In This Issue: Reading for ALL Students

Given the critical connection between reading and learning, it is important for ALL students to receive instruction in reading and to obtain support, as needed, to access reading materials. In this issue of the T-TAC Network News you will find ideas and resources to assist you with developing your students’ literacy and reading skills. A feature article written by Paula Kluth discusses reading and students with autism as well as inclusive practices. (See conference announcements for Paula Kluth’s full-day seminar in February! Also, the Reading Institute begins on October 23 so sign up early—slots fill quickly.) You’ll also find new reading resources and AT supports in the T-TAC library. See further information below on T-TAC ODU services.

T-TAC ODU SERVICES ARE AVAILABLE TO YOU AND YOUR COLLEAGUES

Welcome back to school! The Virginia Department of Education’s Training and Technical Assistance Center at Old Dominion University is pleased to be of service to you and to support your efforts to implement high-quality educational programs for students with disabilities. While T-TAC ODU staff members are working to accomplish the state improvement goals through our participation on statewide projects, we continue to develop plans for meeting the needs that you identify. See the conference section the end this newsletter for the many staff development opportunities that are available this fall and winter.

In response to requests for assistance with students who exhibit challenging behavior, see the conference announcements for a full-day training event with Terry Scott! Visit the T-TAC ODU web site for local/regional conference announcements and registration forms. Also, be sure to visit TTAC Online for statewide and national conference announcements and to set up your personal space.

We are pleased that you many of you have signed up for the electronic newsletter T-TAC Network News, where all the links are live, and take you to more in-depth information. We would greatly appreciate your assistance with facilitating new teacher subscriptions to the T-TAC Network News by encouraging teachers to register online. This can be accomplished by suggesting that they either complete the attached mailing list update form or visit ttac.odu.edu and click on the tab for subscriptions. Also, you can inform new teachers of T-TAC ODU services by sharing the attached “Pull and Post” page that describes the variety of T-TAC services that are offered. Thank-you for your assistance with spreading the word about our assistance!

Also, if you are working at a different school than last year, please inform us of your new address by completing the attached mail list update form. We continue to mail some T-TAC ODU workshop/conference announcements and registration forms via the postal service and we want to give you every opportunity to register for a training event in which you may be interested.

We look forward to serving you in the upcoming school year.
Reading and Behavior: Making Connections

Kimberly Yanek, Effective Schoolwide Discipline and Behavior Specialist

Research around the co-occurrence of reading and behavior problems mimic the age-old dilemma question, which came first, the chicken or the egg. Some of the research suggests that reading problems lead to behavior problems and some of the research suggests the opposite, namely that behavior problems lead to reading problems (Morgan, Farkas, Tufis, & Sperling, 2008; Wehby, Falk, Barton-Arwood, Lane, & Cooley, 2003). One thing is clear: there is a relationship between reading and behavior problems. It follows that the most effective interventions should target both reading and behavior problems simultaneously (Morgan, Farkas, Tufis, & Sperling, 2008; Stewart, Benner, Martella, & Marchland-Martella, 2007).

Authorities suggest organizing a continuum of support around behavior and reading using a three-tiered model that includes: what we do for all students (universal), what we do for some students (secondary) and what we do for a few students (tertiary) (Stewart et al., 2007). Remember to include initial and on-going assessment to determine levels of support needed and to monitor intervention effectiveness.

Below are resources for developing three-tiered models of support:

- Reading, Literacy, and Language Arts Resources [http://iris.peabody.vanderbilt.edu/resources.html](http://iris.peabody.vanderbilt.edu/resources.html)
- Meeting the needs of significantly struggling learners in the high school: A look at approaches to tiered interventions [http://iris.peabody.vanderbilt.edu/resource_infoBrief/betterhighschools_org_docs_NHSC_RTI-Brief_08-02-07_pdf.html](http://iris.peabody.vanderbilt.edu/resource_infoBrief/betterhighschools_org_docs_NHSC_RTI-Brief_08-02-07_pdf.html)
- Universal or Primary Behavior Supports/Interventions [http://www.ttac.odu.edu/esd/resources.htm](http://www.ttac.odu.edu/esd/resources.htm)
- Secondary or Targeted Behavior Interventions [http://flpbs.fmhi.usf.edu/resources_targetedgroup.asp](http://flpbs.fmhi.usf.edu/resources_targetedgroup.asp)
- Tertiary or Intensive Individual Behavior Interventions [http://flpbs.fmhi.usf.edu/resources_indstudents.asp](http://flpbs.fmhi.usf.edu/resources_indstudents.asp)

Upcoming Workshops for Building Tiers of Support in the Classroom around Behavior and Academics

