

T TAC BULLETIN

The Virginia Department of Education's Training & Technical Assistance Centers

An inside view

Winter 2003 v. 12, n. 2

AT and Aug Com: Making the Connections	3
DynaVox Regional Trainings	3
Autism Spectrum Disorders: Information Today, Strategies Tomorrow	3
The Power of Literacy	4
Bits and Bytes: What's in your Literacy Toolbox?	5
SIM and Content Literacy	6
Early childhood corner: Literacy activities	8
Early Transition and Preschool Priority Project	9
Creating Connections: Celebrate the Journey	9
A literacy bill of rights	9
VA DOE Priority Projects for 2003	10
VAAP Overview	11
T/TAC staff directory	11

Funding provided to the T/TAC at Virginia Polytechnic Institute and State University and Radford University through a grant from the Virginia Department of Education.



Reading First: "The cornerstone of NCLB"

by Tammy Craft

Reading First begins with the premise that all children can be taught to be successful readers. Realizing that the prevention of reading difficulties is far more cost effective and efficient than remediation, *Reading First* relies on extensive scientific research to prevent reading failure and to help schools and teachers produce successful readers.

What is Reading First?

The *Reading First* Initiative is authorized under Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act of 2000 (No Child Left Behind). This initiative is a six-year entitlement grant to State Educational Agencies (SEA) and is described as the cornerstone of No Child Left Behind (NCLB). The *Reading First* program will help states and districts apply research to teach all children to read. *Reading First* addresses the challenge of NCLB and the call for every child to be reading on grade level by third grade. With aims to provide classroom teachers with the necessary tools to ensure reading success, *Reading First* is about making every minute count with reading instruction.

Reading First focuses on high quality, comprehensive reading instruction in the K-3 classroom where all children are engaged in learning to read. A *Reading First* Comprehensive Reading program includes an approved core reading program, and supplemental and intervention materials, all of which are scientifically-based. *Reading First* offers assistance to states and districts in selecting or developing effective instructional

materials, programs and learning strategies to teach reading to a classroom of diverse learners.

Core reading programs

Virginia's *Reading First* list of recommended core reading programs includes:

- Houghton Mifflin: Nation's Choice
- Open Court
- Reading Mastery Plus
- Success for All (New Version)
- Voyager Universal Literacy System

A core reading program is a structured curriculum used to teach children and ensure they reach reading levels that meet or exceed grade-level standards. The core reading program must be integrated with instructional design that includes explicit instructional practices, learning strategies, and instructional sequence, along with quality practice opportunities. The core program must also align with the Virginia English Standards of Learning to ensure students reach proficiency or better on the state assessment.

Specific elements should be visible in any *Reading First* classroom, regardless of which program is in place. To ensure reading success for all of Virginia's children it is imperative that instruction maximizes student learning. *Reading First* requires an effective reading program with proven validity and reliability. This comprehensive program focuses on five major

Continued on page 2

Continued from page 1

components toward improving the reading success of young learners. These are identified as crucial early literacy skills so that students are on track for third grade reading proficiency.

- **Phonics:** the relationship between phonemes (sounds) and graphemes (letters) and the letters and spelling that represent those sounds in written language.
- **Phonemic Awareness:** the ability to hear, identify and manipulate the individual sounds or phonemes in spoken words.
- **Vocabulary:** the development of stored information about the meanings and pronunciations of words necessary for communication consisting of listening, speaking, reading and writing.
- **Fluency:** the ability to read text accurately and quickly.
- **Comprehension:** understanding, remembering and communicating with others what has been read.

Research shows that children need to master skills in these five inter-related areas to become proficient, successful readers. The purpose of the *Reading First* Program is to focus on proven methods of reading instruction while engaging children in an exciting, literacy-rich learning environment. Realizing that teachers face great challenges as they teach reading, *Reading First* will give teachers across the nation the skills and support they need to teach all children to read fluently by the end of third grade.

