The T/TAC Telegram

From Writer's Block to Sculpturing Words

Judith L. Fontana, Ph.D. VDOE Region 4 T/TAC at George Mason University

When was the last time someone handed you a piece of paper, a pencil, and told you to write at least 100 words about anything? Recall, if you can, the anxiety of having 30 minutes to write to a prompt that you may not understand, or even care about. Adding to the stress is the fact that you may not be sure what is more important, spelling grammar and capitalization, or depth of content with literary style. This article, instigated by belief that practice enforces skills, and the more skills we use with automaticity the easier a task becomes, is about motivating children to write. It will discuss the dimensions of written language, some of the difficulties children face with a writing task, and describe ways to encourage students to write.

Writing is the symbolic representation of speech, a hard copy of oral language. Strong verbal/oral language skills and reading proficiency provide an infrastructure for writing. The writer's purpose dictates format, style, word choices and voice or tone. Organization includes clearly written sentences in single topic paragraphs arranged to tell a story or make a point with a definite beginning, middle and end. Conventions of penmanship, mechanics and style facilitate effective written communication. Similarly, capitalization, punctuation and grammar enhance structure and meaning. Finally, penmanship and/ or word processing skills are the vehicle for putting the words out to the reader. Writing is a highly complex activity that requires sophisticated metacognitive skills. Writing is hard work. Selecting and maintaining a topic adds to the difficulty.

If we want children to learn to write and then choose to write, we need to:

- Consider the cost benefit for the student

- Be realistic about your expectations. For example, we must meet the student where they are. If a child is struggling with reading, typically writing will be a struggle also. Specific

instruction for a struggling writer should not attempt to address all the perceived shortcomings. Prioritize, and divide, so that you may conquer, the areas that need improvement.

- Provide structure in a variety of ways at a variety of levels – differentiation

If we want children to learn to write and then choose to write, we need to instruct in such a way that the goal is reachable and the journey towards it, while challenging, is not arduous.

A common roadblock is having something to write about. We can provide things like story starters. These might be a few sentences that open a story that the student completes, or pictures to stimulate descriptive paragraphs. We may also provide lists of topics or main ideas to spur our students to write.

When teaching specific types of writing, such as a persuasive essay or a friendly letter, think about providing a common experience. Take that candy math activity you used to teach decimals, fractions and percents, or that experiment that your students did in science, and use it as a common experience to write about in your language arts class. In middle school teams, this approach lends itself to cross-curricular instruction. Common experiences can be developed into friendly letters, persuasive essays, opinion pieces, and informational reports, to name a few.

Determine the purpose and audience. Model and co-create a product. Use whatever pre-writing tool the students currently use. Co-constructing pre-writing notes into a template to address a common topic demonstrates identification of main ideas, as well as the importance of supporting details and prioritization. Discuss how a common experience might be written for a variety of audiences. A science report is different from describing a science experiment to a friend in an email. Reflect on your students' skills as you turn them loose to write drafts, or provide examples of the information such as the

body of a report and then have students write to a different audience or purpose.

At this point, you have introduced and demonstrated the transfer of the common event into a pre-writing organizer, and students have written to the topic. To differentiate instruction, you might have some students choose their pre-writing tool, such as a graphic/web or outline with or without cues. Reading and writing are complementary activities. English/ Reading/Writing Standards of Learning (SOLs) related to appreciation and understanding of poems and poetic devices begin in Kindergarten and continue through grade 12. Early skills e.g. recognition of rhyme (SOL K.4 a) evolve to include reading and writing (Grades 3+) and evaluating poetry for use of literary devices, purpose and effect by grade 12. Motivating students to write poetry requires that we de-mystify the process and, at least initially, provide guidelines and structure.

