

THE T/TAC TELEGRAM

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Collaboration Confusion: Clarifying Vocabulary

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How often does one hear: "We do inclusion." "I teach the inclusion kids." "I work in the inclusion class." "I teach in a collaboration class" "We don't do collaboration here." "I co-teach in three different classes during one block.?" Do you ever wonder what these terms mean? The words "inclusion," "co-teaching," and "collaboration" are often used interchangeably despite their having distinct definitions.

The Virginia Association of Secondary School Principals, the Virginia Department of Education, and the Training and Technical Assistance Center at the College of William and Mary sponsored professional development workshops with Dr. Marilyn Friend for administrators and school teams across the state on Collaboration for the Success of All Students. Dr. Friend begins these workshops by carefully defining the vocabulary needed for successful

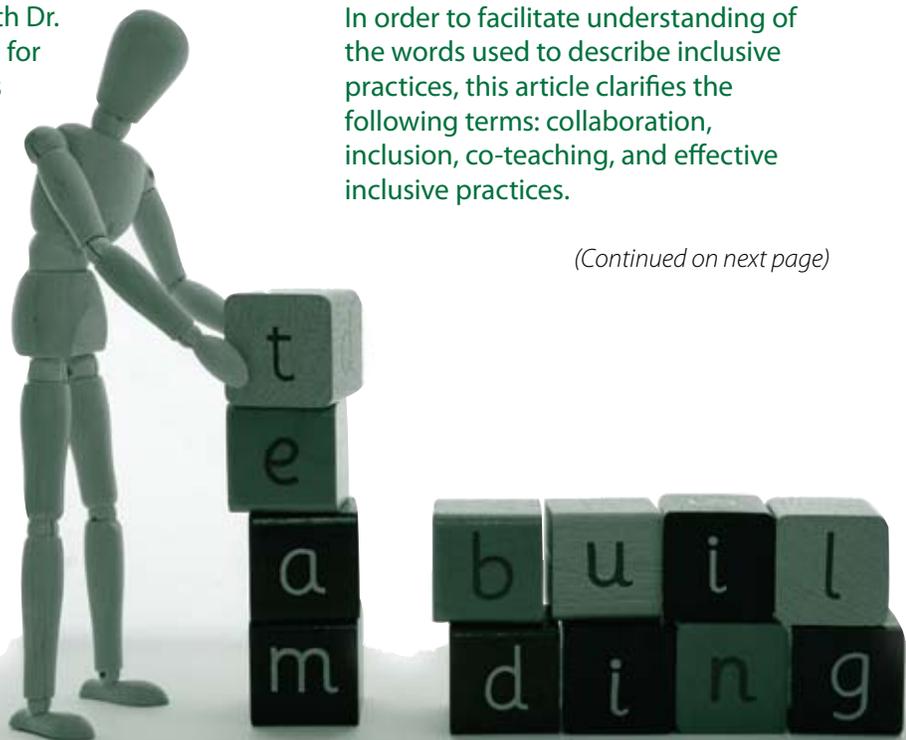
collaboration, but that is often confused and misused. Administrators, teachers, other school personnel, and parents benefit from having a common understanding of terms associated with effective inclusive practices. A shared vocabulary helps prevent miscommunication and provides a universal language to promote understanding. The power of words to frame how teachers work together to meet the needs of all students should not be underestimated. "Without a shared vocabulary, it is difficult to design, develop, and evaluate effective practices, and communicate them to staff members and the community" (Friend, 2007, p. 5).

In order to facilitate understanding of the words used to describe inclusive practices, this article clarifies the following terms: collaboration, inclusion, co-teaching, and effective inclusive practices.

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Northwestern Consortium T/TAC
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Designed by Jeff Richards



<p>Collaboration “is a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal” (Friend, 2007, p. 7).</p>	
<p>Example “We collaborated to develop a lesson plan in math to meet the needs of all of our students.”</p>	<p>Non-example “I teach a ‘collab’ class.” Comment: Collaboration is not a service delivery option; it is a style of interaction (Friend & Cook, 2007).</p>
<p>Inclusion is a belief system “in which everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met” (Stainback & Stainback, 1990, p. 3).</p>	
<p>Example “We believe all of our students should have opportunities to participate in all aspects of school life.”</p>	<p>Non-example “We believe our students with disabilities can be included in the general education classes when they can handle the content and behave appropriately.” Comment: “Students should never have to earn their way into a general education environment” (Schwarz, 2007, p. 40).</p>
<p>Co-teaching is two or more educators who jointly deliver substantive instruction to a diverse group of students in a single space (Friend & Pope, 2005).</p>	
<p>Example “The general educator and I share the responsibility of planning, preparing materials, and delivering the content to our 5th period English class.”</p>	<p>Non-example “My co-teacher and I don’t have the time to plan together so I work with the students with disabilities in a small group in the back of the class.” Comment: There is more to co-teaching than placing two teachers in the same classroom space at the same time.</p>
<p>Effective Inclusive Practices are practices that provide students with disabilities appropriate education within general education classrooms of their neighborhood school, with the supports and accommodations that promote success.</p>	
<p>Example “We plan to use graphic organizers and add a motivational component to enhance core content classes to support students with emotional disabilities.”</p>	<p>Non-example “We put our inclusion students in classes with other at risk learners because it will be easier to address all of their needs.” Comment: It is important to schedule students and teachers in a thoughtful way based on student needs (Walther-Thomas, Korinek, McLaughlin, & Williams, 2000).</p>

Schools can provide opportunities for teachers, other staff, and parents to explore the vocabulary that often causes confusion. Listed on the next page are activities that may be conducted at faculty or team meetings:

- Provide school faculty and staff with vocabulary terms and definitions on separate 3x5 cards. In small groups, they can match the terms with the definitions. This provides an opportunity for participants to discuss the terms and share their

viewpoints. Finally, time is spent discussing the correct matches and clearing up misconceptions.

- Using the Vocabulary Chart above, school teams can add their own examples and non-examples to clarify the terms.
- Using a chart, like the one on the next page, teams can describe each term by how it looks and sounds.

Co-Teaching

Looks Like	Sounds Like
Two certified teachers Shared classroom space Diverse group of students Equal responsibilities	What can we do to help all students? What do you think...? Let's try...

The foundation for establishing a school with effective inclusive practices is to define common vocabulary to enhance communication and articulate beliefs. If we are clear in our vocabulary, then we are clearer in our practices.

This article is reprinted with permission. Denyse Doerries and Sue Land are co-directors of the VDOE T/TAC at the College of William and Mary.

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Inclusion Confusion

Kandy Grant, B.A. VDOE T/TAC at JMU

"Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talent, their ability and motivation."

-John F. Kennedy

There is a lot of confusion about the term inclusion in the education community. Many think it is a location, the classroom where students are placed. But it is much more; it is the underlying belief that all students have the right to be a contributing part of the school. Inclusion is

a philosophy. It requires vision and commitment to the belief that all students make a meaningful contribution to a class. The philosophy of inclusion requires new thinking about the way children learn, how teachers teach, and the organization of a school. It stems from instead of asking how the students need to change, to what change do we need to offer our students to maximize their growth and create a sense of community. Inclusive practices are not an add-on initiative, but research-based practices that affect the learning of all students.