Scientifically-Based Reading Research (SBRR)

All *Reading First* classrooms will implement instructional strategies backed by scientifically-based reading research. For example, research demonstrates that effective vocabulary instruction should incorporate a variety of learning

opportunities including indirect teaching through conversations with adults; being read to; word-play involving vocabulary activities; engaging in language experience activities; and independent reading. To be consistent with scientifically-based reading research, comprehension instruction must include strategies such as graphic and semantic organizers, discussion sessions, story structure, and summarization of stories and lessons.

With this focus on SBRR, it remains important for teachers and schools to continue providing a welcome environment that models a love for literature, fine arts, creativity, self expression and cultural diversity.

Reading Academies

VDOE will partner with the University of Virginia Curry School of Education, to develop and deliver multi-day "Teacher Reading Academies" for all K-3, Title I, and reading teachers; K-12 special educators; and all K-3 building level administrators in the state of Virginia. Priority for participation in the reading academies will be given to those teachers and administrators who have received the *Reading First* grant.

In July 2003, the VDOE provided Teacher Reading Academies for kindergarten and first grade *Reading First* schools. Teachers participated in hands-on activities designed to engage young learners and balance classroom instruction. Reading academies presented practical and participatory learning experiences for teachers and administrators with an emphasis on preventing reading difficulties. Follow up from summer academies will include on-site visits to selected *Reading First* schools, interactive web discussions, Q & A sessions, and informal discussion groups arranged at Universities and Regional Continuing Education Centers throughout the state.

Those interested in *Reading First* announcements, Forums, and on-line resources may contact the *Reading First* home page at www.readingfirst.virginia.edu for up-to-date information and highlights from the *Reading First* in Virginia.

Next year, kindergarten and 1st grade Reading Academies will be repeated as well as new sessions for 2nd grade educators. Teacher Reading Academies "encourage all teachers to explore the research, open their minds to changes in their instructional practice, and take up the challenge of helping all children become successful readers" (Neuman, 2001).

Support for Reading First Schools

Strong leadership is necessary in the *Reading First* schools where standards and accountability require a strong commitment from schools, educators, and administrators. *Reading First* grants were awarded to Local Educational Agencies (LEA) for eligible Title I schools in K-3 Reading. States and districts receiving grants will need to show improved K-3 reading achievement based upon the 3rd grade SOL scores.

The VDOE's *Reading First* Initiative will provide support to schools as they begin implementation and will continue to give assistance throughout the *Reading First* grant. Each awarded site will have an on-site reading coach as well as a VDOE reading specialist contact. This reading specialist will serve as a liaison between the VDOE and the LEA. The VDOE Office of Special Education Instructional Services Reading Priority Project Team, in collaboration with the Division of Instruction, will provide training and technical assistance in the schools, which are implementing *Reading First* grants. The Reading Priority Project team will focus on support for special education teachers.

Resources:

www.readingfirst.virginia.edu

National Research Council (1998). *Preventing Reading Difficulties in Young Children*. Washington, D.C: National Academy Press.

Neuman, S. (2001). Put Reading First: The Research Building Blocks for Teaching Children to Read: Kindergarten Through Grade 3, 2001, p.iii. Neuman is the Former Assistant Secretary for Elementary and Secondary Education.

Reading First Initiative Priority Project.



2003 DynaVox regional trainings

Getting Started with your DynaVox

November 12, 2003, 9:00- 4:00
Blacksburg Public Library.

Designed for those supporting DynaVox products, DynaVox software or DynaMyte systems or those interested in an indepth introduction to these products. Lecture style, hands-on class covering the "nuts and bolts" of programming.

Teaching Language Using Gateway Pages

November 13, 2003, 9:00 - 3:00
Blacksburg Public Library.

See how Gateway pages support the process of normal language development. Gateway is the software used in DynaVox products. Lots of activities planned to help incorporate what you learn into teaching language.

Register

Call Lora Kingma at 800-848-2714 or email at lkingma@vt.edu to register.

There's no charge for these workshops.

T/TAC Technology Conference AT and Aug Com: Making the Connections

June 24 - 25, 2004
Hotel Roanoke

Mark your calendars, and plan on registering early!

Who should attend

Teachers, service providers, administrators, para-professionals and parents who want to learn more about using technology to support students with disabilities should plan to attend this conference.

