



Linking People and Resources

T-TAC Network News

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T-TAC Old Dominion University (T-TAC ODU)

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Funded by

*The Virginia Department of Education
Web site: <http://www.doe.virginia.gov>*

APPLYING RESEARCH TO YOUR CLASSROOM

It is well understood that there is a critical connection between educational research, classroom practice, and student achievement. The challenge frequently is transferring research into classroom practice. In this issue and future issues of the *T-TAC Network News*, you will find practical ideas for classroom implementation and resources to assist you in utilizing practices that are based on the best available research evidence. See the "[Pull and Post](#)" page and further information below on the various free or low-cost T-TAC ODU services that are available to you throughout the school year.

T-TAC ODU SERVICES ARE AVAILABLE TO YOU AND YOUR COLLEAGUES

Dr. Kerry Lambert, Project Director

Welcome back to school! The Virginia Department of Education's Training and Technical Assistance Center at Old Dominion University is pleased to be of service to you and to support your efforts to implement high-quality educational programs for students with disabilities. While T-TAC ODU staff members are working to accomplish the state improvement goals through our participation on statewide projects, we continue to develop plans for meeting the needs that you identify. See the [conference section](#) of the newsletter for the many staff development opportunities that are available this fall and winter. **In response to requests for assistance with reading, the *Reading Institute for Elementary Special Education Teachers and Educators Serving Students with Disabilities* is back by popular demand. The Institute begins on November 4 so sign up early—slots fill quickly.** New **ASOLs for writing** were introduced last year, and teachers have been seeking support for teaching writing to students with Intellectual Disabilities (ID). See the upcoming workshops designed to assist teachers with writing instruction for students with ID. For other announcements, and to register for upcoming professional development in the areas of math, early childhood curriculum, and [functional behavioral assessment](#), visit the T-TAC ODU website (ttac.odu.edu) for local/regional conferences. Also, be sure to visit TTAC Online (www.ttaconline.org) for statewide and national conference announcements and to set up your personal space where you can house a vast array of useful resources.

We are pleased that many of you have signed up for the T-TAC Network News in electronic format. We would greatly appreciate your assistance with facilitating teacher subscriptions to the *T-TAC Network News* by encouraging new teachers to register online. This can be accomplished by suggesting that they visit ttac.odu.edu and click on the tab for [subscriptions](#). Also, you can inform new teachers of T-TAC ODU services by sharing the attached "[Pull and Post](#)" page that describes the variety of T-TAC services that are offered. Thank you for **your** assistance with spreading the word about **our** assistance!

Also, if you are working at a different school than last year, please inform us of your new address by completing the attached [mail list update form](#). We continue to mail some T-TAC ODU workshop/conference announcements and registration forms via the postal service and we want to give you every opportunity to register for a training event in which you may be interested. We look forward to serving you in the upcoming school year.

WORD WORKERS IN THE READING CLASSROOM: WORD STUDY THAT SUPPORTS DIFFERENTIATED LITERACY INSTRUCTION

Laura Beller, Curriculum and Instruction Specialist



RESEARCH

The human brain is wired to be a “pattern connector,” and providing opportunities for students to explore and manipulate word patterns can make them better writers and readers. Word study work supports not only spelling and writing ability, but helps students decode unfamiliar words while reading (Cunningham, 2004).

Word study activities call for *active* problem solving, and have the goal of teaching not just individual words, but word knowledge. Students are encouraged to look for spelling patterns, form hypotheses, predict outcomes, and test their predictions. Such activities require students to continually ask themselves, “What do I know about this new word, and how is it similar to words that I already know?” By implementing this student-centered approach, teachers can help support the literacy development of all students in their elementary classroom (Williams, Phillips-Birdsong, Hufnagel, Hungler, & Lundstrom, 2009).