Federal legislation has brought the use of inclusive practices renewed interest. No Child Left Behind and the Individuals with Disabilities Education Act have compelled school districts to provide students with disabilities the appropriate education in the least restrictive environment. It is important to remember that for most students the general education class, with supports in place, is the least restrictive environment. However, for other students, part or full-time classes, support programs or schools may provide the most appropriate environment. The main thing to remember is that the unique and diverse needs of each student must be met.

In order to build schools designed to address these needs and provide student success, there must first be a concentrated effort to build a collaborative school community (Friend, 2007). There are five critical components of collaboration: belief, communication skills, process, application, and the context in which it has to exist.

A school must have a sense of community and share the belief that what they can do together is better than what they can do alone. This belief must be held within an environment of mutual trust and respect. Effective communication skills must be in place for collaboration to work. The communication should be reflective, allowing participants to clarify and create shared perspectives of situations and beliefs. Friend (2007) states that "collaboration is a style for interaction between co-equal parties voluntarily engaged in shared decision making as they work toward a common goal" (p. 4). Parity is essential for the successful implementation of inclusive practices. Each person must be confident in his or her own skills. Each must have equal responsibility in decision making, accountability, and credibility. Sharing resources develops shared ownership which is the goal of collaboration. The final critical component of collaboration is the context in which it will be nurtured. Support from the administration is imperative for its success. There must be a clear plan and it must be communicated to the staff and community.

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As this collaborative environment develops, there also needs to be an understanding and acceptance of the principles of inclusive education. According to Marilyn Friend (2007), there are three principles for creating inclusive schools. The first is physical integration. Students should attend schools in their own neighborhoods and attend classes with their non-disabled peers whenever it can be accomplished. The next principle is instructional integration. Students should receive the appropriate level of instruction in the general education classroom. This means curriculum may have to be modified to meet a student's needs. Finally, the third principle for creating inclusive schools is social integration. Students with disabilities are full class members.

Inclusion, the belief that all students have the right to be a contributing part of a school, creates the need for a change in thinking. It requires an environment of collaboration and the willingness to recognize and put into practice physical, instructional, and social integration for a school to successfully implement inclusive practices.

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Questions about Inclusive Practices: An Administrator's Perspective

Gina Massengill, M.Ed., VDOE T/TAC at JMU

As inclusive practices become a norm in our schools, a shift in personnel roles must occur in school divisions to meet the needs of all students. The traditional responsibilities once held by directors of special education are now expanding to include greater collaborative roles with other central office staff, building principals, and teams of educators. Within their expanded roles, many questions arise that need to be answered in order to address areas of concern that include instruction, co-teaching, testing, discipline, grading/assessment, and resources. In an interview with Twila Brown, Special Education Director for Rockbridge County Public Schools, Twila shares her perspectives on many of these questions based on her experiences with her division's efforts to build greater capacity for implementation of inclusive practices.

Instruction

What instructional strategies are most effective for implementing inclusive practices?

Wow, I am not sure where to start. I think the most important strategy is to realize who your students are and what they are able to grasp, regardless of the content. Instruction must be provided at a level that allows engagement for all students regardless of the strengths and weaknesses of your students. So, I think my number one priority would be to ensure instructional levels and instructional materials are appropriate (differentiated) for all students in an inclusive setting.

What strategies can be used to assist students with severe disabilities in inclusive settings?

Students with severe disabilities may also experience success in an inclusive setting. We have worked hard to meet the needs of students in our classes by providing adult assistance especially when a student is physically dependent on another adult for self-care. We have used "circle of friends," peer-assistance/tutoring, cooperative groups, etc. to include all students in the classroom. Modifications and adaptations to the environment and to materials and manipulatives will be necessary. The use of assistive technology will most likely be essential for the majority of students with severe disabilities.



Some children need regular, intensive, individualized instruction to acquire specific skills. How can the needs of children with disabilities be met if we cannot take children out of general education classrooms for specific skill or functional life skill instruction?

If all instructional needs cannot be met in a regular classroom setting, we do take students out of the classroom to provide additional instruction, practice, and/or reinforcement, as needed. Depending on the need or skill level, we may provide the additional instruction in the inclusive classroom or during the intervention support time as we would for any student. The student's IEP continues to drive the instruction for each student.

How can I instruct a student needing a modified curriculum when there is a large discrepancy between grade level instruction and the student's present level of performance?

Instructing a student with a modified curriculum can be accomplished in a regular classroom as the modified curriculum can be aligned to the SOL instruction taking place (the VAAP Instructional Manual is a great resource). Providing this level of instruction requires a lot of work, planning, and communication with your co-teacher. I find that this becomes more difficult as students move from grade to grade and especially at the high school level. But, at the high school level many of our students take advantage of many of our Career and Technical Education classes and electives and truly enjoy the hands-on settings.

Co-Teaching

What are some ways general educators and special educators can work together effectively?

There are many ways our teachers can work together and be effective. It is so important in any co-teaching relationship that the adults communicate on a very regular basis and talk about everything pertaining to the classroom. Establishing roles and responsibilities is so critical and should be done prior to the first day in the classroom. Discussions need to center around each adult's role in providing content instruction, providing practice, providing remediation, assessment, grading practices, discipline, and classroom management style, among others. In what way will we respond to our students' needs, how we will assess our effectiveness, our teaching styles, etc. are other questions that need to be discussed.

What roles can general and special educators take to ensure that "all students learn"?

Generally speaking, all educators should be in the business of teaching and learning for all students. Every teacher has to believe that all students can learn and I am not sure we are all there yet. Adopting high expectations for all students and providing differentiated instruction that allows for engagement in the learning process in any classroom setting is paramount to ensuring that all students are learning.

Testing/Results

Teachers must prepare students to score well on tests. Won't the presence of children with disabilities negatively impact students' and the school's scores?

Actually, all students should perform better on the SOL assessments. All students are now provided access to the content provided by a content specialist. What were we thinking in years past? Many classes now have two adults in the classroom which allows many "regular" classroom students to receive "incidental benefit" with the additional assistance in the classroom. More options and strategies are available, especially in a co-teaching or collaborative classroom. Providing differentiated instruction, strategies, and techniques will benefit all learners.

Discipline

How do we guarantee the safety (physical and emotional) of the other students when a student with emotional or behavioral disabilities is placed in general education classrooms?

I think we do what we can by strategically placing students with significant needs. Students will experience more success if a Behavior Management Plan is in place and is implemented by all educators working with a particular student. Many students act out because their needs are not being met. Establishing what those needs are and how to intervene or re-direct should be a part of the plan. Many older students are able to tell you what "pushes their buttons" and what they need. Students need to participate in the development of and implementation of "their" plan. I ask students quite often, "What do you need in this setting or this class to be successful?" Often, we have to define successful, too. We are fortunate to have a couple of options of providing assistance to students who need "extra" support as our goal is to keep students in school in the regular classroom to the greatest extent possible.

Grading/Assessment

What are equitable grading methods that can be used for students with disabilities in inclusive settings?

Grading often seems to be an issue many teachers struggle with for students with disabilities receiving accommodations or a modified curriculum. Some options include grading contracts, using multiple assessment tools, or product-based assessments (like the VGLA). Some teachers use pass/fail for students receiving a modified curriculum. Rubrics, checklists, and observations are other grading methods that could be used for all students.

What is the difference between accommodations and modifications?

