

T/TAC Bulletin

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Why visual strategies?

By Patricia Bickley and Leslie Daniel

The theme of this quarter's *T/TAC Bulletin* is using visual strategies to support student learning, independence, inclusion and positive behavior. In this issue you will find suggestions for incorporating the use of cue cards, graphic organizers, visual bridges, task checklists and schedules in a variety of settings to meet a variety of student needs.

Visual supports are things we see that enhance our organization, communication, and ability to understand. Visual supports can be objects, printed words, pictures, body language, or environmental clues. In this newsletter we'll share ideas about printed words, pictures, and objects that you can use with your students to support their learning.

Why the emphasis on using visual strategies? Is this yet another educational fad that will soon pass? We certainly hope not, as the effectiveness of using visual strategies has been well documented. The T/TAC library houses many resources related to visual strategies (see a short list on page 5). If you would like to learn more about using visual supports in your classroom, the T/TAC is offering a workshop in the spring entirely devoted to this topic (see *Visualize Learning... Using Visual Strategies in Your Classroom* page 8).

If you think about it, as an adult you can probably identify how you use visual strategies through-

out your day to help you succeed. For example, Patty prints out her calendar on her computer and it fits in her daily planner. A day planner is a visual strategy many of us use. Patty's calendar however, is color coded, blue for personal business, purple for T/TAC business, yellow for travel, red for workshops, green for birthdays, etc. While it sounds a little complicated to some, it really helps keep her organized and to prioritize her life (and the computer does most of the work).

When attending a conference or workshop Leslie likes to receive copies of all overheads. This gives her a permanent visual reminder of what she has heard and learned for the day. Copies of overheads are visuals that presenters provide to support audience learning.

Raising your eyebrows at your children communicates a warning or a question—visual body language. An empty sock drawer is a visual reminder that there's laundry to be folded. Putting reminders on the refrigerator door or writing "to do" lists are simple visual strategies that many of us use in our daily lives. An old visual support is to tie a string around your finger to remind you of an important event. The point is many of us use visual strategies to organize our lives without even thinking about it.

The emphasis of this newsletter is on helping students use these

same types of techniques, as well as more sophisticated ones, to increase independence and success. Defining success for individual students of course depends on their individual needs. Use of visual strategies will increase the opportunities of your students to access the general education classroom, school, and community.

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Early childhood corner

Help your preschoolers stay on task!

Have you ever wondered how you could get your preschoolers better focused and working independently early in the school year? Read on to find out how a visual tool can be your instructional assistant.

Teaching students how to get information from existing cues found in the environment is an important life skill. Just as we adults have learned to read physical and environmental cues to regulate our behaviors, our students need to be taught these same skills. Reading cues and understanding what they mean by acting in an appropriate manner is a critical life-long skill we need to teach all students. Visual tools assist ALL children to become independent and self-confident, including students with disabilities.

One of the basic functions of a visual tool is to provide information in the form of effective directions. In early childhood classrooms these directions in the form of pictures or symbols and labels, can be an efficient classroom management tool. Posting the job chart, classroom rules, or daily schedule provides information in a visual manner for students as well as adults to follow. Another visual tool is to create a task checklist, which provides a set of consistent directions to teach a routine.

If you need some help to get your students working independently, use a task checklist paired with a high-interest, open-ended activity, which is a simple strategy that has been proven to work. Developing a checklist requires some collaboration, but it will get easier as the team becomes more familiar with your students and their strengths.

You will need the following materials to develop a task checklist and accompanying activity:

- √ a container (box, basket, zip-lock bag, etc.) to hold the materials,
- √ a work mat,
- √ access to a picture vocabulary like *Mayer-Johnson Picture Communication Symbols*,
- √ laminating film,
- √ open-ended toys, games, or manipulatives.

The key to this strategy is knowing your student and starting small. For example, find a high interest activity that the student will be able to complete successfully with minimal adult supervision. By doing this you increase your student's chances of success, increase the student's feelings of competence, and increase the likelihood of the student repeating the behavior. This also translates to your team feeling successful and confident to create another visual tool.

After you identify the student who is likely to work independently, identify their high interest activity, and gather the necessary materials. As a team, determine the steps involved in the task. Initially identify no more than 3-4 steps. Decide which picture best depicts each step required of the student. Layout the pictures horizontally (to encourage emergent literacy), label each step, photocopy the task checklist, and finally laminate the checklist. Be sure to keep an original in a file for safekeeping, do not laminate the original, it does not photocopy well. Now you're ready to place all the items in the container with the task checklist on top.

