



T/TAC Bulletin

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

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Paraprofessionals in the Classroom: What Role do they Play?

By Patti McVay

Students with disabilities are successfully included in general education classrooms across the country. Success is a result of scheduled planning, regular meetings, discussions, and openness to new ideas, and taking time to see children as children. In these meetings and discussions the foundation for success is built. For instance, when thinking about including a student with a disability in a general education classroom, the most common first response is to envision all the fears, barriers, and problems that may arise. However, when the team, including parents, takes time to discuss what they know about the student, the picture begins to change. Each member provides a new piece to the puzzle about that student, allowing the group to see how much is already known and how to make this experience a success. Some of the following ideas may assist parents and professionals to build a team that puts children first through communication, planning together, and finding ways to support each other no matter what difficulties arise.

Role of the Paraprofessional

As the team plans, they may decide that a student needs a paraprofessional to support the classroom teacher and the student. Paraprofessionals, or educa-

tional assistants, are important members of the education team. When a paraprofessional is assigned to a teacher or classroom to assist students with special needs, it is crucial that they are viewed as a support for all students. This encourages and allows the teacher to take ownership for every student in the class. It also provides the teacher and all students an opportunity for extra instruction and support. Paraprofessionals commonly assist with tasks such as:

- leading small group instruction designed by the teacher,
- gathering materials,
- providing assistance for personal care and other physical needs,
- assisting students to complete directions given by the teacher,
- facilitating interactions between students,
- adapting lessons under the teacher's guidance, and
- executing other, often unseen, but very important tasks for the classroom community.

As the complexity of classrooms change, the role of the paraprofessional also changes. With increased information and research, we can draw from established best practices for paraprofessionals to ensure quality instruction for students. These best practices include all the activities listed

below as well as an increasing role in the student-centered team.

Paraprofessionals are a great asset to the educational team, but there are some constraints on the responsibilities they can and should have. By law, a paraprofes-

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sional or educational assistant cannot:

- write programs without supervision of certified personnel,
- create new, alternative instruction without direction from the teacher or other certified personnel, or
- take complete responsibility for any students.

Sometimes when the role of the paraprofessional is unclear, they may actually be a barrier to student learning. It is helpful if the paraprofessional continually asks the following question while assisting a student: "Is this something a classmate, buddy, or peer tutor could be doing rather than me? Can this student be successful with less assistance overall?"

Often parents will advocate for the presence of a full-time paraprofessional out of concern for their child's success. It is important to discuss the role of the paraprofessional several times each year. If a student can be successful in the classroom once peer supports are developed, the role of the paraprofessional changes. For some students the paraprofessional will continue to be a necessity. However, their direct interaction with the student should lessen over time as natural supports and accommodations are developed and the student learns the new classroom routines.

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Back Off!

In Giangreco, Edelman, Luiselli and MacFarlan's research article titled, *Helping or Hovering? Effects of Instructional Assistant Proximity on Students with Disabilities* (1997), the authors identified a series of concerns related to the close proximity of instructional assistants and the students with significant disabilities that they supported. Their study presented data that revealed that instructional assistants providing close physical support to students with disabilities on an ongoing basis might be counterproductive.

The following eight subthemes emerged from their observations of instructional assistants in public schools and their interviews with parents, instructional assistants, administrators and teachers.

1. Interference with ownership and responsibility by general educators

The close proximity of instructional assistants to students with disabilities creates a situation for teachers to avoid ownership and responsibility for those students.

Their data indicated that instructional assistants were making decisions regarding the students' education without consent or feedback from the teacher.

2. Separation from classmates

Instructional assistants were observed separating the students with disabilities from the peers in their class group even when the class activity and the student (with disabilities) needs and abilities were compatible.

3. Dependence on adults

There was little evidence that the instructional assistants were encouraging students to respond to other adults or natural cues in the environment.

4. Impact on peer interactions

The researchers reported that peers did not have opportunities to interact with students with disabilities because the instructional assistants were constantly helping or hovering over the students. They noted that when they had observed peers offering to help or initiating interactions, that in some cases the instructional assistants rejected them.

5. Limitations on receiving competent instruction

This study indicated that students were participating in classroom activities that were planned and implemented by the instructional assistants with little to no input from a teacher.

6. Loss of personal control

The researchers presented several examples of how instructional assistants were observed making choices and decisions for the students with disabilities that seemed questionable as to whether they were decisions that the student would actually make.

