When you mention the word “behavior” to educators they often think about some of the high/lowlights regarding students’ actions in their school and classroom. However, school is not the only place that behavior, good or bad, takes place. The truth is that behavior never stops, including the time that we spend sleeping. Stealing the covers, restless nights, and talking in your sleep are ways the subconscious continues to communicate needs and wants. To that end, one may come to the conclusion that we are never “behavior free” during our lifetime. In fact, using behavior to communicate can cross language barriers and cultural intricacies. Basic communication depends on the sender using a recognizable medium that can be accurately decoded by the receiver. When our behavior is used as that medium there can be a lot of room for error. More importantly, when people display behaviors that negatively affect those around them there becomes a need for clarification. In the school setting one student’s negative behavior can affect himself, other students, an entire classroom, or the entire school. When any of these instances occur, the school must have a procedure in place to provide the student with some form of function-based behavior support. Though the processes may vary, the ultimate goal of meeting the student’s needs with appropriate support remains the same. Deciding what type of behavior the student is displaying is a logical place to start, however it is often not easily done. Horner and Sugai (2005) explain that, “…the reality is that function-based behavior support planning becomes increasingly more intricate as the intensity and complexity of student problem behavior increases, for example,

1. Behaviors that are low frequency but high intensity (e.g., vandalism, fighting, running away).

2. Behaviors that have multiple functions (e.g., profanity is used in one situation for accessing attention and in another situation to avoid attention).

3. Large and multiple response classes of problem behaviors (e.g., profanity, hitting, stealing, crying, and biting hand are used)

(Continued on next page)
Brandon arrives at his fifth grade classroom for math. As he walks in, he tells his teacher, “You know Mrs. Brown, I really hate math!” Mrs. Brown replies, “You know something Brandon, so do I. I guess it is just one of those necessary evils.” When Brandon gets home that evening, he repeats his feelings to his mother. She responds, “I agree with you son, I could never do it either. It is no wonder you and your brother always bring home failing grades in math.”

Brandon finds himself in an environment where individuals are letting their anti-math bias or math anxiety become influential to a student at a very impressionable age. Whether directly or indirectly, the attitude of mathematics being less than attainable is repeatedly conveyed throughout our society.

Math anxiety is often an emotional reaction based on past unpleasant experiences that impair future learning. These negative experiences may come from working with teachers, tutors, classmates, parents, or siblings who share math anxiety. Sometimes it may stem from stress of a personal problem that was occurring simultaneously while learning a particular concept. For many students and for some adults, there is a feeling of helplessness; they have reached their limit in math. They feel they have been faking math for years and become embarrassed, feeling everyone else knows the answer. Some individuals hold no personal belief that they will ever do better in math, or that they “have a mind for math.”

As parents and educators, what is our role in helping students overcome math anxiety? Certainly, as in Brandon’s case, a positive attitude and positive reinforcement would have made a big difference. It is more difficult for students to develop a positive attitude and increased enthusiasm for math when their environment includes negative beliefs and expressions directly aimed at lack of confidence or inabilities to do mathematics.

Reference:
Helping students understand the nature of mathematics will help address some of the anxiety. Mathematics, unlike some other subjects, requires us to think clearly, succinctly, and often times abstractly. Frequently, an answer to a math problem does not instantly just jump out. It requires a process of thinking skills, which takes time. Many individuals misinterpret this slower response time and give up too easily without persisting and working through the timely process needed to determine the correct answer.

As math understanding becomes a reality, individuals start to develop their own style. Learning math does not have a magical formula, and when students realize what is needed is right between their ears, they develop individual methods and ways of attacking problems. In a recent workshop of adult participants, the problem of adding 7 + 9 was presented. When asked to share their thinking process used to derive their answer a variety of responses was given, including 8 + 8 = 16, 10 + 6 = 16, (7 x 2) + 2 = 16, or from memory 7 + 9 = 16. Encourage and praise the process along the way. It is acceptable that not every math problem be worked the same way. Students need to learn it is the thinking that gets them there, not the quick “flash” of a correct answer. They then develop a belief they can do it, take pride in their accomplishments, and maintain a desire to continue to strengthen their math knowledge.

