T-TAC Network News

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Linking People and Resources

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Inside this Issue

Praise for Reinforcing Effort and Providing Recognition

Kerry Lambert, T-TAC ODU Director

Reinforcing effort and providing recognition are among the proven strategies that positively influence student learning and behavior. Teachers, however, sometimes feel confused about the effective use of praise for reinforcing and recognizing students. Commonly, questions are posed about whether or not to provide students with tangible reinforcers and the best approaches to use for recognizing student effort and achievement.

In a recent review of the literature, Gable, Hester, Rock and Hughes (in press) provide teachers with answers to such questions. The authors examine teacher use of classroom praise as one of several basic behavioral strategies. Meaningful findings are reported and a few highlights appear below.

- The power of praise increases when it is delivered in close proximity to the student and in a manner acceptable to the student (e.g. verbal or nonverbal, public or private).
- Feedback in which the teacher describes precisely the behavior is more effective than simple statements like, "Good job". For example, a teacher might say, "I really like the way you raised your hand and waited to be called on before speaking" or "You did a great job thinking through all three steps of that math problem in order to come up with the correct answer".
- Tangible rewards should be used sparingly. However, for students with a history of gaining attention by misbehaving, teachers may want to pair verbal, descriptive praise with more tangible reinforcers.
- Praise works best in combination with other evidence-based strategies, including increased opportunities to respond correctly. Gable, et. al. note that when teachers increase a student's opportunity to respond correctly (at least 75%), the result is higher rates of academic engagement and, in turn, an increased opportunity for teachers to acknowledge successful student performance.

Further information on reinforcing effort and providing recognition is contained within this issue of the T-TAC Network News. You may also wish to visit the What Works Clearinghouse and the Iris Center. Keep in mind that teachers who acknowledge successful performance positively influence their students' attitudes and beliefs about accomplishment.

Gable, R.A., Hester, P.P., Rock, M., & Hughes, K. (in press). Back to basics—rules, praise, ignoring and reprimands revisited. *Intervention in School and Clinic.*

Teach Students the Importance of Effort

By Laura Beller
Curriculum and Instruction Specialist

UP

Providing feedback and recognition are two strategies that will provide evidence of student learning. According to Harvard Researchers who analyzed almost 8,000 studies on learning and instruction, feedback is "the most powerful single innovation that enhances achievement." McREL's research supports the following recommendations:

1. Use criterion-referenced feedback.
2. Focus feedback on specific types of knowledge.
3. Use student-led feedback.

Providing recognition speaks to the affective development of students. Teachers can positively impact student attitudes and beliefs about accomplishment. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards. Recommendations for implementation are:

1. Personalize recognition.
2. Use the Pause, Prompt, Praise strategy.
3. Use concrete symbols of recognition.

The importance and effectiveness of using rubrics cannot be overemphasized. Rubrics, with their detailed descriptions, can provide feedback that is much more specific than a simple grade or score. Students can learn to use rubrics to do self evaluations as well as evaluating peers. A most valuable tool is a rubric that allows students to self assess their effort and achievement. They can chart results and see for themselves how their effort can effect their achievement. A classroom example can be found on Slides 15-27 of the PowerPoint presentation found at: www.pkwy.k12.mo.us/intra/professional/midsd/9bestpracticesfinal.ppt

RUBRICS

Rubric Creator Resources is a site filled with rubric creators and ready to use rubrics
http://www.powayusd.com/projects/literacy/UBD/rubrics.htm
Landmarks for Schools Rubric Maker helps you easily create a rubric checklist
http://landmark-project.com/rubricbuilder/index.php

COMMUNICATION SOFTWARE

High School Online Collaborative Writing is a site with blogs, wikis, and e-mail; motivating, timely, interactive and criterion-based ways to provide feedback.
http://schools.wikia.com/wiki/Main_Page

Free Wikis: Free Software, Wiki Engines, Wiki Info, Wiki Demos, Wiki Screenshots, Wiki Links, and Wiki Feeds
http://www.freewiki.info/

