

THE T/TAC TELEGRAM

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Northwestern Consortium T/TAC
This newsletter is a collaborative effort by the Northwestern Consortium of the T/TACs, which includes James Madison University, co-directed by Cheryl Henderson and Melinda Bright, and George Mason University, directed by Lynn Wiley.

Designed by Jeff Richards

Transition from Early Intervention to Early Childhood Special Education

Dianne Koontz Lowman, Ed.D., Coordinator, VDOE T/TAC @ James Madison University

Transitions are inevitable and they can be difficult. Transitions involve saying good-bye to the "known" and moving onto something that is "unknown." Ann and Rud Turnbull, researchers and parents of an adult child with significant disabilities, present a detailed description of the transitions between the different phases of the family life cycle (such as getting married, having a baby, sending that child to school, etc.) (Turnbull & Turnbull, 2003). The point of moving between one phase to the next, or the transition, can be a source of stress. Many parents find themselves excited as well as scared on the first day of kindergarten; this reaction is to be expected as the family sends their child off to an unknown situation (the elementary school).

Transitions can be especially hard for families of young children with disabilities. Not only is the family transitioning between stages of the family life cycle, but they are also moving from one service system to a completely different system. The child-centered nature of a school-based program like early childhood special education in contrast to the family-centered nature of early intervention can seem overwhelming. For this reason, much literature has been devoted to easing the transition between early intervention under Part

C of the Individuals with Disabilities Education Act (IDEA) and early childhood special education services provided under Part B. The National Early Childhood Technical Assistance Center has a number of resources for parents, professionals, and systems on the transition process (<http://nectac.org/topics/transition/stateex.asp>).

The different systems involved in this transition from Part C to Part B are mandated by IDEA to ensure a smooth transition:

The state must have in effect policies and procedures to ensure that—
(a) Children participating in early intervention programs assisted under Part C of the Act, and who will participate in preschool programs assisted under Part B of the Act, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9) of the Act;
(c) Each affected LEA will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10) of the Act (IDEA, 2004).

The Virginia Department of Education has summarized the federal requirements and provided a resource for systems preparing for the transition

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from Part C to Part B. The *Early Childhood Transitions from Part C Early Intervention to Part B Special Education and Other Services for Young Children with Disabilities Technical Assistance Document August 2003* can be viewed at <http://www.doe.virginia.gov/VDOE/sped/earlychildhoodtransitiondoc.pdf>.

In the Spring of 2007, the Virginia Department of Education and the Infant & Toddler Connection of Virginia conducted a series of transition workshops throughout the Commonwealth. Localities were urged to send representations from both Part C and Part B. The presentations from this workshop may be viewed at <http://www.infantva.org/pr-TrainingTransitionWorkshops2007.htm>. Participants were asked to meet in local teams and answer a series of questions designed to outline the transition process in that locality. One of the components under discussion was that of the transition planning conference (as required by IDEA). Participants were asked to determine guidelines for the transition planning conference, such as who will initiate and coordinate the conference, when and where it will be held, who will attend, who will facilitate, and how the conference will be documented.

In September of 2007, a memo distributed to all Part C Local System Managers outlined a new statewide form *Parent Approval for Transition Planning Conference*. This memo and form may be viewed at <http://www.infantva.org/documents/pr-TransitionPlanConfMemo.pdf> and <http://www.infantva.org/documents/pr-TransitionPlanConfApprovForm.pdf>.

The Transition Planning Conference is to be convened from 90 days to nine months before the child transitions from Part C to Part B.

In addition to holding statewide transition workshops and developing a statewide form, the form for the Individualized Family Service Plan (IFSP) was also revised. In December 2007, in a series of technical assistance conference calls, the revised IFSP form was discussed (*Talking Points*, 2007). The Transition Planning Pages of the IFSP were changed significantly to:

- ☒ Support a smooth and timely transition for children and families.
- ☒ Support improved compliance with federal transition requirements.
- ☒ Increase the consistency with which required transition planning steps occur across the

Commonwealth.

- ☒ Improve documentation of transition steps and activities. (<http://www.infantva.org/documents/pr-IFSP-talkingPoints-12-2007.pdf>).

