Self-Determination

The Good Day Plan: Incorporating Self-Determination and Positive Behavior Management within the Three-Tiered Intervention Logic

Preparing the “Begindergarteners” for Future Success

The Three Rs of Student-Led Conferences: A Pathway to Self-Determination
The Good Day Plan: Incorporating Self-Determination and Positive Behavior Management within the Three-Tiered Intervention Logic

John McNaught, M.Ed., Coordinator, VDOE Region 5 T/TAC @ JMU

Self-determination is defined by Wehmeyer (1996) as acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference.

Self-determination can also be defined more operationally as:

• Knowing & believing in yourself
• Knowing what you want your future to be like and how to make plans to achieve this future.
• Knowing the supports that you need to take control of your life.

School approaches to encouraging self-determination skills can promote interventions that will help reduce their dropout rates and thus positively affect the lives of individuals, their families, and our communities.

Dropout is a national epidemic. The following statistics from Virginia Mentoring Partnership (www.vamentoring.org) offer a sobering look at the numbers:

• Approximately 1.3 million students do not graduate from high school each year.
• Approximately 1.3 million students drop out without disabilities from kindergarten through high school.

School counselors have a critical role to play in working with students to promote self-determination. One of the tools used by the Virginia Department of Education’s I’m Determined project is the Good Day Plan. The Good Day Plan is a simple yet effective tool that can be implemented on all three levels of the three-tiered intervention logic framework. It has been implemented successfully with students with and without disabilities from kindergarten through high school.

The Good Day Plan uses a person-centered approach to help students identify what factors play a role in whether or not they have a good day. The tool asks three questions: What happens on a good day? Does it happen now? What needs to happen to make it a good day? The student works with a teacher, parent, counselor, or mentor to identify the factors that play a role in having a good day. The student can also identify a mentor to help them in following through with their Good Day Plan.

The Good Day Plan is a national epidemic. The following statistics from Virginia Mentoring Partnership (www.vamentoring.org) offer a sobering account of the need to address dropout prevention:

• In the U.S., every school year approximately 1.3 million students do not graduate from high school as scheduled (that equates to 7,000 every school day).
• Throughout the school years, most potential dropouts need help in making wise choices, controlling their behavior in purposeful ways, and in managing workloads.

The Triangle Activity graphic on page 4 is an example of how the GDP (Good Day Plan) can be used on all three tiers: school-wide, secondary, and tertiary. The examples given are all real scenarios.

Tier I
Ms. Smith was having trouble with her 4th grade English class. After six weeks of struggling with classroom management, Ms. Smith decided to try a Good Day Plan for the entire class. The class had a discussion based on the following:

1. How is school going for you?
2. What would it take to make it a good day?
3. What is the best thing that happened during the day?
4. What was the worst thing that happened during the day?
5. What did you do to help yourself during the day?
6. What do your friends do to help themselves during the day?

Ms. Smith created a Good Day Plan for her class that included the following:

• Having at least one ADULT CONFIDANT who is ACCESSIBLE both in and out of school is important to many of these students.
• One of the tools used by the Virginia Department of Education’s I’m Determined project is the Good Day Plan. The Good Day Plan is a simple yet effective tool that can be implemented on all three levels of the three-tiered intervention logic framework. It has been implemented successfully with students with and without disabilities from kindergarten through high school. The Good Day Plan uses a person-centered approach to help students identify what factors play a role in whether or not they have a good day. The tool asks three questions: What happens on a good day? Does it happen now? What needs to happen to make it a good day? The student works with a teacher, parent, counselor, or mentor to identify the factors that play a role in having a good day. The student can also identify a mentor to help them in following through with their Good Day Plan.

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My Good Day Plan

What happens on a Good Day?

Breakfast at home
Be with friends at bus stop
Avoid people I don’t get along with

Does it happen now?

Once in a blue moon
 Mostly
Sometimes

What needs to happen to make it a Good Day?

Ask for and save breakfast foods
Listen to music if friends aren’t there
Not go near them

For more information on the Good Day Plan or other tools, please visit www.imdetermined.org.

Resources

www.imdetermined.org
www.vamentoring.org

The T/TAC Telegram September/October 2010
Encouraging Students to Speak-up About Their Assistive Technology Needs

Marcia Scherer, PhD. is the director of the Institute for Matching Person & Technology and senior research associate at the International Center for Hearing and Speech Research at the University of Rochester Medical Center, Rochester NY. She states the importance of consumer involvement in the selection, use, and care of his assistive technology (AT). (see form on page 7)

Middle and high school students could lead the discussion about their assistive technology, the need for any changes, how the AT will be used, what services might be needed to ensure the AT is operating or working properly, etc. When discussing transition and future plans, the older students should be advocating for their AT needs and researching what agencies and support systems are needed to be in place for post secondary programs or joining the work force.