Many students experience math anxiety in the traditional classroom in which the teaching style is predominately lecture. In order to create the best environment for the many diverse learning styles in today’s classrooms, teaching methods must be re-examined. Lessons must be presented in a variety of ways using strategies involving visual aids, hands-on activities, cooperative groups, and current technology. Students with disabilities can certainly be a part of this learning environment. When these students are offered shorter activities, adapted materials, and more time to work on lessons, their opportunities to participate and learn are increased. Using a variety of teaching strategies promoting active learning engages students in understanding math concepts rather than memorizing or mechanically performing operations. Building this level of comprehension not only lessens the anxiety but also creates a strong foundation for the developmental math that lies ahead.

Students want to know “when am I ever going to use this?” Relating math skills to real life application generates a sound basis for understanding and allows students to be engaged in exploring, conjecturing, and thinking. When lessons are engaging, students participate in active learning rather than recalling rote memorization of rules and procedures.

To lessen math anxiety in your classroom, the learning environment needs to be an atmosphere where questioning is encouraged and responses given in a positive manner. It is most important when a student gives an incorrect response that you react in a positive way to encourage student participation. Your facial expressions, body language, and verbal responses should encourage the timid student to feel confident in his or her questions.

Much of a student’s success in mathematics is directly related to how others communicate their perceptions of mathematics. When a teacher makes math lessons exciting, relevant, and engaging then the students are going to feel more confident and successful in their study of mathematics. Isn’t this really the goal for every teacher and parent?

References:
No one can do it alone. Improving the quality of life and the education of children with disabilities and their families requires the collective knowledge, skills, experience, and expertise of all family members and professionals. It requires that the community and all service systems work together to achieve the goals of the child and family


In transitioning from school to a post-school environment, linkages to adult agencies are often a crucial determinant of a successful outcome (Cozzens, Dowdy, & Smith, 1999). Creating a community transition team for a youth with special needs requires foresight, organization, and most importantly, communication. It is important to remember that the youth is moving from an environment of entitlement of services under IDEA (Individuals with Disabilities Education Improvement Act 2004) to eligibility of services under ADA (Americans with Disabilities Act). The students are no longer covered under IDEA once they graduate with either an advanced/standard diploma or age out (through age 21) under FAPE (Free and Appropriate Public Education). Early communication with adult agencies can help make this transition less confusing for both the youth and the parent.

Effective communication with adult agencies is the first step in the process of creating a seamless transition into adult services. Appropriate agencies should be invited to the youth's IEP meeting no later than age 16. In most cases, adult agency case managers have large case loads and attending IEP meetings may be difficult. It is suggested to provide written invitation to the outside agency at least three weeks in advance (Cozzens et al., 1999). This gives time for other arrangements to be made if an agency cannot make it. Other options include: reconvening the meeting, having a conference call, or submitting a draft plan to the agency ahead of time for comment. Some agencies to contact (as appropriate) include:

- Local Department of Rehabilitative Services (DRS) representative
- Local Community Services Board (CSB) representative
- Local Center of Independent Living (CIL) representative
- Any other agency the youth, parent, or teacher deems appropriate

Once everyone is at the table, team members might collaborate by coming together to:

- Communicate and decide how to work together (relationship and structure);
- Consider strengths, needs, interests, and preferences of the student as well as input from the parents in determining and agreeing to goals that will be worked on (mutual goals);
- Include the student, parents, and those who can represent the various agencies, organizations, providers, or others who can assist in providing support and/or services that are needed to accomplish the goals and objectives of the plan (responsibilities and accountability for success);
- Share resources, knowledge, unique experience and expertise; benefit from successful outcomes (shared rewards) (www.pacer.org).