- **Building Tiers of Support in the Classroom**: Three Part Series. [Information and Registration](http://www.ttac.odu.edu/)
- **Building Tiers of Support in the Classroom around Behavior and Academics**: What we do for all students **some students, and a few students**. A day with Terry Scott and Amy Lingo, University of Louisville. [Information and Registration](http://www.ttac.odu.edu/)

References


Supporting the Literacy Development of Students with Autism

By: Paula Kluth
www.PaulaKluth.com

While students with autism are increasingly being educated in general education classrooms, they are often excluded from rich and meaningful literacy experiences like reading and writing stories, book clubs, acting and performing, journaling, and whole-class and small-group discussions. It is not unusual for students with autism in these classrooms to follow a different curriculum than the one offered to their classmates. Students with autism might, for instance, be asked to practice memorizing “sight words” while classmates are writing poetry or reading popular fiction.

Kliwer (1998) suggests that in order to provide literacy opportunities for all students, teachers may need to “reconceptualize the literate community”; they may need to reject assumptions about disability and adopt an orientation of viewing all students as learners. In classrooms where all students are accepted in the literate community: “all children are considered active participants in the construction of literate meanings within specific contexts. This assumption of literate value then serves as the core from which literate capacities are realized” (p. 100). In such classrooms, teachers challenge and question school practices that marginalize learners (e.g., exclusion, tracking) and create communities that encourage all students to teach each other, to showcase talents, take risks, to create, to collaborate and to see themselves as readers, writers, and thinkers.

Expanding the Invitation to Include All Learners: Ideas for Inclusive Classrooms

I have found success using the following strategies with some students with the label of autism. These ideas can be a take-off point for designing lessons that are appropriate, appealing, and challenging for every learner in the inclusive classroom.

Use Visuals
While students with autism may undoubtedly benefit from verbal instruction, some also require an additional avenue of input as they learn. Teachers can provide this input by using a range of visuals as they lecture, conduct discussions, and explain daily lessons. For example, when students are studying a novel, the teacher might provide the student with autism (and perhaps the entire class) with a pictorial timeline of the events in the story. During a social studies lesson, a teacher could illustrate two different groups or periods in time using a Venn diagram.

As Donna Williams (1992), a woman with autism, relates, “I could read a story without difficulty, it was always the pictures from which I understood the content” (p. 25). Williams also shares that she “took to” the study of psychology in part because it interested her and was connected to personal experiences (she had been evaluated by a lot of psychologists and psychiatrists), but also because her course materials were filled with visuals.

Write It Down
Graphics are not the only way to clarify speech and communicate more effectively with students with autism; the written word can also be used as a visual support. For example, if a teacher is giving verbal directions, she might also provide the same directions on the chalkboard.

Many students with autism seem to comprehend written text better than speech. Wendy Lawson (1998), a woman with autism, provides insight on why one is easier than the other:

I find the written word much easier to comprehend than the spoken word. It takes me a lot longer to process conversation and work out the meaning behind the words than it does to scan the words on a written page. I think this is because I must also read the expressions on a person’s face and study their body language. (p. 9-10)

One student I know found the written word so important to his success that he often asked me to converse with him on paper whenever possible. During even the shortest exchanges, he preferred to talk on paper. He would type short answers and I would write to him in longhand. While we could not engage in conversations in this way every time he requested it, I tried to dialogue this way with him when time allowed. He found these exchanges on paper to be more calming and comforting than those he participated in verbally.
Integrate Instruction Across the Day

When Bob, one of my former students, came to school on the first day of September his classroom teacher, Ms. Shey, was stunned to learn that her twelve-year-old student could not read or write more than a few words. Bob’s teacher, Ms. Shey, immediately began designing curriculum and instruction that would help Bob gain literacy skills across environments and academic subjects. She also began seeking natural opportunities to boost her student’s literacy abilities throughout the day. For instance, Ms. Shey began asking Bob to find a joke or poem-of-the-day to write on the chalkboard each morning. Bob came into the classroom a few minutes early each day to perform this task, giving his teacher time to provide a five-minute mini-lesson on topics ranging from punctuation to pronunciation to use of literary devices.

Another colleague, a biology teacher, supported the literacy development of her student, Shu-li, by asking the young woman to announce the “vocabulary word of the day” to all students in the class. While Shu-li read the word and definition, different students took turns trying to illustrate the word on chart paper. This artistic and collaborative exercise often drew laughter from the class as students attempted to draw terms such as “photosynthesis” and “meiosis”. This exercise, while designed primarily to support Shu-li, enhanced the vocabulary of all learners and was, therefore, eventually used in all of the teacher’s science classes.

