



Linking People and Resources

T-TAC Network News

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NEWS YOU CAN USE:

Resources for Supporting Math Achievement

Dr. Kerry Lambert, Project Director

There is good news to report: the achievement gap between typical students and subgroups such as students with disabilities is closing! Michael Bolling, K-12 Mathematics Coordinator at the Virginia Department of Education, has analyzed student performance on Mathematics SOL tests and prepared [several graphs](#) that represent a trend toward closing the achievement gap that exists between subgroups and across grade levels, beginning in 2002 through 2010. As noted by Michael, the graphs illustrate both an upward trend in math achievement across the grade levels and the narrowing achievement gap for subgroups such as Students with Disabilities.

To assist teachers with continuing this upward trend of math achievement for all students, a variety of resources are available on the VDOE website. For example, to examine how concepts such as counting and place value, or estimation, are addressed at various grade levels you may want to review the vertical articulation documents. If students are not yet achieving at grade level, this document can help identify earlier skills and concepts for students to master. You can select a grade range, such as [k-3](#), or you can print a [Grades K-8 Poster](#). Also, Mathematics Enhanced Scope and Sequence (ESS) [Sample Lesson Plans](#) are available for teachers to access by using a keyword search, or by selecting specific SOL objectives by grade level.

Consider reviewing the instructional [videos](#) that are provided as support to teachers for the implementation of the 2009 Mathematics Standards of Learning (SOL). Included are videos that address the following topics: Strategies Across the Strands, Number and Number Sense, Computation and Estimation, Measurement, Geometry, Probability and Statistics, and Patterns Functions and Algebra. Demonstrations provided in the short videos offer great ideas for teaching students by using concrete materials and representations of mathematical concepts that will promote greater understanding.

District-level trainers for mathematics will find a host of professional development resources and prepared presentations on the [Mathematics SOL Institutes](#) webpage. The resources are focused on facilitating students' mathematical understanding through problem solving, communication and reasoning.

Inside this Issue

News You Can Use: Resources for Supporting Math Achievement

Dr. Kerry Lambert, Project Director

Practices for Creating Meaningful Team Meetings

Laura Beller,

Curriculum and Instruction Specialist

Kimberly Yanek, Effective School-wide Discipline Project and Behavior Instruction

Motivation: The Key Ingredient to Producing Effective Learning

Author: Megan Miller, BCBA

Contributor: Kelly Barrett, Behavior Specialist (Applied Behavior Analysis and Autism)

Tools to Encourage Play in Children with Autism

Kristen Ingram Weatherford, Early Childhood Special Education Specialist

Let's Take a Break

Daniel Biegun, Intellectual Disabilities Specialist

Mobile Technology: Using a SmartPen for Data-based Decision Making

Dr. Jennifer Mitchell, Assistive Technology Specialist

2012 Workshops

Save the Date!

Shining Stars

July 16-18, 2012

Funded by

The Virginia Department of Education

Web site: <http://www.doe.virginia.gov>

Virginia Schools Earn High Marks

A leading education journal, *Education Week*, recently ranked Virginia as fourth in the nation in overall educational quality and performance. Click here to see *Education Week's* Quality Counts 2012 report.

<http://www.edweek.org/ew/toc/2012/01/12/index.html?cmp=clp-edweek>



PRACTICES FOR CREATING MEANINGFUL TEAM MEETINGS

*Laura Beller,
Curriculum and Instruction Specialist
Kimberly Yanek,
Effective School-wide Discipline Project
and Behavior Instruction*

Research

Collaboration and data-based decision making are two of the best tools that can be used by educators for identifying and monitoring best practices for supporting student academic and behavioral needs (Scott, Alter, & McQuillan, 2010). Research supports using effective teacher teams to design academic and behavior supports (Todd et al., 2011). Data-based problem solving provides a process for teams to work collaboratively using data to identify the “problem” and design solutions; however, researchers note that this is an area that educators need support (Todd et al., 2011). With limited resources, such as time and personnel, using data-based problem-solving team meetings can be a means of leaning into more effective and efficient processes for meaningful and fulfilling team meeting outcomes. Resources for implementing effective meeting foundations (e.g., predictable agendas, clear team member roles) and problem-solving practices (e.g., precisely defining the problem, solution development) are provided below. The Team-Initiated Problem Solving (TIPS) model for decision making was developed through research with school-wide behavior support teams, but the practices around data-based decision making and problem-solving teams can be used with other school-based teams as well. (Todd et al., 2011).



