

Developing Community Work Experience

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Linking People



and Resources

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Community-based work experiences provide real life opportunities for students with disabilities. Schools can use community work sites for vocational exploration, vocational assessment, vocational training, and cooperative vocational education. In order to provide these experiences teachers are asked to develop the job sites often without any training. Dr. George Tilson (personal communication, October 4, 2004) provided the following job development steps that include exploring, matching, and supporting.

1. We ask employers to help us by providing site visits, short term volunteer experiences, unpaid or paid work/training experiences, job shadowing, and interview practice. Whatever the goal of the exploration you must still ask for the sale. To accomplish this you may want to begin with people you know and those who know other people. Work your personal and professional network. Who do you know, who knows someone, who knows someone in different employment fields? Inventory family members and professionals in your school. Who are their contacts?

When meeting someone for the first time you may want to plead ignorance about the place of employment. Ask a question such as, "Can I learn more about what you do?" Exchange business cards. Ask to visit and look at the site. Be sure to follow up with an E-mail, phone call, or letter.



When discussing the students you teach, talk globally about them. You may want to say, "I work with students who are trying to find out what they want to do. They are exploring different work places."

Remember schools are supply and businesses are demand.

2. Determine the student's positive personal profile. Consider the student's dreams and goals, talents, skills and knowledge, learning style, interests, positive personality traits, temperament, values, environmental preferences, life experiences, work experiences, support system, specific challenges, solutions, and accommodations.

3. Visit work sites. Use an informational interview when visiting or speaking to someone on the phone. The goal is to determine the culture of the workplace, management style and dispersal of work, attitudes, and the needs of the business.

4. Be aware of what employers are thinking about hiring people with disabilities. Acknowledge, anticipate, and address concerns of employers.

5. Match student's interests and profile with a work experience. This will help to ensure a positive and worthwhile experience.

On the Web

The federal government's Web site for learning resources, <www.ed.gov/free>, has added numerous new online resources in science, health, and social studies. The Federal Resources for Educational Excellence (FREE) Web site is designed to make it easy to find teaching and learning resources on subjects ranging from arts to vocational education. And it's updated weekly! (*The Achiever*, Vol. 3, No. 13, September 15, 2004)

The Fourth Annual National Inclusive Schools Week is scheduled for December 6-10. The National Institute for Urban School Improvement recently released its 2004 Celebration Kit, which includes everything your school needs to participate in this disability awareness week. Your school may want to be involved! Find out more at <www.inclusiveschools.org>.

SOL Enhanced Scope and Sequence PLUS

Are you struggling with how to best teach the SOL to your students? Do you need some fresh ideas on how to provide differentiation so that concepts are better understood by your students?

If you answered yes to both of these questions, then you will be interested in a new resource that has been created by the Virginia Department of Education and the Training and Technical Assistance Centers. The SOL Enhanced Scope and Sequence PLUS is designed to provide teachers across the Commonwealth with a tool to deliver SOL-based content area instruction to a diverse population of learners, including those with unique needs and learning challenges.

The Enhanced Scope and Sequence PLUS is organized by topics just like the original Scope and Sequence document and includes the content of the Standards of Learning. In addition, the Enhanced Scope and Sequence PLUS provides sample lesson plans that are aligned with the essential knowledge and skills found in the Curriculum Framework.

PLUS these lessons offer differentiation options including suggestions for the use of technology tools, utilization of a variety of multi-sensory options, recommendations on how to make community connections, and strategies for teaching lesson vocabulary. PLUS there are sample assessments and information on assessment accommodations for students with disabilities and/or limited English proficiency.

PLUS lessons for each grade level can be downloaded, viewed, and printed in either PDF or Word format. PLUS content adaptable instructional strategies for all learners are listed for each content area.

Where can you find the Enhanced Scope and Sequence PLUS? All teachers across the Commonwealth can access the Enhanced Scope and Sequence PLUS online at TTAC Online, <<http://www.ttaconline.org>>. You will need to log into the site by clicking on the region where you teach in Virginia. On the top right hand side of the Welcome page you will see labeled colored tabs. Click on the tan tab labeled SOL Enhanced to get to the SOL Enhanced Scope and Sequence PLUS.

Currently, the Math Enhanced Scope and Sequence PLUS has been completed and posted on the site. SOL Enhanced Scope and Sequence PLUS will soon be available for Language Arts, with History and Science to be completed by summer 2005.

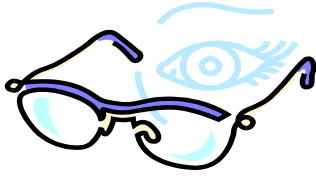
While this resource is not a complete curriculum nor is it required nor prescriptive, it can serve as a valuable instructional tool for all educators. So spread the news and log on to TTAC Online to explore the SOL Enhanced Scope and Sequence PLUS. You'll be glad you did!



Remember to share the T/TAC newsletters with the paraprofessionals and general education teachers with whom you work.