Strands

Augmentative Communication, Early Childhood Education, Severe Disabilities, Learning Disabilities. Exhibits and vendors will be onsite.

Watch the mail for brochures!

Mark this conference in your calendar!

Autism Spectrum Disorders Information Today, Strategies Tomorrow

March 4-5, 2004

Southwest Virginia Higher Ed Center
Abingdon, VA

March 4

We will offer intensive, full day sessions on teaching strategies, ideas for students with Asperger Syndrome, sensory integration, and more.

March 5

We will provide you an opportunity to listen to a keynote and choose 3 short sessions that will cover social skills, communication, and teaching strategies.

Watch the mail for brochures!

The power of literacy

A Publication of the AbleNet Consortium for Excellence in Special Education (Reprinted with permission)

Imagine

Someday, *every* child will be able to experience The Power of Literacy- because every child will have meaningful reasons to interact around print...and dozens of opportunities across home and school environments to use print to accomplish everyday tasks and communicate more effectively with others.

Making this vision a reality is the dream of parents and educators across the country, and although we have a long way to go, there are some simple steps we can take to move us in the right direction.

Interview with Karen Erickson

Karen Erickson is the coordinator of the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill. A former classroom teacher, Dr. Erickson has spent the last 10 years conducting research on literacy assessment and instruction for students with developmental disabilities.

AbleNet: You've often been heard saying "all children are ready and no child is too disabled to benefit from literacy-based interactions." In your opinion, what are the key benefits, from a quality of life perspective, when individuals with disabilities are provided with meaningful opportunities to interact around print?

Karen: That isn't the first time I've been asked that question. Many of the individuals we work with have infinite needs so it is often difficult for families, educators, and other service providers to make interactions with print a priority. In my opinion, however, it should be quite near the top of the list given the quality of life benefits that can result.

We have a growing body of evi-

dence that suggests interactions around print support the development of communication and interaction skills. Print, which includes books, the newspaper, letters or emails from friends and relatives, a cookbook, the TV guide, and much more, provides a means for joint attention. It also provides a natural context around which communication partners know how to interact and communicate.

Communication partners without disabilities often find it difficult to create natural communication contexts—beyond direct requests and questions—to support individuals with disabilities. But these same communication partners know how to read a storybook with inflection, how to comment and seek feedback on the quality of the television lineup for a given night, and how to respond to news from a friend. The improved skill of the communication partners in these "real life" print contexts has a positive influence on the individual with disabilities, creating a compelling key benefit.

More to Know

In Karen's work with young girls with Rett Syndrome, she found their mothers began storybook interactions in a very directive manner, telling their daughters when to touch or turn the page and when to use their BIGmack communication aids. With little more than a suggestion, these parents learned to ask open-ended questions, seek clarification when they couldn't interpret their daughter's communication attempts, and see the BIGmack as their daughter's voice that supported communication.

The results were dramatic, with the girls communicating more often and more successfully (although unsuccessful attempts also increased) in future storybook

interactions and across other environments. Perhaps more importantly, the use of print to establish joint attention and create a shared context helped these parents and others see the girls as learners who responded better given natural communicative interactions around print.

For more information

For more information about this work you can read:

Koppenhaver, D. A., Erickson, K. A., & Skotko, B. G. (2001). Supporting communication of girls with Rett Syndrome and their mothers in storybook reading. *International Journal of Disability, Development, and Education*, 48(4), 395-410.

Koppenhaver, D. A., Erickson, K. A., Harris, B., McLellan, J., Skotko, B., Newton, R. A. (2001). Storybook-Based Communication Intervention for Girls with Rett Syndrome and Their Mothers. *Disability and Rehabilitation*, 23, 149-159.

Try This

To improve your results during print-based interactions you might:

- Point to pictures or words as you talk about them or read them--keep pointing until the individual's attention is directed toward what you're talking about.
- Expect participation and wait for a response when you ask a question or provide an opportunity to comment.
- Model the use of available communication symbols and communication aids during your interactions around print.
- Always assume competence in the individual with disabilities.

