

Linking People and Resources

T-TAC Network News

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February/March, 2009

Collaborative School Culture and Effective Inclusive Practices

Kerry Lambert, T-TAC ODU Director

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Responsive and effective inclusion occurs when people work together collaboratively, create a common vision, explore their beliefs and attitudes, and develop school structures that support joint work. Such characteristics, when combined, create a collaborative school culture that provides the context for effective inclusive practices. To assess the collaborative culture of a school consider use of a [school culture survey](#).

Collaborative school structures that facilitate effective inclusive practices include the following: common and regularly scheduled planning time for collaborating teachers, clearly defined roles and responsibilities for all the adults who are collaborating, use of effective team meeting processes and the availability of various kinds of support for the classroom teacher. Such support is greatly enhanced when [effective schoolwide discipline](#) is an integral part of the school culture. Further, the appropriate level of specialized instruction that meets the variety of needs presented by students must be determined such as consulting teachers, co-teachers, effective use of related service personnel and [paraeducators who are trained](#) to provide instructional and/or behavioral support in the classroom.

Inclusive schools recognize that the least restrictive environment for many students with disabilities will be the regular education classroom with appropriate supports and curriculum adaptations. As noted by [Inos and Quigley](#), "For other students with special needs, the least restrictive environment that may help them reach educational goals may be part or full-time education in special classes, support programs, or schools." (n.d., ¶ 7). Special educators and I.E.P. teams always consider the unique needs of each student and make educational decisions accordingly.

Creating a collaborative school culture is an ever-evolving process of change from the way schools have conducted business in the past. When we think of schools in the past, we see images of teachers working in isolation in their own classroom behind closed doors. Today, we see collaborative teacher partners, problem-solving teams, and flexible scheduling. Effective inclusive schools maintain a dedication to changing from an independent and teacher-isolated school culture to an interde-

pendent, collaborative school culture. As Inos and Quigley (n.d., ¶ 7) suggest, meeting the unique and diverse educational needs of all students is the goal of inclusion. This goal presents an unprecedented challenge in educational history.

Funded by

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

Reference:

Inos, R.H., & Quigley, M.A. (n.d.). *Research review for inclusive practices*. Retrieved December 8, 2008, from <http://prel.org/products/Products/Inclusive-practices.htm>

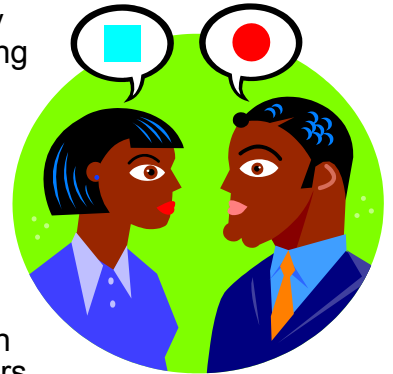
Our Students, Our Classroom, Our Responsibility

Laura Beller

Curriculum and Instruction Specialist

up

Are you a beginner, a compromiser or a collaborator? Gately and Gately (2001) identify three stages in the co-teaching relationship: The Beginning Stage, The Compromising Stage, and The Collaborative Stage.



Co-teaching is a developmental process and has stages: the beginning stage, the compromise stage, and the collaborative stage. At each stage in the co-teaching process, teachers demonstrate varying degrees of interaction and collaboration (Gately & Gately, 2001).

Co-teachers can expect to experience these stages as they take on the challenge of delivering instruction to their students as a team. At the beginning of a co-teaching relationship, the interactions are often polite and somewhat guarded. In the compromising stage, the teachers often feel that need to give up something in order to get what they need. Finally, in the collaboration stage, the teachers have open communication and mutual admiration. As teachers gain experience and trust with each other, they go through these predictable stages. Knowledge of these stages can help teachers avoid much of the frustration that may occur as teachers learn to truly collaborate.

Reference:

Gately, S., & Gately, F. (2001). Understanding co-teaching components. *Teaching Exceptional Children*, 33(4), 40-47.

Following are several resources that will aid co-teaching partners as they progress through the three stages described above:

K8 Access Center: Download tips and strategies for co-teaching developed by Wendy Muraw and Lisa Deiker including a tool called *S.H.A.R.E.: Sharing Hopes, Attitudes, Responsibilities, and Expectations* as well as *The Co-teaching Rating Scale*.

http://www.k8accesscenter.org/documents/AllHandouts_000.pdf

Special Connections: Connecting teachers to strategies that help students with special needs successfully access the curriculum. At this site you will find "Collaboration Modules" comprised of four components: Teacher Tools, Case Studies, Resources, and On-line Collaboration.