At a recent IEP meeting, a fifth grade student with a hearing loss used the one pager to organize his thoughts prior to his meeting. At the meeting, he showed his audiogram to his IEP team, demonstrated how his hearing aids gave him access to certain speech ranges, showed how his FM system cut out background noise, discussed why it was necessary to sit in a certain seat in some of his classes, and explained how his assistive technology was his lifeline.

Using a hearing aid stethoscope, he passed around his hearing aid so that those present could experience listening technology. In previous years, this discussion used to take place without this student present and was lead by his special education teacher. Teachers attending this IEP meeting shared how much more the student’s presentation impressed upon them the importance of his assistive technology and how they could accommodate his needs in their classes.

When students understand their needs and the role their assistive technology has in helping them meet those needs, they are developing lifelong self-advocacy skills.

References

http://www.ebility.com/articles/at.php

The I’m Determined web site (www.imdetermined.org) contains important information for students, teachers, and parents on developing self-advocacy skills. One key document, found under the “Student Involvement in the IEP” tab and “Teaching Tools” is the one-pager template. This colorful form asks the student to identify his interest, his learning style, accommodations that work, and what the student wants his teachers and parents to know about him. Students can be guided to think about these issues and, in doing so, gain a greater understanding of themselves, their strengths, and their needs. With this understanding of self, the student may be better prepared to be an active participant in the selection, use, and care of his assistive technology (AT). (see form on page 7)

Elementary students could be encouraged to use their interests and learning styles inventory (one pager) during the assessment for and selection of new or different assistive technology. As the IEP goals are discussed, the student could be an active participant in the required section on consideration of AT.

1. What are my goals and dreams?
2. What do I need to do?
3. How ready am I to use AT?
4. How will the AT fit into my life at school, home, community?
5. How comfortable am I in using AT?

These issues fit nicely into the one-pager template and can be used by all students.

A student’s involvement in the selection and use of assistive technology should start as early as possible. For preschoolers, pictures are valuable teaching tools to help the child understand his need(s) and how assistive technology supports that need. For example, a picture could represent the preschooler’s interest in polar bears and Dora the Explorer. A picture of a puzzle might represent how the preschooler learns by taking things apart and a picture of the student using a visual schedule might define his use of AT. The I’m Determined web site has a comprehensive list of children’s literature (K-12) for use in teaching children how to be self-advocates. There are picture and easy-to-read books geared to young children about understanding and embracing their disability.

The one pager template (see form on page 7) during the assessment for and selection of new or different assistive technology should start as early as possible. For preschoolers, pictures are valuable teaching tools to help the child understand his need(s) and how assistive technology supports that need. For example, a picture could represent the preschooler’s interest in polar bears and Dora the Explorer. A picture of a puzzle might represent how the preschooler learns by taking things apart and a picture of the student using a visual schedule might define his use of AT.

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Preparing the “Begindergarteners” for Future Success

Cheryl Henderson, M.Ed., Co-Director, VDOE Region 5 T/TAC @ JMU

“Begindergarteners,” or our earliest learners, are eager to learn and develop new skills. From the National Research Council and Institute of Medicne’s book, From Neurons to Neighborhoods: The Science of Early Childhood Development (now 10 years old) to the most current research on early childhood brain development, the information reinforces what many educators have known for years—the early learning years are valuable and impressionable years for child growth and development.

Relying on that research, it’s never too early to start building literacy skills in young children. The Center for Early Literacy Learning (CELL), a major initiative of the Center for Evidence-Based Practices at the Orelena Hawkins Puckett Institute in North Carolina, offers parents and professionals free practice guides that show how to use everyday activities to encourage infants, toddlers, and preschoolers to listen, talk, and learn the building blocks for early literacy. The guides have been rewritten to be used by practitioners or parents, or by parents in collaboration with practitioners. They describe everyday home, community, and childcare learning opportunities that encourage early literacy learning. All are available online at http://www.earlyliteracylearning.org/pg_tier2.php.

Additionally, investigators at the FPG Child Development Institute at the University of North Carolina at Chapel Hill recently published a new Snapshot summarizing the findings of a literature review on factors that may influence language development of individuals with Down syndrome. Based on this review, recommendations are provided that emphasize the importance of early and continued language and literacy interventions in children with Down syndrome. To learn more, see the National Down Syndrome Society’s page at http://www.ndss.org/snap60/. The evidence-based practices for young children with Autism Spectrum Disorders and discusses guidelines and recommendations from the National Resource Council and the National Professional Development Center on Autism Spectrum Disorders. The article is available full-text online at http://www.int-jecse.net/V2N1-ARTICLE4.pdf. The entire journal is available at http://www.int-jecse.net/V2N1.htm.

