

T TAC BULLETIN

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

An inside view

Summer 2005 v. 13, n. 4

The focus of this T/TAC Bulletin is social studies instruction and the social studies/literacy link.

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Citizenship Education Leads to Self-Determination

by Darren W. Minarik

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Introduction

Over 200 years ago Thomas Jefferson had a vision that public education would prepare all youth to become informed and participatory citizens. However, recent studies addressing civic education in the classroom show that public schools are not making the grade in their efforts to educate students on citizenship and students lack civic awareness and the tools necessary for engagement in the democratic process (Advocacy Toolkit, 2004). This problem is compounded for students with disabilities, many of whom struggle with how content is presented and with negative attitudes, stereotypes, and low expectations in schools and in mainstream society that are barriers to becoming competent and participatory citizens. Students receive these negative signals and lose confidence in their ability to make a difference (Donaldson, 1994). Making citizenship education the centerpiece of the inclusive social studies classroom would provide an opportunity for teachers to discuss American democratic ideals such as equality, justice, appreciation of differences, and responsibility. Teachers can address the competencies of citizenship in tandem with Standards of Learning content and encourage students to break through the barriers that exist and live a life of self-determination.

Citizenship Competencies

The ASCD defines citizenship as a "concern for the rights, responsibilities, and tasks associated with governing." An effective method of making citizenship a central focus of the social studies classroom is to teach and emphasize the seven basic citizenship competencies. These are: 1. Acquiring and using information; 2. Assessing involvement; 3. Making decisions; 4. Making judgments; 5. Communicating; 6. Cooperating and; 7. Promoting interests (Remy, 1980). An effective way to introduce students to the competencies is through a visual device such as the "Frame." The Framing Routine, part of the University of Kansas Center for Research on Learning Content Enhancement series, provides an opportunity for students to make an immediate connection with the competencies.

The Frame is constructed by the students and the teacher with the teacher preparing a completed Frame in advance to help lead instruction. Then the teacher follows the following steps:

- The teacher introduces the routine and the key topic followed by the "is about" statement.
- The teacher writes down each competency and provides an opportunity for students to discuss its meaning. Essential details of each competency are then recorded on the Frame.
- The teacher asks the students to find relationships between the competencies. Students can rank

Continued on page 2

the importance of the competencies to reinforce the parts that they find relevant.

a person to take on goal-directed, self-governing behavior. The five steps to self-determination are: 1.

ing self-determination are many. Students sometimes “hide” their disability or exhibit “learned help-

Key Topic
Seven Citizenship Competencies

are
is about...

skills we need in order to carry out our responsibilities and protect our interests in a democratic society.

Essential Details

Acquire and Use Information—involves the ability to: identify and use sources; determine fact from opinion; detect quality and bias; organize and use collected information.

Assess Involvement—involves the ability to: identify how actions and beliefs produce consequences; identify rights, obligations, and personal stake; identify society perspectives

Make Decisions—involves the ability to: determine goals and values involved in a decision; develop decision alternatives and realize the consequences for oneself and others

Make Judgments—involves the ability to: identify, apply, and reassess criteria for making a judgment; recognize that others may apply a different criteria for solving a problem

Communicate—involves the ability to: develop reason’s for supporting views; present your views in writing and in public and private conversations and meetings

Cooperate—involves the ability to: work with others (collaborate) to achieve mutual goals; work with others of different race, ethnicity, sex, culture, age, disability, and ideology

Promote Interests—involves the ability to: recognize your interests and goals; identify ways to reach goals; work through organized groups; identify / use legal and government remedies

So What? (What’s important to understand about this?)

- “Democracy is not a spectator sport” so we need to accept our responsibilities as citizens.
- Finish this sentence: “The best way to preserve our democracy is to...”

The FRAME Routine, University of Kansas Center for Research on Learning

• Students then complete a “So What?” statement about preserving our democracy and the teacher reveals his or her own reasoning for understanding the competencies.