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/index.php>

The Power of 2: Making a difference through co-teaching. The DVD and facilitators' guide, developed by Marilyn Friend and A Forum on Education, provide a framework for establishing a co-teaching program, with video demonstrations in classrooms and teacher interviews. **Available for check out from the [T-TAC ODU Library](#).**

Building a School Culture to Support Inclusive Practices

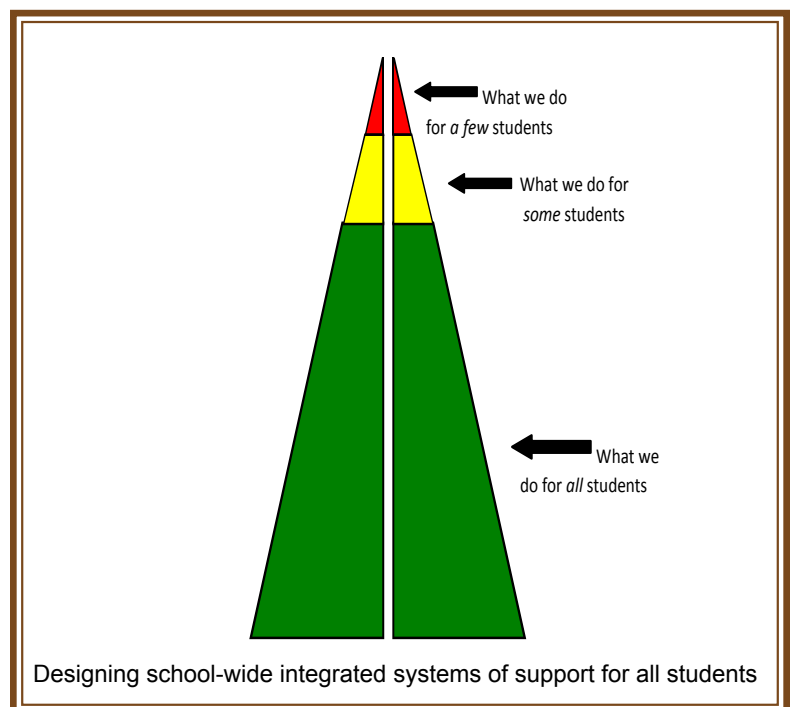
Kimberly Yanek

Effective Schoolwide Discipline and Behavior Instruction

up

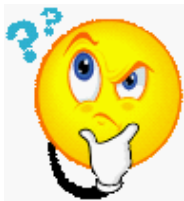
Successful inclusion of students with disabilities requires a supportive organizational structure and school culture (Burstein, N., Sears, S., Wilcoxon, A., Cabello, B. and Spagna, M., 2004). School cultures are shaped, in part, by individual and collective values, beliefs, and attitudes. Changing a school culture must begin with a shared vision which is clearly communicated among school personnel. Addressing values, beliefs, and attitudes by creating a common understanding of and reason for any change is a necessity (Burstein et al., 2004). Planning for and developing a framework of supports for both adults and students can facilitate the gradual change in school culture (Freeman et al., 2006).

One strategy for building a more integrated and inclusive school culture is school-wide positive behavior support (SWPBS) <http://www.pbis.org>. (Freeman et al., 2006). In Virginia, this framework is known as Effective Schoolwide Discipline (ESD) <http://www.ttac.odu.edu/esd>. ESD or SWPBS involves a team-based approach to building an integrated system of supports to facilitate the implementation of practices necessary to meet the needs of all students, including those with the most challenging learning and behavioral needs (Sugai et al., 2000). This approach brings general and special education staff, administration, families, and students together to develop a common vision and implement evidence-based strategies that support all students in learning and development (Freeman et al., 2006).