Other Early Childhood Resources

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) has several new resources available online, including:

- Online Videos - http://www.vanderbilt.edu/csefel/resources/videos.html

Two CSEFEL videos, Promoting Social Emotional Competence and Practical Strategies for Teaching Social Emotional Skills, can now be viewed online in their entirety.

- A new issue of the International Journal of Early Childhood Special Education (INT-JECE) is now available online. An article written by Dr. L. Lynn Stansberry-Brunahan and Dr. Lana L. Colter-Klosgen highlights evidence-based practices for young children with Autism Spectrum Disorders

- Articles are available online at http://www.fpg.unc.edu/~snapshots/Snap60_.pdf.


To access the modules, register for a free account at http://www.autismpid.fpg.unc.edu.


The first two installments in this new series provide guidelines on: How to Choose a Social-Emotional Curriculum and When to Seek Outside Help for Children’s Problem Behavior. They provide guidance on these important issues in a brief, easy-to-use format. These resources were developed to help educators make informed decisions that positively impact young children’s challenging behavior and social-emotional development. Visit the CSEFEL Web site to access this and other information as new topics are added.

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Evidence-based Practices for Young Children with Autism Spectrum Disorders

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How Can Students with Intellectual Disabilities Become Active Participants in the Self-Determination Process?

Deborah M. Yancey, M.Ed., Coordinator, VDOE Region 5 T/TAC @ JMU

In 1986 the National Joint Committee for the Communication Needs of Persons with Severe Disabilities (NJCCNPSD) was organized by combining the American Speech-Language-Hearing Association (ASHA) and the Association for Persons with Severe Handicaps (TASH) and extending invitations to other organizations to appoint representatives to the committee. According to ASHA, the purpose of NJCCNPSD is to promote research, demonstration, and educational efforts, including both in-service and pre-service education, directed to helping persons with severe disabilities communicate effectively.

The first task of the committee was the amplification of basic assumptions and recommendations reflected in 33 “consensus statements” from the 1985 national symposium, “Children and Youth with Severe Handicaps: Effective Communication,” which was jointly sponsored by the U.S. Department of Education’s Office of Special Education Programs (OSEP) and the Technical Assistance Development System (TADS) of Chapel Hill, NC. The amplification took the form of guidelines developed by NJCCNPSD and approved by ASHA Legislative Council to meet the communication needs of persons with severe disabilities.

The Guidelines for Meeting the Communication Needs of Persons with Severe Disabilities clearly state communication needs of persons with severe disabilities. According to the Committee, quality of life must always take into account the degree to which persons can effectively communicate with, and be a full participant in, the community in which they live.

The Communication Bill of Rights from this Committee states the following:

All people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence. All people have the following specific communication rights in their daily interactions. These rights are summarized from the Communication Bill of Rights put forth in 1992 by the National Joint Committee for the Communication Needs of Persons with Severe Disabilities.

Each person has the right to:

• request desired objects, actions, events, and people

One cannot read The Communication Bill of Rights without thinking of the obstacles students with intellectual disabilities must overcome to become active participants in self-determination.

Communication affects everything we do in school and life. If students have a communication system that doesn’t allow for them to receive and send messages on their level of understanding, how can they possibly participate in self-determination?

The Virginia Department of Education’s I’m Determined project lists core components of self-determination as:

Core Components (combination of skills, knowledge & beliefs)

• Choice Making
• Decision-Making
• Problem Solving
• Goal-setting & attainment
• Internal locus of control
• Positive attributes of efficacy and outcomes expectancy

These core components sound familiar because many are also listed in The Communication Bill of Rights. See if you can find the ones that are the same.

How can we ensure that students with intellectual disabilities (ID) ACTIVELY participate in the self-determination process?

We can begin by looking at students’ communication level and allowing them access to the process by modifying the user-friendly forms on the VDOE I’m Determined web site, www.imdetermined.org.

Here’s an example of modification for the Elementary Student Self-Assessment Form accessible under the Getting Started icon on the I’m Determined web site.

Student Self-Assessment
Student Name: The student should be responsible for “signing” his/her own name. The form of the signature may be represented in a variety of ways depending on the student’s level of communication.

1. Do self-determination skills help you to know about YOU?
2. Do self-determination skills help you to know what you WANT?
3. Do self-determination skills help you to ASK FOR HELP to get what you want?

• Student may use gesture to represent YES/NO:

Allow students the CHOICE of selecting an object they want to represent themselves. Example: pink hair ribbon versus a blue hair ribbon.

Stamp ink color can be the CHOICE for the student.

Ask the student to answer the following simplified YES/NO questions using communication strategies that match the level of understanding and responding. Keep in mind that the concept of self-determination has to be taught using the vocabulary “self-determination skills” throughout classroom activities.

1. Do self-determination skills help you to know about YOU?
2. Do self-determination skills help you to know what you WANT?
3. Do self-determination skills help you to ASK FOR HELP to get what you want?

