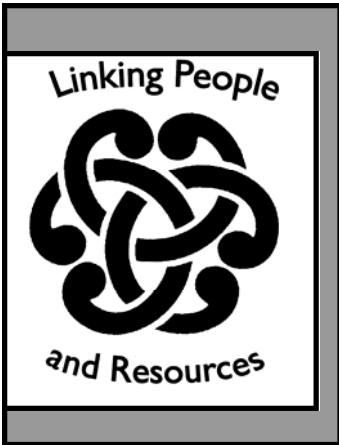


# Regional Wrap-Up

## Region 5 T/TAC @ JMU



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HELLO!

To new Region 5 T/TAC staff....



Lisa Norris joins the Region 5

office as a coordinator focusing on inclusive practices and co-teaching strategies. Lisa has an undergraduate degree in special education: learning disabilities and emotional disturbance from JMU and is pursuing her master's degree in special education: non-teaching, also at JMU. Prior to coming to T/TAC, Lisa was employed by Harrisonburg City Public Schools where she taught special education at Thomas Harrison Middle School for 18 years. While at THMS, Lisa provided special education services using a collaborative/co-teaching model, as well as in resource and self-contained settings. She also was a middle level educator in a residential facility for students with emotional disabilities and taught students with learning disabilities at Keister Elementary School in Harrisonburg.

Additionally, Lisa has accrued vast professional experiences outside of the classroom related to improving learning opportunities for all students. She has experience as an adjunct faculty member in JMU's middle education department and has served as a trained clinical faculty cooperative teacher for local colleges and universities. Lisa serves on Virginia's Schools to Watch program, is president-elect of the Virginia Middle School Association,

and has served as the southeast teacher representative on the National Middle School Association Board of Trustees. Throughout her professional career, Lisa has participated in activities with Phi Delta Kappa and the National Education Association, coordinated conferences, and provided workshops and presentations at the local, state, and national levels.

Lisa's professional interests are teaming, collaboration between general and special educators, differentiation of instruction, and inclusive practices. She will provide training and consultative services in the areas of collaboration and inclusive practices. She may be contacted at 540.568.3585 or <norrislw@jmu.edu>.

We are delighted to have Lisa join our T/TAC. Please welcome her!

**Mark your calendars!**

October 11: A Day with Dr. Marilyn Friend. *Co-Teaching: Principles, Practices, and Pragmatics*, Festival Conference & Student Center, JMU, Harrisonburg. Contact Susan Bowman, TTAC at JMU, 540.568.8843 or <bowmansp@jmu.edu> to register.

# SAVE THE DATES

April 28, 2008: *Understanding the Spectrum: The Strategies That Work. De-mystifying Autism*; featuring Bill Stillman. Sponsored by Region 5 T/TAC & Shenandoah Valley Autism Program. Festival Conference & Student Center, JMU, Harrisonburg.

June 23-27, 2008: *9<sup>th</sup> Annual Content Teaching Academies*. Sponsored by JMU College of Education, VA Dept. of Education, and Region 5 T/TAC. Held on the campus of JMU, Harrisonburg

More information about both these events will be available in the spring semester.

# T-TAC WANTS YOU!

To serve on the Region 5 T/TAC Stakeholders group. The group consists of representatives from early childhood, elementary, middle, and high school special education teachers; early intervention; state operated programs; general educators; special education administrators; and parent resource centers. The group generally meets twice a year to provide feedback and information to the Region 5 T/TAC staff. If you are interested in serving on this group, or want more information, please contact Cheryl ([hendercl@jmu.edu](mailto:hendercl@jmu.edu)) or Melinda ([brightmb@jmu.edu](mailto:brightmb@jmu.edu)).



# RESOURCES FOR STUDENTS WITH SPECIAL NEEDS

Free reproducible language and early literacy activities in English and Spanish!

*Supporting Early Literacy in Natural Environments: Activities for Caregivers and Young Children*

Developed by Angela Notari-Syverson, Ph.D. and Kristin Rytter, Ph.D, with Judy Challoner, Faith Haertig Sadler, Young Sook Lim, Ph.D., Marilyn Sturm, and Rodd Hedlund. (2005).

These materials include 46 home and community activities for adults and children that encourage early language and literacy development in young children. They are appropriate for children with disabilities as well as children who are typically developing.

