



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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Conferences
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A summit was held in Charlottesville on August 23, 2010 to report results of a statewide survey and to explore *Better Serving Students with Emotional Disabilities: A Virginia Plan*. Findings from the teacher and administrator survey responses indicated that many of the effective practices reported in the literature are not widely used. VDOE is developing a plan for disseminating information and professional development to address this area.

Below is the link to the PowerPoint presentations and the references that were used to compile a list of 25 evidence-based practices for intervening with students with emotional disabilities. The list of 25 practices is posted as well.

http://www.doe.virginia.gov/special_ed/disabilities/emotion_disability/index.shtml

(Note: If you cannot access the hyperlink directly by clicking on the link, please copy and paste the link into your Internet browser.)

Online Professional Development

If you are interested in online professional development, consider accessing some of the webinars that are offered by the Council for Exceptional Children. Fees are \$89.00 for CEC members and \$114.00 for non-members. Several titles and dates appear below.

[The Special Educator's Role in a Professional Learning Community](#)
(November 18)

[Using Lexiles for Determining Reading Level of Materials](#)
(November 30)

[Using Instructional Technology to Improve Reading Comprehension](#)
(December 2)

[Using Instructional Technology to Improve Content Area Learning](#)
(December 7)

[Using Instructional Technology to Improve Math Problem Solving](#)
(December 14)

[Using Instructional Technology to Improve Writing](#)
(December 15)

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Teaching Students to Be Strategic Readers

Laura Beller, Curriculum and Instruction Specialist

up

Research

Good readers are able to effectively coordinate their interaction with text by selecting and integrating reading strategies to use before, during and after reading. Good readers use these strategies and construct meaning from the text with which they are interacting. They create a complete image of their text. It is a complex process. Struggling readers often find it difficult to use these strategies effectively because they cannot see the big picture. They may not have all the strategies in their repertoire or they are not able to coordinate the strategies they do have in place. As noted by Pressley (2001):

The case is very strong that teaching elementary, middle school, and high school students to use a repertoire of comprehension strategies increases their comprehension of text. Teachers should model and explain comprehension strategies, have their students practice using such strategies with teacher support, and let students know they are expected to continue using the strategies when reading on their own. Such teaching should occur across every school day, for as long as required to get all readers using the strategies independently -- which means including it in reading instruction for years. (Active Comprehension Strategies section, para. 4)

Torgeson (2006) emphasizes that struggling readers will need explicit strategy instruction that teaches them to use a repertoire of active comprehension strategies, including prediction, analyzing stories with respect to story grammar elements, question asking, image construction, and summarizing.

Application

To assist students with the use of comprehension strategies, download the activity masters listed below from the [Florida Center for Reading Research](http://www.fcrr.org).

Activities for Reading Grade Levels 2-3:

- Summarizing: *Sum Summary!* (Students summarize text using a graphic organizer.)
http://www.fcrr.org/scasearch/PDFs/2-3C_031.pdf
- Questioning: *Question Quest* (Students read text and stop to answer questions and do tasks.)
http://www.fcrr.org/scasearch/PDFs/2-3C_028.pdf

Activities for Reading Grade Levels 4-5:

- Predicting: *Plenty of Predictions* (Students make, write, and check predictions about text.)
http://www.fcrr.org/scasearch/PDFs/4-5C_035.pdf
- Questioning: *Answer Know-How* (Students determine types of questions and sort.)
http://www.fcrr.org/scasearch/PDFs/4-5C_036.pdf

Resources

- Request the TACTic, *Comprehension Does Not Just Happen: Using Non-linguistic Representations for Helping Students Become Independent Readers* from <http://ttac.odu.edu>.
- Complete the [TTAOnline](http://www.ttac.org) Webshop, *The Challenge of Reading Comprehension*.

References

Pressley, M. (2001, September). Comprehension instruction: What makes sense now, what might make sense soon. *Reading Online*, 5(2). Retrieved from http://www.readingonline.org/articles/art_index.asp?HREF=/articles/handbook/pressley/index.html.

Torgesen, J. K. (2006) *Intensive reading interventions for struggling readers in early elementary school: A principal's guide*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.



