



welcome back

Dear Teachers,

To quote those clever Target® commercials, “It’s going to be such a big school year!” This year you will teach your little ones all about how to be good friends, how to share their toys, but not their germs, and most importantly how to feel proud of themselves. You’ll introduce them to the wonder of what they can make with pipe cleaners and glitter, and watch them fall in love with this cool place called school. They will never know the balancing, juggling, and planning you do to get them on the right track. They’ll just know you’re awesome and that you give the best hugs ever.

So, here’s what you’ll need to pull it all off without breaking a sweat:

- 🍏 A healthy dose of collaboration with your fellow teachers;
- 🍏 A framework for putting all the pieces of your puzzle together: IEP goals, state standards, and curriculum activities;
- 🍏 Open communication and coordination with your paraprofessional;
- 🍏 And strategies to prevent challenging behavior.

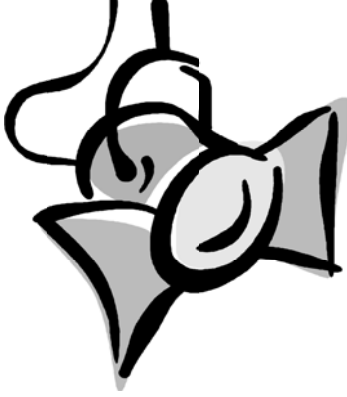
Your friendly local T-TAC is here to help you with all of these items and more! Look through this packet for upcoming trainings that address the above topics and will also give you the opportunity to meet and collaborate with your fellow teachers. We at T-TAC ODU listened to your feedback and have scheduled *all workshops for after school*. If you have a specific need, T-TAC is also available for individual consultation by phone or in person. Don’t forget about our lending library, some new titles are included in this packet-go check them out!

Your T-TAC ODU Early Childhood specialist is Kristen Ingram Weatherford. Just one year out of the ECSE classroom, Kristen identifies with your concerns and wants to help in any way possible. She has special interests in working with young children with autism, writing quality IEPs, inclusive practices, and incorporating technology, like Smart Boards, into the classroom. More importantly, when you need an answer-she will do her best to find it!

T-TAC is just a call or email away and we love hearing from you!

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LIBRARY SPOTLIGHT

New Early Childhood Materials

We are always on the lookout for new books we think you will find useful.
Here is a look at some of our new additions.

Check them out today!

Did you know?

- All of our library materials are cataloged online. You can search for what you need from your own computer.
- We mail you up to three items at a time and include a stamped envelope for you to return them in.
- Becoming a member is simple! Go to the library section of our webpage (www.ttac.odu.edu) and "request a patron ID".
- Items can be checked out for 30 days and often renewed if they have not been requested by another patron.

*It doesn't get
much easier
than that
folks!*

[Achieving Learning Goals Through Play](#) by Anne H. Widerstrom

Play is more than just fun; it's a powerful teaching tool that helps young children learn. With this practical, activity-filled guide, you'll have ready-to-use strategies for weaving individual learning goals into play throughout the school day.

[Making Early Learning Standards Come Alive](#) by Gaye Gronlund

Connecting your practice and curriculum to state standards can be confusing at times. This invaluable and incredibly practical resource shows how to implement standards in ways that are developmentally appropriate and beneficial for all children.

[CARA'S KIT: Creating Adaptations for Routines and Activities](#) by Suzanne Milbourne

This spiral-bound flip book includes easy to use matrices called "*Here's the situation-Try this adaptation*" that provide ideas and tips on how to make adaptations for individual or groups of children who are experiencing challenges during everyday activities and routines.

[The Early Childhood Coaching Handbook](#) by Dathan Rush and M'Lisa Shelden

Perfect for program coordinators or administrators! This book offers evidence-based coaching methods to help early childhood practitioners support professionals and families in order to promote healthy development in young children. This hands-on guide shows professionals how to conduct skillful coaching in any setting.

[LINKing Authentic Assessment and Early Childhood Intervention](#) by Stephen Bagnato

How can early childhood professionals select authentic assessment materials that meet recommended practices, and capture the complete picture of what children can do? Use this essential reference, that is an authoritative standard on early childhood assessment. This bestselling guide offers professional ratings and reviews of 81 assessment tools for children birth through age 8.

