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Linking People and Resources

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## News You Can Use: Standards-based IEP's

*Dr. Kerry Lambert, Director*

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Since many IEPs will be written between now and the end of the school year, you will want to refer to the new guidance document from the Virginia Department of Education (2011) that is focused on Standards-based IEPs. While it is a requirement to write Standards-based IEP's for students who will be taking the VMAST, it is recommended as best practice for teachers to begin writing such IEPs for all students with disabilities, including children in preschool through high school.

A standards-based IEP should indicate how the student is performing in relationship to the Standards of Learning (SOL) at the enrolled grade-level. As noted in the VDOE guidance document (2011), standards-based IEPs identify specific skills and knowledge that will allow the student to work towards current grade-level standards or the next grade-level of standards (p.12). Teachers are also guided by VDOE (2011) to keep in mind that this does not necessarily mean that a student is on grade level in a specific content area, but rather, "the student is working toward meeting grade level expectation and is receiving grade-level content instruction. The IEP should address what needs to happen in order for the student to meet the standards" (p.10). The student's specially designed instructional program is aimed at getting the student to a proficient level on their current grade level standards. For further information, see the article in this newsletter: *Designing Instruction that Moves Students Toward Grade Level Math Standards - What Does It Look Like in the Classroom?*

To support teachers with writing Standards Based IEPs, VDOE has created Skills Worksheets. The worksheets will assist teachers in developing goals and determining the component of the standard in which the student will need specialized instruction in order to access and address the grade level content. Click here to see Directions for Use of the Skills Worksheets and for a Grade 3 mathematics example (Word) (PDF).

### **Resources**

- ‡ Teacher support materials are available on the VDOE Web site
- ‡ Questions to Consider When Developing a PLOP (Word)
- ‡ Training Presentation (PPT)

### **Reference**

Virginia Department of Education. (2011). *Standards-based individualized education program (IEP) A guide for school divisions*. Retrieved from [http://www.doe.virginia.gov/special\\_ed/iep\\_instruct\\_svcs/stds-based\\_iep/stds\\_based\\_iep\\_guidance.pdf](http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/stds-based_iep/stds_based_iep_guidance.pdf)

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## Designing Instruction That Moves Students Toward Grade Level Math Standards What Does It Look Like in the Classroom?

*Laura Beller, Curriculum and Instruction Specialist*

up

### Research

Confident, engaged math students are contributors to classroom discourse because they know that their ideas matter, and they sustain effort by working through their mistakes. Their teachers use data to create specially designed instruction to meet their needs, at their instructional level, not on concepts that are already known or are too advanced. Further, teachers design frequent classroom discussions in which reasoning, not just correct answers, is valued. Students work in small or large groups to convince, question, and to be the audience for their peers as they discuss the ideas of mathematics and engage in problem solving. These teachers create good questions and then listen, provide input when needed, and allow students to do the reasoning. Learning mathematics is exciting and rewarding, and at times difficult, but allowing the time for thinking and drawing conclusions about well posed questions can empower students and enhance learning. Creating good questions can allow students to conceptualize the big ideas of mathematics at their own, varied developmental levels and move toward grade level standards in a meaningful way (NCTM, 2000).

### Application

To design instruction that allows a diverse class of students to move toward grade level standards, Marian Small (2009) suggests two core strategies. First, use open questions “framed in such a way that a variety of responses or approaches are possible” (p.6). Secondly, use parallel tasks, “sets of tasks, usually two or three, that are designed to meet the needs of students at different developmental levels, but that get at the same big idea and are close enough in context that they can be discussed simultaneously” (p.10). See [this module](#) on number sense for examples.

#### **Suggestions for Creating Open Questions**

Turning around a question (providing the answer and asking for a question, e.g. “You divide 2 numbers and the quotient is 40. List 5 possible pairs that you might have divided.”).

Asking for similarities or differences (between two concepts, numbers, graphs, etc.).

Replacing a number with a blank (allow student to fill in their choice of numbers).

Asking for a number sentence (provide certain numbers and words for students to include).

Changing the question by adapting a question from another source (Small, 2009, p.7).

#### **Suggestions for Developing Parallel Tasks**

1. Choose a “big idea” (e.g. you can see patterns in the way numbers are formed such as groups of 5’s or 10’s.)  
Think about how students might differ developmentally in approaching the idea (easier patterns like even and odd numbers, v. more complex patterns such as multiples of 7) (Small, 2009, p.11)  
Develop similar tasks at differing levels (use the Tidewater Math Team’s Vertical Articulation by Topic resources for grades: K-3 and/or 3-6).