• Student may use gesture to represent YES/NO:

Again, allow student the CHOICE of which photo he/she likes.

• a photo

• a name stamp

Mary

Mary

Stamp ink color can be the CHOICE for the student.
The T/TAC Telegram September/October 2010

The RATING scale may look different also. One modification for students with ID may be to simplify the questions so the student can answer using YES/NO responses versus rating numerically 3, 2, or 1.

Examples of modified questions:

1. Do you attend an IEP meeting with your parents and teachers each year?
2. Do you ask for help if you need it?
3. Do you get to pick things, people, or activities you like?
4. Do you have friends?

No matter what level of communication a student exhibits, it is essential to provide ample opportunities for EVERY student to be an active participant in the self-determination process. In so doing, we ensure that the “quality of life must always take into account the degree to which persons can effectively communicate with, and be a full participant in, the community in which they live,” as stated by the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities.

References


Virginia Department of Education

What you do in your classroom this year will impact your students for the rest of their lives. Are you preparing them for success during the current year or for their future? Incorporating long-term practices into your classroom will help your students be successful as adults as well as in your class this year (Self-Determination in the Classroom). You can demonstrate your interest and support for your students’ success by providing opportunities for them to develop these skills. Some of the critical life skills and self-determined behaviors you can help your students develop are: awareness of personal needs and preferences, goal setting and determining strategies to reach goals, problem solving, and self-monitoring. Students will more likely feel safe to explore and develop these important life-long skills in a challenging, yet supportive, setting.

An emotionally safe environment is one important aspect which contributes to students’ willingness to explore and practice self-determined skills. This caring environment will promote a more productive and successful classroom experience overall. Frequently remind your students that an important component of success is having the opportunity to make mistakes and learn from them. Frequently remind yourself that, “Students don’t care what a teacher knows until they know that a teacher cares” (Roberts, 2010).

Below are some ways to promote student-centered decision making in your classroom without compromising the required standards.

1. Provide an opportunity for students to tell you how they learn and prefer to demonstrate what they know.
   a. Have students complete a one-pager. (See example on page 14.)
      • Use the template provided at the I’m Determined web site: www.imdetermined.org
      • Click on I’m Determined, Student Involvement in the IEP, Teaching Tools, One Pager Template
      • You can modify the form. It does not have to be used only for IEP meetings. You may or may not want to include a video. Be sure to look at the examples/tutorials provided.
   b. Have students answer the following questions:
      • I do better on tests when . . .
      • I do better on assignments when . . .
      • I do better in class when . . .
      • The best thing a teacher has ever done for me is . . .
      • It makes me mad or upset when my teacher . . .

2. Have a private conference with students. Ask them what makes learning, completing assignments, and taking tests easier and harder for them. Some students may need examples provided to help them process if that support is beneficial to them. A learning styles inventory may be helpful. Ask them to share other information with you that they feel would be helpful for you to know and understand about them.

3. After you have done one of the above activities, provide choices to students for assignments, tests, and other activities.

4. Following your explanation of the course goals and objectives, have students set their own personal goals for achievement in your class. Then help students create and write a strategy to achieve those goals.

5. Model decision making.

6. Include students in planning time lines, requirements, grading rubrics, and/or possible activities or projects for some units.

7. Include students in determining some class rules and procedures.

8. Using a rubric, have students evaluate their own progress. Then compare it to your evaluation of their progress.

These are steps to providing students with the opportunity to learn about themselves, express their needs and preferences, set goals and create strategies to achieve goals, experience success, and learn from their mistakes. All of these qualities are the foundation for future self-determination. “. . . self-determination doesn’t mean you have to do
everything yourself, but it does mean you have to be in charge of your life to the fullest extent that you possibly can be” (Kennedy). It is important for us to remember that there is more than one way to reach a destination; some choose to drive the back roads, some the highway, some choose to bike. What counts is that we reach our destination.

References


The Three Rs of Student-Led Conferences: A Pathway to Self-Determination
Teresa Cogar, M.Ed., Coordinator, VDOE Region 5 T/TAC @ JMU

Traditionally, parent-teacher conferences, IEP meetings, and teacher-student conferences have been reserved to discuss behavioral issues, academic deficiencies, and student motivation. What if the students, teachers, and parents were able to take a more proactive approach to the whole conferencing paradigm? What if students were more involved in setting their own goals and could help provide the criteria needed to measure their own progress and performance? What if teachers were able to streamline their instruction even more with their students by spending a portion of instructional time focusing on specific issues, goals, and objectives mutually agreed upon by teacher, student, and parent? How could parents/guardians be more involved in their child’s learning and be better connected with what is going on in their child’s school day?