[Ages & Stages Questionnaires: Third Edition](#) by Squires, Twombly, Bricker, & Potter
"1 child, 3 minutes. What you need to start catching delays early." Fully updated based on extensive user feedback, the ASQ:3 is the #1 developmental screener for children from 1 month to 5 ½ years. **Also available for check out: Ages & Stages Learning Activities book and DVD.**

Looking for new ways to teach children about their emotions? The following children's books are available for check out and come with "Book Nooks", lesson plans describing how to use the book to support social-emotional development.

[Glad Monster, Sad Monster: A book about feelings](#), [On Monday when it Rained](#), [Hands are Not for Hitting](#), [I Can Share](#), [Mouse was Mad](#), [No Biting!](#), [Sometimes I'm Bombaloo](#), [Abiyoyo: Based on a South African lullaby and folk story](#)

COMING SOON

Teacher's Toolkit



Register for a series of after-school workshops on hot topics in early childhood!

One Tuesday a month, 4:00-6:00 pm, Webb Center @ ODU, Free Parking

OCTOBER 25, 2011 & NOVEMBER 29, 2011

(Must attend both sessions)

Putting Together the Early Childhood Puzzle

Kristen Weatherford, *Early Childhood Specialist, T-TAC ODU*

Does it ever feel like planning instruction in preschool is like trying to put together a 1,000 piece puzzle without using the picture on the box? Incorporating state standards, IEP goals, ongoing assessment data, and administrative expectations into daily lesson plans can be a daunting task. This workshop will review how these pieces fit together in a curriculum framework* that guides instruction and improves child outcomes. Participants will leave with lesson planning tools to assist with piecing together their own classroom puzzle.

**See article later in this packet.*

JANUARY 17, 2012

Data: It's Not a Four Letter Word

Diane Postman, *Early Childhood Consultant and Veteran Teacher*

Data is our friend! How can you make the task of data collection more of a help than a hindrance? This session will demonstrate user-friendly methods for collecting data, including how to take data during daily routines and in natural environments. This session will provide tips on how to select, modify, and assess IFSP/IEP objectives for the purpose of data collection, and participants will leave with several data collection handouts for immediate use.

FEBRUARY 21, 2012

Let's Play Together:

Encouraging Interactive Play in Children with Autism

Dana Childress, *Partnership for People with Disabilities @ VCU*

We know children learn best through play, but what if they don't know how? This interactive session will provide information about characteristics of play in young children, birth through 5 years, who have autism spectrum disorder. Video clips and discussion will be incorporated into the session so participants leave with practical strategies and planning ideas they can use when working with children and families.

MARCH 13, 2012

Steps to a Healthy Marriage (to your paraprofessional)

Diane Postman, *Early Childhood Consultant and Veteran Teacher*

This session will address the necessity for a close working relationship between paraprofessionals and teachers. Tried-and-true methods for enhancing a professional partnership will be presented and discussed. Examples of techniques to be discussed include daily communication, weekly conferencing, shared input into classroom planning, and shared data collection.

Only \$10 per topic! Register early! Each session is limited to 40 participants.

a tool you can use today...

There are few things Debby Guardino, an ECSE teacher in Chesapeake, is more passionate about than the website DonorsChoose.org. The site is a fast-growing online charity where teachers request resources for their classrooms, and people from around the country donate money to fund them. Guardino has quickly achieved rock star status among fellow teachers, having projects funded for her classroom that include an Apple iPad, touch screen computer monitors, a puppet theater, room dividers and other classroom organization materials, adaptive toys, and the list goes on. Guardino has even extended her efforts to help her school secure a large flat screen television for their library. She recently was invited to Joplin, Missouri to help teachers affected by the devastating tornado begin using DonorsChoose.org to rebuild their classroom supplies. Now she wants to help you!

Debby's Tips for Getting Started

- 👉 Go to DonorsChoose.org and set up an account.
 - Click “Teachers-Post Project Requests” on the main page, then “Get Started”
- 👉 Follow the prompts to set up your first project.
 - Come up with an eye-catching title.
 - Tell your students’ story.
 - Who are they? What grade? What challenges do they face?
 - Explain what your students will be able to learn and do.
 - Clearly describe the student experience that will come to life if your project is funded.
- 👉 Keep your account updated, especially if your email address changes or you move to a new school.
- 👉 Check your email and make sure you’re receiving emails from DonorsChoose.org.
 - This is how they keep in touch. Usually they will have news you’ll want to hear.
- 👉 Visit your account. Here you can track the status of your projects and learn useful tips.
- 👉 Once your project is fully funded, you will get a notification email with the subject “Your project is FUNDED!”
 - You have six days to respond “Yes!” or “No” if something has changed.
 - The email will take you to a screen where you:
 - Confirm that the list of funded items and your school address are correct.
 - Pick a date when you can commit to sending your thank-you package.
 - Deliver the great news to your donors through a short thank-you note on your project’s page.
- 👉 After you accept the funding, DonorsChoose.org will purchase the resources for your project and have them delivered to your school.
- 👉 DonorsChoose.org will also send an email explaining how you can complete your thank-you package, so you have time to:
 - Collect permission slips from your students’ parents allowing you to take photos of your students using the donated materials.
 - Post the pictures and a brief letter on the site about the impact of the project for your students.
 - Lead students in writing thank-you notes and send them to DonorsChoose.org, postage paid.