"Found Poems," are so called because the words are found, or selected from narratives and manipulated into a poem. The technique alleviates the common blank slate phenomena. Thus it is a motivator. Start with age/grade appropriate literature, "required reading" or a student selected text. To differentiate for struggling readers, use text that is at a student's instructional level. This technique may be used before reading to introduce a book or chapter, during reading to enrich understanding, or after reading to summarize the theme, or emphasize the main idea(s). As with the common experience motivator, this instructional innovation requires that we model the task (I do), co-create an example (We do) and finally, let the students run with it (They do). See Table 1 for the basic procedures and suggestions for differentiation.

(Table 1 on next page)

Table 1: Creating Found Poems

Basic Procedure	Differentiating Instruction
Teacher or student selects a book.	• Teachers may assign student specific books according to reading proficiency, interest, or theme. • If students self-select books, teachers should provide guidelines or a list of books they wish students to use.

Students identify words or phrases in the text that:
  • Are important to the message or theme
  • They understand or can define
 	
Clarify expectations by stating a number or range of words required Rules might address:
  • Whether students may alter base words by dropping or changing inflectional endings
  • Flexibility- adding or deleting from the initial word choice
 	
Students must use only and all of the words they selected.
	• Teachers may identify specific paragraphs thereby preserving, but limiting, choice.
	• Provide an audio tape of the book or teacher selected paragraphs.
	• Pre-select some of the words the students should use.
	• Set a minimum and maximum number of words. This could vary by student.
	• Teacher may allow students to add articles (they, a, one…) that were not selected from the original text.

Students use the words they have selected to write the "Found Poem"
  • Products are typically free verse
  • Genre is typically narrative
	• Set a minimum # of lines or stanzas and/or create and share a rubric so that students know how to work for the grade they wish to earn.
	  o Individualize the minimum requirements
	• Review students' work as needed or requested prior to the final due date
	• Allow access to computers and word processing software
	• Challenge students to use literary devices they have been learning about
	  o Simile, metaphor, rhyme, repetition, hyperbole
	  o Identify and label each device they have been able to use

Share with an audience In a series of readings each "Poet" reads their piece aloud to a group of 3-4 peers. Re-shuffle groups so that the audience is always small and students get to share with a maximum number of their classmates.	• Make it a special occasion • Provide final copies in a student anthology or pamphlet. • Post student products

Sample: This text was chosen to challenge the reader. Selected words are highlighted and reworked into a poem. Try it with this or a passage in something you are reading.

Rules:
1. You may drop or add inflectional endings (s, ed, ing).
2. Words may be used more than once.

Text source: Carson, R. (1961) The Sea Around Us. NY: New American Library Inc. page 28.

On land and sea the stream of life poured on. New forms evolved; some old ones declined and disappeared. On land the mosses and ferns and the seed plants developed. The reptiles for a time dominated the earth, gigantic grotesque and terrifying. The first small mammals lurked inconspicuously in hidden crannies of the earth as though in fear of the reptiles.

Found poem:

Life for a time
        Life on land and sea
Old forms declined and disappeared
        New life evolved
        Reptiles, gigantic and grotesque dominate,
Small mammals lurk
        In fear,
        In hidden crannies of the earth

Enjoy!

Resources:
VA Department of Education Website
Teacher colleagues: Ellen Oryon, Joan Smith
http://www.readwritethink.org/lessons/lesson_view.asp?id=835

Resources for Teachers Instructing Students in the Aligned Standards of Learning

Karen L. Berlin, M. Ed. VAAP Priority Project, GMU T-TAC

This year's revisions to the Virginia Alternate Assessment Program (VAAP) resulted in a much more academic assessment for students with significant cognitive disabilities. Rather than measuring and evidencing progress on specific IEP goals for each student, teachers administering the VAAP have been called to provide instruction on Aligned Standards of Learning, taken directly from Virginia's Standards of Learning for all students. This curriculum shift has resulted in teachers of students with significant cognitive disabilities needing more and more academic content resources to offer quality instruction to their students.