Application and Resources

Guiding Questions for Establishing Efficient and Effective Team Meetings

What is the difference between groups and teams?

Click here to watch a video of Rick Dufour, explaining the difference between groups and teams that work together to accomplish goals.

<http://www.youtube.com/watch?v=0hV65KIItIE>

TTAC Library Resource

Making the Most of Meetings: A Practical Guide is available for checkout from the TTAC/ODU lending library.

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

How will we structure our team meeting process?

The following resources outline the practices that provide meeting foundations, team member responsibilities, and an implementation fidelity checklist for teams to follow as they work collaboratively.

Team-Initiated Problem Solving (TIPS): Meeting Foundations

- <http://www.pbisnetwork.org/wp-content/uploads/2011/02/TIPS-Meeting-Foundations-A-Todd-2.7.pdf>

Team-Initiated Problem-Solving (TIPS) Meeting Foundations Checklist

http://www.pbisnetwork.org/?attachment_id=741

Team-Initiated Problem Solving (TIPS) Responsibilities of Team Members *Before, During, and After* the Meeting

- http://www.pbisnetwork.org/?attachment_id=695

How will we know if we are implementing the process with fidelity?

Team-Initiated Problem Solving (TIPS) Implementation Fidelity Checklist

- http://www.pbisnetwork.org/?attachment_id=693

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- Scott, T.M., Alter, P.J., & McQuillan, K. (2010). Functional behavior assessment in classroom settings: Scaling down to scale up. *Intervention in School and Clinic, 46*(2), 87-94.
- Todd, A.W., Horner, R.H., Newton, J.S., Algozzine, R.F., Algozzine, K.M., & Frank, J.L. (2011). Effects of team-initiated problem solving on decision making by school wide behavior support teams. *Journal of Applied School Psychology, 27*, 42-59.

MOTIVATION: THE KEY INGREDIENT TO PRODUCING EFFECTIVE LEARNING

Author: Megan Miller, BCBA

Contributor: Kelly Barrett, Behavior Specialist (Applied Behavior Analysis and Autism)

Research

Whether or not a person is motivated, largely determines how well that person will perform on a task. Steve Ward's book *What You Need to Know about Motivation and Teaching Games: An in Depth Analysis* focuses on the concept of incorporating motivation while teaching children, especially when teaching them various play activities. Steve discusses the idea of "steam" when looking at how motivated a learner is to participate in the activity or work task. A child with high steam exhibits behaviors such as looking intently at the materials, responding quickly to the instructions, and has a positive affect. Whereas, a child who has low steam is not engaged in the activity, responds slowly and has either a neutral or negative affect. Robert Schramm's book, *Motivation and Reinforcement: Turning the Tables on Autism*, teaches parents and teachers how to incorporate motivation within their teaching so that children want to learn and choose to learn. Unlike many recommendations that encourage teachers to force a child to complete a task, Robert indicates that this process decreases a child's motivation and pairs the teacher as an aversive stimulus. Instead, he provides a comprehensive [set of 7 steps](#) to follow that will allow the teacher to design the environment such that the child wants to learn and even seeks out the work setting. If a child is motivated and chooses to learn, the child will acquire skills more quickly than if forced to learn.