APPLICATION

A differentiated, small-group, word study program provides students with the foundation for establishing important reading skills. Every group of students receives quality instruction matched to their reading stage, and instruction can be paced to accommodate the needs of beginning and struggling readers. Assessment is ongoing, and directly linked to instruction, so you can track students’ progress. A word study program, taught in a systematic way, builds spelling, writing, and decoding skills. Implementing a successful word study program begins with [assessing students’ word knowledge](#), and based on these results, creating small homogeneous groups. Group instruction targets specific orthographic word features. To facilitate effective classroom management, word study and small group routines are taught and practiced. Word study lessons, sorts, activities, and homework are prepared. Activities within a weekly schedule consist of an introductory teacher-directed activity (in small groups and with buddies), followed by word sorts that are based on specific characteristics such as vowel-consonant-vowel, and word-list activities. Valuable homework may include a duplicate set of word cards sent home with a calendar of activities ([Weekly Word Study Homework Ideas: Grades1-3](#); [Weekly Word Study Homework: Grades 3-5](#)). Also see the [word study Web site](#).

Daily writing activities (shared, interactive, and independent) can provide valuable cues about students’ word study progress. As students become more confident in their word skills, they take more responsibility toward spelling and writing as they develop valuable decoding skills (Williams, Phillips-Birdsong, Hufnagel, Hungler, & Lundstrom, 2009). Motivation and confidence soar, and students become engaged and enthused “Word Workers.”

ONLINE RESOURCES

Word Sorts for Beginning and Struggling Readers (ReadWriteThink): <http://www.readwritethink.org/classroom-resources/lesson-plans/word-sorts-beginning-struggling-795.html?tab=3#tabs>

Word Study Activities from Words Their Way: <http://www.literacyconnections.com/WordsTheirWay.php>

Florida Center for Reading Research Word Study Activities: http://www.fcrr.org/curriculum/pdf/GK-1/Archive/P_Final_Part4.pdf

T-TAC ODU LIBRARY

Words Their Way and companion word sort volumes contain a complete curriculum of reproducible word sorts and detailed directions for the teacher working with students at various literacy stages.

Word Journeys: Assessment-Guided Phonics, Spelling and Vocabulary Instruction includes tools for assessment of children’s spelling and word knowledge abilities, and offers effective instruction at different literacy stages including word sorts, and a list of over 1,000 words arranged by sound, pattern and related features.

REFERENCES

Cunningham, P. (2004). *Phonics they use: Words for reading and writing*. New York: Longman.

Williams, C., Phillips-Birdsong, C., Hufnagel, K., Hungler, D., & Lundstrom, R. (2009). Word study instruction in the K-2 classroom. *The Reading Teacher*, 62(7), 570-578.

[Visit the TTAC/ODU website for more information about our Reading Institute.](#)

CREATING CONDITIONS FOR LEARNING USING ROUTINES AND PROCEDURES

Kimberly Yanek, *Effective School Wide Discipline and Behavior Instruction*

Research

Establishing the conditions for learning in a classroom involves teachers using evidence-based practices to create an environment in which student learning is optimized. Hattie (2009) examined over 800 meta-analyses related to student achievement, and from the available research, reported an effect size on student achievement for well-managed classrooms as 0.52. In a recent review of the literature, Simonsen et al. (2008) identified maximizing structure and predictability as one of the five best practices for classroom management. Routines and procedures were included as practices teachers utilize to create structure and predictability, thus contributing to optimal conditions for learning and teaching (Simonsen et al., 2008). Marzano, Marzano, and Pickering (2003) reviewed research specific to rules and procedures and found the number of disruptions in classrooms where rules and procedures were effectively implemented were, on average, 28 percentile points lower than in classrooms without these conditions.