Pages seven and eight of the Infant & Toddler Connection of Virginia IFSP form outlined the steps in the transition process. This form may be viewed at <http://www.infantva.org/documents/forms/IFSP.pdf>. The five steps in the transition planning process are listed below:

Based on your transition plans and family preferences, your service coordinator will:

1. Help your family explore community program options, which may include early childhood special education services, for your child
 - a. Provide information, including program contact information, about community options following early intervention, as desired by your family.
 - b. Arrange for visits to programs, as desired by your family.
 - c. Provide names of other families (with their permission) who have transitioned to programs the family is considering, as desired by your family.
 - d. Other steps/activities:
2. With your permission, make a referral to the local school division or other desired program(s).
 - a. Parent consent obtained on release of information form on (date).
 - b. With parent consent on release of information form, refer your child and send child-specific information to the future service provider or program (e.g., assessment reports, IFSP, etc.).
 - c. Referral sent to (program) on (date).
 - d. Other steps/activities:
3. If your family is considering transition to early childhood special education services, hold the 90-day transition conference between you, your service coordinator, and someone from the new program to plan how to make the transition.
 - a. *Parental Prior Notice* form provided on (date).
 - b. Parent approves/does not approve conference as indicated by (parent signature) on (date).

OR

Signed *Parent Approval for Transition Planning*

Conference form in child's record.

c. Service Coordinator ensures scheduling of conference and participation by required parties by (check one):

- Inviting participants directly and scheduling time and location for meeting or
- Working with school division to hold conference as part of the eligibility process.

d. Transition conference held on (date).

e. The following participated: (Parent - required), (early intervention- required), (school division - required), (other).

f. Results of transition conference (e.g., planning for any further evaluation, IEP meeting including determination of placement, etc.).

4. Once it has been determined where your child will transition, help your child and family prepare, as desired by your family, for changes in supports and services so you can move smoothly from one program to another.

- a. Your child will transition to (program) on (projected date).
- b. Help your child and family get ready for the new program/setting.

5. Discharge your child from the local Part C system on or before his/her 3rd birthday.

- a. *Parental Prior Notice* form is signed (Yes/No).
- b. If child is on inactive status: *Parental Prior Notice* form sent on (date).

Parental Prior Notice form is signed (Yes/No).

c. Date of discharge/closure.

All of these efforts have been made to assist families in this exciting yet difficult transition. If you have questions about any of these changes, please contact your local administrator.

References:

Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400 *et seq.*

Infant & Toddler Connection of Virginia. (2007). *Talking Points*. Retrieved January 11, 2008, from <http://www.infantva.org/documents/pr-IFSP-talkingPoints-12-2007.pdf>

Infant & Toddler Connection of Virginia. (2007). *Individualized Family Service Plan*. Retrieved January 11, 2008, from <http://www.infantva.org/documents/forms/IFSP.pdf>

Turnbull, A.P., & Turnbull, H.R. (2006). *Families, professionals, and exceptionality: A special partnership* (4th ed.). Upper Saddle River, NJ. Pearson/Merrill-Prentice Hall.

Virginia Department of Education. (2003). *Early Childhood Transitions from Part C Early Intervention to Part B Special Education and Other Services for Young Children with Disabilities Technical Assistance Document August 2003*.

Assistive Technology and Transition: Questions to Consider

Carol A. Wiegler, Coordinator, VDOE T/TAC @ JMU

Best practice suggests that an effective transition plan needs to include the student's required assistive technology in an outcome-oriented process so that the student can move from school to post-school activities. The student's assistive technology is used to increase, maintain, or improve functional skills and may be something as simple as a pencil grip or as complex as a dynamic display communication device. Regardless of its complexity, the assistive technology used by the student is vital to his success not only in school, but across a wide variety of environments.

What is an outcome-oriented transition process for a student with assistive technology?

The Individual Education Program (IEP) team is responsible for setting realistic post-school goals for the student early in the transition process and incorporating the student's assistive technology into those goals. By backward chaining the end-of-school expectations and explaining the support that the student's assistive technology will play in the process, the transition plan can be comprehensive. It will also assist the team in defining well planned and long term objectives needed by the student to successfully use his AT across the many settings the student will encounter in and out of school.

Free and excellent resources offering ideas and many forms to assist IEP teams in developing transition plans that include AT can be found on the Wisconsin Assistive Technology Initiative web site (www.wati.org). Teams can use these free resources to help manage, coordinate, and define timelines relevant to transition.

