Meeting the Needs of Every Student, Every Day... Against All Odds

Confronting the Impact of Poverty

Resiliency and Families of Children with Disabilities

The Need for Paraprofessionals to be Culturally Responsive
MEETING THE NEEDS OF EVERY STUDENT, EVERY DAY...AGAINST ALL ODDS

Kerry Purcell, Senior Consultant, Focus on Results

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About every successful school is a strong leader. A leader who
recognizes that despite the hurdles, the struggles, the barriers, and the "stuff"
students can and should succeed.

While race, poverty, disabilities, and the like serve as challenges, they
shouldn't warrant defeat. Strong leaders don't ignore the backpack full of
"stuff" that many students bring to school. Nor do they admire it. Strong
leaders remove the "stuff," set it aside, and then make a plan. They make
plan to close the gap and raise the achievement of every student, in every
classroom, every day, no matter what.

As a former principal and now a coach
of leaders across the country, there are
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Confronting the Impact of Poverty

Melinda Bright, M.Ed., Co-Director, VDOE Region 5 T/TAC @ JMU

What can we do to improve academic achievement for the subgroup of students identified by the No Child Left Behind Act (NCLB) as economically disadvantaged? The current accountability system imposes equal expectations for all students, calling attention to subgroups of students that may have been overlooked in the past. Whether our motivation comes from doing the right thing according to current legislation or from doing what’s right for students because of moral imperative, we must become better informed about the needs of students who are economically disadvantaged in our schools and what we can do to improve their performance. Initially, understanding poverty, its impact on student performance, and the resources needed by families in poverty is essential to improving student outcomes. Secondly, providing quality instruction and being certain, or efficacious, about creating an opportunity for success for all students, or certainties of influence, is imperative, we must become better informed about the needs of students who are economically disadvantaged in our schools and what we can do to improve their performance. Initially, understanding poverty, its impact on student performance, and the resources needed by families in poverty is essential to improving student outcomes.

Comprehension of Poverty

To address the needs of students who are economically disadvantaged, educators must understand the “hidden rules” and teach students the rules that make them successful at school (Payne, 2005). Payne describes hidden rules and how they differ according to class – wealthy, middle class, poverty. Consider the following example:

People in the group with the most money, power, and numbers think their hidden rules are the best. We even sometimes equate those rules with intelligence. We have hidden rules about money. In middle class, things are the primary possession; middle class folks like to brag about their things. The rule about money in middle class is: I don’t ask you for money, and you don’t ask me. The thinking is that money is to be managed. But if you been in poverty two generations or more, you live in the tyranny of the moment, and you don’t have material security. The driving forces of your life center on three things: survival, relationships, and entertainment. People become your primary possession. And the rule about money is this: If you ask me for money, and I have some, I must share it with you. The thinking about money is that it must be spent, and often a priority is entertainment because entertainment numbs the pain, and poverty is painful (McMaster, 2007).

Another example involves physical fighting. In poverty, one must demonstrate physical strength, but it is unacceptable to fight at school. It is important for us to convey that it is unacceptable at school, but not necessarily unacceptable in every setting. Being aware of these and other hidden rules of class informs us regarding effective strategies for reaching these students.

Certainty of Influence

Does poverty cause low student achievement? Linda Darling-Hammond (1997, 1998) and Ronald Ferguson (1991) reported evidence that educational analysis depends on multiple variables. In other words, the success rate of a student is influenced by many factors, and a number of studies demonstrate conclusively that teacher quality is critical. So, perhaps a better question to ask is “Does instruction matter for students from poverty?” While it may be easier to assume students of poverty are victims destined to fail, it is harder to hold the adults in the system accountable for student performance. Landsman (2006) described how schools confront the fact that 80% or more of their students live in poverty. “These teachers possess something almost indefinable. They hold in their minds the stories of their students’ lives while remaining aware of what they do not do within their classrooms” (p. 27). Teachers show compassion and flexibility; they are willing to go the extra mile to see students succeed. At the same time, they do not lower their expectations or make excuses regarding class participation and school work. Strategies for teaching economically struggling students proposed by Landsman (2006, p.30) include: Assume that all students can learn complex and creative material.