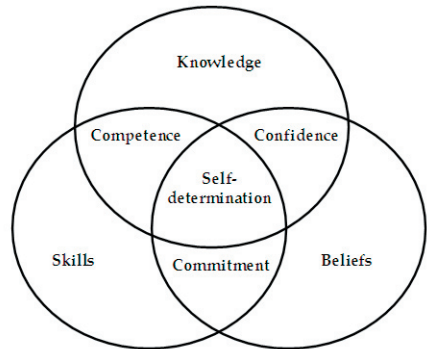
Know yourself; 2. Value yourself; 3. Plan; 4. Act and; 5. Experience outcomes and learn. Hoffman points out that “making choices and decisions” is a central part of these five steps (Hoffman, 1994)

lessness” which makes it difficult for them to become participants and advocates for issues that affect them. Self-determination can be naturally addressed in the social studies classroom, but special education professionals have other excellent opportunities to reinforce self-determination through the IEP and transition process. Special educators need to help students with disabilities “learn to make and present choices in their IEPs” and “develop greater self-awareness about their disabilities” (Hoffman, 1994). Students need to be directly involved in the development of their IEP and in the writing of their Present Level of Educational Performance. This is direct exposure to government in action and the document they are co-creating protects their civil rights. What an awesome citizen-

Once the Frame has been co-constructed, a poster size version can be placed in the room and the teacher can review the competencies periodically and connect them to future lesson topics.

Reaching Self-determination

As we teach the citizenship competencies, we need to keep in mind the goal of “self-determination” for all students including students with disabilities. According to Alan Hoffman (2004) self-determination combines skills, knowledge and beliefs that allow



and it is also central to the seven basic citizenship competencies.

The barriers that exist to reach-

ship teaching opportunity!

Conclusion

As teachers, we need to consciously promote the seven basic competencies and encourage self-determination. At least one competency should be addressed in every lesson and teachers need to strive for addressing all seven by the end of a unit. All educators, both general education and special education, need to encourage students with disabilities to rise above the stereotypes and become responsible, participatory citizens. We need to understand that citizenship education can strengthen the community through empowering young people to believe in themselves and understand their position and purpose in society. Citizenship education is more than just increased political participation; it is the creation of self-determined individuals who participate in all aspects of our democratic society.

References

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Hoffman, A. (2003). Teaching Decision Making to Students with Learning Disabilities by Promoting Self-Determination. *ERIC Digest*. Available Online <http://ericdigests.org/2004-2/self.html>

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Sixth Annual Content/ Teaching Academies at James Madison University June 20-24, 2005

These professional development programs for teachers include content and teaching instruction in areas including special education, gifted education, the Strategic Instruction Model, core academic content areas, and technology.

Participants will be treated to outstanding presenters from across the Commonwealth and the nation. The goal of the content/teaching academies is to provide high quality subject-area content with high quality instruction in an intellectually rigorous and stimulating environment.

These academies are being co-sponsored by Center for School Leadership at JMU, the Region 5 Training/Technical Assistance Center (T/TAC), and the Virginia Department of Education. The cost is \$425 per participant.

For more information go to <http://coe.jmu.edu/Academy2005/>

New SOL Assessment Option Available for Students with Disabilities

The Virginia Grade Level Alternative (VGLA) was recently introduced through regional presentations by the Virginia Department of Education.

The purpose of the VGLA is to provide the opportunity to participate in state assessments for students whose nature and level of disability prevents them from accessing the Standards of Learning (SOL) test, even with accommodations.

The VGLA is available for students in grades 3 - 8 as an alternative assessment for SOL testing. Students who qualify to participate in the VGLA will be required to demonstrate individual achievement of grade level content standards as presented in the SOL test blueprints for the academic content area in which they are being assessed. Students will compile a collection of work samples to demonstrate performance on any and all on-grade level SOL on which they have received instruction.

The VGLA is designed to maintain high academic expectations for all students including students with less significant cognitive disabilities. Participation in this assessment does not preclude a student from pursuing a standard or advanced studies diploma.

For more detailed information, the VGLA procedure manual is available at <http://www.pen.k12.va.us/>

How We Teach Social Studies in Early Childhood Experiences

by Selina Flores

Ever wonder how early childhood teachers teach social studies to their young charges?

PLAY!

Well, in a round about way, a child's natural curiosity drives their exploration of their environment be it the classroom, home, supermarket, doctor's office, library, home improvement store, or playground. Through play children learn to form relationships, practice and learn more sophisticated social and communication skills such as turn taking, sharing, and resolving conflicts. Through play children are beginning their first lessons in social studies. For those of us with the privilege of educating young children with disabilities along side their typical peers, it is important that we remember to provide an active assertive voice for all children, especially for the child without a voice, as they engage in pretend play, work in groups, deal with their emotions, and practice resolving conflicts. Young children learn social studies skills from each other as part of everyday life, within an orderly routine where each child is valued as an individual.