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When should the IEP team begin the transition outcomes process for a student with assistive technology?

While the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) requires a transition plan to be completed when the student is 16 years old, it is imperative that the IEP team plan carefully and consistently for a student's assistive technology needs much sooner. Some students may need the process to begin and continue from the time post-secondary and career options begin to be discussed. Some students may require an extended period of time to learn to use the assistive technology with the goal being independence across a variety of settings.

What role should the student play in developing a transition plan and his assistive technology?

Without a doubt, the student, if he is able, should be taught the skills of self-advocacy and self-determination early in the transition process. The student **MUST** be able to communicate his assistive technology (AT) needs so that he is responsible. Consistently including the student in all discussion about the relationship of his disability to his assistive technology needs is imperative to maximize self-determination.

If the AT was acquired by the school, how can the student continue the use of this device upon completion of his IEP?

The IEP team can insure that the student's AT needs are met in his post-school setting(s) by utilizing a variety of resources. In some cases, arrangements can be made to transfer ownership of the AT to the student or to a state-funded vocational rehabilitation program. Often, the student-specific AT may only be able to be used by that particular student. The student may be eligible for AT through private insurance and/or Medicaid. Community service organizations often assist with the acquisition of AT. The Virginia Assistive Technology System (VATS) (www.vats.org) has recycled AT and equipment exchange and offers interest-free loans for the purchase of AT. Again, early identification of the student's need for post-school AT and early communication with the agency(s) that will be working with the student should be part of the outcomes of the transition process.

What other resources are available to the student, parents, and educators to assist in the transition process?

The Quality Indicators for Assistive Technology Consortium (2007) in the document, *Quality Indicators for Assistive Technology Transition*, provide school divisions, AT service providers, educators, parents, and consumers information about compliance issues for AT. There are six quality indicators in the area of AT and transition; knowledge of these indicators is essential to the IEP team when developing outcomes for transition.

Transferring Assistive Technology from School to Work is a resource from United Cerebral Palsy that provides information about employment supports and the transfer process for AT.

What resources are available for students who will be attending college?

If a student with a disability has the goal to attend college or a post-secondary institution, it is critical for the IEP team to include that student in transition planning to teach appropriate assistive technology and self-advocacy skills because once the student has completed high school IDEA no longer applies. College students are protected under the Americans with Disabilities Act (ADA) which requires the college to provide reasonable accommodations, including assistive technology, requested by the student.

References & Resources:

Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 et seq.

Canfield, T. & Reed, P. (2001). *Wisconsin Assistive Technology Initiative. Assistive Technology and Transition*. Retrieved January 2, 2008, from <http://www.wati.org>

Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400 et seq.

Quality Indicators for Assistive Technology Consortium. (2007). *Quality indicators for assistive technology transition*. Retrieved January 2, 2008, from <http://www.qiat.org>

United Cerebral Palsy. (n.d.) *Transferring assistive technology from school to work*. Retrieved January 2, 2008, from http://www.ucp.org/ucp_channel.doc.cfm/1/12/69/69-69/736

Virginia Assistive Technology System. Retrieved January 3, 2008, from <http://www.vats.org>

CLASSROOM TRANSITION TIPS FOR TEACHERS WHO HAVE LEARNERS WITH DIVERSE NEEDS

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Today's classroom teachers are continuing to have to keep up with instructional practices and techniques that will meet the diverse needs of the learners they support. Teachers are continually trying to find a balance between effective classroom management and quality academic instruction while dealing with a diverse pool of learners who are exhibiting difficulty paying attention, staying focused on their work, following through with tasks, staying organized, acting impulsively, waiting their turn, talking too much, etc. With disability populations on the rise such as ADD, ADHD, and autism spectrum disorders, effective classroom instructional techniques and behavior management practices are imperative to help students make smooth transitions in and out of classroom settings.

Establishing a daily routine and schedule is a very useful management practice that can help transitions run more smoothly for both students and teachers. Teachers need to model and practice routines with students of all ages in order to set and maintain expectations. The same practice should be in place if routines change. It is important to remember to revisit routines as needed so that problematic behavior and situations occur at a minimum. Such routines could include lining up in the hallway, fire drill procedures, lunch procedures, station work, etc. Don't assume that just because it was taught once that a student remembers the expectations. Not having clear routines and expectations can result in problematic behavior, especially for students who need this type of structure.

