



# T/TAC Bulletin

The Training and Technical Assistance Centers at Virginia Tech and Radford University

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## Planning for the future

by Lisa Holland

For many high school seniors, graduation is an exciting time of new beginnings. For students with disabilities and their families however, this is often a time of grave uncertainty and despair. Although it is the responsibility of schools to help ensure that students are prepared to participate in adult life, many students with disabilities are ill prepared for employment, postsecondary education and/or independent daily living. According to information released July 1, 2002 through the President's Commission on Excellence in Special Education, the unemployment rate for working aged men and women has remained around the seventy percent level for at least the past twelve years and that even when adults with disabilities are employed, many earn much less than their peers without disabilities. The commission's report also noted that youth with disabilities attend postsecondary educational or training institutes at a much lower rate than young adults without disabilities. These statistics reflect the enormous need for schools to actively and effectively provide transitional services for the students they serve.

Transition services are defined in the Individuals with Disabilities Education Act (IDEA) as a "...coordinated set of activities for a student designed within an outcome-oriented process, that promote movement from school to post school activities including

postsecondary education, adult services, independent living, or community participation." The types of services that are required should include instruction, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional evaluations. In order to improve material, physical, emotional and social outcomes for young adults with disabilities schools must improve the quality of transitional planning and services they provide to students. The remainder of this article provides suggestions for successful transition services.

### Begin transitional planning early

A statement of transitional services must be included in all students' IEP's beginning at the age of fourteen (or younger if determined appropriate by the IEP team). Few fourteen year olds have a clear vision of their adult goals. It is therefore the responsibility of the IEP team to devise transitional plans and services to aid students in assessing their interests and aptitudes and in developing the skills needed for self-advocacy.

Possible transition services for younger students may include:

- providing students and their families with information concerning the transition

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process, post-secondary options, employment opportunities, community resources/agencies and independent living options;

- providing for opportunities for students to experience an array of community options such as job shadowing;
- assisting students in understanding their own strengths/weaknesses and in identifying needed accommodations within the school and community;
- conducting vocational assessments, interest inventories, aptitude tests, driving evaluations/education;
- working in volunteer situations,
- attending job fairs;
- enrolling in career/technology classes;
- becoming involved in school clubs and participating in recreational opportunities available in the school and community;
- visiting post-secondary educational institutes;
- exploring summer youth job opportunities and
- participating in community based instruction through the school system.

### Use a team approach in transitional planning

Beginning at the age of sixteen, each student's IEP must include a statement of interagency and/or other linkage participation in the transition process. In addition to the student and his family, effective transition teams include school personnel such as administrators, guidance counselors, special, general and career/technology teachers, school psychologists, therapists

and transition specialists. Other team members may include representatives from vocational rehabilitation agencies, mental health and mental retardation agencies, independent living centers, job development service agencies, social security administration, adult education, community action agencies, higher education, housing agencies, leisure/recreational programs and parent resource centers. Assistive technology specialists, at-risk/prevention specialists, employers and civic/religious community members are also often crucial in the development of transition plans. Team members need to be creative and share resources and responsibilities for collecting assessment data, developing options and awareness of skills needed, matching the student with the best options, providing training and placement.

### Individualize plans

Person-centered approaches should be utilized in determining the student/family's vision for the future. Decisions should not be made based on what services are available. Individual preferences, needs and interests should guide the service plan. Team members need to be supportive of the dreams of the students thus building enviable lives for all.

### Begin IEP meetings with transitional planning

Too often, transitional needs are discussed and plans made after the bulk of the IEP has been developed. The expected transitional outcomes should guide curriculum and program development. Educational, employment and community living needs should be reflected in the student's present level of performance and should become an integral part of the student's accommodations and goals.

### Address all areas of transition

Effective transitional plans include services to address career development, education after high school and adult living/community participation. Areas related to successful transition, yet often ignored by planning teams, include self-regulation skills, choice/decision making, organizational skills, self-advocacy, communication skills, problem solving, social skills, financial management skills and assistive technology devices.