Debby's Secrets for Success

- 👉 Commit to spending 15 minutes a day looking at other projects on the site and donating what you can to support them (every \$1 counts!). This will help build your reputation with donors.
- 👉 Thank each and every donor who donates to your project. The more thoughtful your follow-up, the more likely they are to donate to another project.
- 👉 Don’t give up! At first, projects can take time to be funded so start small. Take time to become part of the DonorsChoose.org community, and get creative in promoting your projects. Ask your friends to just give \$1. You’ll start to have projects funded more quickly as time goes on.
- 👉 The majority of projects under \$400 get funded. Break up your expensive request into multiple parts when your students can still benefit if the individual parts get funded.

Check out Debby’s page to see her tips in action: <http://www.donorschoose.org/we-teach/309176>

Putting Together the Early Childhood Puzzle

What is a curriculum framework?

Kristen Ingram Weatherford

A curriculum, as many of us understand it, is a collection of activities that prescribes what to teach, however, the term curriculum framework represents a structure for classifying and organizing the many elements and processes involved in creating learning opportunities for young children. It serves as an underlying foundation from which all practices related to children's learning and development are identified, implemented and evaluated (Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005).

Research

The 2004 amendments to IDEA require that all children, regardless of ability, have access to the general curriculum, and have the opportunity to participate and make progress in the general curriculum. To benefit all children, including those with disabilities, it is important to implement a high quality curriculum framework, where ongoing assessment is directly linked to instruction. Just as buildings and sidewalks are now designed from the beginning to be handicap accessible, curriculum must also have accessibility built into its foundation. It is much easier to design a universal curriculum that meets the needs of all learners than add adaptations for children with disabilities after the fact (Division of Early Childhood, 2007). Ensuring activities, support, and materials in a curriculum are accessible to children with disabilities will have positive outcomes for all children.

Application

A comprehensive curriculum framework encompasses four elements: assessment; scope and sequence; activities and intervention strategies; and progress monitoring. Regardless of whether your program has an adopted curriculum, these four elements should be represented. Take a moment to think through them and see what elements could be better addressed if you simply tweaked one or more of your current practices.

Assessment:

- Do you use a curriculum based assessment to identify children's strengths and weaknesses and monitor progress throughout the year?

Scope and Sequence:

- Do you use assessment summaries to determine children's needs?
 - o Group them into three categories: common needs, needs to target with small groups, and individual needs.
- Do you incorporate Virginia's *Foundation Blocks for Early Learning* into your daily instruction?
- When developing an IEP, do you target the prerequisite skills that child needs to access the general education curriculum?

Activities and Intervention Strategies:

- Are children encouraged to practice new skills across a range of people, settings and conditions?
- Do you vary the frequency and intensity of the instruction based on the child's needs?
 - o An adequate number of learning opportunities must be available for children to acquire and generalize new skills.
- Are learning opportunities relevant and meaningful to children?
 - o Embedding instruction into daily activities and routines ensures they are relevant.

Progress Monitoring:

- Do you take data across the three categories of needs (common, targeted, individualized) in your classroom?
 - o *Common*: collected quarterly; *Targeted*: collected monthly or weekly; *Individualized* (prioritized IEP goals): collected daily
- Do you use data collected on student progress to revise activities and instruction?

References

Division of Early Childhood. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Missoula, MT: Author. Retrieved from:

http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf

Grisham-Brown, J., Hemmeter, M.L., & Pretti-Frontczak, K. (2005). *Blended Practices for Teaching Young Children in Inclusive Settings*. Baltimore: Brookes Publishing Co.

