlers
Marilyn and Thomas Anell
Maureen Angell
Carole Bailey
Wanda Black
Patricia and Clinton Conway
Myron and Glenna Dagley
Marie Digiammarino
Monica Donnelly and William Ryan
Tina Marie and David Dyches
James and Janice Gambach
Kim Gibson-Harman and Reid
Harman
Michael and Deberah Golden
Frank and Noel R. Grego
Sarah Ann and Carl Hall
Michelle Hurley
R. Douglas and Janice Irvine
Alice Kato
Veronica Kirkpatrick and James Killian
Anna and Ronald Koenigshofer
William and Betty McHie
Mary and Michael Miller
David and Virginia Mitchell

Clare O'Brien
Sally and James Pancrazio
Charles and Sheila Price
John and Joyce (Sager) Raducha
Laura Roberts-Andrejasich and
Michael Andrejasich
Laura Schimke
Dianne and Mark Schultz
Lorraine Spear
Marilyn and John Stevens
Nancy and Ross Werner
Jane Whitman
Larry and Leslee Williams
Jeanette and Joseph Zangerle

\$1-\$99

Robert Abbott
Patricia and Mao M. Akin
Sheila and Branden K. Alexander
J. Nadine and Keith Allen
Anonymous
Susan and David Arkless
Janet Aschenbrener
Wendy and Bradley Bareither
Dorothy and Darwin Beckel
Colleen and John Beldin
Janet and David Bell
Mary and Robert Beltramini
Janice and Thomas Berg
Diane and Richard Bergeron
Mary and Harold Berjohn
Carol and Gerald Berkey
Jamie Best
Mary Beyers
Audrey Bishop
Amy and Anthony Blount
Carol Bode
Kenneth and Debbie Book
Elizabeth Boothe
Donna Bowen
Helen and James Boylan
Randel Bubnack
Linda and David Bush
Connie and Thomas Byerly
Mary Camp
Sandra and John Cannova
Kristen Carlson
Shelley Carter
Christy Chambers-Burke
Rodney Chapple

Rebecca and Ed Cheek
Debra and Ron Clark
Linda and Kenneth Clausen
Barbara and David Coates
Elaine and Rodney Collins
Karen and Larry Cope
Lisa Coplen-Richmond and
Levon Richmond
Patricia and Richard Cox
Cynthia Crist and Andy Driscoll
Rey de la Cruz
Kenneth and Patricia Decker
Andrea Del Signore
Cheryl and Larry DePaep
Cynthia and Lowell Derdiger
Diane and Ken Diekemper
Peter and Maureen Difrancesca
Kathleen and Michael Dobrowski
Cynthia and Larry Donaldson
Deborah and Jack Dunn
Debra and William Ekhoff
April Ellsworth
Nancy Emerzian
Robert and Barbara Eudeikis
Mary and Dale Evans
Bonnie Everhart
Gretchen Martin and Jeff Farwell
Helena Feinberg
Rose and George Felt
Barbara Fiedler
Don and Kelly Flagg
Jo and Bernard Fleming
Linda and Thomas Fleming
Margaret Flott
Phyllis and Darrell Foster
John Freehill
Leanne and Edward Frost
Dennis and Joanne Fulk
Susanne and Tim Furey
Michelle and Kyle Ganson
Mary and Kelly Gorman
Christine and Larry Gottman
Linda and Marshall Grace
Karen and Mike Graham
Rebecca and Richard Gregory
Lisa and Thomas Gyori
Linda Hagar

Continued on page 14

Donor roll... *continued from page 13*

Diane and Carl Haisch
Bernadette and Michael Hansen
Barbara and Charles Hartseil
Lindalou and Stephen Hauersperger
Gail and Robert Hauptman
Janine and Brandon R. Heidtke
Patricia and P. Lee Helphinstine
Mary and John Hendricks
Sharon and Mark Hendrickson
Shelley and Michael Hertz
Elizabeth and Timothy Heuermann
Elizabeth Hill
Laura Hintz
Carol Hirsh Blechman and
Joel Blechman
Samantha and Christian Hoffman
Janice Holmes
Suzanne and Larry Hopps
Angela and Gary Horvath
Virginia and Wayne Howes
James and Maren Huber
John and Bei Huber
Kari Hubner
Daniel and June Hurd
Karen and Ronald Hurst
Helen Hutton
Janis Hyde
Nancy and Jeffery Ingalls
Jan and Gary Jackson
Lynn and George Jambor
Barbara and Daniel Jensen
Miriam Johnson-Howlett and
Mark Howlett
Susan and James H. Jones
Philip and Malissa Josephson
Harry Kaminski
Maxine and Robert Kawamura
Betty and Clarence Keil
Kathleen Kelley and Michael
Grablewski
Karen Kelly
Freda Kelting
Joan Kern
M. Clare Kerz and Steve Thomas
Christine Kienitz
Judy and Gerald Kilbride
Tammy and Douglas Kilgore
Kathleen Kilmartin
Jo Anne and Andrew Kindler
Charlene and Alan Knudten
Janet and Robert M. Kohlbecker
Kathleen and John Kudla
Christine and John Laka
Leah and Michael Lampert
Deanna Lancaster
Sharon and Arlin Larson
Linda and Stephen Laughland
Cindy Lawson and Steven Kester
Robin and Ted S. Lerman

