

T/TAC Bulletin

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

Winter 2000 Vol. 9, No. 2

A Case for Teaching Functional Skills

by Preston Lewis

It is not uncommon to find instances of curricular content for students with moderate to severe disabilities based primarily on information derived from the administration of norm-referenced evaluation instruments. A dilemma often results when an attempt is made to translate test items failed at particular levels or mental ages into actual tasks to be taught. Not only were these evaluation tools never intended to be used in this manner, but the result is that students end up spending a majority of their school day being taught skills that are totally artificial and/or extremely age-inappropriate. There is not time or justification for devoting instruction to teaching items that are selected from a developmentally-based hierarchy of supposed "prerequisite" skills. A scenario of the outcome for one such student is portrayed below.

My Other Brother Daryl

Daryl can now do a lot of things he couldn't do before!

He can put 100 pegs in a board in less than 20 minutes, but, he can't put quarters in vending machines.

Upon command he can "touch" nose, shoulder, leg, foot, hair, ear, but, he can't blow his nose when needed.

He can do a 12 piece Big Bird puzzle with 100% accuracy, Though he prefers music, he was never taught how to use a radio.

He can now fold paper in halves and even quarters, but, he can't fold his clothes.

He can sort blocks by color, but, he can't sort clothes; whites from colors for washing.

He can string beads in alternating colors, but, he can't lace his shoes.

He can tell me the names of all the letters of the alphabet when presented on a card, but, he can't tell the mens room from the ladies room when we go to McDonald's.

He can identify with 100% accuracy 100 different Peabody Picture cards by pointing, but, he can't order a hamburger by pointing or gesturing.

He can walk a balance beam frontwards, side-ways and backwards, but he can't walk up the steps or bleachers unassisted in the gym to go to a basketball game.

He can count to 100 by rote memory, but, he doesn't know how many dollars to pay for a \$2.59 McDonald's coupon special.

He can put the cube in the box, under the box, beside the box, and behind the box. But, he can't find the trash bin in McDonald's and empty his trash into it.

He can sit in a circle with appropriate behavior and sing songs or play "Duck, Duck, Goose," but, nobody else his age in his neighborhood seems to want to do that.

I guess he's just not ready yet.

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Collaborating Speech-Language Services in the Classroom

By Lora Kingma

Traditionally, speech-language pathologists (SLPs) have worked with students in the public school systems using the "pull-out" model. Students, either individually or in groups, go to the SLP's room and therapy is provided there. This model is still common, and in some cases, is the most appropriate setting for certain types of communication problems. Any type of therapy that may be embarrassing for the student to perform in front of his peers, such as imitating certain mouth movements to produce a particular sound, is not appropriate in the classroom setting until that student has mastered the technique.

Acquiring vocabulary

Recent studies show, however, that some language therapy, such as acquiring vocabulary skills, is quite appropriate and even more beneficial when done in the classroom. Working with the classroom teacher to incorporate curriculum issues with language therapy goals may help the student learn the vocabulary and the subject area more efficiently.

Teachers are often our best resources when identifying children in need of language treatment. Students who are identified as having language impairments also often have problems with grammar, vocabulary, and effective conversational skills. As students interact in class, teachers and SLPs can work closely together to determine his/her skills in the classroom setting. This in turn can help the SLP determine appropriate goals particularly relating to vocabulary in core subject areas.

Teachers and SLPs can help each other when working with students with language problems. Teachers can help observe the student, give their impressions

about the student's use of language, and give information regarding test taking. The SLP can use the curriculum when assessing communication abilities and can also use the vocabulary from the area of study in their language therapy goals.

Advantages

Advantages of collaboration and co-teaching for both the teacher and the SLP are clear: the therapist can increase his/her learning about the curriculum and help the teacher use effective strategies when working with the child with the language difficulty. Studies have shown that even the children who were at risk of having a language disorder, but were not identified as having a speech-language impairment, benefited by having the SLP work in the classroom. Particularly, increased vocabulary skills were demonstrated. More visual prompts were used as well, giving the entire class an additional mode for learning the curriculum.