The preschool classroom is a natural safe learning community for children to practice and learn the underlying lessons of being a member of a caring community. Children may hear and participate in their first discussions about rules and responsibilities, including daily jobs such as line leader, passing out napkins, lunch trays, holding the door open, feeding the fish, etc.

Provide children with real objects related to their own lives and those found in their surroundings to encourage active investigations.

Playing with pots, pans, menus, hats, dolls, and various props and accessories allow children to try out various family/community roles they are familiar with in their lives.

Encourage children to be active observers in their classroom, out in the playground, at home and in the community. Spring is a wonderful time of year when many of you have had the children plant small gardens or have started simple science seed experiments. You are helping the children apply the concepts they have learned in classroom. By asking questions about attendance, who is here and who is not and why they might be absent, to asking questions about what they observed yesterday from their seed germination experiment to what they might find today, you are engaging them in becoming caring citizens. As an example, asking general questions on a broader topic regarding their neighborhood, like the kinds of stores, and other shops, children learn what the store sells, how the store operates, where merchandise comes from, who the customers are, and why each is important. Their knowledge comes from first hand experiences, at home, from school through discussions, active pretend play, books-story time, class field trips, special visitors, world wide web access through virtual tours or internet access.

Class field trips are meant to reinforce the information the children have learned in the classroom. They may go visit a fire station or have the personnel and fire truck come to their school for a visit. Children get a first hand look at the equipment used such as the hats, fire hoses, boots, jackets, and of course the fire truck. When the children return to their classroom

they have pictures to facilitate their discussions and reinforce their learning through play, art, books, and technology.

School to home connections are strengthened when families are invited into the classroom throughout the year to share stories about their job, culture, folk tales, dance, favorite recipe, or traditional dress. Other ideas to share with families to do at home include walking around the neighborhood and talking about the local business, playgrounds, places of worship, firehouses, and school, talk about how each contribute to the community. Draw a map of your neighborhood. Read books about children growing up in a different country and try foods from that country or of a different country. Go to the library and check out picture books, such as National Geographic or a travel book for other countries. Listen to music and folk songs from other countries and cultures.

Children gain confidence and a sense of personal responsibility when given the opportunity for meaningful active participation. The following table provides a sampling of materials, props, assistive technology, adaptations, and possible conversation/play starters for young children.



Theme: Gardening

Center	Materials, Props, & Accessories	Assistive Technology, Adaptations	Language/Social Starters
Blocks	Pictures of different kinds of gardens, tractors and mowers used to maintain gardens, people maintaining gardens	Cheap Talk 4©, by Enabling Devices or a Step-by-Step© communicator by Able Net to initiate conversations	"What kinda garden are you building?" "My mom loves daisies, how 'bout yours?"
House	Hats and visors, assorted gardening gloves, bottles of sunscreen, baskets, jackets, rubber boots, rubber clogs, rakes, shovels, wheelbarrow or wagon, seed packets, cash register, apron, money	Step-by-Step© to greet anyone entering the "store". Go Talk©, by Attainment Co., programmed to list off person's shopping list	"Hi, How are you?" "Hello, Can I help you?" "Morning! Need some help?" "I need a few things," "A new hat," "Sunscreen," "How much does that cost?"
Arts & Crafts	Seeds, leaves, twigs, anything children might have collected on a walk around the play yard.	Bigmack by AbleNet to request materials or make social comments Assorted washers to weight pens and markers for stability	"Look at what I have!" "See my leaves!" "See what I did!"
Library	Ehlert, L.(1945). Growing vegetable soup. New York:NY, Voyager Books. Hoberman, M.J. (2004) Whose garden is it? New York:NY Harcourt Books. Kauss, R. (1945). The carrot seed. New York:NY, HaperCollins. Davis, A. (1998). The enormous potato. Tonawanda: NY, Kids Can Press.	Bookworm, by Able Net, book recorded into device for child to read on their own.	"Wanna read a book with me?" "Come here!" "Come sit with me!"
Computer	IntelliKeys by IntelliTools - custom overlays made with Overlay Maker can boost active participation in group discussions of sequencing a garden task, planning what to plant	Build Ability© by Don Johnston Inc., software allowing children to create their own garden books. Power Point, by Microsoft©, software allowing teachers to create an electronic book for child to read a book on gardens.	Adults can record child's voice as they read their books.
Sand/Water Table	Assorted hand tools like rakes, spades, and trowels, packets of seeds, dried lima beans, string, craft sticks, markers, and pieces of paper.	Built up handles for the tools.	"What kind of flowers/veggies are you planting?" "Eww, are there worms in there?" "I have allergies, how 'bout you?"