Application

Typically, classroom routines and procedures are established for daily tasks such as entering and leaving the classroom, completing bell or morning work, and using materials and supplies. In the article titled [Word Workers in the Reading Classroom](#) included in this issue of the TTAC ODU newsletter, routines for word study and small group work are referenced as an important part of utilizing small groups for student learning. When planning for small groups, consider defining routines and procedures to address areas such as: movement in and out of a group, clearly defined expectations for working with others in groups, communication between groups and the teacher, and clearly defined roles for interacting in small groups (Marzano, Marzano, & Pickering, 2003). Professional learning supports for using routines and procedures effectively can be found, along with seven other mini-modules for effective classroom practices, at <http://pbissmissouri.org/class.html>. Below are additional online and T-TAC library resources to help plan for using routines and procedures for the upcoming school year.

Resources

A variety of additional resources is included for use by individual teachers, coaches, teacher teams, or for staff professional learning. Consider collaborating with at least one other colleague to provide mutual support and feedback as you explore these resources.

Additional Resources:

- Access this site for video examples of teacher classroom routines.
http://teacher.scholastic.com/classroom_management_pictures/index.htm
- Fred Jones Tools for Teaching Book and Teaching Video Toolbox- available in the [TTAC Library](#). Click here to access an online snapshot with resources specific to establishing routines.
<http://www.fredjones.com/Title-One-Preview/Title-One-toc.html>

References

- Hattie, J. (2009). *Visible learning*. New York, NY: Routledge Taylor & Francis Group.
- Marzano, R.J., Marzano, J.S., & Pickering, D.J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), 351-380.

VERBAL BEHAVIOR APPROACH: USING MOTIVATION AND REINFORCEMENT

Kelly Barrett, Behavior Specialist (Applied Behavior Analysis and Autism)

Research

Verbal Behavior is both a philosophy of Applied Behavior Analysis (ABA) and a series of [evidence-based teaching techniques](#) that focus the principles of ABA on the acquisition of language skills. In the book titled *Verbal Behavior*, Skinner (1957) introduced and described new terms to refer to language processes from a behavioral perspective (e.g., mands, tacts, intraverbals). Although Skinner did not discuss interventions to promote language development for children with autism spectrum disorder, many professionals have recently applied Skinner's concepts to develop teaching procedures for children with autism and call their procedures "Verbal Behavior" or "Applied Verbal Behavior" (Association for Science in Autism Treatment, n.d.).

Robert Schramm will be presenting on Verbal Behavior in Virginia on November 29, 2011. For more information and to register, click on the following link:

[ABA in the Classroom](#)

Application:

The goal of any good ABA/VB program is to identify the child's naturally occurring motivation, capture it, and use it to help him learn. In doing so, we can begin to add new, more typical or appropriate desires to his list of motivating items while making his less appropriate motivators less important to him. Reinforcement is the major principle that has been driving ABA and its successes over the years. This principle states that anything that happens after a behavior and increases the likelihood of that behavior recurring is a reinforcer for that behavior. Completing a reinforcement checklist to obtain this information is invaluable to any teacher instructing students with autism. Additionally, Verbal Behavior offers a detailed understanding of motivation. Motivation is the reason a child will attempt a skill the very first time and reinforcement will help to develop internal motivation and require less external motivation the next time. Using motivation and reinforcement in unison will create an ever-increasing desire to accomplish any skill to which these two principles are consistently applied (Schramm, n.d.).

Resources

Robert Schramm's second edition book titled *"Motivation and Reinforcement: Turning the Tables on Autism"*

"The Verbal Behavior Approach: How to Teach children with Autism and Related Disorders", by Mary Lynch Barbera.

Both titles are available for checkout from the [TTAC ODU lending library](#)



References

Schramm, Robert (n.d.). *Motivation and reinforcement: the verbal behavior approach to ABA autism intervention*. Retrieved from http://www.lulu.com/items/volume_53/800000/800489/2/print/800489.pdf

Skinner, B. F. (1957). *Verbal behavior*. Englewood Cliffs, NJ: Prentice Hall.