With the SLP working with the teacher, peer modeling and peer tutoring can be utilized to assist all children. Study skills can also be taught by both the teacher (facilitating concept learning) and the SLP (facilitating language concepts.) SLPs can assist the teacher and the students by repeating instructions, helping find the main concepts, showing techniques of outlining, and generally taking apart assignments and breaking them down into understandable and attainable goals.

Collaboration and co-teaching have obvious benefits for teachers, SLPs, and students. However, much planning must take place. The teacher and the SLP have to meet regularly, plan clearly and be flexible enough to change roles as the need arises.

References:

Throneburg, R., Calvert, L., Sturm, J., Paramboukas, A. Paul, P. (2000). *A Comparison of Service Delivery Models: Effects on Curricular Vocabulary Skills in the School Setting*. *AJSLP*, Vol. 9, No. 1.

Campbell, D.(1999). *Focus on Function in the Schools*. *Advance*, Vol. 9, No. 51



"Anytime you do something for someone else that they could be doing for themselves, you are retarding them."

*Lou Brown
October 20, 2000*

Bits and Bytes

by Glenna Gustafson

Do what you can, with what you have, where you are. Anonymous

Thanks to all of you that requested the Apple IIe software. We had a great response and have no more to loan.

The fall computer loan was a big success! Lynn Chambers, Rebecca Spainhour, Janice DeVoll, Kathy Creech, and Ginger Lilly, all took a Macintosh 7500/100 back to their schools.

Functional curriculum websites

If you are looking for additional information on functional curriculum, here are some web sites that will help you out. Don't forget that you can access these links from the T/TAC homepage.

Developmentally Appropriate Practices in Early Childhood Education

<http://www.ed.psu.edu/k-12/edpgs/su96/ece/dap1.html>
The purpose of this page is to provide links to a variety of informational resources that will enable Early Childhood Education students and teachers to develop a deeper understanding of developmentally appropriate practices.

IDEA Practices

<http://www.ideapractices.org/>
This site answers your questions about Individuals with Disabilities Education Act, keeps you informed about IDEAs that work, and supports your efforts to help all children learn, progress, and realize their dreams.

Curriculum Development

<http://www.gse.utah.edu/uplift/student/courses/curriculum/Sessions/session2/organizer/sld001.htm> A PowerPoint presentation that focuses on creating functional curriculum for students with disabilities.

Adapting Instructional Curricular Materials for Students with Multiple Disabilities in the Regular Classroom

<http://eisc-prise.mciu.k12.pa.us/EISC/PRISE/PRISE%20Catalog/Bibliographies/010-96.html>
Contains information, strategies, and methods for individualizing materials to increase the participation of students with disabilities in educational activities.

Functional Curriculum for Students with Visual Impairments

<http://www.tsbvi.edu/publications/fa.htm> The Functional Academics Curriculum is designed for teachers and instructors who work with a very special group of adolescents, age 12 years and older, for whom the developmental or academic approach is no longer effective, and have basic academic skills at a kindergarten through second grade level.

NCIP – National Center to Improve Practice in Special Education Through Technology, Media, and Materials

<http://www2.edc.org/NCIP/>
The National Center to Improve Practice (NCIP) was funded to promote the effective use of technology to enhance educational outcomes for students with sensory, cognitive, physical and social/emotional disabilities.

What do you think?

What would you like to see in Bits and Bytes? Contact me to let me know what you would like to see in Bits and Bytes. You can send an email to: gsgustaf@vt.edu. Or send a snail mail request to: Glenna Gustafson, VPT&SU 222 Lane Hall, MS 0254, Blacksburg, VA 24061

Bits and Bytes can be found online at: <http://tac.elps.vt.edu/htmldocs/UsefulInformation/BitsBytes.shtml>

Mark Your Calendar

T/TAC Technology Network Conference, Accessing the Future, will be held June 21-22 at the Hotel Roanoke. Circle these dates on your calendar and plan on attending! More information about the conference will be sent soon!

