



The VCU T/TAC is a grant-funded program of the Virginia Department of Education and the Virginia Institute for Developmental Disabilities (VIDD). VCU is an EEO/AA Institution and does not discriminate on the basis of race, gender, age, religion, ethnic origin, or disability. The primary purpose of the T/TAC system is to provide improved educational opportunities and contribute to the success of children and youth with disabilities (birth to 22 years) and children who have disadvantages or are at risk for school failure (birth to nine years).

Update

Virginia Commonwealth University
Training & Technical Assistance Center
(VCU T/TAC)

Spring 2002

Volume 5 Number 2

Access for All Supporting Students with Severe Disabilities

June 26-28, 2002
Clarion Hotel and Conference Center
500 Merrimac Trail
Williamsburg, VA 23185

Sponsored by:
The Virginia Department of Education
The Training & Technical Assistance Centers across Virginia

About the Conference

This conference is about access for all children. IDEA '97, federal, and state special education regulations require that all students have access to the general curriculum. In Virginia the general curriculum is guided by the Standards of Learning (SOL). This conference is designed for families and professional members of educational teams to provide you with ideas, recommended teaching practices, and strategies so that children with severe disabilities can access and benefit from instruction in the general curriculum.

Strands

The conference is designed around strands of information pertinent to Access for All. Participants may choose to follow one strand throughout the conference or to attend sessions across strands.

IEP: Sessions will teach participants the most current information on creating a usable IEP that ensures access to the general curriculum with measurable annual goals, objectives/benchmarks, and accommodations/modifications.

Inclusive Education: Research has shown that educating students with diverse strengths and needs together in the general education environment is beneficial to all. This strand will share information on problem solving, collaborating, and scheduling for successful inclusion.

Universal Design: Access for all can be achieved with modifications, accommodations, assistive technology and other supports to make the general curriculum available to all students through the concept of universal design.

Positive Behavior Supports: Presenters will share how to complete a functional behavior assessment and develop a positive behavior support plan.

Virginia's Alternate Assessment Program: If you have heard about Virginia's Alternate Assessment Program, but need to know more, presenters will provide an overview of Virginia's Alternate Assessment Program and how to develop a Collection of Evidence (COE) with students whose education you support.

Keynote Speakers

Dr. Lou Brown is a professor in the Department of Rehabilitation Psychology and Special Education at the University of Wisconsin. He will share information about his years of work, research and publishing focused on developing service delivery models that prepare individuals with disabilities to live in an integrated society.

Dr. June Downing is a professor in the Department of Special Education at California State University, Northridge. She will share information on educating all students together (including those with multiple disabilities). Dr. Downing offers practical information that will help teachers meet the challenge of inclusive educational services.

Registration fee

\$80 to cover meals, materials, and registration costs

(**registration form is available on the Department of Education (DOE) website -- www.pen.k12.va.us)

Overnight Accommodations

Hotel rooms can be reserved at the Clarion by calling 800-666-8888.

The cost is \$99.00 plus tax (single or double room occupancy).

For more information, please contact Kelly Ligon:

Phone: 434-298-0421

FAX: 434-292-7486

Email: kligon@vcu.edu

Why Character Education?

Marsha Owens
*Virginia's Character
Education Project*

Who among us does not recognize the line, "Go ahead. Make my day"? Clint Eastwood, in the character of Dirty Harry, said this while pointing his gun in someone's face, ready to fire at point-blank range. Dirty Harry was gleefully looking forward to pulling the trigger to 'make his day.' Even within the context of the movie and its "good" guy gets the "bad" guy mentality, this famous line depicts hatred, violence, revenge, and death. This mentality is an icon of American culture.

The children in our schools today weren't even born when Eastwood's movie was made in 1971. But we can be certain that most of them recognize and quote Dirty Harry. So perhaps the question we need to ask is, "Whatever happened to 'have a nice day'?" The images and lessons of Ghandi, Martin Luther King, Abraham Lincoln, and Mother Teresa don't stand out as clearly in our students' minds as do the violent images from our culture of entertainment.

Most teachers have always taught the concepts related to good character development. When teachers ask students to wait their turn, raise their hands, bring canned goods for Thanksgiving, or pick up their own trash at the end of class, they are teaching good character. When teachers take time to help young people resolve their conflicts peacefully, they are teaching good character. And each time a teacher acknowledges the human dignity of all students, that teacher is modeling good character.

So why did Virginia's General Assembly pass legislation in 1999 to ensure that character education is taught in every school in Virginia? In order to make a positive impact on the minds and hearts of the youth in today's culture, parents, educators, and the entire community must teach character education actively rather than passively. Even if we all agree that character development has always been a part of public education, never before has there been such intense negative competition ready to grab the attention of young people. It is too risky to assume that young people will learn the tenets

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of good character without an intentional effort from the adults in their lives.

Most schools in Virginia have underway excellent character education initiatives. They vary from school to school and from community to community in content and practice. But the basic ideals that contribute to positive character development in young people are uniquely woven into every school's plan. The 1999 legislation highlighted these ideals: trustworthiness, respect, responsibility, fairness, and citizenship. Through the schools' character education initiatives, every aspect of student life can be affected. Respectful students who develop responsible attitudes are more likely to succeed academically, to treat others fairly, to be reliable and trustworthy, and to become adult citizens who continue to teach and model these ideals for the next generation. This is a win-win scenario. Students benefit, schools benefit, and society benefits.