Schedules also help provide structure and expectations for students at all levels to successfully transition between activities throughout the day. It is important that the classroom schedule is legible, easy to read, and posted in a place for everyone to see. All students should be advised by the teacher, both verbally and visually (pictures for elementary, written schedules and times for all levels), when there is a change in the schedule. Students who may exhibit short attention spans, memory difficulties, are visual learners, or who just need more structure may need to have an individualized schedule based on their specific needs. Schedules

help to anticipate change in routines thus decreasing problematic behavior as well.

Looking at how students will switch from one activity to the next can be an area of concern during classroom transitions if the proper supports are not put in place. The following are supports that can be put in place to ease the transition process when moving from one task to the next:

1. Communicate clearly when activities will begin and when they will end.
2. Give specific instructions about how students will move from one activity to the next.
3. Provide written and visual cues for instructional tasks and everyday routines.
4. Teach students to be organized for different subjects using color-coded folders and/or labeling their binders, notebooks, etc.
5. Be organized in advance with materials for each lesson or activity and always have a "Plan B" for changes in schedule or routine!

Being conscientious of these behavioral management practices and instructional techniques can decrease problematic behavior, help students stay on task, and hopefully make everyday transitions smoother for everyone. It is important to remember to pick transition techniques that correlate to the chronological age of the students being taught. Remember that effective practices are good for all students not just students with disabilities.

Reference:

Reif, S. (2007). ADHD in school: Tips for transition, and less structured, times. Retrieved January 7, 2008, from <http://dyslexia.wordpress.com/?s=How+to+reach+and+teach+children+with+ADD%2FADHD>

Employing Students With Autism Spectrum Disorders (ASD)

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FACT: If persons with ASD do not find employment after their educational training, they have a 70% chance of not being gainfully employed throughout their life (Rebeck, as cited in Holmes, 2006).

FACT: Only 6% of persons with ASD have a full-time job (National Autism Society, as cited in Holmes, 2006).

Given these facts, it is not hard to believe that one of the most challenging obstacles that face our students with autism spectrum disorders as they exit high school or post-secondary institutions is finding and retaining employment. There are many reasons why this may be a problem. This article will focus on three strategies that, if implemented, will improve the outcomes for these students.

Find work and jobs that are strength based.

Many of our students with ASD have exceptional strengths in restricted areas. For example, Tom may be excellent at calculating equations, but has difficulty greeting his friends; Joe can tell you everything about the weather and thoroughly enjoys the weather channel, but has no interest in other topics; Sarah is great at putting puzzles together and also sets the table with perfection, but is unable to communicate using words. Although these strengths can be challenges when persistently repeated, consider them strengths and of interest to the student as you try to determine a good job match. Also, consider using career interest assessments, interviews with teachers and family members, and careful observation to help the students identify other areas they may excel in or find of interest. Through these means one may find that Tom wants to pursue a degree in mathematics and then work in a company that would require his strength; Joe may want to consider the field of meteorology and work behind the scenes for the weather channel; and Sarah may want to work in a job that requires precision in packaging, layout, or arrangement.

Teach social skills that will prepare the student for the work place.

When considering work that is strength based, one must also consider the challenges of many of our students with ASD. It is a fact that challenges with social skills is a characteristic of the ASD diagnosis and yet the ability to use appropriate social skills is the very thing that will help our students

obtain and retain employment. Prepare the student to understand the expectations of the work place. Often these are the hidden rules that employees need to know. Don't assume that the student will be able to "read" the social climate and then be able to adjust to it. Instead, prepare the student by teaching the work place expectations. Teach how to greet someone, ask for help, engage in conversations, give and receive compliments, and interrupt appropriately (Pratt, 2007). Use strategies such as direct instruction, role play, video modeling, and scripting to teach these skills.

Choose a suitable work environment and educate the employers and employees. Two of the most important details that we often neglect to do are to locate a good environmental match for our students and then prepare the persons in the work site for our students. We need to locate sites that match the strengths and interests of the student. Predictable and stable work environments are more likely to be successful.

