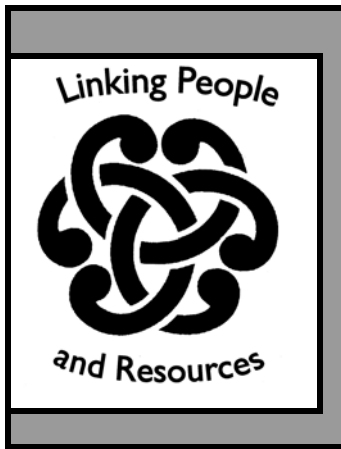


Regional Wrap-Up

Region 5 T/TAC @ JMU

Staff Changes



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The new T/TAC year began July 1, and as often happens with a new year, changes occurred. The T/TAC became part of the JMU Institute for Innovation in Health and Human Services. The Institute is comprised of numerous JMU outreach programs with a mission to foster cross-disciplinary collaboration and innovation in educational, research, and service initiatives in health and human services, build university-community partnerships that are responsive to the communities we represent, and enhance initiatives and educational relevance through student service learning. A few of the groups included in the Institute are Blue Ridge Area Health Education Center, Office of Children and Youth, Shenandoah Valley Migrant Education Program, JMU/ Shenandoah Valley Child Development Center, Workforce Improvement Network, and Baird Attention and Learning Disabilities Center. We look forward to this new collaborative venture and know that it is a positive step forward for JMU and the communities we serve.

There were also staff changes. We said goodbye to some T/TAC staff and welcomed others. Leaving Region 5 T/TAC were Linda Maxwell and Jeannie Tallent. Linda and Jeannie “job-shared” and each worked part-time as support personnel on the project last year. Sherry Hussey joined the Region 5 T/TAC team during the summer as fiscal technician, sr. Sherry is in a full-time position re-

placing Linda and Jeannie. Sherry is responsible for tracking & monitoring the budget, processing financial paperwork for the T/TAC grant, data entry, and website management. Sherry has previous work experience in the Accounts Payable office at JMU and at Rockingham Memorial Hospital in Harrisonburg.

We also said good-bye to Dr. Richard Boon, who was our Assistive Technology Coordinator last year. “Boon” left on July 31 to accept a position as an assistant professor of special education at the University of Georgia in Athens. While he was with us, Boon completed his Ph.D. in special education & instructional technology from George Mason University. While we are excited and happy that Boon has been given the opportunity to apply his knowledge and skills, and new degree, at such a renowned institution of higher education, we will miss him at the T/TAC. We are currently in the process of hiring a replacement for Boon.

Additionally, Melinda Bright, one of the Instructional Support Team (IST) coordinators, joined Cheryl as T/TAC co-director, a position formerly held by Dr. Reid Linn. Reid, a professor of special education at JMU, remains as the PI (Principal Investigator) on the T/TAC grant while Melinda works on-site with Cheryl to handle daily activities and administer the T/TAC project. Melinda will also continue with IST responsibilities.

Conferences

September 30

Strategies that Work: Preparing Children with Significant Disabilities for Life in the 21st Century.

A conference for everyone who supports individuals with complex disabilities. Holiday Inn at Tanglewood, Roanoke. Contact: <IROXProducts@aol.com> or <shlh@86@cs.com> or 1.888.200.4241.

November 2-3

14th Annual Symposium on Professional Collaboration and Inclusive Education (Formerly "RCT Symposium").

NCLB and IDEA Join Forces: Collaborating to Ensure Achievement for ALL.

Williamsburg Marriott Hotel, Williamsburg. For more information: 757.221.1992 or <rctsymp@wm.edu>.

October 12-15

Division for Early Childhood/ Council for Exceptional Children 19th Annual International Conference on Young Children with Special Needs and Their Families.

Marriott Wardman Park Hotel, Washington, DC. Volunteers are needed to assist with this event and will receive 50% off their registration fee. If you plan to attend and are interested in volunteering, contact Linda Ingleson at the T/TAC at VCU, 804.828.6947, or <ldingleson@vcu.edu>.

November 7

TechKnowledge 2003:
Special Topics in Assistive Technology

Holiday Inn Select Kroger Center South, Richmond

Sponsored by Hospital Education Program, Children's Hospital of Richmond, and T/TACs at VCU, ODU, and JMU

Conference Registration Deadline:
October 15, 2003

Education Dept., Children's Hosp.
2924 Brook Rd, Richmond VA23220
1-804-228-5845

October 16-19

National Association for the Education of Homeless Children and Youth Annual Conference.