Association for Science in Autism Treatment (n.d.). *Verbal behavior/applied verbal behavior*. Retrieved from <http://www.asatonline.org/intervention/procedures/verbal.htm>

TACTICS FOR YOUR TOOLKIT: EMBEDDED INSTRUCTION

Kristen Ingram Weatherford, Early Childhood Special Education Specialist



Research

Embedding instruction on individual goals into typically occurring activities and routines is a recommended and evidence-based approach to providing children the opportunity to learn and practice important skills in meaningful contexts (Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005). Rather than providing instruction in an isolated and discrete manner, embedded instruction maximizes children's motivation by following their interests, and promotes generalization and maintenance by providing instruction within and across activities, routines, and transitions.

Available evidence suggests that embedded instruction:

- is effective for teaching children new skills;
- is effective for increasing engagement, participation, and independence;
- promotes generalization and maintenance of newly learned skills;
- and is feasible for teachers to use in the ongoing activities and routines of the classroom.

(*Embedded Instruction for Early Learning*, n.d.).

Application

- ✓ Choose a **priority learning-target** for the student. A priority learning-target is a statement of an observable behavior or skill the child will learn to do, and is key to their participation in the classroom (i.e. expressing their wants and needs, attending to task).
- ✓ Determine what activities are best suited to teach the priority learning-target. It is crucial to find a time of day when the skill fits in well so that it will be functional and meaningful to the student (e.g., using one sign to ask for food at snack). Embedding the learning target several times per day, across different activities, is encouraged.
- ✓ Use an activity matrix ([found here](#)) to schedule the instruction, and include other classroom staff in planning how to address the priority learning-target to encourage consistency.
- ✓ When planning how to address the priority learning target, consider the A-B-C's. Include an **Antecedent**-what will happen to prompt the behavior (can be naturally occurring or planned), define the **Behavior**-what the student will do as a result, and the **Consequence**-what will happen after the behavior.
- ✓ Plan for **complete learning trials**. Complete learning trials occur whenever there is a "complete" A-B-C sequence. Planning for a complete learning trial includes deciding what the consequence will be if the child does not perform the behavior. For example, an appropriate consequence after a pre-determined number of trials would be to assist the child in performing the desired behavior (e.g., providing hand-over-hand, helping the student to imitate a sign).
- ✓ Keep track of the opportunities provided to determine when the child achieves the priority learning-target.

Resources

Find more about [Complete Learning Trials](#) on the [Embedded Instruction for Early Learning website](#).

Request our newest curriculum unit, [Growing Things](#) that includes an Embedding Matrix that you can personalize and print.

TTAC Library

Check out the book *Building Blocks for Teaching Preschoolers with Special Needs*, by Susan Sandall and Ilene Schwartz, for more information on embedded instruction as well as practical teaching tips!

References

Embedded Instruction for Early Learning. (n.d.). *Complete Learning Trials*. Retrieved from <http://www.embeddedinstruction.net/node/20>

Embedded Instruction for Early Learning. (n.d.). *What is Embedded Instruction for Early Learning?* Retrieved from <http://www.embeddedinstruction.net/node/17>

Grisham-Brown, J., Hemmeter, M.L., & Pretti-Frontczak, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore: Brookes.

Learning Opportunity

- Start your year off on the right foot by attending a three-part, after-school series beginning October 12, [Steps and Strategies for Preventing Challenging Behavior in Preschool](#).
- Save the Dates, starting with October 25th, for the new [Teacher's Toolkit](#) series. Join us for regularly scheduled after-school workshops, designed around the most popular, requested topics.



THE RIGHT TO WRITE

Daniel Biegun, Intellectual Disabilities Specialist

Why should we teach writing skills to students with intellectual disabilities?

Research

At times, we may be tempted to answer the above question by pointing out that writing is required as part of the Virginia Alternate Assessment Program. However, as dedicated teachers, we should be aware of the many benefits that writing instruction can afford our students. Writing and reading are related processes. Engaging in one enhances the development of the other (Langer & Flihan, 2000). As Erickson and Koppenhaver (2007) point out, writing can help children with disabilities to read, speak, and problem solve.