Read Aloud

Almost every teacher, elementary or secondary, shares a book or some passage from a text with students during the school week. Including students with autism in this simple activity is one of the easiest ways to promote language learning as the development of literacy skills in individuals with disabilities is associated with being exposed to models of individuals using printed materials (Koppenhaver, Coleman, Kalman, & Yoder, 1991) and having opportunities to interact with others around written materials (Koppenhaver, Evans, & Yoder, 1991). Reading to students can improve their fluency (Blau, 2001), help them access content they could not access on their own (Blackman, 2000; Mukhopadhyay, 2001), and expose them to a range of genres, especially those they would not choose on their own.

In addition to enhancing literacy development, reading aloud can also help students with autism learn more about language and human interaction. Since many learners with autism struggle to read bodies and emotions (Blackman, 2001; Lawson, 1998; Shore, 2001), listening to the teacher read with expression may help students not only better understand the text being shared, but may further help them in understanding postures, facial expressions, and uses of volume, tone, and inflections in speech. For example, when the teacher reads about a child fighting with his brother, the student has an opportunity to review the language that is associated with anger and, if the teacher reads with feeling, the facial expressions and body language that an angry person might use.

Offer Multiple Texts

A common myth related to teaching students with autism is that these learners lack imagination and, therefore, do not appreciate works of fiction. Kenneth Hall (2001), a young man with Asperger’s syndrome, who is a huge Harry Potter fan, resists this idea and insists that he and many others with Asperger’s love their fiction:

Some people say AS [Asperger syndrome] kids prefer to read factual books. This is definitely untrue…I like adventure stories best. I would love to be a character out of an adventure in one of my books. Sometimes I like to read the same book over and over many times. (p. 35-36)

Others with autism and Asperger’s, however, do report that non-fiction reading materials are somehow more comforting and easier to negotiate than stories or other works of fiction. Consider the words of Liane Holliday Willey (1999), a woman with Asperger’s syndrome:

By around eight years old, I had become a very proficient comprehender as well as word caller. So long as the material was of a factual nature. Fiction was more difficult for me for it forced my thoughts to go beyond the literal. I preferred biographies and eventually made my way through every biography we had in our library, despite the librarian’s repeated request that I check out something new and different. (p. 24)
Having a range of texts available and investigating what types of materials students prefer increases the likelihood that every student will engage with text during the school day. Texts of different genres, reading levels, and even formats (e.g., newspapers, pamphlets) should be made available at all times. While this recommendation may seem common-sense to some, one of my former colleagues did not appreciate how vast a range of materials she needed until she encountered a student who loved to read cereal boxes more than any other “text” she offered him during the year. She, therefore, found ways to add course content to the side panels of the student’s favorite cereals.

**Conclusion**

Too often students who do not follow a typical developmental sequence of literacy are seen as being unable to profit from academic instruction related to reading, writing, speaking, and listening. When teachers expand their understanding of literacy, however, they can facilitate the development of a range of abilities, build on the skills that students do have, and craft learning experiences that meet students’ unique needs and capitalize on their strengths.

**References:**


Web Tour…Reading in the Spotlight
Laura Beller, Curriculum And Instruction Specialist

Would you like to take an online course, search a database of reading related topics, or browse through a collection of reading resources? If so, the UT Vaughn Gross Reading and Language Arts Center site has a collection of scientifically based reading instructional materials at your disposal. Go to:

http://searchlight.utexas.org/ where you can create a “new user login” and participate! Let’s explore!!

Effective Instruction for Elementary Struggling Readers Institute: The goal of the Elementary Struggling Readers Institute is to ensure that all teachers who work with struggling readers, including students with disabilities, are knowledgeable about basic early reading literacy instruction and instructional adaptations, so they can meet the needs of individual learners. Follow the guided lessons, which include video clips of instructors, lessons to complete the institute for “CPE” credits, and clusters of information by topic, grade level or type of material.

University of Texas at Austin: Searchlight
http://tinyurl.com/ptkub4

Downloadable Resources for using as you complete the Elementary Struggling Readers Institute: Download the resources linked below and use them as you participate in the Effective Instruction for Elem. Struggling Readers Institute. The collection of resources will provide you with research-based and classroom-tested information about content area reading instruction, along with specific teaching suggestions that can be used with students. Follow the link below:

University of Texas at Austin: Searchlight
http://tinyurl.com/pvyduj

Information about Reading Disabilities: You may be teaching students who have been identified as having dyslexia, or you may be teaching students whom you suspect of having dyslexia. It is helpful to know what specific reading difficulties may be associated with dyslexia. This booklet can be downloaded and provides helpful information about the disability.

University of Texas at Austin: Searchlight
http://tinyurl.com/ngxx3d
Special Ed Materials
http://www.texasreading.org/utcrla/materials/special_ed.asp

Adapting Reading Comprehension Instruction for Struggling Readers

This downloadable booklet is filled with classroom tips that can help adapt instruction to help struggling readers better understand and clearly express their ideas and feelings about texts they read.