The VAAP Priority Project of the Virginia Department of Education recently compiled a list of research-based instructional resources related to teaching academic content to students with significant cognitive disabilities. Teachers and local school divisions are encouraged to consider adding these resources to their own professional libraries. Many of those listed are also available for review through the local T-TAC libraries.

Browder, D.M (2001) *Curriculum and assessment for students with moderate and severe disabilities*. Baltimore: Guilford Publishing Co;
Browder, D.M. (2006) *Teaching language arts, math, and science to students with significant cognitive disabilities*. Baltimore: Paul Brookes Publishing Co.

Downing, J. D. (2002) *Including students with severe and multiple disabilities in typical classrooms: Practical strategies for teachers* (2nd ed.). Baltimore: Paul Brookes Publishing Co.
Downing, J.D. (2005) *Teaching communication skills to students with severe disabilities*, 2nd edition. Baltimore: Brookes Publishing Co.
Downing, J.D. (2005). *Teaching literacy to students with significant disabilities*. Thousand Oaks, CA: Corwin Press.

Janney, R., & Snell, M.E. (2004). *Modifying schoolwork* (2nd ed.). Baltimore: Paul H. Brookes Publishing Co.

Kluth, P., Straut, D.M., & Biklen, D.P. (Eds., 2003). *Access to academics for all students: Critical approaches to inclusive curriculum, instruction, and policy*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Ryndak, D.L., & Alper, S. (2003). *Curriculum and instruction for students with significant disabilities in inclusive settings* (2nd ed.). Boston: Allyn and Bacon. Ryndak, D.L., & Fisher, D. (Eds). *The foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education* (2nd ed.). Baltimore: TASH.

The following websites are also recommended as helpful instructional resources:
http://www.k8accesscenter.org – Home page for The Access Center, an organization committed to quality education for all students.

www.cast.org – Homepage for The Center for Applied Special Technology.

www.dotolearn.com – contains information and resources to present information visually.

www.usevisualstrategies.com –offers visual resources for teaching.

www.readplease.com – free downloadable software that turns text to speech for reading instruction.

http://illuminations.nctm.org – contains a library of interactive, web-based virtual manipulatives for math instruction.

http://www.donjohnston.com/djlearning/index.htm - provides a framework and multiple resources for beginning and emergent literacy.

http://www.baltimorecityschools.org/boardmaker/adapted_library.asp - this site contains over 500 adapted books for literacy instruction.

www.creativecommunicating.com – contains free adapted books, resources and information related to literacy instruction.

www.pen.k12.va.us/VDOE/EnhancedSandS - contains the SOL Enhanced Scope and Sequence.

www.pen.k12.va.us/VDOE/Instruction/sol.html -lists the Standards of Learning instruction, training and assessment resources.

http://www.ttaconline.org – contains Enhanced Scope and Sequence PLUS documents, searchable by each SOL.
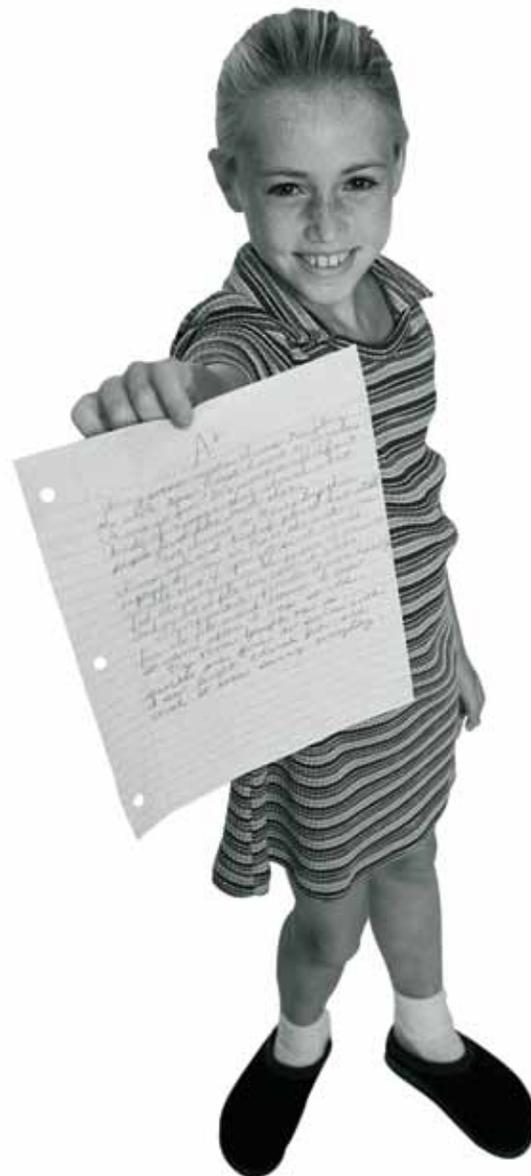
Autism Resources