Application for Capturing Motivation

Capturing motivation can occur in several ways: within the instructional activity; creating the need for an item; and assessing preference then rewarding with a motivating item. Within your teaching materials, incorporate characters, items, or activities your students prefer, or that are interesting and fun for most children, as an easy way to capture motivation. For example, if your students prefer Mickey Mouse you can use a Mickey Mouse puppet to help sing the alphabet. To create a need for an item, there are thousands of opportunities that exist throughout the school day when you can withhold an item that is necessary to complete a preferred activity (e.g., withhold a spoon for an edible item so that the child has to request it or complete a demand to earn it). You might also turn an educational activity into a game (e.g., counting items and earning a piece of a preferred item for each piece counted). Lastly, to quickly assess for motivation prior to starting an instructional activity, show a child several items that he typically enjoys and see what interest he indicates for each item. Adding this assessment step, prior to starting a task, will ensure that what you present to the child as a reinforcer (after the task) is something the child is actually motivated by and wants to earn. Just presenting the child with an item that you think is fun runs the risk that it will not be truly reinforcing of the desired learning behaviors. Additional steps for capturing motivation and incorporating motivation within the classroom are included in [the Motivation Guidelines Checklist](#). This list can be used to check for integrity and fidelity when capturing motivation in your classroom.



For Additional Information:

Steve Ward's website-[Whole Child Consulting](#)

Robert Schramm's website-[Knopes ABA](#)

Megan Miller's Blog- [Navigation Behavioral Consulting](#)

References

Schramm, R. (2011). *Motivation and reinforcement: Turning the tables on autism*. Raleigh, NC: Lulu.

Ward, S. (2008). *What you need to know about motivation and teaching games: An in depth analysis*. Raleigh, NC: Lulu.

TOOLS TO ENCOURAGE PLAY IN CHILDREN WITH AUTISM

Kristen Ingram Weatherford, Early Childhood Special Education Specialist

Research

Play gives children the opportunity to develop their imagination, dexterity, motor, cognitive, language, and social-emotional abilities (Ginsburg 2007). A child's ability to initiate and sustain play interactions with peers not only promotes their engagement and learning, but also serves as a precursor for their participation in future educational environments. Children with autism often display restricted play skills, preventing them from successfully participating in inclusive environments (Morrison, Sainato, Ben Chaaban, & Endo, 2002). Deficits in symbolic or imaginative play must be addressed through well planned, intentional, early interventions to ensure that children with autism benefit from quality play experiences.

Application

Video Modeling: Video modeling is a teaching technique where a child watches a videotaped demonstration of a skill or activity and then imitates the behavior of the model. When implementing video modeling to teach play skills, consider taping an interaction between two peers playing with a toy (D'Ateno, Mangiapanello, & Taylor, 2003). Keep the interaction simple, focusing on just two to three verbal exchanges of information about the toy. Allow the child with autism to view the video several times and then set the occasion for the interaction to occur again with the same toy, this time including the child with autism. Use the verbal exchanges that occurred in the video as a script to prompt the child to make appropriate play commentary.

Activity Schedules: Visual schedules are commonly used to guide a child with autism through their daily schedule. Consider using a shorter version to guide a child through a play sequence. Use digital pictures of specific toys or areas of the classroom to encourage a child to explore and interact with items not typically chosen for play. A few pictures of different toys or classmates faces, arranged left to right, communicates a play schedule that the child follows just as they do their daily visual schedule. A similar procedure can be followed to facilitate pretend play by taking pictures of play action steps. For example, a picture of an empty truck followed by the same truck filled with blocks, then the blocks being used to build a tower, can show the child how to pretend to be a community helper. Be sure to use preferred toys (see previous article).

Imitation: Dana Childress, Program Specialist in Early Intervention at the Partnership for People with Disabilities, shares this idea for engaging young children with autism. (*See the Learning Opportunity below for information on Dana's upcoming workshop.*)

- **Teach imitation and turn taking to build social awareness and learning**
 - Start by imitating the child's movements, activities, and vocalizations to enter his play.
 - Imitate without the expectation that he has to do something in return.
 - When all else fails, imitate!
 - Turn imitation into turn-taking by assuming that it is "my turn".
 - Closely observe the child and accept any interaction as the child's "turn".
 - Wait for the child to take his turn before play can continue.