Self-Monitoring: Helping Students Help Themselves Through Positive Behavior Supports

up

Kimberly Yanek, State-directed Effective School-wide Discipline (ESD) Project and Behavior Instruction Specialist

Research

According to a recent review of the research literature, self-monitoring is an example of a positive behavioral intervention that has been used successfully with a number of behaviors including off-task, classroom readiness, disruption, following directions, and academic engagement (Sheffield & Waller, 2010). Self-monitoring is defined as a two-stage process of observing and recording behavior in which the student distinguishes whether a target behavior occurs or does not occur and then self-records some part of the target behavior (Menzies, Lane, & Lee, 2009; Ryan, Pierce, & Mooney, 2008). Before implementing self-monitoring, Menzies, Lane, and Lee (2009) provide questions to consider.

Self-monitoring interventions have been shown to be effective with students identified with learning disabilities, attention-deficit hyperactivity disorder, and emotional disabilities in both general education and special education settings (Sheffield & Waller, 2010). It is an intervention that can provide additional support for students to learn academic and social/behavioral expectations.

Guidelines for Using Self-Monitoring:

Use self-monitoring if you can answer “yes” to each of these questions:

- Does the student have the skills to perform the behavior?
- Is the student able to control the problem behavior?
- Is the behavior occurring frequently?
- Is the behavior observable and measurable?

(Adapted from Menzies, Lane, & Lee, 2009)

Application and Resources

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

- *SOS: Helping Students Become Independent Learners*: This module developed by The IRIS Center at Peabody Vanderbilt provides research, a case study, and step-by-step implementation guidelines with videos and activities to support teacher use of self-regulation strategies, including self-monitoring. Use this link to access the entire module: <http://iris.peabody.vanderbilt.edu/sr/cresource.htm>. To access the section on self-monitoring use this link: http://iris.peabody.vanderbilt.edu/sr/sr_04.html.

- *Teaching Self-Management Skills*: This resource provides guidance for teaching self-management skills, including self-monitoring. It includes tools for incorporating student involvement in the process of implementing self-management skills. <http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=behavior§ion=main&subsection=pbsint/self>.

- *Making Order out of Chaos: An Example of Positive Behavior Support Implementation*: This case study includes a comprehensive individualized positive behavior support plan using a team process, functional assessment, and data-based decision making. Implementation tools, including data collection instruments, are included as additional resources. The behavior plan includes a multitude of interventions including instruction for self-monitoring, self-recruiting teacher help, teaching replacement behaviors, and using a picture schedule system. http://www.pbis.org/google_search.aspx?keyword=self-monitoring. Click on the resource titled “Hannah” to access this case study.

References

- Menzies, H.M., Lane, K.L., & Lee, J.M. (2009). Self-monitoring strategies for use in the classroom: A promising practice to support productive behavior for students with emotional or behavioral disorders. *Beyond Behavior*, 18(2), 27-35.
- Ryan, J.B., Pierce, C.D., & Mooney, P. (2008). Evidence-based teaching strategies for students with EBD. *Beyond Behavior*, 17(3), 22-29.
- Sheffield, K., & Waller, R.J. (2010). A review of single-case studies utilizing self-monitoring interventions to reduce problem classroom behaviors. *Beyond Behavior*, 19(2), 7-13.



Using Peer Mediated Instruction as a Strategy for Teaching Students with Autism Spectrum Disorders

up

Kelly Barrett, Autism Specialist

Research

Educators use evidenced-based practices with students identified with Autism Spectrum Disorders (ASD) to promote the optimal development, learning, achievement, employment, and well being of these students and to support their families. Evidenced based practices are also used because IDEIA (2004) requires the use of scientific, evidence-based practices for children and youth with disabilities. Peer Mediated Instruction has been recognized as an evidenced based practice by the [National Professional Development Center on Autism Disorders](#) and the [National Autism Center](#). To implement peer-mediated instruction, socially competent peers learn to use effective teaching techniques and positive reinforcement to teach academic subjects to classmates with autism.

Peer tutoring programs represent a viable means of improving the curricular and social interaction skills of students with autism (Odom et al., 1999). Research reveals that the **teaching of specific tutoring strategies facilitates interaction between children with autism and their socially competent peers**. Studies indicate that effects of social initiation intervention are immediately evident and substantial (Odom, McConnell, McEvoy, Peterson, Ostrosky, Chandler, et al., 1999).