Educating All Our Nation's Children: A Capital Event. Washington, DC. Keynote addresses by Jonathan Kozol and Phyllis Hunter. For more information: <www.wm.edu/education/HOPE/NAEHCY/NAEHCY.php>.

March 4, 5, and 6

The Autism Program of Virginia (TAP-VA) Third Annual Autism Conference

Sheraton Park South
Richmond

Call for Papers, Exhibitors and Registration information

Attention Early Intervention and Early Childhood Special Educators!

Mark your calendars for November 18 and 19 in Roanoke for the Second Annual Infant & Toddler Connection Conference of Virginia. It promises to be bigger and better than last year. The Integrated Training Collaborative (ITC) conference planning committee has begun its work to include topics of interest for all. Some of the topical sessions will include autism, sensory integration, temperament, hearing impairment issues, assistive technology, auditory verbal therapy, grief issues, family roles, sibling issues, positive behavioral supports, and Part C info. Camille Catlett and Josef Reum will be the keynote speakers. More details will be arriving soon.

Welcome Dr. Wishon!

Welcome Dr. Wishon! In September, Dr. Phillip M. Wishon, began his new position as dean of JMU's College of Education. Dr. Wishon was previously the assistant dean of the College of Education and director of undergraduate and graduate teacher and professional education at University of Northern Colorado in Greeley, Colorado. Prior to his work at UNC, Dr. Wishon was an assistant professor of education at East Tennessee State University and Georgia College, an instructor at Ohio Wesleyan University, and taught elementary school in Columbus, Ohio for three years. He is a past president and founder of the National Association of Early Childhood Teacher Educators and received the organization's Distinguished Service Award in 2002. His Ph.D. in early and middle childhood education, M.A. in education administration, and B.S. in elementary education are all from the Ohio State University. Welcome to Virginia and JMU!

Congratulations to Dr. Reid Linn

Special education professor and principal investigator for the Region 5 T/TAC grant, who received the Instructional Leadership Award from the Virginia Association of Colleges for Teacher Education last spring.

For information about personnel programs please explore

<www.teachvirginia.org>.



and tuition assistance for special educators,

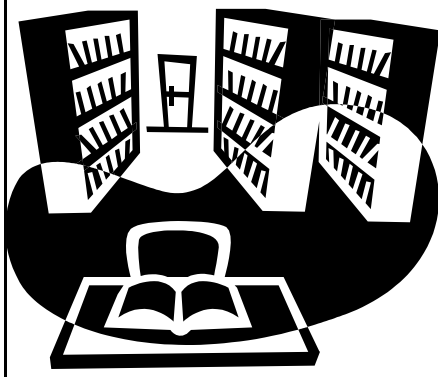
The Virginia Department of Education has budgeted a portion of Virginia's Section 619 Preschool Grant funds to provide tuition assistance of up to \$400 per course for no more than three courses per year for early childhood special educators. Courses may be taken for initial licensure, for renewal of a teaching license, or for professional development. These funds are available to the following staff members who are under contract with a school division for the 2003-2004 school year: early childhood special education teachers, teachers seeking an early childhood special education endorsement, certain speech and language pathologists, and early childhood special education paraprofessionals.

Eligible teachers are those enrolled in graduate-level courses directly related to the area of early childhood special education. Eligible speech and language

pathologists are those for whom preschoolers with disabilities make up at least 50 percent of their caseloads and who are enrolled in graduate-level coursework directly related to the area in which they are providing instruction or in early childhood special education. Eligible paraprofessionals are those who are employed full-time in an early childhood special education program and are enrolled in undergraduate or graduate-level coursework directly related to early childhood special education.

For information regarding eligibility for tuition assistance, application status, or reimbursement, contact Dr. Patricia Burgess, specialist for special education human resources development, Division of Teacher Education and Licensure, at <pburgess@mail.vak12ed.edu> or 804.225.2096.