After locating an appropriate setting we need to educate. Accommodations need to be identified early. Tom may work best in an office away from the distractions and noise of the workplace. He prefers to work alone. Joe likes to be with other persons, but works best when given a task list, time line, and a small space to complete his work. Sarah tends to focus on her task and will forget to take a break. She works best with tasks that have a clear beginning and end. A schedule helps Sarah understand the workplace expectations. It is best when the students can self advocate for themselves by letting the employers and employees know what supports they may need. Teach the employer to address social and work issues directly. Students with ASD have difficulty understanding subtle reminders. Work with the human services department to identify diversity training that may be helpful to understand the personality characteristics of persons with ASD. When employers and employees understand why a person may act a certain way they are more likely to work with and support that person.

It is our job to educate, and provide post-secondary transition services to our students with ASD. Using the State Performance Plan Indicator #14 as a blueprint for state and local improvement, we are reminded that we need to aspire to making sure that 100% of youth with IEPs, who are no longer in secondary school, are competitively employed or enrolled in a post-secondary school. Our goal is to make sure that our students with ASD graduating from high school and college programs are ready for the work environment, as well as making sure the work place is ready for our students.

References:

Holmes, D.L. (2007). When the school bus stops coming: The employment dilemma for adults with autism. *Autism Advocate*, 1, 16 – 21.

Pratt, C. (2007). Moving into the world of employment. *Autism Advocate*, 1, 8 – 9.

Self-Determination: An Integral part of the Transition Process

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

Self-determination is a skill set that all people need in order to live successful lives. It is not something that needs to be taught only to students with disabilities. All students can benefit from instruction in self-determined behaviors.

The definition of self-determination has been revised numerous times over the past fifteen years. The most recent revision from Wehmeyer (2006) states that “self-determined behavior refers to volitional actions that enable one to act as the primary causal agent in one’s life and to maintain or improve one’s quality of life” (pg. 117). Examined further, self-determined behavior has four essential characteristics: (1) The person acted autonomously; (2) the behavior(s) are self-regulated; (3) the person initiated and responded to event(s) in a psychologically empowered manner; and (4) the person acted in a self-realizing manner (Wehmeyer and Field, 2007).

Wehmeyer identifies nine core component elements of self-determined behaviors:

- ☒ Choice-making skills--the skill of making a choice between two known options
- ☒ Decision-making skills--the skill of choosing among more than two known options
- ☒ Problem-solving skills--the skill used when a solution is not readily known
- ☒ Goal-setting and Attainment skills--the skill of determining how you are going to accomplish what you want
- ☒ Self-regulation/Self-management skills--the process of monitoring one’s own actions
- ☒ Self-advocacy and Leadership skills--skills necessary to be able to speak up or defend a cause or person
- ☒ Positive Perceptions of Control, Efficacy, and Outcome Expectations

- ☒ Internal locus of control--the belief that one has control over outcomes that are important to life
- ☒ Self-efficacy--the conviction that one can successfully execute the behavior required to produce a given outcome
- ☒ Efficacy expectations--the belief that if a specific behavior is performed, it will lead to anticipated outcomes
- ☒ Self-awareness and self-knowledge--the skills of knowing one’s own strengths, weaknesses, abilities, and limitations, and knowing how to use these unique attributions to beneficially influence one’s one life

These core components can be easily infused in the general education K-12 curriculum. The Virginia Department of Education’s I’m Determined project will be publishing lesson plans addressing these core components with correlating SOLs in the near future. They will be housed on <http://ttaconline.org>.

More specifically, what can teachers do in the classroom to promote self-determination and self-determined behavior? Wehmeyer and Field (2007) identify four learning process strategies that are useful in teaching the knowledge, skills, and beliefs of self-determination.

Modeling and Mentors

Modeling has always been a powerful teaching tool of both parents and teachers. Modeling can be used two different ways: direct and indirect. An example of direct modeling is the use of a role model/mentor to demonstrate a specific skill. For example, a student’s older brother or sister could model how to problem solve when put in a specific situation. An indirect modeling strategy would be encouraging students to learn by observing teachers in the school who consistently model self-determined behaviors (Wehmeyer and Field, 2007).