In 2000, Virginia received a federal grant to help support the development and implementation of character education initiatives in all public schools. Using these grant funds, the Department of Education is working in partnership with Albemarle County, Fairfax County, and Stafford County to promote character education statewide. The funding for this grant will expire in 2003, but the groundwork will be in place for ongoing development of model programs throughout the Commonwealth.

Character education is nothing new. But because of today's many forces vying for the attention of our youth, all educators must consciously, intently, and consistently teach the lessons and model the behaviors that we want our young people to emulate. Reinhold Niebuhr said: "Nothing that is worth doing can be achieved in our lifetime; therefore we must be saved by hope." Educators do not always see the results of their efforts, but they, of all groups, should believe in the hope and promise of tomorrow. The positive development of and influence on the characters of students in public education today is an opportunity to leave a legacy of hope for tomorrow's citizens.

For information about Virginia's Character Education Project (V-CEP), you may contact Marsha Owens, State Director, @ (804) 225-2928.

COMMUNITY MAPPING: IDENTIFYING LEARNING OPPORTUNITIES

Linda Ingleson, Ed.S.

"To the maximum extent appropriate to the needs of the child, early intervention services must be provided in natural environments, including the home and community settings in which children without disabilities participate." [34 CFR 303.12(b)].

Part C of the regulations requires that services to infants and toddlers with disabilities take place in environments where typically developing children participate. But, service providers have been challenged to provide early intervention services to children in natural environments as the law requires. Sometimes the perception of what defines natural environments is somewhat limited. Often the only environments considered are the home and the site where day care services are provided. But the law also refers to community settings as a part of the natural environment.

Dunst, Herter, Shields, & Bennis (2001) consider a broader outlook of natural environments. Their position favors natural learning opportunities. Natural learning opportunities give children chances to explore their environments and to practice skills they are learning. And that is what service providers are looking for. One process for identifying these learning and inclusion opportunities is called "community mapping" (Dunst et al. 2001).

This method of identifying environments in the community was developed, tested and validated in the development of an early childhood model demonstration project (Umstead, Boyd & Dunst, 1995). "Community mapping...is a process for identifying, cataloging, and informing parents, practitioners, and other community members about the types of learning opportunities available in a target neighborhood, community, city, or county" (Dunst et al). The kinds of activities that provide learning experiences are varied. They are everyday experiences that take place in diverse settings in the community where the family lives.

Dunst et al. describe the four steps in mapping learning opportunities. First, families, service providers, and others in the community meet to decide what kinds of activities they want to map. From their work with the model demonstration project, the researchers found that families most often spoke in terms of kinds of activities. This dialogue led to the identification of categories and examples. Some of the categories that were identified are: amusements, arts and culture, clubs and organizations, family outings, outdoor activities, and parent & child activities. Within these broad categories, they listed specific examples including; aquariums, play lands, museums, play groups, movies, picnics, shopping, fishing, biking, swimming, library, story time, etc. Over 100 examples of learning opportunities were catalogued.

Other learning opportunity sites were identified by gathering information from people in the community who work with young children and who organize learning opportunities such as employees who work at city or county parks and recreation, churches, and libraries. Even more information was gathered from community visitor guides and phone directories. There is a wealth of such information in communities that can be used to identify natural learning opportunities.

The next step was to build a database. Following that step actual maps were developed to visually display where the opportunities are located. This process takes time and can be costly. There are, however, several ways to get started that do not demand as much time. Begin with only one category or begin with only a small section of the county or city. Invite parents and other volunteers who know their neighborhoods to gather for a party. Give prizes to those who identify the most opportunities. Perhaps

if the budget can withstand it, parents could be hired to develop the maps. Look into the availability of grants.

Dunst, et.al say that "[t]he goal of community mapping is to increase knowledge, and use of community people, places, and events as sources of learning activities."

Service providers are challenged to reach and serve all children. Often they find themselves running from one end of one county to the other end of another county. Perhaps the process of community mapping can more effectively identify opportunities and thus providers may be capable of serving children and families in a multitude of settings, offering a wide variety of learning and inclusive opportunities.

References

- Dunst, C.J., Herter, S., Shields, H., & Bennis, L. (2001). Mapping community-based natural learning opportunities. *Young Exceptional Children, Vol.4* (4), 16-24.
- Umstead, S., Boyd, K., & Dunst, C.J. (1995). Building community resources: enabling inclusion in community programs and activities. *Exceptional Parent 25*(7), 36-37.

What's Up? Tuition Assistance

The Virginia Department of Education has budgeted a portion of Virginia's Individuals with Disabilities Education Act Part B grant funds to provide tuition assistance of up to \$400 per course for a maximum of three courses per year for special educators. These funds are available to special education teachers teaching school-age students ages 5 to 21 under contract with a school division for the 2001-2002 school year.

Eligible teachers are those enrolled in graduate-level courses directly related to the area in which they are providing instruction. Courses may be taken for initial licensure, for renewal of a teaching license, or for professional development. Professional development may include coursework to enhance a teacher's ability to present material supporting Virginia's Standards of Learning. The teacher is responsible for ensuring that any courses taken for licensure in special education satisfy state requirements (Licensure Regulations for School Personnel, effective July 1998). Approval of coursework is the responsibility of the school division.