Enhanced Scope and Sequence PLUS by Glenna Gustafson

Are you struggling with how to best teach the SOL to your students? Do you need some fresh ideas on how to provide differentiation so that concepts are better understood by your students? If you answered yes to both of these questions, then you will be interested in a new resource that has been created by the Virginia Department of Education and the Training and Technical Assistance Centers.

The SOL Enhanced Scope and Sequence PLUS is designed to provide teachers across the Commonwealth with a tool to deliver SOL based content area instruction to a diverse population of learners, including those with unique needs and learning challenges.

The Enhanced Scope and Sequence PLUS is organized by topics just like the original Scope and Sequence document and includes the content of the Standards of Learning. In addition, the Enhanced Scope and Sequence PLUS provides sample lesson plans that are aligned with the essential knowledge and skills found in the Curriculum Framework. PLUS these lessons offer differentiation options including suggestions for the use of technology tools, utilization of a variety of multi-sensory options, recommendations on how to make community connections, and strategies for teaching lesson vocabulary. PLUS there are sample assessments and information on assessment accommodations for students with disabilities and/or limited English proficiency. PLUS lessons for each grade level can be downloaded, viewed, and printed in either PDF or Word format. PLUS content adaptable instructional strategies for all learners are listed for each content area.

Where can you find the Enhanced Scope and Sequence PLUS?

All teachers across the Commonwealth can access the Enhanced Scope and Sequence PLUS online at: TTAC Online, <<http://www.ttaonline.org>>.

You will need to log into the site by clicking on the region where you teach in Virginia. On the top right hand side of the Welcome page you will see labeled colored tabs.

Click on the tan tab labeled SOL Enhanced to get to the SOL Enhanced Scope and Sequence PLUS. Currently, the Math and Language Arts Enhanced Scope and Sequence PLUS have been completed and posted on the site. SOL Enhanced Scope and Sequence PLUS lessons for History are completed and should be published in the very near future. Look for the Science lessons to be completed by summer 2005.

While this resource is not a complete curriculum nor is it required nor prescriptive, it can serve as a valuable instructional tool for all educators. So spread the news and log on to TTAC Online to explore the SOL Enhanced Scope and Sequence PLUS. You'll be glad you did!

Social Studies Resources in our Library

Books

Discovering Me & My World, by AGS

Grades: pk-1; integrated curriculum organized around social studies topics.

Performance-Based Curriculum for Social Studies, by Burz, Helen & Kit Marshall

Grades: k-12; activities based on the National Council for the Social Studies Standards.

Ways That Work: Putting Social Studies Standards Into Practice, by

T. Lindquist

Grades: k-8; an idea book modeling several different ways to organize social studies content.

Social Studies: Reading Strategies (Annotated Teacher's Edition), by Project Staff

Grades: 6 – 12; offers reluctant readers step-by-step instruction in each of the four reading strategies and practice exercises for application.

ESL/ELL United States History: Teacher's Answer Edition (4th Edition), by Project Staff

Grades: 6 – 12; Reading Level: 3 – 4; assists students in making the connections between social studies and their own lives by using activities, skills practice, and concept reviews.

Other Resources

Lesson Plans and Modifications for Inclusion and Collaborative Classrooms - Science, Social Studies and Physical Education, by Proserv Television

Provides classroom teachers practical help in meeting the challenges of creating an inclusive classroom.

Pass the Test! Social Studies Software (MAC & WIN CD ROM) by Marsh, Carole & Michael Marsh

Grades: k-5; software to help Virginia students pass the SOL test in Social Studies. Request the specific grade level needed for your students.

Trudy's Time & Place House (MAC/WIN CD) by Edmark Staff
Grades PreK-2; five exciting activities teach time and geography!