Cooperative Learning Groups

The cooperative learning group strategy emphasizes students learning from each other. This gives students the opportunity to learn from models provided by their peers. It also helps students strengthen their communication and relationship skills as well as collaboration skills (Wehmeyer and Field, 2007). The development of these skills is essential for success in the work world. An example for the classroom would be the use of literature circles when reading a novel. Visit the web site http://www.cdli.ca/CITE/lang_lit_circles.htm for more information on literature circles.

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Coaching

Coaching is a relatively new strategy originally developed as a tool to work with students with ADHD and learning disabilities. There are four keys to the coaching framework: (1) use questioning as the primary communication tool; (2) work from a belief base that students usually possess the capacity to develop their own solutions; (3) student and coach agree on communication and logistical components of the relationship; and (4) emphasis of breaking goals into smaller steps to be worked on one at a time (Wehmeyer and Field, 2007).

Behavioral Strategies

Nationally, the model of Positive Behavior Support and Virginia's Effective Schoolwide Discipline (ESD) program has changed the focus of behavior. In a nutshell, the emphasis is placed on recognizing and reinforcing the positive desired behavior. Principles of self-determination promote students being included in defining desired positive behaviors. Behavioral strategies should include reinforcement of behaviors that help students reach goals they identify as important to them (Wehmeyer and Field, 2007).

Becoming self-determined is a process for all involved. The focus of NCLB and the resulting Virginia State Performance Plan put successful student outcomes at the top of the priority list. We will not have successful student outcomes without teaching our students to be self-determined. Remember, role models play an integral part in students becoming self-determined. It is essential that teachers model the self-determined behaviors but also share and communicate with parents so the behaviors can be modeled across environments. Actions speak louder than words; the students may not always be listening, but they are always watching.

References:

Wehmeyer, M.L. (2006). Self-determination and individuals with severe disabilities: Reexamining meanings and misinterpretations. *Research and Practice in Severe Disabilities*, 30, 113-120.

Wehmeyer, M.L., & Field, S.L. (2007). *Self-determination instructional and assessment strategies*. Thousand Oaks, CA: Corwin Press.

PICTURE Person-Centered Planning

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It is said, "A picture is worth a thousand words." This idiom means that you can describe something by drawing one picture. When it comes to transition planning for individuals with intellectual disabilities, this proverb can mean a different future for them. The reason being that the research-supported PICTURE method, Planning for Inclusive Communities Together Using Reinforcement and Evaluation, is a unique method of person-centered planning that involves a handful of the most important people caring for the individual asking three main questions: "What is your life like now?" "How do you want it to change?" and "How can we help make that happen?"

The uniqueness of the PICTURE method comes from two ways that it is different from other person-centered planning. According to Holburn, Gordon, and Vietze in the book *Person-Centered Planning Made Easy: The PICTURE Method* (2007), these two differences are: "Professionals are welcome, and evaluation informs the planners." The PICTURE method encourages the many support personnel in the life of the individual with disabilities to practice within the individual's living community not segregated communities. And, the evaluation tools in PICTURE are more than a measure of effectiveness; they become part of the intervention itself to continually measure progress and outcomes.

Holburn et al. (2007) record the eleven principles of PICTURE as the following:

1. People with disabilities should live like people without disabilities
2. See the whole person
3. Individualization
4. Natural engagement
5. Start where you are; use what you have
6. Workers must be helpers
7. Personal commitment
8. Responsive organizations
9. Bring back the family
10. Members of the community must get involved
11. Real friendships are in the community

While this list isn't long, there is tremendous planning and coordination that must occur for the PICTURE to be successful. The individual, professionals, family, and friends

must commit to meet to determine the vision and then work toward ways to reach the vision. The number of meetings necessary is not a set number, so the team members must agree to attend for however many it takes to draw the PICTURE for the individual after a facilitator is designated.

During the meetings, the team completes eight quality-of-life charts that represent the individual's life as it is now and the hopes for the future. The

eight quality-of-life aspects include relationships, home, places, competence, respect, health, work, and choices. The facilitator asks questions specific to these eight aspects as the team completes the NOW and FUTURE sides for each chart. As the team works through the charts, the facilitator records the information on flip charts. The process includes drawings and words that offer information on where the individual is now and the goals for the future so that all team members can understand them with minimal text. After each quality of life aspect's picture

is completed, the team is reminded of the evaluation process and how it will occur throughout the plan. The team then determines actions that are needed, who is responsible, and when they are expected to be completed and recorded on a chart titled Next Steps.