Using the T/TAC Library



The T/TAC library holdings offer recent information available on issues ranging from Alternate Assessment to Technology. Using the T/TAC library is as easy as making a phone call, emailing a staff member, or using the web based form on our web site. Materials are mailed to you and return postage is paid by T/TAC. Be sure to browse our holdings on the web at web.jmu.edu/ttac. On the web, after choosing items, use the request form located on the left hand menu of the web page and type in the required information; the materials will be mailed as soon as possible. It's that easy! If you don't see the material(s) you desire, give us a call or email us. If we do not currently own the material there is a possibility it can be purchased and added to our holdings.

Contact information:

Judy Hensley, <henslejk@jmu.edu>, 540.568.6746 or 1.888.205.4824.

Did the insert about Limited English Proficient students pique your interest? Check these out from the Region 5 T/TAC library. Read more about it!

ATT 004

National Association of School Psychologists. (2003). *Portraits of the children: Culturally competent assessment*. Bethesda, MD: Author.

The 36-minute assessment video and CD-ROM training package is designed to provide viewers with background information and effective techniques needed in order to provide culturally competent assessment for special education eligibility. Print materials are available on the CD.

CRG 031

Thurlow, M.L., Elliott, J.L., & Ysseldyke, J.E. (2003). *Testing students with disabilities: Practical strategies for complying with district and state requirements* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Included in this guidebook are specific strategies to effectively include students with disabilities in assessment systems. Information on state and district requirements, ESL learners with disabilities, access to the general curriculum, IEPs, alternate assessments, and assessment accommodations are provided. Reproducible forms are included.

CRG 029

Sprenger, M. (2003). *Differentiation through learning styles and memory*. Thousand Oaks, CA: Corwin Press.

The author provides an overview of how the brain processes, stores, and retains information, and how teachers can guide students in accessing this information using their individual learning styles and strengths. Included are examples of learning environments, activities and instructional strategy suggestions, and specific designs for differentiation in the classroom.

DIV 025

Council for Exceptional Children and National Association for Bilingual Education. (2002). *Determining appropriate referrals of English language learners to special education: A self-assessment guide for principals*. Arlington, VA: Council for Exceptional Children.

Administrators have an easy-to-use guide to understand and address the impact of the special education referral and classification processes on English language learners. The book covers key issues including how to review student data to determine over- or under-representation, strategies to improve communication, and teacher assistance teams. Appendices include a resource lists, sample forms, and a self-assessment checklist.

School-Wide Discipline: A Principal's Perspective
Dr. Mindy Garber, Principal
Beverley Manor Elementary School, Augusta County

In the summer of 2001, I attended the Augusta County Schools Administrative Conferences and participated in the School Wide Positive Discipline Workshop. This workshop featured the faculty from Augusta County's Wilson Elementary School including Diane Bates, Principal, and Tony Tallent from the Training/Technical Assistance Center at James Madison University. The philosophy of the school-wide discipline approach was exactly what I had been seeking for Beverley Manor Elementary where I am the principal. A positive school climate with minimal disruptions is a critical component of an effective school. Disruptive behaviors are reduced when there is a systematic, school wide plan involving all of the children and adults in the building. Appropriate behaviors are instructed and modeled. All school personnel are trained and expected to use the new system.

Before a recount is given regarding our experiences, the reader may be interested in some of the demographics of Beverley Manor Elementary School. Traditionally, BME has had a very warm and positive climate. There is not a town or hamlet of Beverley Manor, yet there have been several schools by that name for nearly 100 years. The current school building is located less than one mile from the Staunton City limits; our children reside in the rural and suburban areas surrounding the city on the west side of Interstate 81. We have an enrollment of 330 students, K-5, including Head Start, ECSE, and a High Needs regional program. We have 24 resource and classroom teachers and 8 special education teachers and specialists. Additionally, we have ten assistants at the school. Thirty-eight per cent of our students are eligible for free or reduced lunches. We have seven LEP students originally from Greece, China, Viet Nam, or India. Less than 5% of our students are ethnic minorities, primarily African American. Prior to School Wide Discipline, BME had fewer discipline problems than any of the other six schools to which I have been assigned. Our veteran faculty averages over 20 years of experience in the classroom per teacher. All of our teachers had adequate, well thought-out classroom management systems prior to SWD. Many teachers used color changes, clothespins, tokens, and class rewards as a key to their discipline systems. The influences of Lee Canter, Harry Wong, Carol Cummings and other management gurus were evidenced through the methods used by the teachers. However, many of the systems focused on negative behaviors and consequences and there were no efforts towards a school-wide discipline plan. Therefore, adults who worked with many different children (bus drivers, assistants, resource teachers, cafeteria workers, custodians, and office staff) had a difficult time keeping up with all of the systems. School Wide Positive Discipline seemed to have all of the ingredients we needed for school improvement.