What's The Difference?

by Helen Barrier

Learning the curriculum of social studies is a challenge. Students have to learn dates, people, places, facts, sequence of events, core ideas, governments, structures, how to solve problems, philosophies, religions and cultures- that's a lot of detail. Reading about it in text, listening about it in lecture and remembering it for a test is very difficult for most and impossible for many others. So, what's the difference we can make as teachers? How can we get the detailed information from our SOLs and our resources into the "heads" of our students? The difference is integrating effective and efficient learning strategies into our instruction. Many of these principles are expressed in Deshler and Schumaker's *Content Enhancement Model* and Ellis' *Integrative Strategies Instructional Model*. One of the principles is the use of graphic organizers which can reduce the demands on the learner and make the structure of learning accessible to all students.

Graphic organizers, as stated by Ellis in his article *What's the Big Deal with Graphic Organizers?*, are communication devices that show organization or structure of concepts as well as relationships between concepts. He also states three reasons why graphic organizers should be used:

1. Students will understand and remember the content you are teaching because it's precise and what's essential is obvious.
2. Showing how information is structured reduces semantic information processing. You can address content on a complex level

for a variety of students.

3. Using graphic organizers teach students "how to learn". Students reading, writing and communication skills are improved along with critical thinking when they recognize relationships and structure of information.

Constructing graphic organizers together with students requires a process **before**, **during** and **after** information is presented. **Before** students put information in boxes, rich discussion requiring higher level thinking skills such as recognizing prior knowledge, organizing information, consolidating

of instruction. They allow you to teach more than content- you are teaching patterns for organization of information, information processing, analytical and critical thinking skills along with communication skills. Most importantly, graphic organizers are constructed together with students, in a partnership, that Ellis describes as a four stage process (see Four Stages Table)

Using graphic organizers can improve learning for a wide variety of students because they are universal in design. Over and over again, the research in Deshler and

Shumaker's *Content Enhancement Model* has shown gains for high, average, low and "other" students. Everyone's a winner- the teacher can teach the required content and the students can learn it. That's the difference we as teachers, can make in our students' learning.

Additional Resources:
Ellis, E. (2004)

Four Stages for Enabling Students to Construct Graphic Organizers		
Stage 1	Teacher does it	Teacher constructs the graphic organizer, provides students a copy, and uses it when teaching the content
Stage 2	Class does it	Teacher and students co-construct graphic organizers depicting important ideas as the content is explored
Stage 3	Groups do it	Teams of students construct graphic organizers via cooperative learning and the teacher acts as a guide-on-the-side
Stage 4	Individuals do it	Students independently construct graphic organizers

what's essential to be learned and most importantly involving them in learning. **During** the completion of the organizer, students listen to further explanation, copy correct spelling of important vocabulary and interact with the essential information. **After** the completion of the organizer, higher order thinking activities are endless. Cooperative learning can take place solving problems, debating, prioritizing, drawing conclusions, making inferences as well as using the structure for response writing. Graphic organizers can be used in the beginning, middle and end

What's the Big Deal about Graphic Organizers? Available at www.GraphicOrganizers.com

University of Kansas, Center for Research on Learning. Available at <http://www.ku-crl.org/publications/index.html>

The Access Center's Website provides links to resources that focus on issues of access and resources to practice. (<http://www.k8accesscenter.org/training/resources/links.asp>)

Include “Reading Field Trips” for Long-Term Memory

by Tammy Craft

Students cannot remember most of what they read, or fifty-percent of what is read and discussed. But, ask your students to recall their favorite family vacation, recent class field trip or school event they participated in and they will delight you with details, emotions, and reflections. If you are like me, you have no recollection of your 16th birthday present, or even your last year’s birthday. Perhaps you do remember the family vacation, museum trip or theatrical play you attended that same year. As we highlight social studies throughout our TTAC Bulletin this month, I invite you to add “reading field trips” to your social studies units for long term memory.

We know it is important that our students retain content information from social studies units. This content includes; facts, places, governments, cultures, sequential time and events, along with problem solving and analysis. For long term memory to occur, students must retain information long after the assessment has passed. Social studies require students to learn vast amounts of information which is retained through thoughtful reading and learning. Consider adding “reading field trips” into your existing classroom curriculum and bring success to your students with cognitive organization. Our goal is long term memory. We all want to learn information long after test taking has lapsed.

Reading field trips can take place within the classroom setting, on the school playground, within your school community, with virtual tours on the Internet, and as a home-to- school connection. Field trips along with reading assignments present photographic

images that students’ associate in long term memory. These images help students recall information retained through extrasensory learning.