### Resources

Developing Mathematical Thinking with Effective Questions

Teachers can use these questions at any point to support deeper discussions of mathematics.

[http://www.pbs.org/teacherline/resources/questionsheet\\_vma.pdf](http://www.pbs.org/teacherline/resources/questionsheet_vma.pdf)

Teacher2Teacher resource regarding questioning

<http://www.teachertoteacher.com/newsletter-archive/october-2009-newsletter.htm>

### References

- National Council of Teachers of Mathematics. (2000). *Principles of school mathematics, the teaching principle (Ch.2)*. Retrieved from <http://www.fayar.net/east/teacher.web/math/Standards/document/chapter2/teach.htm>
- Small, M. (2010). *Gap closing: Number sense grade 6 facilitators guide*. Edugains: Ontario, CA. Retrieved from [http://www.edugains.ca/resources/LearningMaterials/GapClosing/Grade6/GCU1\\_FG\\_RepresentingFractions.pdf](http://www.edugains.ca/resources/LearningMaterials/GapClosing/Grade6/GCU1_FG_RepresentingFractions.pdf)
- Small, M. (2009). *Good questions, great ways to differentiate mathematics instruction*. Reston, VA: NCTM.

## Behavior: How Do We Measure Up?

Kimberly Yanek

State-Directed Effective School-wide Discipline (ESD) Project  
and Behavior Instruction Specialist

up

### **Research**

Dealing with the multitude of student behaviors that arrive at the classroom doorstep each day can be challenging and frustrating. In a recent descriptive study involving the review of school-wide discipline data in over 1,500 schools, Spaulding et al. (2010) confirmed the logical assumption that the majority of behavioral incidents occur within the classroom, with defiance and disruption as two of the most frequent types of behaviors that result in office discipline referrals. However, these two terms, "defiance" and "disruption" do not really provide very useful information about the behaviors. Depending on the teacher, student, and situation, these two words could carry very different meanings. For that reason, the first step in crafting an intervention for any behavior is to operationally define the behavior in measurable, observable, and objective terms. Only then, can the behavior be accurately measured, data systematically collected, and an intervention plan developed, implemented, and evaluated (Van Acker, Boreson, Gable, & Potterton, 2005).

### **Application**

A new resource is available through The Iris Center that provides professional learning through explicit instruction and case studies. The module titled, *Measuring Behavior*, includes a brief introduction to defining behaviors in measurable, observable, and objective terms. The second part of the learning module focuses on selecting data collection systems (e.g. event recording, interval recording, duration recording, latency recording) that will provide the most useful information for designing supports to increase student learning. This resource provides guided learning through case studies applicable to K-12 classrooms and is ideal for independent, teacher team, or whole staff professional development. Find this resource, *Measuring Behavior*, online at [http://iris.peabody.vanderbilt.edu/case\\_studies/ICS-014.pdf](http://iris.peabody.vanderbilt.edu/case_studies/ICS-014.pdf).

### **Resources**

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

Additional Resources:

Find additional data collection tools for behavior (see *Appendices B and C*):

<http://www.ttac.odu.edu/esd/Resources/fba.htm>

Visit the Behavior Institute for Children and Adolescents to access a variety of data collection and intervention planning tools for student behavior.

[http://www.behavioralinstitute.org/FreeDownloads/Downloads.htm#Behavior\\_Reinforcement](http://www.behavioralinstitute.org/FreeDownloads/Downloads.htm#Behavior_Reinforcement)

*Special Connections: Data-based Decision Making*. This resource provides explicit instruction and practical tools for data collection and positive behavior support intervention planning.

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=assessment&section=ddm/main>

### **References**

- Spaulding, S.A., Irvin, L.K., Horner, R.H., May, S.L., Emeldi, M., Tobin, T.J., & Sugai, G. (2010). Schoolwide social-behavioral climate, student problem behavior, and related administrative decisions. *Journal of Positive Behavior Interventions*, 12(2), 69-85.
- Van Acker, R., Boreson, L., Gable, R.A., Potterton, T. (2005). Are we on the right course? Lessons learned about current FBA/BIP practices in schools. *Journal of Behavioral Education*, 14(1), 35-56.