References:

- Burstein, N., Sears, S., Wilcoxon, A., Cabello, B., & Spagna, M. (2004). Moving toward inclusive practices. *Remedial and Special Education, 25*(2), 104-116.
- Freeman, R., Eber, L., Anderson, C., Irvin, L., Horner, R., Bounds, M., & Dunlap, G. (2006). Building inclusive school cultures using school-wide PBS: Designing effective individual support systems for students with significant disabilities. *Research & Practice for Persons with Severe Disabilities, 31*(1), 4-17.
- Sugai, G., Horner, R.H., Dunlap, G., Hieneman, M., Lewis, T.J., Nelson, C.M., et al. (2000). Applying positive behavior support and functional behavioral assessment in schools. *Journal of Positive Behavior Interventions, 2*, 131-143.



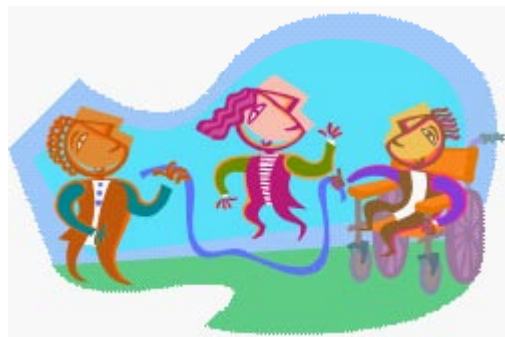
UDL or not UDL? That is the Question

Brenda Lucus
Assistive Technology Specialist

up

As described by the Center for Applied Special Technology (CAST), "Universal Design for Learning (UDL) is a framework for designing curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all" (CAST, n.d.).

The concept of universal design was originated from the architectural world. The automatic doors, cut out curbs, and wheelchair ramps were all developed with the concept in mind of universal access to all public buildings. The improvements and adaptations that were made have proven to be beneficial for all. For example, automatic doors assist a person with a disability who uses a wheelchair. Further, it is also a great benefit to a person pushing a baby stroller and can be considered universal design for all. The field of education has taken this concept of universal access and applied it to learning by creating the framework of UDL.



What does this mean for a student with disabilities?

First, and foremost, always remember that a student's individualized education program (IEP) should include provisions for the assistive technology and specific strategies that will meet the student's individual instructional needs. With that stated in the IEP, the implementation of various strategies or assistive technology may benefit all students such as a software program for graphic organizers that all students can access.

Consider a teacher who provides written materials in an electronic format. This e-text now creates alternate modes for students to access the curriculum and comprehend the text. For example, some students will access the written material through the use of a portable device such as an the Kindle ([Amazon, Inc](#)), the Iliad ([IRex Technologies](#)), the Sony Reader ([Sony, Inc](#)) or The Classmate Reader ([Don Johnston, Inc](#)), which also reads the text. Software programs that can add audio to text include Read Outloud ([Don Johnston, Inc.](#)), Read and Write Gold ([Texthelp, Inc.](#)), Natural Reader ([NaturalSoft](#)), Microsoft Reader ([Microsoft, Inc](#)) and ReadPlease ([ReadPlease](#)).

Reference

CAST (n.d.). *Transforming education through universal design for learning*. Retrieved December 1, 2008 from <http://www.cast.org/>

Inclusion Resources for Early Childhood Special Education

Linda Ingleson
Early Childhood Specialist

up

The State Performance Plan for Special Education delineates performance indicators that all school divisions in the Commonwealth of Virginia strive to meet. Of these indicators, Indicator 6 measures progress in inclusion at the preschool level and looks at the percent of preschool children with IEP's who receive special education and related services in settings with typically developing peers. Described below are two resources that will assist with developing high quality inclusive practices in preschool classrooms.

“Building Blocks for Teaching

Preschoolers with Special Needs

delineates an approach that builds on a high quality environment.”

(Sandall & Schwartz, 2008)

First, a manual to support school divisions in their efforts to educate preschoolers with disabilities in the same settings as typically developing peers has been developed by the VDOE Early Transition and Preschool Effective Practices Priority Project. To access the manual, visit T/TAC Online http://www.ttaonline.org/staff/s_resources/s_resource_detail.asp?aid=306. The manual, entitled *Inclusive Placement Opportunities for Preschoolers*, contains a guide on planning for inclusion and 9 training modules that provide critical information for understanding, building, supporting, and sustaining inclusive placement opportunities for young children with disabilities in community-based early childhood programs. The training modules include topics such as planning for inclusion, collaborative teams, setting up the environment, using the Routine-Based Interview and Assessment, using the Foundation Blocks, promoting friendships, and promoting social emotional competence.