During reading time, allow your students to keep the text open when asking inferential questions. Continue to post classroom webbing charts, outlines, thinking maps, and KWL charts. Students often refer to visuals as they construct meaning and this information helps them to apply new knowledge as they develop cognitive organization and problem solving success. When students demonstrate success with making inferences and drawing conclusions, we know that thoughtful learning has occurred.

Suggestions for adding “reading field trips”

- Take your lesson plan to the playground, or plan a walking field trip to a neighborhood park. Students are likely to remember content information in association with the reading field trip they participated in. Field trips allow students to use extrasensory learning to construct their own visuals for long term memory.
- Are your students reading an historical novel along with their social studies objectives? Add a classroom center that depicts the setting, time, era or journey in progress as portrayed in the novel. Centers are easily created by student and parent volunteers.
- Invite parent volunteers to help prepare your classroom for a reading field trip. A classroom supplied with models, films, and project displays provide students a field trip experience to supplement readings without travel expenses.
- Your local museum director and

area Chamber of Commerce are valuable classroom resources. You will be pleased with their willingness to share information and material. They may even have a suggestion for a low cost field trip setting to enhance your learning objectives.

- The best way to incorporate Internet lesson plans and virtual field trips into your existing curriculum is to make it part of your standard lesson planning. Avoid using “canned” lesson plans in whole or unmodified. Look for “lesson ideas” that can be integrated into your learning objectives. Locate virtual tours to enhance what you are already doing, and provide that field trip experience. Keep in mind the number of sites devoted to lesson plans grow daily on the Internet. Your lesson plans should enhance the classroom curriculum, not supplant it. Lessons from the Internet are not automatically a valuable, authentic learning experience. You may need to critically evaluate the lessons before introducing any of the ideas to your classroom of learners.
- For the home-to-school connection, provide students and families with meaningful ideas that extend your social studies lessons. Families will appreciate suggestions for day trips, readings, vacations spots and weekend projects.
- Are you studying United States Presidents from Virginia? Plan a field trip to birth places, homes or other important presidential sites near your school. As your students study government and societal issues, include a writing assignment and send an email or letter to the White House, Vice-President or First Lady. [<http://www.whitehouse.gov/contact/>]
- If you cannot visit the White House with your students, plan

a virtual tour of the White House or view a video that includes a slide show with guide. Should you plan to visit the White House with your students, include a visit to the National Geographic Soci-

ety. You will only be a few blocks away!

As always, I hope these suggestions are helpful while you plan

for the success of your students. Remember the resources available to you from school partnerships, businesses, your division literacy and content specialist, and your T-TAC office. Have a successful



Software Support for Virginia History and Social Studies SOLs

by Ben Tickle

Several of the articles in this edition of the T/TAC Bulletin emphasize the importance of Graphic Organizers in social studies instruction. The University of Kansas Content Enhancement Routines are a wonderful resource for putting research into practice by using their powerful teaching devices, along with their prescribed teaching sequence. Great additional tools for developing graphic organizers are Inspiration and Kidspiration, from Inspiration Software, Inc.

Many educators are already familiar with Inspiration and Kidspiration, the software for developing visual learning tools. Using Inspiration and Kidspiration, educators and students can construct graphic organizers to assist with comprehension, recall, and critical thinking. If you are not familiar with this software, I strongly encourage you to check out the website, <http://www.inspiration.com>. This website contains information concerning the software along with resources regarding No Child Left Behind, visual learning, curriculum integration, and professional development. Free trial versions of both programs can be downloaded from the website. Both programs are available for Macintosh and Windows; Inspiration is also available for the Palm OS.

On the website, you will also discover that Inspiration has matched the Standards of Learning (SOLs) for the state of Virginia to resources they support with their software. To access these free resources from the home page, start by clicking on the section entitled "curriculum integration." This link will take you to a section entitled "A world of inspired resources." On this page, you will find many wonderful resources, including lesson plan books, training CDs, research, a newsletter, and case studies. You can even search for resources by grade level. I encourage you to explore all of these resources; however, I want to draw your attention to the section entitled "standards matches." It is the third section down the menu on the left hand side. A click on the "standards matches" link will take you to a page labeled "State Standards Matches" where you simply click on the state of Virginia. You are then provided with a menu of downloadable state standards listed by core subject areas. Please note that you will need Adobe Reader, a free utility, to view the files.