7. Loss of gender identity by students with disabilities

This was most commonly observed in cases where the gender of the student with a disability was secondary to the gender of the instructional assistant. For example, when a female instructional assistant took a male student into the women's restroom

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and also when a female assistant placed a male student in a girls group during a physical education class activity.

8. Interference with instruction of other students

School staff reported that in some cases instructional assistants distracted students when they began doing activities that were different from the classroom lesson.

Suggestions

In conclusion the authors of this research study suggest the following as considerations for school personnel when developing practices and training for instructional assistants that support students with multiple disabilities.

- Consider hiring and assigning assistants for a particular classroom versus an individual student.
- Decide as a team (school staff, parents and student) when it is appropriate for an instructional assistant to provide close proximity support to a student and when to facilitate natural support from the environment, other adults and peers.
- Provide information and awareness training to school staff, teachers and parents on the effects of adult proximity on students with disabilities.
- Clarify the roles and responsibilities of the adults working in the classroom.
- Give instructional assistants training and information on how to fade prompts and supports and facilitate the

students' use of independent skills and natural supports in the environment.

- Teachers and administrative staff should provide ongoing evaluation and supervision to instructional assistants supporting students with disabilities.

Adapted from Giangreco, M., Edelman, S., Luiselli, T.E., & MacFarlan, S (1997). "Helping or hovering? Effects of instructional assistants proximity on students with disabilities." *Exceptional Children*, Vol. 64, N. 1, pp 7-18.

RU Interested in Long Range Planning?

Would you like on-going technical assistance as you implement positive behavior supports in your school? Do you want to further develop your collaboration efforts between general and special educators? Are you interested in offering effective inclusive education opportunities? Could your school benefit from long term assistance in other focus areas related to serving students with disabilities? The options available for long range planning are as extensive as your ideas and needs.

The T/TAC at Radford University will be sending out applications for additional long range planning sites this spring. Multiple applications will be mailed to special education directors and school principals.

Please call your special education director for an application if interested.

Ethical Considerations for Instructional Assistants

1. Always use person first language. Never refer to children by their special education labels or diagnosis ("You know, he's ED" or EMH students);
2. Practice confidentiality in all environments.
 - Refrain from discussing a child's progress, limitations, and educational program with individuals other than your supervising teacher.
 - Refrain from discussing school problems in the presence of students.
 - Refrain from expressing differences of opinion or dissatisfaction with the supervising teacher in the presence of students.
3. Respect the dignity and self-worth of all students.
4. Take appropriate steps when you feel other students are violating a student's rights.
5. Serve as a positive role model for appropriate personal interactions and communication.
6. Remember that you are an *adult role model* for appropriate behavior and should strive to exhibit the highest standard of conduct possible.
7. Engage in behavior management strategies, which are consistent with school policies or provided to you by a supervising teacher.
8. Only communicate progress or concerns to parents after you have received authorization by your supervising teacher.
9. Build a trusting and positive relationship with students that you support. It is the most critical component of your job.

Adapted from Vasa, Steckelberg, and Ronning (1993). *Guide for effective utilization of paraprofessionals in special education*.

The Paraprofessional's role in Augmentative Communication

By Lora Kingma

Paraprofessionals often are a student's communication "link" to others in their environments. Paraprofessionals may help a student communicate with his peers and adults in various ways. This is particularly true with students using augmented communication in the educational setting.

For students using augmented communication the paraprofessional often is responsible for programming the vocabulary used with the augmentative communication device. The device must be programmed for use in a multitude of settings including specific classes and school-related social settings. More importantly, however, is that the student uses the augmentative communication device efficiently and frequently.

In order for an augmentative communication device to be used effectively paraprofessionals are often given the task of gathering lesson plans, pre-planning vocabulary, finding pictures and words to match the vocabulary that will be used in the setting, and programming the device with voice (if the device utilizes voice output). This is a time-consuming yet vital part of the use of augmentative communication in the classroom. However, when comparing the mechanics of getting a device ready for use versus the result of seeing a child being able to communicate with peers and teachers, the task is well worth the effort!

The organization of vocabulary as well as the actual vocabulary that is used is critical in whether a student uses an augmentative communication device effectively. The vocabulary must allow the student to actually be a communication participant in conversation. Conversation involves initiation of a topic, ideas related to the

topic, and appropriately ending the topic. Additionally, children's communication involves humor, words related to feelings and words common to peer groups, or "slang." Making sure an augmentative communication device is programmed to include humor, feelings, and slang is crucial in helping students be included as an important part of their peer groups.