Each of the 46 activities includes three pages: 1) An activity description, 2) Hints for making the activity fun and developmentally appropriate, and 3) A brief self-evaluation form that cues parents and other caregivers to notice their children's skills, and also cues adults to examine and grow their own interactions with children.

The materials are specifically designed to address the three key skills of 1) language development, 2) phonological awareness, and 3) general print awareness. The files are in PDF format to allow easy and secure downloading. Five files for each language (Spanish and English) include:

- Table of contents listing the 46 activities
- Level 1 activities (for developmentally younger children)
- Level 2 activities (focus on print)
- Level 3 activities (focus on using more complex language)
- Brief self-evaluation forms for each activity

Dr. Notari-Syverson and colleagues allow the materials to be reproduced and distributed as long as the materials are not sold. The development of these materials was supported by Grant H324M020084 from the U.S. Department of Education, Office of Special Education Programs. The information is available from: <[www.wlearning.com/Parent.html](http://www.wlearning.com/Parent.html)>.

## Interactive Autism Network

The Kennedy Krieger Institute recently launched the first national online autism registry. The Interactive Autism Network (IAN) is designed to promote autism research by linking researchers and families. Visit the Web site to stay informed about autism research, provide feedback, share information, and become part of an important national research effort. For more information go to <[www.ianproject.org](http://www.ianproject.org)>.



The Medicaid waiver guide, *Virginia's Medicaid Waivers for Persons with Disabilities, Their Parents, and Caregivers*, was developed by staff and students with the Va-LEND Program (with help from colleagues in Virginia). It has been posted to the Partnership for People with Disabilities Web site at: <[www.vcu.edu/partnership/valend/MEDICAID%20WAIVERS%20GUIDE%207-07](http://www.vcu.edu/partnership/valend/MEDICAID%20WAIVERS%20GUIDE%207-07)>. This is a wonderful resource to share with families!



## Universally Designed Technology in Schools: Online Training

Education technology has become an integral part of K-12 classrooms across the nation, and enhances both teaching and learning. Such technology can give students with disabilities equal access to the curriculum and help schools meet the educational needs of all students. Unfortunately, some students with disabilities have not received the full benefit of educational technology because it is not accessible to them. As a result, they miss out on important learning opportunities and may not have full access to the curriculum.

A free online training, developed by the Simon Technology Center <[www.pacer.org/stc](http://www.pacer.org/stc)>, of Minnesota's parent resource center, the PACER Center, explains how universally designed education technology supports a broad range of abilities and learning styles. It addresses the benefits and barriers to education technology for students with disabilities; universally designed technology for K-12 schools; accessible Web-based learning, multimedia, and digital learning materials; benefits of universally designed technology for all students; and steps and resources for implementing universally designed technology in K-12 education. It is funded by a grant from the NEC Foundation of America <[www.necfoundation.org](http://www.necfoundation.org)>.

View the training at <[www.pacer.org/stc/udt/index.asp](http://www.pacer.org/stc/udt/index.asp)>.

# OFF THE SHELF

Welcome to a new section of our newsletter! In each issue, each of the coordinators will review an item from our lending library related to the newsletter theme. This issue focuses on inclusive practices. Check them out!

ICC 005 ~ Capper, C.A., Frattura, E., & Keyes, M.W. (2000). *Meeting the needs of students of ALL abilities: How leaders go beyond inclusion*. Thousand Oaks, CA: Corwin Press.

Redefining staff roles and responsibilities to provide more inclusive settings in schools is a daunting challenge because it necessitates a paradigm shift for many educators, especially veterans in the field. Teachers are typically autonomous and averted to risk-taking and change. In fact, many teachers have entered the profession because they like the idea of being in control of a classroom. This book contains an especially helpful chapter which delineates traditional responsibilities, inclusive education responsibilities, and beyond inclusion responsibilities for general education teachers, special education teachers, administrators, psychologists, and various other positions. A self-evaluation is also provided to determine strengths & limitations, next steps, and a timeline. These are excellent tools to assist with changing practices to meet student needs.