Resources: T-TAC Library

- *You're Going to Love This Kid!: Teaching Children with Autism in the Inclusive Classroom* (Kluth, 2003)
- *The Social Skills Picture Book: Teaching Play, Emotion, and Communication to Children with Autism* (Baker, 2003)
- *Embracing Play: Teaching your Child with Autism* (Behavioral Intervention Association, 2006)

References

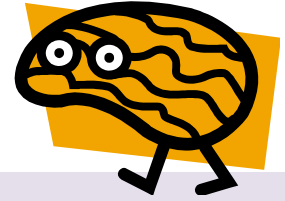
- D'Ateno, P., Mangiapanello, K., & Taylor, B. (2003). Using video modeling to teach complex play sequences to a preschooler with autism. *Journal of Positive Behavior Interventions*, 5, 5-11.
- Ginsburg, K.R. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *Pediatrics*, 119(1), 182-191.
- Morrison, R.S., Sainato, D.M., Ben Chaaban, D., & Endo, S. (2002). Increasing play skills of children with autism using activity schedules and correspondence training. *Journal of Early Intervention*, 25, 58-72.

Learning Opportunities

- Register now for the workshop **Let's Play Together: Encouraging Interactive Play in Children with Autism**, with presenter Dana Childress, on February 21, 2012 from 4-6 pm. [Click here to learn more and register online!](#)
- The partnership between a teacher and paraprofessional is important for a positive and productive classroom climate. Join us on March 13, 2012 for **Steps to a Healthy Marriage (to your paraprofessional)** and learn practical strategies for making the most of this professional partnership. [Click here to learn more and register online!](#)

LET'S TAKE A BREAK

Daniel Biegun, Intellectual Disabilities Specialist



Research

We have all seen it happen. After being on-task for a lengthy period of time, students' attention starts to fade. A student, who was paying attention mere moments ago, has drifted off to somewhere far, far away from your lesson. Taking a nap is likely not part of your schedule, so how can we help student recharge? Erin Jensen (2002) suggests that teachers should incorporate brain breaks. Brain breaks are physical activities, typically lasting 30 seconds to 2 minutes, that help students refocus. It is suggested that teachers lead the class in a brain break every 25-30 minutes of instruction (Sladkey, 2009). Jensen's brain research suggests that movement causes positive learning states, particularly for students with learning differences (1998).

Application

Here are a few tips to keep in mind when planning and using brain breaks.

- 1) **MOVE:** Students should be encouraged to stand up and move about the classroom during brain breaks. The physical aspect is extremely important.
- 2) **THIS IS NOT RECESS:** Though movement is important during brain breaks, teachers should not allow running, playing tag, or other high-energy activities.
- 3) **TIMING:** Keep the activities under 3 minutes in length. Promptly return to your lesson.
- 4) **OFF-TOPIC:** The brain break activity does not have to correspond to the lesson from which you are taking a break.
- 5) **ACCOMODATIONS:** Feel free to provide physical assistance, as necessary, to your students. The value is in movement, not necessarily independent movement.

Resources

Check out the following links for some great brain break activities.

<http://www.emc.cmich.edu/brainbreaks/TOC.htm>

<http://www.emc.cmich.edu/BrainBreaks/2005/TOC.htm>

http://web.rbe.sk.ca/learningplus/conference/music/brain_break_activity_book.pdf

Once you have taken a break and are ready to get back to teaching, don't forget to check out all of our great ASOL-based video segments at [Living with the ASOLs!](#)

References

- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria: Association for Supervision & Curriculum Development.
- Jensen, E. (2000). Moving with the brain in mind. *Educational Leadership*, 58(3), 34-37.
- Sladkey, D. (2009). *Energizing brain breaks*. Naperville: Energizing Brain Breaks.

MOBILE TECHNOLOGY: USING A SMARTPEN FOR DATA-BASED DECISION MAKING

Dr. Jennifer Mitchell, Assistive Technology Specialist

Research

As we search and explore technology that provides students with curriculum access and opportunities for mastery, we also find technology tools to improve our teaching skills. The LiveScribe SmartPen is a computerized writing utensil with advanced computer processing power. The technology of the SmartPen can link written documentation to an audio recording and saves it together digitally.

Teachers can use the Livescribe SmartPen to provide a means for data collection, analysis, and reporting of student progress, making documentation easier to manage. As noted by Fuchs and Fuchs (1986), in order to modify instruction that will increase academic achievement, educators must apply systematic formative evaluation and consistent monitoring of student progress. The SmartPen is a tool teachers may want to use to assist with data collection across the school day. See links below for a variety of other uses.