The next key component of effective communication is the ability of the youth to convey how their disability affects them. The youth needs to be able to communicate their needs, including strengths and limitations to the adult service providers (Cozzens et al., 1999). Self-advocacy is an essential skill. Once the youth exits school, teachers will not be there to assist...
in answering questions about the disability and the perceived needs. One way to foster self-advocacy is student-led IEPs. It is essential to get the students involved in contributing to their IEP. This process provides a greater understanding of their abilities and disability. It also gives the students control over their life and career path.

**Resources:**


"Home and school are a young child's most important worlds. Children must bridge these two worlds every day. If home and school are connected in positive and respectful ways, children feel secure" (Dodge, Colker, Heroman, 2002, p. 211). In order to develop and nurture this positive relationship with the child's family, school personnel should work to build a partnership with the child's family. The following suggestions from the *Creative Curriculum* may be helpful in building trust and communicating with families (Dodge et al., 2002):

**Make Families Feel Welcome**
Families that feel welcome in the school and classroom are more likely to become involved in the program:

- Maintain an open door policy where parents know they can visit at any time
- Provide a bulletin board or space with resources that can be checked out
- Incorporate artifacts representing each family's culture into the classroom
- Display books, pictures, and toys that reflect the diversity of the program
- Have a suggestion box with slips of paper and pens
- Display pictures of children in class and their families

**Use Positive Message That Build Trust**
Some family members may be uneasy in the formal school setting; positive messages can help allay fears and build trust. Convey to families that:

- They are always welcome in the class (always say something positive about the child, family, or the program)
- They make an important contribution to the program (by providing helpful suggestions about what may work at home)
- They are competent (avoid the use of jargon in both written and spoken communication)

**Make the Most of Routine Exchanges with Family Members**
Positive communication is critical for building positive partnerships. Be sure to notice something the child has done during the day and jot it down for future reference. The following list illustrates the variety of ways to communicate with families. Of course, family preferences will determine which are appropriate for the individual family:

- Daily journal or notebook
• Daily or weekly bulletins about the theme, topic, or project of the week
• Telephone calls
• Audio recordings
• E-mail
• Thank you notes
• Written notices about a special event or a health issue
• A class Web site
• The Internet (CreativeCurriculum.net has a parent-to-parent message board)

Ways to Encourage Partnership Talk
As stated in Head Start’s Essential Skills for Working with Families (2000), professionals should strive to foster partnership talk with family members. This kind of talk occurs between two parties who are working together towards a common goal. Some tips for building trust and rapport include (p. 61):

• Have a conversation with the family, not an interview
• Adopt an attitude of “not knowing” and “wanting to understand” the family situation
• Listen to and encourage different points of view with respect and without judgment
• Focus the conversation of family members’ strengths and successes
• Ask open ended questions
• Share power

Linking Families to Community Resources
While establishing a positive relationship with the family, sometimes one of the most important things school personnel can do is connect family members to other families. The following list is an example of parent resources that might be helpful to families wishing to network with other families (Kaczmarek, 2006):

• Family Voices: www.familyvoices.org/states.htm
• Parent/Educator Resource Center Roster: www.pen.k12.va.us/VDOE/Instruction/Sped/prc_list.pdf
• Virginia Federation of Families: www.pacct.net

Resources:


Communicating with one another is a part of our existence. At times it appears to be relatively easy, but at other times it can be difficult. We may say something that another person misinterprets. When one understands the language, culture, and nuances of the way an individual receives communication and adjusts to the person's needs, then expressing what we want to communicate can be effective.

Because difficulty with receptive communication is a part of the person with autism spectrum disorder’s disability, it is imperative that educators understand effective strategies to use to support the person’s understanding. People with autism spectrum disorder often have difficulty with comprehending both verbal and non-verbal communication. This may be evidenced in understanding words when spoken to, difficulty understanding gestures and facial expressions, and difficulty in understanding casual conversation and simple or complex social interactions. The following are effective strategies that may be helpful when communicating with persons on the spectrum.

