



Linking People and Resources

T-TAC Network News

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From Research to Practice: News You Can Use

Dr. Kerry Lambert, Director

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Reading Comprehension Videos

In a recent [Superintendent's memo](#), the Virginia Department of Education announced a new [Web site](#) for elementary teachers in kindergarten through grade three to support reading comprehension and vocabulary development. The site contains a collection of video vignettes entitled Elementary Reading Comprehension and Vocabulary Strategies that demonstrate effective strategies and activities for elementary school classrooms. Below is an excerpt from the memo.

The strategies and activities presented in the vignettes may be adapted and used with students at all grade levels. In each video clip, a Virginia teacher demonstrates vocabulary and comprehension strategies that can be used to promote students' vocabulary development and comprehension skills. Each of the strategies presented is taken from the English Standards of Learning Enhanced Scope and Sequence. (Virginia Department of Education, Sept. 3, 2010)

Video titles in this series include:

- ▶ [Read Aloud](#) To increase students vocabulary knowledge and comprehension skills;
- ▶ [Know, Want, Learn](#) A framework that is used to connect students' prior knowledge to what they are actively learning;
- ▶ [Think-Alouds](#) To help students understand the mental processes readers engage when constructing meaning from text;
- ▶ [Anticipation Guides](#) To activate and assess students' prior knowledge, to establish a purpose for reading, and to motivate students by stimulating their interest;
- ▶ [Two-Column Notes](#) To help students think critically about text;
- ▶ [Concept Sorts](#) Activities in categorization of objects, pictures, or words by concept or meaning.

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

Reference

Virginia Department of Education. (2010, September 3).
Superintendent's Memo #206-10. Retrieved from http://www.doe.virginia.gov/administrators/superintendents_memos/2010/206-10.shtml

Guiding Students to Surprise You with Their Math Problem Solving Skills

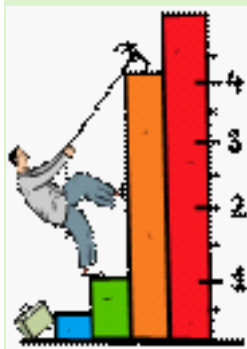
Laura Beller, Curriculum and Instruction Specialist

up

Research

When children are engaged in conceptual problem solving activities, they are thinking actively about math which results in the development of math skills (Thornton, Langrall, & Jones, 1997). It is virtually impossible for them to be passive observers. When students “do” math rather than “think about” mathematics, it impacts their learning. They are able to use innovative ways to solve problems and they frequently surprise their teachers. On the other hand, practicing procedures (facts) before they understand them, leads to a lack of understanding later (Van de Walle, 2007). Guiding students through word problems using a taxonomy allows them to internalize math processes, and rather than mimicking instruction without understanding, they develop math concepts and skills. Observations and questions posed by teachers can provide them with an understanding of children’s mathematical thinking, allowing teachers to use that knowledge to help children develop conceptual learning. In this way, students can solve a wider range of word problems with more strategies and recall math facts better than when facts are taught in a rote isolated way (Carpenter, Fennema, Franke, & Levi, 1999).

Application



Focusing on word problems can improve fact recall. As students progress through an identified four-level continuum of problem solving, they learn to compute. Students approach problem solving beginning with concrete concepts moving toward the abstract. Their earliest processes are **modeling with objects**, then **modeling and counting, counting**, and using **math facts** (Thornton, Langrall, & Jones, 1997). Students are motivated to sustain effort in solving problems and develop more sophisticated problem solving skills when teachers [use a variety of word problems](#) at increasing levels of difficulty and when the problems are based on situations and topics of interest. [Interesting, meaningful story problems](#) can be developed using the hyper-linked [Word Problem Taxonomy](#). For more information that will assist you with implementing implementing the approach in your classroom, attend the upcoming T-TAC workshop, *Guiding Students Toward a Deeper Understanding of Mathematics*.