Bits and bytes: What's in your literacy toolbox?

by Glenna Gustafson

One of the biggest obstacles to literacy education for students with disabilities is the belief by many that these students are incapable of literacy activities such as reading and writing. However current research challenges these beliefs by showing that all students can benefit from literacy instruction (Koppenhaver, et. al., 1991).

A number of factors have been identified as being associated with the development of literacy skills in students with disabilities:

- Exposure to a print rich environment.
- Seeing and hearing text as it is being read aloud.
- Having a choice of a variety of printed materials.
- Using written materials as a unifying social activity.
- Exposure to models of persons using printed materials.

(Koppenhaver, et.al., 1991)

Based on these factors Koppenhaver and Erickson (1994) identified three critical environmental components of emergent literacy. These factors are: Access, Interaction, and Modeling.

So how can you use a variety of assistive technologies to support these three critical components? Using a variety of no, low, mid and high tech tools, you can support literacy skills in your classroom.

AT and Literacy Access

Look beyond the use of traditional books, and put these things in your literacy toolbox.

- Mail - Junk mail and email
- Recipes
- Labels off food packages
- Magazines and newspapers

- Road signs
- Poetry, nursery rhymes, tongue twisters
- Experience books
- Label objects found in the student's line of vision

Students may need physical access modifications. You may need to:

- Modify font color, style and size
- Enlarge pictures and text
- Use index cards to mask and/or guide reading
- Insert page fluffers
- Use sticky notes to mark pages, guide reading, or draw attention to items
- Use sentence strips for labeling and language experience
- Highlight text
- Consider physical placement of reading and writing materials
- Provide a variety of writing implements: pencils, or markers. This might also include adapted keyboards: *Intellikeys*, *KidBoard* or mice: *Easyball*
- Provide a variety of writing surfaces – lined and unlined paper, chalkboards, white boards
- Use multimedia programs such as *Buildability*, *PowerPoint*, *Clicker4* and *KidPix* to create talking books
- Use portable word processors such as *Alphasmart* and *QuickPad*
- Use free text to speech programs such as ReadPlease, <http://www.readplease.com> or HelpRead, <http://www.helpread.com>, to read text, or even the web pages

AT and Literacy Interaction

- Use thematic experiences such as a storybook reading with

related art, drama, and cooking activities to help the student understand and integrate concepts

- Provide opportunities for students to interact with nondisabled peers, especially during story reading
- Help the student hold a pencil and answer letters (Scribbling is an emergent literacy skill!)
- Have the student work with a peer on word processing activities and to create talking books. Use multimedia programs such as *Buildability*, *PowerPoint*, and *KidPix*
- Use a fly swatter or pointer to point to words or pictures found in the text
- Create experience or remnant books
- Create and use interactive storyboards (with or without voice output) so that students with severe speech impairments will have a way to interact during storybook activities";
- Repeatedly read familiar stories
- Use CD (many are switch accessible): *Start to Finish* by Don Johnston; *Living Books*
- Access the services of Readings for the Blind and Dyslexic, <http://www/rbd.org>
- Have peers or volunteers record selected books; use these with a tape recorder that is switch accessible

AT and Literacy Modeling

- Read a variety of types of literature
- Read while preparing a recipe or feeding the student
- Open, read, and respond to mail as the student observes

- Make out a shopping list with the student
- Point out names of items or signs and labels in the store
- Look up programs in TV Guides
- Model reading the newspaper; share photos, comics, and the weather map
- Think aloud or explain to the student what they are doing while engaging in literacy activities
- Surf the Internet together

Websites

These websites promote literacy strategies for middle, and high school students.

Language Arts Reading Strategies
<http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

Offers descriptions of how teachers can explicitly teach and model reading comprehension strategies for grades 6-12.

Using Collaborative Strategic Reading

http://www.dldcec.org/pdf/teaching_how-tos/using_collaborative.pdf

Offers step-by step instructions and descriptions of Collaborative Strategic Reading and how to implement and support it in the 5-12 classroom.