The following list may be helpful for paraprofessionals when developing and organizing vocabulary for augmentative communication systems:

1. Include humor and slang (ex. jokes and riddles; common sayings from youngsters).
2. Change pictures/overlays often – keep variety and excitement in the child's vocabulary.
3. Include questions that the child can ask peers, particularly those questions with open-ended answers.
4. Include an area with comments or requests that are consistent on every overlay ("I need a break."; "It's not on this board!").
5. Consider using the request "I need a break." as opposed to "I need to go to the bathroom." No one wants personal information broadcast to the class.
6. Have peers program voice output systems that are of the same gender and age as the device user.
7. Color code parts of speech for easy location.

Augmentative communication systems have given many children the opportunity to voice their opinions, demonstrate their knowledge, and be an included

part of peer groups for the first time in their lives. This presents an awesome responsibility and opportunity to those of us working with these students. Paraprofessionals can make the most of this challenge by creating exciting, interesting communication – a "link" between the students they serve and the friends they want to talk to.

Available in the T/TAC Library

The T/TAC has training and reference materials for successful teaming with and training of paraeducators. One program in particular for paraeducators employed in early intervention/childhood programs is the *Core Curriculum and Training Program to Improve the Performance of Paraeducators Working in Center and Home Based Programs for Young Children With Disabilities From Birth to Age Five*.

The curriculum is based on the generic nature of competencies required of paraeducators to work in various educational and related services programs. There are seven training modules covering teaming, legal rights of children with disabilities and their families, human development, the instructional process, working with families, appreciating diversity, and emergency, health and safety procedures. It is a comprehensive curriculum that can be easily incorporated into staff development opportunities. It includes content material, transparencies, interactive activities, and a reference list to support each module.

T/TAC library materials are available for a two-week loan period. Call or go online to make your request.

Bits and Bytes

by Glenna Gustafson

This month in Bits and Bytes, we are highlighting several sites that have information about paraprofessionals in education. These sites have a variety of resources for teachers, paraeducators, and administrators.

Barkley Memorial Center Paraeducator Self-Study Program University of Nebraska – Lincoln.

This site provides a variety of basic training units for paraeducators that are designed for “self study.”

<http://para.unl.edu/ServedDocuments/TrainingIntro.html>

National Resource Center for Paraprofessionals in Education and Related Services

<http://web.gc.cuny.edu/dept/case/nrcp/>

National Clearinghouse for Paraeducators Resources

Great collection of full text resources and articles as well as abstracts from the ERIC database and links.

<http://www.usc.edu/dept/education/CMMR/Clearinghouse.html>

The National Information Center for Children and Youth with Disabilities (NICHCY)

You will find a wide variety of resources here related to disabilities and disability issues.

<http://www.nichcy.org/>

Roles for Educational Paraprofessionals in Effective Schools

An online “idea book” published by the US Department of Education in 1997.

<http://www.ed.gov/pubs/Paraprofessionals/>

The National Clearinghouse for Professions in Special Education: Paraeducators

Information on a career as a paraeducator- how to prepare, nature of the work, and the

education required.

<http://www.cec.sped.org/cl/12397.htm>

The National Center to Improve Practice(NCIP)

A great list of resources for anyone working with special needs children. http://www.edc.org/FSC/NCIP/ncipnet_top.html

TASH: Working in Partnership with Disability Advocates Worldwide.

Another great resource for anyone working with persons with disabilities.

<http://www.TASH.org/>

University of Nebraska-Lincoln-Paraeducator Training Resources

This site provides you with an alternative approach to paraeducator training because the training takes place online.

<http://para.unl.edu/>

Attend workshops

We would like to encourage all teachers to include their paraprofessional(s) when attending a technology workshop. Paraprofessionals may attend T/TAC workshops free of charge. Taking the time to learn how to effectively use the technology being utilized by your students will provide a more productive environment and one that is less frustrating for the student, paraprofessional and teacher.

What’s new on our T/TAC website?

If you haven’t checked out our TTAC online site lately, you really should.

The first of seven instructional modules is now in place. These modules are designed to help you meet the Virginia Technology Standards for Teachers. The first module focuses on basic com-

puter skills. This module can be found at:

<http://tac.elps.vt.edu/htmldocs/UsefulInformation/ComputerSkills/index.shtml>. Or you can go to our home page and click on “Useful Information” and then “Computer Skills”.