This is always a good question. Accommodations allow a student to complete the same requirement or assignment as others but with a change in setting, scheduling, response or presentation, scheduling, and/or timing. Accommodations provide changes in how a student demonstrates his/her learning. Modifications actually change the standard or what you are expecting a student to learn. When I think about the SOLs, the grade level assessments can include accommodations in the areas I mentioned above. The VAAP would be an example of a modification. Once again, accommodations do not alter the standard you are measuring whereas modifications do.

What should be considered when assessing the progress and evaluating the placement of students with disabilities?

Issues to address in an IEP meeting when considering placements are currently included in a student's IEP. Considering the effect the student's disability has on accessing the general curriculum is important as well as interfering behaviors which may limit or interfere with the student's learning or the learning of his peers need to be taken into consideration. Accommodations and modifications needed and curriculum needs are also important. Equally important is attendance, achievement, motivation, self-esteem, social opportunities, and peer relationships.

Resources/Support

What teacher skills (professional and personal) contributed to success?

Flexibility, great communication skills, ability to "think and act on your feet," ownership (our students, not yours/mine), shared responsibility, go-getter attitude are the initial must-haves that come to mind. Oh, yes, and because including

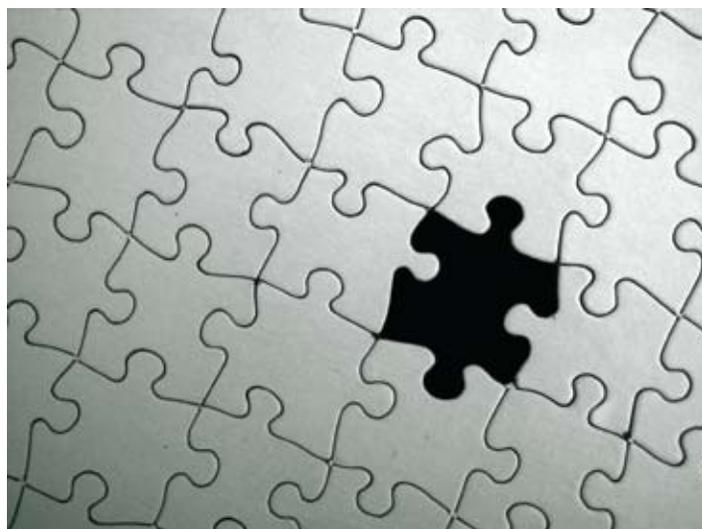
students with disabilities is "the right thing to do" – you need to be committed and believe in inclusion.

What special programs should our school consider when helping all students develop the skills necessary to make transition from school to work?

Along with the availability of and access to our large Career and Technical Education Resources (CTE) offerings, we have also incorporated some classes for our students with more significant disabilities. These include career exploration, work adjustment, and on-the-job training. We refer many students to Department of Rehabilitative Services (DRS) and to our local Community Services Board (CSB). These supports are put into place and case managers assist with implementing services before a student exits high school. For example, we may have a student attending classes at the high school for three periods. We then transport that student to the adult sheltered workshop where s/he spends the rest of the day. We take advantage of Post-Secondary Education Rehabilitation and Transition Program (PERT) and have formed a Transition Council to assist with this same topic – transition from school to work, to post-secondary education, to the community, etc.

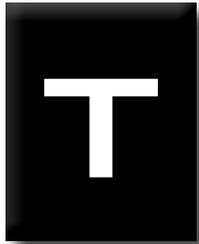
What can I do as one person? I do not have the system-level support needed to make inclusion work.

I think one person can make a difference. It is all right to start small and grow – with a group of students, in a classroom, at a grade-level or department-level, and at the building or school level. It may take some time but success breeds success. If you feel you do not have the support you need, then ask; start conversations with people who share the same interests and passion you have for teaching and learning and for kids. It can become contagious!!



The Principal's Role in Inclusive Practices

Melinda Bright, M.Ed., VDOE T/TAC at JMU



Today's principals wear many hats and struggle on a daily basis to effectively fulfill the obligations and responsibilities of each role. Much has been added to their catalog of responsibilities as new policies and practices are instituted in an effort

to meet the demands of the times, but very little has been taken away. So, how does one set priorities? The current accountability system is demanding and clearly sets expectations for all, each and every student, to participate in the curriculum and to master the content of the curriculum. State assessments measure the level of success. Students are held accountable for their achievement, and school divisions are held accountable for student outcomes.

Traditionally, principals were responsible for managing the general education program and may not have had a background that included experience with special education programs. After all, as educators, we have (unintentionally, I hope) established general and special education as two distinct fields with very different roles and responsibilities. Principals have relied on special education administrators as the responsible party for special education programs housed in schools. Today's reform efforts demand that principals manage the educational programs for all students. Consequently, some implications are undeniable. The principal must: 1) Have a clear understanding of the purpose and appropriate delivery of special education services; 2) Convey a nonnegotiable vision of inclusion; 3) Recruit, retain, and appropriately assign quality staff; and 4) Encourage and support risk-taking by facilitating change.

Have a Clear Understanding of the Purpose and Appropriate Delivery of Special Education Services

Over the years, specialized programs have developed to make it convenient for adults to provide services. "Students challenge the programs and break the molds, general educators ask for increased support for behaviorally challenging students, and students are unable to meet the rigorous academic standards unfolding in every classroom" (Capper, Frattura, & Keys, p. 6). Attempting to meet the needs of students by building programs one by one (e.g., special education, at-risk, ESL,

gifted) has established a pattern of reaction to student failure. In order to move to a framework of services for all students and away from a program delivery model, principals must ask questions that cause us to analyze and evaluate current services. As concerns and dissatisfaction emerge, change becomes desirable. Providing supports and skills to maximize opportunities and minimize the impact of the disability needs to be the underlying principle that directs the change, not pretending that we hold the "cure" in our programs (Hehir, p. 11).

Equally important is the appropriate placement of students within the continuum of services, with the presumption being the general education classroom. Only when the student is not successful with appropriate supports and services should instruction occur outside the general education classroom. And then the intent is for the pullout to be temporary – with reintegration occurring as soon as possible. "In other words, students with disabilities must be included in general education settings to the maximum extent possible, but they do not have to be included when inclusion does not meet their particular needs" (Bateman & Bateman, 2002).

Convey a Nonnegotiable Vision of Inclusion

A vital element of the change process is establishing a vision; in this case, what will our school portray when we practice problem-solving and making decisions that optimize opportunities for each and every student, individually and collectively? A shared understanding of inclusion is vital to developing a shared vision. The terms inclusion and mainstreaming are often confused. Mainstreaming was practiced in the 1970s and '80s as an attempt to meet LRE requirements, but academic instruction usually took place outside the general education classroom and students had to earn the privilege of participating in nonacademic activities with peers without disabilities. This practice did not allow for access to the general education curriculum. The current accountability system clearly anchors special education in the general education curriculum and assessments, demanding meaningful participation of students with disabilities in general education classrooms. "The principal needs to make clear that all students are part of this vision, including those students whom educators typically ignore in school reform, such as students with severe disabilities or those with challenging behaviors..." (Capper, et al., p. 44). Sharing this vision is not enough, the principal's decisions and actions must be congruent with a belief system that will support the vision. As the saying goes, "Actions speak louder than words."

