



T/TAC Bulletin

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Providing school-wide supports assists all kids!

by Kenna Colley and Mac MacArthur-Fox

School-wide Positive Behavior Support (PBS) is a proactive approach to school-wide discipline. The goal of a school-wide system is to define, teach and support appropriate behaviors so that a “culture of competence” is established within a school. In schools where all adults and children have a clear understanding of what is expected of them in all locations, students begin to support each other and discourage inappropriate behavior. Teachers can then spend most of their time teaching and supporting learning, rather than dealing with problematic behavior.

Discipline systems in schools have often focused on control of student behavior through punishment consequences. Research has shown that punishment by itself is ineffective in making long-term changes in behavior, and these systems typically have done little to teach or reinforce appropriate behaviors. A broader definition of “discipline” would include all that administrators, teachers and other adults do to help students achieve academic and social behavior success.

School-wide PBS

School-wide PBS is an instructional approach. It is based on the understanding that appropriate behavior can and should be taught in the same way reading, math or other content is taught. If the as-

sumption is made that all students do not know the appropriate behaviors to use in each environment within a school building, adults are responsible for developing and systematically teaching these specific expectations.

Two school teams in southwest Virginia, Willis Elementary (Floyd County) and Mcharg Elementary (Radford City), have begun implementing school-wide PBS models this year. Examples from both illustrate the process successful schools have used to develop unique support models.

Define expectations

A small number of simple, clearly defined and positively stated expectations are established for the school. At Willis Elementary, where the school mascot is the Beagle, the rules are “BE A ... Good citizen ... Learner ... Extra responsible student. Mcharg chose Be safe, Be Respectful and Be Peaceful as their school-wide expectations. Their overall theme is “Terrific Expectations for Terrific Kids.”

Teach expectations

Rules are taught to all students in the building, with specific behavioral expectations defined for each location in the school. At Willis, to “BE An Extra responsible student” in the classroom means to complete class and homework

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assignments on time, be prepared for class, be on time for class, return things to proper places, and keep personal space neat. In addition to the classroom, expectations have been established for hallways/stairs, the cafeteria, bathrooms and the playground. "Teaching" behavioral expectations involves modeling and practicing the rules in each school environment, using both positive examples and non-examples (what it looks like to NOT follow an expectation).

Acknowledge appropriate behaviors

For new behaviors to be learned, appropriate behavior needs to be acknowledged on a consistent basis. Some schools use a formal system involving tickets that can be exchanged for rewards or special activities or events, while others use social events alone. At Willis, "Beagle Bucks" can be exchanged for classroom "passes" for activities like reading to another class or helping the custodian or PE teacher. Beagle Bucks can also be used for school-wide events like Friday "Hat Days" or VIB (Very Important Beagle) Lunches at a special table in the cafeteria (complete with table cloth and music).

Consistent consequences

Clear procedures must be established to provide information to students when their behavior is unacceptable. "Think Time" is used at both Willis and Mcharg if a student fails to follow classroom expectations and disrupts the classroom environment. At Mcharg, this is used primarily in the lunchroom. The student is given time to reflect on her/his behavior, review their reflection with an adult and make a plan for future success in the classroom.

Evaluate effectiveness

Data collection tools including office referral reports, detention and suspension rates, and the number of individual student functional behavior assessment and PBS plans can all be used to assess the success of the school-wide model. Based on on-going evaluation, the model can be modified and adapted as needed.

Individual PBS planning

While a school-wide model establishes a positive culture in a school and increases the success of most students, individual student support will be necessary for a small number of students who require a more intense and comprehensive level of behavioral support. At Willis and Mcharg, the PBS team is responsible for both the school-wide model and individual student PBS--conducting Functional Behavior Assessments (FBA) and developing PBS plans.

From Willis Elementary

Following a year-long planning process, Willis Elementary School implemented a school-wide (K-7) positive behavior support program in January 2003. When we began working with the Radford University T/TAC in the fall of 2000, the top concern from the staff was school-wide discipline issues. As we began working on a school-wide model, the committee and staff identified specific concerns and then met to develop school-wide expectations for the problem areas (hallways, restrooms, cafeteria, playground and classrooms).