Create a classroom that gives students as much control as possible while maintaining safety and structure. Do not assume common behaviors or states of mind for all low-income students or parents.

Focus on the assets that students bring to the classroom: resiliency, perseverance, flexibility, compassion, and hope. Understand that you cannot change the world, but that you can work within your classroom and community to effect change.

Build a network of colleagues who are finding ways to challenge low-income students. Maintain your “other life” so that you can go into the classroom ready to meet kids wholeheartedly and without resentment.

Find ways to provide the necessities, such as winter coats, art materials, and a place to wash clothes. Find respectful ways to survey students about their home situations. Ask students to do jobs for you to help them feel important and in control of something in their lives.

Do not single out kids or indicate in front of others that you know they are homeless or poor. “Cut deals” with students, helping them find realistic ways to meet work requirements.

Convince students that “I believe you can learn and I will listen to you and give you meaningful work to do.”

References:


Who Should Attend
Early Childhood Special Educators
Early Childhood Educators
Related Service Providers
Paraprofessionals
Head Start, Title I, and Even Start Providers
Early Head Start and Early Intervention Providers
Administrators
Families

Shining Stars: Charting the Future for Today’s Children
Virginia’s Seventh Annual Early Childhood Conference
July 14th-16th, 2010
The Cavalier Hotel Virginia Beach, VA
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For more information and to register for the conference, log onto: www.ttaconline.org and click on the Events tab.

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The Virginia Department of Education’s T/TACs
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The Virginia Head Start Collaboration Office
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Registration available beginning March 1, 2010 on www.ttaconline.org

Throughout my early years, my family moved every three to five years. I experienced three elementary schools, two middle schools, and two high schools. When I moved to my final high school, it was a few weeks after the year had begun. I was awkward, nervous, and angry! Lucky for me, I had a teacher who looked beyond my facade, recognized my interests, and helped me develop a passion for building models representing various things in world history - a Turkish bath built of sugar cubes, the Lincoln Memorial with columns made of pennies…. These things may sound silly now, but Mr. Hall changed my life at that point because I felt someone cared and recognized an artistic talent in me.

Today’s classes are made up of more diverse learners than ever before. This creates a need for educators to relate to and motivate students. I now know that Mr. Hall connected with me, reminded me that I was unique, and helped me develop a special skill in which I could excel. Lew and Bettner (2008) suggested four “Crucial C’s” important for students to ascertain that lead to success. They are connection, capability, counting, and courage.

The “Crucial C’s” are nurtured through the essential skills of communication, self-discipline, assuming responsibility, setting goals and following through, and making wise decisions. So, how do we develop these things in our students?

Connection:
• Create situations for cooperative interactions
• Establish class rules
• Create a group identity
• Employ cooperative learning strategies
• Show an interest in each student (greet by name, find out about interests)
• Give positive attention
• Find and recognize student’s strengths and weaknesses

Capability:
• Make mistakes a learning experience rather than an embarrassment
• Ask “What did you learn from it?”
• Discuss what can be done differently next time
• Concentrate on the effort, not the error

Counting:
• Create and assign meaningful jobs
• Provide choice
• Promote students helping one another (academic and non-academic)
• Help the community (charity drives, tutoring…)
• Recognition
• Encourage self-evaluation and goal setting

Courage:
• Don’t expect perfection
• Avoid comparing students
• Encourage active participation
• Allow children to do what they can do for themselves
• Avoid criticism
• The “Crucial C’s” allow teachers to not only build successful students in the classroom, but to build lifelong skills in children. Make the difference, be a “Mr. Hall” to your students.

Reference:
Is Your Class Half Empty or Half Full? Ten Suggestions to Stay Connected Until June!