Application

Consider the following suggestions for writing instruction. Each will encourage students to write. None of these tips require students to use a pencil, use immaculate grammar, or perfectly spell.

Stages of Writing: Students do not instantly pick up a pencil one day and begin writing words. It is important for teachers to be aware of the [Stages of Writing](#) through which all writers progress. This means that if your student is scribbling, not only is it ok, it is actually an early stage of the writing process. It is the job of the teacher to help each student progress to the next stage. For a more in-depth look at the stages of writing, and to receive lots of great writing ideas, attend T-TAC ODU's upcoming workshop [TEACHING THE WRITE WAY](#).

Make Writing Accessible: Work with your students' Occupational Therapist to learn about the many physical adaptations that can be made to writing utensils, paper, and desks. Your Assistive Technology Specialist can assist with adapted keyboards. If your students communicate with eye gaze, consider using Alternative Pencils.

**It is important that modifications are appropriately and regularly modeled for students. If a student writes using Alternative Pencil eye gaze, then an adult should regularly do the same. (See a demonstration of the Alternative Pencil at the upcoming workshop, TEACHING THE WRITE WAY.)*

Write Every Day: Allow students to keep a journal. Give students time each day to write about whatever they choose. Encourage students to share their writing with others. Most importantly, do not make corrections (spelling, grammar, etc.) on these writing samples. The purpose is for students to practice composing their thoughts. Teachers can model writing the student's thoughts in the early stage. Some students may also require assistance with selecting a topic.



[Watch this video for a great suggestion.](#)



Mac Users Video

References

- Erickson, K.A., & Koppenhaver, D.A. (2007). *Children with disabilities: Reading and writing the four-blocks way*. Greensboro, NC: Carson-Dellosa.
- Langer, J.A., & Filhan, S. (2000). Writing and reading relationships: Constructive tasks. In R. Indrisano & J.R. Squire (Eds.), *Perspective on writing: Research, theory, and practice* (pp. 112-139). Newark, DE: International Reading Association.

Learning Opportunity

November 17, 2011: [Teaching the Write Way](#) (Note: Due to popular request, this workshop is repeated from last school year.)
 SAVE THE DATE: January 19, 2012 for **Balanced Literacy and the ASOLs**.

THE IMPACT OF AAC ON NATURAL SPEECH PRODUCTION

Dr. Jennifer Mitchell, Assistive Technology Specialist

Research

When a student is nonverbal or minimally verbal, adults will sometimes delay introducing an augmentative or alternative communication system believing that the system will replace natural speech production. In a comprehensive literature search, Millar, Light, and Schlosser (2006) reviewed 23 studies that included data on speech production and AAC intervention. The results indicated that AAC interventions have a **positive** impact on speech production among all ages and across a variety of AAC intervention approaches. Of the participants reviewed, 94% demonstrated an **increase** in speech production.

Application

If you would like to increase the verbalizations of students, implement an AAC system during instructional activities. Here are some examples:

	Strategy
Nonverbal or Minimally Verbal Individuals	When reading a repetitive story, use a talking switch or other voice output device paired with a picture symbol to represent the word you want the child to repeat.
Individuals with Autism	When first introducing a voice output device, record single words only, one word per switch or button, paired with a picture. This will give the student the prompt to verbally repeat each word.
Individuals with Complex Communication Needs	Always give a choice during routine daily activities, even when you know the preference of the student. Choices can be made using eye gaze, picture selection, gesture or verbal responses.



Resources

Teaching AAC: Reports from the classroom
<http://teachmeaac.blogspot.com/>

Specific Literacy Activities
<http://www.aacintervention.com/lessonplan.pdf>

TTAC/ODU Lending Library
<https://ttac.bibliunix.com/atoz/catalog/>
 keyword search: aac



References

Millar, D.C., Light, J.C., & Schlosser, R.W. (2006). The impact of augmentative and alternative communication intervention on the speech production of individuals with developmental disabilities: A research review. *Journal of Speech, Language, and Hearing Research, 49*, 248-264.