### Follow through and check progress often

Using an issue/action planning format in which the team identifies the area of need and the appropriate action/service, the person(s) responsible for providing for this service or assisting the student in meeting this need, and the anticipated date of services will give structure to the student's transitional plan. Periodical updates to the plan need to be identified in the planning process.

Graduation can indeed be a time of self-assuredness for both students with disabilities and their families. With conscientious transitional planning and services provided collaboratively by schools and agencies, successful adult outcomes can become achievable goals for these students. All students with disabilities have much to gain through the transition process. Schools must improve their services in order to assist students in pursuing meaningful careers, postsecondary education, and a high quality of life.



## Transitioning with a safety net: Circles of support

by Mac McArthur-Fox

For students with a moderate or significant level of disability and their families, transition from school to adult life can seem scary and overwhelming. A circle of support can provide the “safety net” that allows everyone to dream about a positive future, knowing that a group of concerned family, friends and, in some cases, professionals, will collaboratively develop the supports needed to move toward those dreams. A circle is especially critical for a student for whom no reliable form of communication has been developed since it pulls together the close allies who will ensure the student’s voice is “heard.”

Jack Pearpoint and Marsha Forest, two of the originators of the concept of a circle of support, offer this definition: “A Circle is a group of people who gather around a person ... [and] find and create ways for the vulnerable person to participate in her/his community. This participation will be structured around the gifts and talents that this person wants to contribute to community. The Circle discovers these gifts by listening to the person’s dream and personal story.” (2001)

A circle of support often forms through the assistance of a circle facilitator or “builder,” and is composed of people who are closest to the focus person. The circle may use a person-centered planning process to help the focus person identify her/his dreams for the future, discover strengths and capacities, and develop an action plan to build toward the vision. The circle meets on an ongoing basis to support the focus person in relationship building (strengthening existing relationships or developing new ones), increasing involvement in the community (by trying out new activities or new roles in familiar places), and

moving toward dreams for a positive future.

Membership in a circle of support will be diverse. One circle may include family members and same age peers, with and without disabilities, while another may include family friends, neighbors, educators, employers, co-workers, or providers of adult support. Circle members are never paid to participate, although they may be professionals in the field. The focus person and her or his closest allies choose circle members. Membership is never dictated simply because someone fills a particular professional role (e.g. case manager). Each person in a circle of support is committed to a personal relationship with the focus person.

Jenny is an 18 year old high school senior with multiple disability labels. Following her graduation ceremony this year she will be eligible for three more years of school services. Jenny’s circle of support began meeting last spring and gathers every other month. Her circle includes her parents; a boyfriend, who also experiences a disability; a college freshman who got to know Jenny last year and has stayed involved “from a distance;” two family friends; a special education case manager; and an instructional assistant. They have focused on helping her meet people and get involved in more school and community activities. Through their efforts, Jenny is taking a Jazzercise class at the recreation center, volunteers weekly at the hospital, is getting to know a new friend who attends community college, and has recently had a pedicure! Dreams and preferences come in all shapes and sizes!

Another strong circle of support formed around Daniel, a young man with Down syndrome who

graduated from high school in the spring of 2001 and will be exiting school support at the end of this year. Daniel’s circle has been meeting for 1.5 years. His circle is comprised of his parents; teachers and therapists from Daniel’s past; college students who went through high school with Daniel and played soccer together; and two young women who were Daniel’s personal assistants. In August, Daniel moved into his own home, which he shares with two young women who are college juniors. Daniel’s circle spent many meetings helping decide what support would need to “look like” in the house, creating a job description for housemates/personal assistants, developing ads and interview questions for potential housemates, and thinking through all the other issues that arose along the way. Daniel’s circle will continue to support his successful transition into adult life, helping to ensure that job and home supports are in place and that Daniel will have fun and meaningful ways to contribute to and participate in community life.