The final step is to teach the expected behavior to the student. Make a big deal about the new task, describe the desired behavior, demonstrate the appropriate

behavior and use of the materials. Point out the task checklist and refer to it each step of the way. Assist the student in completing the task from start to finish and provide positive comments throughout the process. Before your student becomes bored with the activity increase the skill level up a notch, and revise the task checklist as needed.

Tips to keep in mind:

- √ Make visual tools functional—information is presented in a sequential manner
- √ Collaborate with your instructional assistant and related service providers
- √ Consider where, when and how it will be used, and who will use it
- √ Keep it simple and clear
- √ Combine pictures/symbols with labels
- √ Start with one project, move slowly, gain success, evaluate and revise as necessary
- √ Keep a copy of the original in a file or binder

References:

Hodgdon, L. A. (1995). *Visual strategies for improving communication. Volume 1: Practical supports for school and home*. Troy, MI: QuirkRoberts Publishing.

Janzen, J. E. (1996). *Understanding the nature of autism: A practical guide*. San Antonio, TX: Therapy Skill Builders.



Strengthening the school-home connection: Using visual strategies across environments

Teachers achieving communication success within the classroom through visual strategies will want to share the excitement and endless possibilities with families. Not only will family and home use of visual strategies foster success for the child across environments, all family members (from siblings to grandparents) can become involved in a meaningful exercise that is a lot of fun for everyone.

Visual strategies may be used for all children. From constructing a communication foundation for those children who are non-verbal to supporting language development and beginning reading skills for those who are, the tools are readily available to families and may be shared in a variety of ways.

Teachers may want to focus a parent-teacher session on sharing the basics of creating and using visual strategies. Part of this session should be a demonstration with a hands-on make & take that allows family members to create some useful visual cues for home routines.

For the pre-K level, many of the developing self-help skills may be easily reinforced through pictures. The consistency of the parent-teacher team approach across the two environments may prove highly successful in encouraging the child toward mastery of some self-help skills e.g., toileting, brushing teeth, dressing/undressing, putting away toys. Simplifying a routine at home with visual steps to follow can reduce the chaos associated with the routine or a hectic time of day.

At the elementary level, teachers may encourage students to take the lead on a home activity of creating visual supports. Have an extensive supply of visual symbols in the classroom available to

take home for this project. Magazines, catalogs, store circulars, menus, food labels, *Boardmaker* symbols all can be offered to students to get this family project off the ground. Teachers will want to encourage students and their families to start small and perhaps begin with one home routine or chore that might benefit from visual prompts. Achieving success at the early stages will ensure that visual strategies will be utilized again and again.

In *Visual Strategies for Improving Communication*, Hodgdon describes Visual Bridges as “communication tools...assembled to communicate information about the student’s experience. They exist as a bridge to support the information exchange between two or more environments. Visual bridges are different from other visual tools because they contain information that is immediate and activity specific.” New tools may be prepared on a daily basis to reflect information particular to the day’s events. Visual bridges turn school-home communication into an activity that is the student’s responsibility.

Hodgdon describes “three major goals when implementing this system. **GOAL #1: mediate communication between home and school or other significant environments.** Students are given the responsibility of sharing the information about themselves. They learn more about sharing, telling, asking for information and remembering things they need to be responsible for. They learn to take more initiative for social interactions.

GOAL #2: stimulate and expand functional language, communication, reading & writing and academic development. The information is put in a visual form to help the transition from one environment to another. It is

By Deb Schwabe critical that students participate as much as possible in the selection, creation, or production of the visual tools. Their participation is part of the learning process. How they participate and the form of the Visual Bridges will depend on what skills they already have and what objectives they need to work on. Visual Bridges can be adapted for both verbal and nonverbal students.

GOAL #3: provide more opportunities for the student to engage in communication and conversation about his experiences. The process of preparing and using Visual Bridges presents a built-in opportunity to rehearse and review significant information. It is an opportunity to: practice giving information; build vocabulary; share more details about personal experiences. Since this activity stresses expanding communication about the student’s personal experiences, there is a high level of interest and a high rate of learning. Once prepared, Visual Bridges are a tool to support both the student and their communication partner in a conversation about their experience. The visual symbols provide cues for both people so they know what to ask or what to tell. Preparing Visual Bridges can become an integral part of school and home routines. Implemented at the student’s level of comprehension and production, they develop into a valuable resource for improving communication. The most significant key for success is the degree of student involvement.”