1. **Create a warm and trusting relationship.**
   - Students will respond better to persons who show that they are genuinely interested in who they are. Our own attitude must be constructive: if we view the person's behavior as a result of a communicative constraint and a lack of experience, we'll be able to teach, rather than judge. Also we will be able to avoid taking it too personally.

2. **Provide choices.**
   - Making a choice is one of the earliest and most critical aspects of communication. Provide continuous opportunities for choice making throughout the student's day.

3. **Use visual cues, modeling, physical prompts, and reinforcement to facilitate attention, imitation, and interaction.**
   - Remember students are primarily visual learners. Always provide visual supports. The student can decide whether or not they are needed. Use visual, rather than verbal, cueing. Be congruent. Be sure words and nonverbal signals match your intended message. Model desirable communication behavior.

4. **Remember that oral information is transient.**
   - Once it is said, the message is no longer available. Consider using visual supports as they can be examined for as long as needed.

5. **Develop interaction and communication in the environments in which the student actually communicates.**
   - Plan teaching around high-interest materials, activities, and routines within the environment with which the students are familiar. This will help them with understanding and motivation.

6. **Be literal.**
   - Say what you mean and mean what you say. Leave little room for misinterpretation. It is difficult to try to understand what we are saying instead of understanding what we mean to say. Be simple, be concrete, be direct, and use the words that convey the meaning you are trying to express. Leave little room for misinterpretation.

7. **Know that students feel that, “If I can’t see it I don’t understand.”**
   - This does not necessarily mean that they have to literally see it. The student needs to be able to visualize it in his/her mind. Remember persons with autism are usually visual thinkers. They think in pictures.

(Continued on next page)
8. Set up communication opportunities to encourage expression.
   • This might range from creating situations to encourage requests for food, objects, or help, or situations to encourage negotiation, such as refusal, or protesting.

9. Teach listening.
   • For some students, it may be necessary to talk slowly, or to pause between words to allow the student time to process the information. Use visual supports, vocabulary, and language that is appropriate to the student's comprehension capability. Choose familiar, specific, and concrete words, and repeat as necessary.

10. Do not assume that a student’s ability to repeat back information indicates that it has been comprehended.
    • Avoid long strings of information, and check often for understanding. Limit the number of abstract terms that the student has to process.

11. Communicate your feelings.
    • At times you may feel annoyed or frustrated. You can try to communicate about your feelings by saying something like, “You know, when you did that, I felt really mad.”

References:


Using Tangible Symbols to Increase Communication
Deborah M. Yancey, M.Ed. VDOE Region 5 T/TAC @ JMU

Does my student need tangible symbols to communicate? Ask yourself these two simple questions to help make that determination, regardless of the student’s disability:

1. Can the student communicate using written or spoken speech?

2. Can the student communicate using sign language?

If the answer to these questions is NO, then your student could benefit from using tangible symbols for communication.

In their publication Tangible Symbol Systems, Making the Right to Communicate a Reality for Individuals with Severe Disabilities, Rowland and Schweigert (2000) point out that while a student may be an effective communicator using gestures and vocalizations at the pre-symbolic level, this student can only communicate about things that are happening right now. The next level of communication, the symbolic level allows communicators to talk about events and objects that may be outside their immediate context. One very effective intervention to move your student to the symbolic level of communication is the use of tangible symbols.

What is a tangible symbol? According to Rowland and Schweigert (2000), tangible symbols are three dimensional or two dimensional symbols grouped into a subset of concert symbols.

3 dimensional symbol = an identical object, parts of an object, or an associated object

2 dimensional symbol = a picture
There must be a very obvious relationship between the symbol and the referent that it is representing based on the user’s experiences in order to be called a tangible symbol. Additionally, a tangible symbol is permanent and has the same meaning across environments. Because of these two characteristics of a tangible symbol, the user does not have to rely on recall memory, but rather recognition memory, a more basic cognitive skill which allows students with more significant disabilities the opportunity to communicate.