The funding period for this activity ends August 31, 2002. If the number of applications received exceeds funds available, tuition assistance will be awarded on a first-come, first-serve basis, according to the postmark stamped on the application envelope. Priority will be given to individuals working towards endorsement in a special education critical shortage area and those teachers who are not participating in special education personnel preparation programs funded by the Virginia Department of Education.

Completed applications should be submitted to the Department of Education within 45 days after the teacher has enrolled in the course. No applications will be considered after the last day on which a course is offered.

If you have any questions regarding eligibility for the tuition assistance, please contact Dr. Patricia Burgess, Specialist for Special Education Human Resources Development, Division of Teacher Education and Licensure, at pburgess@mail.vak12ed.edu or (804) 225-2096. Please contact Dr. Burgess for information about the application status or reimbursement.

Reading Skills to the Rescue!

Chris Frawley, M.Ed.
Joanne Gutkin, M.A.

Teaching reading is a difficult and challenging task. Educators know that the reading process is complicated by the diversity of children's academic needs. An outstanding reading program cannot be found in one magical book or in a specific reading series. It is a careful balance of key components and should be taught by a teacher who understands the reading process as well as the developmental issues of children. With proper instruction and support, students can and will learn to read. The teaching of reading should encompass five skill areas. In this article, the five skill areas will be explained and discussed.

Phonemic awareness is the first building block for young readers. It is the ability to hear, identify, and manipulate individual sounds in words. Several key findings in the research about phonemic awareness are important to consider when planning for reading instruction. First, phonemic awareness can be taught and learned by a variety of activities designed to identify and/or manipulate the sounds (phonemes) in words. Second, phonemic awareness assists children in learning to read words and to comprehend them. In addition, phonemic awareness teaches students to separate words into their parts so they can begin to learn to spell. Third, the effectiveness of phonemic awareness instruction increases when teachers use letters of the alphabet as they manipulate the phonemes. Students begin to see the relationship between phonemic awareness and reading as they learn that sounds are related to the letters in words. Finally, the teacher should use only one or two types of phoneme manipulation at a time and begin with easier manipulations before progressing to the more challenging levels. Paying close attention to the level of difficulty of the manipulation will decrease confusion in students. All of these findings are important when planning phonemic awareness instruction for students. Research has indicated that students with strong phonemic awareness will

experience greater success in reading than students with little or no phonemic awareness. This awareness helps prepare them for the next building block: phonics.

Phonics teaches children the relationships between the letters and sounds in words by building upon their acquisition of phonemic awareness. Effective phonics instruction includes several elements. One important element is that it should be systematic and clear. Phonics instruction should be organized in a logical sequence and clearly explained to students. Another element you will see in effective phonics instruction is that it is integrated into the entire reading program. Phonics instruction is an important component; however, it should not be more than 25% of the whole reading program. Teachers should focus the remainder of instruction on reading a variety of texts with students, providing opportunities to apply the patterns they have learned to reading text, and giving children opportunities to apply their knowledge of letter-sound relationships to their writing. Effective phonics instruction will assist students in developing automatic word recognition. Students learn to read the words accurately and quickly. These skills promote the third skill area, the development of fluency.

Fluency is the ability to read accurately, quickly, and with expression. Fluent readers focus their attention on what they are reading and are able to concentrate on comprehension rather than on decoding words. Fluency is an area that is often neglected in reading instruction, however, it is an important skill to be developed. What does this mean for classroom instruction? Teachers need to model fluent reading and provide opportunities for students to practice oral reading. Often times repeated reading can help students become more fluent, and success leads to success. Actually fluency can be a motivator for children. They can look at a graph of their own oral reading rates and watch the rate of reading steadily climb upwards!

Another important component in reading instruction is **vocabulary**. Students must know what words mean in order to communicate effectively both orally and in writing. Before readers acquire a substantial reading vocabulary, they must develop a good listening and speaking vocabulary. Vocabulary, whether oral or written, needs to be taught both indirectly and directly. For young children vocabulary can be taught in the form of games and creative activities. Word study, word sorts, and word walls can help teach vocabulary to older children. Vocabulary development needs to be done before, during, and after reading text.

The last skill to be discussed is the much talked

about area of **comprehension**, or finding meaning within text. Comprehension is the reason for reading. This skill does not come automatically and, subsequently, many students have great difficulty without the proper instruction in comprehension strategies. Teachers can model "thinking aloud" to show students how to monitor their own thoughts. Students can ask themselves, "Is this word/story making sense?" or "What do I think will happen next?" Strong readers are aware of what they understand as well as what they do not understand. In addition, they need comprehension strategies to assist them while reading. Strategies that promote comprehension include: using advanced graphic organizers, providing background information, tapping into prior knowledge, partner reading, and self-questioning techniques. The area of comprehension is indeed complex, challenging, and important. It needs to be taught, emphasized, and reinforced beginning in the primary grades.

As they prepare to teach reading, educators need to consider the five skill areas of phonemic awareness: phonics, fluency, vocabulary, and comprehension. Focusing on these issues will strengthen reading instruction. By using research-based information and best instructional practices, teachers can help students succeed. By providing this sound, well-balanced instruction at an appropriate instructional level, student achievement will rise to new heights.

