

# The T/TAC Telegram

Volume 8, Issue 2, October/November 2003

Northwestern  
Consortium



T/TAC

Linking People & Resources

## Contents

### Page

1-2 *The Strategic Road to Differentiation*

3 *Rules for Life: Positive Behavioral Supports*

4 *Autism Priority Project*

*Tips On Designing and Using Individual Student Schedules*

5-6 *VAAP Context Performance Dimension*

6 *Priority Project Updates*

7-8 *Paraeducator Press*

Northwestern Consortium

T/TAC

This newsletter is a collaborative effort by the Northwestern Consortium of the Training & Technical Assistance Centers (T/TACs), which includes James Madison University, co-directed by Cheryl Henderson and Melinda Bright, and George Mason University, directed by Michael Behrmann.

Placement, editing, and graphic design of the T/TAC Telegram by Allison Toguchi and Kieno Simeon (GMU) and Sherry Hussey (JMU)

## The Strategic Road to Differentiation

by Judith L. Fontana, Ph.D.

"Research-based strategies" is the mantra for educators. In the realm of education a strategy is a unique scheme or educational procedure designed to assist students to reach an instructional goal. The term research-based implies that the procedure has been implemented in an educational setting and student performance has been measured and compared with scores of similar students using yet another procedure. Marzano, Pickering, and Pollock (2001) have identified eight categories of procedures. They are paraphrased below:

- Compare and contrast
- Summarization/notetaking
- Explicit recognition of student effort
- Homework/practice
- Cooperative learning
- Activation of prior knowledge
- Visual strategies
- Generation and testing of hypothesis.

These categories encompass a myriad of specific instructional variations applicable to any content. This article will focus on the integration of compare and contrast, visual strategies, and summarization/notetaking. "Learning" in the context of this article refers to addition of information to the long-term memory with automatic recall for future application.

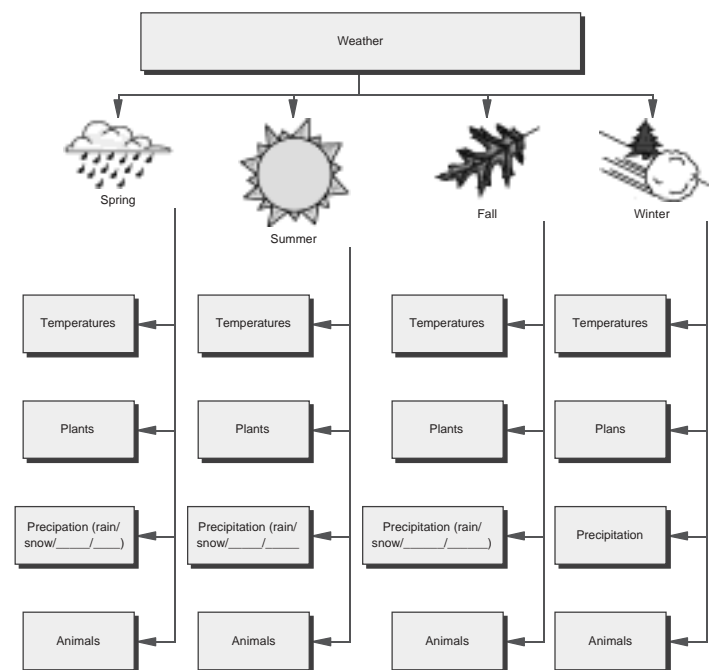
Compare and contrast is the analysis of similarities and differences. This allows us to form analogies that link prior knowledge to new information thus facilitating learning. Visual strategies will refer to any non-narrative or pictorial rendition of information to enhance recall. There are many variations of graphic organizers in education literature. Time and space requirements will limit the focus to a web style organizer, Venn diagrams, and notetaking templates.

It is important that strategies for learning be embedded into content.