Teachers will find excellent examples of how to create Visual Bridges in the reference:

Hodgdon, L. A. (1995). *Visual strategies for improving communication. Volume 1: Practical supports for school and home.* Troy, MI: QuirkRoberts Publishing.

Visual thinking: Get inspired with Inspiration®

What is visual thinking? According to noted psycholinguist Ver John Steiner:

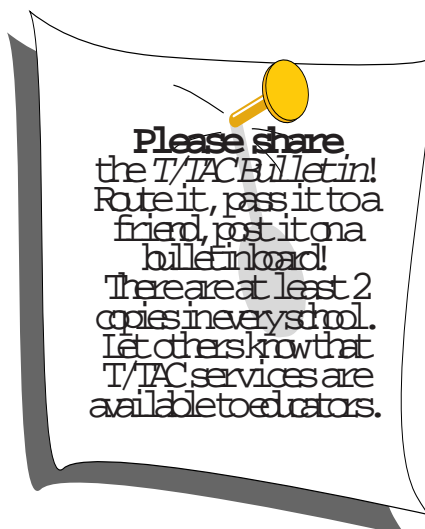
It is the representation of knowledge in the form of structures in motion; it is the relationships of these forms and structures; it is the flow of images as pictures, diagrams, explanatory models, orchestrated painting of immense ideas, and simple gestures; it is work with schemes and structures of the mind.

There are many visual thinking tools or strategies available to help enhance teaching and student learning. Concept maps, graphic organizers, and outlines are types of visual tools that teachers can use to organize and teach course concepts. The power of these tools to help students understand, remember, and connect concepts should not be underestimated. Moreover, visual tools can greatly supplement other teaching techniques, such as lecturing and demonstrations, and they may be the deciding factor in whether or not students truly *learn* concepts for the long term or *memorize* them for the test, only to forget them afterward.

Imagine a software program that inspires both teachers and students to learn and allows them to quickly and easily create graphic organizers, concept maps, and outlines for course content. Inspiration® is an inexpensive software package that can be used across all curriculum areas, k-12, to create concept maps, graphic organizers, and outlines. Inspiration®, is easy to learn to use, which allows both teachers and students to focus on their ideas, not the drawing or outlining process. Listed below are just a few of Inspiration's® highlights.

- by Barbara Flanagan
- ⇒ Templates for all major content areas
 - ⇒ Sample content area templates
 - ⇒ Symbol library with over 500 pre-loaded symbols
 - ⇒ A "link" tool that allows you to show the relationship between ideas
 - ⇒ Ability to differentiate among ideas with colors, shapes, patterns, shadows, fonts, and styles
 - ⇒ Transform a diagram into an outline with the click of a button, and vice versa
 - ⇒ Export your outline to popular word processing or presentation programs

For more information, check out the Inspiration® website at www.inspiration.com or contact Barbara Flanagan (540-231-6875) at the T/TAC. In addition, the Virginia Tech T/TAC library has two Inspiration® teacher resource manuals—Classroom Ideas Using Inspiration: For Teachers by Teachers Lesson Plan Book and Meeting Standards with Inspiration: Core Curriculum Lesson Plans



We all need schedules

Previously in the T/TAC Newsletter we printed an article about using schedules with students. Schedules and day planners have become an integral part of many adults' lives. Unfortunately, too often we neglect teaching the use of schedules to students with disabilities. Schedules are an invaluable visual tool. This timely reminder from Rosemary Crossely appeared in *Spotlight on Topics in Developmental Disabilities*, Fall/Winter 1999.

"Visual strategies are terrific—picture and word supports are used for creating calendars, schedules, choiceboards and menus, transition and travel helpers, task organizers and so on. They provide people who cannot write or speak with the information that the rest of us take for granted—that we either carry in our diaries or our heads, but which we originally obtained through interactions with other people—which structures our days. People who can't ask questions or write things down are at risk of living in a perpetual state of uncertainty as to what their day holds and what they're meant to be doing. Schedules providing this information in a clear visual form suited to readers and non-readers alike foster the development of both literacy and independence skills. They serve primarily an input role, providing information rather than being a means of expression, and should be used in conjunction with individualized communication programs."