Adolescent Reading in the Content Areas
<http://knowledgeloom.org/adlit/index.jsp?t=1&location=6&bpinterid=1174&spotlightid=1174&testflag=yes>

Literacy
<http://www.paec.org/itrk3/>

A great collection of free and downloadable literacy software and resources.

Resources

Koppehnaver, D. Coleman, P., Kalman, S., & Yoder, D. (1991). The implications of emergent literacy research for students with developmental disabilities. *American Journal of Speech and Language Pathology*. 1, 38-44.

SIM and content literacy

by Helen Barrier

The 25 year old researched based *Strategic Instructional Model (SIM)* developed by the University of Kansas Center for Research on Learning continues to meet the needs of students, teachers and administrators as they focus on improving literacy in the classroom. The Learning Strategies Interventions and Content Enhancement Routines are making positive changes in schools across the country and more importantly, right here in the Commonwealth.

Since the 1980's SIM and the Learning Strategies Interventions have been field-tested in middle and high schools with students defined with learning disabilities. These strategies are all related to addressing significant deficits in the areas of reading, expression, remembering and storing as well as demonstrating competence as a skilled student. Learning Strategies Interventions like "The Sentence Writing Strategy," "The Self-Questioning Strategy," "The Error Monitoring Strategy," and "The Test Taking Strategy" have been extremely successful in developing a toolbox of skills for students to use and find success in the classroom. See <http://www.ku-crl.org/downloads> Click on "Learning Strategies Descriptions" for more information.

As the placement of our students has become more inclusive and the demands in the general education setting have increased, The Center for Research on Learning continued their field-testing and

Koppenhaver, D. & Erickson, K. (1994) Literacy strategies and materials for adolescents and young adults with developmental disabilities. Workshop sponsored by New Hampshire Department of Education and Institute on disability/UAP, University of New Hampshire, in Manchester, NH, October 27-28, 1994.

research in general education classrooms characterized with diverse learners. The Content Enhancement Routines have been designed to provide teachers with a tool for explicit instruction of difficult material to benefit ALL learners. All the routines include a set of linking steps and a visual device within a 3 step instructional sequence. Content Enhancement Routines like "The Course Organizer," "The Unit Organizer," "The Vocabulary LINCing Routine," "The Recall Enhancement Routine," and "The Concept Mastery Routine" are widely used and have been met with success. See <http://www.ku-crl.org/downloads> Click on "Content Enhancement Routine Descriptions" for more information.

The Content Literacy Continuum (CLC) also developed by the University of Kansas Center for Research on Learning, focuses on 5 levels of interventions where school based teams develop and implement a 3-4 year plan to improve performance on high stakes testing (Lenz and Ehren, 2001). This continuum includes instructional support for all learners using Learning Strategies, Content Enhancement Routines and other intensive instructional options so that students are prepared to succeed. Below you will find a brief description of what the CLC might look like in a school and visit <http://smarttogether.org/clc/> for an overview.