## Using Reinforcement to Engage Children with Autism Spectrum Disorders

Kelly Barrett, Autism Specialist

up

### Research

Children on the autism spectrum frequently lack motivation. Since motivation is such a challenging problem in the treatment of autism and related pervasive developmental disorders, educators use positive reinforcement to help their students understand what behaviors to continue exhibiting. The positive reinforcement needs to be meaningful and rewarding to the student. The child has to be motivated enough to want the reward in order to complete a task. If an item is delivered immediately following a response, and that response increases in the future, we can refer to the reward as a positive reinforcer. The use of reinforcement has been recognized as an evidenced based practice by the National Professional Development Center on Autism Disorders.

### Application

#### **Reinforcement and Preference Assessments**

Information about student preferences for reinforcers can be gathered in three different ways: teachers can do a caregiver interview; direct observation; and/ or systematic assessment. Caregiver interview and direct observation methods are easiest for teachers to use.

The caregiver interview is a quick and straightforward technique that can reduce the time and effort needed to gather information. It involves obtaining information from the individual's parents, friends, and previous teachers. One widely-used survey by Fisher, Piazza, Bowman, & Amari (1996) is the Reinforcement Assessment for Individuals with Severe Disabilities (RAISD). This survey obtains information about potential reinforcers. It also ranks the potential reinforcers in order of preference. Using direct observation involves presenting the individual with free access to items you think he or she will like (i.e. presumed preferences) and recording the amount of time the person engages with the items. The more time spent with an item or activity, the stronger the presumed preference. During these observations, no demands or restrictions are placed on the individual.

The assessment method involves presenting objects and activities systematically to the individual to reveal a hierarchy or ranking of preferences. This method requires the most effort, but it is the most accurate. There are many different preference assessment methods, all of which fall into one of the following formats: single item, paired, and multiple choices. For more information, refer to the book *Applied Behavior Analysis* (2006) by Cooper, Heron, & Heward.

### T-TAC Library Resources

Check out the book *A Work in Progress* by Ron Leaf and John McEachin to see the **15 Rules of Reinforcement**, (refer to page 28-35). Material #200421.

*Applied Behavior Analysis* by Cooper, Heron, & Heward (see full reference below). Material #4050

### References

- Cooper, J.O., Heron, T.E., & Heward, W.L. (2006). *Applied behavior analysis* (2nd ed.). Upper Saddle River, New Jersey: Prentice Hall.
- Fisher, W.W., Piazza, C.C., Bowman, L.G., & Amari, A. (1996). Integrating caregiver report with a systematic choice assessment. *American Journal on Mental Retardation*, 101, 15–25.

## **TACtics for your Toolkit: Making Sense of a Curriculum Framework**

*Kristen Ingram Weatherford  
Early Childhood Special Education Specialist*

up

A curriculum, as many of us understand it, is a collection of activities that prescribes what to teach. A curriculum framework, however, 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 or not your early childhood program has adopted a specific curriculum, these four elements should be represented. Take a moment to think through each of 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 weakness?

#### **Scope and Sequence:**

- ‡ Do you use assessment summaries to determine children's needs?  
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 the 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?  
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?  
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?  
*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?

*continued on page 6*

**TACTics for your Toolkit:  
Making Sense of a Curriculum Framework**

**Resources**

- ‡ Do you want to learn more about a Curriculum Framework?  
For your listening pleasure, [these podcasts cover the four elements.](#)
- ‡ See a universally designed curriculum unit in action!  
Request our new thematic unit: [Growing Things!](#) (available soon)

**T-TAC Library**

We currently have copies of two highly regarded curriculum-based assessments that are available for check out and use in your classroom: *The Carolina Curriculum for Preschoolers with Special Needs* and the *Assessment, Evaluation, and Programming System for Infants and Children*. Also available for checkout, *Blended Practices for Teaching Young Children in Inclusive Settings* by Jennifer Grisham-Brown, Mary Louise Hemmeter, and Kristie Pretti-Frontczak and *Assessing Young Children in Inclusive Settings* by Jennifer Grisham-Brown and Kristie Pretti-Frontczak.