Our goals were to cut down on office referrals, reduce interruptions to instruction and create a positive atmosphere for students and staff. The committee visited Wilson Elementary School in Augusta County and reviewed their positive behavior plan. Using information gathered there and at a

PBS conference, we adapted their ideas and integrated the information to meet our needs and fit our school's culture.

Since implementation of the program in January we have seen a very positive change in the attitudes of the staff and students. There has been a dramatic decrease in office referrals and reported interruptions to instruction. Our future plans are to continue learning about developing and implementing individual student FBA/PBS plans.

From Mcharg Elementary

After working for two years on individual functional behavior assessment and positive behavior support plans, the Mcharg Elementary PBS team decided to begin school-wide interventions based on problems we were having in our cafeteria. We developed our expectations based on data that indicated loud talking, students being out of their seats, and students not responding to directions were our primary problems to address.

After developing our expectations, we scripted and produced a video that demonstrated for students both the appropriate and inappropriate behaviors specifically expected in the cafeteria. Our reinforcement plan included monthly events that all students participated in such as game day with popcorn and juice. The team has since moved on to identify additional locations (designing specific expectations within each) and to reward students with Kid Cash for being safe, being respectful, and being peaceful!

For more information

A great website for more information on school-wide positive behavior support is pbis.org.

Building community through classroom meetings

by Lynn F. Graves

From the moment that children walk through the classroom door, they need to know that they'll have a say in how their classroom will be. They need to feel that they'll have some power over their learning. Allowing children these crucial experiences will increase their academic motivation, their commitment to class expectations, and quite honestly, their love for school.

Following the idea of classroom "management", you can not "manage" children without creating the sense of "it's my way or the highway." Instead, challenge yourself to build a classroom community where children are encouraged to collaborate, problem solve, and make decisions about how, and maybe even what, they will learn. Few of us would want to go to a place every day where we felt we had no choices or any say about what happens to us. We all strive for a sense of competence, a belief that we are capable and what we say and do is valued.

Class meetings

The book, *Ways We Want Our Class to Be: Class Meetings That Build Commitment to Kindness and Learning* (Developmental Studies Center 1996) gives classroom teachers ideas for building community from the Child Development Project. Activities are given for providing children opportunities to get to know one another and become acclimated to their new classroom. The premise is that after children become acquainted with one another and their teacher, there will be more feelings of trust and safety. Once these basic psychological needs are met and relationships start to form, then real learning can begin. This is the appropriate time to introduce class meetings.

Hold the initial class meeting after

several get-to-know-you activities so that class norms can be established for learning and behavior. "Class meetings offer a vehicle for such discussions and learning, and this meeting gets things started by helping children recognize the kinds of behaviors that make them feel good about school and about themselves" (Developmental Studies Center, 1996, 53). Ask children to think and talk to each other about how they want their class to be. Spend several days discussing, drawing, and recording ideas. Write these on a large sheet of paper titled "Ways We Want Our Class to be."

This differs tremendously from the chart with teacher-imposed rules and consequences or the color-coded behavior charts. This student-created chart is a result of true collaboration and discussion. It emphasizes positive language (i.e. "We will always use kind and caring words.") and fosters shared dreams and goals. Children will be less likely to question what they have helped create.

Check-in meetings

Check-in meetings are held once a week, or more, to find out how students think they are doing as a class on their newly established goals and norms. At these meetings, focus on "Successes" and "Rough Spots" so that reflection and dialogue can produce solutions, not culprits. "Rough spots" will emerge in any community but the first step in changing a behavior is awareness. Class meetings will raise awareness for a concern and that will be valuable in itself.

Assess

In "Creating a School Community," (2003) Eric Schaps presents a way "to assess the degree to which students experience community in school" by asking them to agree or disagree with such statements as:

- My class is like a family.
- Students in my class help one another learn.
- I believe that I can talk to the teachers about things that are bothering me.
- Students in my class can get a rule changed if they think that it is unfair.

Creating a survey similar to this one is an effective way of assessing how well your community-building efforts are working or if there're areas needing improvement.