References

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- D'Arcangelo, M. (1999). Learning about Learning to Read: A Conversation with Sally Shaywitz. *Educational Leadership*, 57, 26-31.
- Flippo, R. (1999). Redefining the Reading Wars: The War Against Reading Researchers. *Educational Leadership*, 57, 38-41.
- Griffith, P. & Olson, M. (1992). Phonemic Awareness Helps Beginning Readers Break the Code. *The Reading Teacher*, 45, 516-523.
- Stahl, S. (1992) Saying the "P" Word: Nine Guidelines for Exemplary Phonics Instruction. *The Reading Teacher*, 45, 618-625.
- Yopp, H. (1992) Developing Phonemic Awareness in Young Children. *The Reading Teacher*, 45, 696-703.
- Put Reading First: The Research Building Blocks for Teaching Children to Read*. (September, 2001). Available: National Institute for Literacy, www.nifl.gov

Highlights From the Transition Forum 2002

Katherine M. Wittig, M.Ed.

The 18th Annual Transition Forum was held in the beautiful Hotel Roanoke on March 18-20. Five hundred-forty participants attended over 80 workshops during the three-day event. Dr. Pam LeConte from George Washington University provided a keynote address emphasizing the importance of career evaluations in transition planning. Her motivating speech set the tone for the conference: it's time for change; let's look at how we, as transition practitioners, can improve transition outcomes for students with disabilities in the Commonwealth of Virginia. Attendees then participated in workshops detailing best practices in transition service delivery including disability specific discussions, higher education options, the use of technology, Transition 101 themes, school-to-work and transportation issues. The Virginia Department of Education's new Transition Specialist, Dr. Robin Barton, was an active participant. Our closing speaker, Joyanne Cobb, M.A., provided keen insight about her personal challenges through the transition process. Her title said it all: *Good is Not Enough When You Dream of Being Great: Best Practices in Transition Can Make Dreams Come True*. Ms. Cobb's presentation was very inspiring to us all.

I am a member of the Forum Planning Committee and am very interested in feedback from you, the transition practitioner's in Regions 1 and 8. If you attended the Transition

Forum this or any other year, do you have suggestions for us regarding:

- 1) presentations/workshops or
- 2) the conference's location or
- 3) other issues? If so, please call me at (804) 827-1403 or E-mail me at kmwittig@vcu.edu

Mark your calendars now for next year's Transition Forum to be held March 17-19, 2003 at the Hotel Roanoke. More details will be provided in our Fall newsletter.

The Autism Distance Education Network

Institution: State University of New York at Albany

Instructor: V. Mark Durand, a professor of psychology

When offered: Fall and spring sessions

Cost: Each course costs \$639 for graduate students in New York, \$411, for undergraduates

Enrollment: 150 to 200 students enroll

For information: www.albany.edu/psy/autism/450vmd.html

Online Training Opportunity

Online Academy, U.S. Office of Special Education Programs,
<http://www.onlineacademy.org>

Online training is offered in the following topics: Positive Behavior Support, Reading and Technology in Education

Virginia Alternate Assessment Program (VAAP) ALERT!

The guidelines for participation of students with disabilities in alternate assessments have been revised effective March 29, 2002. Dr. Jo Lynne DeMary, Superintendent of Public Instruction at the Virginia Department of Education, issued Superintendent's Memo #49 outlining all VAAP participation revisions. These criteria are to be used by Individual Education Program (IEP) teams in deciding whether students should participate in the Virginia Standards of Learning Assessment program or the Virginia Alternate Assessment Program. IEP decisions to participate in the VAAP must be documented in the student's IEP.

The current VAAP participation guideline reads:

*The student demonstrates **significant cognitive impairments and adaptive skills deficits** that prevent completion of the curriculum based on the Standards of Learning (SOL) even with program or testing accommodations.*

The revised guideline for participation reads:

*The student **demonstrates impairments** that prevent completion of curriculum based on the Standards of Learning (SOL) even with program and testing accommodations.*

For more information regarding the participation criteria as well as a question and answer document, go to the DOE website. <http://www.pen.k12.va.us>

Other questions regarding the VAAP may be directed to Kelly Ligon, VCU T/TAC, Blackstone office (434) 298-0421 or Katherine Wittig, VCU T/TAC, Richmond office, (804) 827-1403.

UPLINK

Urban Partners Linking Personnel Preparation and Practice for Young Children With Low- Incidence Disabilities

Apply Now!!

UPLink is a federally funded personnel preparation project designed to prepare personnel from multiple disciplines to work together to serve young children (ages 0-5) with low-incidence disabilities and their families. Students complete 6 credits of interdisciplinary coursework, 3 credits of fieldwork in an early intervention setting and a family mentorship experience. Completion of these requirements leads to an interdisciplinary specialization certificate in early intervention. Tuition support is offered to all students.*

Graduate students enrolled in the following disciplines at Virginia Commonwealth University are welcome to apply: Early Childhood Education, Early Childhood Special Education, Nursing, Occupational Therapy, Physical Therapy, Psychology, Social Work.