**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](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.

**Learning Opportunity**

[Shining Stars](#), Virginia's early childhood special education conference, is taking place in **Virginia Beach July 18-20!** Keynote speaker Jennifer Grisham-Brown will be discussing how to design curriculum frameworks for all children. [Click here for registration.](#)

**Shining Stars 2011 Early Childhood Conference**

**Monday, July 18, 2011 12:00 PM - Wednesday, July 20, 2011 12:00 PM (Eastern Time)**

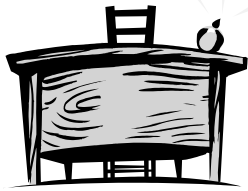
**The Cavalier Hotel Oceanfront at 42nd St.**

**Virginia Beach, Virginia 23451**

**(757) 425-8555**

**\* Please contact hotel directly for all room reservation or any other related questions.**

**For conference registration questions, please contact Dionne Wiggins at  
Phone: (703) 993-4496 or Email: [dpaulwig@gmu.edu](mailto:dpaulwig@gmu.edu).**



## Academic Standards or Functional Skills: Why Not Both?

*Daniel Biegun, Intellectual Disabilities Specialist*

up

### Research

What constitutes a quality education for students with significant intellectual disabilities? The Individuals with Disabilities Education Act (IDEA) requires that school systems ensure participation and progress in the general curriculum by students with intellectual disabilities (Agran, Alper, and Wehmeyer, 2002). All students must be taught core content in reading, writing, math, science, and social studies. On the other hand, functional life skills continue to be the focus of many special education professionals. Nietupski & Hamre-Nietupski (1997) identified the functional life skills as self-care, leisure, communication & social skills, vocational skills, and other skills vital to community participation. It is generally accepted that there is a link between life skills acquisition and life quality (Alwell & Cobb, 2006). It makes sense to teach academics **and** functional skills to students with significant intellectual disabilities. But how? And when?

### Application

Many commonly-taught functional skills can be easily paired with an existing Aligned Standard of Learning (ASOL). Keep in mind that all lessons may not cover the entire ASOL, but can address an important part of the standard. Consider the following examples:

**Reading Community Signs:** Many educators teach this skill. Lessons may involve differentiating between the men's and women's restrooms, recognizing the sign of a favorite restaurant, or learning to identify signs that warn of danger. This is a great example of a skill that is both functional and academic. The corresponding ASOL is:

Reading RW 2: The student will demonstrate an understanding that print makes sense.

b) **Identify** common **signs** and logos.

**Playing Uno:** Learning to play a popular game can be both fun and educational. The opportunities to learn functional skills such as turn-taking are evident. Do not forget the many opportunities to teach math and science. Uno is a game of numbers and colors. Consider the following ASOLs:

Math NS 9: The student will **recognize** and write **numerals** 0 through 100.

Science M 1: The student will...understand that the...physical properties of an object can be described.

Key concepts include:

a) colors (**red**, orange, **yellow**, **green**, **blue**, purple).

**Food Preparation:** Preparing even the most simple of snacks requires one to follow an ordered set of steps. This ordered set of steps is usually referred to as a recipe. This same skill of following steps also comes in handy when caring for hygiene needs (washing hands, brushing teeth) or completing an art project. When teaching these functional skills, consider that you are also incorporating the following ASOL:

Science SI 5: The student will plan and conduct investigations in which

k) natural events are **sequenced** chronologically.

**Decision Making:** What better way to teach the fundamentals of democracy than to institute democratic practices in your classroom? A typical school week presents many opportunities for your class to make a group decision. Students can vote to select leisure activities, community-based instruction destinations, a story for the teacher to read, lunch choices, class president, and student of the month just to name a few. Check out this ASOL that makes it all academic:

History C1: The student will apply the traits of a good citizen by

f) participating in classroom decision making through voting.

*continued on page 8*



**Academic Standards or  
Functional Skills:  
Why Not Both?**

up

**Resources**

There are many opportunities to combine academic standards with functional life skills. The above examples are only a few ideas. How many of your functional lessons can you tie in to one or more ASOLs?

- ‡ Click [here](#) for complete information on the ASOLs.
- ‡ Follow [this link](#) to a list of ASOLs that lend themselves well to social skills lessons.

**References**

- Agran, M., Alper, S., & Wehmeyer, M. (2002). Access to the general curriculum for students with significant disabilities: What it means to teachers. *Education and Training in Mental Retardation and Developmental Disabilities*, 37, 123-33.
- Alwell, M., & Cobb, B. (2006). A systematic review of the effects of curricular interventions on the acquisition of functional life skills by youth with disabilities. *What Works in Transition: Systematic Review Project*. Colorado: Colorado State University.
- Nietupski, J., & Hamre-Nietupski, S. (1997). A review of curricular research in severe disabilities from 1976 to 1995 in selected journals. *Journal of Special Education*, 31(1), 36-55.