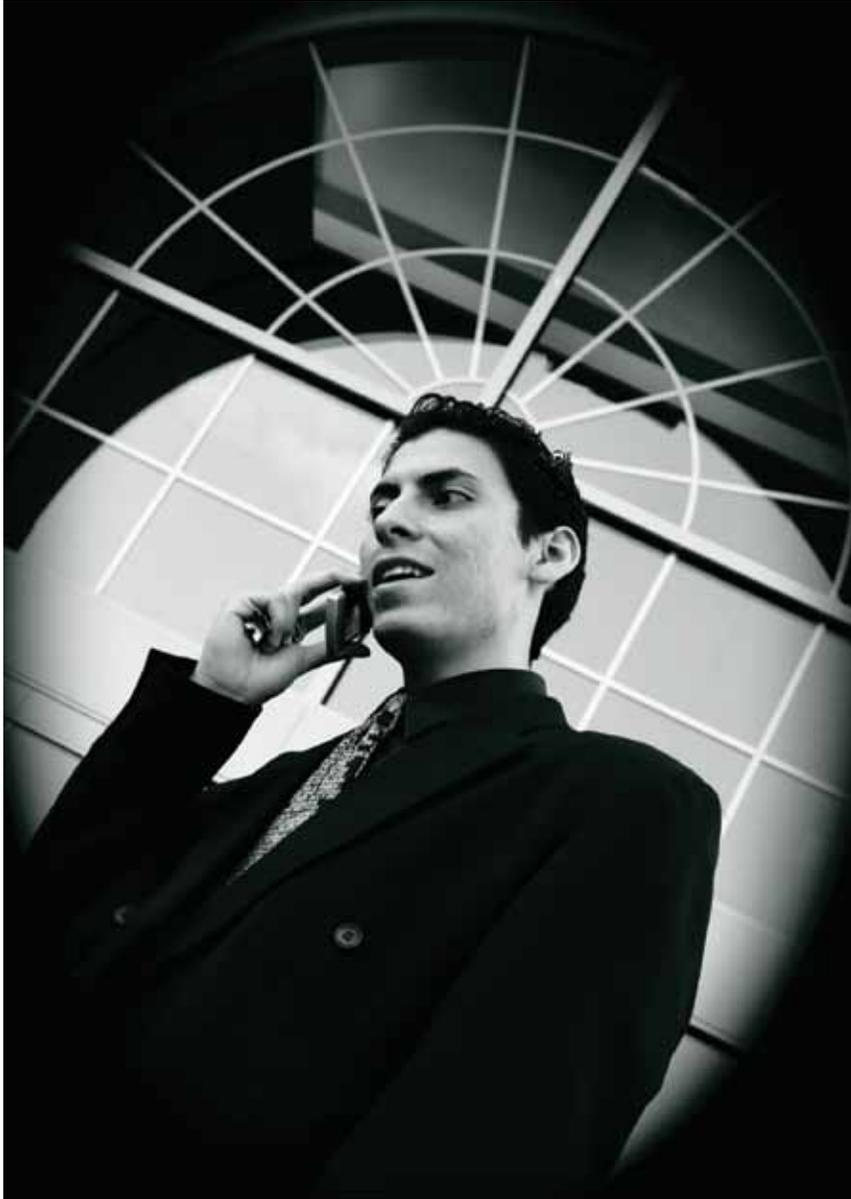
Holburn et al. (2007) indicate that at future meetings, the team reviews the future life pictures, determines what

parts of the future life pictures should become goals to work toward, and develops strategies to accomplish the goals in the plan. The real work begins when the team begins to implement the plan. The follow-through activities between the meetings then become the focus of the team and should include teaching new skills and continual evaluation to determine whether success toward achieving the goals is occurring. At follow-

through meetings the team members report activities done, progress made, and if strategies need to be revised to reach the goals.

According to Holburn et al. (2007), "Person-centered planning cannot thrive in an agency that does not continually adapt to the individual. The organization and the larger system of which it is a part must promote the person-centered philosophy and support its practices, yet the organization must be guided by the very process it advocates. Therefore, the practices of the organization must change to sustain true individualization" (p.37).