By allowing time for class meetings, you will not only build community and peer relationships, but more importantly, build a strong sense in children that they can make a difference and that they are respected and listened to. The classroom atmosphere will seem safer and feel more like family. There will be more of a sense of connectedness and belonging as students discuss and resolve problems that affect their classroom community. When you plan, analyze, and celebrate things together, children develop into more independent thinkers, communicators, and learners. It is never too late to make community a priority in your classroom.

By enlisting students' help in maintaining and building community, classroom "management" may be a term you no longer feel you need to use.

References

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Parents as partners: Bullying

by Leslie S. Daniel

Bullying is defined as repeated negative actions toward a targeted individual over time, but may also occur as a single event. The word "bullying" is used to describe many different behaviors ranging from teasing to deliberately excluding a person from a social situation to assault. Sometimes bullying involves hitting or kicking, but threats and teasing are more common and can be more damaging to the targeted individual.

At the heart of the issue is not how the bullying occurs, but the effect on the victim; never underestimate the fear and diminished self-esteem that a bullied child feels. The impact for the bully, the target, and bystanders can be life long. Adults should not ignore this behavior. People who are involved in bullying may have difficulties with other relationships, conflict resolution skills, and setting life goals.

The target

There are 2 types of children who can be targeted by bullies. The first type are passive, and are the ones most at risk for chronic bullying. These children tend to be shy, quiet, insecure, and may have low self-esteem. They spend their time in solitary activities. They may be smaller, clumsy, serious, gifted, and/or creative. These children often lack social skills, and may have few if any friends. These are the children who are more likely to relinquish property to a bully while showing outward distress in response to the situation.

A second, smaller group, of targeted children are proactive. They too struggle with social skills and friendships, but are more active children. They may have difficulty seeing when to stop their own behavior, and may unintentionally provoke the bully.

A targeted child is more likely to be avoided by all children. They develop diminished self-esteem, increased absenteeism, depression, and/or lower academic performance. By 9 years of age most children are convinced that reporting bullying will do nothing to increase their safety. They worry that taking action against the bully will increase the severity or frequency of bullying.

The bully

Children who bully may be former or current victims of bullying themselves. They may bully face-to-face or, socially, behind-the-back of the targeted child. Children who bully learn that bullying often has intermittent and minimal consequences. This leads to an increased likelihood of trouble with the law in adolescence and imprisonment in adulthood. Sometimes it is an individual who is doing the bullying and sometimes it is a group.

The bystanders

Children and young people who witness or become aware of bullying may be unsure what to do and whether they should tell someone. Make sure they know that they should talk to a parent or teacher, and why. These children often report a fear of the bullying and the possibility of repercussions if they defend the targeted child, though they may want to report the bullying. The good news is there is strength in numbers; this group of children offers a possible support for a targeted child.

Parents

Finding out that your child is being bullied is distressing. Keep in mind that if you didn't know your child was being bullied then the school may not have realized it either. Some children are good at hiding their feelings and the first

you may know of the problem is when your child suddenly doesn't want to go to school, or becomes sick when it's time for recess.

Other indicators include:

- Cuts, bruises, or torn clothes
- Asking for "lost" possessions to be replaced or losing lunch money
- Being moody, bad tempered, quiet, and/or withdrawn
- Avoiding going out
- Being aggressive with siblings
- Falling grades
- Insomnia or anxiety

What can you do?

- Do not ignore a report of bullying; let your child know s/he made a good decision to report the incident(s), and encourage him or her to report further incidents.
- Reassure your child that s/he is not to blame, you will help, and that it's normal to feel hurt, sad, scared, and angry.
- Actively work to build your child's self-esteem.
- Help your child be specific in describing bullying incidents: who, what, where, and when.

Teach responses

Teach your child possible strategies to address bullying. Do not advise your child to physically fight back—bullying lasts longer and becomes more severe when children fight back. Do not confront the child who bullies, or their family. Begin by teaching your child to:

- Seek help and report bullying to someone at the school.
- Avoid the situation by playing or working in a different place, with different people.

- Stay near a supervising adult when bullying is likely to occur.
- Display a poker face and act like s/he doesn't care.
- Use acceptable comebacks, such as humor.
- Disarm the bully by giving a compliment.
- Invite peers home or to out-of-school activities.