Recruit, Retain, and Assign Staff Effectively

An effective leader surrounds himself with others who share the vision. The recruitment process must eliminate candidates who may be unwilling to work with a diverse range of students or who do not possess the skills to teach a diverse group of students successfully and are unwilling to learn the skills (Capper, et al., p. 49). Teachers, the most important resource a principal allocates, must be assigned with equity for students in mind. Too often school leaders make decisions based on what is comfortable for the adults involved. One such instance is when teachers with the least experience and qualifications are assigned to the classes with the most significant student needs while the more experienced and qualified teachers are assigned to classes filled with students who are motivated and self-directed. An inclusive environment calls for making decisions based on student needs (Reeves, p. 86).

Encourage and Support Risk-taking

According to Wagner (2001), principals often perceive teachers as stubborn and unwilling to change, but he proposed three main reasons for their resistance. First, teachers are typically averse to risk-taking. "Historically, most people have entered the teaching profession because it promises a high degree of order, security, and stability" (p. 378). Secondly, teachers see their profession as a craft; and they take great pride in working alone and developing their expertise. "Risk aversion and craft pride contribute to educators' reluctance to change, but the factors limiting their capacity to change are autonomy and isolation" (p. 378). Teachers spend most of their time with students, making it difficult to ease into collaboration with other adults. Understanding why teachers are typically resistant to change will help leaders provide the resources and motivation to effectuate progress.

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Responding to Co-Teaching Issues

Pano Kallis, M.Ed., VDOE T/TAC at JMU

As

districts across the nation move towards a more inclusive model of service delivery, many schools are quickly realizing the benefits of collaborative teaching. This is due to the fact that co-teaching is an ideal means of addressing the diverse needs of

a typical classroom as it combines the skills and resources of the content specialist (general education teacher) with those of the strategy specialist (special education teacher). The outcome is a basic yet powerful teaching arrangement that facilitates more in-depth and differentiated instruction.

Implementing co-teaching, however, can sometimes be as challenging as it is rewarding. There are many variables to the co-teaching equation that need to be considered in order to produce a satisfactory arrangement for both collaborating teachers. Vaughn, Schumm, and Arguelles (1997) have identified seven specific issues that co-teachers need to address in preparing to work with each other in order to avoid potential dilemmas down the road. These issues, which have been listed below, are accompanied by responses from Barbara German, a veteran educator of 32 years who currently works for Rockingham County Public Schools as a special education teacher. In responding to these issues, Barbara shares some insights from her own co-teaching experiences. Her personal responses will help spark some discussion among other co-teachers that may find themselves contemplating the same questions as they prepare to work together.

Whose students are these?

"They belong to both of us. We both take an active role in planning and teaching our students. Depending on the subject being taught, I sometimes rotate around the classroom assisting students with disabilities as needed as well as students who are non-disabled. During testing, I frequently take students with special needs to my classroom so that accommodations, such as having the test read aloud, may be implemented. However, the instructional support I provide varies from class to class."

Like many other co-teachers, Barbara has found that her roles and responsibilities change depending on her students' needs and her expertise in the subject area. Much of this is determined when planning collaboratively throughout the school year. However, it should be emphasized that a special education teacher's function in an inclusive classroom is an integral part of students' learning experiences that is just as valuable as the content proficiency of the general education teacher.

Who gives grades? How do we grade?

"This depends on the arrangement I make with the general education teacher. In some of my collaborative classes, the general education teacher was responsible for grading tests and assignments. However, based upon the students' individual needs and their IEP, students may accomplish class assignments and tests in different ways. My job is to determine how to adapt material for instruction or testing so that we collect fair grades based on students' functioning levels. For example, if I have to use an alternative history textbook for students whose reading skills are below grade level, then I have to provide a separate set of activities and questions that will meet the needs of those students. The students with disabilities usually take the same tests and quizzes as everyone else in the class takes; however, they may have the test read aloud, be allowed to use a word bank, or dictate essays to a scribe."

Grading is an important topic that requires much attention, especially for students with an IEP. Since general and special education teachers may have different grading standards, it is important that this issue be discussed right away so that a consensus may be reached before co-teaching begins. Once this occurs, a consistent and fair grading policy can be established.

Whose classroom management rules do we use?

"The classroom rules we use are consistent for most teachers. There has never been a conflict over classroom management because we both have the same expectations and enforce the rules equally. All the general education teachers with whom I have worked in the past have had an excellent relationship with their students. We strive to be firm, fair, and friendly. Personal interest in all the students, a sense of humor, and strong classroom management skills made for very smooth running classes. In addition, the appropriate behavior of most general education students has had a positive effect on many of our students with disabilities. For this reason, behavior has been a minor issue for me."

A key determining factor for effective classroom management is consistency. Since Barbara enforces classroom rules in the same manner as her general education counterparts, she is seen by her students as much of a disciplinarian as they are. Therefore, students know that they will not be able to circumvent her authority. As a result, less attention is spent on correcting behavior, which in turn allows for more instruction to take place.

What space do I get?

"Space is usually limited as I am in different classes throughout the day. If there isn't an extra teacher's desk, I usually find a desk located where I can easily connect with my students, even if it's right next to them. I bring my materials to class and take them back to my own classroom at the end of the period. The teachers with whom I work will accommodate me with anything I need. However, you quickly learn to adapt and be efficient."

Having a designated storage space in a general education classroom can save a special education teacher from having to haul materials back and forth. In addition, a special education teacher's image of authority can sometimes be impeded if a suitable sitting area isn't

There has never been a conflict over classroom management because we both have the same expectations and enforce the rules equally.

utilized. Students may falsely perceive the differences in classroom allocation as an indication of a teacher's status. To avoid these misunderstandings, it would be beneficial to discuss your needs with the teacher whose classroom you are sharing.

What do we tell the students?

"I feel that students have had a positive reaction to having two teachers in the classroom. Even students without special needs will ask me for assistance during class. I have even had general education students come to me before or after school to ask a question or to get extra help with an assignment. They have grown quite accustomed to me being in the classroom and see me as a resource."

Students certainly need to understand that both general and special education teachers are equal partners in the classroom. They deserve the same attention and respect regardless of whose classroom it is or which teacher's name appears on the students' report card or class schedule. While explaining to students the specific differences in their roles and responsibilities is not truly

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necessary, it is more important that all students take advantage of the knowledge and expertise that both teachers have to offer in the classroom.

What do we tell the parents?

"We have found that most parents are glad that there will be an additional support person in class with their child. Since co-teaching has become commonplace throughout our district, informing parents formally about it has not become necessary."

Occasionally, co-teachers will come across parents who are not supportive of having their child attend classes that also include students with special needs. To avoid such conflict, it is necessary that parents be kept informed and involved in their child's educational planning process as early as possible. Such discussions should not be occurring in the middle of the school year. Most parents come to realize the benefits of having an additional teacher in the classroom and will expect to have their child utilize that support.

How can we get time to co-plan?

"Time for co-planning is difficult to come by. A few minutes before and after class, an e-mail here and there, and maybe a few minutes before or after school is often all that we have to get together for planning. With more planning time, I believe my role in the class could become more effective."

Deemed as the most common concern for co-teachers, lack of planning time is especially detrimental to special education teachers that often have to collaborate with more than one general education teacher. Vaughn, Schumm, & Arguelles (1997) suggest that, ideally, 45 minutes of collaborative planning is needed every week for successful co-teaching to occur. Since this can be difficult to accomplish due to conflicting schedules, some schools are designating a day or half-day every marking period to allow teachers to meet and plan as needed.

