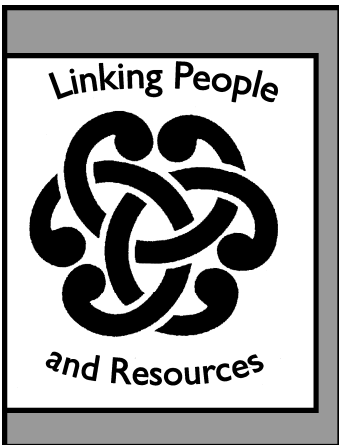


Regional Wrap-Up

Region 5 T/TAC @ JMU

Virginia Tuition Assistance Program for Early Childhood Special Educators and Special Educators Teaching School-Age Students.



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The 2007-2008 Tuition Assistance Program for Special Educators teaching school-age students (ages 5 to 21) in Virginia public schools was posted September 21, 2007 at <<http://www.doe.virginia.gov/VDOE/suptsmemos/2007/inf204.html>>. The Tuition Assistance Program for Early Childhood Special Educators (preschool) was posted at <<http://www.doe.virginia.gov/VDOE/suptsmemos/2007/inf203.html>> on September 21, 2007. Please read the memo and application carefully for details of the program.

Because of the number of requests, the following priorities have been made for special educators teaching school age (5-21 years) students in an accredited public K-12 school in Virginia:

- Funds are available for full-time paraprofessionals enrolled in undergraduate or graduate courses related to special education areas.
- Eligible teachers teaching special education students ages 5-21 must hold a valid conditional or provisional license and courses must lead to special education competencies for the endorsement found on the license.
- Eligible teachers may not participate in another personnel preparation program where tuition assistance is provided by VA Department of Education.
- No applications will be considered after the last day on which a course meets.

All eligible educators and paraprofessionals are encouraged to apply for tuition assistance as soon as they have enrolled in courses. Funds are limited for each 2007-2008 semester.

The notification of the status of each application will be sent within 14 days of receipt of the application to the Virginia Department of Education (VDOE). If status notification is not received from the VDOE, contact the employing school division central office to ensure that application has been submitted.

Information regarding other programs supporting teachers of students with disabilities may be found at <<http://www.teachvirginia.org/becomeone>>.



On The Web!

The VA Dept. of Education has made available a Response to Intervention (RtI) guidance document, *Responsive Instruction: Refining Our Work of Teaching All Children – Virginia's "Response to Intervention" Initiative*. Read the Superintendents' Memo and document at the following web sites:

<www.doe.virginia.gov/VDOE/suptsmemos/2007/inf239.html>

<www.doe.virginia.gov/VDOE/studentsrvcs/rti_guidance_document.pdf>

Doing What Works

The U.S. Department of Education recently unveiled a new web site, *Doing What Works* <<http://dww.ed.gov>>, that provides an online library of resources for teaching practices that have proven to be effective in the areas of reading and math. The site includes videos of researchers discussing the research base behind high quality instructional practices, slideshows illustrating strategies that have been successful in teaching English language learners (ELL), and downloadable tools to help teachers identify their strengths and weaknesses for improving ELL instruction. Other topics will cover cognition and learning, early childhood education, high school reform, literacy, math and science, and school restructuring.

(U.S. Department of Education. *The Achiever*, 6(8), November/December 2007)

How the World's Best-Performing School Systems Come Out on Top. Available at the Center on Innovation and Improvement's web site, <www.centerii.org/improvement/spotlights>

New AAP Report Helps Pediatricians Identify and Manage Autism Earlier

The following new report from the American Academy of Pediatrics (October 29, 2007) is meant to help pediatricians recognize autism spectrum disorders (ASD) and guide families to effective interventions earlier. *Identification and Evaluation of Children With Autism Spectrum Disorders*, <www.aap.org/pressroom/AutismID.pdf>, provides detailed information to help pediatricians recognize early, subtle signs of ASD in young children that if detected could lead to earlier diagnosis. Also introduces universal screening, recommending pediatricians conduct formal ASD screening on all children at 18 and 24 months regardless of whether there are any concerns.

(from: NECTAC eNotes, November 2, 2007)

Announcing the SibKids and SibNet Listservs

The Sibling Support Project of the Arc of the United States has created SibNet and SibKids, the Internet's only listservs for and about brothers and sisters of people with special health, developmental, and emotional needs.

Both SibKids (for younger brothers and sisters) and SibNet (for older siblings) allow brothers and sisters an opportunity to connect with their peers from around the world. Both listservs have members from the US, Canada, Australia, England, Japan, and elsewhere. The networks provide opportunities for young and adult brothers and sisters to share information and discuss issues of common interest.

For a no-cost subscription and to learn more about SibKids and SibNet, visit the Sibling Support Project's Web page <www.siblingsupport.org>. For questions about SibKids, SibNet, Sibshops, or the work of the Sibling Support Project, contact Don Meyer, Director; Sibling Support Project, 6512 23rd Ave NW, #213, Seattle, WA 98117, 206.297.6368, <donmeyer@siblingsupport.org>.

(from: The Arc Family Involvement Project, September 27, 2007, ArcFIP@yahoo.com)

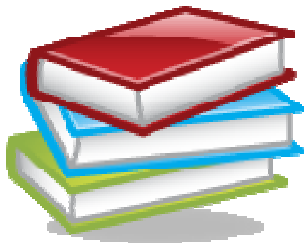
What Are Parent Information Resource Centers?