Follow this link:
University of Texas at Austin: Searchlight
http://tinyurl.com/mohxk4
Literacy skills are important for all students. Legislation, such as No Child Left Behind, has emphasized that schools must implement effective instruction that will allow all children to learn and read (Copeland & Keefe, 2007). When considering this imperative, a few questions may arise. Fear not, teachers. Your friends at T-TAC ODU are here to help you find answers to these important questions.

**How do we teach literacy skills to students with significant cognitive disabilities (SCD)?**

It is well known that becoming a successful reader is dependent on experiences and knowledge in listening, speaking, reading, and writing. There are many different kinds of activities and specific classroom experiences that will help students develop literacy skills that lead to reading success. To learn more, plan to attend one or more of the T-TAC ODU sponsored workshops listed below. From our website homepage, (http://ttac.odu.edu) click on the Conferences & Workshops tab. You can then click on each title to view the flyer that describes each workshop and to access the registration form. Register now, as these topics are popular and space is limited.

- **Regional Reading Training for SD Teachers** *(more info)*
- **Effective Literacy Instruction for Students with Moderate or Severe Disabilities** *(more info)*
- **Reading and Math ASOL Make and Take Workshop** *(more info)*

**Are there any reading programs/curricula available for students with SCD?**

Yes! T-TAC ODU has some excellent resources and programs available for checkout from the T-TAC ODU Lending Library.

Several are noted below that you can request by title.

- Attainment Early Literacy Skills Builder (for elementary school students)
- Ablenet Star Reporter (for all ages)
- Don Johnston Inc.’s Start-to-Finish Library (for middle and high school students)
- Don Johnston Inc.’s Early Literacy Starters (for all ages)

Reference:
Literacy in the Early Childhood Classroom
Linda Ingleson, ECSE Specialist

*Virginia’s Foundation Blocks for Early Learning* (2007) describe specific indicators for prekindergarten children in the 4 major content areas as well as physical and motor development, and personal and social development. The literacy standards specified within the *Foundation Blocks for Early Learning* include oral expression, vocabulary, phonemic awareness, early knowledge and word recognition, print and book awareness, and written expression.

Teachers can provide literacy experiences for children during every part of the day. For example, items that encourage writing can be incorporated into all centers. Children can make traffic signs in the block center, take orders or write recipes in the dramatic play center. Using various materials such as whiteboards and markers, magnetic letters, alphabet stencils with play-dough, chalkboards and chalk, alphabet stamps or alphabet pocket charts offers children choices and uses various modalities.

It is important to be intentional about the activities. The Creative Curriculum website ([http://www.teachingstrategies.com/content/pageDocs/CC4_LITERACY_scope-sequence.pdf](http://www.teachingstrategies.com/content/pageDocs/CC4_LITERACY_scope-sequence.pdf)) offers ideas for instructional strategies, activities and materials that align with the literacy teaching focus. Consult *Virginia’s Foundation Blocks for Early Learning* (2007) for your teaching focus in order to design strategies and activities. The boxes below illustrate one example.

<table>
<thead>
<tr>
<th>Teaching Focus</th>
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<tbody>
<tr>
<td>• Reciting rhyming songs, fingerplays, and poems</td>
</tr>
<tr>
<td>• Filling in the missing rhyming word of a song, fingerplay, or story</td>
</tr>
<tr>
<td>• Deciding whether two words rhyme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teach songs, rhymes, poems, and fingerplays regularly. Use them at group times and during transitions.</td>
</tr>
<tr>
<td>• Play rhyming games with children.</td>
</tr>
<tr>
<td>• Intentionally draw children’s attention to rhyming words.</td>
</tr>
<tr>
<td>• Read stories that have rhyming text.</td>
</tr>
<tr>
<td>• Place rhyming materials and games in the Toys and Games Area.</td>
</tr>
</tbody>
</table>

There is much variance in literacy development of young children. To view a list of the developmental accomplishments for three and four year olds, see: [http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li1lk7.htm](http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li1lk7.htm)

High Scope ([http://www.highscope.org/Content.asp?ContentId=296](http://www.highscope.org/Content.asp?ContentId=296)) offers strategies such as Letter Links. Letter links is a literacy-learning tool that uses children’s natural interest in their own names to build their understanding of the connection between sounds and letters.

Get Ready to Read ([http://www.getreadytoread.org](http://www.getreadytoread.org)) has screening tools, online literacy games, activity cards and information for teachers and families.

Explore The Center for Early Literacy Learning ([http://www.earlyliteracylearning.org/pgpracts.php](http://www.earlyliteracylearning.org/pgpracts.php)) to find practice guides for infants, toddlers, and preschoolers. They also have practice-based research syntheses designed for professionals and parents.