The “Three Rs: Relevance, Responsibility, and Reporting” can assist school staff in addressing these questions when considering how to implement student-led conferences as part of a support system to enable students to be successful beyond school (Baily & Guskey, 2001). The Virginia Department of Education’s I’m Determined project is assisting school divisions statewide in addressing these questions while providing tools and ideas for students, teachers, and administrators to implement such supports to ensure student success. Success begins with the student’s own awareness of his/her strengths and weaknesses, as well as an understanding of what to do in order to succeed. Student-led conferences can assist with that.

Student-led conferences are those led by students, who are responsible for sharing their progress and any obstacles that may get in the way of that progress. The teacher acts as a facilitator while the student leads the teacher and parent through a discussion of his/her work. The student’s work can be presented in a variety of ways such as a portfolio of work samples, PowerPoint constructed by the student, or a student-written summary of accomplishments and goals he may want to achieve. The meeting allows for everyone to become active participants in the meeting while encouraging the student to take on more of a leadership role. Empowering students in this way makes the discussion of their work more relevant and helps to answer the question, “Why am I doing this?”

The conference also allows for student to take responsibility of their learning and promotes student goal setting, decision making skills, and self-efficacy as well as many other core components of self-determination as part of an effective way to enhance students’ overall abilities to achieve life-long success. More information regarding student-led conferences and student-led IEPs may be found at www.ImDetermined.org.

References

Technology Resources

The National Center on Accessible Instructional Materials (AIM) offers information and resources for families and students on topics such as AIM at home and at school, assistive technology, and alternate-format learning materials. For more information, go to http://aim.cast.org/learn/aim4families.

Family Guide to Assistive Technology and Transition Planning
Published by the Family Center on Technology and Disability (FCTD), this 50 page guide is aimed at providing families with the information they need to effectively prepare for and participate in periods of transition in their children’s lives. The Guide is available in both English and Spanish. For more information, go to http://www.fctd.info/show/fig_summary.

New iPod Touch Workbook for Individuals with Cognitive Challenges

How Can I Help? Building Self-Determination in Students
Kandy Grant, B.A., Coordinator, VDOE Region 5 T/TAC @ JMU

A self-determined student understands his/her own personal strengths, knows how to set and achieve goals, and can seek support for areas of need. Self-determination helps young people, especially those with disabilities, take a measure of control by helping to set and steer his/her course in education and life. The following are core components to self-determination:

- choice making
- decision making
- problem solving
- goal setting and attainment
- self-regulation
- self-instruction
- self-advocacy
- internal locus of control
- self-efficacy
- efficacy expectations
- self-awareness and self-knowledge

Each of these components can be addressed at every level of education by promoting student self-worth, being a positive role model, building trust, and establishing a positive relationship with students.

In order to help develop a student’s dignity and self-worth, teachers and paraprofessionals must work together to identify and promote ways to facilitate student independence. This could look as simple as not hovering over the student, but helping all students. If a student assigned a paraprofessional waits for the teacher to answer his/her question it can help facilitate joint ownership of the student. If there are things a peer could do, rather than the paraprofessional, allow support relationships to develop. Recognize that as these natural supports build and routines are learned, direct interaction with the student can decrease.

It is important to be an adult role model for students to develop self-determination skills. A high standard of conduct is modeled through appearance, language, and attitude. A neat personal appearance is important; it exemplifies a respect for your body and health. By modeling positive, calm, and respectful interactions with others, effective communication and appropriate behavior expectations can be replicated by students. It is essential that as these desired behaviors emerge they be positively reinforced. Be sure the feedback is accurate, specific, descriptive, age-appropriate, and given in a way that is comfortable for all parties.

The appropriate use of effective feedback can build trust and develop positive relationships with students giving them a safe environment to practice the core components of self-determination. Show care and concern for students, find out their interests, and encourage them to talk about plans and goals. Use clear and simple language in expressing your expectations and speak privately to them when they do not meet them. Most importantly, use humor, not sarcasm or put-downs, but let laughter ease the situation and create a comfort level for growth.

It is imperative that all students develop skills that allow them to have a role in decision-making for their life, to be able to express themselves, and have knowledge of what they know and how to get help when needed. By building independence, modeling, and developing positive relationships, students have a safe and comfortable environment to learn, make mistakes, and grow.
Rockin’ With Region 4

The staff of the VDOE Training and Technical Assistance Center (T/TAC) at George Mason University (GMU) welcomes everyone back from the summer break. We know that during these first few weeks teachers and students are adjusting to the changes that inevitably mark the start of the school year. As you become familiar with each of your students, you might be faced with a challenge to instruction that is new to you. Perhaps you have a student with learning needs unlike any student you have known before. While you most certainly have the support of your administration and colleagues, keep in mind that we are also available to offer resources, training, and professional development opportunities to help you meet the instructional needs of all your students. The following Q & A is a quick summary of the services that our T/TAC offers.