When implemented correctly, co-teaching can become a viable solution for reaching a diverse array of students. For successful collaboration to occur, it is essential that both teachers keep the lines of communication open at all times. This will help prevent a gradual build-up of frustrations over time. Preparing for these issues early on will not only strengthen your co-teaching relationships, but will also lead to a more positive learning experience for your students.

References:

- Vaughn, S., Schumm, J., & Arguelles, M.E. (1997). Common co-teaching issues. *Teaching Exceptional Children*, 30(2), 8.
- VDOE Training and Technical Assistance Center at Old Dominion University (n.d.). *Common Co-Teaching Issues*. Retrieved August 6, 2007 from <http://www.ttac.odu.edu/articles/comcotch.html>



Co-Planning in an Inclusive Environment

Linda Hickey, M.Ed., VDOE T/TAC at JMU

One of the biggest challenges voiced by teachers in a co-teaching environment is the lack of sufficient time for planning. Certainly, planning time is a vital component in co-teaching being a successful entity for staff, as well as for students. However, planning time is a topic where teachers often express frustration yet spend little time and thought into the options that may be available. Remember, what is not tried will not work.

Marilyn Friend (2007) offers some suggestions for schools and teachers as to how planning time can be made available:

- 1 Consider using a day, or part of a day, during the summer to establish the “big picture” of the content or various units of study. This pre-planning opportunity requires less commitment to time during the school year, thus allowing co-planning to be completed in shorter intervals of time.
- 2 As a co-teacher, request release from “extra duties” in order to generate some co-planning time.
- 3 Begin class with independent work time to enable co-teachers to have a few minutes for planning.
- 4 Establish after school planning sessions that generate continuing education credits.
- 5 Request released time during scheduled professional development sessions.
- 6 Seek coverage by non-classroom personnel (e.g., principal, assistant principal, volunteers such as retired teachers).
- 7 Another option is a school-wide or district-wide late start or early dismissal on a regular basis to create time for teachers to collaborate. The school schedule would be altered to accumulate “banked” time for the shortened days.
- 8 The school district could hire a floating substitute to move among the co-taught classrooms, thus freeing teachers for planning time.

Other suggestions include:

- Establish teachers’ schedules so planning can take place while students are in art, music, gym, etc.
- Generate school-wide assemblies, field days, multi-class activities, where other teachers supervise and co-teachers are released for planning time.

Once the general and special educators can establish common planning time, it is important to make the commitment to co-planning a priority. Friend (2007) suggests that you “Treat collaboration as the equivalent of school committee responsibilities...Time that others in school spend in committee meetings is spent working collaboratively” (p. 33).

If planning time is limited, how do you make the most use of what time you do have available? First, remember the general educator determines the content or objectives to be covered. Sharing this information with the special educator prior to your planning time together allows the special educator time for processing possible strategies and accommodations needed for students with disabilities.

It may also be helpful to have an established planning worksheet to facilitate the planning process. This form, in a brief format, should clarify instructional objectives, possible co-teaching models and strategies, roles each teacher will play in the instruction, specific responsibilities for materials, and any needed student accommodations. With efficient organization, a considerable amount of planning can occur in a very short time span, perhaps 10 to 15 minutes.

Realize that the general education teacher and the special educator both bring tremendous resources and experience to the co-taught classroom environment. A school community that supports co-teaching and establishes opportunities for co-planning certainly exhibits a desire for helping all students learn. Sometimes you just have to “think outside the box” and be determined to problem solve obstacles that take the place of what is best for the students.

References:

Friend, M. (2007, January). *A teacher training and evaluation workshop for middle and high school principals collaborating for student success*. Workshop presented for Virginia Association of Secondary School Principals and the Virginia Foundation for Educational Leadership collaboratively with the College of William and Mary and the Virginia Department of Education, Fredricksburg, VA.

Promoting Collaboration through the Strategic Instruction Model

(SIM) Jim Gallagher, Supervisor of Student Services, Amherst County Public Schools, VA

Amherst County Public Schools (ACPS) has increasingly expanded our models of instructional delivery for students with special needs toward fully supported inclusive/co-taught approaches, particularly at the secondary level. Additionally, there continue to be students who have needs requiring a self-contained level of service or the need for classroom-based resource level support so that they continue to be provided with the tools necessary to access the general curriculum. In making the shift toward inclusive settings, it is important to make sure that students are provided with adequate supports when being increasingly exposed to and provided instruction in the general curriculum. If this does not occur, a scenario for disaster could be created where students struggle in general education settings without being provided strategies and methods for them to access, learn, and maintain critical concepts and skills. The Strategic Instruction Model (SIM) appeared to be one research validated model of instruction to assist in effectively supporting our students with special needs in successfully meeting the challenges of the general education environment. The model provides both student-focused and teacher-focused routines and strategies that can be used as powerful tools both in collaborative and self-contained classrooms.

Data Driven Decision Making

In advance of the 2006-2007 school year, Amherst County Public Schools made the decision to come on board with the Virginia Department of Education (VDOE) supported Strategic Instructional Model (SIM) initiative that was developed and researched by the University of Kansas Center for Research on Learning. The VDOE's focus through this initiative is to promote literacy improvements for all students, but especially students with disabilities at the

middle and high school levels. During the summer of 2006, as ACPS central office instructional team reviewed SOL test scores to reflect upon the division's strengths and areas of need, we continued thinking of ways that we could enhance learning and promote an even greater level of student literacy for students with disabilities as they access the general curriculum. Review of the SOL data, as well as other assessment indicators, suggested that this population of students was in need of additional support in accessing and mastering the content and skills engrained in the general curriculum, particularly in the areas of reading and writing. In determining ways to improve learning and literacy in these areas, we wanted to be careful not to jump quickly into a large division-wide initiative that might be difficult to implement and that would add more work to teachers and administrators who were currently doing well to manage the reasonable few initiatives that were already being implemented and sustained in ACPS.

One of our goals in ACPS is to locate and review research proven effective instructional practices or methodologies

One of our goals in ACPS is to locate and review research proven effective instructional practices or methodologies that may help students with special needs improve their literacy skills.

that may help students with special needs improve their literacy skills. However, this goal needs to be balanced with the intentional awareness of not jeopardizing or significantly adding to current division instructional

initiatives. Some of the major initiatives in the division are: 1. Significant Mentoring Focus, 2. Differentiation of Instruction, 3. Co-Teaching/Inclusion, and 4. Virginia Transition Outcomes Project (VTOP). In researching various programs and support available, one model stood out as research proven and well suited to enhance the current division initiatives without adding a great deal to the mix. The Strategic Instructional Model seemed to be a perfect fit for what our division was looking for in that it would support students and teachers in our continued movement toward optimally inclusive settings and also supported our push for differentiation of instruction in the classroom setting.

Building Collaborative Partnerships

Once contact was made with Gina Massengill, Region 5 T/TAC Coordinator responsible for SIM implementation, our mission immediately became a collaborative project fully supported by T/TAC along with Diane Gillam, VDOE Region 5 technical assistance representative. T/TAC

worked with ACPS to provide assistance in identifying primary needs. In doing so, we did not rely solely on SOL scores, but researched summative data from other baseline literacy assessments in the division and sought input from curriculum supervisors and general and special educators throughout the division.