Application

Peer Mediated Sessions

Sessions should be scheduled a minimum of 3 days per week for approximately 30-minute time periods. Sessions should be structured to include both instruction and free play. Free-play sessions generally occur following instruction, thereby providing the tutee with an opportunity to practice social interaction skills.

A typical peer mediated session involves the following activities:

1. The peer tutors arrive and greet the tutees.
2. The tutors go to the materials area and gather content items.
3. The tutors and tutees sit at the tutees' desks and begin academic tutoring.
4. The teacher moves among pairs, providing feedback or assistance as needed.
5. The tutors collect data on tutees' performance (approximately 5 minutes per student, at least once per week).
6. At the end of approximately 20 minutes, the teacher announces time for free play.
7. The tutors return the academic materials and choose a play activity.
8. The tutors engage in social activity at the tutees' desks or a designated play area.
9. At the end of approximately 10 minutes of free play, the teacher announces that it is time for the tutors to return to their classes.
10. The tutors and students with autism say good-bye. (Teacher Vision, 2010)

The teacher's role during tutoring and free-play sessions is to monitor each pair, provide feedback to tutors, reinforce desired behaviors, and collect tutoring data. Periodically, the teacher will need to review procedures with peer tutors, organize new academic tasks, or deal with specific behavior issues.

Resources

For more information on peer mediated instruction, go to:

[Autism Internet Modules](#) - Click on Modules List. Sign-up is free!

[Brief on Peer Mediated Instruction](#)



References

Odom, S. L., McConnell, S. R., McEvoy, M. A., Peterson, C., Ostrosky, M., Chandler, L. K., Spicuzza, R. J., Skellenger, A., Creighton, M., & Favazza, P. C. (1999). Relative effects of interventions supporting the social competence of young children with disabilities. *Topics in Early Childhood Special Education*, 19(2), 75-91.

Teacher Vision. (undefined). Teacher Vision. In undefined. Retrieved from <http://www.teachervision.fen.com/autism/teaching-methods/8202.html>.



TACTics for your Toolkit: Making Feelings Fun in Preschool

Kristen Ingram Weatherford, Early Childhood Special Education Specialist

up

Teachers take numerous steps to prevent challenging behavior. These preventative measures include structuring the physical environment and planning a daily schedule that balances child and teacher directed activities, as well as small and large group instruction. Teachers devote time to teaching the classroom routine and rules, while offering guidance as students form new friendships and begin to develop social emotional competence. Teacher frustration often emerges when these practices do not meet the needs of all students and one or two children begin to exhibit persistent challenging behavior. These students may require planned instruction on specific social emotional skills (Fox & Lentini, 2006).

Research

Early experiences and relationships at home and school set the stage for how a child learns self-regulation skills, as well as the ability to manage emotions, take the perspective of others, and develop close relationships (National Research Council and Institute of Medicine, 2000). Teaching children skills, such as how to play with other children, recognize and express feelings, be friendly and talk to peers, exercise self-control, and negotiate conflict situations, may result in fewer aggressive responses, more positive friendships, and increased likelihood of success in school. Children with a more difficult temperament and children from disadvantaged families may have particular difficulty with conflict management, social skills, emotional regulation, and making friends. These children may require more intensive and explicit training to learn the skills needed to be successful in their peer group (Joseph & Strain, 2003).

Application

- Use children's literature to teach friendship skills, feelings words, and problem solving. Pause while reading a book and ask students how a character in the story feels or have them suggest ideas for solving the character's problem. (See Learning Opportunity below!)
- Model healthy emotional expression by sharing your own feelings. For example, a teacher who knocked over all the glitter can say, "Oh boy, is that frustrating. Oh well, I'd better take a deep breath and figure out how to clean it up." Or call attention to targeted skills as you model them, "Look, I am sharing my blocks with my friend."
- In the mornings, have children "check in" by selecting a feeling face that best represents their morning mood. At the end of the day, have children select again, and then talk about why their feeling changed or stayed the same.
- Gain interest and attention by using puppets to model appropriate social skills. A puppet can explain to the teacher and the class how she became angry and hit her brother to get a toy. You can ask the puppet to consider other solutions and solicit input from the class (Fox & Lentini, 2006).