T/TAC newsletters are also on-line at <www.ttac.cisat.jmu.edu>.

Endorsement in Vision Impairments Available!



The University of Virginia School of Continuing and Professional Studies is offering coursework leading to an add-on endorsement in vision impairments. If you are interested in pursuing this add-on endorsement, please contact Deborah Sproles at 276.619.4313 or dks2n@virginia.edu for registration information.

Tuition assistance is available for teachers holding a valid license (conditional, provisional, collegiate professional, and postgraduate professional) with an endorsement in special education. If you teach school-age children, please complete the application for tuition assistance found at www.pen.k12.va.us/VDOE/suptsmemos/2004/inf127.html. If you teach early childhood age children, the 2004-2005 tuition assistance application for early childhood teachers is posted at www.pen.k12.va.us/VDOE/suptsmemos/2004.

This is an excellent opportunity for Virginia's special educators. For information about personnel programs and tuition assistance for special educators, please explore www.teachvirginia.org or contact Dr. Patricia D. Burgess, Special Education Human Resources Development, Division of Teacher Education and Professional Licensure, Virginia Department of Education, PO Box 2120, Richmond, Va. 23218-2120, E-mail her at pburgess@mail.vak12ed.edu, or call 804.225.2096.



Congratulations to the faculty, staff, and students of W.H. Keister Elementary School in Harrisonburg for being named one of five Virginia public schools receiving federal Blue Ribbon School status for dramatically improving student achievement despite having a high proportion of students from disadvantaged backgrounds.

All of the schools were fully accredited under Virginia's achievement-based accountability system in 2003-2004. In addition, each school met the complex federal definition for Adequate Yearly Progress (AYP) for 2004 under the No Child Left Behind Act of 2001.

"These schools represent a commitment to high standards," said Superintendent of Public Instruction Jo Lynne DeMary, who nominated the schools for federal recognition. "Their schoolwide focus is on excellent instruction and the belief that all children can succeed in the classroom."

The Blue Ribbon Schools Program was established in 1982 to spotlight the country's most successful schools. The program, which allows both elementary and secondary schools to be recognized in the same year, was renamed and modified last year to emphasize the goals of NCLB.

U.S. Secretary of Education Rod Paige will honor Virginia's Blue Ribbon Schools during an awards ceremony in Washington, D.C., in November. Since 1982, 89 Virginia public and private schools have received federal Blue Ribbon designations.



Training For Autism Educators And Service Providers

Southeastern Cooperative Educational Programs (SECEP) is pleased to offer training for professionals working with students with autism or related disorders. SECEP has established itself as a regional program in southeastern Virginia, serving students throughout Virginia Beach, Norfolk, Chesapeake, Portsmouth, Suffolk, and Isle of Wight, Franklin, and Southampton counties, providing effective assessment and programming for students within the autism spectrum. A registration fee of \$200.00 per participant is required to help support and expand the trainings. The trainings will be conducted in workshops at the SECEP facility in Norfolk, Virginia and in related school settings. Two types of training are being offered:

1. **MODEL CLASSROOM (AUTISM) TRAINING** will enable educators and service providers to design effective educational services for students with autism and related disabilities. The SECEP classroom program blends a variety of approaches that have proven to be effective for these students. Content areas include an overview of autism, communication systems, structured teaching methods,

social skills development, and behavioral analysis and management. Training will provide classroom staff, including related service providers, with methods for program development and implementation. This workshop is conducted for teams or individuals up to a maximum of fifteen persons. Teams may include, but are not limited to, special and regular education teachers, teaching assistants, speech/language pathologists, and occupational therapists. The workshop will take place over a three-day period, and teams will be exposed to a variety of ongoing classroom models for a variety of age ranges and on-site observations.

2. **ASPERGER DISORDER AND HIGH FUNCTIONING AUTISM (HFA) TRAINING** will provide information regarding characteristics and diagnostic issues as well as appropriate educational methods for this population. The SECEP classroom program blends a variety of approaches that have proven to be successful for these students. Content areas will include social and communication skills training, organizational skills, behavioral analysis, and academic and vocational training. This training will provide classroom staff, including related service providers, with methods for program development and implementation. Opportunities will be provided for participation in panel discussions/social skills groups with students and/or parents. This workshop will be conducted for teams or individuals up to a maximum of fifteen persons. Teams may include, but are not limited to, special and regular education teachers, teaching assistants, speech/language pathologists, and occupational therapists and other staff working with students with Asperger Disorder and Autistic Spectrum Disorder. The workshop will take place over a three-day period, and teams will be exposed to ongoing classroom models and a variety of age ranges.

Training will be conducted November 17-19, 2004 and March 16-18, 2005 for the Model Classroom Workshop (Autism) and February 16-18 and May 11-13, 2005 for the Asperger/HFA Workshop.