Other modules that are under development include the basics of using and creating word processing documents, spreadsheets, and databases, as well as using multimedia, web functions and troubleshooting. Keep checking back to the site for new additions.

As mentioned in our last newsletter we are working on a series of online video workshops. This is still in development but we hope that it will be available soon. Look for the “Online Workshops and Seminars” link that can be found on our homepage.

A link to this issue of Bits and Bytes can be found on our website. Go to our homepage at “<http://tac.elps.vt.edu>”, click on “Useful Information”, then click on “Bits and Bytes”. You will then have direct access to all of the links listed in this article.

If you have questions or comments, feel free to contact me at gsgustaf@vt.edu.

Please share
the *T/TAC Bulletin!*
Route it, pass it to a
friend, post it on a
bulletin board!
There are at least 2
copies in every school.
Let others know that
T/TAC services are
available to educators.

Early Childhood Corner

Ingredients for Successful Teaming

By Selina Flores

Providing early intervention services for infants and toddlers in natural environments is a mandate that has many Part C programs and entitled service providers coming together for collaborative discussions. As efforts to integrate early intervention services continue to grow, so does the utilization of paraeducators. Defining the expanding and complex role of the paraeducator is an evolving process. Compounding the complexity of a paraeducators' role is their work with a variety of service agencies, teachers, service providers, and with services occurring in homes, clinics, center-based programs, and other community settings. Given the increasing number of service providers with whom a paraeducator is expected to work, it is important that these individuals (whether they are supervisors or team members) facilitate team meetings with open discussions. Recommended practice suggests that clear communication of expectations as well as clearly defining roles and responsibilities of every team member be a continuous team process.

When providing intervention services for infants, toddlers, and preschoolers with disabilities it is important to differentiate key responsibilities between teacher and paraeducator. It is the teacher's (or therapist's) responsibility to design an individualized intervention program. Implementation of the individualized program can fall within the responsibility of the paraeducator. Good communication and listening skills are just two of the necessary ingredients for a successful intervention program and successful team. The National Resource Center for Paraprofessionals in Education and Related Services Center (NRC) has identified basic strategies for clear

communication and listening skills between teachers and paraeducators for successful teaming. Sometimes we take the following strategies for granted because they are not new and many have a common sense approach. Revisiting these strategies on a regular basis with your team will facilitate clear and open channels of communication.

Basic communication strategies:

- Actively work together to create a climate of cooperation, trust, respect and loyalty by meeting regularly and establish and maintain open channels of communication.
- Team members actively work together to develop and share a common vocabulary.
- Provide clear directions and expectations and assure that paraeducators have the information and skills necessary to perform their assigned tasks.
- Encourage paraeducators to ask for clarification or assistance when in doubt.
- Determine what strengths, talents, or interests paraeducators have that compliment and enhance the skills of team members and improve the delivery of education services to infant, toddlers, and preschoolers with disabilities.
- Acknowledge diversity amongst team members with regards to educational practices, value systems, cultural heritages, age, and experiences. Practice the golden rule with each other –Do unto others as you....¹

Do's and don'ts in becoming a more effective listener:

- Be receptive. Pay attention, look at the speaker, listen to new ideas, and seek to understand the speaker's meaning.
- Concentrate. Follow the train of thought, stay alert to transitions from one thought to another, and try to blot out distractions.
- Become Involved. Add information to what was just said, fill in the gaps to the message, and maintain a mental running summary of the message.
- Don't be a mind reader by trying to figure out what the speaker is trying to say, you'll miss the point.
- Don't be a 'derailer' by changing the subject too quickly. It says you're not interested in what the speaker has to say.
- Don't discount or belittle another person's ideas immediately after it is presented.
- Don't be a 'placater' just to avoid conflict or to be nice. It doesn't strengthen the team.²

References:

1. A Training Program for Paraprofessionals Working in Special Education and Related Services (Second Edition, 1990). Center for Advance Study in Education, Graduate School, City University of New York.
2. NRC for Paraprofessionals, Listening Skills information handout #1 (1999).