Karen L. Berlin, M.Ed
Autism Priority Project, GMU T/TAC

Finding information related to autism spectrum disorders (ASD) can be a daunting task for new or veteran educators. Where there once seemed to be a vacuum of information and resources related to ASD, a flood of information is now readily available with the simplest of searches. With so many different ideas, approaches, philosophies, how does one know where to begin?

Recently, the Autism Priority Project of the Virginia Department of Education created a list of resources representative of research-based best practice information in the field. Some of these resources have been offered to school divisions through the project's train-the-trainer model, and others were made available through an application and request process to special education directors to support professional development within their division of personnel involved in the education of students with ASD. If   your school, program, or division is considering adding ASD resources to a professional library, consider any or all of the following. Many of these are also available for individual teachers to review through the George Mason on-line T-TAC lending library, or the T-TAC library at JMU.

Asperger's Syndrome:

Attwood, Tony. Asperger's Syndrome: A Guide for Parents and Professionals. Attwood, Tony.   Asperger's Syndrome: A Guide for Parents and Professionals (video).
Gagnon, E., Smith Miles, B. This is Asperger Syndrome
Myles, Brenda Smith & Simpson R. Asperger syndrome: A Guide for Educators and Parents

Autism overview:

Autism Spectrum Disorders Video, Attainment Co. (video)
Grandin, Temple. Thinking in Pictures and other Reports from my Life with Autism.

Jantzen, Janice. Understanding the Nature of Autism: A Practical Guide.
Quill, Kathleen. Teaching Children with Autism
Seigle, Bryna. Helping Children with Autism Learn: A Guide to Treatment Approaches for Parents and Professionals.

Accessing Curriculum:

Kluth, Paula. You're Going to Love this Kid.
Wagner, Sheila. Inclusive Programming for Elementary School Students with Autism and Asperger Syndrome and Inclusive Programming for Middle School Students with Autism and Asperger Syndrome.

Behavior:

Hodgdon, Linda. Solving Behavior Problems in Autism.
Prior, Margot. Learning and Behavior Problems in Asperger Syndrome.

Communication:

Bondy, A & Frost, L. The Picture Exchange Communication System Manual. Freeman, Sabrina. Teach Me Language.
Hodgdon, Linda. Visual Strategies for Improving Communication.
Quill, K.   Do-Watch-Listen-Say.
Person-centered Planning:
Giangrece. M.F. Cloninger, C.J., & Iverson, V.S. Choosing Outcomes and Accommodations for Children; a Guide to Educational Planning for Students with Disabilities.
Holbrun, S., &Vietze, P.M. Person-Center Planning: Research, Practice and Future Directions.

Sensory Integration:

Dunn, Winnie. Asperger Syndrome and Sensory Issues: Practical Solutions for Making Sense of the World.
Kranowitz, C. Answers to Questions Teachers Ask About Sensory Integration.
Williams, M. How Does Your Engine Run?

Social Skills:

> Baker, Jed. Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communication Problems.
> Gray, Carol.   The Original Social Story Book; The New Social Story Book; Comic Strip Conversations; and My Social Story Book.
> McAfee, Jeannette. Navigating the Social World.