Judy Adler Bland, M.A., Coordinator, VDOE Region 5 T/TAC @ JMU

One semester down and one to go. Your perception of the second half of the year will drive your instruction. So are you in the countdown mode, counting the days until SOLs and the end of the year? Or, are you back in the start-up mode, excited about the venture ahead, with expectations of how you can guide your students before they leave you? The way you approach the second half of the year will be reflected in your students’ effort and accomplishments.

So, what does it take to create a second semester that is as exciting, inviting, and meaningful as the first half of the year? One component of student success is related to the teacher-student relationship. When students feel connected (to the teacher, other students, school, community) they are more successful. Building rapport is so important to student success that it should be an integral part of teachers’ repertoire. Teachers should consciously practice and engage in behaviors that communicate interest in students, as well as be aware of how their nonverbal behaviors might be interpreted by their students (Marzano & Brown, 2009). A positive connection can increase motivation which improves engagement which in turn is so important to student success. Let’s be intentional about the impact we have.

How connected are you? Marzano & Brown (2009) suggest reflecting on these questions to identify your current beliefs and practices:

1. What do you do to keep informed about the students in your classes?
2. What do you do that demonstrates affection for each student?
3. How do you bring student interest into the content and personalize learning activities?
4. What types of physical behaviors do you use that communicate interest in students?
5. How do you use humor in class?

Here are 10 suggestions you can implement to help students feel connected. Consider adding some of these suggestions to your lesson plans to ensure that at least weekly, if not daily, you are purposefully working to build rapport with your students.

1. Smile. A lot. Smiling is one of the easiest ways to communicate a positive and productive learning environment.
2. Look students in the eye when speaking to them. This demonstrates affection for each student.
3. Ask students who they live with or create it, but once students know that you are familiar with their family members. This information can be shared over a course of time. Periodically, ask about those individuals. You may have to look for the right moment, or create it, but once students know that you are familiar with and interested in their lives, they will enjoy the opportunity to share some information with you.
4. Ask students about their pets. This is an easy way to connect with someone, especially if you share information about your pet experiences.
5. Use high fives, thumbs up, and words of praise. These short, simple gestures of recognition go a long way to build a foundation of good rapport or maintain a relationship that is already strong.
6. Incorporate humor into your teaching. Humor helps to create a positive and productive learning environment.
7. Attend an event a student is participating in. Although this could be after school or outside of school, it could also be something they are doing in another class such as participating in a skit, reading a poem, or presenting a project. Although you can’t do this for all students, it will have an impact on those for whom you can.
8. Help a student after school; then take him/her home. Students love to ride home in their teacher’s car. There is always a mystery around what kind of car their teachers drive and what music is playing. Not to mention the mystery for teachers about the student’s home.
9. Reflect about one of your best years in school, best teacher, or best experience in school. What is the memory? What aspects of that experience made it “the best,” most meaningful, or valuable? Try to duplicate that situation in your classroom.
10. Identify one particular student, possibly your most challenging or the most quiet. Make it your goal to have some positive interaction with him/her daily.

“Many people with learning disabilities attribute their success to a teacher, parent, neighbor, or other adult who believed in them when they did not believe in themselves.” So, let’s fill the class! We do impact our students. Let’s be intentional about the impact we have.

References:

Resiliency and Families of Children with Disabilities

In the 2008 State of America’s Children report, the Children’s Defense Fund reports that every 33 seconds a baby is born into poverty; almost one in 13 children in the United States (or 5.8 million children) live in extreme poverty (CDF, 2008). Poverty and disability are considered risk factors. “A risk factor is any condition, circumstance, or event that increases the likelihood of a negative outcome in the child’s life” (Raskind, n.d.). Children with disabilities may have risk factors that are both biologic (such as genetic or neurological conditions) and environmental (such as poverty or the presence of violence). Environmental risk factors such as poverty may be compounded in the presence of a disability. For example, for families living in poverty, the costs of caring for a child with disabilities may tax already limited resources. Parents living in poverty may have to focus their energy and resources on the physical aspects of survival and may have limited resources left to attend to the emotional needs of the child (Rainville, 1999). The potential stress of having a child with disabilities can be compounded by other related stress factors such as providing for the daily care of the child, the physical and medical needs, changing the family routines to accommodate the needs of the child, and having a perception of lack of control over events (Ylven, Björck-Akesson, & Granlund, 2006). The concept of resiliency has been used to describe why some children and families deal adaptively and ward off difficulties, even in the face of multiple potential risk factors such as disability and poverty (Epps & Jackson, 2000). Researchers have examined the child, family, and environmental characteristics that serve as “protective factors,” factors that protect or buffer the risk factors and promote resiliency (Raskind, n.d.). As part of a larger study, Dr. Emmy Werner (1993), the leading pioneer in the study of risk and resiliency, followed a group of 22 individuals with learning disabilities from birth to 32 years of age. Dr. Werner identified five types of protective factors that promoted positive outcomes in these adults with learning disabilities:

- Temperamental characteristics of the person: easy temperament, problem-solving skills, social, behavioral adaptiveness
- Skills and values that led to efficient use of their abilities: realistic educational and vocational plans, regular household chores, domestic responsibilities
- Parental caregiving styles that reflected competence and promoted self-esteem: structure in the household, responsive care giving, emotionally available
- Supportive adults who acted as gatekeepers for the future: grandparents, youth leaders, teacher, counselor
- Timely opportunities at critical transition points in their lives: high school to work plans that created a positive course to adulthood

In a study of 32 parents of children with disabilities (e.g., intellectual disabilities, physical disabilities, and learning disabilities), Heiman (2002) identified three main factors that enabled parents to function in a resilient way: (1) open discussions and consultations with family, friends, and professionals; (2) positive bonds between the parents that supported them, and (3) continuous and intensive educational, therapeutic, and psychological support for family members.

It is important for school personnel working with students with disabilities to be aware of the potential risk factors and the resources available to help mediate these risks. As found in Dr. Werner’s study, the presence of supportive adults and interventions at pivotal transition points was critical. Heiman supported the need for intensive educational, therapeutic, and psychological supports for family members. By providing support directly to the student and by referring parents to available community resources, school personnel can help promote resiliency in children with disabilities and/or children who live in poverty (Lowman, 2005).

References


Sign-Up Today.

The T/TAC Telegram has gone electronic. If you would like receive our quarterly newsletter, please sign up on our website at: ttac.gmu.edu/newsletters. You will receive each new issue of our newsletter delivered right to your inbox.
Bright Futures Guidelines for Health Supervision of Infants, Children, and Adolescents

The Virginia Department of Health, in partnership with the American Academy of Pediatrics (AAP) and James Madison University, is pleased to announce the availability of a new Web site about child health and development. The site, www.brightfuturesva.com, is an electronic version of Bright Futures Guidelines for Health Supervision of Infants, Children, and Adolescents – commonly referred to as Bright Futures. The Web site project is the first widespread effort to make Bright Futures accessible to parents and caregivers.

Bright Futures is a framework for well-child health care that is based on promotion of normal development and anticipatory guidance – helping parents and families know what to expect next in their child’s growth and development. Bright Futures is comprised of a series of themes, such as promoting mental health, healthy weight, oral health, safety and injury prevention, and child development. Each theme describes what children and families need related to that topic as the child grows from infancy to late adolescence.

Additionally, Bright Futures describes well-child care in terms of periodic visits to the health care professional. Each visit addresses the recommended pediatric examination and any tests appropriate for that age. It also explores in some detail the anticipatory guidance that parents should be provided at that visit, consistent with the themes. Bright Futures is built on the principle that parents and families should be active partners in the well-child care their children receive from health care professionals; in order to be active partners, parents and other caregivers need to be informed and feel confident about asking questions, sharing observations, and raising concerns. The Web site is composed of a series of videos (three to five minutes in length) that “personify” the Bright Futures information related to anticipatory guidance. Each video has an accompanying text of similar information that can be printed. There is also a section of the site where additional information, such as brochures and fact sheets, is posted.