For a student with extensive support needs, it is important to begin pulling a circle together and planning for the future several years before the student leaves school. Negotiating the adult service maze is a complex process and years of planning are often necessary to ensure that needed supports are in place when a student graduates. It is never too early to start dreaming about and planning for the future.

### Reference:

Pearpoint, J., Forest, M. & O’Brien, J. (2001). Circle of Friends/Support in Tools for Change: Person Centered Tools for Change (CD-ROM). Toronto, ON: Inclusion Press.

## Meaningful resumes

by Leslie Daniel and Diann Eaton

A resume' is required as part of a social sciences entry for a collection of evidence (COE) submitted by anyone in high school (or over the age of 14) as part of Virginia's Alternate Assessment Program (VAAP). "The resume' should build insight into the student's ability, preferences, and experiences. This evidence documents the student's integration into the community with needed supports" (VA DOE, p. 46). A resume' documents a student's meaningful experiences and fosters access to the larger community.

A resume' is a 1-2 page summary of a person's education, skills, accomplishments, and experiences for the information of future employers. It generally includes contact information, education, career goals, work experience, volunteer activities, interests, awards, and achievements. A resume as part of a COE should contain the same type of information that any other resume would have.

The purpose of a resume' is to provide information to help a person get his or her foot in the door with potential employers. A resume' can also serve as a tool in transition planning, as it requires that students think about what they've done and what they want to do in the future. It can communicate aspirations, connections, and the need for training or supports.

Very few 17-year old high school juniors have much work experience to put on a resume, whether or not they have a disability. The point of requiring a resume in the COE is to collect the information that is available into a somewhat standard format that both the individual and potential employers can easily decode. Students and their educational team members who complete a COE during their junior year of high school have the added benefit of using their

resume to see where there are "holes" in their experience while they have plenty of time left in school to address them.

We're frequently asked, "What are we supposed to put on this resume, my student hasn't done anything." That might be a cue that the student needs additional functional experiences, opportunities to participate, and exposure to a variety of jobs and environments. Real job sites are the best experience, but don't let transportation, few opportunities or other perceived barriers keep you from helping your students gain valuable experiences. The following is a short list of possible school-based jobs that might support career education activities and could be instrumental in helping a student achieve paid employment in the future (Dymond).

- Plant and maintain a garden on school grounds.
- Work at the school store, ticket table, or concession stand at the sports events selling merchandise, inventorying, or restocking items.
- Make and sell paper/stationery, crafts or treats for staff/students to raise school funds
- Dust and shelve books in the library
- Fill the soda and snack machines in the teachers lounge
- Hang up and take down flyers announcing school events
- Complete laminating and copying services for teachers.
- Sort incoming mail into staff mailboxes or deliver mail and newspapers to teachers.
- Set up chairs for meetings and other events.
- Manage props and costumes for the school drama production

The resume should not just be a required piece of evidence for one year in high school; rather, it should be a working document that helps the student, parents, and other team members set goals and define ways of achieving them. A well-written resume can assist with a successful transition from school to adult life.

### References:

S. Dymond (2001, March/April). Making the curriculum 'functional' is easier than you think. *Innovations & Perspectives, Virginia Commonwealth University Training and Technical Assistance Center, 4, 1,6.*

Virginia Department of Education (2002). *Virginia alternate assessment program: Implementation manual.* Author.

## Welcome Tammy!

Tammy Craft joined Virginia Tech's T/TAC family in November, 2002 as an Early Childhood Coordinator. She and Selina Flores collaborate to provide services to educational teams in preschool through second grade. Previously, Tammy was a consultant for T/TAC in the areas of: reading and readiness, emergent literacy, and the school-to-home connection.

Tammy completed her Masters of Science within the area of Curriculum and Instruction where she concentrated on Early Childhood, Reading and Technology. Special interest areas include: language development, reading and math development, and multicultural education.