Resources

Titles available from the [T-TAC ODU Library](#):

Young Mathematicians at Work Series: (Fosnot & Dolk, 2001)

Constructing Number Sense, Addition and Subtraction

Constructing Fractions Decimals and Percents

Constructing Multiplication and Division

Teaching Student-Centered Mathematics, (Van de Walle & Lovin, 2006) Volume 1 (K-3),

Volume 2 (3-5), and Volume 3 (5-8) are available.

References

Carpenter, T., Fennema, E., Franke, M., & Levi, L. (1999). *Children’s mathematics: Cognitively guided instruction*. Portsmouth, NH: Heinemann.

Thornton, C., Langrall, C. & Jones, G. (1997). Mathematics instruction for elementary students with learning disabilities. *Journal of Learning Disabilities*, 30 (2), 142-150.

Van de Walle, J. A. (2007). *Elementary and middle school mathematics: Teaching developmentally*, 13-14.

Learning Opportunities

[Guiding Students Toward a Deeper Understanding of Mathematics](#), April 1, 2011, presented by Dr. Margie Mason, Tidewater Math Team.

[Captivate, Activate, Invigorate: Engaging the Mathematical Brain](#), April 14, 2011 in Fredericksburg, VA.

Annenberg Teaching Math Series (courses for PreK-2, 3-5, 6-8, and 9-12). Each course includes a “problem solving” session and includes video of teachers implementing the method.

<http://www.learner.org/courses/teachingmath/index.html>

Power Struggles: Re-channeling Student Behavior in Productive Ways by Noticing Feelings and Changing Responses

Kimberly Yanek, State-Directed Effective School-wide Discipline (ESD) Project and Behavior Instruction Specialist^{up}

Research

Power struggles often result from minor incidents that escalate into highly aversive situations for both the students and the teachers (Kerr & Valenti, 2009). Power struggles produce a strain on teacher-student relationships, result in lost instructional time, and create stress for everyone involved (Kerr & Valenti, 2009). Students bidding for power may do so through behaviors such as arguing, talking back, ignoring, ridiculing, disobeying, bullying, and being disruptive (The Iris Center, 2004). Student behaviors such as these may evoke feelings in teachers of being upset, angry, challenged, or threatened. Noticing feelings associated with these types of student behaviors can be a prompt to the teacher that this student may be bidding for power through this behavior. If a teacher realizes that the student behavior is functioning to obtain power, the teacher can respond differently (see *Considerations for Responding*). Teachers can then re-channel student behavior bids for power by creating more appropriate ways for students to fulfill this need. Finally, teachers can help students identify what needs they are trying to achieve through problematic behavior (create self-awareness), teach them alternative means or replacement behaviors, and provide them with opportunities to experience positive leadership opportunities that fulfill those needs in a more productive manner (Sprick & Howard, 1995; Weiss & Knoster, 2008).

Considerations for Responding

- Withdrawing from conflicts-*Shift the dynamic, use appropriate humor*
- Giving student a way out
- Addressing problem after a cooling off period
- Supplying constructive options for the student to use power or have influence- *leadership opportunities, tutoring, helping solve problems.*
- Choice-making- *“Joe, you can start your math now or take a minute to pull yourself together. But if you don’t begin by 11:10, you’ll have to make the time up during lunch. You don’t want to be late for lunch, it’s pizza day.”*
- Using content-embedded requests- *“Watch as I calculate the area of the store we are designing” verses “Okay everyone, look at the board.”*
- Allowing wait time and recovery time- *Wait 3-10 seconds to allow student time to process the request and comply. Allow recovery minute between transitions, classes.* (The IRIS Center, Peabody-Vanderbilt University; Kerr & Valenti, 2009; Maag, 2008; Weiss & Knoster, 2008)

Resources

A variety of additional resources is included for use by individual teachers, coaches, teacher teams, or for staff professional development.