Although the target audience is parents and caregivers, health and human service professionals who are not familiar with Bright Futures should also find it useful. Anyone who works with parents and families – parent educators, case managers, child care providers – should benefit from the information. The site is a resource for well-researched information that professionals can offer to parents or caregivers.

The first phase of the Web site was developed with funding from USDA through the Virginia WIC Program, and covers the recommended pediatric visits from prenatal to age four. It also includes the themes of promoting child development, healthy weight, healthy nutrition, physical activity, oral health, and safety and injury prevention for children under age five. Phase II of the site will complete the remaining visits and themes, and will be developed over the next year with funding from multiple grants.

Originally funded by the federal Maternal Child Health Bureau, updating and promoting Bright Futures is now under the auspices of the AAP. The Virginia Department of Health adopted Bright Futures as the standard of well-child care in 2001. It has also been recognized as a standard by the Departments of Education, Medical Assistance Services, Behavioral Health and Developmental Services, and Social Services.

You are invited to submit a proposal to present a session at Virginia’s early childhood conference, Shining Stars 2010, which will be held in Virginia Beach July 14th – 16th. This year, we are asking that all proposals be submitted electronically.

To do this, you must use Adobe Acrobat or Adobe Reader. If you do not have either of these programs on your computer, Adobe Reader can be downloaded for free by clicking on http://www.adobe.com/go/reader.

You can access the Call For Proposals form on TTAC Online at http://www.ttaconline.org. Click on your region. Click on the Events tab at the top. On the Events page, scroll to find Shining Stars: CALL FOR PROPOSALS and click on the highlighted words.

Click on the highlighted Call For Proposals. You will be asked to download the form to your computer. Once you have done this, click the X in the top right hand corner to close the screen. You may then open the form and fill in the highlighted areas.

When you have completed the form, click Submit (in the top right corner of page 1) to send your proposal to the Review Committee for consideration.

If you have any questions related to submission of forms, contact Dionne Paul-Wiggins at dpaulwig@gmu.edu or at 703-993-4496.

For questions related to proposal content, please contact Phyllis Mondak at Phyllis.Mondak@doe.virginia.gov.

We look forward to seeing you at Shining Stars 2010: Charting the Future for Today’s Children in Virginia Beach!

The Shining Stars Conference Committee
The Paraprofessional Press

The Need for Paraprofessionals to be Culturally Responsive
Gina Massengill, M.Ed., Coordinator, VDOE Region 5 T/TAC @ JMU

The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same ways.

Howard Gardner

A s classrooms are increasingly becoming multi-cultural and effective teachers are adjusting their instruction to reflect these differences, paraprofessionals are being called on to increase their understanding, knowledge, and skills in order to provide services for these growing diverse populations. Paraprofessionals, as direct service providers, have a unique opportunity to create positive learning experiences for students of diverse backgrounds. If we wish to establish in our classroom “an inclusive, supportive, and caring environment” that facilitates students’ learning, then we must attend to both the immediate “and the environment” that facilitates students’ learning, then we must attend to culture (Evertson & Weinstein, 2006).

What are the Characteristics of a Culturally Responsive Teacher? Villegas and Lucas (2002) suggest that these characteristics will better prepare teachers to work successfully in culturally and linguistically diverse classrooms:

1. Socio-cultural consciousness
   Examine your socio-cultural identity and confront any negative attitudes you have toward cultural groups.

2. An affirming attitude toward students from culturally diverse backgrounds
   Respect cultural differences and look for opportunities to include information related to the culture of the students. “Since language is one of the most intimate expressions of identity, indeed, ‘the skin that we speak,’ then to reject a person’s language can only feel as if we are rejecting them” (Delpit & Dowdy, 2002).

3. Commitment and skills to act as agents of change
   Assist schools in becoming more equitable through relationships with students, teachers, and parents.