## T-TAC Library Summer Hours

Items are available for check-out from the T-TAC library during the summer break. You can browse our selection 24 hours a day on our Web site ([ttac.odu.edu](http://ttac.odu.edu), click on the library link), or visit our office to peruse the library holdings. Please call 683-4333 to make an appointment. Materials reserved online will be mailed to you, and a postage paid mailer will be included to return the items when you have finished your review.

T-TAC specialists are available for consultation during summer hours as well. Contact information and area of focus for individual specialists can be found on our Web site. Please call the main number (683-4333) for information, or contact the specialist directly.

## GO(e)s with Writing

Brenda Lucas, AT and Instructional Specialist

up

### Research

One of the most important steps in the writing process is the organizing or prewriting step, yet it can be problematic for some students. When you consider the importance of nonlinguistic representation as noted by Marzano, Pickering, & Pollock (2001), the use of graphic organizers (GO) can be key to helping students produce good writing. It is not just the visual mapping that takes place when graphically organizing thoughts for writing, but also the actual thinking processes that can benefit all students. Consider the added benefit of improving the students' self-concept when they experience success with writing, and the use of graphic organizers show even more validity (Ellis & Howard, 2007).

### Application

Following are a few writing lessons using graphic organizers:

#### ‡ **Delicious, Tasty, Yummy: Enriching Writing with Adjectives and Synonyms**

Enjoy this [lesson plan](#) that utilizes a free, [online graphic organizer](#).

#### ‡ **A New York City Bird Field Guide CD**

Adapt this lesson plan for observing and writing about birds to those found in your area of Virginia. Utilize Microsoft PowerPoint to create a concept mapping template and for students to create slides; downloadable curriculum unit available.

[http://teachersnetwork.org/impactii/profiles02\\_03/jaffe.htm](http://teachersnetwork.org/impactii/profiles02_03/jaffe.htm)

### Resources

‡ **Makes Sense Strategies Smart Sheets**-- Research-based interactive graphic organizers for thinking, reading and writing about literature.

<http://www.graphicorganizers.com>

‡ **Draftbuilder** software by Don Johnston, Inc. has over 30 organizing templates that offer support with audio buttons and spell checker. Available in the lending library at T-TAC@ODU.

<https://ttac.bibliunix.com/atoz/catalog/>

### References

- Ellis, E. S. & Howard, P. W. (2007). *Graphic organizers: Power tools for teaching students with learning disabilities*. Council for Exceptional Children, the Division for Learning Disabilities (DLD) and the Division for Research (DR). Retrieved from <http://dldcec.org/pdf/alert13.pdf>
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

## State Conferences

### CEC 2011 Convention & Expo April 25-28, 2011

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Join us to connect, exchange, and grow at the CEC 2011 Convention & Expo, to be held in National Harbor, Maryland — the largest professional development event dedicated to special and gifted education. You won't want to miss this chance to further your professional growth.

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ConventionExpo/default.htm>

### Infant & Toddler Mental Health Symposium APRIL 28, 2011

This conference will feature Ary Mackrain and Julie Ribaud, who are experts in the field of infant and toddler mental health. This event is being hosted by The Children's Center and will be held in Suffolk, VA. More information will be available soon at the following link:

<http://www.thechildrenscenter.com/registration.htm>

### Planning your Student's Program Using the Comprehensive Autism Planning System (CAPS) (Webinar) May 10, 2011

The Virginia Commonwealth University's Autism Center for Excellence (VCU-ACE) presents this free webcast that will provide an overview of the Comprehensive Autism Planning System (CAPS). The CAPS model helps educators to understand how and when to implement an instructional program for students with autism spectrum disorders (ASD). The CAPS model will help the educational team develop a plan to implement a student's IEP effectively, and answers the following questions: (1) What supports does my student/child need in each class to be successful? (2) What goals is my student/child working on? (3) Is there a thoughtful sequence to the student's/child's day for implementation of instruction?

[http://www.ttaconline.org/staff/s\\_events/s\\_event\\_detail.asp?cid=1820](http://www.ttaconline.org/staff/s_events/s_event_detail.asp?cid=1820)

### Say YES to College May 24 - 26, 2011

Enrollment in postsecondary education is steadily increasing for students with disabilities. Yet, many students are not adequately prepared to deal with the academic and social demands of this environment. *Say YES (Your Education Solution) to College* is designed to ease the transition from high school to college. This event is being held at Old Dominion University.