A tangible symbol is manipulative, meaning the user can touch it, pick it up, hold it, and pass it to another. However, if a student has significant motor challenges, their use of a tangible object may be through eye blinks, eye gaze, or a simple point. For students with visual impairments, a tangible symbol can be tactually discriminable.

What are some three dimensional tangible symbols you can start using with your student? Think across your student’s environment and chose symbols that will be meaningful. The tangible symbols used by your student may be identical objects, parts of objects, or an associated object. Identical and parts of objects are easily identified when you take time to observe your student’s schedule. For example, a crayon would mean time to color, a toothbrush would indicate time to brush teeth, a bubble wand could represent time to blow bubbles, a small piece of carpet would indicate floor time or morning sharing time in the classroom, and a spoon could mean mealtime.

Associated objects are needed for referents that are more difficult to represent. These objects can represent locations, activities, and people. It’s also important to remember that you will have to teach your student the association represented with this object consistently and repeatedly. Examples of associated objects include: a bracelet the speech/language pathologist wears could be used in your student’s schedule to express the information that today s/he will go to speech, a CD may be used to identify time to go to the computer lab, and each classroom door could have a wooden symbol from a craft store glued to the door that your student will manipulate to learn locations of teachers, offices, and various activities.

Two dimensional symbols are photographs or line drawings of the referents. Photograph settings must be carefully explored and it should be determined if your student needs the surrounding background to make meaning of the photograph or if background information is too confusing. Line drawings can be made using software programs, clip art Web site, or drawings. Remember that one symbol should always represent one referent only. Don’t use the same symbol for two different meanings; your student may become confused when that happens. Rowland and Schweigert (2000) caution that if your student uses a milk carton to represent “lunch,” don’t use a milk carton to mean “milk.”

As with any communication intervention, assessing your student’s understanding of meaningful language use with tangible symbols is critical. If your student shows no effective use of tangible symbols across settings, people, and activities, it’s important to look at the symbols for meaning and offer your student the opportunity to gain understanding that the symbol has only one meaning.

Teaching use of tangible symbols begins with choice making, a basis communication skill. Allow your student to indicate something s/he prefers and offer a tangible symbol for that object. Then, offer several tangible symbols for objects and record if your student chooses the correct symbol for the preferred object. If your student chooses the incorrect symbol,
A tangible symbol is an object that is perceptible by the senses, especially the sense of **touch**.

When we begin to plan a communication symbol system for our students who are nonspeakers, we need to carefully assess the student’s language skills and then choose objects that will clearly and succinctly represent that student’s communication intent. Using a developmental, sequential and language-based approach will assist the student in mastery of each step and support his progress.

The following are some suggestions for choosing tangible symbols at various age and ability levels for teaching daily schedules and choice making using two basic communication skills. Keep in mind that honoring the student with age appropriate materials is paramount to building a communication system that will be motivating and used across a variety of settings (school, home, and community).

- **Making a choice:** Start with two physically and conceptually tangible objects (requires student to discriminate and begin choice making) that are the exact object of the request.

  “*I want to listen to my CD.*”  
  “*I want a banana.*”

Add to the number of objects offered as the student’s language skills increase.

- **Daily Schedules:** Start with two objects so that the student begins to understand the “first you will do this and then you will do this” concept.

  *Use Velcro so student can touch and manipulate*

  - **Scissors = Art**  
  - **Spoon = Eat**  
  - **Block = Playtime**
- **Representation objects:** After the student is comfortable with and using concrete objects, begin to teach association of an iconic object with a more abstract concept.

  - Hair barrette = Student’s Teacher
  - Mouse = Computer
  - Carpet Square = Group Time

Parts of objects can also be used to represent a concept or request.

  - Can I have a drink?
  - I want my coat.
  - May I go to my locker?