While Your Calendar is Out...

Mark your calendar for *The Third Annual Early Childhood Partnership Conference* July 26-27, 2001

Sponsored by: Head Start Collaboration Project, Virginia Department of Education, and the Training and Technical Assistance Network.

One Site Only! The Hotel Roanoke and Conference Center, Roanoke, VA.

The target audience is teams supporting children in early childhood programs.

Raffi will be our keynote speaker!

Watch for registration brochures arriving in April, 2001.

Registration fee for this 2-day conference is \$55. Limited conference scholarships are available.

For more information about the conference contact: Selina Flores or Deb Schwabe at the VT T/TAC (800)848-2714.

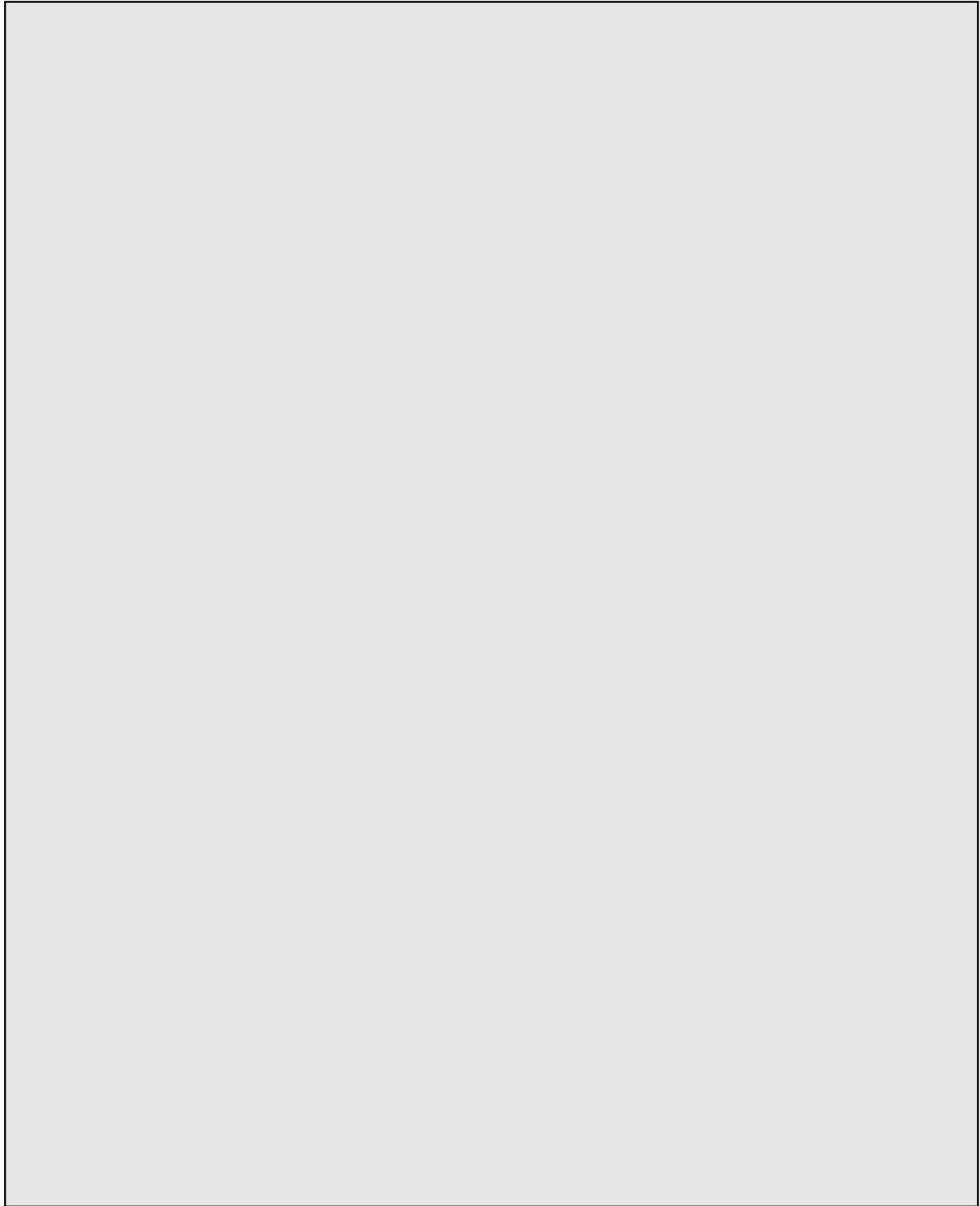
Best Practice Checklist

Programming for Students with Severe Disabilities

School: _____
 Target Student: _____
 Reviewer(s): _____

Pre Date: _____ Post Date: _____
 Rating Key: 1 = no evidence 2= some evidence
 3 = fully implemented

Directions: At the beginning of the school year, evaluate each indicator in the “pre” column, using the rating key. To improve your programming, decide which of the items rated as “1” or “2” will be priorities for improvement, and work with colleagues to put best practices into place. At the end of the year, evaluate each indicator in the “post” column, and compare the “pre” and “post” scores.



Adapted by Rachel Janney, Ph.D., Radford University from: Meyer, L.H. Program Quality Indicators. Syracuse, NY: Syracuse University; and Fox, T., & Williams, W. (1991). Implementing best practices for students in their local schools. Burlington, VT: University of Vermont Center for Developmental Disabilities.

<http://tac.elps.vt.edu/>

Early Childhood Corner: Activity-based intervention

By Selina Flores and Deb Schwabe