In keeping with the theme of this edition of the T/TAC Bulletin, if you click on the History and Social Science link, you will download a complete list of the Virginia Standards of Learning for that academic area. As you scroll

through the SOLs you will notice that many are highlighted in pink and green boxes underneath the SOL number. For example, the grade three history SOL 3.1 reads, "The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports." Notice that the SOL is highlighted in pink, which means that it is supported by both Inspiration and Kidspiration. Educators can use either program to create visual learning devices that will facilitate the understanding of this standard. Also notice the green box underneath SOL 3.1. This green box indicates that templates and activities are embedded in both programs for use during instruction. By moving the cursor to the green box, you can see that Inspiration and Kidspiration already have banked activities such as a chain of events, the effects of events, an historical event, and cause and effect to help to guide instruction. These activities can be used "as is" or can serve as starters for creating your own activities. Small changes in a template can align the visual supports to your textbook or other teaching materials. Color, font, and contrast changes may be useful for accommodating the specific needs

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Mark your calendar!

AT and Aug Comm Making the Connections '05

Ideas in Assistive Technology and
Augmentative Communication

June 23-24, 2005

Hotel Roanoke and Conference Center
Roanoke, VA

June 23

In the morning, keynote speaker Scott Marfilus will discuss technology-supported literacy instruction with emphasis on supporting students in the general curriculum. Mr. Marfilus is an Assistive Technology Instructional Consultant whose focus areas include computer access and technologies to assist individuals having cognitive and learning disabilities.

In the afternoon, participants can choose from various half-day workshops that include hands-on and make-it/take-it opportunities.

June 24

Participants will have the opportunity to attend three workshops selected from a variety of assistive technology and augmentative communication topics.

Location and Accommodations - The AT and Aug Comm conference will be held at the Hotel Roanoke and Conference Center in Roanoke, VA.

A block of rooms has been reserved at special rates for this conference at the Hotel Roanoke and Conference Center. It is your responsibility to make your own lodging reservations. To make lodging reservations, contact the hotel directly by calling (540) 985-5900 or toll free (866) 594-4722. Please mention the name of this conference when making your reservations.

Who Should Attend? - General and special education teachers, service providers, administrators, parents, and para-professionals who want to learn more about using technology to support students with disabilities.

Cost and Registration - The registration fee for the conference is \$65.00 and includes lunch and continuous breaks on both days in addition to conference materials.

A limited number of scholarships are available for paraprofessionals and parents. Contact Glenna Gustafson at gsgustaf@vt.edu.

Register on-line through our secure server at
www.conted.vt.edu/asd/

Sponsored By - VA. Department of Education's T/TAC at Virginia Tech

Train the Trainer Training 2005-2006

Always
Unique
Totally
Intriguing
Sometime
Mysterious

(Baltimore-Chesapeake Chapter
Autism Society of America)

The Virginia Autism Spectrum Disorders Project has developed trainings for school division teams to build the division capacity to implement effective educational supports and programming for students with autism spectrum disorders (ASD).

This train the trainer model requires a two-year commitment from educator/parent teams. The year one goal for this project is to increase the knowledge and skill level of teams/team members related to ASD and to assist them in developing collaboration and training skills. The year two goal is to assist the teams in providing technical assistance to educators within local and neighboring divisions and to address the educational needs of students with ASD.

Currently, there are 6 teams across the state participating in this first implementation cycle. By the end of this school year, these teams will have completed 6 full-day sessions on a variety of training topics and will develop individualized action plans based on the educational and support needs of division students with ASD.

During the 2005-2006 school year, this project will implement a new cohort of teams from the state while supporting those teams in year 2 of the process. For more information on this project, please contact Diann Eaton or Lora Kingma at the Training and Technical Assistance Center at Virginia Tech.

Continued from page 9



T/TAC staff directory

of a student with a disability.

Don't reinvent the wheel. I encourage you to download a free 30 day trial of Inspiration or Kidspiration from the website. Then use the standards match to find or create your own visual learning devices. Have your students co-construct these visual devices in order to facilitate optimal instruction. Inspiration and Kidspiration are great items to add to your toolbox of successful instructional strategies.



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www.sunburst.com

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 Mapping tool to customize and print current and historical maps
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Grades K – 12
 Create, illustrate, and print time lines
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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.

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
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 Pittsylvania
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 Roanoke County
 Salem

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 Smyth
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 Wise
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