Resources

The Center on the Social and Emotional Foundations for Early Learning is focused on promoting the social emotional development and school readiness of young children. Check out the "[What Works](#)" briefs and browse through topics like [Using Classroom Activities and Routines as Opportunities to Support Peer Interaction](#) to learn about more practical strategies. Finally, download easy-to-use guides, called Book Nooks, designed around popular children's books to embed social skill instruction into literacy activities. Several Book Nooks and the accompanying children's book are available for check out from the [T-TAC ODU Library](#): *Hands Are Not For Hitting*; *Mouse Was Mad*; *No Biting!*; *Abiyoyo*, *Sometimes I'm Bombaloo*; *On Monday When It Rained*; and *Glad Monster, Sad Monster*.

References

- Fox, L., & Lentini, R. (2006, November). "You Got It!" Teaching social and emotional skills. *Beyond the Journal*. Retrieved from <http://www.naeyc.org/yc/pastissues/2006/november>
- Joseph, G., & Strain, P. (2003). Comprehensive evidence-based social-emotional curricula for young children: An analysis of efficacious adoption potential. *Topics in Early Childhood Special Education*, 23(2), 65-76. Retrieved from <http://tec.sagepub.com>
- National Research Council and Institute of Medicine. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

Learning Opportunity

Join us on February 22, 2011 when Tweety Yates from the Center on the Social and Emotional Foundations for Early Learning and author of several Book Nooks is here to present [Let's Talk About Feelings: Using Books to Foster Emotional Literacy in Young Children](#) and on February 23, 2011 for [Developing Social-Emotional Skills in Infants and Toddlers](#).



Thematic Teaching

Daniel Biegun, Intellectual Disabilities Specialist

up

“How will I find enough time to teach so many core content subjects and functional skills, too?” “What can I do to make lessons more exciting for the students and myself?” “Are there any ways to make collaboration with other teachers and related service providers easier?” Teachers, if you are asking any of these questions, I have a two-word answer: thematic instruction.

Research

Organizing your instruction thematically can benefit all of your students. Children become more engaged, familiar, and situated in the learning process when they learn via themed units (Reutzel, 1997). According to Vardell (1995), learning is more sensible and identifiable for students through thematic units when these units are based on familiar topics. Planning your lessons around familiar topics can ensure interest and enthusiasm in instruction (Kovalik, 1994).

Application

1. If you are interested in teaching thematically, the selection of your theme is very important. The theme will need to support instruction in the areas of math, reading, writing, science, social studies, and functional skills. A large theme is more powerful than a smaller one. For example, you will be able to include a greater diversity of lessons if your theme is *The Food Chain* as opposed to a theme about carnivores. (A Thematic Curriculum Unit based on the food chain will be available from T-TAC ODU in early 2011.) A list of potential themes and activities for your use can be found at [The Teacher's Guide](#) site.
2. Encourage related service providers and other teachers to participate in your theme. This will help students generalize the information to other environments and foster some excellent collaboration between professionals. Themes that involve motion or physical activity can be supported by the physical education teacher, occupational therapist, and physical therapist. Music and art teachers can create activities that relate to your theme. Encourage reading specialists and speech & language pathologists to structure their lessons around the chosen theme.
3. A powerful theme will spark interest in the subject matter. Select a theme based on a favorite book, activity, or a current season/holiday. Be sure to consider the age, gender, and interests of your students.

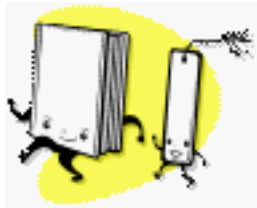
Resources

Using a search engine to locate “thematic unit” resources will yield numerous results. [The A to Z Teacher Site](#) boasts a list of over a hundred potential themes. Each theme includes multiple links to teacher-made activities, lesson plans, and materials.

[T-TAC ODU](#) has several thematic curriculum units available for your use. Each of these units, or TACTics, includes lesson and activity ideas to help you address specific Aligned Standards of Learning. Visit the [TACTic](#) section of our webpage to order one or more of these units.