More and more within our early childhood and early intervention settings you will find evidence of the legislative mandate that supports the delivery of services in natural environments, or in least restrictive environments. To that end many of our early interventionists, early childhood teachers of general and special education programs are in search of innovative strategies to support ALL children in a variety of settings in a meaningful and functional manner.

Activity-based intervention

Activity-based intervention is an example of such an approach. It is a planning process, which enhances transdisciplinary team building and maintenance of the team. Activity-based intervention entails the systematic collation of a broad base of knowledge regarding an individual child's strengths and needs, typical child development, the environment where intervention is to take place, materials to be used, and knowledge of the class or home routine.

Activity-based intervention within early intervention and early childhood settings can address the variety of needs of children with disabilities, children at risk for school failure, or typically developing children within your classroom. The strategies are easily incorporated in early childhood settings. They promote functional teaching and learning opportunities within the natural environment and generalization of skills.

Activity-based intervention is distinguished from other models by the following four characteristics: 1) emphasizes child-initiated transactions, 2) child's goals, targeted skills, desired outcomes, or objectives are embedded into

routine, planned, and child-initiated activities, 3) uses logically occurring antecedents and consequences, and 4) promotes functional skill development and the generalization of skills. This means that the environment and activities are engaging, and they facilitate and support opportunities to practice and master skills. Activity-based intervention promotes adult responsiveness to a child's lead when interacting within the environment.

Five steps

Here are five steps to consider when implementing activity-based intervention.