- The Fast Method: This resource, available from the [T-TAC ODU Library](#), includes a DVD/video training module and downloadable support materials. Teachers will learn one way to assess student behavior function and respond appropriately. It focuses on functions of obtaining power and attention and also avoidance behaviors.
- Power Struggles and Conduct Disorders, Oppositional Defiant Disorder (ODD): Learn more about “look fors” and strategies to use with students with conduct disorders and ODD, bidding for power. <http://www.cde.state.co.us/searchresults.asp?cx=003230009967409896371%3Aamvzj-rcp38&cof=FORID%3A11&ie=UTF-8&q=power+struggles#1038>

References

- Kerr, M. M., & Valenti, M. W. (2009). Controls from within your classroom: Crisis or conversations? *Reclaiming Children and Youth*, 17(4), 30-34.
- Sprick, R., & Howard, L. M. (1995). *The teacher’s encyclopedia of behavior management*. Eugene, OR: Pacific Northwest Publishing.
- The Iris Center. (2004). *The FAST Method: Reducing problem behaviors in the classroom*. Iris Center. Eugene, OR. Iris Media, Inc.
- Maag, J. W. (2008). Rational-emotive therapy to help teachers control their emotions and behavior when dealing with disagreeable students. *Intervention in School and Climate*, 44(1), 52-57.
- Weiss, N. R., & Knoster, T. (2008). It may be nonaversive, but is it a proactive approach? *Journal of Positive Behavior Interventions*, 10(1), 72-78.

Using Naturalistic Interventions to Engage Children with Autism Spectrum Disorders

Kelly Barrett, Autism Specialist

up

Research

Naturalistic Interventions are a collection of practices that include environmental arrangement, interaction techniques, and behavioral strategies. These practices are designed to encourage specific target behaviors based on insights into the learner's interests, and also, to provide responses that build more elaborate learner behaviors that are naturally reinforcing and appropriate to the interaction. They occur within ongoing, typical activities and take advantage of student interests and motivation (McGee & Daly, 2007). Naturalistic Interventions has been recognized as an evidenced-based practice by the [National Professional Development Center on Autism Disorders](#) and the [National Autism Center](#).

Application

Using strategies from the field of applied behavior analysis (ABA), Naturalistic Interventions present objectives within typical early childhood activities, instead of sitting face-to-face with the child at a table. Teachers arrange the environment by placing preferred toys and activities of each student within sight, but not within reach, to encourage the student to initiate teaching sessions based on preplanned learning objectives. Once the child shows an interest in the materials by gesturing or requesting an item or activity, the teacher prompts for an elaboration on the initiation. The child subsequently obtains the desired item upon generating the elaboration. For example, a student may say, "ball," to request a toy ball, followed by the teacher's question, "What color ball?" When the student says, "blue ball," she is allowed to play with the ball for a couple of minutes. A nonverbal student might work on the skill of asking for help using a gesture. For example, the teacher could place the child's favorite toy, a plastic soldier, in a plastic container that the child could not open. Once the child attempts to open the box, the teacher physically prompts him to hand the box to her for help.

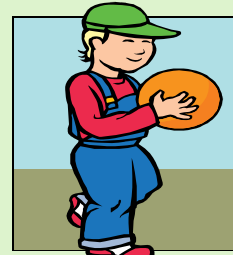


For Additional Information:

[Autism Internet Modules](#)

[Brief on Naturalistic Interventions](#)

[ICAN Module](#)



Resources

Check out our [new library resources](#) for four of the NPDC evidenced based practices, including Naturalistic Teaching. Available from the [T-TAC ODU Library](#).

References

McGee, G. G., & Daly, T. (2007). Incidental teaching of age-appropriate social phrases to children with autism. *Research and Practice for Persons with Severe Disabilities*, 32, 112-123.