4. Constructivist views of learning
   Promote critical thinking, problem solving, collaboration, and the recognition of multiple perspectives.

5. Learning about students
   Learn about students’ past experiences, home, community culture, and their world both in and outside of school.

6. Culturally responsive teaching
   Build on students’ personal and cultural strengths.

Specific Activities for Culturally Responsive Instruction

Literature recommends the following activities (Gay, 2000; Ladson-Billings, 1995; Nieto, 2002):

1. Acknowledge students’ differences as well as their commonalities
   Understand cultural differences but ultimately respond to each student based on his/her identified strengths and weaknesses, and not on preconceived notions about the student’s group affiliation. Use current, respectful terminology and definitions based on students’ preference when referring to their culture.

2. Validate students’ cultural identity in classroom practices and instructional materials
   Assist in producing materials, visuals, adapting reading materials, supplementing materials, designing bulletin boards, and implementing classroom activities in a way that acknowledges cultures.

3. Educate students about the diversity of the world around them
   Provide students with learning opportunities (e.g., have students interview individuals from other cultures; link students to e-mail pals from other communities and cultures) so that they might become more culturally knowledgeable and competent when encountering others who are different. Read about specific cultures, interview or engage in discussions with people who identify with cultural groups, watch media sources to learn more about cultural biases, stereotypes, and assumptions, and become more culturally aware.

4. Promote equity and mutual respect among students
   Maintain standards of behavior that require respectful treatment of all in the classroom. Role model, demonstrate fairness, and remind students that difference is accepted. Monitor behaviors and communication styles for fairness.

5. Assess students’ ability and achievement validly
   Observe the nature of the tests that are administered to students. Are they sensitive to students’ cultural and linguistic backgrounds?

6. Foster a positive interrelationship among students, their families, the community and school
   Provide a positive home–community–school relationship.

7. Motivate students to become active participants in their learning
   Encourage students to become active learners who monitor their own learning through reflection and evaluation. Structure a classroom environment conducive to inquiry-based learning.

8. Encourage students to think critically
   Provide opportunities for students to think “outside the box” and for themselves.

9. Challenge students to strive for excellence as defined by their potential
   Continually motivate all students by reminding them that they are capable and by providing them with a challenging and meaningful curriculum.

10. Assist students in becoming socially and politically conscious
    Assist students in understanding their role as a citizen and active participant in their learning.

References:
The mission of the VDOE T/TACs is to improve educational opportunities and contribute to the success of children and youth with disabilities (birth – 22 years). Among the myriad of services that we provide in support of children and youth with disabilities, the Mason LIFE program is one of the most significant. This program is designed to provide a comprehensive four-year curriculum that focuses on reading, writing, and math. It is designed to ensure that students with intellectual and developmental disabilities acquire the skills they need to succeed in college and beyond.

The Mason LIFE program is a comprehensive four-year curriculum that focuses on reading, writing, and math. It is designed to ensure that students with intellectual and developmental disabilities acquire the skills they need to succeed in college and beyond. The program is designed to provide a supportive and inclusive environment for students to succeed academically and socially.

According to Dr. Heidi Graff, the Mason LIFE Program Director, there are no constraints as to who can apply to the program. The program is designed to be inclusive, and students must meet the criteria for the program. The program is designed to provide students with the skills and knowledge they need to succeed in college and beyond.

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Differentiating Instruction with Menus: Math
By Laurie E. Westphal; call number- 510.71 WES 2009

This book offers teachers everything they need to create a student-centered learning environment based on choice. Addressing the major concepts taught in mathematics, it provides a number of different types of menus that elementary-aged students can use to select exciting products that they will develop so teachers can assess what has been learned—instead of using a traditional worksheet format. The book contains attractive reproducible menus, each based on the levels of Bloom’s revised taxonomy. Also included are specific guidelines for products, rubrics for assessing student products, and teacher introduction pages for each menu.