For further information, contact Phyllis Kozakiewicz (registration or local area information), Charlene H. Wentland, Senior Coordinator (cwentland@secep.k12.va.us), or Dr. Priscilla P. Hawkins, Program Coordinator at SECEP, 861 Glenrock Road, #140, Norfolk, VA 23502, phone: 757.892.6100, fax: 757.892.6111.

Shaping the Future: Four-Day Workshop in ABA at the Vir- ginia Institute of Autism



VIA, located at 1414 Westwood Road, Charlottesville, VA 22903, presents this workshop to provide an opportunity for educators and parents to gain a basic understanding of the principles of Applied Behavior Analysis (ABA) as well as a hands-on learning experience. Participants receive classroom instruction, observe students, and shadow VIA instructors. Cost is \$500.

Dates: December 6 – 9, 2004; February 28 – March 3, 2005; March 28 – 31, 2005; April 25 – 28, 2005; July 21 – 25, 2005.

For more information: call VIA at 434.923.8252 or download an application at www.viaschool.org/STFRegistration.pdf.

Strategies for Teaching Reading to Students with Severe Disabilities

David Koppenhaver, Ph.D., Associate Professor, Education Department, Gustavus Adolphus College



January 5, 2005, 8:00 a.m. - 3:30 p.m.
Old Dominion University, Webb University Center, Hamp-
ton/Newport News Room, Norfolk, VA

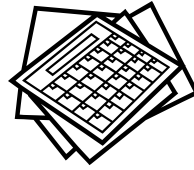
Sponsored by Commonwealth Autism Service and VDOE
Training/Technical Assistance Center at Old Dominion
University

Registration: \$45.00 (continental breakfast, lunch, snacks, and handouts included). Registrations will be accepted on a first-come, first-serve basis. No on-site registrations. Registration and refund deadline: Dec. 10, 2004. Contact Commonwealth Autism Service, 1.800.649.8481 or 1.804.355.0300 with VISA or MasterCard information. Registrations will only be accepted with payment in full.

David Koppenhaver holds a Ph.D. in curriculum and instruction from the University of North Carolina at Chapel Hill. He is the former director of the Center for Literacy and Disability Studies and has worked for the past 21 years with preschool- and school-aged children who have a wide variety of literacy learning difficulties. He currently teaches undergraduate classes in reading methods, inclusive education, and instructional technology. He has written and lectured widely on literacy instruction for children with significant disabilities and was the recipient of the 1998 International Society for Augmentative and Alternative Communication/Don Johnston, Inc. Distinguished Lecturer Award. A Fulbright Scholar to Australia in Fall, 2002, he is currently collaborating with the Schonell Special Education Research Center in a three-year study of writing instruction for middle school students with developmental disabilities and co-authoring a pair of methods texts on beginning literacy instruction and lifelong literacy supports for individuals with developmental disabilities.

Other

Conferences and Training Events



March 3-5: 4th Annual Autism Conference: Leading the Way. Richmond Marriott West, Glen Allen, VA. Contact Commonwealth Autism Service for information: 1.800.649.8481, www.autismva.org

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Feeling the pressure of meeting accountability requirements? Looking for high quality subject-area content with high quality instruction? Save these dates now:

June 20-24, 2005!

The 6th Annual Content/Teaching Academies will be presented by James Madison University Center for School Leadership and the Region 5 T/TAC on the campus of JMU. Be on the lookout for more information about this opportunity and what you will need to do to reserve a space!

Raising the Bar: Improving Services for Individuals with ADHD

Tuesday, April 5th, 2005; 8:30 a.m. – 4:00 p.m.

Raising the Bar is an annual event hosted by the Alvin V. Baird Attention and Learning Disabilities Center and the Virginia Department of Education Region 5 Training and Technical Assistance Center. The goal of this meeting is to improve the standard of care for individuals with ADHD across Virginia. Each year researchers, physicians, educators, clinicians, parents, and students come together with the common goal of sharing information and knowledge to further the understanding of Attention Deficit/Hyperactivity Disorder.



Keynote Speaker: Dr. Arthur Anastopoulos, Ph.D.

Dr. Anastopoulos currently is a Professor in the Department of Psychology at the University of North Carolina at Greensboro, where he serves as Director of Clinical Training and also directs an AD/HD Specialty Clinic for children, adolescents, and adults. An active researcher, Dr. Anastopoulos has been an investigator on several federal and university funded research grants, including a recently awarded 5-year grant to study the genetic basis of AD/HD in collaboration with researchers at Duke University. He has authored more than 40 articles and book chapters on the topic of AD/HD and is also the first author on a recently published text, entitled *Assessing Attention-Deficit/Hyperactivity Disorder*.

Panel Discussion: A group of local professionals, parents, and students will comprise a panel for an afternoon discussion of issues. Members of the audience will be invited to submit questions to the panel.

Poster Session: Various presentations on topics of interest in the field of ADHD.

**LOOK FOR REGISTRATION INFORMATION IN
EARLY 2005!**