# Parents as partners: Collaborative transition training for students and families

by Dale Matusevich

Transition services are defined in the Individuals With Disabilities Education Act (IDEA) as “a coordinated set of activities for a student which promotes movement from school to post-school activities including post-secondary education, vocational training, integrated employment, supported employment, continuing and adult education, adult services, independent living, and community participation...based upon the individual student’s needs, preferences and interests, and shall include instruction, community experiences, development of employment and other post-school adult living objectives, acquisition of daily living skills, and functional vocational evaluation.” For many students without disabilities, these transitions are smooth and effective. However, for individuals with disabilities these transitions are often met with a variety of obstacles; therefore, it is critical that service providers ensure that individuals and their families are educated about the transition process so they can serve as active participants.

## Student-centered

As many professionals know, optimal transition planning occurs when it is a student-centered team effort that includes input from various supporters such as family members; special, general and vocational educators; and other school staff as appropriate. Of all these potential participants, family members are most likely to offer the student meaningful emotional support, to have the most holistic understanding of the student’s needs and desires, and to follow through on providing natural supports as students implement their plans. Still, it is very likely that the parent and the student will not clearly understand the transi-

tion process; therefore, they may be hesitant to offer ideas, provide information, and discuss concerns in the team setting.

## Understand roles

To be prepared to actively and meaningfully participate in the transition process, students and their parents need an adequate understanding of their roles, the opportunities available, their rights, and the responsibilities of each member of the transition team. Inadequate understanding of the transition process by students and family members can profoundly impact the degree of independence and productivity ultimately reached by people with disabilities in young adulthood. Parents are the advocates that follow their children through the life span.

## Grant description

For this reason, in January 2002, the Radford University T/TAC was awarded a grant from the Virginia Board for People with Disabilities to develop a training opportunity for students and families pertaining to transition services. The goal of this project is to improve the quality of transition services and outcomes for students with disabilities in middle and high schools. This goal will be achieved by improving student and family knowledge of transition services and outcomes, thereby increasing their involvement in the transition process.

Project activities will include the development or adaptation of training curricula for students with disabilities, their parents, and other members of educational teams. Currently, a project planning team consisting of personnel from the following entities: Virginia Department of Education,

Department of Rehabilitative Services, Centers for Independent Living, Community Services Boards, public schools (transition coordinators, special education directors), institutions of higher education, parents, and students has convened to begin discussing the information that should be included in the training material and the format in which the information will be presented.

The training curricula will provide to enhance knowledge, skills, and access to transition services in the middle and high school. Information includes the purpose, goals and rationale for becoming involved in transition; how to develop self-determination and independence; how to use natural supports; how to provide input into transition related planning processes (IEP, ITP) and legal issues.

Upon completion of the training curricula ten three-hour (5 middle and 5 high school) training seminars will be conducted. The trainings will be distributed across Superintendent Regions 6 and 7. Trainings will begin in the spring of 2003.

## Watch for information

Look for information to come from your local school divisions.

**Don't Miss Virginia's  
Transition Forum 2003**

*Shared Responsibility  
for the Educated  
Employed*

**March 17-19, 2003**

**Hotel Roanoke and  
Conference Center**

## Bits and Bytes: Switch activated cameras

by Glenna Gustafson

*"Planning for the future is an investment in a child's well-being..."*  
Pierangelo and Crane, 1997

Whether you are an educator, parent, or student, you can find information on transition that is relevant to you at Transition for Students, Parents, and Educators, <http://tac.elps.vt.edu/~gsgustaf/transition/index.htm>. This site contains up to date information and links to a variety of transition resources, with a focus on resources that are found here in Southwest Virginia.

### Say cheese!

We now have a new digital, switch activated camera that can be borrowed from the TTAC library. Yes, it is digital! The ViviCam 10, by Vivitar®, is great for documenting class projects and events or taking photos for the school newspaper! This small digital camera comes with a mounting device and is adapted to be used with a single switch so that all students can participate in photography activities. It comes with built in auto-flash and auto-focus, photo editing software, a case and is simple to use. The ViviCam stores up to 50 pictures at 640x480 pixels. Supports Windows XP/2000/98/ME.