- **Miniature objects:** Another way to represent concepts is the use of small, identical objects. Miniatures are easier to transport and manipulate but the student must understand what the smaller object represents.

  - Toy House = Time to go home
  - Artificial Food = Real Food

- **Managing tangible objects:** Consider “how” you want your student to use objects to make choices and the way in which the student will manage those objects.

  - Pockets to hold objects
  - Apron to hold objects
  - Card stock with objects
  - Sorting Tray
  - Pocket Sorting Organizers

Many of the pictures used in this article have been taken from www.google.com/images. This is an excellent source for real photos of objects, which is the next developmental sequence in using tangible symbols with your students.

**References:**
do not give the preferred object, but present the correct symbol and set up another array of symbols to choose. Another way to teach this is to offer an array of symbols first, then allow the student to make choice, and give the preferred object when the chosen tangible symbol is correct.

One complaint that is common about using tangible symbols is that it is very difficult to organize the symbols and make them available across your student’s day and environment. This is not an easy task, and takes some creative thinking for portability, bulk control, and availability, but if we don’t offer students these symbols to communicate, how can we possibly know what they know? While it may take careful planning and organizing, the benefits far outweigh the labor to give each and every one of your students a meaningful communication system.

References:

Rowland, C., & Schweigert, P. (2000). Tangible symbol systems: Making the right to communicate a reality for individuals with severe disabilities (2nd ed.). Portland, OR: OHSU Design to Learn Projects. Currently available through the authors.
• Hidden agendas in reference to one’s own needs
• Distractions in the physical environment
• Defensiveness because of one’s insecurity
• Rehearsing a response or thinking about what one will say next

(See the newsletter insert titled Assessing My Communication Behavior to determine personal barriers.)

Practicing attentive listening skills will enhance working relationships and collaborative efforts to meet goals. Observable attending skills include: body orientation, eye contact, facial expressions, gesturing, touching, facing fully, leaning forward, focusing and resisting distractions, waiting to respond, and observing cues (DeBoer, 1995). Responding skills are very important for listening actively. Paraphrasing, or repeating in one’s own words what has been said, is one means of responding that keeps one focused on the verbal exchange. Acknowledging and reflecting the feeling one thinks the speaker is conveying is an effective practice to check perceptions. Questions should be used to clarify, but be cautious about staying with the topic and not introducing new aspects. Summarizing is another practice to let the speaker know that one is actively and attentively engaged (Gravois, Rosenfield, & Gickling, 2003).

As co-teachers attempt to determine role and responsibility expectations within the relationship, it is vital to communicate often about topics that impact the day-to-day happenings and the outcomes of their efforts. Suggestions for topics of such discussions include the following:

• **General background**
  - Teaching philosophy, styles, procedures
  - Likes, dislikes, strengths, weaknesses
  - Expectation of students
  - Tolerance level for noise, behavior, etc.
  - Contacting each other outside of school hours

• **Instructional planning**
  - Where and when planning will occur
  - Priorities for student learning
  - Pacing guides
  - Lesson planning format/template
  - Adaptations according to individual student styles/needs
  - Possible co-teaching structures
  - Expectations for reading assignments, written work, homework

• **Classroom management**
  - Review school and classroom discipline plan
  - Discuss rules and procedures
  - Identify consequences for appropriate inappropriate behaviors
  - Teaching parity/authority level
  - Classroom arrangement and grouping

• **Paperwork**
  - Who will grade what
  - Where work will be placed
  - Who will record data
  - How to deal with make-up work
  - Discuss and monitor IEPs

• **Assessment**
  - Discuss grading policies and procedures
  - Discuss homework policies and procedures
  - Collecting student data to determine effectiveness

• **Parental contact**
  - When and how to share co-teaching with parents
  - Who will contact parents about concerns
  - Parent/teacher conferencing

Practicing effective communication skills while being intentional about topics of discussion will assure that things don’t happen haphazardly, leaving one to react when problems arise. Proactive discussions and planning will alleviate many frustrations that might occur in such a relationship.