continued

See chart on page 7

What It Is	What It Looks Like	Professional Development
<p>Level 1 Students master critical content in all subject area classes regardless of literacy levels.</p>	<p>Teachers use Content Enhancement Routines and other instructional tools to introduce material, teach it and summarize. For example <i>The Unit Organizer</i> may be used to introduce "magnetism" and <i>The Concept Mastery Routine</i> used to teach the concept of "induction" and <i>The Vocabulary LINCing Routine</i> teach the essential vocabulary of "electrostatics," "friction," "insulator," and "conductor."</p>	<p>Content area teachers (general and special educators) learn and implement Content Enhancement Routines:</p> <p>See http://www.ku-crl.org/downloads Click on "Content Enhancement Routine Descriptions" for more information.</p>
<p>Level 2 Students are taught and use learning strategies embedded in their core content instruction.</p>	<p>Teachers weave learning strategies into their daily instruction through explanation, modeling and group practice. They then prompt student use and application through assignments. For example The Paraphrasing Strategy (RAP) is introduced as the chapter on <i>Life in the Colonies</i> is read and discussed so students comprehend both oral and written material presented in the lesson. <i>The Unit Organizer</i> is used as a model for students to paraphrase chunks of information covered in class this week. Teachers facilitate effective use of the strategy throughout the year.</p>	<p>Content area teachers (general and special educators) learn and implement specific Learning Strategies:</p> <p>See http://www.ku-crl.org/downloads Click on "Learning Strategies Descriptions" for more information.</p>
<p>Level 3 Targeted students having difficulty mastering strategies and content in core content classes then need more direct, explicit and intense instruction by support personnel.</p>	<p>Students with literacy deficits are given supplemental instruction by the special education, study skills, or resource teacher. For example, the science teacher notices a few students can't paraphrase the information discussed in Physical Science and support personnel develop a plan to provide small group, intensive instruction including re-teaching the steps, specialized practice for 15-20 minutes a day for 2 weeks (during homeroom, exploratory periods, etc) or until they master the strategy.</p>	<p>Support personnel and teachers learn and implement more specific Learning Strategies, how to develop a plan for instruction as well as a model for strategic tutoring. See http://smarttogether.org/tutoring/</p>
<p>Level 4 Students who lack foundational literacy skills receive intensive instruction from support staff team.</p>	<p>Students learn content literacy skills from teachers including special education, speech-language pathologists, reading specialists, etc. For example, some students are struggling with comprehension in all their content classes due to poor decoding or language skills. The child's team develops options to use intensive researched based programs to develop these skills in addition to instruction in the general ed curriculum.</p>	<p>Support personnel including reading specialists and speech pathologists learn and implement interventions and approaches to teaching literacy to students with disabilities.</p>
<p>Level 5 Students with underlying language disorders receive intensive 1:1 clinical instruction in collaboration with other support personnel teaching literacy skills.</p>	<p>Students identified with language impairments that are not finding success with other instructional delivery options need therapeutic interventions. For example a student may have trouble learning <i>The Paraphrasing Strategy</i> even when taught in a small group setting. He/she may need a speech-language pathologist to look at the linguistic and meta-linguistic underpinnings of RAP and the content curriculum.</p>	<p>Speech-language Pathologists learn curriculum-relevant approaches that interface with a variety of interventions available to students.</p>

Information summarized by Helen Barrier from *The Strategic Instruction Model Content Literacy Continuum* published by the Strategic Learning Center, Seattle WA sic@smarttogether.org

Early transition and preschool priority project

by Phyllis Mondak,
VDOE Special Education

The goal of the project is to provide training and technical assistance for personnel working with toddlers who transition from early intervention to special education programs that demonstrate effective practices in early childhood education. The Council for Exceptional Children Division for Early Childhood's recommended practices, which foster students with disabilities' interaction with their non-disabled peers, will serve as a basis for these activities. ECSE teachers through out the state are being surveyed to assess their needs for implementing these recommended practices. More specific goals and activities to support a smooth transition from early intervention and expanding the continuum of services available including integrated placements will be developed based on the results of the ECSE survey.

The Second Annual Infant & Toddler Connection of Virginia Early Intervention Conference

Creating Connections: Celebrate the Journey

The Hotel Roanoke and Conference Center
November 18 and 19, 2003

Keynote

The keynote speakers will be Camille Catlett from the Frank Porter Graham Child Development Institute and Dr. Josef Reum from the George Washington University School of Public Health and Health Services. Both keynote speakers will provide thought-provoking insight related to the journey of early intervention.

Topics

Other topics include autism, cultural diversity, sibling issues, outcome development, feeding and nutrition and much more.

Who should attend

Early intervention personnel, faculty, administrators, and students are invited to participate.

For detailed information, please contact:

Cori Hill, VA EI Training Specialist (540) 943-6776

A literacy bill of rights

All persons, regardless of the extent or severity of their disabilities, have a basic right to use print. Beyond this general right, there are certain literacy rights that should be assured for all persons. These basic rights are:

1. The right to an opportunity to learn to read and write.
2. The right to have accessible, clear, meaningful, culturally and linguistically appropriate texts at all time.
3. The right to interact with others while reading, writing, or listening to a text.
4. The right to life choices made available through reading and writing competencies.
5. The right to lifelong educational opportunities incorporating literacy instruction and use.
6. The right to have teachers and other service providers who are knowledgeable about literacy instruction methods and principles.
7. The right to live and learn in environments that provide varied models of print use.
8. The right to live and learn in environments that maintain the expectations and attitudes that all individuals are literacy learners.