Just a reminder for those of you that aren't ready to go digital, that T/TAC also has a switch adapted Polaroid camera that you can borrow. Polaroid® Impulse Camera allows you to take instant photos for school projects. Use this adapted camera with a switch to create stories with pictures, make a permanent record of field trips, photograph people being interviewed for a school newspaper, or document the steps in a classroom activity. All you do is supply the film.

Both of these products can be ordered from AbleNet - [https://https.kinetic.com/cgi-bin/web\\_store/web\\_store.cgi](https://https.kinetic.com/cgi-bin/web_store/web_store.cgi)

AbleNet also provides lesson plans and ideas for using both of these cameras:

- Taking Pictures for a Personal Photo Album [http://www.ablenetinc.com/ideas/ideas/photo\\_album.html](http://www.ablenetinc.com/ideas/ideas/photo_album.html)
- Presenting at an IEP <http://www.ablenetinc.com/ideas/ideas/iep.html>
- Tell Your Family About Your Day at School – Supplement this activity with photos [http://www.ablenetinc.com/ideas/ideas/day\\_at\\_school.html](http://www.ablenetinc.com/ideas/ideas/day_at_school.html)

### Other ways to use photos in your classroom:

- Create a class story with photos serving as illustrations.
- Provide substitute teachers with a photo and information about each student.
- Present pictures of your students and their work at Open House and Parent Conferences.
- Create a class scrapbook.
- Prepare students for field trips by sharing photos of where they are going prior to the event.
- Utilize photos in social stories.
- Include photos as a type of evidence for Alternate Assessment.
- Send parents up-to-date photos of their child working at school via email.
- Create electronic portfolios of student work.

If you would like to know more about using digital cameras and integrating photos into your curriculum, please call T/TAC and let me know.

### It's Not What You Have, It's How You Use It!

Use Microsoft word and your digital images to create a personalized calendar. (If you don't have a digital camera, don't despair! You can have your film developed at most any location and ask for your pictures to be placed on a disk or CD-rom).

### Before you begin:

Make sure that the Microsoft Wizards have been installed. These come on the Microsoft Office disk, but are not always installed on your computer.

Place all of your pictures that you want to use in a labeled folder in My Documents or on the Desktop.

2. Open Microsoft Word; go to the File menu, choose New.
3. Choose Other Documents; then choose Calendar Wizard; then click OK.
4. Use the Calendar Wizard as a guide to help you choose the Style, Direction, Picture, and the Date Range. When you have made decisions for each of these areas click on Finish.
5. To insert your picture, choose Insert; then Pictures; then From File.
6. Locate the picture that you want to use and click on Insert.
7. The picture will automatically be place in the picture area on the calendar.
8. To print, choose File; then choose Print.



## T/TAC Technology Conference

### *AT and Aug Com,*



### *Making the Connections*

June 26-27, 2003

Hotel Roanoke and Conference Center  
Roanoke, VA

#### Who should attend

Anyone who want to learn more about using technology to support students with disabilities or students who are at-risk.

#### Keynote Speaker

KellyFonner has been working in the AT field for over 18 years.

#### Sessions

Sessions will be offered in: Augmentative Communication, Early Childhood Education, Severe Disabilities, and Learning Disabilities

#### How do you register?

Look for brochures with registration information in your school, or register on-line through a secure server at <https://www.conted.vt.edu/ssl/augcom/>

#### For more information:

Glenna Gustafson  
540-231-3836

## Share the Joy Success in Schools for All!

June 16-18, 2003

Radford, VA

This summer institute offers 2 strands, one of which you may follow for all 3 days.

#### Speakers

**Dan Hobbs** will share his experiences of working with students with complex disabilities (who exhibit challenging behaviors) so they can participate and show progress in positive educational experiences and meaningful life activities.

**Susan Ohanian** will describe how she built relationships with students in inner-city schools and learned how powerful meaningful, individualized curriculum can be in helping all students succeed in school.

#### Families

Parents as Partners are highly valued at this summer institute. So "share the joy" and pass the word!