1. Identify the target skills or desired outcomes for each child. For children receiving early intervention or special education services you can find these skills or desired outcomes outlined in the child's IFSP or IEP. Other early childhood programs can find the same information within their curriculum, program goals, or developmentally appropriate literature.
2. Identify and analyze the physical environment. What is the setting, location, materials, and the physical configuration of the space? Who will be in the setting? Will there be a need for additional adults? If so, what are their roles? Will there be a need to adapt the environment or activity to include every child in the activity? If so, identify those adaptations or accommodations, e.g. picture schedules, picture boards, sentence strips, augmentative communication devices, etc.
3. Identify and analyze the activities within the environment. In describing what typically happens in an activity, simultaneously identify all the different developmental and learning opportunities. One of the unique characteristics of activity-based intervention is the need to look beyond the obvious opportunities to discover all the other developmental areas that are involved within these events. Life is composed of motor, sensory, social, cognitive, and communication components that should not be isolated from each other (Coling and Garret, 1995). Diversity is another consideration when identifying opportunities and activities. The themes and activities identified should reflect the diverse ethnic background of the children and families in your program, and your community. This includes, but is not limited to, acknowledgement and respect for family configurations, lifestyles, and abilities of the individual child and their family.
4. Integrate the information gathered from the previous steps to match the opportunities for development and learning with the targeted skills, desired outcomes, or goals of individual children. A handy matrix to utilize when collating the above information is one that lists your activities on the left-hand side, and the targeted skills, desired outcomes, or goals listed across the top of the page. This shows you where you are embedding the targeted skill (IEP/IFSP objective) into the routine or planned activity. As a team, identify opportunities to embed targeted skills into spontaneous and child-initiated activities.
5. Review your lesson plan and analyze the data to determine the effectiveness of the intervention plan and to further determine if specific activities or materials are needed to address those skills not sufficiently addressed during the week.

References:

Bricker, D., Pretti-Frontczak, K., & McComas, N. (1998). *An activity-based approach to early intervention*. Baltimore: Paul H. Brooks.

Coling, M., and J. Garrett (1995). *Activity-based Intervention Guide*. Tuscon, AZ: Communication Skill Builders.

T/TAC library resources

The T/TAC library has a variety of resources to assist you in learning more about activity-based intervention. The following is a sampling of what is available:

Bricker, D., and J. Cripe (1992). *An activity-based approach to early intervention*. Baltimore: Paul H. Brooks.

Miller, K. (1984). *More things to do with toddlers and twos*. Beltsville, MD: Gryphon House.

Bredenkamp, S., ed. (1986). *Developmentally appropriate practice*. Washington, DC: National Association for the Education of Young Children.

Derman-Sparks, L., & the ABC Task Force (1988). *Anti-bias curriculum: Tools for empowering young children*. Washington, DC: National Association for the Education of Young Children.

Linder, T. W. (1993). *Transdisciplinary play-based intervention: Guidelines for developing a meaningful curriculum for young children*. Baltimore: Paul H. Brooks.

Press, J., (1994). *The little hands art book (Exploring arts & crafts with 2 to 6 year olds)* Charlotte, VT. Williamson Publishing.

Castaldo, N., (1996). *The little hands nature book*. Charlotte, VT. Williamson Publishing

Shiller, P. (1997). *Count on math: Activities for small hands and lively minds*. Beltsville, MD: Gryphon House.

Having a Disability, Doesn't Mean I need an Afternoon Nap.

Naps are a wonderful way to rejuvenate and revive in the afternoon. Infants, preschoolers, and sometimes kindergarten-aged children need a good afternoon nap. For this age group naps allow a calming time, and reinvigorate the child for the rest of the day. Without a nap young children can become cranky, unable to focus, overly active or lethargic.

On the other hand, children over the age of 7 rarely take naps. There are too many things to learn and accomplish. Elementary and secondary students in the general population do not take naps at school (if they do they may be reprimanded). Unfortunately, all too often students with moderate to severe disabilities in self-contained classrooms are required to lie down in a darkened room after lunch. It is not age appropriate, nor is it generally necessary for students with disabilities to take afternoon naps. Worst of all napping is a waste of limited instructional time.

Of course there are some exceptions. Certain students may have periods of sleeping during the day due to seizures or other specific aspects of their disability. However, there is no need to sacrifice instructional time with a 1-2-hour afternoon nap for the majority of students. In fact, light exercise, stretching, taking a walk, or running in place for a few minutes may be more revitalizing than napping for students. Exercise will help stimulate the nervous system and ready the students for more active learning.

Again there may be exceptions. Some students with heightened sensory systems may be overstimulated by all the activity in the cafeteria. These students may need to sit quietly reading a book, listening to music, or experiencing deep pressure to calm their nervous systems enough so that they can benefit from instruction. Again, this will not apply to the majority of students. In either case such activities should last only a few minutes.