Engaging Key Stakeholders

In advance of formal training, it was important to ensure that secondary administrators were fully supportive and invested in the implementation of the SIM in ACPS. It is critical that building administrators are completely vested and directly involved in the professional development process. In this way, they will be able to effectively monitor progress and support building instructional staff as they continue to learn and implement an increasingly wide repertoire of strategic instructional strategies.

T/TAC provided ACPS building administrators with several research studies published by the Alliance for Excellent Education that support the positive impact of learning strategy instruction on increasing student literacy. The two articles were: "Adolescents and Literacy: Reading for the 21st Century," and "Reading Next: A Vision for Action and Research in Middle and High School Literacy." I highly recommend that any administrator who may be considering pursuing the SIM in their division to give these two studies a thorough read. In addition, the T/TAC SIM team in collaboration with VDOE presented an overview of the SIM (both Content Enhancement Routines and Learning Strategies) to ACPS secondary building administrators. The overview provided valuable information explaining the proven benefits and the process for implementation should the division decide to move in that direction. This piece of the picture was critical in leading to positive buy-in and support by building principals.

Implementation

Once specific literacy needs were identified and targeted, and building administrators were on board with the initiative, a team of T/TAC professionals assisted the division to develop a long range action plan that outlined specific timelines and priorities for SIM professional development over a three year period. The action plan provides clear delineation of the schedule of professional development, target participants and administrator accountability, as well as projected time frames, persons responsible, and outline of necessary resources. This plan provides our division with a comprehensive road map to guide us through the process of skill and strategy acquisition intended to lead to marked improvements in literacy outcomes for students with special needs as they access the general curriculum. Once the action plan was solidly established, it was time to begin implementing our SIM professional development plan for secondary teachers division wide.

We chose to target both general and special education teacher teams who co-teach and special education teachers in secondary self-contained and resource settings. The group of instructors was identified through collaborative efforts of building administrators,

In the Classroom

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World History II Co-Teacher,
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co-teacher and I decided as a team to experiment with the Content Enhancement Routines (CER) after attending a

professional development conference through T/TAC at JMU in which both of us received instruction about the Strategic Instruction Model (SIM). The initial use of the SIM does require time in preparation on the part of the instructors, but the benefit of creating a learning atmosphere that promotes collaborative teaching and student accountability is invaluable. Instructors who consistently and systematically use the strategies and the routines will be able to assist students in increasing their overall test scores. Just imagine the ability to teach concepts through a routine, just once - it is just that student friendly! In fact, after using various routines, students gain the knowledge and ability to use the tools they have acquired in multiple content area classes and/or within specific units. For example, in World History II our students explored the unit of absolute monarchy. The Unit Organizer Routine provides a visual device that allows students who are visual learners to map relationships between the people and the countries. The visual device not only depicts a timeline of events to that specific country's economic, social, and political environment, but the expanded map goes a step further

Continued on next page

central office supervisors, and T/TAC personnel; we worked to set up training sessions in an effective and efficient manner. We decided to split training groups into two areas of focus, those who would benefit from the Content Enhancement Routine (CER) approaches and those who would be able to more effectively utilize an explicit Learning Strategies (LS) approach with their students. The T/TAC SIM team advised that the CER is more suitable for both special and general education teachers who work with students in co-taught content area classrooms. The CER teacher focused interventions “are teaching methods designed for use in general education classrooms to promote learning for all learners.” They also advised that the LS was more appropriately suited for special education teachers who were teaching either resource support classes or self-contained content classes. The LS student focused interventions provide “an 8-stage instructional sequence that students can follow to successfully approach common learning challenges.”

The initial training phase was carried out in smooth fashion. It is important to ensure that teacher resource needs are met in a timely manner once training occurs as teachers tend to be appropriately eager to begin using the tools that they have learned. The response from teachers and administrators who have made the commitment to participate in this long range venture has been very positive. The teachers have seen the benefits of SIM strategies both in the organization and planning of lessons and units as well as the improvement in the ability of students with and without special needs to organize, attain, and retain concepts and knowledge. The key to their continued enthusiasm and support of the initiative is to ensure that ongoing support and training is provided smoothly and effectively so that the tools that are provided to the teachers are continually used while the tool box continues to fill.

High Quality Professional Development

The T/TAC SIM team has done a fantastic job of maintaining direct contact to the teachers and administrators who are participating in the SIM, both through e-mail and through direct follow up support sessions in the schools in which coaching sessions provide staff with the information and feedback that they need to continue tweaking their skills to ensure that students are optimally served. Because ACPS has significant experience with division wide effective instructional coaching, the coaching component for ongoing SIM support for teachers should be fairly easy to initiate and maintain. It is important that administration receive timely and useful feedback from teachers regarding the SIM initiative so that adjustments can be made on the fly as appropriate. In meeting this need, T/TAC SIM team members provide immediate feedback from teachers following their training and coaching sessions that is very useful for ACPS in helping to recognize any challenges or hurdles that must be faced as well as highlighting the positive results.

and enables students to see how the actions of one person can effect the lives of others.

With continued explicit direct instruction through the instructional teaching sequence, the students, now a community of learners, are empowered to independently develop and use the routines along with other tools to organize various information with varying levels of support needed from the classroom teachers. The reduction of negative behaviors in class, due to student empowerment over their own learning, was truly amazing to see. As a community, they began to help each other and to debate where certain information should be incorporated into the various organizers. The instructors still have the responsibility of identifying key content information that is critical to building concept understanding, but from there many variations can be added by the students. What better way to engage students in the learning process than having them actively create the manner in which they gain and retain the information. When they are engaged in this manner, they become empowered to effectively use what they have learned, which in turn brings about increased levels of success on tests and assessments. The students’ ability to build and retain the information taught and then access that information as prior knowledge throughout other areas covered in the class was quite exceptional.