School

Share the information about bullying with appropriate school personnel and work with them to protect your child from recurrence or possible retaliation. Identify and address high-risk locations where bullying is likely to occur, and establish a plan for dealing with future bullying. Additionally:

- Volunteer to help supervise on field trips, the playground, or in the cafeteria.
- Become an advocate for schoolwide bullying prevention programs.
- Encourage the school to teach children about bullying, conflict resolution, and reporting incidents.

References

Bullying at School, SCRE Center, [<http://www.scre.ac.uk/bully/index.html>]

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Gray, C. (2001). Gray's guide to bullying part 2. The morning news. Jenison MI: Jenison Public Schools, 13, (1).

Come on in! by Gillian Rai and Lora Kingma

Classrooms are overcrowded, there's lots of material to cover, not enough help, and too little time. The budget may not be adequate. Teachers are overwhelmed with SOL and the huge responsibility to provide a quality education. All classroom instructors must face the challenge of teaching children with different learning levels, styles and needs. Some children have sensory processing/sensory integration difficulties, attention deficit behaviors, language disorders and emotional problems that interfere with learning and being successful.

Teachers, often without awareness or extra training, are expected to find teaching methods that best "fit" those students who have special needs so that they will be more successful at school. This leads to frustration for everyone involved, especially the student, whose self-esteem is often terribly affected. Consequently many children lose their zest for learning or have behavioral problems, while teachers are at risk for burnout.

Over the counter activities

Sometimes we think we can only turn to prescribed medications to help children succeed and we may not be aware of the many "over the counter" activities that can be used to improve learning. This may be due to a poor understanding of sensory processing, language, or related disorders. Often educators do not know how vital movement is to learning, and why all learning is not in your head. Many OTs and SLPs are providing user friendly strategies to teachers, parents and students to help children reach for the stars.

Occupational Therapists

With the help of OTs, educators are learning about low cost alternatives such as those contained in Tool Chest: For Teachers Parents & Students, by Diana Henry, OTR.

Many teachers have been implementing OT tools into their classrooms with much success. These strategies are good for all children. For example, coming in from recess could be a difficult time. Try the quieting tools to help children make this transition and be more ready for academic tasks. Examples of tools used by students are bean bag chairs for deep pressure, "kid sandwich" games, having an adult roll a therapy ball along the students' backs while they lay on a mat, applying gentle pressure from head to foot, dim lights, or playing soft background music.

Speech-language pathologists

SLPs can provide teachers with skills to help those students who need visual strategies and vocabulary enhancement to access the curriculum. SLPs also help teachers learn ways to help the student with significant physical/cognitive disabilities access the curriculum through assistive technology and augmentative communication. Learning new material at a fast pace is often difficult for students with language deficits. SLP tools may include recall strategies to improve vocabulary knowledge or using a switch to access the computer or voice output device.

Movement

We all see that children love to move. Some need a little—some need a lot. Some children like moving in specific ways. As educators we are discovering the powerful link between movement and learning. There are many different types of movement. Rhythmic and repetitive movement, like rocking back and forth can be relaxing. Gentle up and down movements like bouncing on a ball can be alerting. The neurological explanation is somewhat complicated. However, we can

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observe improved behavior, e.g. improved attention and improved ability to calm and organize after children have engaged in some of these sensory activities.

We know how difficult it can be to have to sit and pay attention for long periods of time. Just take note of people's behavior in their struggle to stay awake/alert at your next meeting. Yet we expect children to be able to this without difficulty. No wonder they are caught daydreaming! The brain needs to be activated/alerted (surprised) in order to take in and process additional information. Different kinds of movement and other types of sensory activities/tools can help you to achieve this.

With the right tools, children can improve their attention, organization, and ability to calm as well as improve their fine and sensory motor skills. They can learn the curriculum in ways that make sense and participate with peers using alternative means of communication. OT and speech/language therapy is beneficial to all students, not just students in special education. Collaboration between therapists and teachers makes learning easier and more fun. Therapists—take off your “old hats” and come on in, into the classrooms. That's where it's at! Empower your teachers and students. Change can be challenging, but with a positive attitude and a willingness to try new things and placing the child in the center, everything will fall into place.