At the conference and during subsequent telephone conversations, Tony told me that a year of planning for the implementation of school-wide discipline was a must. However, I decided that BME was different and we would be able to implement the system during our initial faculty meeting in August. After all, as I love to say, BME is like Lake Woebegone: all of the teachers are strong, good-looking, and above average! We are accelerated, we are gifted, and we do not need a year of talking about it! Just do it! Enter Sandy Powell, teacher extraordinary! Among other assignments during her twenty plus years in education, Sandy has taught physical education, fifth grade, and middle school language arts. She currently is the physical education teacher at BME. Over the summer (2001), I contacted Sandy and asked her if she thought SWD would be a good idea and would she consider being on the committee. As a resource teacher she was thrilled with the idea of SWD and she volunteered to chair the committee! Unlike me, Sandy is a very patient person. After all, she is the current woman's National Gold Medallist in ultra marathon running (126 miles in 24 hours)! Anything worth doing is worth doing right.

School-Wide Discipline: A Principal's Perspective
Dr. Mindy Garber, Principal
Beverley Manor Elementary School, Augusta County
Continued...

During the summer of 2001, Sandy contacted Tony and the rest is history. Despite my impatience, Sandy convinced me that we needed the full year to properly implement the program. We carefully selected the committee members from every area of the school and with differing amounts of experience. The members were: Glenna Jones, parent; Karen Souders Meyerhoeffer, Kindergarten; Dana Hevener, First Grade; Mary Flint, Second Grade; Cindy Sadonis, Third Grade; Joanne Lam, Fourth Grade; Marsha Simmers, Fifth Grade; and Kathleen Bell de los Reyes, Special Education. During the 2001-2002 school year, the Discipline Committee met every month. We selected our focus areas to be the cafeteria and hallways. Also, we drafted rules and procedures, i.e. use inside voices at the cafeteria tables, use good manners, say "please" and "thank you." We took our ideas for a token system to Penny German, our phenomenal technology lab instructor, who designed our currency, "Cub Cash." We also visited other schools, Wilson and Ladd elementaries in Augusta County, attended inservices, and participated in other professional development activities.

On the last workday during June 2002, we presented the final implementation procedures to the faculty and staff. At that time Sandy handed out baskets with Cub Cash and gave out cards with options for privileges, i.e. preferential seating at lunch, extra gym time, teacher for the day, etc. She also gave each teacher three laminated posters for school rules (C.U.B. Respectful, Responsible, and a Learner). The new instructional staff, cafeteria workers, bus drivers, and custodians attended an inservice in early August. When school started in August 2002, our SWD plan was ready to fly. Throughout the first year our only hitch was when a teacher started to charge the students Cub Cash as a negative consequence for no homework, being unprepared, etc. We called in Tony to come and do a brief refresher to the faculty about how this was a *positive* system and the cash could *not* be taken back. This does not mean that there cannot be consequences; however, it does mean that consequences are handled appropriately.

In conclusion, our two-year process of planning and implementing School Wide Discipline at BME has been a wonderful journey. All indications from the school community, parents, and children have been positive. This year our office referrals from all sources, including bus, were down over 60%. Visitors to the school frequently comment on the school climate and the excellent manners and behaviors of our children. Parents, children, and all adults have made many positive comments about the improvement of the school climate. We embrace this program and believe that the systematic planning that gave each stakeholder a voice in the process was the foundation of our success. We look forward to this new school year. Additions to our plan for the 2003-2004 school year include bathroom behaviors and "Think Time." With the addition of each new piece of our School Wide Positive Discipline Plan we are building a better learning environment for the children and adults of our school community. If you do not already have a School-Wide Discipline Plan for your school, I encourage you to start the process.