RECOGNITION

Pause, Prompt, Praise strategy in reading.
http://www.peta.edu.au/Teaching_resources/Teaching_Tips/page__1559.aspx
Kids' Space-Kids Gallery is a large collection of student work. You can post your students work. http://www.kids-space.org/index.html
Awards and Certificates
http://www.educationoasis.com/teacher_tools/Awards/awards_certificates.htm

Reference

Pitler, H., Hubbell, E.R., Kuhn, M., & Malenoski, K. (2007). *Using Technology with Classroom Instruction that Works.* ASCD, Alexandria, VA.

Reinforcing Effort and Providing Recognition...
A Teaching Tool for Behavior

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By Kimberly Yanek
ESD Instruction and Behavior Specialist

Student behavior continues to be one of the main concerns in education (Lewis & Sugai, 1999). Too often, adults assume that all students arrive to school equipped with the social and behavioral skills necessary to meet social expectations. Most students acquire these skills through support and models available from school, family, and community experiences). However, not all students have access to appropriate models or opportunities to practice skills with regular, meaningful feedback (Lewis & Sugai, 1999). Meaningful feedback and/or recognition for accomplishments or efforts towards achieving set accomplishments are a necessary part of teaching new skills (Lewis & Sugai, 1999). Many students do not understand the connection between effort and accomplishment and may need to be taught this association (Marzano, Pickering, & Pollock, 2001). The resources provided below provide research and practical applications for using reinforcement and recognition with students.

THE IRIS CENTER

http://iris.peabody.vanderbilt.edu/case_studies/ICS-005.pdf

FOCUS ON EFFECTIVENESS

http://www.netc.org/focus/strategies/rein.php

teachers.net

http://teachers.net/wong/OCT05/

http://www.pent.ca.gov/05PosEnvInt/cClassroom/Difficult%20Learners/teachingnewbehaviors.pdf

References

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: ASCD.

Lewis, T.J. & Sugai, G. (1999). Effective behavior support: A systems approach to proactive schoolwide management. *Focus on Exceptional Children, 31*(6), 1-24.

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Using Technology to Provide Recognition

by Jennifer Mitchell
Assistive Technologist

Providing recognition for a job well done can be gratifying and motivating to anyone at any age. However, it can be crucial for students who struggle in school. With the numerous and widely available technology tools, educators have a variety of ways to provide recognition to their students.

SHOWCASING:
1. Create a celebration site – If you are unable to create a site through your school's website, there are sites that will let you create a website for free.
   (http://www.suelebeau.com/freetools.htm)
2. Podcast a student's work – You can record a student reading his/her work using a free sound editor like Audacity. (http://audacity.sourceforge.net/)
3. E-Portfolios – Read more about the use and benefits at Wikipedia.
   (http://en.wikipedia.org/wiki/Electronic_portfolio)

AWARDING
1. Dr. Sue Lebeau has 19 sites listed where you can develop certificates and awards.
   (http://www.suelebeau.com/freetools.htm)
2. Teach-nology: An online teacher resource. Make your selections; fill in the blanks, then print. (http://www.teach-nology.com/web_tools/certificates/)
3. Microsoft Office has 64 free templates you can download. (http://office.microsoft.com/en-us/templates/CT101043001033.aspx)

COMMUNICATING
1. Using communication tools you can email audio clips with congratulatory messages. To record a sound file go to Start, Programs, Accessories, Entertainment, and click on Sound Recorder. You use it as you would a tape recorder. After recording the message, save it and then attach it to an email message.
2. Another method of emailing voice is to use a Voice Message Recorder. QuickVoice is inexpensive and easy to use – http://www.quick-voice.com/
3. There are also web services that provide voice messaging as a subscription service like YackPack - http://www.yackpack.com/

Additional Resources:

Educational Technology that Works. Robert Marzano and Web 2.0 has a Master List of Tools
http://ed421.com/edtech/index.php?option=com_content&task=view&id=20&Itemid=25