A second resource, *Building Blocks for Teaching Preschoolers with Special Needs* (Sandall & Schwartz, 2008), delineates an approach that builds on the assumption that a high quality early childhood environment supports ALL children. Once a quality environment is in place, curriculum modifications are made for children as needed and within the context of the classroom routines and activities. When progress-monitoring data shows that children are not making progress with modifications, then specific learning opportunities are purposely and intentionally embedded into routines and activities. It may be that some children need an even more intensive intervention that is child-focused. A team approach is recommended to ascertain the child's strengths and needs. The team also determines what types of support the child needs in order to participate in a meaningful way.

For additional resources, go to the [T-TAC-ODU library catalog](#) and search by using the keywords preschool inclusion.

Reference:

Sandall, S.R., & Schwartz, I.S. (2008). *Building blocks for teaching preschoolers with special needs*. Baltimore: Paul H. Brookes.

Including Students with Significant Disabilities

Daniel Biegun
Significant Disabilities Specialist

up

One of the most debated topics in special education is inclusion. The [Individuals with Disabilities Education Act](#) (IDEA Amendments, 1997) requires that children with disabilities be included in general education classes to the maximum extent possible (Bloch, Weinstein, and Seitz, 2005). Some schools choose to educate students with significant disabilities in self-contained classrooms. Other schools have discovered some of the benefits of [including students with significant disabilities](#).



Many teachers and administrators ask, "Is it truly feasible for all school systems to appropriately serve all students within an inclusion model?" As Kochhar and West (1996) explain, age and grade-appropriate placement is the most controversial component of inclusion because it is based on ideals, values, and goals that are not congruent with the realities of today's classrooms. Fortunately for the students, inclusion is not an "all or nothing" venture. If factors make it unrealistic to fully include students with significant disabilities, consider some of the following ways to facilitate integration.

CBI (Community-Based Instruction)

One of the main goals of CBI is to help students generalize skills from the classroom to the "real world", thereby helping them become integrated members of their communities. This goal may be the ultimate form of inclusion and keep in mind, the school is a significant part of a child's community.

Partial Schedule

It may not be feasible to fully include all students with significant disabilities in all classes. Consider each student on an individual basis for inclusion to the greatest extent possible. Elective classes such as art and music may be a good place to start. Keep in mind that the goal is to eventually include your students in academic classes.

Social Opportunities

Meals and assemblies are great times for students to interact with peers. Participation in [extracurricular activities](#) is a wonderful way to build self-esteem for your students as well as disability awareness for his/her peers.

Resources:

[Inclusion Press](#) Resources, newsletter, and information for all things inclusion.

<http://www.kidstogether.org/> Grab your lunch. There is enough excellent information on inclusion here to occupy you for quite some time.

References:

Bloch, J., Weinstein, J., & Seitz, M. (2005). School and parent partnerships in the preschool years. In D. Zager (Ed.), *Autism spectrum disorders: Identification, education, and treatment* (3rd ed., pp. 229-265). Mahwah, NJ: Lawrence Erlbaum Associates.

Kochhar, C., & West, L. (1996). *Handbook for successful inclusion*. Gaithersburg, MD: Aspen Publishers, Inc.



“Clip and Save” SOL lessons available at

<http://www.ttaconline.org>

Find resources to reach all learners at *TTAC Online* by using the *Resources* or *SOL Enhanced* tab. Here are two examples that you can “Clip and Save” as a reminder.

up

Clip and Save: **VA SOL History Resources**

- **Inspired State Standards: VA (Inspiration Inc.) for SOLs: History and Social Science**

<http://www.inspiration.com/sites/default/files/documents/VA-History.pdf>

- **Home of Dinah Zike’s Foldables, VKV’s & Equivalency Flips: Unique Graphic Organizers & Manipulatives: Foldables for History and other content areas:**

<http://www.dinah.com/manipulatives.php>

- **SMART Technologies: Search for VA SOL Notebook software lesson activities, download and modify them to meet your needs.**

More SMART Technologies lessons and ideas at the TTAC Wiki:

<http://ttac4at.pbwiki.com/smartboards>

Clip and Save:

Instructional Strategies for Math, English and History:

- **Instructional strategies for all learners who have problems with: Inattention/distractibility, Organization, Following directions, Understanding/Comprehension.**
- **Instructional and environmental strategies for special populations.**
- **Assessment Accommodations and the Research Corner**

Available at:

◆ <http://www.ttaconline.org/staff/sol/iStrategies.asp>

Q & A:

up

Where can I find sample content lesson plans that differentiate instruction for ALL students, grades K through 12, and also are aligned with the essential knowledge and skills in the Curriculum Framework?