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- Hannaford, C. (1995). Smart moves Marshall, NC: Great Ocean Publishers.
- Vitale, B. (1979). Unicorns are real: A right brain approach to learning. Torrance, CA: Jalmar Press.

T/TAC Technology Network Conference

AT and Aug Com Making the Connections



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June 26-27, 2003

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If classrooms are for learning, why are they so noisy?

by Gary L. Pillow, Ed.D., Au.D., CCC-SLP/A

For many years, the research has alleged that the average classroom background noise is 55 decibels (dB), even before it is occupied by children! Now, I have to say that I was quite skeptical about how it could be that loud in an unoccupied classroom. When I was asked to take some noise readings for a rural school one day, I was surprised to measure the background noise in this particular classroom at 65dB, and that was before the children arrived!

Effects of noise

You may wonder then why I would be concerned about the loudness in the classroom, but it is a very important factor in the communication process. Let's take a look at the effect of noise on communication: First of all, the average loudness of the human voice is about 60 dB. If the teacher is speaking at the loudness of 60 dB, and the background noise is 55 dB, then the signal (speech) is only 5 dB louder than the background noise. This is a signal-to-noise (S/N) ratio of +5 dB. Research has shown that children with normal hearing sensitivity need +10 dB S/N ratio for maximum communication. If a child has a listening problem, then a +12 to +20 S/N would be the optimal acoustical environment to maximize communication. Typical classrooms have a S/N ratio of -7 to +5 dB!

Let's revisit that rural classroom with 65 dB background noise. I found that the greatest noise source was the newly installed ventilation system. When the children occupied the classroom, the noise level increased, but in the unoccupied state, the classroom was already too noisy with a S/N ratio of -5 dB. Other typical classroom noises include, outside distractions from play-

grounds, roadways, lawnmowers, airplanes, etc. Other noises may originate from the hallways, A/V equipment and from the children themselves within the classroom.

The biggest problem with background noise is that speech intelligibility (understanding of words) is reduced when the S/N ratio is reduced. The main reason for this is that consonant sounds carry most of the meaning, or differentiation between one word and another. If a teacher says the word "tie" in a noisy room, the children may not hear the consonant /t/ correctly, and it could be perceived as a /p/ sound. Then the word would be interpreted as "pie" instead of "tie". That, of course, would carry a totally different meaning and the whole point would be missed, thus reducing effective communication.

One way to correct this would be to scream out the consonants, but it is difficult to scream a /t/ sound, or an /s/ sound, etc. You may make it 5 dB louder, but that wouldn't seem to be enough to make screaming at the students worthwhile. If that isn't enough of a problem, there are other listening obstacles to consider. The teacher's voice dramatically decreases in loudness as it travels across the room. Additionally, the sounds bounce around the room causing "reverberation" which distorts the quality.

Reduce the noise

The first thing to do to improve classroom communication is to reduce the background noise. The children need to be there, so the other causes of noise need to be muffled. One may hang curtains to help absorb the noise. Another method of reducing classroom noise is to place used tennis balls on the feet of students' chairs.

Infrared or FM amplification system

After these methods are exhausted, it may be a most prudent investment to install a wireless Infrared or FM classroom amplification system. This is a system that allows the teacher to wear a microphone around her neck. The children then may hear the consonant sounds all clearly and equally loud throughout the room. This allows for each child to have an equal opportunity to hear the teacher. The kid in the front row will not have the only important seat in the classroom.

So, if classrooms are for learning, why are they so noisy? I still don't know, but a wireless Infrared or FM amplification system may dramatically help overcome the effects of classroom noise, and significantly improve the overall behavior and learning!

Check your shelves....

As you are cleaning up for the end of the school year, please look for T/TAC library items, and return them to:

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



Multicultural education in the early childhood setting

by Tammy Craft

For teachers, classroom management includes all areas within the learning environment. Now, the classroom environment must include planning for multicultural education. Is the diverse classroom the challenge awaiting all teachers in American education? What is multicultural education and what is my role as educator, administrator or parent? Do early childhood educators have a role in multicultural education?