Dr. Sue Lebeau has a list of 19 sites for certificates, 32 free and inexpensive websites, and 5 free email account sites: http://www.suelebeau.com/freetools.htm

Consider taking an online course. For example, at the University of Wisconsin there is a course, titled Building Better Instruction with Technology, based on proven instructional strategies. (http://www.uwstout.edu/soe/profdev/instruction/)

"Good job!" Or what NOT to Say to Young Children

Linda Ingleson Ed.S.
*Early Childhood Special Education Specialist*

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Walk into many early childhood classrooms and you might hear an adult say, "Good sitting" or "I like the way you're clapping". And why shouldn't that be heard? After all, teachers are praising children and what's wrong with giving praise? It is better than giving an M&M after the child completed the 5 piece inset puzzle, right?

Alfie Kohn (2001) says that there are 5 reasons to stop saying "good job'". The first one is that saying good job is a way of manipulating children. It is more for adult convenience; a means of getting a child to obey. Secondly, praise used inappropriately might increase a child's dependence on adults and result in their relying on adult approval only. The third reason, Kohn says, is that a child "deserves to take delight in her accomplishments, to feel pride in what she's learned how to do" (p. 25). Children might not continue or complete an activity once adult attention is removed is the fourth reason. Children lose interest in what they were doing once they get the praise reward. Lastly, says Kohn, praise given indiscriminately reduces achievement. Children who are praised for a task don't do as well as children who aren't praised.

Kohn points out that instead adults should give unconditional support in the "context of genuine affection and love for who kids are rather than for what they've done." (Kohn, 2001, p. 27) That doesn't mean children shouldn't be encouraged for their efforts. In fact, research shows that effort affects achievement (Marzano, Pickering, & Pollock, 2001). How we encourage children in their efforts is what will keep us from the pitfalls of "Good job".

One way to do this is to keep the focus on the child. Use descriptive feedback. Describe what is seen, what the child did, without making judgments. Try using phrases that highlight the child's effort: "You've worked so hard", "You must be really proud". Or say nothing at all. Believe that the child shared a toy, not because of the praise, but because, she is beginning to become less egocentric and more empathetic. Children do need to be acknowledged for their accomplishments and effort, but adults can make sure that it is done "…as a genuine expression of enthusiasm…" (Kohn, 2001, p. 28) and in the context of the positive relationship between the teacher and child.
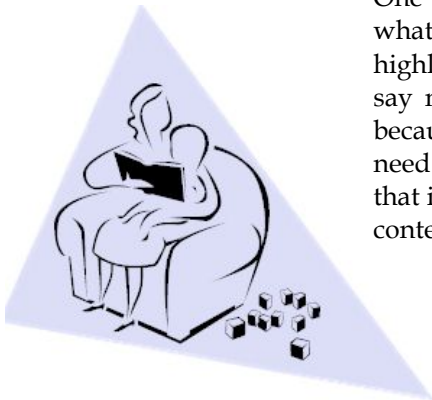
References

Kohn, A. (2001). Five reasons to stop saying "good job!". *Young Children, 56*(5), 24-28.

Marzano, R.J., Pickering, D.J., & Pollack, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: ASCD.

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Role Models for Motivating Students with Significant Disabilities

by Angela Levorse
Severe Disabilities Specialist

General educators spend time teaching students the importance of goal-setting by using role models as examples. Spending time telling stories about people who have set goals and made great contributions has been shown to be an effective way to increase motivation. People with disabilities can also be taught to set goals, be self-determined and be great contributors in their life-time. So, where are the role models of people with disabilities demonstrating what they are doing and inspiring students with stories of what can be done? Below is a list of people with disabilities who can be role models and provide motivation to your students.