For more information on developing schedules for students call the T/TAC or attend our *Visualize learning* workshop (see the description on page 8).

When should you use visual supports?

Quill, K.A. (1996) *Teaching children with autism: Strategies to enhance communication and socialization* pp 285-286. Troy, MI: Quirk Roberts Publishing.

This questionnaire may help assist in determining situations, locations, and activities where visual supports could be used.

Environmental Observation Questionnaire

Name: _____
Date: _____
Evaluators: _____

What is the expected student activity in the environment?

How does the student know what to do?

How is he given overall information about his time/day/week?

How does he receive directions/assignments/information?

How does he make selections/choices?

How is he given rules/guidelines/correction?

How does he know where to go/what to do?

What cues does the student need:
• To follow routines?
• To follow directions?

What rules does the student need to follow to be successful in the environment?

What natural environment cues are already present to give information?

Does the student use the information from these cues efficiently?

What problems or special needs arise?

- Who is involved?
- When do problems occur?
- What is supposed to occur?
- What does occur?
- How is it presently handled?

- Do the current intervention strategies work?

Are there predictable parts of the day/routine, locations, or types of activities where students are more likely to have difficulty?

What is the primary communication mode currently used when communicating to the student?

How is the communication modified to accommodate for individual needs?

What causes communication breakdowns?

How are communication breakdowns handled?

How much effort is necessary for students to understand?



Send us your visual accommodations!

Do you use visual schedules, cue cards, transition cues, social stories or other visual supports with your students? We would like samples from your classrooms to share with others in southwest Virginia at our "make and take" workshop, *Visualize learning... Using visual supports in your classroom*.

If students' names are included, we will black them out, or change them for confidentiality.

Please look around your classroom for good examples of visual supports to send to Leslie Daniel or Diann Eaton at the T/TAC.

Thank you!

New in the T/TAC library

Resources on visual supports available in the T/TAC library

Barnett, I. & Paredes, A. (1999). *Multiple intelligences: Teaching kids the way they learn*. Torrance, CA: Frank Schaffer Publications, Inc.

Broek, E. (1993). *The original social story book*. Arlington, TX: Future Horizons, Inc.

Bromley, K. (1995). *Graphic organizers: Visual strategies for active learning*. Jefferson City, MO: Scholastic, Inc.

Frost, L. & Bondy, A. (1998). *An introduction to PECS: The picture exchange communication system*. Newark, DE: Pyramid Educational Consultants, Inc.

Grandin, T. (1999). *Visual thinking of a person with autism*. Arlington, TX: Future Horizons, Inc.

Gray, C. (1998). *Social stories and comic strip conversations: Unique methods to improve social understanding*. Arlington, TX: Future Horizons, Inc.

Gray, C. (1994). *Comic book conversations: Colorful, illustrated interactions with students with autism & related disorders*. Arlington, TX: Future Horizons, Inc.

Hodgdon, L. (1995). *Visual strategies for improving communication: Practical supports for school and home*. Troy, MI: Quirk Roberts Publishing.

Hyerle, D. (1996). *Visual tools for constructing knowledge*. Alexandria, VA: ASCD.

Jacobs, H.H. (1997). *Mapping the big picture: Integrating curriculum & assessment*. Alexandria, VA: ASCD.

Johnson, A.M. & Susnik, J.L. (1998). *Social skills stories: Functional picture stories for readers and nonreaders K-12*. Solano Beach, CA: Mayer-Johnson.

Bits and bytes

By Glenna Gustafson

Welcome to Bits and Bytes! This column is written to help assist you with effectively utilizing technology for yourself and your students. We will touch on a wide variety of topics such as troubleshooting for Mac's and PC's; integration and lesson plan ideas; new developments in assistive technology; and some of the best educational websites. There will be something for everyone!

T/TAC website

Our focus for this newsletter is on our very own T/TAC website. Our site can be found, using your favorite web browser, at www.tac.elps.vt.edu. This site is a valuable tool for administrators, teachers, parents, and others that want to learn more about working with students with disabilities.

When you visit our site it's hard to know where to begin! You can view our 1999-2000 workshop schedule and find out about the wide variety of workshops being offered by T/TAC. Explore our new library items and request items using the online form. Browse our expanded list of disability links including university sites, manufacturers, on-line magazines, organizations and software sources. Download a software program from our IBM compatible and Macintosh public domain and shareware archives. Read current and back issues of our newsletter. Or email a T/TAC staff member.