Selected ASD websites worth visiting:

Overview and information:
www.autism-society.org –website for the National Autism Society of America.

www.teacch.com – contains descriptions of the TEACCH program, list of workshops, and educational recommendations.

www.floortime.org –contains information on DIR/Floortime educational approach.

www.scerts.com –contains an overview of information on the SCERTS model, developed by Barry Prizant.

 www.behavior.org –contains information on applied behavior analysis for students with autism

www.pbis.org – contains information and suggestions for promoting family involvement in positive behavior support planning.

www.autism-resources.com –a clearinghouse of information about ASD

www.pecs.com –contains information about PECS, materials to order and upcoming workshops

www.thegraycenter.org –Carol Gray's websites which offers specific information for writing Carol Gray social stories
www.polyxo.com – contains printable data collecting sheets, teaching ideas, and other useful information.

www.jeaniemcafee.com –contains information from parents, teachers and professionals about what works

www.rebeccamoyes.com –contains information about Rebecca Moyes, books, articles of interest and contact information.

www.tonyattwood.com – contains resources and information related to Asperger's syndrome.

Teaching resources and ideas:

www.do2learn.com –contains free printable learning tools, such as picture cards and suggestions for creating visual schedules and visual instructions

www.usevisualstrategies.com –contains information from Linda Hodgdon about implementing visual strategies and contains free picture cards

www.symbolworld.org – contains news, recipes, history, science, literacy activities using symbols.

www.autismteachingtools.com –contains information and teaching tips for educating students with ASD.

where we STAND

naeyc and naecs/sde

on early learning standards

Early learning standards define the desired outcomes and content of young children's education. Most states have developed such standards for children below kindergarten age.

The National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) believe that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children. But we caution that early learning standards support positive development and learning only if they

• emphasize significant, developmentally appropriate content and outcomes;

• are developed and reviewed through informed, inclusive processes;

• are implemented and assessed in ways that support all young children's development; and

• are accompanied by strong supports for early childhood programs, professionals, and families.

These four elements are described in detail in *Early Learning Standards: Creating the Conditions for Success*, a joint position statement of NAEYC and NAECS/SDE (online at www.naeyc.org/resources/position_statements/position_statement.pdf). They are discussed briefly below.

1. Effective early learning standards emphasize significant, developmentally appropriate content and outcomes.

• All areas of early development and learning (including cognitive, language, physical, social, and emotional) are emphasized in the standards.

• The content and desired outcomes are meaningful and important to children's current well being and later learning.

Early Learning Standards in the States

A survey of states' development of early learning standards (C. Scott-Little, S. Kagan, & V.S. Frelow, *Standards for Preschool Children's Learning and Development: Who Has Them, How Were They Developed, and How Are They Used?* Greensboro, NC: SERVE, 2003) reveals that

• almost 40 states have or are developing child-based outcomes standards;

• all but one of the states include language and literacy development in the standards;

• social-emotional development and "approaches to learning" are the areas least commonly included in standards; and

• the documents give guidance about how the standards can be adapted for children with disabilities or for the culturally and linguistically diverse children.

The complete survey is online at: *www.serve.org/_downloads/full2print.doc.*

• Early learning standards are *not merely scaled-back versions* of standards for older children. Instead, the standards are based on research about the processes, sequences, and long-term outcomes of *early* learning and development.

• Standards are *linked to specific ages* or developmental periods to ensure that the expectations are appropriate.

• Standards recognize and *accommodate* variations in children's cultures, languages, communities, and individual characteristics, abilities, and disabilities. This flexibility supports positive outcomes for *all* children.

2. Effective early learning standards are developed and reviewed through informed, inclusive processes.

• Relevant, valid sources of expertise are called on to help develop and review the standards.

• Multiple stakeholders are involved—community members, families, early childhood educators and special educators, and other professional groups.

• Once the standards are developed, they are shared and discussed with all stakeholders.