IGE 021 ~ Karten, T. J. (2005). *Inclusion strategies that work! Research-based methods for the classroom*. Thousand Oaks, CA: Corwin Press

Toby Karten puts together a wonderful compilation of research-based strategies in her book *Inclusion Strategies that Work!* The majority of the book focuses on research-based strategies for reading, writing, and math to provide effective education for all students. Also included is the legislative history of special education in the United States and clear identification of terminology used by special educators. Ms. Karten also discusses the components of co-teaching in order to meet students' needs. Extensive disability tables are given as an additional resource.

IGE 027 ~ Tilton, L. (2005). *Inclusion: A fresh look. Practical strategies to help all students succeed*. Shorewood, MN: Covington Cove Publications.

Following an introduction to the inclusive classroom, Linda Tilton addresses classroom expectations and adaptations necessary for inclusive practices to be successful. Collaboration and team building become very important components in the process of implementing co-teaching environments. This text offers practical classroom activities, along with management and behavior strategies, that work in a classroom implementing inclusive practices. Concerns of the professionals involved, as well as common questions, are also addressed. This resource offers very practical tools in assisting the implementation of inclusive practices.



IGE 028 ~ Tilton, L. (2005). *The teacher's toolbox for differentiating instruction: 700 strategies, tips, tools, and techniques*. Shorewood, MN: Covington Cove Publications.

Today's teacher has a classroom full of students with different learning styles and abilities. The charge is to educate all in the room despite their differences. The movement to inclusive practices and the sharing of the traditional classroom between general and special educator provides an opportunity to address all learners in creative ways. Linda Tilton's *The Teacher's Toolbox for Differentiating Instruction* is an essential resource for all educators. Tilton includes 700 strategies, tips, tools, and techniques that have been field tested by both general and special education teachers including Tilton, who has over 30 years experience in the classroom. This book is geared to all K-12 educators and includes 40 reproducible activities.

CRG 059 ~ Sousa, D. A. (2001). *How the brain learns*. Thousand Oaks, CA: Corwin Press.

David Sousa, an internationally recognized educational consultant, shares exciting new information on brain research. For any educator that strives to reach a diverse array of learners in an inclusive setting, this text can become an invaluable instructional tool. In this book, the author provides insight into how the brain processes information while offering effective strategies for improving memory, reading skills, and motor skills. Also included is a section devoted to addressing the benefits and techniques of integrating the arts into daily instruction. Throughout the informative text, teachers will find a variety of lessons and activities that allow opportunities to turn the latest research on human learning into sound educational practice for their classrooms.

IEC 005 ~ Buysse, V., & Wesley, P.W. (2005). *Consultation in early childhood settings*. Baltimore: Brookes.

Written by Virginia Buysee and Patricia Wesley from the FPG Child Development Institute at the University of North Carolina at Chapel Hill, this book is designed for practitioners of consultation to help them navigate the process of providing consultation in early childhood settings. After providing the rationale and framework for the "new role" for early childhood professionals, a model for the consultative process is outlined. The steps in this process include: gaining entry, building the relationship, gathering information, setting goals, selecting strategies, implementing the plan, and evaluating the plan. For each step the following are provided: a description of key consultation tasks, critical considerations for consultant and consultee, strategies for improving communication, and a "What If" section that addresses potential problems and solutions. In addition, sample and blank forms are included. The final chapters discuss the various early childhood settings and systems of care associated with consultation, including family child care, child care centers, private preschools, Head Start, and public school prekindergarten programs. Additional materials on developing partnerships in inclusive settings are available on the FPG Web site at [www.fpg.unc.edu/~pfi/pages/products.cfm](http://www.fpg.unc.edu/~pfi/pages/products.cfm).

IEC 027 ~ Wesley, P.W., & Dennis, B.C. (2000). *Inclusive child care: A training series for early childhood professionals*. Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Center.

This training curriculum provides information about how to include children with disabilities, birth to five years, into child care programs. Included are an instructor's manual, participant's handbook, and CD with presentation and handouts. There are eight training modules that can be provided in two-hour sessions. Modules can be presented sequentially or individually as core or supplementary training information. The modules include an explanation and rationale for inclusion, disabilities, families, supporting play, instruction, communication, behavior, and transition to kindergarten. A great resource for school personnel who are working to establish inclusive programs with their community colleagues!