Role Model	Where to Find Information
Mattie Stepanek, writer, philosopher	http://www.mattieonline.com
Bradley Walker, Blue Grass singer	http://www.bradleywalker.com
Stephen Hawking, writer, teacher	http://www.hawking.org.uk
Franklin D. Roosevelt, U.S. President	http://www.fdrlibrary.marist.edu This site has wonderful video and audio resources about FDR. Including student resources such as the *The Roosevelt Rap*.
Greg Smith (is "America's Strength Coach)	http://www.thestrengthcoach.com
Arthur Campbell, Jr, Disability Activist	http://www.amdoc.org/projects/truelives/pg_if.html This site provides information, pictures and information about Arthur Campbell, Junior's video documentary.
Dan Keplinger, (King Gimp) Artist	http://www.hbo.com/kinggimp/bbs/index.html http://www.kinggimp.com
Dick and Rick Hoyt, "Team Hoyt"	http://teamhoyt.zrainmedia.com/videos/todays-heroes.htm
Hellen Keller, individual with dual-sensory impairments	Websites: http://www.afb.org/braillebug/hkindex.asp The Video: Famous Americans: Story of Helen Keller (1983) can also be purchased commercially.
Other Ideas: Contact local disabilities agencies for a list of people who may be interested in speaking to your students. Ask other teachers in your division for a list of older students who could speak to or mentor your students.	

T-TAC Sponsored Workshops
State & National Conferences

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Council for Children with Behavioral Disorders (CCBD) International Forum

Date and Time: 2/8/2008   8:30 am ---- 2/9/2008   3:30 pm
Description: CCBD International Forum: The Literacy and Social Development Connection: Using Effective Instruction to Improve Outcomes for Children and Adolescents with Challenging Behavior will take place at the Sheraton Norfolk Waterside Hotel in Norfolk, VA. This Forum has been developed in response to the international concern for providing quality services that improve academic and social outcomes for a diverse population of children/youth with challenging behaviors. The Forum will focus on practical issues and solutions to promote positive educational outcomes and much more.
Contact Name: Sheldon Braaten
Contact Phone: 651-484-5510
Contact Email: sbraaten@behavioralinstitute.org
Visit: www.behavioralinstitute.org

Assessment and Intervention Methodologies for Asperger's Syndrome and High Functioning Autism

Date: February 8, 2008
Sponsor: VA Beach Psychiatric Center
Location: 1100 First Colonial Road, Virginia Beach
Fee: $35.00
Contact: Debbie Evans 7547-496-4462 or debi.evans@absfirst.com

Promoting Functional Communication in Children with Autism: Addressing the Verbal Challenge

Date: February 7, 2008 Meet and Greet at 6:30- 8pm and February 8th, 2008 8:00- 4:00 pm
Sponsor: Tidewater Autism Society
Location: Virginia Beach Higher Education Center Old Dominion University, Virginia Beach
Fee: $55.00
Contact: Joanne Bryant at 757-461-4474 or tidewaterasa@verizon.net

Virginia Society for Technology in Education (VSTE) Conference

Date and Time: 2/24/2008   3:30 pm ---- 2/26/2008   3:00 pm
Description: The VSTE Conference will take place at the Hotel Roanoke and Conference Center. Each Spring VSTE sponsors the only statewide technology conference in Virginia. Over 1,200 attendees are excited each year by cutting edge technology sessions and workshops. In two and a half days, you can select from over 100 concurrent sessions and 35 optional ticketed hands-on workshops. Visit the exhibitors and gather information on state of the art opportunities for education.
Contact Name: Rhonda Miller
Contact Email: registration2008@vste.org
Visit: www.vste.org/conference.html

The STAR Autism Workshop

Date and Time: 3/3/2008   8:00 am ---- 3/4/2008   4:00 pm
Description: LEARN TO USE these evidence based ABA strategies in your school program: Discrete Trial Teaching Pivotal Response Training Teaching Functional Routines on March 3rd-4th 2008 Sheraton Richmond West Hotel 6624 West Broad Street, Richmond, VA 804-285-1234
Contact Phone: (503)297-2864
Visit: www.starautismprogram.com/pages/contact_us.html

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SHAV-Speech-Language Hearing Association of VA Conference