• Early learning standards are regularly reviewed and revised so they remain relevant and evidence-based.

3. Effective early learning standards are implemented and assessed in ways that support all young children's development.

• Curriculum, classroom practices, and teaching strategies support the standards by connecting with young children's interests and abilities to promote positive development and learning.

• Assessment instruments are clearly connected to important learning represented in the standards; are technically, developmentally, and culturally valid; and provide information that is comprehensive and useful.

• Information gained from assessments must benefit children. Assessment and accountability systems should improve practices and services and should not be used to rank, sort, or penalize young children.

4. Effective early learning standards require a foundation of support for early childhood programs, professionals, and families.

• Evidence-based program standards and adequate resources for high-quality programs create environments in which standards can be implemented effectively.

• Significant expansion of professional development is essential to help early childhood teachers and administrators implement the standards.

• Standards have the most positive effects if they are accompanied by respectful family communication and support.

CREATING TALKING BOOKS

Estela Landeros-Dugurd VDOE T/TAC @ GMU

Talking books can be an effective tool in an inclusive classroom setting. Through the use of a computer or a dedicated reading device, students can hear text read to them. If necessary, these books can be set up so that students can use a switch, rather than the keyboard, to turn pages. Not only do talking books enable students to access literature in a relatively independent manner, they also serve to motivate and build confidence in those students who may be hesitant to participate in the reading process.

There are not, however, a wide variety of digital books available, particularly if you are searching for specific topics or reading levels. What teachers, and even students themselves, can do is create their own talking books. Using some of the popular software programs on the market, talking books can be produced based on teacher or student preferences or interests. If students create their own books, they may feel a special sense of ownership in the process of learning to read. As they add symbols, sounds, and pictures to a book, they focus on the meaning of print, beginning the practice of story-writing by even the youngest student.

These are among the most popular programs that allow you to create talking books:

My Own Bookshelf
PowerPoint
Speaking Dynamically Pro
HyperStudio 4
Clicker 5

You can find guides to create talking books for some of these programs by clicking on the following links. In addition, some of these sites may allow you to download free books that have already been adapted. (This may require a low-cost membership before you can access these resources.) Information on purchasing the specific software programs can also be found here.

http://www.softtouch.com My Own Bookshelf
http://www.mayer-johnson.com Speaking Dynamically Pro
http://www.hyperstudio.com/ HyperStudio 4
http://www.cricksoft.com/us/ Clicker 5

Guides to create talking books:

http://atto.buffalo.edu/registered/Tutorials/talkingBooks/hyperstudio4.php
http://atto.buffalo.edu/registered/Tutorials/talkingBooks/index.php

Look under T/TAC Online's Online Training for a template and a guide to create talking books using Power Point.
www.ttaconline.org

This source offers ideas for creating talking books for students with special needs, low readers, and ESL students.
http://www.my-ecoach.com/online/webresourcelist.php?rlid=4984

Free digital books (in both text and mp3 formats) to download:
http://www.free-books.org/

Free audio book collection done by human readers of public domain books in mp3 or ogg file formats.
http://librivox.org/

Membership-based library with an excellent collection of talking books.
http://www.tumblebooks.com/library

Membership-based library with new and unpublished stories written and illustrated by Pati King-DeBaun.
http://www.adaptedstories.com/index.cfm

Early Childhood Inclusion Survey

Last chance to let us know about your program!

The VDOE T/TAC Early Childhood survey will help us determine needs throughout the Commonwealth related to inclusive practices and early childhood programs.

Please go to www.ttaconline.org, click on your region and locate the *Early Childhood Survey* on the Welcome page. The survey will take 10 minutes to complete. You will be eligible to receive a free resource to use in your early childhood classroom.

Thanks for your help.