Learning Opportunity

ABA in the Classroom, April 6, 2011

Robert Schramm, MA, BCBA presents his unique take on the Verbal Behavior Approach to Applied Behavior Analysis. This workshop will teach the basics of ABA while highlighting the important motivational aspects of Verbal Behavior. Robert's 7-Steps to Earning Instructional Control will be detailed as well as other teaching techniques designed to help you teach even the most unmotivated or severely affected learners. [http://ttac.odu.edu/public/file/Robert%20Schramm%204-6-11%20\(2\).pdf](http://ttac.odu.edu/public/file/Robert%20Schramm%204-6-11%20(2).pdf)

For Future Reference: Writing Standards-Based IEPs in Preschool

Kristen Ingram Weatherford, Early Childhood Special Education Specialist

up

In 2007, the Virginia Department of Education released the *Foundation Blocks for Early Learning*, a set of comprehensive standards for four year olds. The *Foundation Blocks* build towards the Virginia Standards of Learning and are derived from research on what knowledge is essential for these young learners to be successful in kindergarten. Incorporating these standards into each child's IEP poses new challenges for educators who are more accustomed to writing goals on basic developmental skills. However, standards-based IEPs become a necessity when we consider that a primary goal for early education is school readiness. Additionally, as inclusive programs for preschool students become more available, it is essential for special education and general education teachers to collaborate and speak the same language. The key to this shift begins by thinking of the IEP as a tool to grant access to the general education curriculum (Ahearn, 2006).

Research

Aligning a child's IEP with state standards has been shown to have many benefits. The implementation of a standards-based IEP:

- promotes a single educational system that is inclusive, through a common language and curriculum;
- provides a positive direction and a goal for intervention;
- ensures greater consistency across schools and districts (MacQuarrie, 2009);
- increases collaboration between special and general educators;
- focuses instruction on high expectations rather than skill deficits;
- shifts educator pedagogy and attitudes to ensure students with disabilities have access to the curriculum, and
- improves use of interventions and accommodations for children with disabilities (Thompson, Thurlow, Quenemoen, Esler, & Whetstone, 2001).

Application

Step One: Present Level of Performance

Summarize parent input, assessments, student preferences, strengths and areas of need. Describe how the student's disability affects their performance on state standards and participation in appropriate activities. Next, ask yourself the following question. What prerequisite skills does the student need to acquire in order to close the gap between their present level and the standards identified in the *Foundation Blocks for Early Learning*?

Step Two: Prioritize Needs

If a significant delay is identified in the present level of performance, the IEP team must identify the student's needs and consider how each one impacts their progress in the general education curriculum or engagement in age appropriate activities. Prioritize the needs that have the greatest impact on their progress towards the standards in the *Foundation Blocks* and plan to write goals to address those few critical areas.

Step Three: Develop a Goal

A standards-based annual goal should not restate the standard. Instead, it should target a skill the child needs to accomplish the standard while remaining meaningful and appropriate. For example, a student who is not yet able to speak in two word utterances would have difficulty making progress towards a majority of the *Foundation Blocks*. Chaining two words together becomes a skill worthy of including in the IEP since it is not only important for the child's participation in the general curriculum, but also for developing age appropriate communication. Similarly, a student who has a fleeting attention span and therefore is unable to listen to a story and answer comprehension questions or make predictions might have an IEP goal aimed at increasing time attending to short stories.

Step Four: Ensure the Goal is Functional

Standards-based annual goals should still be meaningful to the child, positively stated, developmentally appropriate, observable, measurable, and include criteria for mastery.



Switching Up Your Instruction

Daniel Biegun, Intellectual Disabilities Specialist

up

Visit a classroom for students with intellectual and physical disabilities, and you are likely to see a variety of switch activated toys and devices. The types of switches are as plentiful as their uses. This article explores a variety of switches, their uses, and offers several resources.

Research

Differentiating instruction to meet the wide variety of needs presented by your students can be difficult. This may prove to be particularly challenging when working with students who have limited physical control and are non-verbal (Mechling, 2006). Such students may be limited in their abilities to interact with their environment and to express themselves (Daniels, Sparling, Reilly, & Humphry, 1995). Use of switches provides an alternative means for students to access their environments, exert control, and express themselves (Cook & Hussey, 2002). What if a student does not respond as well to single-switch activities as you would like? There may be intellectual or physical factors at play, but there are other possible explanations. Teachers may have access to only one or two toys or other switch activated devices, therefore limiting the rate of skill acquisition due to boredom by the switch user. Mechling (2006) found that students showed higher attention spans and greater frequency of switch activation when presented with a personalized computer-based switch activity.