Who are we?
The Virginia Department of Education (VDOE) funds a system of T/TACs in each of the eight state superintendent’s regions. As one of these T/TACs, our mission is to help improve educational opportunities and outcomes for children and youth with disabilities, birth through age 22 years. We do this by providing quality staff development and technical assistance to help enhance the knowledge, skills, abilities, and performance of educators, service providers, and families so they are better able to meet the unique learning needs of students with disabilities. The T/TAC at GMU is responsible for working with local educational agencies (LEAs) in Region 4, but we also collaborate with our T/TAC colleagues throughout the Commonwealth on multi-regional and state events that support our overall mission.

How does T/TAC support school personnel?
The T/TAC at GMU works within the policies and procedures established by the VDOE to support school personnel by providing the following:

- Consultations with school-based teams
- Information services
- Linking and networking of resources and personnel
- Long-term technical assistance to schools
- Professional development
- A lending library of multi-media resources and assistive technology
- Publication of a newsletter, The T/TAC Telegram, four times throughout the school year
- The T/TAC Online web site

What is T/TAC Online?
T/TAC Online is a web-based community linking people and resources. It is available to teachers, parents, and other professionals to provide them with a central location to gather information, share knowledge, and participate in online training opportunities on topics related to working with children and youth who have disabilities. The site includes the Virginia Standards of Learning (SOL) Enhanced Scope and Sequence Plus, which helps teachers align their classroom instruction with the state standards and provides examples for differentiating instruction, as well as lesson plans. T/TAC Online also offers information on resources and links, state and national events, Virginia assessments, and self-paced workshops that further focus on the mission of improving educational opportunities and outcomes for students with disabilities. The Events tab on T/TAC Online is a quick way to search for upcoming presentations, workshops, conferences, and other training opportunities, including those sponsored by T/TAC and the VDOE. To access T/TAC Online, go to: www.ttaconline.org.

How can you check out materials from the lending library?
Anyone living and working in VDOE Region 4 may check out resources from the Kellar Library. First-time users must register. Requests for materials are accepted through our library catalog, by email (kihdlib@gmu.edu), by telephone (703-993-3672), or on a walk-in basis. Most materials can be mailed to your home or office and can be checked out for a 3-week period. To access the T/TAC lending library catalog, go to the T/TAC at GMU web site: http://ttac.gmu.edu. Click on the “KIHD Library” tab located below the T/TAC banner at the top of the screen. Then click on “Search the T/TAC Catalog” located on the right side of the screen. Materials listed in the catalog include books, kits, software, videos, and assistive technology devices.

Where are we located?
The VDOE T/TAC in Region 4 is located on the Fairfax campus of George Mason University. It is part of the Helen A. Kellar Institute for Human disAbilities in the College of Education and Human Development. For more information on accessing our services, visit our web site at: http://ttac.gmu.edu or call 703-993-4496 (Phone/TTY).

Please feel free to contact us for more details on ways that we can offer assistance. We look forward to another year of providing educators with appropriate and effective strategies and information to enable them to support diverse learners in classrooms throughout Region 4.

Happy New School Year 2010 – 2011!

Lynn Wiley, Ph.D., VDOE T/TAC at GMU
September/October 2010

Featuring some of our Most Wanted resources. . .

This fully illustrated, one-of-a-kind book proves that designing differentiated instruction can be simple and fun! Packed with creative, ready-to-use adaptation ideas, this book gives K-12 educators 100 teacher-designed, kid-tested strategies they can use to meet the needs of all students in inclusive classrooms. Ideal for helping students who need extra support, scaffolding, reminders, organization, or enrichment, this book shows general and special educators easy adaptations in 10 key areas - organization, environment & sensory, technology, communication & participation, behavior & motivation, teaching & learning, literacy, math, study & review, and assessment. It has a user-friendly layout with a full-color illustration, description, materials list, directions, an example, references and vendors for each entry. For every educator that learns best visually, this book is for you!

Seeing is Believing: Video Self-Modeling for People with Autism and other Developmental Disabilities
by Tom Buggey; call number - 371.94 BUG 2009

Video self-modeling (VSM) is an evidence-based practice which is a proven and effective method for teaching new or more advanced skills and behaviors to people with autism. The technique uses home-made videos (created by parents, teachers, or therapists) to demonstrate a desired behavior. From the “Topics in Autism” series, this book begins with an overview of the research and science behind VSM and insights into why it is a particularly good teaching method for people with autism and other developmental disabilities. It then explains the process of making self-modeling videos from start to finish, including how to: choose the behavior/skill to teach; conduct a task analysis; select and use camcorders and video software; storyboard video scenes; plan and shoot footage; transfer the video to a VCR, DVD, or computer; edit and manipulate the footage; and, keep track of and interpret data. These videos can teach or modify a wide variety of behaviors and skills, such as controlling tantrums, increasing the frequency and length of verbal responses, making requests, interacting with peers, and solving math problems.