EC Inclusion Survey Monthly Drawing Winners as of March 31st, 2006

February

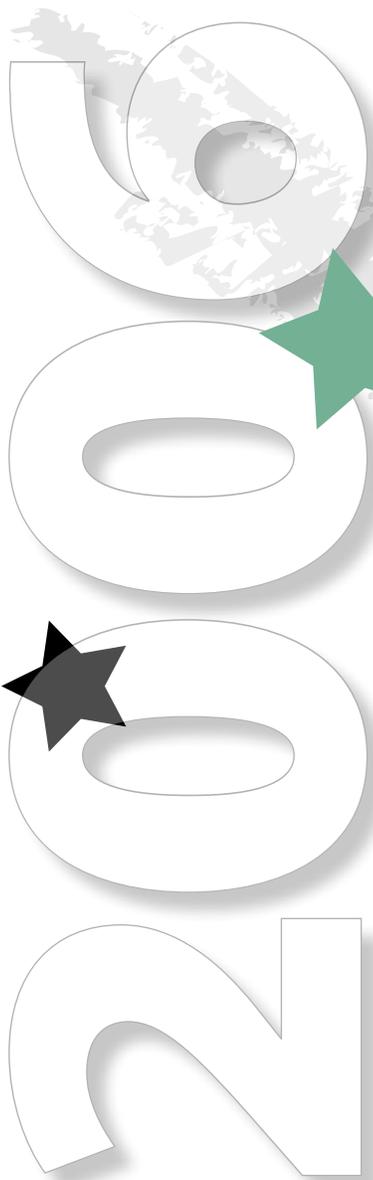Diane Jackson @ Cumberland Elementary School
in Cumberland, VA

March

Julia Meek @ Buckingham Primary School
in Buckingham, VA

There will be one more winner of educational material for classroom or professional use. To be eligible to win, you must complete the Early Childhood Inclusion Survey as directed above and then enter the drawing!
Thanks and good luck!

2006

Shining Stars:
Charting the Future for Today's Children

Virginia's Third Annual Early Childhood Conference

July 19th-21st, 2006

Ramada Plaza Resort Oceanfront, Virginia Beach, VA

For more information and to register for the conference, log onto: www.ttaconline.org and click on the Events tab.

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

Sponsored collaboratively by
The Virginia Department of Education
The Virginia Department of Education's T/TACs
The Partnership for People with Disabilities
Virginia Division for Early Childhood

July 19th-21st, 2006
Mark Your Calendars!

www.ttaconline.org

IDEA Corner

Current News in Special Education Policy
Nancy Anderson, VDOE T/TAC @ GMU

The national IDEA Partnership has a new website that reflects the collaborative work of more than 55 national organizations, as well as technical assistance providers, and state and local organizations and agencies. The home page of this site provides numerous resources, as well as the most up-to-date information on IDEA 2004 and NCLB.

Across the top on the homepage, you will find large buttons that connect to the major focus areas of our work. Each section opens with an overview that describes the Partnership work and the organizations, states and agencies involved. These sections are the following: Dialogue Guides, Communities of Practice, Partnership in Work in the States, Partnership Work with National Organizations, and Partnership Work with National Centers.

The left side of the homepage provides an index of features, resources, and services. The purpose of this index is to provide easily accessible information under titles such as Latest News, New Resources, Events, and Newsletters. Another section, Information Collections, features three new resource databases with search capability: the Topics Database, The Results for KIDS: Resources, and Many Journals, Many Voices.

The national IDEA Partnership website can be accessed at:
http://www.ideapartnership.org/index.cfm

The Council for Exceptional Children (CEC) has recently their updated website. This site contains great resources and information, and can be accessed at: http://www.cec.sped.org

An update on No Child Left Behind (NCLB):

A newly established NCLB Commission has been tasked with providing Congress with recommendations on how to improve NCLB prior to the reauthorization in 2007. The Commission will hold its first hearing in late March/early April in Los Angeles, CA. This hearing will focus on teacher quality. There will be three additional hearings (locations are being finalized) that will focus on assessment, accountability, including Adequate Yearly Progress (AYP) and alternative AYP model discussions, and turning around struggling schools – interventions and consequences. The final hearing of the Commission will be in September in Washington, D.C. and will focus on general NCLB issues.