Application

Here are just a few ideas to “switch up” your activities.

- 1) [A Big-Mack or Little Mack Communicator](#) provides two methods of feedback and reinforcement for students by delivering a single voice-output message while it also activates a toy or appliance. For example, pressing the switch could activate a small fan and say “I like to use this fan when I am hot.” Another option would be to use the switch to activate a favorite toy, while saying, “This is my favorite toy.”
- 2) [The Step-by-Step Communicator](#) is a commonly used voice-output switch that allows students to use a sequence of words or phrases. There are many great uses for this simple communication device. Record a variety of greetings for a student such as “Hello”, “How are you doing?”, or, “What’s up?”. This allows the student to initiate social interactions in different ways, as opposed to only saying “Good morning” to everyone. This device can also allow students to give instructions for craft or food preparation activities. You may also consider using the Step-by-Step Communicator with repetitive songs or activities such as reciting the Pledge of Allegiance.
- 3) A third great use of a switch is to allow students to interact with activities on a computer. Single switches can be attached to a computer in a variety of ways. You may have an adapted mouse or track-ball that allows for the connection of a switch. Many [IntelliKeys keyboards](#) allow for the inclusion of a switch. [The Switch Interface Pro](#), available in the [T-TAC ODU Library](#), allows for the connection of up to five single switches so students can play group games on the computer.

Resources

The keyword “switch” will yield multiple resources from the [T-TAC ODU Library](#). Here, you will find dozens of switches and software designed for the single switch user.

There are many websites that offer a variety of free, switch-friendly activities and games. One particularly great site is [Help Kidz Learn](#). For some great teacher-created books that can be accessed with single switches, visit [The Talking Book Library](#).

References

- Cook, A. M., & Hussey, S. M. (2002). *Assistive technologies: Principles and practice* (2nd ed.). St. Louis, MO: Mosby.
- Daniels, L. E., Sparling, J. W., Reilly, M., & Humphry, R. (1995). Use of assistive technology with young children with severe and profound disabilities. *Infant-toddler Intervention*, 5(1), 91-112.
- Mechling, L. C. (2006). Comparison of the effects of three approaches on the frequency of stimulus activations, via a single switch by students with profound intellectual disabilities. *The Journal of Special Education*, 40(2), 94-102.

Moving From Emergent Literacy to Conventional Reading: Assistive Technology Supports for Nonverbal Students

Dr. Jennifer Mitchell, Assistive Technology Specialist

up

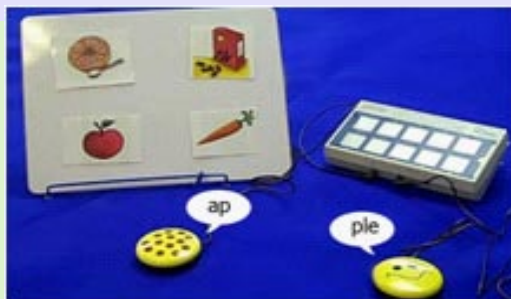
Research

Once students have gained emergent literacy skills, it is essential to begin a comprehensive reading curriculum (Erickson, Hanser, Hatch, & Sanders, 2009). A successful reading curriculum will include five components: phonological awareness, phonics, fluency, vocabulary, and comprehension (National Institute of Child Health and Human Development, 2000). Teaching any of these five components can be challenging for educators of students who have complex communication needs; however, using technology affords teachers a wide range of instructional options.