<http://events.wm.edu/educationttacprof/2011/05/24/32/>

### Differentiating Instruction for All Learners May 26, 2011

Learn how to create engaging lesson plans to meet the needs of the wide range of interests, learning preferences, and readiness levels for students. Topics include writing clear learning goals, using formative assessment to drive instruction, and incorporating differentiated strategies. Presenter: Sherida Britt, Educational Consultant. Location will be The Four Points by Sheraton Manassas Battlefield.

[http://www.ttaconline.org/staff/s\\_events/s\\_event\\_detail.asp?cid=1771](http://www.ttaconline.org/staff/s_events/s_event_detail.asp?cid=1771)

### Research Based Intervention: Ensuring Program Quality for Students with Autism Spectrum Disorder (Webinar) June 14, 2011

The Virginia Commonwealth University's Autism Center for Excellence (VCU-ACE) presents this free webcast that will provide a comprehensive description of evidence-based practices for individuals with ASD. The presenter, Sam Odom, Ph.D., from the Franklin Porter Graham Child Development Institute at the University of North Carolina, will provide a definition and describe how a practice is determined to be evidence-based. A review of the current literature in ASD will be provided and those strategies currently identified as evidence-based will be discussed.

[http://www.ttaconline.org/staff/s\\_events/s\\_event\\_detail.asp?cid=1821](http://www.ttaconline.org/staff/s_events/s_event_detail.asp?cid=1821)

## State Conferences

### 2011 Content Teaching Academy June 27 - July 01, 2011

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The 12th Annual Content Teaching Academy will be held June 27-July 1, 2011 on the campus of James Madison University, located in the beautiful and historic Shenandoah Valley. The programs (Academies) offer high quality professional development that include in-depth studies in a range of content areas. In addition, each Academy is designed to engage participants in critical dialogues of practice with instructional sessions conducted by scholars and master teachers who understand the challenges associated with today's classroom.

[http://www.ttaconline.org/staff/s\\_events/s\\_event\\_detail.asp?cid=1826](http://www.ttaconline.org/staff/s_events/s_event_detail.asp?cid=1826)

### 42nd Autism Society National Conference and Exposition July 6-9, 2011

The Autism Society recognizes that families and individuals living with an autism spectrum disorder have a range of issues and needs. This conference addresses a range of issues, including early intervention, education, employment, behavior, many and others, across the entire lifespan. This conference brings together the expertise and experiences of family members, professionals and individuals on the spectrum.

[http://www.autism-society.org/site/PageServer?pagename=research\\_conference](http://www.autism-society.org/site/PageServer?pagename=research_conference)

### Shining Stars July 18-20, 2011

Virginia's 8th Annual Early Childhood Conference. This statewide conference will focus on instructional strategies that provide positive outcomes in quality inclusive settings for infants, toddlers, and preschoolers with and without disabilities. This conference is designed for all early childhood special education providers and families.

[http://www.ttaconline.org/staff/s\\_events/s\\_event\\_detail.asp?cid=1836](http://www.ttaconline.org/staff/s_events/s_event_detail.asp?cid=1836)

## SAVE THE DATES!

### Opening Doors - Unlocking Potential 2011: Language, Literacy, and Learning! June 28 - 29, 2011

**SAVE THE DATES!** 5th Annual Conference for educational professionals who work with students who are deaf or hard of hearing. Registration form available soon at <http://www.vcu.edu/partnership> under Professionals & Providers.

### 2011 William and Mary Symposium on Professional Collaboration OCTOBER 27, 28, 2011

**SAVE THE DATES!** More information will be available soon at the following link:

[http://www.ttaconline.org/staff/s\\_events/s\\_event\\_detail.asp?cid=1825](http://www.ttaconline.org/staff/s_events/s_event_detail.asp?cid=1825)

### TechKnowledge 2011 NOVEMBER 10 AND 11, 2011

**SAVE THE DATES!** This conference is designed for general and special educators, related services personnel, assistive technology teams, instructional technology specialists, administrators, family members and others interested in helping students with disabilities achieve success using technology. TechKnowledge will be held at the Hotel Roanoke this year. More information will be available soon at the following link:

[http://www.ttaconline.org/staff/s\\_events/s\\_events.asp?disability=true](http://www.ttaconline.org/staff/s_events/s_events.asp?disability=true)

Watch our Web site for upcoming workshops!  
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