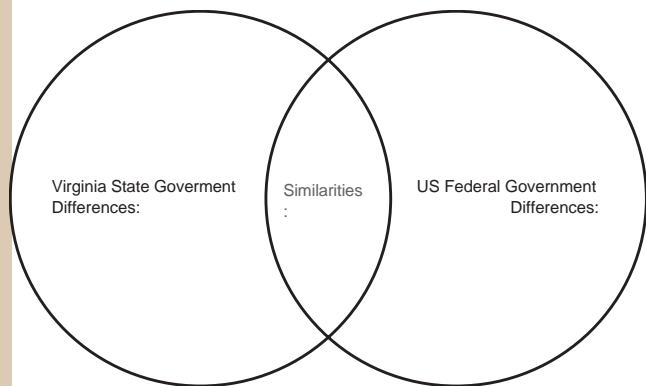
Scaffold your instruction of complex strategies via think alouds, modeling, and revision. Monitor your students' understanding of how the strategy is implemented and is expected to help them learn. Initially, a strategy must be required so that students use it often enough for it to become part of their learning repertoire.

Webs may be used in a variety of ways (Fontana, 2003). To activate and assess prior knowledge, consider using a web during a brainstorming session as you anticipate beginning a new unit or chapter.

Example: We will be studying weather in science. I want you to think of some words related to weather, then turn to your neighbor and create a list of weather words. As students share their lists one word/partnership create a master list on the board or overhead. Then ask the students to sort the words. Depending upon the outcomes, you may provide or elicit categories. These will serve as the basis for your web. A generic sample created with the basic web in Inspiration software illustrates a possible starting point. Consider using hierarchical webs to show relationships or cause and effect and simple cycles to illustrate patterns in nature.



The analysis of information into exclusionary or overlapping categories requires that students interact with the content. A Venn diagram (Inspiration software) template provides a visual for such analytical thinking.



Venn diagrams may be used to illustrate simple or subtle comparisons. The preceding example could be augmented by cues such as a required number of similarities, word prompts in any of the sections, or even a list of items (term of office, structure of the legislature, for example) for the students to explore. Adjust the placement of the overlapping areas as needed.

Students may benefit from the use of notetaking templates. The Cornell system (Gickling & Gravois, 2003) uses a chart format. In column 1, students list concepts or main ideas. Column 2 contains related details. To teach the strategy teachers might model it during a guided reading session and then have students work with charts that contain clues to assist them to note the major concepts or events. Most students can be weaned from the cued charts, but students with reading or information processing difficulties may need continued support. As students become proficient a simple table can be drawn on a sheet of lined paper. The strategy is now theirs to use or not. (Word document: Table function)

Topic or concept (reduced)	Details (expanded)
Causes of the Civil War	Slavery *detail *detail  Concept of states rights *detail *detail  Agrarian economy vs. industrial economy *detail *detail
Political Action taken to avoid a war or secession	Missouri Compromise Dred Scott Decision _____ _____

A matrix with headings can serve as a notetaking or summarization template. Below is an abridged sample of a matrix for clouds. The teacher can put in as many or few cues as deemed necessary. This type of graphic supports differentiated instruction. (Word document: Table function)

Types of Clouds	Color	Size/shape other descriptors	Sketch	Associated Weather

For variety, use visuals as a cooperative activity with smaller groups of students assigned to use resources to become “experts” on a specific area and to report back to the group. Replicate your Venn, web, or table on a poster and use sticky notes to add or adjust information. When students have had some experience using a graphic format, consider homework assignments that will require them to review content and organize it into a visual. Students need to encounter new information more than once. When teachers vary their delivery or practice via the use of strategies students are more likely to be engaged in the rehearsal/practice that enhances the movement of new information from short to long term memory (Gickling & Gravois, 2003).

**References:**

Fontana, J.L. (2003). *Mnemonic strategy instruction in secondary social studies inclusion classrooms*. Unpublished doctoral dissertation. George Mason University, Fairfax, VA.

Gickling, E., & Gravois, T. (2003). *IST Manual*. Unpublished staff development manual. Richmond, VA: Virginia Department of Education.