Ask yourself why students are taking an afternoon nap. If the above noted exceptions are not applicable, then consider discontinuing naptime and using the time to teach other necessary skills.

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.

Age Appropriate Activities

According to Virginia's implementation manual for alternate assessment...

Activities or materials are age appropriate if a person of the same age without a disability would find the activity acceptable. As students pursuing functional life skills get older, the gap between their chronological age and their developmental level increases. Focusing on activities that are appropriate to the student's developmental level do not necessarily enable these students to "catch up" to their peers. Regardless of cognitive functioning, all students can learn to participate in age-appropriate activities with their peers. With IDEA's emphasis on preparing students for post-school outcomes, it is imperative that instruction focus on assisting students to participate in age-appropriate activities that will help them to function as independently as possible as an adult. (p. 29)

Some older students may enjoy objects and activities that would not be deemed age-appropriate by their peers. Rather than encouraging this interest at school, try expanding it. For example if the student likes noise makers such as rattles, maracas may be an acceptable substitute. If the student remains interested in the less age-appropriate activity, suggest to the student and family that it might better be kept at home and enjoyed in private.

Reference:

Virginia Department of Education & Inclusive large scale standards and assessment (2000). *Virginia Alternate Assessment Program: Implementation manual*. Richmond, VA.

The T/TAC at Virginia Tech

Presents

Stuck on Learning

Strategies that Help Learning **STICK** for **ALL** students!

Two Content Enhancement Routines

Developed and researched by the University of Kansas

February 6, 2001

9:00-3:00pm

Roanoke Higher Education Center

Roanoke, VA

Do you feel frustrated that the content you teach in your classroom isn't "sticking" for your students? Come and explore two strategies designed to help teachers plan and present content in an organized format along with assisting students to learn information using "memorable" organizers. This hands-on workshop will include training on:

The Framing Routine:

Focuses on how teachers can help students develop a more thorough understanding of information associated with key topics and main ideas. It is used in conjunction with a graphic organizer called the "Frame", which explores the topic, subtopic, ideas, details and relationships.

And

The Unit Organizer Routine:

This routine allows teachers to introduce the "Big Ideas" of a unit and how they are related. It drives the presentation of large "chunks" of information in an organized format as well as defines and clarifies the relationships of seemingly unconnected material. Teachers report this routine has changed the way they teach!

Both the routines include a set of linking steps, a graphic organizer and are presented in a Cue-Do-Review instructional sequence. Each routine is designed to be a powerful teaching tool as well as a powerful planning tool. The routines are published in a manual form with explanations, blank organizers, as well as samples. This workshop is intended for educators in grades 4-12 who serve students in general education settings as well special education settings. Teachers should come equipped with their planning materials to work directly with the routines in the context of their own course. It is recommended that teachers attend with their colleagues, co-teachers, and creativity!

Cost:

Registration is **\$35.00** which includes 2 manuals with reproducibles, morning refreshments, lunch, workshop materials and training!

Registration form on page 9.



T/TAC workshop registration form

How to Register

The registration fee for the Stuck on Learning workshop is \$35. Paraprofessionals may attend any T/TAC workshop free of charge. To register, check the workshop(s) you wish to attend, complete the registration 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. We must receive your registration two weeks prior to the start of the workshop in order to confirm your space and forward to you a confirmation letter, parking pass (if applicable), materials (if applicable), and directions. Receipt of the previously mentioned items cannot be guaranteed if registration is not received in time.

Please register early!

On-site check in 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

Unfortunately, requests for refunds cannot be honored. However, substitutions are accepted at any time. In case of questionable weather, please call: (800) 848-2714 (or 231-5167) 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 Kelly Dean or Susan Whetstone at (540)231-6248, (800)848-2714 or TDD (540)231-3351 at your earliest convenience.

T/TAC Registration Form—copy as needed

Stuck on Learning February 6, 2001, Roanoke, VA (see description on page 8)

Please print or type—complete a separate form for each participant. The registration fee is \$35 for this workshop, with the exception that paraprofessionals may attend any T/TAC workshop free of charge..