The Parent Information Resource Center program is a nationwide effort designed to build successful family involvement in education as parents move beyond traditional activities, like helping children with homework, toward a shared responsibility for school improvement. Funded by the U.S. Department of Education's Office of Innovation and Improvement, the program generally focuses on projects serving parents of low income, minority, and limited English proficient children in elementary and secondary schools. There are 62 PIRCs, with one in every state, the District of Columbia, and most U.S. territories. The National PIRC web site is <www.nationalpirc.org>.

(U.S. Department of Education. *The Achiever*, 6(8), November/December 2007)

The Virginia Part C Integrated Training Collaborative is pleased to announce that *Amazing Babies: An Overview of Development from Birth to Thirty-Six Months* is now available on the VCU Partnership for People with Disabilities web site. This module, written by Dr. Dianne Koontz Lowman, Early Childhood Coordinator at Region 5 T/TAC @ JMU, is the perfect tool for early interventionists, early childhood educators, childcare providers or parents. Providing an overview of development from birth to thirty-six months, the module is divided into sections by ages. Each section provides information about babies' physiological, sensorimotor, cognitive, language, psychological, and self-care development. Also featured in each age level are ideas for play and age-appropriate toys. "Action Alerts" and "Something to Think About" provide readers with evidence-based research and current trends and issues related to infant and toddler development. A competency test is included. To purchase this module, visit: <<http://www.pubinfo.vcu.edu/partnership2/ecom/category.asp?cat=4>>.

OFF THE SHELF



BE 079 ~ Koenig, L. (1995). *Smart discipline for the classroom: Respect and cooperation restored* (Rev. ed.). Thousand Oaks, CA: Corwin Press.

Dealing with students and discipline while trying to maintain respect and cooperation between student and teacher remains an issue for many teachers. This book consists of dealing with discipline by breaking it into two parts: "Plan A" and "Plan B." "Plan A" consists of quick effective methods for gaining immediate cooperation while "Plan B" gives more comprehensive and progressive techniques designed to handle more difficult challenges. There are real-life examples followed by notes and instructions from the author on how to deal with specific behaviors. One chapter is devoted to students with ADHD. This is a good resource to help teachers succeed in maintaining discipline while encouraging healthy self-esteem.

CRO 045 ~ Myles, B.S., Trautman, M.L., & Schelvan, R.L. (2004). *The hidden curriculum: Practical solutions for understanding unstated rules in social situations*. Shawnee Mission, KS: Autism Asperger Publishing.

The hidden curriculum refers to a set of social rules or social guidelines that are not often directly taught, but impact us on a daily basis. These rules are assumed to be known. Many of our students are not aware of these rules, thus adding to their already social awkwardness. This resource provides the reader with the definition and impact of the "hidden curriculum," as well as offering a variety of teaching strategies. This guidebook is easy to use and provides numerous examples of curriculum items.

CRQ 050 ~ Van de Walle, J.A. (2007). *Elementary and middle school mathematics: Teaching developmentally* (6th ed.). Boston: Pearson Education.

For students to be successful in mathematics classes, research repeatedly emphasizes the importance of teaching in a manner where students transition from the concrete or hands-on, to the representational, to the abstract understanding of math concepts. John Van de Walle does a wonderful job of offering strategies to ensure that students gain conceptual understanding of mathematics through these transitional phases.

This book is a practical resource to broaden teaching strategies and support co-teaching environments. In the simplicity of presentation, it also provides a quick reference for adults who want reinforcement in basic math skill acquisition.

CRT 042 ~ Grigal, M., Neubert, D.A., & Moon, M.S. (2005). *Transition services for students with significant disabilities in college and community settings: Strategies for planning, implementation, and evaluation*. Austin, TX: PRO-ED.

This useful resource from the Pro-Ed Transition Series is organized into three easy chapters: (1) planning and development, (2) implementation, and (3) evaluation. Each chapter has an appendix with reproducible materials to help the educator organize and track the steps discussed in that chapter. The book also comes with a CD of reproducible templates of every table and chart discussed in the book. This tool is extremely helpful with transition data collection and many activities would work as age-appropriate informal transition assessments for use when developing measurable post-secondary goals.

CRT 043 ~ Wehmeyer, M.L. (2007). *Promoting self-determination in students with developmental disabilities*. New York: Guilford Press.

Self-determination, choice making, goal setting and self-advocacy...what does it all mean for our students with intellectual and developmental disabilities? Michael L. Wehmeyer has compiled a wonderful resource full of comprehensive explanations and concrete applications for teachers to utilize with students. *Promoting Self-Determination in Students with Developmental Disabilities* is a complete guide to understanding and implementing this educational component. While self-determination is widely associated with the transition process it also includes more student involvement in educational planning, self-monitoring, self-evaluation and cues for behavior. This book includes instructional strategies, assessment tools, teaching models and student directed planning programs. It is an easy to use resource for teachers eager to encourage the self-advocacy skills that are essential in promoting an effective self-determination process for students with developmental disabilities.

CRT 104 ~ Demchak, M., & Greenfield, R. G. (2003). *Transition portfolios for students with disabilities: How to help students, teachers, and families handle new settings*. Thousand Oaks, CA: Corwin Press.

When compiling critical information to ensure effective education for students with disabilities, transition portfolios provide an efficient organizational tool. Demchak and Johnson have created a straight forward look at information that can be included to create a complete picture of the student. The authors suggest appropriate content, gathering techniques, and an example case study with the completed pieces of a transition portfolio. The book covers the areas of personal, medical, and educational materials needed, as well as means to include adaptations, supports, and considerations for students with physical impairments.