Accessing the English Language: Limited English Proficient Students and Learning Disabilities

By Lee Anne Sulzberger, M.Ed., T/TAC The College of William and Mary

One of the intents of the No Child Left Behind (NCLB) Act of 2001 is that “all limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.” (<http://www.pen.k12.va.us/VDOE/nclb/nclbfinal.ppt>)

A limited English proficient student (LEP), as stipulated by the NCLB act, must be a student age 3 through 21 who is currently enrolled in, or preparing to enroll in, an elementary or secondary school. In order to be classified as LEP, students must come from an environment where English is not the dominant language. Thus, students whose native language is a language other than English may be classified as LEP, whether they are born inside or outside of the United States. LEP students may include migratory students whose native language is not English, and who come from an environment where English is not dominant, as well as students who are Native American, Alaska Native, or native residents of outlying areas. Students who come from environments where a language other than English has had a significant impact on their level of English language proficiency may also be classified as LEP if difficulties in speaking, reading, writing, or understanding the English language are significant.

A student in the groups considered for LEP may be classified as LEP only if the language difficulty denies the student the ability to meet state achievement standards, the ability to achieve successfully in classrooms where English is the primary language of instruction, or the opportunity to participate fully in society. (http://www.pen.k12.va.us/VDOE/nclb/NCLB_QA-t3paa.pdf)

In order to serve students classified as LEP effectively, teachers and other professionals must first become aware of typical phenomena associated with second-language acquisition. According to Roseberry-McKibbin and Brice (2000), the following are typical processes related to second-language acquisition:

Interference or Transfer from the Native Language to English. For example, in Spanish the phrase “más guapa” literally means “More prettier.” A Spanish-speaking student who says, “That girl is more prettier,” therefore, is exhibiting the typical phenomenon of language transfer.

Silent Period. As students begin to learn a second language, they typically spend a great deal of time focusing on listening and aural comprehension, with little time dedicated to speaking. Very young children may remain in the silent period for up to a year; older children may remain in the silent period for several weeks or months.

Code-switching. This practice occurs when second-language learners include elements of both languages in the same sentence or phrase. For example, the speaker might say, “I’m hungry. ¡Vamos a comer!” instead of, “I’m hungry. Let’s eat!” Such switching back and forth between languages is exhibited by many fluent bilingual individuals as well.

Language Loss. In some instances as children learn English, they experience a loss of fluency and skills in their native language if the first language is not used as frequently.

Roseberry-McKibbin and Brice (2000) also note that many students may appear fluent in conversational English, but have difficulty in what is known as cognitive academic language proficiency (CALP). In other words, it usually takes longer to develop the complex language and vocabulary of academic courses than basic interpersonal communication skills. This, too, is a normal process in second-language acquisition.

However, for some LEP students, the challenges of second-language learning are compounded by the presence of a learning disability. It is important to note that LEP cannot be a reason for automatically denying an evaluation for special education, nor can it be the sole reason for referring a student for special education services.

In order to ensure that students with disabilities who are learning English have full access to the general curriculum, Fanta (2002) proposes that language and cultural needs be considered along with special learning needs. Specifically, she suggests that both general and special education teachers consider using the following selected strategies with English language learners (ELL) with disabilities in inclusive classrooms.

Reality-Based or Experiential Models. Teachers should use real-life settings to teach skills. For example, Fanta (2002) suggests teaching young language learners language skills related to manners and food during snack or lunchtime rather than in isolation during a language arts period. Students are then more likely to see the relevance of what is being learned.

Understandable Input. Teachers and other staff should use short sentences and phrases and allow the student time to process an initial question before asking for additional information.

Multi-modal Approach. Teachers should use all learning modalities when presenting information. Frequent use of visual materials and cues (e.g., facial expressions, gestures) is very helpful to the LEP student with a learning disability. Fanta (2002) also suggests that teachers use drama and music as well as pictures, diagrams, objects, computer graphics, or visual organizers to enhance student learning for ELL.

Roseberry-McKibbin's Dynamic Dozen (as cited in Haley, 2000) are additional multi-modal strategies that teachers may use in order to meet the needs of exceptional English language learners effectively. These strategies include the following:

- ♣ The use of mnemonic devices
- ♣ The use of visualization
- ♣ Focusing on and writing down key words
- ♣ The use of categorization or grouping to aid memory

(For specific vocabulary-building activities, please refer to Vocabulary Strategies for English Language Learners in this issue.)

Growing numbers of LEP students in local schools will require teachers to increase their repertoire of instructional strategies and expand their knowledge of the cultural and linguistic diversity of their students. Such knowledge and skill will be essential to ensure that students have access to the general education curriculum and the English language so that they may achieve the goals set forth by the No Child Left Behind Act of 2001.

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