The Co-Teaching Manual: How General Education Teachers and Specialists Work Together to Educate Students in an Inclusive Classroom
by Diane Basso & Natalie McCoy; call number - 371.904 BAS 2009

This book is a great resource for general education teachers and specialists who work together to educate students in an inclusive classroom. It includes information on how to develop a co-teaching program, benefits of co-teaching, roles, definition, ways to co-teach, preparing to co-teach, lesson plans, observation/evaluation and numerous reproducible graphics.

Big Book of Math for Middle and High School
by Dinah Zike; call number - 510 ZIK 2003

This book contains thousands of ideas for teaching math concepts using graphic organizers and features instructions for 28 manipulatives. Math topics are divided into five categories: Number Systems, Algebraic Patterns and Functions, Geometry, Measurement, Data Analysis and Probability.

Big Book of Math: Elementary K-6
by Dinah Zike; call number - 510 ZIK 2003

This book features instructions for 34 manipulatives, with approximately 200 full-color photographed examples, thousands of topic-specific ideas for teaching math using Foldables with black-line art examples on every page, and 80 pages of reproducible graphics.

Big Book of Math for Middle and High School
by Dinah Zike; call number - 510 ZIK 2003

This book contains thousands of ideas for teaching math concepts using graphic organizers and features instructions for 28 manipulatives. Math topics are divided into five categories: Number Systems, Algebraic Patterns and Functions, Geometry, Measurement, Data Analysis and Probability.

Designing Differentiated Instruction: Collaborative Planning and Teaching for Universally Designed Learning
by Jacqueline Thousand, Richard Villa, and Ann Nevin; call number - VIDEO 371.394 DIF 2007

This interactive multimedia kit for professional development demonstrates how educators can integrate universal design for learning (UDL) with differentiated instruction, utilize a variety of approaches to co-teaching, meet legal mandates, and honor student diversity. It includes a facilitator’s handbook, companion textbook, VHS and DVD videos for use in staff development workshops that can range from a half day to 3 days or even a 15 week training series.

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
SEPTEMBER 2010

September 25: Transition Planning: It Is All About What Your Child Wants To Do! Central Virginia Community College, Lynchburg, VA

Sponsored by Virginia Autism Council and Commonwealth Autism Services. Pre-registration required; no registration fee, no on-site registration. For information and to register: Commonwealth Autism Service ATTN: Dottie Narodny, 403 Otey St., Bedford, VA 24523, Phone: 540.587.8990 ext. 105, Fax: 540.587.0664, Email: dnarodny@autismva.org or dotnaro@aol.com

OCTOBER

October 1 & 2: Fall Academy of the Virginia Council of Teachers of Mathematics: Making Sense of Change Sweet Briar College, Amherst, VA

Two days filled with workshops for teachers and math specialists of all grade levels focusing on the changes to the Virginia Standards of Learning. Keynote speakers will be Deborah Wickham and Michael Bolling from the Virginia Department of Education. Information is available on at http://www.vctm.org.

October 7 Radford University, West Campus or October 12: George Mason University, Prince William Campus, Manassas Transition Practitioners’ Council (TPC) West Annual Fall Meeting: Partnering with Career and Technical Education (CTE) for Student Success.

Guest speakers Dr. Jerry Caputo and David Welsh (GMU site), and Brian Johnson (RU site) will discuss the exciting programs for students attending career and technical education centers. They will address areas such as: overview and purpose of career and technical education, Career Pathways/Clusters, measuring success (CAN DO, NOCTI), Super Projects, and employment. Dr. Sharon Mullen, Principal of the Woodrow Wilson Rehabilitation Center, will discuss the use of AZTEC software. After lunch, time will be provided for small groups to discuss and plan action steps regarding career and technical education programs and options for students. Registration required.

To attend the Radford location (October 7th), please register online at www.radford.edu/ttac. Under Events and Registration, click on “TPC West Fall Meeting.” For questions, contact Stacie Whitlock, switlock4@radford.edu or call 540.831.7733.

To attend the GMU location (October 12th), please register online at http://www.ttaconline.org For questions, contact Dianne Paul-Wiggins at 703.993.4496.