Application

62 Applications for Educational Uses of the LiveScribe SmartPen for Students, Teachers, and Administrators

<http://tinyurl.com/2bc9f6y>

Resources

SmartPen uses for Speech Pathology

<http://www.youtube.com/watch?v=Uwpx9qiTYoE>

Articulation Practice Sheet

<http://www.livescribek12.com/articulation-practice-sheet-2/>

Phoneme Blending

<http://www.livescribek12.com/learning-center-activity-audio-enabled-phoneme-blending/>



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Fuchs, L. S., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children*, 53(3), 199-208.

Van Schaack, A. (2009) LiveScribe in k12 education: Research support. Retrieved from

http://www.livescribe.com/en-us/media/pdf/education/Livescribe_K-12_Research_Support.pdf

Did you know?

You can now register for T-TAC ODU sponsored workshops online and pay with a check or your debit or credit card. To see a complete list of current T-TAC ODU workshops, click on the following link:

<http://ttac.odu.edu/conferences.php>

Save the Date!

Shining Stars

2012 Early Childhood Conference

July 16-18, 2012

Location: Cavalier Hotel, VA Beach

Check T-TAC Online for updates! Call for proposals will be announced soon at:

http://www.ttaonline.org/staff/s_events/s_events.asp?disability=true

2012 Workshops and Conferences

Click on title to view registration form and more information about the workshop

Let's Play Together: Encouraging Interactive Play in Children with Autism

February 21, 2012

We know children learn best through play, but what if they don't know how? A child's ability to initiate and sustain play interactions with peers not only promotes their engagement and learning, but serves as a precursor for their participation in future educational environments. This interactive session will provide information about characteristics of play in young children, birth through 5 years, who have autism spectrum disorder. Video clips and discussion will be incorporated into the session so participants leave with practical strategies for engaging children in play, and planning ideas they can use when working with children and families.

11th Annual Autism Conference- Autism: Imagine the Possibilities

March 7 and 8, 2012

This workshop will present practical strategies for enhancing independence and enjoyment among individuals with autism. These strategies which have a scientific basis to support their effectiveness will include procedures for: establishing good relationships, attending to individual likes and dislikes, providing important choices during day-to-day activities, preventing and reducing problem behavior through preference-based teaching and rapid teaching processes.

The Learning Institute will be offering Type 2 CE credits for BCBA's® on certain breakout sessions.

Engaging All Students in a Successful Math Journey

March 8, 2012

On a journey to achieving competency in math, students must learn to problem solve, reason, communicate and represent mathematical ideas. Attend this interactive workshop and explore research based math lessons that teach these various math processes, and will help the K-5 math SOLs come alive for struggling students! Participants will learn how to engage all students in a variety of practical problems involving whole numbers, decimals, & fractions by using manipulatives and simple representations that will keep math concepts alive in students' minds. Participants will leave this hands-on workshop with resources that have been created especially for this session such as: word problems, sorting and other interactive activities, internet links, formative assessment strategies and simple project ideas that will make the journey through learning the Virginia K-5 math standards fun and engaging for your students.

Developing Hearts, Minds, and Bodies

March 8 - 10, 2012

Conference is presented by the Virginia Association for Early Childhood Education (VAECE). Each day of the conference will feature a keynote address by a leading speaker in early childhood issues, Entertainment, insightful workshops, and so much more! Contact <mailto:vaecehotline@aol.com> for more information. This conference will be held at the Embassy Suites Hampton Roads in Hampton, Virginia.

Virginia Transition Forum - Technology for Transition: Making the Connection

March 12 - 14, 2012

Sessions and exhibitors will offer thought-provoking and cutting edge information designed to enhance transition services for youth with disabilities as they move from school to employment, postsecondary education and training, and adult life. Located at the Hotel Roanoke and Conference Center, Roanoke, VA.