Name _____ Social Security No. _____
 Position/Title _____ School/Center/Site _____
 School Division _____
 Address to which we should send your confirmation and materials:
 _____ City _____ State _____ Zip _____
 Daytime phone _____ Fax _____

Should we need to contact you, how would you like to be contacted? (Please choose only one):
 _____ Phone _____ (work or home)
 _____ Fax _____
 _____ Email _____

In case of questionable weather: please call: (800) 848-2714 (or 231-5167) at any time for information regarding cancellation and rescheduling.

Method of payment: Check or SPO (FID number must be included). No cash or credit cards please.
 Make payable to: **Treasurer, Virginia Tech**

Return with payment no later than **two weeks prior to the date of the workshop** (*no staples, tape, or paper clips, please*) to: T/TAC Workshop Registration, 222 Lane Hall, Mail Code 0254, Blacksburg, VA 24061. Phone (540)231-6248.

Office Use Only Check #: Confirmation packet mailed (date):

Partial Participation and Independence

According to Virginia's implementation manual for alternate assessment...

When individuals who support students with disabilities make an activity contingent upon a student's participation, the student learns to perform new skills and to increase his or her independence. Even when a student partially participates (i.e., completes one or more steps of a task but not the whole task), he/she learns to develop a sense of control over his/her environment and achieves a sense of accomplishment. In addition, students with disabilities must have the opportunity to learn to make appropriate choices and exercise control over one's environment. If individuals who support students with disabilities complete activities for the student, the student develops a sense of "learned helplessness" or displays challenging behaviors. The student may learn there is no need to participate because someone will always be there to perform the task, or the student may react to a loss of control through a variety of negative behaviors. The use of supports to gain independence, including assistive technology, enables many students with disabilities to participate in activities that previously would have been inaccessible to them. (p. 31)

Reference

Virginia Department of Education & Inclusive Large Scale Standards and Assessment (2000). *Virginia Alternate Assessment Program: Implementation manual*. Richmond, VA.

On-site Consultations

One of the most frequently requested services of the T/TAC is an on-site consultation. On-site consults are typically requested on behalf of an individual student who may be experiencing academic or behavioral difficulties or to provide general program suggestions to educators. During the 1999-2000 school year the VT and RU T/TACs provided 156 on-site consultations.

On-site assistance usually includes reviewing the student's records, observing the student in different school environments, meeting with the educational team (including the parents) and writing a comprehensive report with suggestions to the student's IEP team regarding the student's program. On-site consultations are not evaluative (either of the student or the teacher), nor are they intended to circumvent IEP team decisions or LEA policies.

On-site assistance is the most intensive level of service the T/TAC provides. On-site consultations are designed to fit into the larger goal of increasing the capacity of school divisions to work with students with disabilities. In order for us to maintain the level of service for which on-site assistance was designed, we ask educators to use the following guidelines before making a request for on-site consultations:

1. What specific course of action (e.g., strategies, techniques) have you tried to date or do you plan on trying to address your concern(s)? What steps will you or your team take to implement suggestions as a result of an on-site consultation?
2. What school division resources have you used or are considering using? Who in your school division have you contacted or will you be contacting to assist you with your concern?

3. Have you met with the educational team and come to consensus about the need for T/TAC on-site assistance?
4. Has T/TAC seen this student before? If so, have you reviewed the report(s) and implemented any of the suggestions?
5. Have you accessed other T/TAC resources such as training, library materials, or telephone consultations which may address your concern?
6. How would you rate your need for on-site assistance on a scale from 1 (manageable, but looking for new ideas) to 5 (crisis level, I must have immediate assistance).

Having this information at hand when you call and request an on-site consultation will help us work together in designing technical assistance that best meets your needs.