Reference:
In this world of new electronic gadgets, assistive technology supporters deserve some of the credit! This is especially applicable when looking at what is available to assist students with reading. Most students are electronically engaged and therefore are more comfortable with e-reading tools than many adults. For this reason, all students can benefit from receiving written material in different formats.

Two computer software companies have free e-readers available; Microsoft Reader from Microsoft, Inc (http://www.microsoft.com/Reader/) and Adobe Digital Editions from Adobe (http://www.adobe.com/products/digitaleditions/).

Please click on the following web address to connect to a short webshop on E-reading.

http://www.ttaconline.org/staff/s_training/s_training_Info.asp?selWebshop=reading812200925740pm&selAuthor=reading

Now you are ready to find some free e-books! Here are a few web sites to explore!

One web site has been in operation for more than 30 years.

http://promo.net/pg/

Project Gutenberg has over 6000 eBooks that can be downloaded. These are basically public domain books that have been made into electronic books. These books download in a zip file in text format.

Another popular electronic book site is http://www.free-ebooks.net/. Free e-books is a division of Paradise Publishers Inc. Authors submit their books to the web site for a fee and offer them free for personal use. These books download in Adobe Acrobat (pdf) and mobipocket (prc) which is acceptable in many portable players.
Training and Technical Assistance is Available!

Training and Technical Assistance Center - Old Dominion University (T-TAC ODU) is part of a statewide network of assistance centers designed to improve educational services for children with disabilities in the Commonwealth of Virginia. There are two centers that serve Superintendents’ Regional Study Groups 2 and 3 in Eastern Virginia: T-TAC Old Dominion University in Norfolk (757-683-4333 or 1-888-249-5529) and T-TAC William & Mary in Williamsburg (1-800-323-4489).

Old Dominion University provides training and technical assistance to school personnel who serve children with developmental delays and disabilities (birth through early elementary school) and individuals with moderate to significant intellectual disabilities (birth through age 21). The College of William and Mary provides training and technical assistance to education professionals serving students identified with mild to moderate disabilities (ages 5-21). All T-TAC staff members participate on statewide projects that are focused on accomplishing the state improvement goals. The guiding principles that drive the T-TAC system are to: develop products based on research; disseminate effective practices; consult with target schools undergoing Academic Review; build capacity at the local level and conduct strategically planned training.

The mission of the statewide network of training and technical assistance centers is twofold:

- To increase the capacity of school personnel, service providers, and families to meet the needs of children and youth with disabilities and,
- To foster the state improvement goals for personnel development, which address improving the performance of children and youth with disabilities, by enhancing the knowledge, skills, abilities, and performance of all personnel who work with students with disabilities.

T-TAC Old Dominion University responds to requests for services with an emphasis on collaboration in planning and providing services to teams. These teams might include general and special educators, administrators, related services personnel, students, family members, paraeducators, and community members.

The following services are available (primarily free of charge) from T-TAC ODU:

**Information** - Information on current educational practices, rare syndromes, and the latest educational research is summarized and reported upon request. Also, staff development modules called TACtics are designed for independent or small-group study on high interest topics. To see a list of TACtics that are available upon request, visit the T-TAC ODU website (http://ttac.odu.edu).

**Lending Library** - Educational materials are available for loan, including assessment tools, curricula, audio-visuals, reference books, computer software and assistive technology. Electronic checkout is available via the web site. Click on the library tab.

**Newsletters** - Published quarterly during the school year, the T-TAC Network News is a free electronic newsletter distributed at no charge to registered individuals. Information includes professional updates, assistive technology briefs, and current workshop and conference announcements. To subscribe, visit the web site (http://ttac.odu.edu). Click on the Subscriptions tab where you will also find free subscription opportunities for Autism E-News and the Assistive Technology Network News.

**Web Site** - The web site (http://ttac.odu.edu) contains the T-TAC Old Dominion University newsletters, conference and news updates, a database of library materials available for loan, a list of TACtics (self-study modules), state project information, and links to other disability resources, as well as to T-TAC Online http://www.ttaconline.org/

**Workshops/Conferences/Communities of Practice** - Professional development workshops and strategically planned training events that address a wide variety of identified needs are conducted throughout the year.

**Assistive Technology Network (ATN)** - A group of supportive educators learn about the latest software and assistive technology (AT) and share ideas on integrating AT into the curriculum. ATN members become technology resources for colleagues within their programs. To subscribe to the ATN e-news, click on Subscriptions on the T-TAC ODU home page.

**Consultation/Demonstration** - Consultations are provided by phone, email, or site visits. For site visits a consultant meets with education professionals at their school or other specified location to provide assistance as requested. Priority for consultation is given to personnel in schools that are warned under the Virginia Standards of Accreditation. Other consultative services, as feasible, are conducted utilizing a collaborative process designed to contribute to the success of students with disabilities.