Inspiration, (Version 7) [Computer Software]. (2002). Portland, OR: Inspiration Software. (explore at: [www.inspiration.com](http://www.inspiration.com))

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research based strategies for increasing student achievement*. Alexandria VA: Association for Supervision and Curriculum Development.



## Rules for Life: Positive Behavior Supports

By Kay Klein, M.Ed. and Tony Tallent, M.Ed.

“The most effective teacher tool to handle problem behavior is to prevent it from occurring in the first place” (McCart and Turnbull, 2003). Often teachers have been given little more than classroom space, books, lined paper, and a computer and have received little training about how to support students when they exhibit challenging behavior. Teachers are expected to create an environment of learning so that all students reach their full potential and pass a battery of standardized tests. In order to foster an environment that is conducive to learning, consider using an approach guided by the research-based principals of Positive Behavioral Supports. The goal of Positive Behavioral Supports is to blend the values about the rights of students with disabilities with a practical science about how learning and behavior change occurs. This systematic approach to positive change can often reduce discipline referrals while increasing teaching and learning opportunities (Horner, 1999). Most importantly, Positive Behavioral Supports can create a positive school climate for both students and teachers by developing social and communication skills that enhance learning and growth.

The foundation of the Positive Behavioral Support model emphasizes structured teaching practices of expected behavior through an array of implementation strategies and is not just limited to one intervention. An important teacher intervention, which is implemented at the classroom level, is to develop classroom rules and routines. The alternative, the absence of rules and structured routines, often results in a classroom that is disruptive, with instructional time wasted addressing individual student behavior, and a constant feeling of “nagging” on the part of the teacher. Classroom rules and routines are, therefore, one of a teacher’s primary labor saving devices. Yet, classroom rules and routine are not free, they cannot simply be announced. They must be taught and practiced, the same as an academic expectation. The purpose for having rules and routines is to teach students to learn how to behave well, even when staff members are not in close proximity. Another purpose for rules and routines is to create a stable, predictable environment. Students need a certain amount of stability so they can feel secure enough to be able to control their own behavior. Good routines also help students make predictions about what others are most likely to do. Predictable rules and routines provide students with the stability they need to learn and function more effectively. Rules and routines must be designed to teach effective and efficient behavior and to create a stable foundation from which students learn to face an uncertain world (Jones, 2003).

There are a few guidelines to consider before rules and routines are designed for the classroom. Students must be involved in the formation of rules and routines as well as the consequences associated when a rule or routine is not followed. They must be based on principles that prompt students to behave in a desirable and appropriate manner. Specifically, rules should be clearly written and designed to remind students of

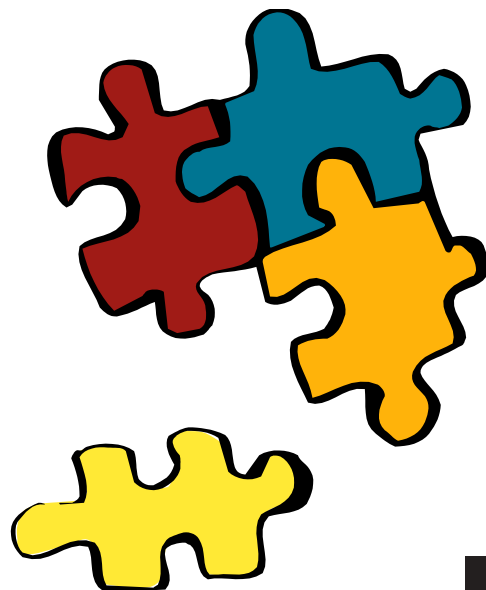
positive acceptable classroom behavior. The efficiency and effectiveness of the instructional environment should be promoted while the conditions are set for all staff to be able to enforce them.