2012 Workshops and Conferences

[Click on title to view registration form and more information about the workshop](#)

Collaboration in the Preschool Classroom: Steps to a Healthy Marriage (to your paraprofessional)

March 13, 2012

Sometimes referred to as an "arranged marriage", the partnership between a teacher and paraprofessional is important for a positive and productive classroom climate. This session will address the necessity for a close working relationship between paraprofessionals and teachers. Tried-and-true methods for enhancing a professional partnership will be presented and discussed. Examples of techniques to be discussed include daily communication, weekly conferencing, shared input into classroom planning, and shared data collection.

Council for Exceptional Children 2012 Convention & Expo

April 11 - 14, 2012

The Council for Exceptional Children (CEC) invites you to join them for the premier professional development event dedicated to special and gifted education: the [CEC 2012 Convention & Expo](#), April 11-14 in Denver. [Convention Program Chair Dr. Douglas Cheney](#) and the 2012 Program Advisory Committee have planned hundreds of educational sessions in a variety of formats to meet every learner's needs. Participate in the many rich opportunities to learn and engage in dialogue about the field's most important topics.

Language for Learning: Increasing Language Skills in Children with ASD & Other Intellectual Disabilities

April 25, 2012

This training will introduce the professional to the Language for Learning Program to enhance language skills in children with ASD & other intellectual disabilities. Language for Learning is a Direct Instruction program which is a systematic approach to teaching and maintaining basic language skills. It is a language program designed to teach pre-readers language, concepts, information, and knowledge that will be beneficial to them not only academically but socially. The program can be used with individual students or in small groups of students with the same abilities.

I'm Determined Youth Summit

June 11 & 12, 2012

The Virginia Department of Education's I'm Determined project, in conjunction with the Partnership for People with Disabilities, invites applications for sponsorship to the Sixth Annual I'm Determined Youth Summit at James Madison University in Harrisonburg, Virginia. Youth with disabilities from across the Commonwealth will meet to identify ways to become better advocates and lead more self-determined lives.