Application

Phonological Awareness – Segmentation and Blending Syllables

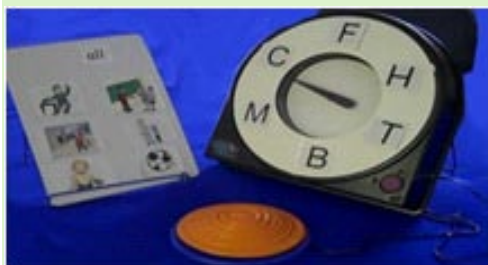
Collect five objects with labels that include two syllables (e.g., ap-ple, puz-zle). Record each syllable of the target word on a different switch. Press each switch, placing a definite pause between the syllables, to hear the word. Repeat the word with a smaller pause while pushing the switches closer together. Ask the student to identify the word by showing the object or picture. When the word is identified, push the two switches together, press, and repeat the word.



Phonics – Teaching Sound Isolation

A familiar tune that can be used to teach sound isolation to younger students is Old Mac Donald Had a Farm. Using a [GoTalk 1 x 4](#) or other device with multiple message capacity, record the sound (not the letter name) for 3-5 target phonemes with one sound on each button. Model the use of the device while singing, and then encourage the student to press the button. For example:

“Old MacDonald had a farm. EIEIO
And on this farm he had a T. EIEIO
With a t-t here and a t-t there...”



Onset/Rime – Word Families

Using an [All Turn it Spinner](#) customize the overlay with phonemes. Choose a target syllable rime that forms words using the phonemes on the overlay (e.g., at, ook). The student selects a phoneme by activating the All-Turn-it Spinner. The teacher says the word created and then the student demonstrates comprehension by matching the new word with a picture or object.

Resources

Assistive Technology and Augmentative Communication: Phonics
<http://www.mpsaz.org/ataac/ataac2/phonics/>

Teaching All Students
<http://teachingall.blogspot.com/2009/08/phonemic-awareness-materials.html>

Phonics Fun Assistive Technology Communicator
<http://www.rehabmart.com/product/phonics-fun-assistive-technology-communicator-31954.html>

WordMaker: Systematic Sequential Phonics Instruction Software
http://www.donjohnston.com/products/word_maker/

References

- Erickson, K., Hanser, G., Hatch, P., & Sanders, E. (2009). *Research-based practices for creating access to the general curriculum in reading and literacy for students with significant intellectual disabilities*. Retrieved from <http://www.ccsso.org/resources/publications.html?search=&page=2>
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Retrieved from http://www.nichd.nih.gov/publications/nrp/upload/smallbook_pdf.pdf

T-TAC ODU Conferences

February 22, 2011

Morning Session: *Let's Talk About Feelings:
Using Books to Foster Emotional Literacy in Young Children*

up

9:00 a.m. to 12:00 pm.

Emotional literacy is the ability to identify, understand, and respond to emotions in oneself and others in a healthy manner. The presenter, Dr. Tweety Yates from the University of Illinois, will share strategies for teaching social-emotional skills through literacy based activities. Click on the link below to register for one or both sessions.

Afternoon Session: *Challenged by Challenging Behavior?*

1:00 p.m. to 4:00 p.m.

What can teachers do when challenging behavior persists after teaching social-emotional skills to preschoolers? In this session, Dr. Yates will discuss effective ways to prevent and address young children's challenging behavior. Strategies and resources will be shared with participants.

http://ttac.odu.edu/_public/file/Tweety_Feb22%20new.pdf

Developing Social-Emotional Skills in Infants and Toddlers

February 23, 2011

What are you doing to support the social and emotional competence of the infants, toddlers, and families that you work with? This workshop will focus on strategies, resources, and ideas for promoting social-emotional competence and preventing challenging behaviors.

http://ttac.odu.edu/_public/file/Developing%20Social%20Emotional%20Skills_Feb23.pdf

Keeping it Real: Data Collection and Analysis for the Special Education Classroom

March 23 and 30, 2011

In this two-part training, participants will learn data collection strategies that can be implemented in the classroom/school setting, and how to use data collection results and analysis to create appropriate behavior interventions. Participants must attend both sessions. This training is being held in Superintendents Region 3 at St. Clare Walker Middle School in Locust Hill.

http://ttac.odu.edu/_public/file/Data%20Collection%20flyerKeeping%20it%20Real%2003_11.pdf