When visiting the T-TAC ODU Library, please note there are 2 locations with different holdings. (Old Dominion University, Child Study Center, Room 224). Library hours are Tuesdays: 9 a.m. – 4 p.m.; Thursdays: 1-4 p.m. and T-TAC ODU, 860 W. 44th St. Library hours: Monday–Friday: 9 a.m. – 4 p.m. Please contact the appropriate specialist before your visit if you would like assistance.

Laura Beller, Curriculum and Instruction Specialist 451-6078
Daniel Biegun, Significant Disabilities Specialist 451-3029
Linda Ingleson, Early Childhood Special Education Specialist 451-3027
Kelly Koons, Education Specialist/Autism 451-3016
Brenda Lucus, AT and Reading Specialist 683-5268
Jennifer Mitchell, Assistive Technologist 451-3031
Kim Yanek, Effective Schoolwide Discipline Instruction & Behavior Specialist 683-4934

Please copy and share with new staff members and paraeducators

Revised 8/18/09
We at T-TAC ODU are in the process of updating our mailing list. There are times that we send out mailings to individuals who have specific areas of interest. We also send information electronically so please include your e-mail address.

Please check below if you would like to receive the separate mailings specific to any or all of the categories listed below.

- Early Childhood Special Education (ECSE)
- Significant Disabilities (including Autism) (SD)
- Assistive Technology (AT)
- Elementary Curriculum and Instruction (ECI)

Please Print
Mr./Ms. _____ Name: ________________________________
School Name: _______________________________________
School Address: _____________________________________
City: ____________________________ Virginia Zip Code: ____________________
School Division: ________________________________
Telephone Number: ( ) ___________ FAX Number: ( ) ______________
Email Address: ______________________________________
Position:
☐ Administrator, General Education ☐ Paraprofessional
☐ Administrator, Special Education ☐ Parent/Family
☐ Guidance Counselor ☐ Physical Therapist
☐ Human Services Agency Staff ☐ Speech Pathologist
☐ Occupational Therapist ☐ Teacher, General Education
☐ Other Related Service Provider ☐ Teacher, Special Education
☐ ECSE ☐ School Age
☐ Transition Coordinator ☐ University Professor/Student
☐ Vocational Teacher Administrator ☐ Other: _______________________

☐ I currently receive T-TAC Network News by email. My name/school address has changed. For name change, please list your name as it appears on the mailing label: ______________________

☐ I currently do not receive the electronic version of the T-TAC Network News. Please add my name to electronic mailing list. My email address is: ________________________________ (required)

Please return by October 1, 2009

Please refold completed form and tape closed with return address showing. Thank You

Revised
8/19/09
T-TAC ODU Conferences

Every Child a Successful Reader: Reading Institute for Elementary Special Education Teachers and Educators Serving Students with Disabilities

October 23, 2009, November 20, 2009, & January 22, 2010

Presenters are Beth Estill and Andrea Payne, Virginia Beach Public Schools Reading Specialists. 3 session workshop covering Word Study, Comprehension and Looking at Nonfiction. Participants can receive 30 staff development hours towards recertification if you attend ALL sessions.

http://www.ttac.odu.edu/_public/file/FINAL%20Reading%20Institute%20Flyer09-10_rev%208-09.pdf

Make and Take for K - 3rd Special Education Teachers - ASOL’s and Foundation Blocks for Reading and Math

October 27, 2009

Hands-on reading and math activities as they pertain to the Aligned Standards of Learning or Foundation Blocks for elementary students. This workshop is appropriate for Pre-K through 3rd grade Special Education Teachers serving students with Autism Spectrum Disorders or Significant Intellectual Disabilities who are being assessed through the VAAP.


Building a Framework of Positive, Proactive and Instructional Practices in the Classroom


Participants will learn to build a framework of tiered supports and evidence-based practice to design a classroom, and will explore specific practices designed to create an effective learning environment.


The Early Years: What Brain Researchers Says About Teaching our Youngest

November 17, 2009

This workshop will investigate the developmental milestones of the brain and the notorious "windows of opportunity". Participants will walk away from this experience with a sound understanding of what happens in the developing brain and AWESOME strategies to enrich this development.


Make and Take for K - 3rd Special Education Teachers - ASOL's and Foundation Blocks for Science and Social Studies

November 17, 2009

Hands on activities for science and social studies as they pertain to the Aligned Standards of Learning and Foundation Blocks for elementary students. This workshop is appropriate for Pre-K through 3rd grade Special Education Teachers serving students with Autism Spectrum Disorders or Significant Intellectual Disabilities who are being assessed through the VAAP.