State and National Conferences

For up-to-date conference information checkout :

http://webprod.aspensys.com/education/ericconf/eric_cal/SearchForm.asp

Council for Learning Disabilities Conference:

Meeting the Challenges of the New Millennium

March 3-4, 2000

Richmond, VA

For information call (540)831-5196

American Council on Rural Special Education Annual Conference:

Capitalizing on Leadership in Rural Special Education

March 16-18, 2000

Alexandria, VA

For information call (785)532-2737

Speech Language Hearing Association of Virginia 42nd Annual Conference

Reaching New Heights for our Professions

March 23-25, 2000

Roanoke, VA

For information call (800)487-4637

VA Association for Early Childhood Education Conference

Hand in Hand into a New Era

March 23-25, 2000

Richmond, VA

For information call (888)22-VAECE

Employment and Community Services International Conference

Possibility, Visions and Purpose: Setting Standards of Excellence for the New Millennium

March 26-28, 2000 T

ucson, AZ

<http://www.carf.org/Events>

National Association of School Psychologists 32nd Annual Convention

March 28-April 1, 2000

New Orleans, LA

For information call (301)657-0270

Conference on Curing Epilepsy: Focus on the Future

March 30-31, 2000

Bethesda, MD

For information call (877)804-2377

American Association on Mental Retardation, Community Living Association for People with Mental Retardation, and VA Autism Resource Center Annual Conference

Maximizing Potential: Working Together to Blend Theory and Practice

March 29-31, 2000

Virginia Beach, VA

For information call (877)667-7771

Positive Approaches to Solving Severe Behavior Challenges

With Gary LaVigna

April 4-7, 2000

Richmond, VA

For information call (800)457-5575

Council for Exceptional Children Annual Conference

April 5-8, 2000 Vancouver, BC

For information call (888)232-7733

National Association of State Directors of Special Education Annual Conference

April 30-May 3, 2000 Alexandria, VA

For information call (703)519-3800

Syracuse Facilitated Communication Conference

Crossing dis/Ability Borders: Beyond the Myth of "Normal"

May 1-2, 2000 Syracuse, NY

For information call (315)443-9657

Ninth Annual New Horizons

May 4, 2000 Abingdon, VA

For information call (540)623-8000

International Parent to Parent Conference 2000

May 5-7, 2000 Reno, NV

For information call (775)784-4921

American Association on Mental Retardation Annual Convention

At the Crossroads: Ethics, Genetics, Leadership and Self-Determination

May 30-June 3, 2000

Washington, DC

For information call (800)424-3688

American Speech-Language-Hearing Association Annual Leadership Conference

May 31-June 3, 2000 Charleston, SC

For information call (954)385-1422

Developing Local Systems of Care

June 9-13, 2000 New Orleans LA

For information call (202)687-5000

The Common Wealth in Education 2000

August 9-12, 2000

Norfolk State Univ., Norfolk, VA

For information call (757)683-4686

Bridges to Adulthood: Work; a Place to Live; and a Preferred Quality-of-Life.

Sponsored by the T/TAC at Radford University

Presenter: Dr. Peter Gerhardt
April 11, 2000

Radford, VA

Best Western

9:00-4:00

April 12, 2000

Abingdon, VA

Southwest Virginia Higher

Education Center

9:00-4:00

This workshop is designed for individuals supporting secondary students with moderate to significant disabilities, including autism spectrum disorders. Dr. Gerhardt will address job-match and residential considerations as well as behavior/social skill support and self-advocacy issues.

Registration materials will be mailed to schools.

Upcoming T/TAC Workshops

Registration form on page 9

These workshops were previously advertised in *T/TAC Bulletin* Winter 1999



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.

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.

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

March 15, 2000, Blacksburg, 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.

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.

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)

- 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 Spot: Looking for Opportunities for Person-centered Planning*, March 15, 2000, Blacksburg
- 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.

Name _____ Social Security No. _____
 Position/Title _____ School/Center/Site _____
 School Division _____
 Address _____ City _____
 State _____ Zip _____
 Daytime Phone No. _____ Fax No. _____
 Email _____
 Signature _____

Method of payment: Check enclosed Make payable to: Treasurer, Virginia Tech CE

Credit Card: Visa MasterCard American express Exp.Date _____

Card No _____ Name on Card _____

Return with payment no later than two weeks before the beginning date of the workshop (*no staples, tape, or paper clips, please*) to: Conference Registrar, Division of Continuing Education, Virginia Tech, 810 University City Blvd., Suite D, Mail Code 0272, Blacksburg, VA 24061, phone (540) 231-5182, fax (540) 231-3306 (for credit card registrations only),

Virginia Tech's Special Education Teacher Preparation Program Expands!