Guiding Students Toward a Deeper Understanding of Mathematics

April 1, 2011

Special and general education mathematics teachers of students with disabilities can learn more about cognitively guided instruction and how it can be used in your classroom to differentiate math instruction and effectively further conceptual mathematics learning in elementary and middle school settings. A taxonomy of different types of math story problems that can be used to develop students' understanding of mathematics concepts and skills will be provided.

http://ttac.odu.edu/_public/file/April_Mason_04_01_11.pdf

ABA in the Classroom

April 6, 2011

Robert Schramm, MA, BCBA presents his unique take on the Verbal Behavior Approach to Applied Behavior Analysis. This workshop will teach the basics of ABA while highlighting the important motivational aspects of Verbal Behavior. Robert's 7-Steps to Earning Instructional Control will be detailed as well as other teaching techniques designed to help you teach even the most unmotivated or severely effected learners. Appropriate for educators and providers serving students preschool through 8th grade.

[http://ttac.odu.edu/_public/file/Robert%20Schramm%204-6-11%20\(2\).pdf](http://ttac.odu.edu/_public/file/Robert%20Schramm%204-6-11%20(2).pdf)

Captivate, Activate, Invigorate: Engaging the Mathematical Brain

April 14, 2011

Plan to attend this amazing workshop, with presenter John Almarode, as he links the most recent research on student engagement to learning in the math classroom. Participants will walk away with ideas and strategies that will have every student captivated, activated and invigorated. Appropriate for mathematics teachers of students with disabilities in elementary and middle school settings.

Location: Fredericksburg Hospitality House Hotel.

http://ttac.odu.edu/_public/file/2April%202014%202011_Almarode%20Flyer%20revised.pdf

State and National Conferences

The Virginia Transition Forum 2011

March 14 - 16, 2011

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Drawing close to 1,000 participants annually, The Virginia Transition Forum brings together students, parents, educators, rehabilitation professionals, and others to guide youth with disabilities to achieve successful employment and life outcomes. For more information and to register for the Forum, please visit:

<http://www.virginiatransitionforum.org/>

A Step in the Right Direction: 10th Annual Autism Conference

March 8 - 9, 2011

Sponsored by Commonwealth Autism Service. On day one, a full-day workshop entitled "Intentional Teaming to Improve Learner Outcomes: *It's Much More Than Parallel Play*, sponsored by the Virginia Department of Education. On day two, there will be multiple breakout sessions, with some Type 2 CE credits for BCBA through The Learning Institute. For more information and to register for the Forum, please visit:

<http://www.autism.org/>

Assessment, Communication, and Routines: Building Blocks for Calendar Systems for Children

March 31 - April 01, 2011

The Virginia Project for Children and Young Adults with Deaf-Blindness will be offering a two-day workshop with Robbie Blaha. This workshop is offered free of charge (first come, first serve) to professionals, paraprofessionals, and families in Virginia. Participants will learn: strategies for assessing a student's access to communication and his or her environment; strategies to formalize your student's existing routines to reinforce learning, improve communication, and reduce frustration; strategies for implementing object calendar systems.

<http://acr-conf-reg.tadnet.org>

CEC 2011 Convention & Expo

April 25-28, 2011

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>

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. Bringing together the expertise and experiences of family members, professionals and individuals on the spectrum, attendees are able to learn how to more effectively advocate and obtain supports for ASD.

http://www.autism-society.org/site/PageServer?pagename=research_conference

May 24 - 26, 2011

SAVE THE DATE! Learn what it takes to become a successful college student. Meet other students with disabilities who have successfully made the transition to college and hear suggestions to make college a positive experience. This event will be held at Old Dominion University. Online registration form will be available soon. Contact jervin@odu.edu for further information.

Shining Stars

July 18-20, 2011

SAVE THE DATE! 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. Check http://www.ttaonline.org/staff/s_events/s_events.asp?disability=true for more information as it becomes available. **Shining Stars Call for Proposals info:** http://www.ttaonline.org/staff/s_events/s_event_detail.asp?cid=1674.