Registration

Putting Together the Early Childhood Puzzle

October 25, 2011 and November 29, 2011

(Must attend both sessions)

Cost \$10.00

(includes snack and workshop materials)

October 25 and November 29, 2011: https://events.membersolutions.com/event_detail.asp?content_id=28827

Or please mail this form and a check for \$10 payable to "ODURF 800451:

Putting Together the Early Childhood Puzzle

T-TAC ODU, Old Dominion University

860 W. 44th St.

Norfolk, VA 23529-0164

For payment questions, please contact *Dedie McCracken* at rmccrack@odu.edu

Please use "Putting Together" as the subject line.

Registration and Refund Deadline: October 18, 2011

Do you serve preschool children with developmental delays? Yes No

Please Print or Type:

Name: _____

Position:

- | | | |
|---|---|---|
| <input type="checkbox"/> Administrator, General Education | <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Teacher, Special Education |
| <input type="checkbox"/> Administrator, Special Education | <input type="checkbox"/> Parent/Family | <input type="checkbox"/> Transition Coordinator |
| <input type="checkbox"/> College Student | <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> University Professor |
| <input type="checkbox"/> Guidance Counselor | <input type="checkbox"/> Pre K-12 Student | <input type="checkbox"/> Vocation 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 | |

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 |
| | <input type="checkbox"/> 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"/> Intellectual Disability (formerly MR) | <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 Disability | |

All T-TAC ODU workshops require pre-registration.

Overnight accommodations and travel expenses are the responsibility of the participant. This form will serve as your invoice



T - T A C

Old Dominion University

Training and Technical Assistance Center

presents

Steps and Strategies for Preventing Challenging Behavior in Preschool

Introductory Workshop
October 12, 2011

Follow-up Book Study Sessions
November 16, 2011
December 14, 2011

Presenters:

CJ Butler

Old Dominion University

Jo Claire Marshall & Tiffany Hillegass

Virginia Beach Public Schools

Target Audience: Preschool teachers, paraprofessionals, and administrators

Description:

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. During the introductory workshop, participants will learn valuable strategies to prevent challenging behavior in preschool, and how these are strengthened by classroom relationships. Each participant attending the follow-up book study sessions will receive a copy of *Enthusiastic and Engaged Learners*, by Marilou Hyson, and have the opportunity to share and learn from their peers in an open discussion about what's working and what's troubling in their own classroom. Participants will leave with a wealth of ideas to begin increasing positive behaviors in their classroom, and strategies for handling more persistent challenging behaviors. Participation in all three sessions is encouraged. You must attend the introductory session to attend the book studies.

Cost: \$30

(includes snack and workshop materials)

Time: 4:00 p.m. – 6:00 p.m.

Registration will begin at 3:30

Location:

Webb Center at Old Dominion University

1200 Webb Center

Norfolk, VA

Parking available at the gated Parking Plaza off 49th St. on the left, next to Webb Center.

Registration

Steps and Strategies for Preventing Challenging Behavior in Preschool

Please check here if you are planning to **attend all three sessions**: October 12, 2011, November 16, 2011, and December 14, 2011. (Fee: \$30, Webb Center, ODU)

Please check the session(s) you are planning to **attend only the first introductory session**: October 12, 2011. (Fee: \$30, Webb Center, ODU)

Cost \$30.00

Oct. 12: https://events.membersolutions.com/event_detail.asp?content_id=28708

ALL THREE SESSIONS: https://events.membersolutions.com/event_detail.asp?content_id=28718

Or please mail this form and a check for \$30 payable to "ODURF 800451":

Steps and Strategies

*T-TAC ODU, Old Dominion University
860 W. 44th St.
Norfolk, VA 23529-0164*

For payment questions, please contact *Dedie McCracken* at rmccrack@odu.edu

Please use "Steps and Strategies" as the subject line.

Registration and Refund Deadline: October 5, 2011

Do you serve preschool children with developmental delays? Yes No

Please Print or Type:

Name: _____

Position:

- | | | |
|---|---|---|
| <input type="checkbox"/> Administrator, General Education | <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Teacher, Special Education |
| <input type="checkbox"/> Administrator, Special Education | <input type="checkbox"/> Parent/Family | <input type="checkbox"/> Transition Coordinator |
| <input type="checkbox"/> College Student | <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> University Professor |
| <input type="checkbox"/> Guidance Counselor | <input type="checkbox"/> Pre K-12 Student | <input type="checkbox"/> Vocation 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 | |

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 |
| | <input type="checkbox"/> 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"/> Intellectual Disability (formerly MR) | <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 Disability | |

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