October 10: Across Life’s Spectrum Workshop - Jewish Community Center (JCC) of Northern Virginia; Fairfax, VA

This event is a full-day of programs, workshops and exhibitions designed to meet the needs of those touched by spectrum disorders (parents). For more information, please contact Judy Polkoy by phone at 703-323-3880 or email: teachers@cox.net. To register or for more details, please visit: http://www.jccnv.org/departments/family-services/special-needs/337-across-lifes-spectrum-workshop.html

October 21: Collaborating for Student Success: Powerful Partnership in Inclusive Schools – Hotel Roanoke; Roanoke, VA

The Annual VT and RU T/TAC Collaborating for Student Success Conference is designed to engage participants with topics focusing on the practical issues of creating inclusive and collaborative schools. Howard Ormond, principal of New Kent Middle School for 33 years, will provide a motivational keynote address. In addition, there will multiple breakout sessions that relate to creating and maintaining inclusive schools. For more information, please contact Martha Ann Stallings by calling 1-800-848-2714 or by email at mstallin@vt.edu or visit the website at http://www.ttac.vt.edu/

October 22: AT SHAREFAIR

George Mason University – Prince William Campus

A day of sharing and learning with school-based AT Professionals in Northern Virginia... all for free! For more information or questions, please contact Estela Landeros by calling 703-993-4496 or by email at elandero@gmu.edu

NOVEMBER

November 11-12: 2010 Symposium on Professional Collaboration and Inclusive Education: “Celebrating 21 Years of Quality Collaboration for Student Success” at The College of William and Mary’s School of Education Professional Development Center, Williamsburg, VA http://www.ttaconline.org/staff/sl_events/s_event_detail.asp?cid=1710
November 1-2: Best Practices in Early Childhood Symposium - Crowne Plaza Richmond West; Richmond, VA

An interactive two day workshop featuring Kristie Prettie-Frontczak and Jennifer Grisham Brown. Topics include the Curriculum Framework and how to link authentic assessment to program planning and progress monitoring. Cost is $50 which includes continental breakfast, lunch, and snacks both days, featured presentation and breakout sessions. For questions please contact Cheryl Bishop by phone at 804. 827.9989 or by emailing cebishop@vcu.edu. For more information, please visit the website at guest.event.com/i.aspx?5S%2cM3%2ccbb2b30-0033-4b55-bead-1275d404846d

November 8: What Will They Do After We’re Gone? Lessons on Special Needs Planning (For Professionals). Augusta Health Conference Center, Fishersville, VA

Ann McGee Green is an attorney who focuses her practice in the areas of elder law, guardianship, and “Special Needs Planning.” Topics will include Transfer of Rights – Age of Majority; Guardianship including Power of Attorney, Estate Planning, Long Term Care, Medicaid Waivers, Special Needs Trusts, and Wills.

Target Audience: Transition Specialists, Adult Service Providers, Other Transition Providers. This is a similar workshop to a presentation that is being offered to families. This workshop is sponsored by the Shenandoah Valley Transition Council in collaboration with VDOE T/TAC at JMU, Shenandoah Valley Autism Partnership, and the Augusta Health Foundation. Pre-registration is required. Contact Sally Chappel, VDOE Region 5 T/TAC @ JMU for information (chappesl@jmu.edu or call 540.568.8095).

November 8: What Will They Do After We’re Gone? Lessons on Special Needs Planning (For Families and Youth). Augusta Health Conference Center, Fishersville, VA

Target Audience: Parents/Guardians, Youth and Young Adults. This is a similar workshop to a presentation that is being offered to professionals. This workshop is sponsored by the Shenandoah Valley Transition Council in collaboration with VDOE T/TAC at JMU, Shenandoah Valley Autism Partnership, and the Augusta Health Foundation. Pre-registration is required. Contact Sally Chappel, VDOE Region 5 T/TAC @ JMU for information (chappesl@jmu.edu or call 540.568.8095).

November 11-12: 2010 Symposium on Professional Collaboration and Inclusive Education: “Celebrating 21 Years of Quality Collaboration for Student Success” at The College of William and Mary’s School of Education Professional Development Center, Williamsburg, VA. For additional information, visit http://www.ttaconline.org/staff/fsl_events/s_event_detail.asp?cid=1716

November 11 & 12: TechKnowledgy 2010 - Greater Richmond Convention Center, Richmond, VA

This conference is designed for general & special educators, related service personnel, assistive technology teams, instructional technology specialists, administrators, family members and others interested in helping students with disabilities achieve success using technology.

Sponsored by VA Dept. of Education and VDOE T/TACs. For additional information, visit http://www.vcu.edu/ttac.

March 14-16, 2011: Virginia Transition Forum 2011: Taking Steps to Person-Centered Thinking
Norfolk Waterside Marriott, Norfolk, VA

Drawing close to 1,000 participants annually, The Virginia Transition Forum brings together students, parents, educators, rehabilitation professionals, and others to guide youth with disabilities to achieve successful employment and life outcomes. For more information and to register for the Forum, please visit www.virginiatransitionforum.org. For questions, please contact Katherine Wittig by calling 804-827-1403 or by emailing kmwittig@vcu.edu

April 25-28, 2011: CEC 2011 Convention & Expo Save the Date!
Gaylord National Hotel & Convention Center, National Harbor, Maryland. For more information, please visit http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ConventionExpo/default.htm

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: http://www.regonline.com/ttac_newsletter. You will receive each new issue of our newsletter delivered right to your inbox.