Learning Opportunity

[AAC Training](#) – Newport News Marriott: November 2.

CONFERENCES AND WORKSHOPS

[Click on title to view registration form and more information about workshop](#)

[The Student as Navigator: Empowering Students to Lead Self-Determined Lives](#)

October 11, 2011

This one-day institute focuses on the role of educators in the development of self-determination skills in students with disabilities. Participants will explore the component skills of self-determination and environments that support self.

[Steps and Strategies for Preventing Challenging Behavior in Preschool](#)

October 12, November 16, and December 14, 2011

An ounce of prevention is worth a pound of cure, right?! It's never too late to teach children how to behave and express their feelings. Participants will leave with a wealth of ideas to begin increasing positive behaviors in their classroom, and strategies for handling more persistent challenging behaviors.

[Project ACT- Dr. Jose Martinez-Diaz. BCBA-D](#)

October 13 – 14, 2011

Day 1: *It Is Not all About Reinforcement or Is It? Discriminating between Motivating Operations and Discriminating Stimuli: A Conceptual Analysis of the Operant Four-term Contingency.* Day 2: *Figuring Out Why Johnny Tantrums when Asked to Do Something and what to Do about It: The Role of Motivating Operations and Discriminative Stimuli in the Assessment and Treatment of Socially-Mediated Escape/Avoidance Problem Behavior.* (Presented by Dr. Jose Martinez-Diaz, BCBA-D)

[Teacher's Toolkit](#)

October 25, and November 29, 2011, January 17, February 21, and March 13, 2012

New this year! Join us for a series of monthly after-school workshops on hot topics in early childhood! Collaborate with fellow teachers while adding new tips and strategies to your toolkit. Topics include: Putting Together the Early Childhood Puzzle, Data: It's Not a Four Letter Word, Let's Play Together: Encouraging Interactive Play in Children with Autism, and Steps to a Healthy Marriage (to your paraprofessional).

[Augmentative and Alternative Communication\): Assessment and Intervention for Young Children and Individuals with Complex Communication Needs](#)

November 2, 2011

This session will provide assistive technology assessment tools that will identify strengths and needs of students and guide the selection of AAC systems. Participants will become familiar with strategies that target mobility issues, symbol representations, and increase language skills. Attendees will also have access to online modules that include: making and using an eye-gaze frame, developing an AAC board using BoardMaker Plus, integrating communication and more.

[Transition Practitioners' Council \(TPC\) EAST Fall 2011 Meeting](#)

November 2, 2011

TPC provides a forum for transition practitioners and other interested stakeholders from school divisions and adult agencies to engage in professional development activities, networking opportunities, and collaborative efforts that enhance the implementation of quality transition services for secondary students with disabilities throughout Eastern Virginia.

**Every Child A Successful Reader: Reading Institute for Elementary
Special Education Teachers and Educators Serving Students with Disabilities**

November 4, December 9, 2011, and January 13, 2012

You can receive 30 staff development hours toward recertification if you attend ALL sessions. Resource materials will be provided and you must complete applied learning activities in between sessions to receive a certificate for 30 staff development hours. (You may register for any single day and receive a certificate for 7 staff development hours at the end of each day you attend.) No other options are provided. There is a limit of 75 participants—Registration is on a first come, first served basis. Priority goes to the registrants for all three days.

Fifth Annual I'm Determined Youth Summit

Omni Hotel, Charlottesville

November 7 and 8, 2011

The Virginia Department of Education's *I'm Determined* project, in conjunction with the Partnership for People with Disabilities, invites applications for sponsorship to the Fifth Annual I'm Determined Youth Summit at the Omni Hotel in Charlottesville, Virginia. Youth with disabilities from across the Commonwealth will meet to identify ways to become better advocates and lead more self-determined lives. The selected individuals and a parent/guardian will receive paid registration, hotel accommodations, travel expenses and meal reimbursements for the two day event. A Parent Summit for the selected participant's parent/guardian will be held at the hotel.