In 1996 Federal statistics indicated that over 7,000 teachers were needed to fill positions for students with learning disabilities, and nearly 4,000 teachers were needed to fill openings working with students with Emotional/Behavioral disabilities. In order to meet this need, Virginia Tech now offers a LD/ED dual certification program. Make a difference..... become a licensed special educator! These students need you!

Visit our Program Website:
www.chre.vt.edu/Admin/LD/default/htm

The New Program

The special education teacher preparation program in the Department of Teaching and Learning leads to a master's degree in education with a special education concentration. Graduates are now eligible for teacher licensure in learning disabilities (LD) and emotional disorders (ED) in grades K-12 in Virginia. Reciprocal agreements also enable graduates to meet requirements for employment in 38 states. An add on endorsement in Vocational Special Needs is also now available. We accept both full time and part time students. Virginia Tech undergraduate students may begin to take classes in their junior and senior year. In addition, we offer evening classes and on-line courses for part-time students.

What Can Our Program Offer You?

1. Preparation for a career in a challenging field
2. A competitive employment advantage
3. Resources and expertise of a respected university
4. An undergraduate admission

option

5. Opportunities for part-time and full-time study
6. Emphasis on state of the art knowledge/research
7. Strategies for responding to students' unique needs
8. Field based experiences
9. Professionalism
10. A supportive learning environment

Admissions and

Application Procedures:

If you currently hold a bachelor's degree and have a satisfactory academic record you need to: (1) contact a program faculty member and (2) complete graduate application and requirements found on the Research and Graduate Studies at Virginia Tech: www.vt.edu/vt98/admissions/gradadmissions.html For further information on graduate school admission contact Bonnie Guthrie (540) 231-5348.

Remember, our web-page also has pertinent admission information www.chre.vt.edu/Admin/LD/default/htm

Program Courses:

If accepted into our program you would have the opportunity to take coursework in foundations of education, special education, LD/ED, and transition.

Coursework in the Foundations of Education:

Exceptional Children
 Human Development
 Educational Psychology
 Social Foundations
 Advanced Curriculum and Instruction in Math
 Foundations of Reading and Language Development and Instruction

Comprehending Processes and Reading in Content Areas

Coursework in Special Education:

Assessing Individual Students' Educational Needs
 Adapting Curriculum and Instruction for Students with Disabilities
 Transition Programming for Students with Disabilities

Coursework in LD/ED:

Students with Learning Disabilities: Theories, Concepts and Issues
 Students with Emotional and Behavioral Disorders: Theories, Concepts and Issues
 Methods of Teaching Students with Emotional and Behavioral Disorders
 Teaching Students with Specific Learning Disabilities
 Field Studies in Education: Research into Practice
 Internship in Education: Learning Disabilities and Emotional Disorders

Coursework in Career Transition-Vocational Special Needs

Endorsement (Optional):
 Education and Employment of Diverse Populations
 Internship

Special Education Faculty Members:

Please contact us with any questions or for further information. You may email us or call (540)231-1880 if you prefer.

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Second Annual Early Childhood Partnership Conference

July 6 & 7, 2000 Fort Magruder Inn, Williamsburg, VA

July 27 & 28, 2000 Tanglewood Holiday Inn, Roanoke, VA

Sponsored by

Head Start Collaboration Project, Virginia Department of Education, and the Training and Technical Assistance Network

Target audience

Teams supporting children in Early Childhood programs (birth-five) are encouraged to attend! This includes general and special education early childhood teachers and paraprofessionals, Head Start teachers and paraprofessionals in school and community-based programs, early intervention service providers, administrators of general and special education early childhood programs, related service providers, and families of EC/ECSE children, as part of a school-based or child centered team.

Keynote speaker

Children's author, Barry Rudner, inspires adults by sharing the excitement of touching the lives of young children. All nine of his published children's books have the underlying theme of building self-esteem, the importance of education and reaching for your dreams. Barry Rudner's keynote address, titled "Teaching Self-Esteem through Fairy Tales and Allegories," is described by the author himself: "The education and dreams of our children depend on how they feel about themselves. This is a poignant, and at times, humorous look at this all-important relationship."

Conference strands for breakout sessions

- Classroom Management
- Curriculum
- Family Involvement
- Emerging and Family Literacy
- Technology
- Developing and sustaining team/partnership collaboration from school-based to regional to statewide levels will be explored through a special series of presentations.

Watch for registration brochures coming to you in April.

For more information contact Selina Flores or Deb Schwabe at 1-800-848-2714 or 540-231-5167

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

T/TAC Services

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

School Divisions Served

Region 6

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

Region 7

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