Fabulous and fun childcare will be provided, free of charge, on campus for families with children with disabilities and their siblings.

Scholarships are available for families of students with disabilities to attend.

**Look for brochures in your school with registration information.**

## VT T/TAC workshops

Workshops are held at the Higher Ed Centers in Abingdon or Roanoke

### Write Proficiently

March 14, 2003 Roanoke 8:30-3:30

**Presenter:** Helen Barrier

Learn a strategy for recognizing and writing 14 sentence patterns within four types of sentences: simple, compound, complex and compound-complex. This strategy consists of 2 manuals: The instructor's manual and the student lesson manual set-up to be duplicated for lessons for students.

**Who should attend:** This is applicable to the 4<sup>th</sup>-12<sup>th</sup> grade classroom.

### Teaching Students with Asperger Syndrome: Ideas that Work

March 21, 2003 Salem 9:00-4:00

**Presenters:** Leslie Daniel and Diann Eaton

Participants will learn the definition of AS based on the DSM-IV and general strategies to meet the needs of these students. Learn how to develop and teach with social stories, social review, and comic strip conversations. Participants will develop resources for their students based on these strategies.

**Who should attend:** members of IEP teams who support students with Asperger syndrome who have social skill concerns.

### Seeing the Possibilities: A Consultative Model of Early Intervention Services

March 28, 2003 Roanoke 9:00-3:00

**Presenters:** Kristen Birkmeier, PT and Debbie Kapsalakis, SLP

Learn effective strategies of collaboration and consultation, as a therapist in the Part C (early intervention) system. Our NDT certified trainers offer successful techniques and strategies in delivering a consultative model of early intervention services. Learn what outcomes lend themselves to the consultative model of service. Gain practical knowledge from hands-on demonstrations of positioning and facilitative techniques to help a child during instructional sessions.

**Who should attend:** Early intervention service providers, OT, PT, SLP, and program administrators.

### Power of Collaboration!

April 11, 2003 Abingdon 8:30-3:30

**Presenter:** Helen Barrier

Are you in a co-teaching situation, planning to be in one next year, or an administrator setting up collaborative partnerships? Learn about an incredible resource available to collaborative teams based on the research at The University of Kansas *Power of 2* website: [www.powerof2.org](http://www.powerof2.org).

**Participants** are urged to attend in collaborative teams to access information for assistance in planning, modifying and accommodating instruction as well as implementing strategies for ALL learners in the general education classroom. No experience necessary!

### Language Development in the Preschool and Kindergarten Setting

April 4, 2003 Roanoke 9:00-3:30

April 11, 2003 Abingdon 9:00-3:30

**Presenters:** Tammy Craft and Lora Kingma

In this workshop, participants will evaluate their classroom setting with regards to language experience, language development and classroom dialogue. Presenters will share quality language experiences, activities and exercises to include into the regular classroom environment. Learn why "language is everyone's business." This workshop offers an opportunity for participants to become facilitators of language development. Participants will go away with ready to use program activities, ideas, and strategies to use within a classroom of diverse learners.

**Who should attend:** Virginia Preschool Initiative, Special Ed. Preschool, Paraprofessionals, Early Childhood Directors, Kindergarten Teachers, Head Start

### Through the Eyes of a Child: Combining Sensory Integration with Floortime

April 11, 2003 Roanoke 9:00-3:00

**Presenters:** Selina Flores and Gillian Rai

This workshop focuses on combining the principles of Sensory Integration with the D.I.R. Floortime model (Developmental, Individual-Difference, Relationship Based Treatment) to determine what children are communicating to us and why. Generate ideas and

develop strategies to help children be more successful in their daily activities at home and at school.