Teaching the Write Way

November 17, 2011 and January 19, 2012

WRITING is now an official component of the Virginia Alternate Assessment Program (VAAP). What should you do to help your students with intellectual disabilities learn to write and compose? This workshop will help you develop an understanding of the developmental stages of writing; select alternative pencils for students who have difficulty using standard writing utensils; plan lessons that emphasize composition and expression of ideas by all students; and incorporate the writing ASOLs into your daily routine.

**DEC's 27th Annual International Conference
On Young Children With Special Needs & Their Families**

November 17 - 19, 2011

Working in early intervention or early childhood special education? There is only one conference that can offer you this extraordinary learning experience. Join colleagues from around the world as we explore the evidence, present practical strategies, and engage in discussions that will change the way you think. Join the Division for Early Childhood and over 300 outstanding presenters who will inspire your work with transformative approaches.

**ABA in the Classroom for Students with Autism Spectrum Disorders:
Using the Verbal Behavior Approach, part 2**

November 29, 2011

TTAC ODU and TTAC VCU are excited to bring back Robert Schramm, MA, BCBA, to elaborate on his unique take on the Verbal Behavior Approach to Applied Behavior Analysis (ABA). Robert will share practical strategies to teach language to a variety of learners from those who are non-verbal to highly verbal. This video filled workshop will provide examples of how to implement these important teaching techniques.

Did you know?

You can now register for T-TAC sponsored workshops online and pay with a check or your debit or credit card? To see a complete list of current T-TAC workshops, click on the following link: <http://ttac.odu.edu/conferences.php>



T-TAC Old Dominion University (T-TAC ODU) Mailing List Update

We at T-TAC ODU are in the process of updating our mailing list. There are times that we send out mailings to individuals who have specific areas of interest. We also send information electronically so **please include your e-mail address.**

Please check below if you would like to receive the separate mailings specific to any or all of the categories listed below.

- _____ Early Childhood Special Education (ECSE)
- _____ Intellectual Disabilities (including Autism) (ID)
- _____ Assistive Technology (AT)
- _____ Elementary Curriculum and Instruction (ECI)

Please Print

Mr./Ms. _____ Name: _____

School Name: _____

School Address: _____

City: _____ Virginia Zip Code: _____

School Division: _____

Telephone Number: (____) _____ FAX Number: (____) _____

Email Address: _____

Position:

- | | | |
|-----------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Administrator, General Education | <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Transition Coordinator |
| <input type="checkbox"/> Administrator, Special Education | <input type="checkbox"/> Parent/Family | <input type="checkbox"/> University Professor/Student |
| <input type="checkbox"/> Guidance Counselor | <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Vocational Teacher Administrator |
| <input type="checkbox"/> Human Services Agency Staff | <input type="checkbox"/> Speech Pathologist | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Occupational Therapist | <input type="checkbox"/> Teacher, General Education | |
| <input type="checkbox"/> Other Related Service Provider | <input type="checkbox"/> Teacher, Special Education | |
| | <input type="checkbox"/> ECSE | |
| | <input type="checkbox"/> School Age | |

I currently receive *T-TAC Network News* by email. My name/school address has changed. For name change, please list your name as it appears on the mailing label: _____

I currently do not receive the electronic version of the *T-TAC Network News*. Please add my name to electronic mailing list. My email address is: _____ (required)

PLEASE COMPLETE AND RETURN TO:

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860 W. 44th St., Norfolk, VA 23529
Or fax: 757-451-6989



Pull and Post

Training and Technical Assistance is Available!