Streamers

Soon we will have another exciting addition to our site called "Streamers". Streamers will allow users to access and view a variety of training and workshop videos right online. The amazing technology that will allow this to happen is called "streaming video". Plans are for the first Streamer video to explain more about streaming video, how it works, and discuss some ways that you might utilize this new feature. All directions and links to needed plug-ins for Macintosh and IBM compatible will be located on the Streamers page. We hope that Streamers will prove to be a very user-friendly site that everyone will benefit from. So keep checking back to our T/TAC site for the premiere of this exciting new technology!

Did you know....

That you can easily check your own webpages to see if they are accessible to persons with disabilities? CAST, Center for Applied Special Technology, offers a free online service called **Bobby**. **Bobby** is a web-based tool that can analyze any webpage for accessibility. All you have to do is type in the URL and **Bobby** will check the page for accessibility and return a rating. Approved sites can display the **Bobby** Approved icon. Will your site or your school's site be approved? Check it out!
<http://www.cast.org/bobby/>

Welcome Glenna

Glenna Gustafson has joined T/TAC as our second Technology Coordinator. For the past 21 years, Glenna has worked as a elementary classroom teacher. Glenna graduated from Radford University and received a BS in Education. In 1998, she received an Instructional Technology Certificate from the University of Virginia. This spring she will complete her Masters degree in Instructional Technology from Virginia Tech. Glenna loves to help teachers and students explore the world of technology. It's important to her that teachers and students learn to utilize the technology tools that they have available in order to extend, enhance and enrich their educational experiences.

Welcome Helen

Helen Barrier has joined our staff at the VA Tech T/TAC as High Incidence Disabilities Coordinator. Helen has been a private educational consultant in the Roanoke area for the past 7 years, and prior to that she taught students with learning disabilities, emotional disturbance, and mental retardation. Helen has her M.Ed from Penn State University and is a certified trainer for the University of Kansas Center for Research on Learning. She especially enjoys working with teachers on learning strategies and content enhancement routines that benefit diverse learners in the general education curriculum.

Helen will collaborate with T/TAC staff to offer consultations, workshops and information involving high incidence disabilities.

State and National Conferences

Momentum for the New Millenium
 2000 Colorado Conference on Inclusive Education
 January 27-29, 2000, Denver CO
 For more information call:
 (719)531-9400

Virginia Council for Learning Disabilities State Conference
 March 2000, Roanoke, VA
 For more information call:
 (719)531-9400

Partnerships in Literacy
 24th annual conference, The Virginia Branch of the International Dyslexia Association
 March 24-25, 2000, Richmond, VA
 For more information call:
 (800)988-8336

Building on Family Strengths: Research and services in support of children and their families
 April 6-8, 2000, Portland, OR
 For more information call:
 (503)725-2785

Upcoming T/TAC Workshops

Registration form on page 9

Enhancing Communicative and Socioemotional Competence in Young Children with Autism Spectrum Disorders

January 12, 2000, 3:30-5:30

Training will be available on C-Band Satellite

Test Slate: 3:15 (Coordinates to follow)

Help Line: (703) 993-3670

Presented by Barry Prizant

This teleconference will provide information on a comprehensive, integrated relationship based treatment approach. Dr. Prizant describes various communication techniques and systems to use in the early childhood classroom.

Individual schools will be responsible for downlinking and site coordination. Most Virginia high schools (and some middle and elementary schools) are equipped with a satellite dish for downlinking professional development workshops. Contact your school district media or technology specialist to identify the receive site nearest to you. Register by calling the T/TAC directly. We will send supporting materials to you.

Functional Use of Technology

March 24, 2000 Blacksburg, VA

This workshop will focus on using technologies in the classroom to aid students with disabilities. Topics will include making use of built-in accessibility features on both the Macintosh and PC computers, using voice recognition for students with learning disabilities, incorporating augmentative communication software and devices into classroom activities, using the mini-computer devices in the classroom, and incorporating OCR and voice output into classroom activities.

Making early child brain research work for you

March 3, 2000 Blacksburg, VA

Take the latest information on brain research and early development and make sense of it all. Make the most of opportunities for quality interactions throughout the day. Examine daily routines, identify naturally occurring events that encourage and enhance communication, and the elements of quality interactions that stimulate growth and development.