**Who should attend:** Early intervention providers, service coordinators, early childhood teachers, and parents.

## T/TAC registration form: copy as needed

### Check the workshops for which you are registering:

- Write Proficiently (\$40)
- Teaching Students with Asperger Syndrome: Ideas that Work (\$15)
- Seeing the Possibilities: A Consultative Model (\$15)
- Language Development in hte preschool and kindergarten Setting, April 4, Roanoke (\$15)
- Language Development in hte preschool and kindergarten Setting, April 11, Abingdon (\$15)
- Through the Eyes of a Child: Combining SI and Floortime (\$15)
- Power of Collaboration (\$15)
- How Does your Engine Run? (\$35)

**Please print or type**—complete a separate form for each participant.  
**Please provide a complete address to which we can send confirmation**

Name \_\_\_\_\_ Position/Title \_\_\_\_\_  
 School/Center/Site \_\_\_\_\_ School Division \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Daytime phone \_\_\_\_\_ Fax \_\_\_\_\_  
 E-mail \_\_\_\_\_

**Method of payment:**

Check or PO (FID number must be included) payable to: **Treasurer, Virginia Tech** (No cash or credit cards please). Instructional assistants may attend T/TAC workshops free of charge.

(\$ amount due) \_\_\_\_\_ (please include fee for *each* workshop selected). Enclosed:

- Purchase Order # \_\_\_\_\_  Check or PO to follow
- Check # \_\_\_\_\_  No charge: paraprofessional

*Virginia Tech does not discriminate against employees, students, or applicants on the basis of race, sex, handicap, age, veteran status, national origin, religion, political affiliation, or sexual orientation. Anyone having questions concerning discrimination should contact the Equal Opportunity/ Affirmative Action Office at 800-828-1120.*

If you are a person with a disability and require any auxiliary aids, services, or other accommodations for this conference, please discuss your needs at (540) 231-6248, (800) 848-2714 or TDD (540) 231-3315 at your earliest convenience.

**Mail payment and registration to:**

T/TAC Workshop Registration  
 112 Lane Hall Mail Code 0254  
 Blacksburg, VA 24061  
 (800) 848-2714 or (540) 231-5167  
 Fax: (540) 231-5672

**In case of questionable weather: please call (800) 848-2714 (or 231-5167) at any time for information regarding cancellation and rescheduling.**

## It's new to me: Early childhood library highlights

collected by Selina Flores

Now that fall is behind us and Spring is right around the corner, it's a good time to take a deep breath and take a look at a few new resources in the early childhood section of our library.

Dodge, T.D., Colker, L.J., Heroman, C., (2000). *Connecting content, teaching and learning*. (Revised edition). Washington, DC: Teaching Strategies, Inc.

Dodge, Colker, and Heroman have culled their research on the brain, teaching, and learning and content standards developed by states and professional organizations along with their work with teachers as the basis for this book. Their purpose was two-fold 1) to explain, with clarity, the relationship between a teacher's understanding of how content is linked to teaching and learning in developmentally appropriate curriculum, and 2) to explain how and what children are learning. With increasing emphasis on academics, standards and accountability the authors have laid the foundation for teachers and administrators to respond appropriately and with integrity.

The authors describe teachers' central role in an environmentally-based, interactive play-oriented curriculum where children master important skills and develop social competence. Dodge, Colker, and Heroman believe that teachers don't have to choose between play

and an academics approach once they understand the developmental steps that support learning, and can convey the content in appropriate ways.

Frost, L., & Bondy, A., (2002). *The picture exchange communication system: Training manual 2nd edition*. Newark: Pyramid Education Products, Inc.

The authors skillfully guide the reader through the six phases of the picture exchange communication system (PECS) in a completely new, artfully illustrated training manual, 2nd edition. The goal of PECS is to provide anyone with communication difficulties with an effective and functional method of communication. Using picture symbols, students learn to construct sentences and more complex communications and thus are more effective communicators. Students are taught to initiate communication in a social context. Emphasis on social approach sets this picture-based system apart from more traditional systems. Information on the rationale for each phase of the training and the implementation of each level is provided. Instructions for constructing the pictures, discrimination training tips, data sheets, and a PECS parent hand-out are included.

King-DeBaun, P. (1999). *Making language visible/tangible*. Park City: Creative Communicating Resources, Inc.