Challenged by Challenging Behavior?

December 03, 2009, February 09, 2010

If you would like further support for working with young children who exhibit challenging behavior, this workshop is for you! Participants will learn how to determine the meaning of behavior and develop a behavior support plan with appropriate interventions for young children.

http://www.ttac.odu.edu/_public/file/Challenging%20Behavior%202009_12_02_2_.pdf
**T-TAC ODU Conferences**

**A Day with Terry Scott and Amy Lingo: Building a Framework of Positive, Proactive and Instructional Practices in the Classroom**  
December 09, 2009  
Participants will learn how to build a framework of tiered supports and evidence-based practices to design classroom environments that support: What we do for ALL students, what we do for SOME students, and what we do for a FEW students. These opportunities will address both academic and behavioral issues simultaneously in a systematic manner. Topics will include practices around behavior, reading, and math.  

**ASOL's Everyday: Planning Your Literacy Instruction**  
December 11, 2009  
This workshop is appropriate for teachers of students with significant cognitive disabilities (SD), Multiple Disabilities (MD) and Intellectual Disability (I.D.) who are assessed through the VAAP. Elementary, middle, and high school teachers are invited to attend.  

**Partners in Learning: A Virtual Professional Learning Community (PLC) for Building a Framework of Positive, Proactive and Instructional Practices in the Classroom**  
Participants who attend the 3-part series, Building a Framework of Positive, Proactive and Instructional Practices in the Classroom, are offered opportunities to work together as virtual "Partners in Learning". This online professional learning community will provide follow-up that is designed to meet identified need of participants. Further information will be provided at the end of each training day.  

**SAVE THE DATE! Mission Possible: Proven Practices for Successful Inclusion**  
January 08, 2010  
Dr. Dieker is a highly engaging speaker and educator with a passion for inclusion. She was the keynote speaker this past spring at the VCASE Conference and is back by popular demand! Lisa will share strategies, including those listed below, which are important for inclusion to be successful. Look for registration information in the next issue of the T-TAC Network News and online at ttac.odu.edu or web.wm.edu/ttac.  
[http://www.ttac.odu.edu/_public/file/Save_the_date_Dieker_01_08_10rev%208-14-09.pdf](http://www.ttac.odu.edu/_public/file/Save_the_date_Dieker_01_08_10rev%208-14-09.pdf)

**SAVE THE DATE! "A Land We Can Share": Teaching Literacy to Students with Autism**  
by Paula Kluth, Ph.D.  
February 01, 2010  
During this interactive session, Paula will explain how many learners have been excluded from reading and writing experiences that are inclusive, rich, challenging, and meaningful. Look for registration information in the next issue of the T-TAC Network News and online at ttac.odu.edu.  
[http://www.ttac.odu.edu/_public/file/Save_the_date_Kluth1.pdf](http://www.ttac.odu.edu/_public/file/Save_the_date_Kluth1.pdf)
State and National Conferences

Introduction to Verbal Behavior: Teaching Communication Skills to Children with Autism and other Disabilities
October 07 - 09, 2009
This workshop will focus on the behavioral approach to teaching communication skills to children with autism and other developmental disabilities. Vincent Carbonne is a Board Certified Behavior Analyst with over 30 years experience designing learning environments for persons with autism and developmental disabilities. http://files.meetup.com/817378/Carbone%20Registration%20Brochure.pdf

Fall into Literacy
October 09, 2009
This event takes place at the Virginia Department of Education, Monroe Bldg., Richmond, VA. Fall into Literacy is an interactive symposium about early literacy for all young children, including those with special needs. The morning session focuses on the new edition of the Early Language and Literacy Classroom Observation Tool (ELLCO), an assessment tool that measures the effectiveness of classroom environments in promoting young children’s early literacy outcomes. The afternoon will include breakout sessions focused on the literacy environment, English Language Learners, and storytelling strategies and resources. http://www.vcu.edu/ttac/early_childhood/events.shtml

Division of Early Childhood Annual Conference
October 15-18, 2009
25th Annual International Conference on Young Children with Special Needs and Their Families will be held in Albuquerque, NM. This conference is your chance to discover how the latest research translates into practice, mingle with the experts, see demonstrations of evidence-based intervention strategies, and develop the skills you need in your work for young children and their families. http://www.dec-sped.org/Conference

Virginia Middle School Association (VMSA) 20th Annual Conference
October 16, 2009
The Virginia Middle School Association (VMSA) is pleased to announce its 20th Annual Conference at the Greater Richmond Convention Center. Dr. Marilyn Friend will present the keynote address focusing on inclusive practices in middle level education. Dr. Friend is currently Chairperson and Professor of Education in the Department of Specialized Education Services at the University of North Carolina-Greensboro where she teaches coursework on inclusive practices and collaboration among service providers. http://www.vmsa.org/conference.htm