References

- Kovalik, S. (1994). *Integrated thematic instruction: The model*. Kent, WA: Susan Kovalik & Associates.
- Reutzel, D. R. (1997). *Integrating literacy learning for young children*. In C. H. Hart, D. C. Burts, & R. Charlesworth (Eds.), *Integrated curriculum and developmentally appropriate practice* (pp. 225–254). Albany: State University of New York Press.
- Vardell, S. M. (1995). Thematic units: Integrating the curriculum. In M. R. Sorensen & B. H. Lehman, (Eds.), *Teaching with children's books: Paths to literature-based instruction* (pp. 129–136). Urbana, IL: The National Council of Teachers of English.



Electronic Books: Assisting Struggling Readers

Brenda Lucus, AT and Instructional Specialist

up

Electronic books can be a part of the classroom library and are useful to support struggling readers. Accessibility features such as audio support with text-to-speech, enhanced resources, and study tools are important and often necessary features for students with disabilities (Anderson-Inman & Horney, 1999; Anderson-Inman & Horney, 2007; Blanck, 2010). Careful screening of eBook sites and services can assist with selecting the appropriate features specific to the needs of the student.

Application and Resources

ACCESSIBILITY BY SWITCH OR VIA ALTERNATE SOURCES

- **Tar Heel Reader** offers free eBooks with multiple interface access including touch screens and alternative keyboards <http://tarheelreader.org/>
- **Bookzone** has free online books that play with one click. <http://www.rif.org/kids/readingplanet/bookzone.htm>

ENHANCED RESOURCES: TEXT CAN BE ADAPTED FOR FONT, SIZE, AND COLOR

- **Accessible Book Collection**, low cost digital books specifically for students with vision or print disabilities. <http://www.accessiblebookcollection.org/StyleSheet/StyleSheetGeneratorInstructions.htm>

TEXT-TO-SPEECH: AUDIO WITH REAL OR SYNTHESIZED VOICES

- **Start to Finish Library**, <http://www.donjohnston.com> computer books with accessibility features, 7 that are available in a variety of genres. Available in the [TTAC@ODU lending library](mailto:TTAC@ODU)
- **Tumblebooks**, a subscription eBook service <http://www.tumblebooks.com>

STUDY TOOLS INCLUDING HIGHLIGHTING, INSTANT DICTIONARY ACCESS, AND GRAPHIC ORGANIZERS

- **Classmate Reader**, a handheld reader with study tools <http://www.donjohnston.com> Available in the [TTAC@ODU lending library](mailto:TTAC@ODU)
- **Read Outloud 6**, eBook software program that reads digital books with study tool features. Available in all Virginia schools, for more information visit http://kihd.gmu.edu/aim/news_aimva/readoutloud_renewal/

References

- Anderson-Inman, L. & Horney, M. (1999, April) *Electronic Books: Reading and Studying with Supportive Resources*. Retrieved from http://www.readingonline.org/electronic/elec_index.asp?HREF=ebook/index.html
- Anderson-Inman, L., & Horney, M. (2007). Supported eText: Assistive technology through text transformations. *Reading Research Quarterly*, 42(1), 153-160.
- Blanck, P. (2010). E-books must be accessible, and that means audio. *Chronicle of Higher Education*, 56(26), A31.

Featured TACTics

Comprehension Does Not Just Happen: Using Non-linguistic Representations for Helping Students become Independent Readers

up

Activities are provided in this TACTic that will assist students to generate mental images and create graphic representations in order to better comprehend information they are trying to learn.

Force, Motion, and Energy: ASOL Instructional Unit

The **Science ASOL Force, Motion, and Energy 2** addresses various types of movement. This brand new curriculum unit presents dozens of creative ways to introduce and reinforce these concepts. Discover new and effective ways to teach your students with intellectual disabilities about motion. Each unit includes an Activity CD full of printables, games, and much more.

Yes, please mail me these TACTics.