Date and Time: 3/6/2008   8:00 am ---- 3/8/2008   4:00 am   **Location**: Portsmouth, VA
Description: This is the state professional association for SLPs and Audiologists. National speakers, local sessions, and networking opportunities are included.
Contact Name: Diane Yernal
Contact Phone: 888-729-7428
Contact Email: shavoffice@shav.org
Visit: www.shav.org

Commonwealth Autism Services 7th Annual Autism Conference

Date: March 12-14, 2008
Sponsor: Commonwealth Autism Services
Location: Richmond, Crowne Plaza West
Contact: Becky Boswell at CAS, 804-355-0300, bboswell@autismva.org
Visit: www.autismva.org/documents/Registrationbrochure1_004.pdf

Strategies for Supporting Individuals with Autism

Date and Time: 3/11/2008   9:00 am ---- 3/12/2008   4:00 pm
Description: (This is a repeat of the workshops offered during 2006-2007) Strategies for Supporting Individuals with Autism Spectrum Disorders (ASD) is a two-day workshop designed to introduce participants to effective strategies for supporting people who experience social, communication, and sensory issues related to ASD across the life span. Participants in this workshop should have a basic understanding of autism spectrum disorders and the characteristics of persons with autism and should be new to the field. This training will take place at the Holiday Inn Hampton Hotel and Conference Center in Hampton, VA.
Contact: Susan Bowman, 1-888-205-4824
Contact Email: bowmansp@jmu.edu
Visit: ttac.cisat.jmu.edu/documents/ASDStrategiesRegistration2007-08.pdf

Virginia State Reading Association (VSRA) 41st Annual Conference

Date and Time: 3/13/2008   8:00 am ---- 3/15/2008   8:00 am
Description: The VSRA Conference will take place at the Richmond Marriott Hotel and Greater Richmond Convention Center.
Visit: www.vsra.org/

Creating Instructional Activities with the Preschool Brain in Mind

Date and Time: 3/13/2008   4:00 pm – 6:00 pm
Description: In this workshop participants will explore the current research about the amazing brain, including what factors influence its growth and development and how the preschool brain learns best. Participants will be able to apply what they have learned by making materials for activities that promote brain growth.
Location: Old Dominion University, Norfolk, VA
Visit: http://www.ttac.odu.edu

Flyer and registration form

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The Virginia Transition Forum 2008

Date and Time: 3/17/2008   8:00 am ---- 3/19/2008   1:00 pm
Description: The Virginia Transition Forum Committee welcomes you to our annual Forum! As we continue our work in Transition throughout the Commonwealth, we acknowledge the need for continued information sharing, education and collaboration. We will continue to use our creativity and resources to address the multiple issues facing our youth and young adults with disabilities to enhance their opportunities for community inclusion, education, employment, and transition to adult life. We look forward to seeing you at the Hotel Roanoke.
Visit: www.virginiatransitionforum.org

5th International Conference on Positive Behavior Supports

Date and Time: 3/26/2008   5:00 pm ---- 3/29/2008   4:30 pm
Description: Expanding the World of PBS: Science, Values and Vision with Keynote Speaker Glen Dunlap who is a research professor at the University of South Florida. This conference is being held at the Hyatt Regency O'Hare in Chicago.
Fee: Early bird registration before 1/5 is $125. Regular registration before 2/24 is $175. Half day on 3/26. Full day starting at 7am-7pm on 3/27, 28 & 29.
Visit: conference.apbs.org/default.html

Building Social Relationships: A Systematic Social Skills Teaching Approach

Date and Time: 4/18/2008   8:30 am ---- 4/18/2008   4:30 pm
Description: On April 18 in Fredericksburg, VA, Scott Bellini, Ph.D., will present a systematic approach to teaching social skills to children and adolescents with Autism Spectrum Disorders. A five-step comprehensive model will be presented including assessment and social skill instruction strategies.
Contact Name: Becky Boswell
Contact Phone: 804-355-0300
Contact Email: bboswell@autismva.org
Visit: www.autismva.org/cas_sponsored.php