SOL Enhanced PLUS on TTAC Online

<http://www.ttaonline.org/staff/sol/sol.asp>

What is it?

SOL Enhanced PLUS is a searchable database of a unique resource, the Virginia Standards of Learning (SOL) Enhanced Scope and Sequence PLUS lesson plans. The ESS plus is intended to help teachers align their classroom instruction with the state standards and provide examples for differentiating instruction. The lessons were developed through a collaborative effort between general educators and special educators, along with staff members from the T-TACs and the Virginia Department of Education (VDOE). This resource has been created to provide Virginia teachers with a tool to deliver SOL-based instruction to a diverse population of learners and is available for Math, English, Science and History/Social Studies.

The lesson plans and activities are not only aligned with the SOL, they feature strategies to facilitate differentiated instruction in the following areas:

- Technology use
- Multi-sensory options
- Community connections
- Small group learning
- Vocabulary strategies
- Student organization of content

How do I find them?

- Go to T/TAC Online: <http://www.ttaonline.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
- Materials needed
- Prerequisite understanding/knowledge/skills
- Procedures to follow and specific options for differentiation

(Adapted from handout by Clare Talbert and Judy Stockton at VDOE TTAC@GMU.)

T-TAC ODU TACTics Request Form

**Developing and Using Curriculum Units to
Teach Students with Moderate/Significant
Cognitive Disabilities**

This new CD includes information on creating and teaching thematic units. Examples of thematic units for elementary and secondary lessons are included. ASOL objectives from all four core content areas and functional domains are addressed. A printable template is included to assist with creating your own thematic units.

**Treasure Island:
a Thematic Unit for Students With
Significant Disabilities**



Based on the Start-to-Finish version of Treasure Island (Don Johnston, Inc.), this TACTic includes lessons and ideas for middle and high school students with multiple/significant disabilities. Activities and corresponding ASOLs are suggested for each of the four core content areas and community-based instruction. ***The content of this TACTic should be compatible with other versions of Treasure Island.*

Do you serve preschool children with developmental delays? Yes No

Name: _____

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 | |

School Name: _____

School Address: _____

City: _____ Zip Code: _____

School District: _____ School Phone Number: () _____

School FAX Number () _____ e-mail: _____

Your Program Affiliation (check all that apply):

- | | | |
|--|--|--|
| <input type="checkbox"/> Early Childhood Special Education | <input type="checkbox"/> Adult Ed./Family Literacy | <input type="checkbox"/> Occupational Child Care |
| <input type="checkbox"/> Early Intervention | <input type="checkbox"/> Even Start | <input type="checkbox"/> Preschool Initiative |
| <input type="checkbox"/> General/Regular Education | <input type="checkbox"/> Head Start | <input type="checkbox"/> Title 1 |
| <input type="checkbox"/> School Age Special Education | <input type="checkbox"/> Homeless | |
| <input type="checkbox"/> Other Migrant Education | | |

Students Disabilities You Serve:

- | | | |
|--|--|---|
| <input type="checkbox"/> ADD/ADHD | <input type="checkbox"/> Learning Disability | <input type="checkbox"/> Severe Disabilities |
| <input type="checkbox"/> Autism | <input type="checkbox"/> Mental Retardation | <input type="checkbox"/> Speech/Language Impairment |
| <input type="checkbox"/> Deaf Blind | <input type="checkbox"/> Multiple Disabilities | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Deafness | <input type="checkbox"/> Other Health Impairment | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Developmental Delayed | <input type="checkbox"/> Orthopedic Impairment | <input type="checkbox"/> All of the Above |
| <input type="checkbox"/> Hearing Impaired | <input type="checkbox"/> Emotional Disturbance | |

Please mail this form to:

**TACTics
T-TAC Old Dominion University
Child Study Center, Room 224
Norfolk, VA 23529-0164**

*** or fax to: (757) 683-3115**



T-TAC Sponsored Workshops

Thematic Planning With the ASOL's

up

Date: February 27, 2009**Description:** For special education teachers of students with moderate to significant disabilities. This workshop will provide teachers with the tools needed to plan thematically with the ASOL's.**Location:** Rappahannock Community College, Warsaw, Virginia**Visit:** http://ttac.odu.edu/docs/conferences/2009/thematic_planning_022709.pdf

Evidence-Based Reading Strategies to Support Inclusive Practices

Date: February 27, 2009**Description:** Help struggling readers become more engaged, motivated, and independent learners. This interactive session will offer a variety of research-based practices, strategies, and activities.**Location:** Renaissance Hotel, Portsmouth, Virginia**Visit:** http://ttac.odu.edu/docs/conferences/2009/reading_strategies_022709.pdf

Evidence-Based Reading Strategies to Support Inclusive Practices

Date: March 11, 2009**Description:** Help struggling readers become more engaged, motivated, and independent learners. This interactive session will offer a variety of research-based practices, strategies, and activities.**Location:** Henry Clay Inn, Ashland, Virginia**Visit:** http://ttac.odu.edu/docs/conferences/2009/reading_strategies_031109.pdf

Designing and Implementing a Curriculum Framework for All Children

Date: March 20, 2009**Description:** This workshop will address activities, instruction and monitoring progress. Nationally recognized presenter, Jennifer Grisham-Brown, will provide practical strategies and participants will leave with many ideas and tools to meet the needs of all children.**Location:** Hampton Marina Hotel**Visit:** http://ttac.odu.edu/docs/conferences/2009/curriculum_framework_032009.pdf

Say YES to College

Date: May 29 - 30, 2009**Description:** Say YES (Your Education Solution) to College**Location:** Old Dominion University, Norfolk, Virginia**Visit:** <http://www.lions.odu.edu/org/vats/sayyes.htm>

Shining Stars: Charting the Future for Today's Children

Date: July 13 - 15, 2009**Description:** Virginia's 6th annual Early Childhood conference for Early Childhood Special Educators, and all early childhood and early intervention professionals, administrators and families.**Location:** Wyndham Virginia Beach Oceanfront Hotel and Conference Center**Visit:** <http://www.ttaonline.org>



State and National Workshops

Autism Spectrum Disorders: Classic Autism, Asperger's & PDD

Date: March 20, 2009

Description: Best Practices related to diagnosis, evaluation, and treatments.

Location: Virginia Beach, Virginia

Visit: <http://www.chkd.org/conferences>

up

Comprehension Institute: Teaching Content with Multiple Levels of Text

Date: March 21, 2009

Description: Reading First in Virginia professional development.

Location: Fredericksburg, Virginia

Visit: <http://www.readingfirst.virginia.edu>

Council for Exceptional Children 2009 Convention and Expo

Date: April 1 - 4, 2009

Description: Leading experts discuss the latest topics in special and gifted education.

Location: Seattle, Washington

Visit: <http://www.cec.sped.org>

Early Childhood Training Series: Social Emotional

Date: April 2, 2009

Description: Will include strategies for building relationships, creating supportive learning environments, & teaching strategies for social emotional competence.

Location: George Mason University Student Union Building II

Presented by: George Mason University T-TAC

Contact: dpaulwig@gmu.edu

2nd Annual International Conference on Self-Determination

Date: May 3 - 5, 2009

Description: International Conference on Self-Determination

Location: Winston-Salem, North Carolina

Visit: <http://www.self-determination.com/index.php/New-Events/>

K-3 Teacher Reading Academy

Date: June 23 - 26, 2009

Description: Reading First in Virginia Professional Development.

Location: Charlottesville, Virginia

Visit: <http://www.readingfirst.virginia.edu>

Reading Academy for Special Educators

Date: June 23 - 26, 2009

Description: The 4 day academy will address reading comprehension, fluency, vocabulary, and phonemic awareness skills for struggling readers and students with disabilities.

Location: Roanoke, Virginia

Visit: <http://www.readingfirst.virginia.edu>



Save the Dates!

Date: July 28, 2009

Literacy and Communication for Students with ASD
Richmond, VA
Info will be available soon <http://www.ttaonline.org>

Date: July of 2009

Future Horizons Summer Conference
Richmond, VA
<http://www.fhautism.com>