**References:**


Conferences & Trainings:

October

12th-13th  Secondary and Tertiary Interventions Positive Behavioral Interventions and Supports
Hyatt Regency O’Hare
Rosemont, Illinois
www.pbis.org

14th  2nd Annual Buddy Walk
National Down Syndrome Association
Fairfax County Government Center
Fairfax, VA
www.dsanv.org

Doubletree Hotel
Charlottesville, VA
Contact Dr. Paige Pullen, 434.243.5502
or pullen@virginia.edu for more information.
www.virginiacec.org for registration.

McLean, VA
For info visit www.cldinternational.org.

November (Continued)


8th-11th  National Association for the Education of Young Children
Annual Conference and Expo 2006
Atlanta, Georgia
www.annualconference.naeyc.org

13th  Managing Challenging Behavior: From Analysis to Intervention presented by Peter Gerhardt, Ed.D.
Sheraton Park South
Richmond, VA
Sponsored by Commonwealth Autism Service with support from VDOE T/TAC at VCU. Registration fee: $50, continental breakfast and lunch provided. Contact Becky Boswell at CAS for more information: 804-355-0300, 800-649-8481, bboswell@autismva.org

March 2007

Crowne Plaza Richmond West
Keynote Presenters: Robert Montgomery, Ph.D., Asperger’s Syndrome; Gena Barnhill, Ph.D., Hidden Curriculum; Herm Fishbein, Ph.D., Transition: No Adults Left Behind.
Contact Becky Boswell at CAS for more information: 804-355-0300, 800-649-8481, bboswell@autismva.org
Commonwealth Autism Service
with support from VDOE T/TACs at JMU and GMU

Presents

Visual Teaching Strategies and Supports for Individuals with Autism Spectrum Disorders

Presented by Barbara Bloomfield, M.A. CCC-SLP
September 25 & 26, 2006

9:00a.m. - 4:30p.m. (Monday) and 8:30a.m. - 4:00p.m. (Tuesday)
Doubletree Hotel, Charlottesville
2 day workshop with Make & Take segments both days
Continental Breakfast and Lunch Provided
Registration fee: $100

Contact: Becky Boswell, 804.355.0300, 800.649.8481, bboswell@autismva.org

---

TechKnowledgy 2006

9th Annual Assistive Technology Conference

November 6 & 7
Holiday Inn Select, Richmond

Online registration available: www.vcu.edu/ttac (events)
or contact
Sarah Wright, Conference Coordinator, TTAC-VCU, sswright@vcu.edu
VDOE
Region IV T/TAC
George Mason University
Contact Information

Karen Berlin, M.Ed.
Autism & Severe Disabilities Coordinator
kberlin@gmu.edu

Dan Bublitz, M.Ed.
Transition & Mild Disabilities Coordinator
dbublitz@gmu.edu

Bonnie Bell Carter, Ph.D.
Secondary Education & Mild/Moderate Disabilities Coordinator
bcarter6@gmu.edu

Laurie Comer
T/TAC Events Coordinator
lcomer@gmu.edu

Judith Fontana, Ph.D.
Curriculum & Instruction
Projects Coordinator, IST, SIM
jfontan1@gmu.edu

Kris Ganley, M.Ed.
Early Childhood Coordinator, Autism
kganley@gmu.edu

Attika Ishtiaq
Administrative Support
aishtia1@gmu.edu

Estela Landeros, M.Ed.
Assistive Technology Coordinator
elandero@gmu.edu

Nikki Miller, Ed.D.
Curriculum Coordinator
nmiller7@gmu.edu

Jeff Richards
Graphic/Web Designer
Jricharc@gmu.edu

Judy Stockton, M.Ed.
Mild/Moderate Disabilities Coordinator
vspencer@gmu.edu

Clare Talbert, M.Ed.
T/TAC Online Coordinator
zsutch@gmu.edu