Language to Children with Autism or Other Developmental Disabilities (April 21st)

Introduction to The Assessment of Basic Language and Learning Skills- revised (ABLLS-R) (April 22nd)

Date and Time: 4/21/2008   8:00 am - 4:30 pm and 4/22/2008   8:00 am - 4:30 pm
Location: Fredericksburg Hospitality House and Conference Center
Fee: $125.00 each day or $250.00 for both days. Material costs extra
Contact Name: Lisa Watson
Contact Email: squadere@behavioranalysts.com
Visit: www.behavioranalysts.com/workshops/brochures_2008/staffordflyer408.pdf

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The Virginia Institute of Autism Workshop

Date and Time: 4/21/2008   9:00 am ---- 4/23/2008   5:00 pm
Description: The Virginia Institute of Autism Workshop. Shaping the Future: An Introduction to the Principles and Applications of Applied Behavior Analysis will take place in Charlottesville, VA. The three-day workshop is designed for professionals and parents working with students with autism. Topics covered include an introduction to reinforcement, behavior shaping, prompting methods, teaching strategies, and data collection. The workshop also includes extensive opportunities for direct observation and discussion.
Contact Name: Medina Wilkerson
Contact Phone: 434-923-8252
Visit: www.viaschool.org/workshops.htm

5th Annual Understanding the Spectrum and the Strategies that Work Conference

Date and Time: 4/28/2008   8:00 am ---- 4/28/2008   4:00 am
Description: "Demystifying Autism", a one day workshop presented by Bill Stillman, is designed to guide participants toward a greater understanding and a heightened awareness of those who have an autism spectrum experience--- from a purely non-clinical, anecdotal perspective-- based upon what people are telling us about their experience. The discussion lays the foundation of best practice approaches by presenting an overview of our collective differences and similarities in communication, social interaction, sensory, learning, and movement. A short film puts images to these philosophies, and provides further testimony from people who speak to their autistic experience. Participants will also experience two autism simulation exercises and will leave the day with seven golden rules of autism.
Contact Name: Sally Chappel
Contact Phone: 540-568-8095
Contact Email: chappesl@jmu.edu (See information at www.ttaconline.org)

Sixth Annual Conference of the Infant and Toddler Connection of Virginia

Date: April 30 and May 1
Location: Hotel Roanoke
Contact: Infant Toddler Connection of Virginia
Visit: http://www.infantva.org/CalendarDetails.asp?MeetingId=451

View the Conference flyer

2008 Content Teaching Academies

Date and Time: 6/23/2008   8:30 am ---- 6/27/2008   12:00 pm   ***Location***: James Madison University
Description: The goal of the Content Teaching Academies is to provide high quality professional programs for the educators of Virginia by offering in-depth studies in a range of content areas and pedagogical emphases that engage participants in critical dialogues of practice. Fifteen academies will be offered in 2008. Keynote speakers are Gary Marx and Rachel McAnallen.
Contact Name: Laurie Cavey
Contact Phone: 540.568.6783
Contact Email: caveylo@jmu.edu
Visit: www.jmu.edu/contentacademy

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Mark Your Calendar!

Shining Stars Conference for Early Childhood Special Educators

Dates: 7/14-16/2008
Location: Virginia Beach, VA
Watch for registration information on TTAC Online: www.ttaconline.org

View the Shining Stars flyer

Mark Your Calendar!

You're Going to Love this Kid": Educating Students with Autism in Inclusive Schools

Date and Time: 7/22/08 8:00 am - 4:00 pm
Location: Richmond, Virginia
Visit: www.autismva.org/documents/PaulaKluthBrochure1.pdf

Mark Your Calendar!