E-Newsletter

The T/TAC has created an electronic newsletter to support teachers who are implementing Virginia's Alternate Assessment Program this year. In the first VAAP E-Newsletter we shared a timeline for completing a Collection of Evidence (COE), suggestions for developing a student schedule, and answers to frequently asked questions (FAQ).

If you would like to receive the VAAP E-Newsletter send an email to 32Leslie Daniel, lsd@vt.edu with "Subscribe VAAP E-Newsletter" in the subject area.

2000-2001 T/TAC On-Site Workshops

T/TAC is offering a limited number of school-based or site-based workshops. These are workshops conducted at your school or in your school division. Requests will be handled on a first-come, first-served basis. All workshops are full or half day presentations for school staff or teams. Listed below are some of the site-based workshops available for the 2000-2001 school year. To learn more about this opportunity and how to formally request a workshop, contact the T/TAC staff member listed below at 800-848-2714 or 540-231-5167.

Contact Deb Schwabe

- *Enhancing the School-to-Home Connection: Activity-Based Programs to Increase Family Involvement*
- *Finding the Way to Smoother Transitions in the Pre-K Classroom*
- *Fostering Emergent Literacy/ Emergent Math Skills in Young Children*

Contact Selina Flores

- *Going to Preschool!*
- *I Can Do it All by Myself*
- *ECSE Team Training for Functional Behavior Assessment and Positive Behavior Intervention Plans*

Contact Glenna Gustafson

- *Assistive Technology: A New Journey*
- *Assistive Technology-- Alternative Access*
- *The "How to" of IntelliKeys*

Contact Diann Eaton

- *Creating and Using Social Stories*

Contact Lora Kingma

- *Here's the Device-Now What do We Want it to Say?*
- *Getting Acquainted with Augmentative Communication*

Contact Barbara Flanagan

- *Supporting Diverse Learners*
- *Adapting Instruction for Learners with High Incidence Disabilities*
- *Collaborative Teaching: Rebuilding the Classroom for all Students*
- *The Keys to IEP Planning & Writing*

Contact Helen Barrier

- *University of Kansas Center Research on Learning, Content Enhancement Routines*
Including:
Unit Organizer Routine
Lesson Organizer Routine
Concept Mastery Routine
Concept Comparison Routine
Concept Anchoring Routine
Survey Routine
Quality Assignment Routine
Framing Routine
Recall Enhancement routine

Contact Patricia Bickley

- *Functional Behavior Assessments*
Positive Behavior Supports

Staff Directory

Virginia Tech

College of Human Resources and Education

222 Lane Hall, Mail Stop 0254
Blacksburg, VA 24061

(800) 848-2714 Locally (540) 231-5167

TDD (540) 231-3315 FAX: (540) 231-5672

Beverly Parkins, Secretary

Patricia Bickley, Ph.D., Co-Director

Barbara Flanagan, M.S., Co-Director

Helen Barrier, M.Ed.,
High-incidence Disabilities Coordinator

Leslie S. Daniel, M.S.,
Severe Disabilities Coordinator

Diann Eaton, M.S.,
Severe Disabilities Coordinator

Selina M. Flores, M.Ed., Early Childhood
Special Education Coordinator

Glenna Gustafson, M.Ed.,
Technology Coordinator

Lora Kingma, M.S., CCC-SLP
Communication Coordinator

Deb Schwabe, M.S., Early Childhood
Education Coordinator/Compensatory
Programs

Richard Snider, M.A.,
Technology Coordinator

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Department of Special Education

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(877) 544-1918 Locally (540) 831-5333

FAX: (540) 831-5124

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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

<i>Region 6</i>	<i>Region 7</i>	
Alleghany Highlands	Bland	Pulaski
Botetourt	Bristol	Radford
Covington	Buchanan	Russell
Craig	Carroll	Scott
Danville	Dickenson	Smyth
Floyd	Galax	Tazewell
Franklin	Giles	Washington
Henry	Grayson	Wise
Martinsville	Lee	Wythe
Montgomery	Norton	
Patrick		
Pittsylvania		
Roanoke City		
Roanoke County		
Salem		