

T-TAC ODU TACTics

Professional Development modules designed for independent or small-group study on specific topics

Early Childhood Special Education

Scripted Stories for Social Situations in Early Childhood Special Education

This TACTic packet is designed to assist classroom teachers with teaching social skills to their preschool students. Included is information on writing scripted stories (based on Carol Gray's social stories) and samples for immediate use.

Division for Early Childhood (DEC) Recommended Practices In Early Intervention and Early Childhood Special Education

This TACTic provides an overview of the DEC Recommended Practices and examples of how the practices are implemented in early intervention and early childhood special education settings.

School Administrators: Supporting Early Childhood Teachers Through The Use Of Professional Learning Communities

This TACTic provides a brief overview of the elements for high-quality early childhood programs. Part I describes several proven models of early childhood education that have had a positive impact on children at risk for school failure. Part II includes suggestions that can be implemented by school principals and building administrators in support of early childhood professionals and their ongoing professional development in learning communities.

Early Literacy

This TACTic packet is designed to provide early childhood special education teachers with information for promoting early literacy development with preschool children. Included is information on the importance of literacy, applications in play activities, checklists for promoting early literacy in the classroom, and a continuum of child development in early reading from preschool through grade three.

Numeracy

This TACTic packet is designed to provide information on teaching mathematical concepts to young children with disabilities. Included are recommendations for high-quality early mathematical instruction and information on teaching math through play, math in music, activities to promote emergent math, and literature resources that include mathematical concepts.

Triumphant Transitions for Young Children with Disabilities: ECSE to Kindergarten

In this TACTic you will find information to help you think transition throughout the school year in order to assure that children have smooth transitions to kindergarten. Included are tips for preschool and kindergarten staff in planning transition activities for children as well as children's literature selections on the topic of transition to kindergarten.

Early Childhood Special Education Curriculum Units

The Big Red Barn

This classic story tells about different animals that live in the big red barn by night and play in the field all day when the children are away. This TACTic packet contains suggestions for small group activities, fingerplays, songs, related literature, gross-motor activities and learning center props. Included is a lit of curriculum resources from the T-TAC ODU library and other resources available on the web. BoardMaker pictures and animal masks to support the story are also included.

The Gingerbread Man

This story is about a gingerbread man who escapes the hungry grasp of everyone he meets until he runs into a clever fox who outsmarts him. This literature-based curriculum unit, great for use at holiday time, contains suggestions for small group activities, fingerplays, songs, related literature, recipes, gross motor activities, and learning center props. Included is a list of curriculum resources from the T-TAC ODU library as well as Internet resources. Pictures using BoardMaker that support the story are also included.

Feast for 10

This story is about a family that takes a trip to the grocery store, returns home, unpacks the car, and sits down for a big family feast. This is a good thematic story for holidays when families get together and feast! Children can practice, counting skills, both forward and backward, while enjoying the story. This literature-based curriculum packet contains suggestions for small group activities, fingerplays, songs, related literature, recipes, gross motor activities, and learning center props. Included is a list of curriculum resources from the T-TAC ODU library as well as Internet resources. Pictures using BoardMaker and writing activities about shopping that support the story are also included.

The Napping House

Granny is snoring as a child climbs on her lap and falls asleep. Various other animals join them. Lastly the flea joins them and sets off a chain of events. This unit provides ideas for adding props to learning centers and small group activities. Boardmaker™ pictures are included that support children to retell the story.

The Little Old Lady Who Was Not Afraid of Anything

This story is about a little old lady who goes for a walk through the forest and meets up with spooky figures that are trying to scare her: a pair of shoes, some pants, a shirt, a hat, some gloves, and a pumpkin head. This literature-based curriculum packet contains suggestions for small group activities, fingerplays, songs, related literature, recipes, gross motor activities, and learning center props. Included is a list of curriculum resources from the T-TAC ODU library as well as Internet resources. Pictures using BoardMaker that support the story are also included.

Assistive Technology

Getting Started with Assistive Technology

This informational packet contains the Virginia Assistive Technology System (VATS) Handbook, “Assistive Technology in the Student’s Individualized Education Program” as well as ideas for using assistive technology with all ages and abilities.

PowerPoint Training for Developing E-Books (CD) - Tutorial for learning to make your own electronic books.

Assistive Technology for Students with Autism

This TACTic provides teachers with descriptions of low-tech to high-tech assistive technology for classroom uses. The benefits of specific software are described as well as applications for students with autism.

Autism

Structured Teaching: Strategies for Supporting Students with Autism

This TACTic provides teachers with a basic overview of autism. The overview describes how to structure the classroom and provides quick strategies for immediate use as well as a more in depth look at specific strategies for supporting students with autism. Furthermore, a helpful A.M. checklist is provided to assist teachers with preparing for the instructional day.

Increasing and Developing Communication for Verbal and Non-Verbal Students with Autism

Communication and unconventional verbal behaviors, such as echolalia, that interrupt verbal language are reviewed in this TACTic. Also reviewed are communication systems that can be used for non-verbal students and methods to assess which system is best for an individual student.

Assistive Technology for Students with Autism

This TACTic provides teachers with descriptions of low-tech to high-tech assistive technology for classroom use. The benefits of specific software are described as well as applications for students with autism.

Children with Asperger's Syndrome: Characteristics and Intervention Strategies

An historical overview of Asperger's Syndrome is provided in this TACTic. Social, sensory, and instructional needs for students with high functioning autism are also reviewed.

Audio/Visuals **CD Self-Study Modules**

Collecting Meaningful Data on Student Progress (CD)

The purpose of collecting data is to provide objective evidence of an educational program's effectiveness and to guide instructional decisions. Teachers can ensure they are providing meaningful instruction by collecting useful data on student progress and then using the data to inform their instructional decisions. This CD contains the following sections that will help to either refresh or increase your knowledge of taking and using data to measure student achievement: Introductory Review: Questions and Answers; Data Collection Tutorial, Types of Data; Make Your Own Data Forms: Guidelines and Samples; and Graphing Data Tutorial.

Keeping Track: Using Routine-Based Instruction and Monitoring (CD)

Dr. Sharon Raver-Lampman of Old Dominion University discusses Routine-Based Instruction and Routine-Based Monitoring. Routine-Based Instruction is a way teachers can embed individualized instruction into their daily routines. Routine-Based Monitoring is a way for embedding data collection into daily activities and routines. Footage from a local teacher's ECSE classroom is included to demonstrate both Routine-Based Instruction and Monitoring. A packet of written materials with examples is provided with the CD.

Preschool Days: Recommended Practices in Early Childhood Special Education (CD)

An exemplary teacher brings the audience into her classroom where she demonstrates recommended practices in early childhood. Highlighted in the video are learning centers and room arrangement, schedules and visual strategies, integrated thematic, literature based curricula and activity based instruction.

Social Stories: Making a Positive Impact on Behavior (2 CD set)

The goal of social stories, as developed by Carol Gray, is to increase positive behavioral responses by teaching students appropriate behaviors in various social situations. This video, with Mary Wilds, T-TAC ODU Specialist, provides numerous examples of social stories created by classroom teachers that will inspire viewers to create their own stories for individual students. The accompanying information packet includes several social stories that can be duplicated for teacher use. (2CD set)

Teaching Young Children with Autism: Effective Practices in Virginia (CD)

This two-part program was taped in several early childhood classrooms throughout Virginia and highlights effective practices for teaching young children with autism. Part One includes information on structured environments, visual supports including visual schedules, structured activities and sensory processing. Part Two addresses communication and social strategies. (CD)