Do you serve preschool children with developmental delays? Yes No

Please Print or Type, completing all fields:

Name: _____

School Name: _____

School Address: _____

City: _____

Zip Code: _____

School District: _____

School Phone Number: (____) _____

School FAX Number: (____) _____

e-mail: _____

Please complete each column:

Check only one for Provider

Type of Service Provider:

- Administrator, General Education
- Administrator, Special Education
- College Student
- Guidance Counselor
- Human Services Agency Staff
- Occupational Therapist
- Paraprofessional
- Parent/Family
- Physical Therapist
- Pre-K-12 Student
- Speech Pathologist
- Teacher, General Education
- Teacher, Special Education
- Transition Coordinator
- University Faculty
- Voc. Teacher/Admin.
- Other _____

For Program Affiliation & Disability, check all that apply

Program Affiliation:

- Adult Ed./Family Literacy
- Early Childhood Special Ed.
- Early Intervention
- Even Start
- General (or Regular) Education
- Head Start
- Homeless
- Migrant Education
- Occupational Child Care
- Preschool Initiative
- School Age Special Ed.
- Title I
- Other _____

Main Disability Area I Serve:

- ADD/ADHD
- Autism Spectrum Disorder
- Blind
- Deaf-Blind
- Deaf
- Developmental Delay
- Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Learning Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Severe Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Vision Impairment
- ALL**

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T-TAC ODU Conferences

TechKnowledge 2010 November 11 & 12, 2010

up

TechKnowledge 2010 will feature national speakers, practitioner workshops, vendor workshops, interactive sessions, software exploration, and many opportunities to discover innovative applications of assistive and instructional technologies. For more information, please visit:

<http://guest.cvent.com/EVENTS/Info/Summary.aspx?e=c5efaac3-7287-4bf8-ad35-f307bf74ee2d>

Guiding Struggling Mathematicians, From Concrete to Abstract: Planning Math Activities with CRA January 20, 2011

In this workshop, you will learn how to create classroom activities that provide students with the opportunity to use concrete hands-on manipulatives (the “doing” stage), and pictorial representations (the “seeing” stage) that lead them to being able to develop abstract conceptual knowledge (the “symbolic” stage).

<http://education.wm.edu/centers/ttac/profdev/2011-01-20-guiding-struggling-mathematicians.php>

Keeping it Real: Data Collection and Analysis for the Special Education Classroom January 20 and February 9, 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.

http://ttac.odu.edu/_public/file/Woolard-Jan-Feb%202011.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

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)

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.

Location: Fredericksburg Hospitality House Hotel.

http://ttac.odu.edu/_public/file/April_14%202011%20Save_the_Date.pdf

Watch our Web site for upcoming workshops!
Updates for new workshops, as well as other
announcements, are posted on our site.
Click here: ttac.odu.edu for all of the latest news.



State & National Conferences

up

2010 ASHA Convention: Leadership into New Frontiers November 18–20, 2010

This year's convention theme, "Leadership into New Frontiers," will help us focus on what we need to do as professionals to make a difference in the lives of those we serve. Knowing that leadership is not positional, we hope the Convention will help each person discover her/his potential for leadership in every day work and living.

<http://www.asha.org/events/convention/>

Planning for a Brighter Future: Designing Transition IEP's for Secondary Students with Disabilities February 9 & 24, & March 08, 2011

Registrants must attend all three sessions. This workshop is being held at The College of William and Mary School of Education Professional Development Center, room 1030, 1st Floor, 301 Monticello Avenue Williamsburg, VA 23185 <http://education.wm.edu/centers/ttac/profdev/index.php>

Insights into Autism February 11, 2011

This conference sponsored by EVMS and CHKD will be an update on genetics, early diagnosis, and neurobiology followed by an afternoon on clinical application presented by Drs. Dozier, Harrington & Urbano.

http://www.ttaonline.org/staff/s_events/uploadedFiles/TTAC10122010112916am/Save%20the%20Date.pdf

The Virginia Transition Forum 2011 March 14 - 16, 2011

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. We will host the 2011 Transition Forum at the Norfolk Waterside Marriott and the overflow hotel is the Sheraton Norfolk Waterside. For more information and to register for the Forum, please visit:

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

SHAV

March 17 - 19, 2011

The 2011 Annual Conference, Leading Our Professions Through Self-Empowerment will be at the Richmond Convention Center, Richmond, VA . <http://www.shav.org/conference.html>

CEC 2011 Convention & Expo April 25-28, 2011

Join us next year 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 is the only conference that addresses the range of issues, including early intervention, education, employment, behavior, communication, social skills, biomedical interventions 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