In a preschool or elementary environment one unique way to display your rules and routines in your classroom rather than just writing them on a piece of poster board is to draw a puzzle. You should have one more puzzle piece than the number of rules you have. For example, if you have five rules then draw your puzzle with six pieces. One piece needs to be directly in the middle of the puzzle. After drawing the puzzle, run it off on transparency film (paper). Use an overhead projector to make it the size suitable for the area that you post your rules. It is really cute to do each puzzle piece a different color. Write a class rule in each puzzle piece. Save the puzzle center puzzle piece for writing “Good Behavior Completes the Puzzle.” For durability, you can laminate it to use year after year! (Kims Korner)

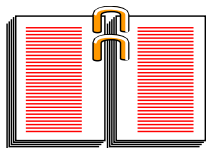
To find out more about positive behavioral support visit the PBS website at [www.pbis.org](http://www.pbis.org) or the online academy for a series of PBS modules located at [www.onlineacademy.org](http://www.onlineacademy.org)

### References:

- Horner, R.H. (1999). Positive behavior supports. In M. Wehmeyer & J. Patton (Eds.), *Mental retardation in the 21<sup>st</sup> century* (pp. 181-196). Austin, TX: Pro-Ed.
- Jones, F. (2002). *Tools for teaching: Discipline, instruction and motivation* Retrieved October 2, 2003 from [www.fredjones.com](http://www.fredjones.com)
- Kims Korner. (2003). *Ideas for many areas of classroom management*. Retrieved October 2, 2003 from <http://www.kimskorner4teachertalk.com/>
- McCart, A., & Turnbull, A. *The issues: Behavioral concerns within inclusive classroom*. Retrieved October 2, 2003 from [www.pbs.org/teachersource](http://www.pbs.org/teachersource)



## Autism Priority Project Report: Tips on Designing and Using Individual Student Schedules



By Karen Berlin, M.Ed. &  
Vicky G. Spencer, Ph.D  
George Mason University

Brenda E. Fogus, M.T.  
James Madison University

Work being completed in Regions 4 and 5 on the State Autism Priority Project reveals that teachers working with students with autism have pursued and acquired a great deal of specialized training and expertise. Because divisions across the regions embrace a comprehensive approach, teachers have developed a vast repertoire of strategies currently identified as being effective in teaching students on the autism disorder spectrum. Conferences, professional development workshops, specialized training, higher education, and on-going focus groups are all means by which teachers are developing their skills to implement best practices in the classroom.

However, the ever increasing number of students on the autism disorder spectrum receiving special education services poses an on-going challenge for training new teachers and maintaining highly qualified personnel in the field, which is the focus of the State Autism Priority Project.

One accepted best practice utilized by highly qualified teachers of students with autism is the use of visual strategies. Visual strategies give information to students through what they *see*. One use of visual strategies that is particularly valuable to incorporate at the beginning of a new school year is the development of individual student schedules. A daily visual schedule is important for a student with autism because it:

- o Provides consistent cues about daily activities
- o Enhances sequential memory and organization of time
- o Provides visual messages to a child with verbal comprehension difficulties
- o Provides structure and predictability of events, thus reducing anxiety
- o Aides in independent transitioning from one activity to another
- o Promotes a "first-then," rather than "if-then" strategy
- o Increases student motivation to work on a less desired activity
- o Utilizes symbols that may be part of an alternative communication system

Use of a visual schedule must be directly taught, and consistently utilized to be of maximum benefit to the student. Teachers must remember that the visual schedule is an assistive device that will allow the student to function with maximum independence and success, not a tool that is

eventually to be faded. Just as a good teacher makes lists, follows a daily lesson plan, and refers to teaching notes to maintain focus, students perform best when visual cues are present in their environment to guide them through their day.

Picture schedules can be developed and displayed in a variety of formats. Most easily prepared is a horizontal or vertical heavy paper strip marked in segments, with paper clips attached. More elaborate preparation, but longer lasting formats include Velcro on a blackboard, placemat, pillow desk, or personal notebook; pocket photo holders, clipboards, 3-ring binders, dry erase boards, or vinyl pocket hangers. Picture cards can be laminated or covered with contact paper for greater durability.

In general, schedules are arranged in a left-to-right or top-to-bottom format. A minimum of two scheduled items are presented at a time so that the student experiences sequencing. The visual representations used can be real objects, photographs, realistic drawings, commercial picture systems, or written words.