Pati King-Debaun developed a complete early intervention/early childhood resource package to assist in preparing the home or classroom for beginning communication and interaction. Develop simple scripts or cue cards to enhance fun and appropriate interactions. The CD includes eight interactive programs that can be used with a single switch, mouse, Touch Window, or IntelliKeys. Included on the CD is a prop page with directions to make your own props.

LeapPad and Quantum Pad Platforms [Computerized Books]. Emeryville, CA: LeapFrog School House.

These platforms offer an exciting multi-sensory learning experience for many children to assist them in reading independently. The platforms use a paper book and a stylus allowing students to hear specific letters, words, sound out decodable words, or read entire pages (headphones are included). Graphics in the books are interactive and both platforms run on AA-batteries or on AC adapter which is included with the purchase.

For our early childhood general and special education programs, Title 1 reading programs, English as a second language program, and other related programs, we have a sampling of the LeapPad interactive books and cartridges. From vocabulary development, story-based phonics, math, science, classic stories, and lessons for life. A few titles are available in Spanish. Browse our website for specific titles.

BuildAbility [Computer Software]. (2001). Volo, IL: Don Johnston.

BuildAbility is a literacy-authoring tool utilized to create multi-sensory stories and lessons from

## Check your shelves....

If you have overdue T/TAC books, software, aug. com. devices, or other material, please return to the T/TAC by May 31, 2003.

T/TAC Library  
112 Lane Hall MS 0254  
Blacksburg, VA 24061



cause and effect to building curriculum knowledge. BuildAbility's exclusive drawmation feature lets teachers and students combine text, sounds, graphics and speech to create engaging images that are built in front of their eyes. Even reluctant students are expressing themselves by creating their own stories and reports. An excellent school to home connection. Simply copy student's story or report onto a disk and their family can run the story or report at home without having to install or purchase additional software. BuildAbility includes 15 digitized photo collections, many sample activities, a demo activity and tutorial. The sample activities give ideas and strategies for making animated photos.

## Certification grants

### Special educators with conditional licenses:

Are you teaching students with LD, ED or MR in Virginia? The Commonwealth Special Education Endorsement Program has spring and summer grant money available for courses taken through Old Dominion University's distance education program.

### Paid tuition

For all required endorsement classes, the grant will pay all tuition costs except for \$100 per course. All courses are offered at a community college site near you.

### Information

Go to the web page at: [www.odu.edu/cseep](http://www.odu.edu/cseep) to read about the program and to download the grant applications. Interested teachers also may call (800) 968-2638 extension 5372.

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**Training and Technical Assistance Center**  
**VPI & SU**  
**112 Lane Hall**  
**Mail Stop 0254**  
**Blacksburg, VA 24061**

Address Service Requested

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The mission of Virginia's Training and Technical Assistance Centers is to improve educational opportunities and contribute to the success of children and youth with disabilities (birth–22 years) and children who have disadvantages or are at-risk for school failure (birth–9 years). The Centers provide quality training and technical assistance in response to local, regional, and state needs. T/TAC services increase the capacity of schools, school personnel, service providers, and families to meet the needs of children and youth.

## T/TAC Services

- 3 on-site consultation
- 3 T/TAC-based consultation
- 3 telephone consultation
- 3 team planning
- 3 library loans
- 3 assistive technology loans
- 3 information searches
- 3 regional workshops
- 3 long range planning
- 3 transition services
- 3 referral services
- 3 linking & networking resources

## School Divisions Served

### Region 6

Alleghany  
Botetourt  
Covington  
Craig  
Danville  
Floyd  
Franklin  
Henry  
Martinsville  
Montgomery  
Patrick  
Pittsylvania  
Roanoke City  
Roanoke County  
Salem

### Region 7

Bland  
Bristol  
Buchanan  
Carroll  
Dickenson  
Galax  
Giles  
Grayson  
Lee  
Norton  
Pulaski  
Radford  
Russell  
Scott  
Smyth  
Tazewell  
Washington  
Wise  
Wythe