The National Association for Multicultural Education (NAME) defines multicultural education as "a means to help students develop a positive self-concept by providing knowledge about the histories, cultures, values and contributions of diverse groups." Recognizing that the school plays an important role in helping to develop the attitudes and values for society, multicultural education includes educational experiences that value cultural differences while demonstrating the inter-connection of families, schools and communities. Our goals for multicultural education include serving the whole child's development including the context of family and community.

We all have culture to share, and we all have a role in multicultural education.

Teacher's role:

- Begin with your classroom of learners. Celebrate diversity with dialects and family traditions. Celebrate the commonalities and differences found within the community of your classroom environment. Allow for show and tell experiences centering on "family and heritage."

- Share from your own culture and heritage (family recipes, heirlooms, traditions, talent.)
- Know your children and the families they come from.
- Respect the values and ethnic orientation of different cultures.
- Support oral communication with visuals that clearly represent objectives using posters, pictures, diagrams, and schedules.
- Accommodate for language barriers using pictures, and providing picture dictionaries.
- Invite the home-to-school connection. Give parents an active role in the classroom: assisting with centers, planning for diversity, assisting with field trips and special units of study.
- Include social education with academic planning. Work collaboratively with other teachers to provide academics and social education that tap the interest of your students.
- Place students at the center of planning, teaching and learning.

Administrator's role:

- Share from your own culture with staff, families and students.
- Get to know the families who are in transition.
- Familiarize oneself with the cultures and subgroups within the classroom and school.
- Know the core beliefs shared by many of the people of that culture.
- Use multiple means of communication and communicate often.
- Be available to assist in diverse classroom settings, with field

trips and with planning for different modalities of learning styles.

- Provide a friendly school climate where all cultures are valued.

Parent/Guardian's role:

- Talk to the school staff. Provide information that will be helpful in providing appropriate educational strategies for your child.
- Be available to meet with the teacher, principal and program team.
- Share any concerns you have with transitioning.
- Share cultural values and beliefs.
- Be open to teacher and administrative suggestions.
- Communicate often.
- Participate in cultural events with the classroom, school and community. Invite others to celebrate and experience cultural events in your family.

Educators know that effective classroom management requires establishing a program that fosters the home-to-school connection. Connecting home and school helps to set children up for success, and gives teachers and families a partnership in education. This partnership is what we want for our children.

References:

Schultz, F. (Ed.). (2000). Annual editions: Multicultural education 02/03, ninth ed. Guilford, Ct: McGraw-Hill / Dushkin.

National Association for Multicultural Education [<http://www.nameorg.org/>]

A national conference coming to
southwest Virginia!

A Season of Change for Transition

October 23-25, 2003

Hotel Roanoke and Conference Center

DCDT-CEC

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children (CEC) in conjunction with the Radford University College of Education and Human Development will be hosting their twelfth international conference at the Hotel Roanoke in Roanoke, Virginia on October 23-25, 2003.

This conference will present informative discussions and presentations to national, state and local professionals and leaders on critical issues facing children, adolescents and young adults with disabilities as they prepare for adult lives.

Keynote speaker

The keynote speaker for the conference is Dr. Hunter "Patch" Adams, MD. Dr. Adams has been putting into practice the idea that "healing should be a loving human interchange, not a business transaction" for more than thirty years.

Featured speaker

Joyanne V.M. Cobbs, a young adult with a learning disability and author of the book *Thinking Outside the Box: Creatively Speaking About Transition*, is also be a featured speaker at the DCDT conference.

Topical strands

Topical strands in this conference include: adult service options, behavior, career and technical education, empowering students and families, instructional strategies, model programs for students in transition, personnel preparation and training, post-secondary, school to career and employment and technology.

Information

Additional conference and registration information can be obtained through the Radford University website (www.radford.edu/~conf-serv).

Share the Joy Success in Schools for All!

June 16-18, 2003

Radford, VA

Choose 1 strand to follow 3 days

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. If you have children who exhibit puzzling behaviors that keep them from learning in school this is the strand for you.

Susan Ohanian will look at solutions for educating all students, especially the "tough kids," rather than blaming "failure" on learning disabilities, low-motivation, poor socioeconomic status, lack of parental involvement or other factors, Susan is the impassioned speaker for you.