Introduction to Pervasive Developmental Disorders (Autism)

February 7, 2000 Blacksburg, VA

February 10, 2000 Abingdon, VA

The workshop is designed to provide introductory information regarding disabilities within the Pervasive Developmental Disorder spectrum [including autism, Asperger syndrome, Rett Syndrome, and PDD Not Otherwise Specified (NOS)]. Information is useful to all age groups—preschool through high school. Plan to gather information to share with others in your school division.

Presenters will provide:

1. Definitions within the spectrum and strategies to address specific learning characteristics
2. A general overview of treatment approaches that have been found effective for children with autism
3. A brief look at positive behavioral supports
4. An introduction to communication alternatives

Participants may be interested in other T/TAC workshops, which will provide more specific strategies such as *Visualize Learning...*, *Positive Behavior Support*, or *Functional use of Technology*.

Correlating Early Childhood Curricula with the Virginia SOL in Grades K-2

February 18, 2000 (SNOW DATE:

March 3, 2000) Rocky Mount, VA

Presenters: Team of Early Childhood Teachers and Kay Edmondson, from Franklin County Public Schools

This workshop will focus on the 4 core subject areas in Virginia's SOLs. It will provide activities that will enhance the teaching strategies used in the classrooms of young children. Hand-outs for each core area will be provided, as well as, displays of materials that are used in each of the presenters' classrooms.

Who should attend: Teachers, instructional assistants and other program staff serving children in early childhood settings (Title I Pre-K, Virginia Preschool Initiative, Head Start and Early Childhood Special Education.) Also, Title I teachers and general education teachers from Title I schoolwide programs representing grades K-2.

Everybody Can Dance, Every Body Can Dance!

April 7, 2000 Tazewell, VA

An engaging Wolf Trap workshop for those who want to incorporate movement and dance activities into their work with young children. Roberta Lucas incorporates creative movement activities to enhance motoric development, language acquisition, cooperative learning skills and dramatic play while developing children's self-esteem and creative expression. Using music and simple props enable teachers and children to "dance" themes and lessons that are appropriate for "every body" at whatever age and ability level. Lunch and refreshments will be provided.

Content Enhancement Strategy Training

Day 1: February 25, 2000 Roanoke

Day 2: March 10, 2000 Roanoke

Day 3: March 24, 2000 Roanoke

These 3 separate workshops include specific strategy training in the Content Enhancement Routines developed, researched and published by the University of Kansas Center for Research on Learning. All are designed to enhance learning for diverse learners and include hands-on training. Participants are required to bring their own textbooks and planning materials to design routines for use in their own course of study!

DAY 1: Unit Organizer Routine: This routine helps teachers frame chunks of information as they plan units of study but also assists students in seeing the relationships between units and how they are a part of the “bigger” picture. Participants will develop a Unit Organizer and learn how to use it as a teaching tool but also as an invaluable planning tool.

Concept Comparison Routine: This routine picks up where the Venn Diagram leaves off. It gives teachers and students an interactive visual device, a process to compare and contrast two or more known concepts, as well as the format to analyze difficult concepts. Teachers will design a Comparison Table reflecting concepts taught in their own class.

DAY 2: Course Organizer Routine: With the adoption of the Virginia Standards of Learning and the explosion of information in this century, educators must focus on the broadest concepts and principles underlying these objectives. This training will allow teachers to think deeply about what content is critical, how to present it to diverse learners and finally, how to integrate the course goals into units and lessons.

DAY 3: Survey Routine: This routine involves the teacher and students co-constructing a visual device called the TRIMS Learning Sheet to “survey” a chapter. Together they read through the passage, analyze their textbook picking out essential content and key points, and finally checking for understanding. Teachers will survey a chapter from their own text and be able to implement this routine immediately with their students.

Quality Assignment Routine: This routine is designed to improve not only the quality of assignments produced by students but also their rate of assignment completion. It has been field tested not only to help teachers create assignments but also to present them using a visual device called the Assignment Window to clarify any questions and confusion about the assignment before they leave your classroom. Workshop participants will develop a quality assignment for future use in their own content.