And shouldn't that be the goal for all students with disabilities? To be seen and respected as the individuals they are in the communities where they live. Get the PICTURE?



References:

Holburn, S., Gordon, A., & Vietze, P. (2007). Person-centered planning made easy: The PICTURE method. Baltimore: Brookes.

Conferences & Trainings:

March

12th-14th, 2008: Transition: Heading for the Bright Lights. 7th Annual Autism Conference.
Crowne Plaza Richmond West, Richmond, VA
Contact Commonwealth Autism Service,
1.800.649.8481, www.autismva.org

13th-15th 2008: Virginia State Reading Association Conference Richmond, VA
Information available at www.vusra.org

17th-19th 2008: Virginia Transition Forum 2008
Hotel Roanoke, Roanoke, VA
Information at www.virginiatransitionforum.org

20th 2008: Raising the Bar: Improving Services for Children and Adolescents with Attention Deficit Hyperactivity Disorder
James Madison University, Harrisonburg, VA
Registration flyer at:
<http://ttac.cisat.jmu.edu/training/index.html#march>

April

3rd & 4th 5th Annual Autism Spectrum Disorders Conference: Information Today, Strategies Tomorrow
SWVA Higher Ed. Center, Abingdon, VA
Contact VDOE T-TAC at Virginia Tech, www.ttac.vt.edu

8th NVCC Vision 2008: Campus Visit and Orientation | Northern Virginia Community College Orientation for students interested in pursuing postsecondary studies at Annandale campus of NVCC. Presentations by representatives from Disability Services, Counseling, Liberal Arts, Business and Public Services, Mathematics, Science and Engineering. rhonda.weiner@fcps.edu

April Continued

9th A Day with RJ Cooper
GMU Fairfax campus RJ's workshops and presentations will work with 1 learner per half-hour, and will try to change that person's life by having them do something that they have not yet accomplished, for example, increasing time on task, using a switch, or using pictures as communication tools. 8:30 – 3:30
Estela Landeros, Soojin Jang | 703.993.4496
elandero@gmu.edu, sjang6@gmu.edu
http://ttaconline.org/staff/s_events/s_event_detail.asp?cid=1218

18th Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents on the Autism Spectrum, presented by Scott Bellini, Ph.D. Fredericksburg, VA
Contact Commonwealth Autism Services,
1.800.649.8481, www.autismva.org

28th Demystifying Autism, presented by Bill Stillman
James Madison University, Harrisonburg, VA
Contact Sally Chappel: 540.568.8095 or chappesl@jmu.edu

April 30th – May 1st Infant & Toddler Connection of Virginia Annual Conference | Hotel Roanoke, Roanoke, VA
Information available at:
www.vcu.edu/partnership/calendar_ind_fam.html

June

23rd-25th The Inclusive Classroom. Keynote Speakers: Jonathan Mooney, Marilyn Friend, Ph.D., and Rick Lavoie, M.A., M.Ed. | Roanoke College, Salem, VA
Information may be found at www.roanoke.edu/msci

23th-27th Content Teaching Academy: Educating With An Eye to the Future. Keynote speakers Gary Marx and Rachel McAnallen.
James Madison University, Harrisonburg, VA
www.jmu.edu/contentacademy

July

14th-16th Virginia's 5th Annual Early Childhood Conference Shining Stars: Charting the Future for Today's Children
Wyndham VA Beach Oceanfront, Virginia Beach, VA
Registration will be available on T/TAC Online
www.ttaconline.org

This statewide summer conference will focus on strategies for assessment and instruction that provide positive outcomes in inclusive settings for infants, toddlers, and preschoolers with and without disabilities.



August

July 31st - August 1st Virginia Chapter, Division of Career Development and Transition Annual Summer Institute Roslyn Center, Richmond, VA
Be on the lookout for the registration flyer



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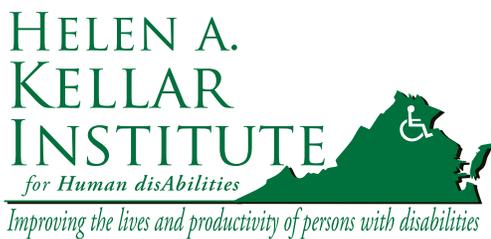
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