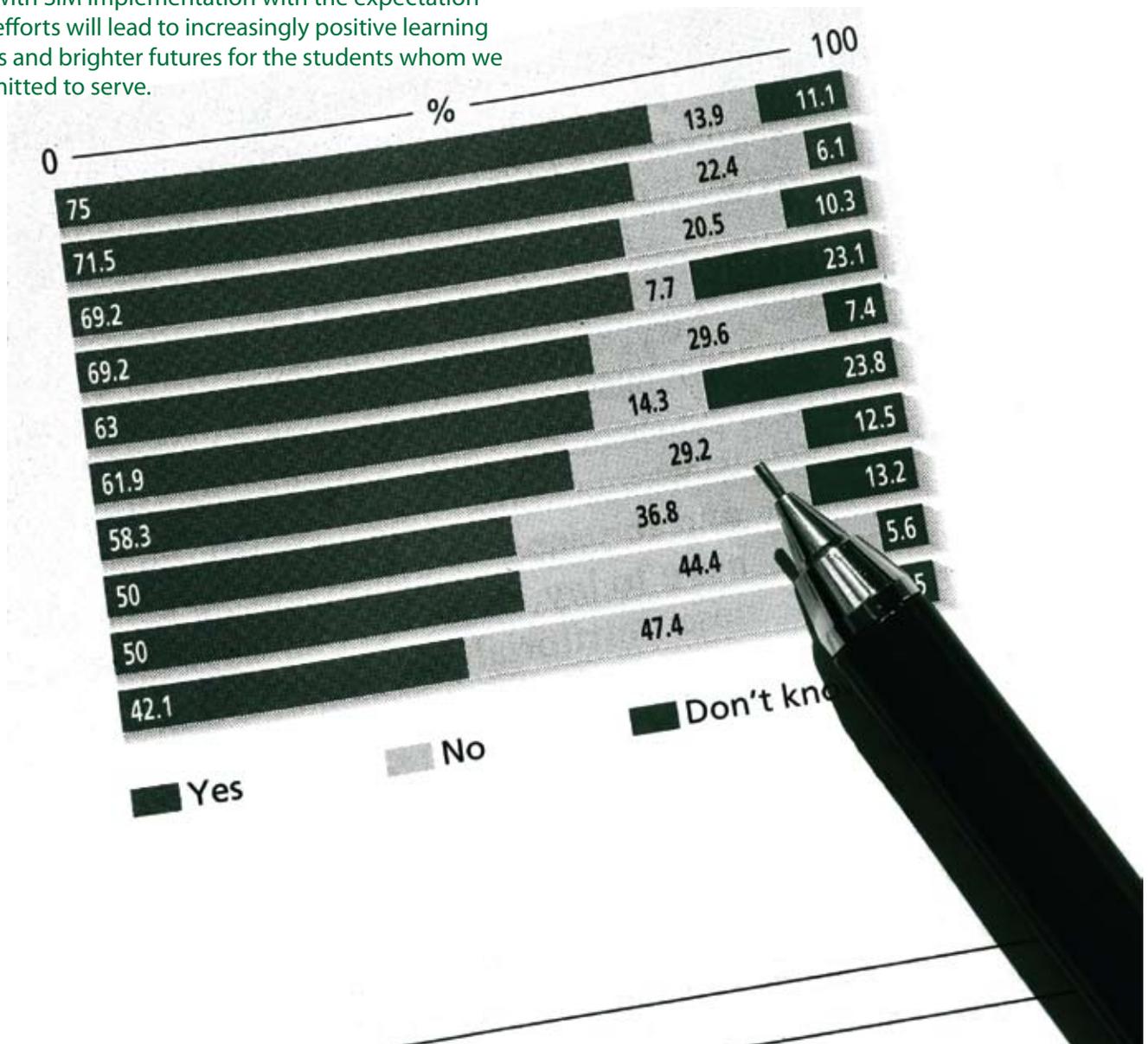
SIM is an insightful and unique model with ‘hands on tools’ that begins to foster a level of student responsibility for the knowledge taught and acquired in the classroom.

Reflections

It is too early to quantify results of the efforts that have thus far been put into initiating and institutionalizing the SIM in ACPS' secondary schools. Initial indicators appear to be positive. Staff acceptance and buy in has been very good and indications are that further staff development with ongoing support and follow up for both regular and special education teachers stands to promote significant gains in student literacy and learning, especially for those students with special needs who require additional learning tools to continue accessing the general curriculum and meeting with successful outcomes as they prepare to leave ACPS for post-secondary life. The team consistently works in a manner that is professional, collaborative, flexible to changing needs, and demonstrates a genuine desire to help. ACPS, together with collaborative T/TAC support, will continue to push forward with SIM implementation with the expectation that our efforts will lead to increasingly positive learning outcomes and brighter futures for the students whom we are committed to serve.

References

- Biancarosa, G., & Snow, C.E. (2004). *Reading next - a vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Kamil, M.L. (2003). *Adolescents and literacy: Reading for the 21st century*. Washington, DC: Alliance for Excellent Education.



Special Education Policies and Procedures: What's New?

Nancy Anderson, M.Ed., VDOE T/TAC @ GMU,
Special Education Policy and Procedures Coordinator

As the new 2007-2008 school year begins, this column is designed to provide updates and resources related to special education law and policies.

CEC Supports Multiple Measures of Assessment in the Reauthorization of ESEA/NCLB

The Council for Exceptional Children (CEC) has written letters to the leaders of the House Education and Labor Committee and the Senate Health, Education, Labor, and Pensions Committee, and all members of Congress, imploring Congress to include multiple measures of assessment in the reauthorization of ESEA/NCLB. Also, CEC has posted a letter on its Legislative Action Center, where anyone can send a letter urging Congress to include multiple measures in the reauthorization of ESEA. <http://capwiz.com/cek/home/>

New Report on Highly Qualified Provisions Under NCLB

The Center on Education Policy (CEP) issued a new report, "Implementing the No Child Left Behind Teacher Requirements," analyzing how the states implement the provisions of the "highly qualified" requirement for all teachers.

To read the full report: <http://www.cep-dc.org/index.cfm?fuseaction=document.showDocumentByID&nodeID=1&DocumentID=222>

NEW! Determination Letters on State Implementation of the IDEA & Regulations

The Determination Letters which provide evaluations of state efforts to teach children with disabilities are now available. The US Department of Education offers these Letters as guidance to each state. All states were required to submit data such as graduation rates, post-secondary outcomes, and parent satisfaction.

The Determination Letters and details are available at the following link: <http://www.ed.gov/policy/speced/guid/idea/monitor/factsheet.html>

Analysis of NCLB's 'Disabilities' Designation

Erin Dillon in her article, Charts You Can Trust. Labeled: The Students Behind NCLB's 'Disabilities' Designation in EDUCATIONSECTOR offers insight about NCLB's Disabilities designation and accountability requirements. This article with interesting data and charts is now available on the following website: http://www.educationsector.org/analysis/analysis_show.htm?doc_id=509392

NEW! NICHCY MODULES

NICHCY has several new training modules online for the Building the Legacy training curriculum on IDEA. The modules include PowerPoint slide shows to use in training sessions, a detailed discussion of IDEA for trainers, and handouts for audience participants.

For more details and inquiries, please contact NICHCY: www.nichcy.org (website)
1.800.695.0285 (V/TTY)
nichcy@aed.org (Email)

Module 1, The Top 10 Basics of Special Education
<http://www.nichcy.org/training/contents.asp#ThemeA>

Module 2, Overview of Key Changes in IDEA 2004
<http://www.nichcy.org/training/contents.asp#ThemeA>

Module 7, "Highly Qualified Teachers"
<http://www.nichcy.org/training/contents.asp#HQT>

Module 17, Introduction to Procedural Safeguards
<http://www.nichcy.org/training/contents.asp#ThemeE>

A GREAT RESOURCE: SOL ENHANCED SCOPE AND SEQUENCE PLUS

The Virginia Department of Education (VDOE) and the Training and Technical Assistance Centers (T/TACs) have created the *SOL Enhanced Scope and Sequence PLUS (ESS+)*. This resource has been developed to provide teachers across Virginia with differentiated lessons to deliver SOL-based content instruction to a diverse population of learners, including students with disabilities and/or limited English proficiency. Curricular and instructional information is available for Mathematics, English, History/Social Science and Science.