The rights are further described in the complete *Literacy bill of Rights* by Yoder, Erickson, & Koppenhaver (1996). To download the document as a PDF, go to www.es.eocps.net/AT-Literacy.pdf

Yoder, D. E., Erickson, K. A., & Koppenhaver, D. A. (1996). *Literacy bill of rights*. Center for Literacy and Disability Studies.

VA DOE Priority Projects for 2003

As mentioned previously the VA DOE, Division of Special Education and Student Services has established priority projects for 2003 and beyond to address improving results for students with disabilities. Staff at the T/TAC across the commonwealth are working with these priority projects. Following is a description of the projects and the VT and RU T/TAC staff assigned to each.

Academic review

Barbara Flanagan, Patricia Bickley, Mac McArthur-Fox, Kenna Colley

Increase staff participation and follow-up technical assistance for school academic reviews and coordinate network of specialists to assist schools needing to improve achievement of students with disabilities.

Alternate assessment

Leslie Daniel, Diann Eaton

Provide instructional resources for students with significant disabilities as well as implement training and technical assistance for school staff and parents on the state's alternate assessment.

Assistive technology task force

Glenna Gustafson, Lora Kingma

Using statewide survey data, the Assistive Technology (AT) task force will plan to conduct coordinated training and technical assistance on the need for, and use of, AT with a focus on access to the general curriculum and support for including students with disabilities in general classrooms and community settings.

Autism

Leslie Daniel

The VDOE and T/TACs, as part of the state's Autism Planning

Council, will coordinate information and training for personnel in schools and the communities serving children with autism spectrum disorders and their families.

Early transition & preschool

Selina Flores

Provide training and technical assistance for personnel working with toddlers who transition from early intervention to special education that demonstrate effective practices in early childhood education. The Council for Exceptional Children Division for Early Childhood's recommended practices, which foster students with disabilities' interaction with their non-disabled peers, will serve as a basis for these activities.

Enhanced SOL scope & sequence

Glenna Gustafson, Tammy Craft, Helen Barrier, Lynn Graves

To provide resources that will assist elementary, middle, and high school teachers in the delivery of Standards of Learning (SOL) content to students using differentiated instructional techniques and technology.

Instructional & learning strategies blueprint

Barbara Flanagan, Helen Barrier, Glenna Gustafson, Lisa Holland, Lynn Graves, Ben Tickle

Establish coordinated, statewide training to improving literacy for students with disabilities that will enable them to be successful in learning the Standards of Learning (SOL) content. A continuum of literacy techniques based on current research will be one of the primary approaches in the design of a blueprint for this training and technical assistance.

Instructional support team sites

Lynn Graves, Kenna Colley, Mac McArthur-Fox

Establish Instructional Support Team (IST) sites in each of the 8 regions to use as model programs for enhancing, improving, and increasing student and personnel performance. Provide support and intensive training and technical assistance to each site.

Parent involvement

Lora Kingma, Gillian Rai, Mac McArthur-Fox

Provide for increased activities for special education training and technical assistance for parents and local Parent Resource Centers.

Positive behavior support

Patricia Bickley, Diann Eaton, Kenna Colley, Mac McArthur-Fox

Provide for training and technical assistance to schools on the use of the Positive Behavior Support model to address a systematic approach to positive practices to decrease inappropriate student behavior.

Reading first initiative

Tammy Craft, Lynn Graves

Provide reading training and technical assistance with a focus on needs of special education teachers, linking with Virginia's Reading First project.

Middle/secondary initiative

Dale Matusевич, Lisa Holland, Ben Tickle, Barbara Flanagan

Examine all aspects of middle and high school education for students with disabilities.

Secondary transition outcomes project

Lisa Holland, Dale Matusevich,
Ben Tickle

Establish a coordinated, statewide approach to improving transition services for secondary students with disabilities. Provide training and technical assistance to local school personnel in self-assessing their Individualized Education Program (IEP) process to meet the federal and state requirements, as well as help students achieve their desired post school outcomes.