Parents as Partners

Parent participation is highly valued at this summer institute. So "share the joy" and pass the word!

Scholarships

If you are a family member of a person with a disability and you would like information about scholarship funds call Janet Bixby at (540) 662-4452.

Registration fee

Registration fee for this workshop is \$90 and covers the cost of overnight accommodations (in RU residence hall rooms which are air-conditioned and have 2 twin beds), breakfast and lunch, materials, a conference T-shirt, and registration. Para-professionals may attend for a reduced fee of \$60.

A benefit of a summer institute is the opportunity to build community. To that end we encourage all participants to spend the nights. We make no differentiation in registration fee if you do not wish to stay. Either way this is a bargain for a 3-day conference!

More Information

Contact Katie Reed at RU T/TAC toll free at (877) 544-1918,
or (540) 831-5333.

Bits and bytes for school-wide PBS

by Diann Eaton

The following list of print materials addresses the topic of school-wide positive behavior support. This list of resources was recommended by the Rehabilitation Research and Training Center on Positive Behavioral Support (RRTC-PBS) <http://rrtcpbs.org>, National Institute on Disability and Rehabilitation Research, U.S. Department of Education as part of their material list.

Books

Sailor, V. (Ed.) (2002). *Whole-school success and inclusive education: Building partnerships for learning, achievement, and accountability*. New York, NY: Teachers College Press.

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Chapters

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Multimedia

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Websites

Intervention Central (<http://www.interventioncentral.org>) offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all

children and youth.

School bullying: What it is & what teachers can do about it (<http://www.interventioncentral.org/htmldocs/interventions/bully/bullyprevent.shtml>) provides a quick introduction to the problem of bullying and how it can negatively affect all children in school.

Early Warning, Timely Response (<http://www.ed.gov/offices/OSERS/OSEP/Products/earlywrn.html>) and Safeguarding Our Children: An Action Guide (<http://cecp.air.org/guide/actionguide.htm>) were co-produced by the US. Departments of Education and Justice. Together, they contain valuable information on how a school can assess the degree of bullying, harassment, and violence in the building and how the entire school community can take proactive steps to improve safety and reduce disrespectful or hurtful behavior.

Committee For Children (<http://www.cfchildren.org/>) is a Seattle-based non-profit organization that produces Steps to Respect, a respected school-wide violence prevention curriculum. The site features several well-chosen articles on school bullying and related topics.

Preventing Bullying: A Manual for Schools & Communities (<http://www.cde.ca.gov/spbranch/ssp/bullymanual.htm>) was first published in 1998 by the US Department of Education. This short, helpful manual gives schools specific and helpful ideas that administrators, teachers, and parents can use to assess the seriousness of bullying in their school and then do something positive about it. Included are case studies of several districts that have dealt successfully with bullying in their schools.

Workshop in Education: Current Issues in Early Childhood Special Education

TEDU 500.C96 This course is a distance education project developed by faculty from ODU, RU, and VCU. The 7-week online webcourse can be self-paced and completed in fewer weeks at your convenience. It is designed for practicing professionals in early intervention, early childhood special education, and related disciplines.

Course topics: Early development and resilience; self-regulation, temperament and sensory processing; routine-based instruction; natural environments and inclusion; assistive technology.

Course requirements: Participation in this course will include the use of email and the Internet. You will need access to a computer and assignments must be posted in Microsoft Word.

Technology requirements: Active email account; Internet access; access to a computer with at least the following: Windows 95/98/NT with at least Pentium 75, 16 MB RAM, 28.8k bps modem, Internet browser software (Microsoft Internet Explorer 4.0 or better, or Netscape Navigator 4.0 or better).

Technology support: Optional orientation sessions will be held in several Virginia locations, and additional support will be available via phone and email.

Dates: June 16 -August 1, 2003
Credit: 3 hours of graduate credit

Tuition: \$575 Tuition assistance may be available for ECSE teachers from VDOE.

Registration information: please email your full name and mailing address to braycock@vcu.edu and reference this course.

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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

- Consultation
- Team planning
- Library loans
- Assistive technology loans
- Information searches
- Regional workshops
- Long range planning
- Transition services
- Referral services
- 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