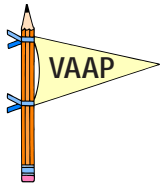
More important than the creation of the student schedule is teaching the student to use it. It is essential that the student participate in the daily assembly of the schedule. This may involve the student helping the teacher, copying, or independent assembling the symbols. In addition, every schedule must have a specific means by which the student manipulates the visual representations to show that an activity is finished. This can range from crossing or marking off items, to placing items in an "all done" box, envelope, basket, or can when completed. The schedule must remain an essential part of the daily routine. The teacher and student should refer back to it frequently throughout the day. The schedule should be followed, and enough time should be planned between activities to allow the student the opportunity to manage it.

It is also as important to visually communicate to a student what is not available as it is to offer the student choices. For example, if a student loves recess, but it is a rainy day, it would be important for the teacher to visually communicate that the playground is not a choice activity for that day. The international NO sign is the preferred means to visually represent "no." Other means to communicate no include turning a choice over, crossing it out, covering it up, or removing it. For more information on the design and use of visual schedules, visit: [www.usevisualstrategies.com](http://www.usevisualstrategies.com), or [www.dotolearn.com](http://www.dotolearn.com).

The use of a daily visual schedule is but one of many visual strategies proven to be effective in teaching students with autism. For more information on the use of visual strategies, see the references listed below.

### References:

- Hodgdon, L. (1995). *Visual strategies for improving communication*. Troy, Michigan: QuirkRoberts Publishing.
- Quill, K. (1995). *Teaching children with autism: Strategies to enhance communication and socialization*. Albany, NY: Delmar Publishers.



## VAAP Context Performance Dimension

by Karen Berlin, M.Ed. &  
Kay Klein, M.Ed.

George Mason University T/TAC

Virginia's Alternate Assessment Program training has been a priority project of the Department of Education, as all students throughout the commonwealth, including those enrolled in special education, must participate in some form of standardized assessment and show yearly annual progress toward academic goals. To this end, four VDOE summer trainings were offered across the state, and school divisions hosted their own trainings to facilitate understanding and proper implementation of the alternate assessment for special education students.

A new resource available to teachers responsible for implementing a VAAP is the recently posted VDOE 2003-2004 VAAP PowerPoint Training with audio. This helpful training can be accessed at any time simply by logging onto the VDOE website, clicking on "DOE offices," "Assessment and reporting," and then scrolling down to "VAAP." Under the VAAP heading, click on the "2003-2004 Overview of VAAP for Special Education Teachers" and the comprehensive VDOE training packet is available on-line. It is important to note that the training takes several minutes to download, so please be patient in accessing this site. If access difficulties are encountered, T/TACs can supply CDrom copies of the training upon request.

Beyond implementation training, schools are currently analyzing scores received from VAAPs completed last year. In reviewing the data, divisions and teachers are examining what differentiates a "proficient" submission from one that scores "needs improvement." It is important to remember the premise upon which the VAAP was initiated. Virginia's Alternate Assessment has been specifically designed to assess those students who have traditionally been excluded from standardized testing. The VAAP provides an alternate means to showcase the tremendous strides these students make over the course of an academic year. Thoughtful selection and agreement of appropriate IEP goals coupled with best practices teaching results in significant gains for this population of students. The VAAP simply provides the means for students to showcase the benchmarks they have achieved. Too often teachers have the misconception that the VAAP is an additional and unrelated project they must focus on during a particular year of a child's education. Conversely, the VAAP in its most positive aspect provides a helpful framework to compile and display student achievement on selected IEP goals that would have taken place, with or without the portfolio submission.

The on-line training and revised VAAP manual can serve as ready references for any reporting questions a teacher might encounter. Beyond these reporting details, however, it is important for teachers to realize that their understanding and utilization of accepted best practices, as demonstrated in authentic learning by the student in the collection of evidence, will be what makes the critical difference between a score of "needs improvement" or "proficient." In hopes of offering teachers helpful information as they begin planning for their collections of evidence for selected IEP goals, the remainder of this article will consider one of the five scored performance dimensions, CONTEXTS.