Students from underrepresented populations and students with disabilities are encouraged to apply. For additional information please contact:

Renée de Kruif, Ph.D., Project Coordinator
Rdekruif@vcu.edu (804) 828-1305

**PaybackRequirement: For every year for which assistance is received, students are required to provide 2 years of early intervention, special education, or related services to infants, toddlers, or preschoolers with disabilities.*

The Council for Exceptional Children's
Virginia Division on Career Development and Transition
Presents

DCDT SUMMER INSTITUTE 2002

Building Partnerships: Interagency Information and Collaboration

Topics : Universal Design for Learning – Access for All
(tentative) Supported Employment – What It Really Is
Documentation for Higher Ed – Why Do It and What It is

Used for: Transportation – It is a Transition Issue
PERT – Not Just Another File
Incarcerated Youth – What Is Our Obligation?
RFP – Could that Mean More Money for Transition?

When: Thursday, July 25th (10:00 am – 5:15 pm) &
Friday, July 26th (9:00 am – 1:30 pm)

Where: The Virginia Diocesan Center at Roslyn, Richmond, Virginia

Cost: Overnight Rate (accom. + 4 meals/breaks/social)
DCDT Members \$100.00
Non Members \$110.00
2 Day Rate (2 meals/breaks/social)
DCDT Members \$60.00
Non Members \$70.00

Accommodations include:
double: lodge room w/ private bath
single: lodge room w/private bath - \$15.00 additional cost
**swimming pool and tennis courts available

For information and registration, please contact
Sally Chappel, DCDT President
MSC 9002, James Madison University, Harrisonburg, VA 22807
Phone: 540 – 568 – 8095

TEACCH:

Classroom Training Program; Summer 2002 -- Training for Professionals Who Work with Students with Autism

Four Weekly Sessions Held for Both Age Groups: Early Childhood and Elementary/Adolescent
July 8-12, 2002; July 15-19, 2002; July 22-26, 2002; July 29 - August 2, 2002
The Sheraton Chapel Hill Hotel and The Holiday Inn Chapel Hill
For more information, call (919) 966-4126

TEDU 500.C96
Workshop in Education:
Current Issues in Early Childhood Special Education

This course is a **collaborative distance education project** developed by faculty from Old Dominion University, Radford University and Virginia Commonwealth University. The seven week online webcourse can be self-paced and completed in fewer weeks at your own convenience. It is open to university students and practicing professionals in early intervention, early childhood special education, and other disciplines. It will offer a unique opportunity to earn credits for professional development or recertification, update your knowledge, and network with other students and faculty.

Course topics: Early development and brain development; social-emotional development, temperament and sensory processing; routine-based instruction; natural environments and inclusion; assistive technology.

Course requirements: Participation in this course will include the use of email and the Internet. You will need access to a computer through the college or university you are attending, any K-12 public school, any public library, or your personal computer. Assignments must be posted in Microsoft Word.

Technology requirements: Active email account; Internet access through an Internet Service Provider (ISP); access to a computer with at least the following: Windows 95/98/NT with at least Pentium 75, 16 MB RAM, 28.8k bps modem, Internet browser software (Microsoft Internet Explorer 4.0 or better, or Netscape Navigator 4.0 or better).

Faculty:

Virginia Commonwealth University

Dr. Evelyn Reed-Victor, ereedvic@mail1.vcu.edu, (804)828-1305

Dr. Dianne Koontz Lowman, dlowman@mail2.vcu.edu, (804)828-2219

Radford University

Dr. Jaye Harvey, jharvey@radford.edu, (540)831-5313

Old Dominion University

Dr. Kerry Lambert, klambert@ttac.odu.edu, (757)683-4332

Dr. Sharon Raver-Lampman, sraverla@odu.edu, (757)683-3226/4877

Ms. Mary Wilds, mwilds1968@aol.com, (757)683-5067

Dates: June 24-August 3, 2002

Credit: 3 hours of graduate credit

Tuition: currently \$318 Virginia resident; \$1,590 out-of-state resident

(Full tuition assistance may be available for ECSE teachers from VDOE.

Go online to www.pen.k12.va.us/VDOE/suptsmemos/2001/inf156 for information.)

**For registration information, please email your full name and mailing address
to braycock@vcu.edu and reference this course.**

Virginia Commonwealth University is an equal opportunity/affirmative action institution providing access to education and employment without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation or disability.

Mark your Calendar!!!

TechKnowledgy 2002

November 19-20, 2002

Sponsored by Children's Hospital and the T/TACs at JMU,
ODU and VCU

Holiday Inn Select, Koger South Conference Center
Richmond, VA

Cost: \$100 (one day)

\$130 (both days)

For Registration Information Contact:

Children's Hospital, Hospital Education Program
(804) 321-7474 (x6096)

Topics will include:

- Assistive Technology for Students with Learning Disabilities
- Assistive Technology Assessment
- Assistive Technology for Students with Autism Spectrum Disorders
- Using Assistive Technology in Vocational Evaluation
- Making Language Visible through Augmentative Communication
- Assistive Technology for Beginners

T/TAC William and Mary

Third Annual Colonial Institute

June 17-18, 2002

University Center on the Campus of William and Mary

Accessing the General Curriculum -- Train the Trainer Model Featuring
Frances Stetson, Ph.D.