Pathways to Possibilities

Date and Time: 8/13-15/2008
Description: A combined conference for Educational professionals, Related Service Providers, Parents and Family members who work and/or live with students who are Deaf, Hard of Hearing, Blind, Low Vision, Deaf-Blind, Dual Sensory Impaired and/or have Multiple Disabilities.
Location: Wyndham Virginia Beach Oceanfront Hotel
Visit: www.vcu.edu/partnership/Pathways/

Thursday, March 13, 2008

CREATING INSTRUCTIONAL ACTIVITIES WITH THE PRESCHOOL BRAIN IN MIND

The new information in current brain research has emphasized the critical importance of building an environment in which preschoolers can feel safe to explore, learn and grow using all of their senses. The instruction and opportunities that early childhood educators provide to preschool students will affect their brain growth and the way children learn for years to come.

In this workshop participants will explore the current research about the amazing brain, including what factors influence its growth and development and how the preschool brain best learns. Participants will be able to apply what they learn by making materials for activities that promote brain growth.

Participants will walk away from this workshop confident that they have the tools to set up, stimulate, and support optimal brain-based learning opportunities for preschool students in any instructional setting. In addition, they will carry with them materials they have made so that teaching with the brain in mind may begin right away!

Presenters
Nancy Hunyady, School Psychologist
Donna Taylor, Early Childhood Special Education Teacher
Newport News Public Schools

FEE: $15.00
Register Early! Space is limited to 30 participants

Location:
Webb University Center
Old Dominion University
Norfolk, VA

Time:
4:00 p.m. to 6:00 p.m.

Registration Form

Creating Instructional Activities with the Preschool Brain In Mind

March 13, 2008

COST: $15.00
(Register early! Conference space is limited to 30 maximum and registration is available on a first-come, first-serve basis.) Registration deadline: March 7. No On-Site Registrations.
Cancellation/Refund Deadline: Friday, March 7 – 757-683-4333

Please make check payable to: "ODURF 800451" and mail check to:
Early Literacy
T-TAC ODU
Old Dominion University
Child Study Center, Room 224
Norfolk, VA 23529-0164

For questions, please contact Jean Bondy at jbondy@odu.edu
Please use "Creating Instructional Activities" as the subject line.

Conference confirmations will be mailed 1 week prior to the workshop.

Please print or type:

Name: _____

Position (check one):
- ☐ Administrator, General Education
- ☐ Administrator, Special Education
- ☐ Guidance Counselor
- ☐ Human Services Agency Staff
- ☐ Occupational Therapist
- ☐ Other Related Service Provider
- ☐ Paraprofessional
- ☐ Parent/Family
- ☐ Physical Therapist
- ☐ Speech Pathologist
- ☐ Teacher, General Education
- ☐ Teacher, Special Education
- ☐ Transition Coordinator
- ☐ University Professor/Student
- ☐ Vocational Teacher Administrator
- ☐ Other: _____

School Name: _____

School Address: _____

City: _____ Zip Code: _____

School District: _____ School Phone Number: __(____)_____

School FAX Number __(____)_____ **e-mail:**_____

Your Program Affiliation (check all that apply):
- ☐ Early Childhood Special Education
- ☐ Early Intervention
- ☐ General/Regular Education
- ☐ School Age Special Education
- ☐ Other
- ☐ Adult Ed./Family Literacy
- ☐ Even Start
- ☐ Head Start
- ☐ Homeless
- ☐ Migrant Education
- ☐ Occupational Child Care
- ☐ Preschool Initiative
- ☐ Title 1

Students Disabilities You Serve (check all that apply):
- ☐ ADD/ADHD
- ☐ Autism
- ☐ Deaf Blind
- ☐ Deafness
- ☐ Developmental Delayed
- ☐ Hearing Impaired
- ☐ Learning Disability
- ☐ Mental Retardation
- ☐ Multiple Disabilities
- ☐ Other Health Impairment
- ☐ Orthopedic Impairment
- ☐ Emotional Disturbance
- ☐ Severe Disabilities
- ☐ Speech/Language Impairment
- ☐ Traumatic Brain Injury
- ☐ Visual Impairment
- ☐ **All of the Above**

All T-TAC ODU workshops require pre-registration.
Overnight accommodations, travel expenses and dinner the day of the conference are the responsibility of the participant.