*Context*, as a VAAP performance standard, means the use of age-appropriate materials to perform meaningful tasks in a real world context. The VDOE Alternate Assessment Training Manual states, "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 grow older, the gap between their chronological age and their developmental level increases. Focusing on activities that are appropriate to the student's developmental level will 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 function as independently as possible as an adult." (2003-04 Manual pg. 33). Best practice for students with significant disabilities requires using materials that are age-appropriate. When services are developed based on these best practices, students are better prepared to participate in meaningful activities in a variety of environments including both the school and community (Beck and Wittig, 2002). Instructional goals are functional and reflect the demands of both current and future environments.

Keeping *contexts* in mind, teachers submitting a collection of evidence on targeted IEP goals included in a VAAP should be sure to include:

- o *A variety of settings.* Be sure the skill you have targeted is a meaningful one, in that it has use and functionality beyond the classroom. Identify as many settings as possible that the skill can be demonstrated.

- o *Chronologically age-appropriate materials.* Be sure a same aged peer would use the same item, or one very similar to what the student is using. Some students continue to enjoy objects and activities that would not be considered age-appropriate. They may have a narrow skill repertoire or may prefer activities that are familiar and comfortable. Try expanding on an interest by identifying an age-appropriate alternative. If a student has a favorite storybook character, provide an age-appropriate means to honor that attachment. For example, if an older student likes Disney characters, plush replications or stickers should be avoided, but the student could wear a watch with a favorite character, or review a high picture, low vocabulary travel brochure.

- o *Only tasks with social validity.* Skills taught should be in a real world context, and valued by non-disabled people in various settings. Do not include simulations, such as a simulated grocery store or restaurant. Instead, include documentation of the student using real money in real settings for real purchasing power. Likewise, expand on student interests. If a student likes animals, think about the areas of expertise that a veterinarian technician, a pet supply employee, or animal care worker needs to know. Shopping for animal supplies, or learning about animal shelter locations, breed information,

feeding schedules or animal adoption agency information could be meaningful activities for the student to learn

o *Interactions with non-disabled peers.* Be sure that the student is actively and authentically involved with students without disabilities. This is a separate scoring dimension, but critical to receiving a proficient score. Best practice education prioritizes the student with the disability *frequently* engaged in interactions with non-disabled peers.

o *Socially appropriate behavior.* Just as materials and settings should be chronologically age appropriate, so should the student's social behavior. Touching, such as hugging or kissing in the school environment, or the use of infantile language and childish expressions would be considered socially inappropriate. Be sure to include social interactions which display age appropriate social behavior by the student.

In summary, the VAAP Contexts Standard of Performance is a reflection of the standards upheld by teachers implementing best practices in their classrooms. The mark a student receives on this portion of the scoring rubric will have less to do with what forms of evidence were submitted, but much more with evaluating if the evidence showed that the tasks being demonstrated met these criteria. More information on contexts is provided in the VAAP manual, pp. 15-42, as well as in the references listed below.

References:

Beck, M., & Wittig, K. (Nov, 2002). *Age-Appropriateness*, E-News Archived Articles <http://www.ttac.vt.edu/resourcesframe.html>

Downing, J. (2002) *Including students with severe and multiple disabilities in typical classroom* (2<sup>nd</sup> ed.). Baltimore: Paul H. Brookes.

Virginia Department of Education. (2003). *VDOE Virginia Alternate Assessment*. Retrieved Oct. 7, 2003: <http://www.pen.k12.va.us/VDOE/Assessment/home>.

Wehman, P., & Kregel, J. (1997). *Functional curriculum for elementary, middle and secondary students with special needs*. Austin, TX: Pro Ed.

Westling, D., & Fox, L. (2000). *Teaching students with severe disabilities* (2<sup>nd</sup> ed.). Princeton, NJ: Prentice Hall.