And

Differentiated Instruction

Featuring

T/TAC W&M Staff

(All participants will receive a CD containing training material)

For more information, contact T/TAC W&M

Phone: 800-323-4489

FAX: 757-221-5053

Email: cacatl@wm.edu

www.wm.edu/ttac

**Coming... in the fall... another Autism Interest Group. Talk now
with your colleagues and plan to join.**

Requirements:

1. You have a strong desire to learn about teaching strategies that are effective with students who have disorders on the autism spectrum.
2. You work or live with preschool, elementary, middle or high school students who have disorders within the autism spectrum.
3. You and one or two of your team members can attend sessions from 4:30 to 6:30 once a month in November, January, February, March and April.
4. You want to share, develop and acquire teaching tools.

For more information look in our fall newsletter, *Innovations and Perspectives*,
or call Linda Oggel, Co-director, at 804-827-1400 or email her at

lsoggel@vcu.edu.

IST Spells Success for Chase City Elementary School

Carol Bowman, Instructional Support Teacher
Hilda Puryear, Principal
Chase City Elementary School

Chase City Elementary School is located in the western half of Mecklenburg County, in Southside Virginia. Historically, Southside Virginia is an area known for its low socioeconomic status and the many problems associated with a lack of resources. The mission of Chase City Elementary School is to provide educational opportunities for pre-kindergarten through fifth grade students, despite the economic, educational, and social barriers of the region.

To overcome these barriers, the staff at Chase City Elementary School has developed a vision focused on *sharing, growing, and succeeding together!* Whereas, in the past, the prevailing attitude demonstrated by teachers focused on what the child lacked, now teachers are focusing on what the child knows. This change in attitude has revolutionized Chase City Elementary School. The school celebrates learning and reaching goals. The students wear buttons that say it best: "Ask me what I learned today."

In September of 2000, Chase City Elementary School applied for a grant from the Virginia Department of Education to develop an Instructional Support Team. This

grant was awarded in December, and the principal, Mrs. Hilda Puryear, immediately set in motion the steps needed to establish a successful program. An Instructional Support Team (IST) teacher was selected and team members considered.

The Virginia Department of Education and two nationally recognized consultants, Dr. Ed Gickling and Dr. Todd Gravois, provided monthly training, materials, and practice in the components of the IST model. While some schools chose to send only the IST Teacher to the training sessions, Chase City believed the team would be more successful if all team members attended the training. By the end of the 2000-2001 school year, all team members, including the principal, assistant principal, the guidance counselor, the reading specialist, a fifth grade teacher, a special education teacher, and a third grade teacher were trained in consultation, collaboration, and problem solving skills, as well as in curriculum based assessment practices. Based on teacher referrals, from February until May of 2001, opportunities were offered for team members to practice IST skills with students and their teachers. During the summer of 2001, Carol Bowman, the IST teacher, received Facilitator Training that was essential to developing a complete program.

The 2001-2002 school year has been an exciting time for the team. With the support of the faculty, many strategies for improving math, reading, writing, and spelling have been shared and implemented. Teachers continue to work together to solve problems that arise when there is a mismatch between the instruction or the curriculum and student abilities. The IST model allows professionals to work together to promote student achievement through precise classroom-based assessments and collaborative problem solving. A shift is being made from "changing the child" to "adjusting the instruction."

The IST team meets once weekly to review cases and to support case managers with suggestions, praise, and encouragement. Celebrations about improved work or attitudes—what the child can do—are more common than complaints about what the child cannot do. Enabling a struggling student to become a proud student is achieved by team involvement and the recognition of improvement. The IST model is a success at Chase City Elementary School because its faculty uses precise classroom-based assessment and collaborates to make appropriate changes in instruction and curriculum.

Trainings Outside the VCU T/TAC

Virginia is for Families 2002 Forum: Writing Effective Waivers that Include Self-Determination

Presented by: Jean Tuller
Date: June 8, 2002
Location: Charlottesville, VA
Information: Dana Yarbrough, (804) 222-1945 or ptpofva@aol.com

Third Annual Colonial Institute Accessing the General Curriculum: Train-the-Trainer

Presented by: Frances Stetson, Ph.D.
Date: June 17, 2002
Location: Williamsburg, VA
Information: Cindy Catlett at (757) 221-5052 or www.wm.edu/ttac

Third Annual Colonial Institute Increasing Awareness through Effective Instruction

Presented by: Frances Stetson, Ph.D.
Date: June 18, 2002
Location: Williamsburg, VA
Information: Cindy Catlett at (757) 221-5052 or www.wm.edu/ttac

Dr. Alice S. Honig's Twenty-Sixth Annual Quality Infant & Toddler Caregiving Workshop: Training Caregivers of Children Under Three

Presented by: Alice S. Honig
Date: June 17-21, 2002
Location: Syracuse, NY
Information: (315) 443-4135

The Picture Exchange Communication System Training Workshops PECS®

Presented by: Andrew S. Bondy, Ph.D. & Lori Frost, M.S., CCC-SLP
Date: June 17-18, 2002
Location: Charleston, WV
Information: 1-888-732-7462

Schools 2000 (Conference for Speech & Language Pathologists in Schools)

Presented by: American Speech/Language Hearing Association
Date: July 12-14, 2002
Location: Nashville, TN
Information: 1-800-498-2071

The Picture Exchange Communication System Training Workshops PECS®

Presented by: Andrew S. Bondy, Ph.D. & Lori Frost, M.S., CCC-SLP
Date: August 26-27, 2002
Location: Norfolk, VA
Information: 1-888-732-7462