Differentiating Instruction with Menus: Math (Middle School Edition)
By Laurie E. Westphal; call number- 510.71 WES 2009

This book from the same author of Differentiating Instruction with Menus: Math brings mathematics instruction with menus to the middle school audience, using many of the same creative and challenging choices found in the earlier book with middle school sensibilities in mind.

Effective Literacy Instruction for Students with Moderate or Severe Disabilities
By Susan R. Copeland and Elizabeth B. Keefe; call number- 371.9 COP 2007

This book focuses on literacy instruction for students with intellectual disabilities within inclusive settings. It provides strategies and examples of implementing research-based effective practices. It incorporates the six key components of effective literacy instruction throughout the book, providing teachers with practical ways to incorporate these into daily instruction.

Teaching Children with Autism in the General Classroom: Strategies for Effective Inclusion and Instruction.
By Vicky G. Spencer and Cynthia G. Simpson; call number- 371.94 TEA 2009

Teaching Children with Autism in the General Classroom provides an introduction to inclusionary practices that serve children with autism, giving teachers the practical advice they need to ensure each student receives the quality education he or she deserves. Promoting field-tested strategies and techniques, this book offers teachers sound advice for creating a classroom environment conducive to learning success for children with autism spectrum disorders. The easy-to-use tips and tools included also aid teachers in organizing and managing their classrooms to maximize instruction for students of all ability levels.

Best Behavior: Building Positive Behavior Supports in Schools
By Jeff Sprague and Annemieke Golly; call number- 371.1024 SPR 2005

Best Behavior, is an evidence-based program that offers schools a fully integrated and comprehensive system for managing student behavior that combines four different support systems—school, classroom, family, and individual student—into a single, effective program. It works on three levels: (1) for all students who benefit from a strong, schoolwide foundation in positive discipline; (2) for some students who need additional behavioral support; and (3) for the few students who are at risk and require more intense intervention.

More Power: Instruction in Co-Taught Classrooms
Elephant Rock Productions (2010); call number - VIDEO 371.148 MOR 2010

New from Dr. Marilyn Friend, More Power: Instruction in Co-Taught Classrooms, builds on the six co-teaching approaches in her Power of 2 DVD by presenting seven key dimensions of effective instructional practices across K-12 settings. This next generation of co-teaching empowers teachers and gives students a richer and deeper classroom experience. This DVD, incorporating evidence-based strategies, demonstrates how to get more power from your co-teaching to improve outcomes for all students. It includes a digital facilitator’s guide.

To request one of the items above or any other materials available for checkout, please contact Region 4 T/TAC Librarian Jackie Petersen, jpetersk@gmu.edu or 703.993.3672

If you like these, search our catalog for more @ http://kihd.gmu.edu/library/

No time to come to the library? No problem!
Most items can be mailed to your school or home address.
FEBRUARY

February 9: Secondary Transition: Making the Grade (Designed for New Transitional Professionals) at the Busquer Springs Country Club, Warrenton, Virginia. Contacts: Diane Loomis (GMU-T/TAC) dloomis@gmu.edu 703-993-4496 or Sally Chappel (JMU T/TAC) chappesl@jmu.edu 540-568-8095. For registration questions, Dionne Paul-Wiggins 703-993-4496 http://www.ttaconline.org/

February 12: “UDL, Differentiation and AT: What Do They Have In Common? Focusing on the Role Technology Plays in Math” at George Mason University, Prince William Campus. Contact: Estela Landeros elandero@gmu.edu 703-993-4496. http://www.ttaconline.org/


March 8: The Virginia Infant & Toddler Specialist Network audio-conference on Early Intervention Services for Infants and Toddlers. 7:00 - 8:00 p.m. Registration for the audio-conference will begin in February. Lise Kline lkline@cdr.org 757-566-3300.


MARCH

March 19-20: “Putting It All Together: Working with Students who are Deaf and Hard of Hearing to Develop Listening and Spoken Language Skills” at the Stonewall Jackson Hotel, Staunton, Virginia. http://www.vcu.edu/partnershp/CHH/


APRIL


SUMMER 2010