## Priority Project Update Section

### Autism Priority Project

Brenda E. Fogus, T/TAC @ JMU &  
Dr. Vicky Spencer, T/TAC @ GMU

The Autism Priority Project group hopes to address the needs of the field in a variety of ways in the coming year. Trainings and interest groups will be a part of the statewide picture of support systems for professionals in the field. Also, the team will be working to develop training and information materials and will disseminate valuable resources to school division staff to augment these learning opportunities as well as to address more individual needs. The team will be developing a mini-grant program for school systems to help encourage those in the field to continue their training and build their knowledge base to improve instructional programming.

In order to meet the training and information needs of professionals in the field as effectively and efficiently as possible, the project group will stay aware of and work closely with other groups in the state with similar directions.

---

### Alternate Assessment and Achievement Standards Priority Project

Brenda E. Fogus, T/TAC @ JMU &  
Kay Klein, T/TAC @ GMU

Since the inception of the Virginia Alternate Assessment Program (VAAP), staff from the Virginia Department of Education and the Training/Technical Assistance Centers has provided professional development for school division staff and parents. Professional development opportunities have included: information sessions for directors of testing and special education directors, direct training of special education teachers, regional support groups and workshops, and implementation materials. Under the VAAP priority project, four major initiatives will be the focal opportunities for the field in the 2003-04 school year.

During the month of August, four training opportunities targeting building level administrators, directors of testing, and directors of special services were offered around the state. These four events offered the latest information about the entire assessment system in the state of Virginia, which includes the alternate assessment.

Currently a training program to be offered online through the VDOE website is being developed. This training targets teachers who have students participating in the alternate assessment. Another support system already in place for teachers is the E-VAAP newsletter. E-VAAP will continue to be available for teachers to receive, electronically, articles and answers to frequently asked questions related to issues of the alternate assessment process.

Finally, the priority project will continue the "Access for All" statewide conference offering information, trainings, and networking among professionals and parents working with young people with significant disabilities. This school year will bring the third annual conference to the Lynchburg Holiday Inn Select, in downtown Lynchburg, on June 28 and 29, 2004.

**Supporting the Teacher In The Classroom**  
by Lynn Wiley, Ph.D.

Paraprofessionals are a critical part of the teams that provide educational services to students with special learning requirements. Their roles and responsibilities vary from classroom to classroom, but, in general, they are intended to support teachers in meeting the needs of students with disabilities. In order to be an effective support, however, paraprofessionals must be aware of their responsibilities, what information they need to be effective in their role, and what training should be provided to them towards this end.

A wonderful resource to help in this challenge is published by the National Education Association (NEA) and is entitled, *Let's Team Up! A Checklist for Paraeducators, Teachers, and Principals*. This booklet offers checklists that can help guide you in determining what you need to do your job! One specific checklist is "Assisting Students with Special Needs." It is provided here in modified form for your use.

Assisting Students with Special Needs

- 1. Request general disability and health information about students, especially if you do not understand the characteristics or behaviors a student displays.
- 2. Understand the jobs of other school personnel, such as physical and occupational therapists, speech and language pathologists, and school nurses, especially as they relate to the students with whom you work.
- 3. Request a copy of the state or school system guides for parents of children with special needs.
- 4. Ask what your role is in:
  - ✓ Attending parent conferences.
  - ✓ Attending Individualized Education Plan (IEP) meetings.
  - ✓ Working with school personnel and other team members in providing services to your students.
  - ✓ Assisting with school lessons and modifications necessary to help students learn.
  - ✓ Implementing behavior plans.
  - ✓ Monitoring and documenting student progress towards IEP goals.
  - ✓ Reporting suspected child abuse and neglect.
  - ✓ Informing staff about mental and emotional needs of students based on your observations.
  - ✓ Assisting with services that help students move from one program to another.
  - ✓ Supporting the families of students.
  - ✓ Performing emergency procedures and participating in safety drills.
  - ✓ Responding to medically related needs of students as required by state law.
  - ✓ Administering medication to students.
  - ✓ Providing personal physical care to students.
  - ✓ Instructing students in personal hygiene and safety practices.
  - ✓ Ensuring physical environment for safety and correcting unsafe conditions.
  - ✓ Working with other school personnel on policies, laws, and other issues related to students in special education programs.
  - ✓ Educating others about children with special needs.