The Commission will solicit input from the public before formulating their recommendations to Congress through a series of regional meetings and web site interaction. The Commission will also release research papers highlighting key issues related to NCLB.

For more information, visit the Commission's web site: www.nclbcommission.org.

Conferences & Trainings:

April

Reading First Academy for Special Education Teachers

Academies held in:
Charlottesville: March 28 & 29 and June 20-22, 2006
Fairfax: April 3 & 4 and June 28-30, 2006
Roanoke: April 25 & 26 and June 27-29, 2006

25th-26th Creating Connections: Navigating Toward Success
4th Annual Infant & Toddler Connection of Virginia Early Intervention Conference
Hotel Roanoke
Roanoke, VA
Register at: www.vcu.edu/partnership/ITC

26th   GMU LIFE Program's Spring Performances 2006
When: Afternoon Performance at 1 p.m. in the Johnson Center, Room, Cinema
Evening Performance on April 28, 2006 at 7:00pm at George Mason Campus Sub II Ballroom
Sponsored by: Helen A. Kellar Institute for Human disAbilities, Mason LIFE
For more information please contact Clare M. Talbert by email at CTALBER1@osf1.gmu.edu or call her at 703-993-3681.
Web site for information on the LIFE program: http://www.kihd.gmu.edu/gmulife/
Web site about this event: http://www.chd.gmu.edu/newsevents.htm

May

April 30th-May 4th   International Reading Association: 51st Annual Convention
Lakeside Center at McCormick Place
Hilton Chicago and the Palmer House Hilton
Chicago, IL
http://www.reading.org/

13th   Celebrate Communication 2006
Center for the Arts, George Mason University
10 am to 3 pm
Brought to you by:
Northern Virginia Resource Center for Deaf and Hard of Hearing Persons
Helen A. Kellar Institute for Human disAbilities
For sponsorship information:
Cheryl Heppner cheppner@nvrc.org
For exhibitor information:
Melody Hotek mhotek@nvrc.org
To volunteer: Gay Nagy gnagy@nvrc.org

June

22nd-23rd Making Connections with AT: Aug Com 2006
The Inn at Virginia Tech
Blacksburg, VA
Contact Glenna Gustafson at gsgustaf@vt.edu

26th-30th   Content Teaching Academies
James Madison University
Harrisonburg, VA
http://coe.jmu.edu/academy2006/default.htm

July

19th-21st Shining Stars 2006: Charting the Future for Today's Children
Virginia's Early Childhood Conference
Ramada Plaza Oceanfront Resort
Virginia Beach ,VA
For details and to register, visit:
www.ttaconline.org (Click on Events)

25th Addressing the Social and Behavioral Challenges of Children with Asperger's Syndrome High Functioning Autism
Doubletree Hotel
Charlottesville, VA
http://ttac.cisat.jmu.edu

October

20th-22nd 28th International Conference on Learning Disabilities
Research in Context: A Capital Idea for 2006
McLean, VA
www.cldinternational.org

LOOK WHAT YOU CAN FIND ON T/TAC ONLINE!

By clicking on your school region, and looking under the "EVENTS" tab you will be able to view state wide educational conferences, trainings, and workshops. Some events offer ONLINE registration for your convenience! Look for the "sporg" link. Exciting professional development is now only a click away!

Congratulations Mason Men's Basketball Team on making the Final 4

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VDOE
Region IV T/TAC
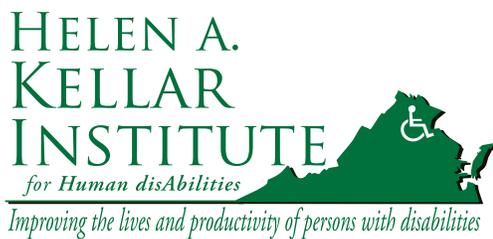*George Mason University*
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