Laurie and Randolph Lloyd
LouAnne and Roderick Lowder
Diane and Donald Lutz
Shirley and Alan Lyles
Phyllis Macko
Carolyn Maender
Melissa Maiorano
Barbara and John Majernik
Kelly Manning-Smith and Paul Smith
Julia and Dave Margolis
Barbara McAdams
Rita and Michael McCarthy
Polly and James McCauley
Larry and Janet McCord
Diane and Richard McCurdy
Janice and Pat McElvain
Brenna McKenzie
Lora and Jeff McKenzie
Pamela and David Melvin
Patricia and Thomas Meyer
Michele and Bruce Miller
Dixie Mills
Janine and Jeffrey Moberg
Sally and Gary Monroe
Diane Morris
Linda Morris
Tammi Morthland
Darlos Mummert
Jane and John Murnane
Jimmy and Pamela Nagel
Sharon and Don Naylor
Fred Nelson and Delores
Webb-Nelson
Kerry Nelson and Douglass Fyfe
Mary Beth Norris and Mark E.
Murphy
Marni O'Connor
Martha and Larry Oertle
Andrew Oester
Janice and David Oldham
Michelle Panek
Randall and Donna Patterson
Mary Pavelick
Christine and Thomas Payne
Gregory and Beverly Penderghest
Pamela and Peter Petersen
Mary and Kenneth Plunkett
Sandra and W. Douglas Poe
Anne Portz and David Ludington
Deborah and Tim Preuss
Christine Quinn
Catherine Rahn
Sali and Mark Raudabaugh
Robin and Ray Raupp
Don Raymond and Jill Martin-
Raymond
Read Land Services
Adele and Daniel Reedy
Leah and Eric Rhodes
Lois Rinkenberger
Beverly and Johnnie Robinson

Marcia Rossi
Jayne and Brian Runyon
Denise and David Schlueter
Kathleen and Kevin Schmidt
Barbara and Thomas Schmutz
Helen Schuon
Denise and Jerome Sechser
Laura and Mark Sengpiel
Debra Seymour
Mary and David Shipton
Lynn and Franklin Simmons
Barbara and L. Moody Simms
Judith and Henry Simon
Elizabeth and Charles Singleton
Marshall and Sandra Skinner
Karen Sperlin
Janet and Brian C. Spivey
Laura and Herbert Stacell
Christine and Bruce Stanley
Linda and Dennis Steele
Jennifer Stillwagon
Marian and Steve Stinson
Joyce and Randall Stogentin
Katherine and Jeff Stollhans
Patricia and Richard Strathman
Debra and Dennis Suarez
Jeanne Sutton
Vickie Swanson and Joseph C Kovars
Constance Tadel
Sharrilan and Ronald Tanton
Beth and James Taylor
Camille and Arthur Taylor
Phyllis and Robert Taylor
Carrie Tessler
Mark Tessman
Janette Theodore
Lori Thomas
Nancy Thomas
Linda and Nelson Thorp
Elizabeth Tietz
Wendy Tomko-Ortelli and Richard
Ortelli
Bobbiette Turner
Nicolette and D. Neal Underwood
Khara and Jamie Vanderheyden
Yvonne and Joseph Vitosky
Lois and Richard Vrieze
Kelli and Douglas Wadley
Kathleen Walery
Ann and Jeffery R. Walker
Margaret Weickert and Rene Soliz
Marjorie and William Welch
Audrey and William West
Deborah and Jim Wiley
Mary and Daniel Wilkins
Lynn and Steve Wood
Cynthia and Frank Yandrasits
Jessica Zanton

Keep us posted

We want to hear from you and about you!

Please complete this form and mail it to
Illinois State University, Department of Special Education,
Jim Thompson, Campus Box 5910, Normal, IL 61790-5910.

Name _____ Graduation year _____

Mailing address _____

City _____ State _____ Zip _____

Degree(s) _____ Sequence(s) _____

News and comments _____

Special giving opportunities

The Special Education Department is grateful to those of you who make donations to support and enhance the educational experiences for our students. Your gifts make it possible to expand our student scholarship programs and faculty development initiatives. Your gifts help the department maintain and strengthen its national reputation, and foster educational excellence.

Please use this form if you would like to make a donation at this time. All gifts are welcomed. If you prefer, you have the opportunity to specify your gift today to the recently established Dr. Lanny Morreau Student Research Fund. As mentioned in the article about the fund, a gift of \$250 or more will qualify the donor(s) as charter donor(s), and names will be placed on a commemorative plaque

Yes, I want to give!

\$1,000 \$500 \$250 \$100 Other \$ _____

Please designate my gift to the following:

- Dr. Lanny Morreau Student Research Fund
 Special Education Department
 Other (indicate area) _____

Check the amount and designation of your gift above. Make your check payable to **Illinois State University Foundation**, with a notation of the chosen fund, and send to Illinois State University Foundation, Campus

Box 8000, Normal, IL 61790-8000. Questions may be directed to Gail Lamb, director of Development, at (309) 438-2903 or via E-mail at galamb@ilstu.edu.

Name(s) _____ Position _____

Illinois State degree(s) _____ Graduation year(s) _____

Phone Number () _____ Mailing address _____

City _____ State _____ Zip _____

How should we list your name(s) in donor rolls or on the plaque if you are a charter donor?

Thank you!

SPECIAL INVITATION

Inviting all Special Education alumni

Please join us for a spring social gathering
in the heart of downtown Chicago

Saturday, April 20, 2002
6:30-8:30 p.m.

Truffles Room
Hyatt Regency Chicago
On the Riverwalk
151 E. Wacker Dr.

Mingle with old friends;
make new friends;
browse through scrapbooks and photos;
get updates on your favorite instructors;
learn about exciting
new developments in the
Department of Special Education

Pasta bar
Caesar salad
Fondue dessert bar
Drinks

*Make it a meal, or simply appetizers
before an evening out in the city*

Replies are welcome (nkddaniel@ilstu.edu).
However, if you decide *anytime* before the
20th that you want to attend, please do!

There will be room for you!