2012 Content Teaching Academy

June 25 - 29, 2012

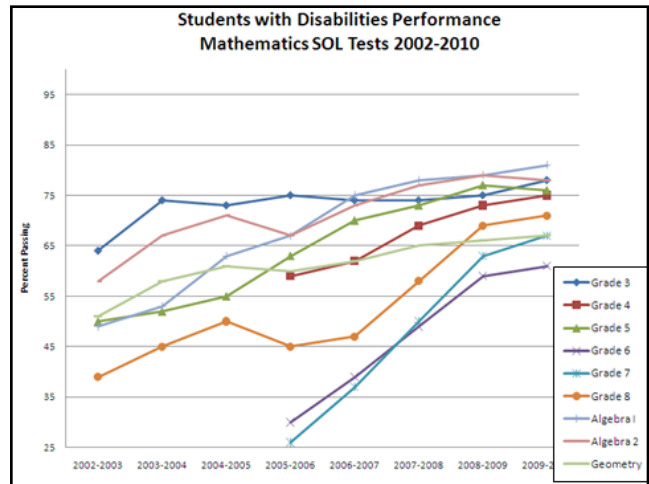
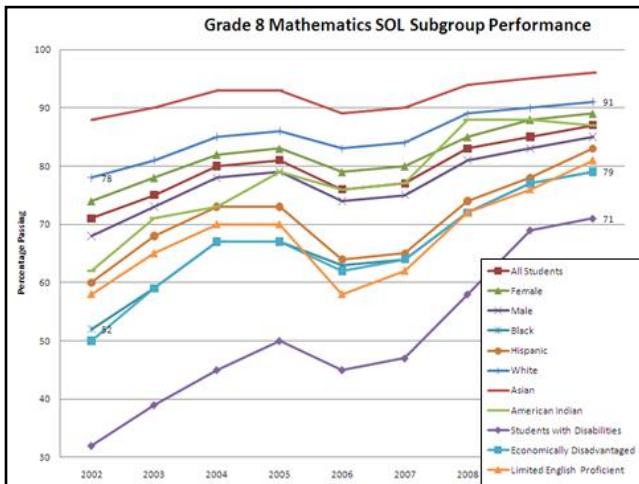
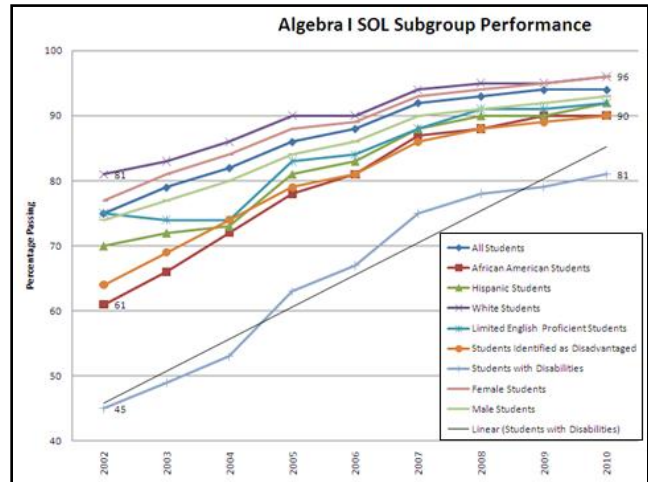
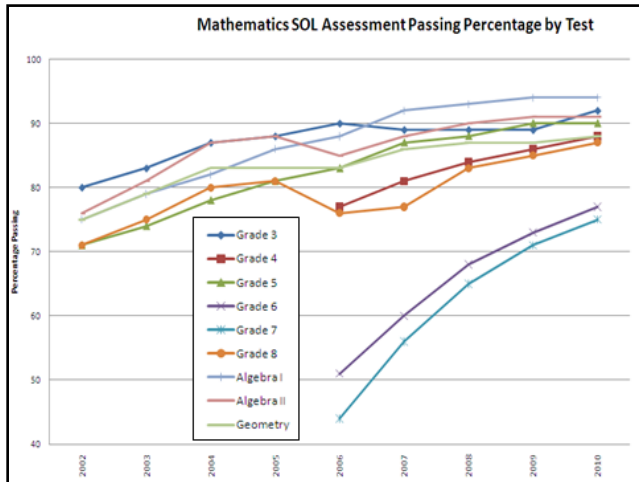
The programs (Academies) offer high quality professional development that includes in-depth studies in a range of content areas. In addition, each Academy is designed to engage participants in critical dialogues of practice with instructional sessions conducted by scholars and master teachers who understand the challenges associated with today's classroom. Located at James Madison University, Harrisonburg, VA.

Early Childhood Special Education strand: **Inclusion for ALL: Practical Strategies for ECSE Teachers**

This 4-day session is part of the JMU Content Teaching Academy. Register early since it is **FREE to 30 early childhood teachers who are working in inclusive early childhood programs.**

Closing the Virginia Mathematics SOL Achievement Gap

Contributed by members of the Virginia Mathematics Network, Michael Bolling, Linda Hickey and Laura Beller



These four SOL mathematics graphs, compiled by Michael Bolling, K-12 Mathematics Coordinator at the Virginia Department of Education, represent a trend toward closing the achievement gap that exists between subgroups and across grade levels beginning in 2002 through 2010. As the stories told by these graphs are examined, they illustrate both the upward trend in math achievement across the grade levels, and the narrowing gap between typical students, and subgroups such as Students with Disabilities. As teachers across Virginia have made a conscious effort to increase student engagement, embed formative assessment, plan lessons based on the Concrete-Representational-Abstract approach aimed at making conceptual understanding the goal, and create open-ended problem solving activities, Virginia's Mathematics Standards of Learning (SOL) scores have been the beneficiary. With the implementation of Standards-based IEPs, there is a heightened awareness of the [vertical alignment of mathematics](#) content, as well as raised performance expectations for students with disabilities as general and special educators collaborate on the behalf of students. To continue to make a positive trend and further narrow the achievement gap, teachers will need to continue to hone both their knowledge of math content and researched based teaching practices. The 2011 [Mathematics SOL Institutes](#) website continues to support implementation of the 2009 *Mathematics Standards of Learning*, framed by the five goals for students becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. The website provides teaching and training resources that you may find helpful as you continue to work toward narrowing the achievement gap for your students.