AAC in the Mountains: Augmentative/Alternative Communication and Assistive Technology in the Curriculum

Presented by: Caroline Musslewhite, Ph.D. and Kelly Fonner, M.S.
Date: July 18-19, 2002
Location: Park City, UT
Information: (435) 645-7737

17th Annual Early Intervention and Early Childhood Summer Institute Enriching the Circle of Care:

Supporting Children with Disabilities and Their Families

Date: July 29 - August 2, 2002
Location: Williamsburg, VA
Information: Lisa McKean at 1-800-237-7273

Virginia is for Families 2002 Forum: Ordinary Leaders

Presented by: Dennis Harkins
Date: October 12, 2002
Location: Charlottesville, VA
Information: Dana Yarbrough, (804) 222-1945 or ptpofva@aol.com

Call for Papers 23rd Annual

SouthEast Augmentative Communication Conference October 2-5, 2002 Birmingham, AL

Submission Deadline: May 15, 2002

For information:

(205) 251-0165 or seac@ucpbham.com

Autism Spectrum Disorder VCU T/TAC Library Resources

**Activity Schedules for Children with Autism:
Teaching Independent Behavior**

by Lynn E. McClannahan (1999)

Asperger Syndrome: A Guide for Educators and Parents

by Brenda Myles (1998)

Asperger Syndrome: A Practical Guide for Teachers

by V. Cumine, J. Leach, and G. Stevenson (1998)

**Asperger Syndrome and Adolescence:
Practical Solutions for School Success**

by B. S. Myles and D. Adreon (2001)

**Asperger Syndrome and Sensory Issues:
Practical Solutions for Making Sense of the World**

by Brenda Smith Myles (2000)

Autism Facts and Strategies for Parents

by Janice Janzen (1999)

Autism in Children and Adults:

Etiology, Assessment, and Intervention

by Johnny L. Matson (1994)

Autism Through the Life-span: The Eden Model

by David L. Holmes (1997)

Behavior Belongs in the Brain: Neurobehavioral Syndromes

by P. Accardo, B. Shapiro, and A. Capute (1997)

Behavioral Intervention for Young Children with Autism:

A Manual for Parents and Professionals

by C. Maurice, G. Green, and S. Luce (1996)

Comic Strip Conversations:

Colorful, Illustrated Interactions with Students with Autism

by Carol Gray (1994)

Communication Supports Checklist:

For Programs Serving Individuals with Severe Disabilities

by Claire F. McCarthy (1998)

Creating a Win-Win IEP for Students with Autism

by Beth Fouse (1996)

For Parents and Professionals: Autism

by Kathie Harrington (1998)

A Guide to Successful Employment for Individuals with Autism

by Marcia Datlow Smith (1995)

Higher Functioning Adolescents and Young Adults with Autism:

A Teacher's Guide

by Ann Fullerton (1996)

How to be a ParaPro:

A Comprehensive Training Manual for Paraprofessionals

by Diane Twachtman-Cullen (2000)

Inclusive Programming for Elementary Students with Autism

by Sheila Wagner (1999)

Inclusive Programming for Middle School Students with

Autism/Asperger's Syndrome

by Sheila Wagner (2002)

Inside Out:

What Makes a Person with Social Cognitive Deficits Tick?

by Michelle Garcia Winner (2000)

Navigating the Social World:

A Curriculum for Individuals with Asperger's Syndrome, High

Functioning Autism, and Related Disorders

by Jeanette McAfee (2002)

PECS:

The Picture Exchange Communication System Training Manual

by Andrew Bondy and Lori A. Frost (1994)

Play and Imagination in Children with Autism

by Pamela J. Wolfberg (1999)

Preschool Education Programs for Children with Autism

(2nd Ed.)

by Jan Handleman and Sandra Harris (2001)

Right from the Start:

Behavioral Intervention for Young Children with Autism

by Sandra L. Harris (1998)

Russell is Extra Special: A Book About Autism for Children

by Charles Amenta (1992)

Sensory Motor Issues in Autism

by Johanna M. Anderson

Siblings of Children with Autism: A Guide for Families

by Sandra L. Harris (1994)

Solving Behavior Problems in Autism:

Improving Communication with Visual Strategies

by Linda Hodgdon (1999)

The Source for Autism

by Gail J. Richard (1997)

Special Diets for Special Kids: Understanding and

Implementing a Gluten and Casein Free Diet

by Lisa S. Lewis (1998)

Special Diets for Special Kids II

by Lisa Lewis (2001)

Teach Me Language:

A Language Manual for Children with Autism,

Asperger Syndrome, and Related Developmental Disorders

by Sabrina Freeman (1996)

Teaching Children with Autism: Strategies for Initiating

Positive Interactions and Improving Opportunities

by Robert Koegel and Lynn Koegel (1995)

Teaching Children with Autism:

Strategies to Enhance Communication and Socialization

by Kathleen Ann Quill (1995)

Ten Tried and True Tools to Turn Trials Into Teamwork

by Linda Hodgdon (1999)

Understanding the Nature of Autism: A Practical Guide

by Janice E. Janzen (1996)

Visual Strategies for Improving Communication:

Practical Supports for School and Home

by Linda Hodgdon (1995)