2009 VA CEC Annual Conference- Balancing Trends And Issues: 21st Century Special Education
October 17th, 2009
The Virginia Council for Exceptional Children (VA CEC) Annual Conference will be held at Regent University in Virginia Beach. Peter W.D. Wright, ESQ (from Wrightslaw) will be the keynote speaker. Early Registration (before August 1, 2009) is $100. (parent/parents/families/family) http://www.ttaconline.org/staff/s_events/s_event_detail.asp?cid=1492
State and National Conferences

Effective Literacy Instruction for Students with Moderate or Severe Disabilities
October 20th, 2009
This workshop will focus on teaching students with intellectual disabilities in inclusive settings. Topics discussed will include instruction in the key literacy components, lesson planning, and more. Key Presenters will be Dr. Susan Copeland and Dr. Liz Keefe, Associate Professors at the University of New Mexico. Workshop will be held at the Omni Charlottesville Hotel.
http://georgemasonuniversity.cloverpad.org/Default.aspx?pageId=270260&eventId=66052&EventViewMode=EventDetails

2009 Virginia Educational Technology Conference
October 28 – 30, 2009
The 2009 Virginia Educational Technology Conference will be held October 28-30, 2009, at the Greater Richmond Convention Center. This will be the 15th year for the conference which addresses issues of concern to the K-12 technology community. The two strands for the 2009 conference will be leadership and instructional innovation. Please come back for more details.
http://www.ttaonline.org/staff/s_events/s_event_detail.asp?cid=1478

ASCD 2009 Conference on Teaching and Learning
October 30 – November 01, 2009
You know that great education is more than just teaching the basics of math and literacy. Students also need to know the skills that it takes to succeed in the 21st century workplace. Now here’s your opportunity to explore and learn about the education practices that help students learn these skills: • Information and communication skills • Thinking and problem solving • Interpersonal and self-direction skills • Global awareness • Financial, economic, and business literacy, and entrepreneurial skills • Civic literacy. This Conference takes place in Washington, DC.

College 4 U
November 07, 2009
College 4 U is a college preview event for high school students with disabilities, parents, guardians, and professionals. * Learn how to prepare for college * Hear students’ experiences and perspectives * See technology demonstrations * Talk with Virginia college representatives * Build Knowledge of supports or resources Location: James River High School, Midlothian, VA.
http://www.vcu.edu/ttac/professional_development/college_4u/

National Autism Conference
November 12-15, 2009
2009 conference will be held in Weston, FL and is open to parents and to professionals who serve individuals on the autism spectrum. In addition to the presentations and exhibits, there will be many opportunities to network with the speakers, service providers, and parents.
http://www.nationalautismconference.org/index.htm
State and National Conferences

2009 ASHA Convention
November 19-21, 2009
American Speech-Language-Hearing Association National Convention in New Orleans, LA. Programs, speakers, exhibits and learning groups that will appeal to all professionals interested in topics relating to speech, language and hearing impairments.
http://www.asha.org/events/convention/register/default.htm

TechKnowledgy 2009 in Richmond, Special Topics in Assistive Technology
November 19th & 20th, 2009
This conference is designed for general and special educators, related service personnel, assistive technology teams, instructional technology specialists, administrators, family members, and others interested in helping students with disabilities achieve success.
http://www.vcu.edu/ttac/professional_development/techknowledge/

Future Quest 2009- George Mason University
November 21, 2009
Future Quest 2009 is a Free College & Career Forum for Students with DisAbilities, Parents & Professionals. The keynote speaker is Jennifer Kemp (Senior Policy Advisor with the U.S. Department of Labor, Office of Disability Employment Policy). She will present on "Facing Your Future: Steps to Creating the Life You Want." On-Site Registration begins at 8:00am in the Johnson Center at George Mason University (Fairfax Campus). This event is sponsored by the Northern Virginia Transition Coalition. For accommodations, please register by October 21, 2009.
http://www.vacollegequest.org/

VSTE’s 2009-10 Annual State Technology Conference
November 30 – December 02, 2009
VSTE sponsors the only statewide technology conference in Virginia. Over 1,000 attendees are excited each year by cutting edge technology sessions and workshops. We promise to overwhelm you with information, opportunities, knowledge and activities. In two and a half days, you can select from over 125 concurrent sessions, shair fare, bring your own Laptop (BYOL), Mission21, vendor, and special presentations. Visit our exhibitors and gather information on state of the art opportunities for education. *Location: Hotel Roanoke and Conference Center (Roanoke, VA)
http://www.vste.org

Virginia ASCD 2009 Annual Conference
December 02-04, 2009