To search for lessons to meet your needs:

- ◆ Go to T/TAC Online: www.ttaconline.org and click on your region on the Virginia map
- ◆ Click on SOL Enhanced (at the top)
- ◆ Click on Search SOL+ Lessons (left margin)
- ◆ At Option 1- choose a subject area and choose a grade/course - click Go
- ◆ Click on any SOL standard and click Submit (at bottom of page)
- ◆ Choose from the lessons listed for the standard
- ◆ Click on Word or PDF format to download lesson

You will have a complete lesson plan which includes:

- An objective
- Prerequisite understanding/knowledge/skills
- Materials needed
- Procedures to follow
- Specific options for differentiation



You Can Learn About:

- Options After High School
- Career Planning
- Career/Technical Schools
- Employment Strategies
- College Application Process
- Supports and Resources in College

A College & Career Forum for Students with Disabilities, Parents and Professionals

Save the Date

Saturday, December 1, 2007

George Mason University | Johnson Center

Pre-registration beginning this fall, for more information visit www.VaCollegeQuest.org

Sponsored by the Northern Virginia Transition Coalition

Conferences & Trainings:

October

11th A Day with Marilyn Friend - "Co-Teaching: Principles, Practices, and Pragmatics"

James Madison University in Harrisonburg, VA
Sponsored by Virginia Department of Education's Training and Technical Assistance Center at James Madison University
Registration fee: \$25.00 per person;
Registration Deadline is September 20, 2007
Susan Bowman 540-568-8843 bowmansp@jmu.edu

11th - 12th VCASE Fall 2007 Institute for Policy, Information and Best Practices: A Focus on Literacy
Virginia Council of Administrators of Special Education in collaboration with the Virginia Department of Education
Doubletree Hotel in Charlottesville, VA
Jane Rice, VCASE Treasurer 540-834-2500
jrice@scs.k12.va.org | www.vcase.org

12th - 13th 29th International Conference on Learning Disabilities "Coastal Treasures: Effective Collaboration and Research-Based Teaching"
Sheraton Myrtle Beach Convention Center Hotel
Myrtle Beach, SC
Focuses on collaboration and research-based practices for teaching our individuals with learning disabilities to be successful learners in all environments.
Dr. Mary C. Provost, CLD Conference Director
843-971-2980 mcprovost@bellsouth.net
www.cldinternational.org

14th-16th Evidence for Excellence: 49th Annual Virginia Council for Exceptional Children Conference
Doubletree Hotel, Charlottesville, VA
Keynote speakers: Paige Pullen, Director of the Curry School's Early Childhood and Developmental Risk Program and Nelson Lauver, Creator and Host of The American Storyteller Radio Journal
Gain valuable information about Instructional Strategies, Curriculum Access, Behavior Strategies, Assistive Technology, Response to Intervention, Early Childhood Issues, Transition Issues, and Policy Initiative; Meet and network with your peers and state leaders in Special Education; Visit exhibits featuring educational products and community resource groups; Obtain free materials and references for use in your classroom.
For information: www.virginiacec.org

25th-28th Crossing New Borders: 23rd Annual International Conference on Young Children with Special Needs and Their Families
Niagara Falls, Ontario, Canada. Sponsored by Division for Early Childhood of the Council for Exceptional Children.
For information visit www.dec-sped.org/conference or call 406.543.0872.

29th-30th Annual Symposium on Professional Collaboration and Inclusive Education - "Collaborating for Quality Instruction: Meeting the Needs of All!"
Williamsburg Marriott Hotel in Williamsburg, VA
Co-sponsored by the College of William and Mary School of Education and the VDOE W & M T/TAC
Keynote Speakers: Dr. James Stronge, Heritage Professor and author, College of William and Mary and Dr. Crystal Kuykendall, speaker, educator, and legal analyst

This symposium is designed for general and special educators, building and division administrators, related service professionals, families, university students, and others interested in effective instruction and support for students with disabilities and others at risk within the context of general education. Schools are encouraged to send teams of educators to share this professional development experience.
For more information contact: Liz Gentry 757-253-4787
megentry@wm.edu

November

5th-6th TechKnowledge 2007
Holiday Inn-Koger Center South, Richmond, VA
Nov. 5: Keynote address by Dan Keplinger and a variety of commercial assistive technology exhibits and workshop sessions will be provided by company representatives who will demonstrate and discuss the application of their products.
Nov. 6: Sessions on topics relevant to meeting the needs of students with disabilities who are served in a variety of settings. For information: Carol Wiegler, T/TAC at JMU, 540.568.8812 or wieglerca@jmu.edu

November (Continued)

12th -13th Planning a Comprehensive Program for Individuals with Autism Spectrum Disorders:Using Evidenced-Based Practices in the Classroom Shawn Henry, M.S., Ruth Aspy, Ph.D. & Barry Grossman, Ph.D.
Doubletree Hotel Charlottesville, Virginia

Sponsored by: Commonwealth Autism Service and The Virginia Department of Education Training and Technical Assistance Centers (T/TAC's)

This two day workshop held in Charlottesville, Virginia will present information on using evidence based practices in the classroom for students with ASD. Presenters Barry Grossman, Ph.D., Ruth Aspy, Ph.D, and Shawn Henry M.S. will provide an overview and implementation information on the Ziggurat and CAPs models which can be readily implemented within general and special education classrooms. Specifically, participants will identify autism spectrum disorder characteristics that impact learning, match appropriate interventions to student needs, identify research-based intervention strategies appropriate to specific students, list five areas necessary for comprehensive intervention, and use a variety of assessment tools and instructional planning resources associated with the CAPs and Ziggurat models. This two day workshop will equip professionals involved in the education of students with ASD for success. Registration \$100.00

Contact info: Commonwealth Autism Service
1-800-649-8481 or 1-804-355-0300
information@autismva.org | www.autismva.org

December

5th – 8th TASH 2007 Conference – Equity, Opportunity and Inclusion | Seattle, Washington
For more information, visit www.tash.org

February

14th-16th February 14-16, 2008: Relationships: The Heart of the Matter. Virginia Association for Early Childhood Education Annual Conference
Hyatt Regency, Reston, VA
Visit www.vaece.org for information

April

18th Building Social Relationships Scott Bellini, Ph.D.
Commonwealth Autism Service and Virginia Department Of Education T/TAC's (GMU and VCU)
Fredericksburg Hospitality House Fredericksburg, VA
Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents on the Autism Spectrum.

April (Continued)

This workshop will provide an overview of social skill instructional model developed by Dr. Bellini. The workshop integrates research on social-emotional functioning with effective strategies for teaching social skills to children and adolescents with autism spectrum disorders (ASD). The five-step model provides a systematic and comprehensive framework to guide parents and practitioners in the development and implementation of social skills programming. Registration fee \$50.00
Contact Info: Commonwealth Autism Service
1-800-649-8481 | 1-804-355-0300
information@autismva.org
www.autismva.org

May

4th-8th May 4-8, 2008: Engaging Learners in Literacy: International Reading Association 53rd Annual Conference
Georgia World Congress Center, Atlanta, GA
For more information: www.reading.org or 800.336.7323

June

23rd-27th June 23-27, 2008: 9th Annual Content Teaching Academies
On the campus of JMU, Harrisonburg, VA
Sponsored by JMU College of Education, VA Dept. of Education, and Region 5 T/TAC



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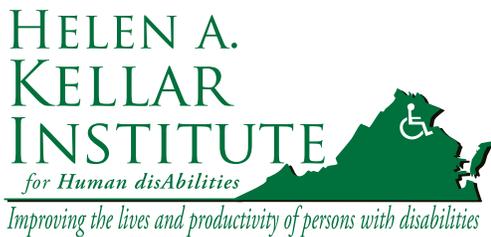
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