Visualize Learning... Using Visual Strategies in Your Classroom

March 14, 2000 Abingdon

March 23, 2000 Blacksburg

This workshop is designed to introduce participants to visual instructional strategies and supports that enable students to participate in and comprehend events across their day. Participants will rotate through a series of 3 breakout sessions in which they will actively learn to write social stories, crisis stories, and experience stories; make schedules and mini-schedules; and create transition cues, cue cards, and visual task analyses for supporting student learning and behavior. Participants will leave with supports ready to use with at least one student.

This workshop is appropriate for educational team members supporting students with significant disabilities (e.g. autism, Down syndrome) preschool through high school.

The Big Orange Splot: Looking for Opportunities for Person-centered Planning

March 15, 2000, Roanoke, VA

8:00-8:30 – Registration

8:30 AM to 3:30 PM – Workshop
(lunch provided)

This workshop covers person-centered planning, a process that helps children and families plan for the future. The morning session will address the basics of person-centered planning - philosophy, strategies, stories, and pictures. The afternoon session will focus on how families and schools at the elementary, middle, and high school levels have successfully used two particular person-centered planning tools, MAP and PATH

This workshop is open to all families of school-based teams, educators, paraprofessionals, administrators, and related service providers as members.

Puppets Alive!

April 10, 2000 Lee County School Board Campus, Jonesville, VA

Join Ingrid Crepeau, an Emmy Award-winning puppeteer, in this high energy make and take workshop. Learn how to transform materials into engaging and easy-to-animate puppets. Techniques of movement, “focus”, and other fundamentals of puppet handling make puppets come alive and fulfill their potential as a rich and magical source of learning for young children. Materials will be supplied for participants to make their own puppets. Bring your own lunch, morning and afternoon refreshments will be provided.



T/TAC workshop registration form

How to Register

The registration fee each workshop is \$15 unless otherwise noted. To register, check the workshop(s) you wish to attend, complete the attached form, one for each person, and return with a check made payable to the Treasurer, Virginia Tech to cover the cost of registration, refreshments and materials to the address indicated two weeks prior to the start of the workshop. You may also register using your Visa, MasterCard, or American Express by fax: (540) 231-3306. Registration is 8:30–9:00 a.m.; workshops begin promptly at 9:00 a.m. and conclude at 4:00 p.m.—unless otherwise noted.

Cancellations

Requests for refunds are honored if received four full working days before the start of the workshop. However, substitutions are accepted at any time. In case of questionable weather please call: (800) 848-2714 at any time for information regarding cancellation and rescheduling.

Virginia Tech does not discriminate against employees, students, or applicants on the basis of race, sex, handicap, age, veteran status, national origin, religion, political affiliation, or sexual orientation. Anyone having questions concerning discrimination should contact the Equal Opportunity/Affirmative Action Office. If you are a person with a disability and require any auxiliary aids, services, or other accommodations for this conference, please discuss your accommodation needs with Jane Todd at (540) 231-2014 or TDD (800) 828-1120 at your earliest convenience.

T/TAC Registration Form—copy as needed (please choose the workshop(s) you plan to attend)

- Introduction to Pervasive Developmental Disorders (Autism) February 7, 2000 Blacksburg, VA**
- Introduction to Pervasive Developmental Disorders (Autism) February 10, 2000 Abingdon, VA**
- Correlating Early Childhood Curricula with the VA SOL in Grades K-2, February 18, 2000 Rocky Mount, VA**
- Content Enhancement Strategy Training Day 1: February 25, 2000 Roanoke, VA Registration fee is \$33.00**
- Content Enhancement Strategy Training Day 2: March 10, 2000 Roanoke, VA Registration fee is \$24.00**
- Content Enhancement Strategy Training Day 3: March 24, 2000 Roanoke, VA Registration fee is \$33.00**
- Making Early Childhood Brain Research Work for You March 3, 2000, Blacksburg, VA**
- Visualize Learning...Using Visual Strategies in your Classroom March 14, 2000, Abingdon, VA**
- Visualize Learning...Using Visual Strategies in your Classroom March 23, 2000, Blacksburg, VA**
- Functional Use of Technology March 24, 2000, Blacksburg, VA**
- The Big Orange Splot: Looking for Opportunities for Person-centered Planning, March 15, 2000, Roanoke, VA**
- Everybody Can Dance! Every Body Can Dance! April 7, 2000, Tazewell, VA**
- Puppets Alive! April 10, 2000 Jonesville, VA**

Please print or type—complete a separate form for each participant. The registration fee is \$15 for each workshop with the exception of the Content Enhancement workshops.

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