VAAP overview

The *2003-2004 Overview of Virginia Alternate Assessment Program for Special Education Teachers* is an introductory training for VAAP. If you've never had training on VAAP, this is a good place to start. If you previously completed a COE with a student, this training will offer a refresher.

The workshop is available online at the DOE website. Please note, because the file has a voice over it may take several minutes to download.

To download the training go to the DOE home page at <http://www.pen.k12.va.us/>.

1. At the top of the page you will see multiple topics. Click on **DOE offices**.
3. Under that, click on **Assessment and Reporting**.
4. On the Assessment and Reporting page see a series of bulleted links and click on the 5th bullet: **Virginia Alternate Assessment Program (VAAP)**.
6. The presentation is the 3rd item listed under the VAAP section; click on it and the download should begin.

Remember it takes a few minutes to download. Enjoy!



T/TAC staff directory

Virginia Tech

Department of Educational Leadership and Policy Studies
112 Lane Hall, Mail Stop 0254
Blacksburg, VA 24061
Toll free (800) 848-2714 Locally (540) 231-5167
TDD (540) 231-3315 FAX (540) 231-5672

Patricia Bickley, Ph.D.,
Project Director
bickley@vt.edu

Barbara Flanagan, Ph.D.,
Project Director
flanagab@vt.edu

Helen Barrier, M.Ed., High-incidence
Disabilities Coordinator
hbarrier@vt.edu

Tammy Craft, M.S.
Early Childhood Coordinator
tcraft1@vt.edu

Leslie S. Daniel, M.S.,
Severe Disabilities Lead Coordinator
lsd@vt.edu

Diann Eaton, M.S.,
Severe Disabilities Coordinator
dweaton@vt.edu

Selina M. Flores, M.Ed.,
Early Childhood Coordinator
selinaf@vt.edu

Glenna Gustafson, M.Ed.,
Technology Coordinator
gsgustaf@vt.edu

Lora Kingma, M.S., CCC-SLP,
Communication Coordinator
lkingma@vt.edu

Gillian Rai, OTR, Severe Disabilities
Technology Coordinator
grai@vt.edu

Richard Snider, Ph.D.,
Technology Coordinator
rsnider@vt.edu

Support Staff

Beverly Parkins, Secretary
parkinsb@vt.edu

Elva Douthat, Fiscal Assistant
elva@vt.edu

Raj Medapati, Database Manager
rmedapat@vt.edu

Amy Rogers, Graduate Assistant
gradasst1@tac.elps.vt.edu

Mary Shannon, Graduate Assistant
gradasst1@tac.elps.vt.edu

Radford University

Department of Special Education
Box 7006, Radford, VA 24142
Toll free (877) 544-1918 Locally (540) 831-5333
FAX (540) 831-5124

Alice Anderson, Ed.D., Co-Director
amanders@radford.edu

Kenna M. Colley, Ed.D., Co-Director
kcolley@radford.edu

Rachel Janney, Ph.D., Co-Director
rjanney@radford.edu

Lynn Graves, M.S.,
Elementary Project Coordinator
lgraves2@radford.edu

Lisa Holland, M.S.,
Secondary Project Coordinator
lholland@radford.edu

L. Mac McArthur-Fox, M.Ed.,
Project Coordinator
lmcarthu@radford.edu

Dale Matusevich, M.S.,
State Coordinator for the Transition
Outcomes Priority Project
dmatusev@radford.edu

Ben Tickle, M.S.
Transition Coordinator
btickle@radford.edu

Support Staff

Katie Reed, Secretary
kreed@radford.edu

Shelly Walker, Graduate Assistant
swalker@radford.edu



Training and Technical Assistance Center (T/TAC)
 112 Lane Hall
 Mail Stop 0254
 Blacksburg, VA 24060

Non-Profit Org.
 U.S. Postage
 PAID
 Blacksburg, VA 24060
 Permit No. 28

Address Service Requested

Mission

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). 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.

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