- ❑ 5. Use recommended health precautions for preventing illnesses and infections and proper procedures for lifting students and heavy objects.

This checklist is just a beginning in making sure you have the knowledge that is required for you to do your job effectively and safely. If there is a topic on this checklist that you do not understand or if you feel you need training on a topic, please discuss this with the teacher with whom you work. If you would like more information on the checklists in this booklet, refer to the 2003 booklet, Item #2163-0-00-C4, published by the National Education Association as part of the NEA Professional Library. Their address is: 1201 16<sup>th</sup> Street, N.W., Washington, D.C. 20036.

### Video Resources

*Paraeducators and the IDEA* [Video]. (2000). (Available from the National Education Association, 1201 16th St., NW, Washington, D.C. 20036).

*Before the bell rings: What every paraeducator should know.* [Video]. (n.d.). (Available from Agency for Instructional Technology, Bloomington, IN).

### Book Resource

Doyle, M.B. (2002). *The paraprofessional's guide to the inclusive classroom: Working as a team (2nd ed.)*. Baltimore: Paul H. Brookes.

Highly Qualified by 2006?  
By Lynn Wiley, Ph.D.

**In last month's Paraeducator Press (Sept/Oct 2003), the requirements of No Child Left Behind (NCLB) on paraprofessional qualifications were highlighted. NCLB states that paraprofessionals working in schools supported by Title I funds must meet the standards for being "highly qualified" by 2006. While NCLB does not require this of paraprofessionals working in schools that are not Title I funded, the need for appropriate training of paraprofessionals IS a part of IDEA.**

The reauthorization of the Individuals with Disabilities Education Act (IDEA) of 1990 as the IDEA Amendments of 1997 (PL 105-17) specifies that paraprofessionals who are "appropriately trained and supervised... be used to assist in the provision of special education and related services for children with disabilities" (20 U.D.C., Section 1412). The language of the IDEA Amendments clearly indicates that training and supervision must be provided to paraprofessionals. While schools are rushing to meet the deadline of NCLB, let us not forget the spirit of IDEA and our mission to ensure that students receive the highest quality of educational services. It is crucial that all school personnel who work with students with special needs understand the role they play in every child's education and the specific knowledge that is necessary for them to be a "highly qualified" member of an educational team.

*James Madison University T/TAC  
contact information*

**T/TAC**  
MSC 9002  
James Madison University  
Harrisonburg, VA 22807  
540-568-6746 (phone)  
1-888-205-4824 (toll free)  
540-568-6726 (fax)

**Reid Linn, Principal Investigator**  
540-568-6379  
linnrj@jmu.edu

**Cheryl Henderson, Co-Director**  
540-568-3774  
hendercl@jmu.edu

**Melinda Bright, Co-Director**  
540-568-7923  
brightmb@jmu.edu

**Tony Tallent,**  
**High Incidence Disabilities Coordinator**  
540-568-3147  
tallente@jmu.edu

**Gina Massengill,**  
**High Incidence Disabilities Coordinator**  
540-568-3348  
massengk@jmu.edu

**Sally Chappel,**  
**Secondary & Transition Coordinator**  
540-568-8095  
chappesl@jmu.edu

**Brenda Brady,**  
**Assistive Technology Coordinator**  
540-568-3585

**Brenda Fogus,**  
**Low Incidence Disabilities Coordinator**  
540-568-7051  
fogusbe@jmu.edu

**Debbie Yancey,**  
**Low Incidence Disabilities Coordinator**  
540-568-7924  
yanceydm@jmu.edu

**Judy Hensley, Secretary**  
540-568-6746  
henslejk@jmu.edu

**Sherry Hussey, Fiscal Technician, Sr.**  
540-568-7949  
husseysd@jmu.edu

---

## **James Madison University T/TAC**

James Madison University  
MSC 9002  
Harrisonburg, VA 22807



Linking People and Resources