IGE 022 ~ Deshler, D.D., & Schumaker, J.B. (2006). *Teaching adolescents with disabilities: Accessing the general education curriculum*. Thousand Oaks, CA: Corwin Press.

Legislation has expanded over the years for students with disabilities to include full access to all general education opportunities. As the need for research-based interventions has emerged to meet the growing demands for all learners in these inclusive environments, an area of particular concern is the skill deficits and performance of adolescents with disabilities. This book is designed to assist teachers and administrators in meeting the specific needs of this population. Several research validated routines are discussed that promote partnership learning in the inclusive planning and instructional process found in inclusive settings. Chapter Three is of great value to teachers who are looking for ways to impact assessment performance. This chapter focuses on instructional practices related to organizing information, improving understanding of information, and improving recall of information. Learning strategies, instructional materials design, technology application, and non-academic strategies that equip adolescent learners is also discussed.

## OFF THE SHELF *cont...*

IGE 029 ~ Beninghof, A.M. (1993). *Ideas for inclusion: The classroom teacher's guide to integrating students with severe disabilities*. Longmont, CO: Sopris West.

As more and more students with moderate to severe disabilities are being included into general education classrooms, teachers are searching for practical, easy strategies to help these students in their natural learning environments. This book is an excellent resource for teachers because there are fifty practical strategies indexed separately and each strategy idea chapter is only a few pages long. Strategy areas include curriculum and grading modification; classroom management; working with peer mentors, parents, and paraeducators; facilitating friendships; and much more. Additionally, there are blank forms that can be duplicated to ease planning around the strategies for individual students. This book is easy to read and teachers can find quick ideas to make inclusion successful. In many of the chapters there are lists that give teachers ideas for modifications that all students in the general classroom could benefit from using. One chapter on simulating learning difficulties gives peers the opportunity to experience what their learning would be like with a disability. If you need a great resource for inclusion, check this book out of our library!



DSA 105 ~ Wagner, S. (1999). *Inclusive programming for elementary students with autism*. Arlington, TX: Future Horizons.

DSA 106 ~ Wagner, S. (2002). *Inclusive programming for middle school students with autism/Asperger's syndrome*. Arlington, TX: Future Horizons.

These resources provide an excellent roadmap to effectively include students with autism and Asperger's syndrome in the elementary or middle school general education classroom. The resources provide information relating to developing the IEP and program by assessing the environment, impacting social skills and behavior of students with ASD, teaching the students, collecting data, and collaborating with partners. Both books are written in an easy to use, sequential format for the beginner and are an excellent resource for the inclusion expert.

BE 010 ~ Colvin, G. (2007). *7 steps for developing a proactive schoolwide discipline plan: A guide for principals and leadership teams*. Thousand Oaks, CA: Corwin Press.

Today's educators face a multitude of issues in and out of the classroom. One of the biggest issues facing school faculty and staff involve finding the balance between academics and behavioral supports to promote a positive and effective schoolwide environment where learning can occur. There is no escaping the fact that educators and administrators must deal with the demands of office referrals, student's time out of classes, and loss of learning time. *7 Steps for Developing a Proactive Schoolwide Discipline Plan* highlights the critical roles that collaboration and teamwork play between teachers and administrators in developing a proactive and positive schoolwide discipline plan. This book takes the reader through seven critical components crucial to developing and implementing an effective schoolwide plan. Each component emphasizes the importance of collaborating effectively with school personnel, parents, administrators, students, and the community to establish schoolwide expectations, correct problem behaviors, and maintain effective plan overtime. The book is also filled with practical checklists and forms with detailed instructions to help educators develop a purpose/mission statement, establish schoolwide expectations, teach and sustain behavior expectations, correct problem behaviors, collect and utilize data, and maintain the plan over time.



TCD 056 ~ *Talk 4: 12-Level Communicator*. (2007). Hastings-on-Hudson, NY: Enabling Devices.

The Talk 4, from Enabling Devices, is a compact, easy to use and program, voice output communicator. It has single jack automatic and adjustable speed scanning with LED illumination. It responds to fairly light touch. The cells are 2" x 2" and Boardmaker or other pictures can be laminated and easily slide into the display. There are 12 levels with a 300 second recording time. It is gray colored, so age appropriate for elementary school users and comes with an adjustable carrying strap.