Visual Strategies for Solving Behavior Problems

by Linda Hodgdon (1998)

What Does It Mean to Me?: A Workbook Explaining

Self-Awareness and Life Lessons to the Child or Youth with

High Functioning Autism or Asperger's

by Catherine Faherty (2000)

Wrightslaw: Special Education Law

by Pamela Darr Wright and Peter Wright (2001)

**These materials are available for loan from the
VCU T/TAC library.**

**Please call the office to request these materials
(804) 828-6947.**

Upcoming VCU T/TAC Trainings

Individualized Family Service Plan Development

Participants will learn about the Collaborative Individualized Family Support Plan (IFSP) Handbook, currently in development at the Virginia Institute for Developmental Disabilities (VIDD). Practical strategies for developing and implementing outcomes and sample IFSP outcomes will be shared with participants.

Date/Time: May 20, 2002; 9 AM to 2 PM

Location: Sheraton Park South, Richmond VA

Cost: \$20

Recommended for: Teams which may include administrators, family members, infant educators, occupational therapists, physical therapists, service coordinators, and speech and language pathologists

Content information: Sandy Wilberger
(804) 827-1405 or slwilber@vcu.edu

When Life Hands You Lemons, Make Lemonade: Teaching Students to Be Responsible for Themselves

Sometimes teachers are called on to make decisions beyond what to teach and how best to teach it. They also have to support students having personal problems. No matter how experienced or well prepared a teacher is, relating to students and managing a classroom require sensitivity and insight. In this training, participants will learn multiple ways to prevent obstacles to teaching by using effective classroom management strategies. Participants will also learn ways to support students with more challenging behavior by teaching them problem-solving and anger-management skills.

Date/Time: August 12, 2002; 10 AM to 2 PM
Location: Richard Bland College, Petersburg VA

or

Date/Time: August 19, 2002; 10 AM to 2 PM
Location: Brian's Steakhouse, South Hill VA

Cost: \$15

Recommended for: General education teachers, guidance counselors, paraprofessionals, school psychologists, and special educators

Content information: Phyllis L. M. Haynes
(804) 827-1408 or plhaynes@vcu.edu

***To register for either of these trainings, please contact
Paul Robertson at (804) 828-8151 or plrobert@vcu.edu***

VCU

Virginia Commonwealth University
Training and Technical Assistance Center

Oliver Hall
1015 West Main Street
P.O. Box 842020
Richmond, Virginia 23284-2020
<http://www.soe.vcu.edu/ttac>

VCU T/TAC Publication Survey

May, 2002

The goal of the T/TAC publications, Innovations and Perspectives and UPDATE, is to provide information about evidence-based educational practices, T/TAC activities, and current training opportunities in a format that is easy to read. We hope you will take some time to complete this brief survey to let us know what you value most in these publications. A prepaid business reply address has been added to the back of the survey. This way you can simply fold in thirds, staple, and drop in the mail.

Did you regularly receive the T/TAC newsletter (1 UPDATE, 2 Innovations and Perspectives) in 2001-2002? ___ Yes ___ No **If you answered no, please explain:**

- I access the newsletter through the faculty lounge or school/program bulletin board
- I am on the mailing list, but I sometimes don't receive it
- I receive the newsletter much later than the publication date

Comments:

Where do you receive the T/TAC newsletter? ___ Home ___ Work

Comments:

How much of each newsletter do you typically read?

- All of each article
- All of each article, only if the topic relates to my area of specialty
- Approximately half of each article
- One third or less of each article
- Other:

If one third or less, please explain:

Please rate the newsletter content in order of usefulness to you (1 most useful, 5 least useful)

- Articles on effective practices
- Articles highlighting systems change initiatives in the T/TAC region
- Information about VCU T/TAC (services, library materials, etc.)
- National, State and local resources
- Workshop and conference announcements

Comments:

Which do you prefer?

- Thematic newsletters (all articles share a common theme such as literacy, positive behavior supports, inclusion)
- Non-thematic newsletters (articles cover a variety of topics not related to a theme)

What specific content would be useful to you in future newsletters?

- Early Childhood Special Education
- Severe Disabilities
- Transition
- Autism/Asperger's
- Behavior
- At Risk
- Technology (Assitive Technology, Instructional Technology, Distance Learning, etc.)
- Other:

Do you like the size of the large 11x17 newsletter? ___ Yes ___ No **If no, please explain:**

Do you find the size of the print easy to read? ___ Yes ___ No **If no, please explain:**

Do you have other comments or recommendations about the ease of reading the newsletter?

Do you need the publications available in alternate formats?

- text only
- braille
- larger print
- digital
- audio tape

Have you ever visited the VCU T/TAC website at www.soe.vcu.edu/ttac? ___ Yes ___ No **If you answered yes, did you find information easy to locate on the website? Please explain:**

Have you ever accessed the publications on the VCU T/TAC website? ___ Yes ___ No **If yes, were they easy to locate, download and read? Please explain:**

Would you like to receive an abbreviated version of the T/TAC newsletter through an electronic mailing list? ___ Yes ___ No If no, please explain:

Do you have any other comments regarding the newsletter?

Thank you for taking the time to complete this survey. We will use this information as we plan our publications for next year.

(Fold in)



(Richmond business reply address)



(Fold in)