Training and Technical Assistance Center - Old Dominion University (T-TAC ODU) is part of a statewide network of assistance centers designed to improve educational services for children with disabilities in the Commonwealth of Virginia. There are two centers that serve Superintendents' Regional Study Groups 2 and 3 in Eastern Virginia: T-TAC Old Dominion University in Norfolk (757-683-4333 or 1-888-249-5529) and T-TAC William & Mary in Williamsburg (1-800-323-4489).

Old Dominion University provides training and technical assistance to school personnel who serve children with developmental delays and disabilities (from birth through elementary school) and individuals with moderate to significant intellectual disabilities (birth through age 21). **The College of William and Mary** provides training and technical assistance to education professionals serving students identified with mild to moderate disabilities (ages 5-21). The guiding principles that drive the T-TAC system are to: build capacity at the local level and conduct strategically planned training; develop products based on research; disseminate effective practices and consult with target schools that are working with The Virginia Department of Education's Office of School Improvement.

The mission of the statewide network of training and technical assistance centers is twofold:

- To increase the capacity of school personnel, service providers, and families to meet the needs of children and youth with disabilities; and,
- To foster the state improvement goals for personnel development, which address improving the performance of children and youth with disabilities, by enhancing the knowledge, skills, abilities, and performance of all personnel who work with students with disabilities.

T-TAC Old Dominion University responds to requests for services with an emphasis on collaboration in planning and providing services to teams. These teams might include general and special educators, administrators, related services personnel, students, family members, paraeducators, and community members.

The following services are available (primarily free of charge) from T-TAC ODU:

Information - Information on current educational practices, rare syndromes and the latest educational research is summarized and reported upon request. Also, staff development modules called *TACTics* are designed for independent or small-group study on high interest topics. To see a list of *TACTics* that are available upon request, visit the T-TAC ODU website (<http://ttac.odu.edu>).

Lending Library - Educational materials are available for loan, including assessment tools, curricula, audio-visuals, reference books, computer software and assistive technology. (Electronic checkout is available via the web site. Click on the library tab.)

Newsletters - Published quarterly during the school year, the *T-TAC Network News* is a free, electronic newsletter distributed at no charge to registered individuals. Information includes professional updates, assistive technology briefs, and current workshop and conference announcements. For a free subscription, visit the web site (<http://ttac.odu.edu>) and click on the Subscriptions tab.

Web Site - The web site (<http://ttac.odu.edu>) contains the T-TAC Old Dominion University newsletters, conference and news updates, a database of library materials available for loan, a list of *TACTics* (self-study modules), Virginia Department of Education project information, and links to other disability resources, as well as to **T-TAC Online** <http://www.ttaconline.org/>

Regional Network - A regional resource and referral network is comprised of exemplary programs, mentors, trainers and consultants within the Eastern Virginia catchment area.

Workshops/Conferences/ Communities of Practice - Professional development workshops and strategically planned training events that address a wide variety of identified needs are conducted throughout the year.

Assistive Technology Network (ATN) - A group of supportive educators learn about the latest software and assistive technology (AT) and share ideas on integrating AT into the curriculum. ATN members become technology resources for colleagues within their programs.

Consultation/Demonstration - Consultations are provided by phone, email, or site visits. For site visits, a consultant meets with education professionals at their school or other specified location to provide assistance as requested. Priority for consultation is given to personnel in schools that are working with The Virginia Department of Education's Office of School Improvement. Other consultative services, as feasible, are conducted utilizing a collaborative process designed to contribute to the success of students with disabilities.

When visiting the T-TAC ODU Library, please contact the appropriate specialist before your visit if you would like assistance.

Kelly Barrett, Education Specialist/Autism	451-3016
Laura Beller, Curriculum and Instruction Specialist	451-6078
Daniel Biegun, Intellectual Disabilities Specialist	451-3029
Kristen Ingram Weatherford, Early Childhood Special Education Specialist	451-3027
Brenda Lucus, AT and Reading Specialist	683-5268
Jennifer Mitchell, Assistive Technology Specialist	451-3031
Kim Yanek, Effective School-wide Discipline & Behavior Specialist	683-4934