

The T/TAC Telegram

Volume 8, Issue 1, September/October 2003

Northwestern
Consortium



T/TAC

Linking People & Resources

Contents

Page

1-2 *T/TAC's 2003-04
Mission Statement*

2-3 *Reading Priority
Project*

*Have You Ever Considered the
IDEA?*

3-4 *Instructional
Support Team*

*The Virginia Model of Collaborative
Consultation*

4 *Instructional Strategy*

Meta-Cognitive Word Search

5 *Virginia's Transition
Outcomes Project*

6 *Conferences &
Workshops*

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

Virginia Department of Education's Training/Technical Assistance Center (T/TAC) 2003-04 Mission

The Virginia Department of Education's (VDOE) Training/Technical Assistance Center system (T/TAC) is undergoing a transition for next year (2003-2004). Below are some questions and answers that address the changes.

Why is the T/TAC mission undergoing revision?

The Virginia Special Education Improvement Plan (VSEIP) report compiled local educational data in student achievement, personnel development, and parent involvement. These state aggregate data suggest areas needing improvement for local educational agencies and early intervention system personnel. The VSEIP report can be accessed from the VDOE Web site at: <http://www.pen.k12.va.us/VDOE/sped/data.shtml>. In addition to the data-based indicators, Virginia's state and local educational agencies will be implementing new instruction and accountability requirements under the *No Child Left Behind Act* (NCLB) that need to be widely and rapidly disseminated to school personnel.

What will remain the same, and what will be different for next year?

The T/TACs were designed to be, and will continue as, specialty centers to improve educational opportunities and contribute to the success of children and youth with disabilities (ages birth - 22). Their mission is twofold:

1. to increase the capacity of school personnel, service providers, and families to meet the needs of children and youth with disabilities; and,
2. to foster the state improvement goals for personnel development, which address improving the performance of children and youth with disabilities, by enhancing the knowledge, skills, abilities, and performance of all personnel who work with them.

The guiding principles that will drive the T/TAC system are to:

- develop products based on research;
- disseminate effective practices;
- consult with target schools undergoing Academic Reviews;
- facilitate technical assistance by building capacity at the local level; and
- conduct strategically planned training.

What are the priorities for the T/TACs and VDOE during 2003-04?

- Provide personnel development that fosters students with disabilities access to the general curriculum and achievement in the least restrictive environment;
 - Assist schools in meeting Virginia's accreditation standards; and,
 - Assist local educational agencies in meeting the qualified personnel requirements of the *No Child Left Behind Act* (NCLB) and the *Individuals with Disabilities Education Act* (IDEA).

Projects addressing these needs will be priorities for statewide activity with centralized coordination and dissemination. Participation in, and implementation of, these statewide coordinated efforts will be top priority for T/TAC staff. Priority projects to accomplish the state improvement goals are:

1. Academic Review Participation & Follow-Up Technical Assistance
2. Enhanced SOL Scope & Sequence with Differentiated Strategies
3. Instructional Strategies Development
4. Assistive Technology Task Force
5. Reading Technical Assistance & Link with *VA's Reading First* Training
6. Early Transition & Preschool Effective Practices
7. Positive Behavior Supports
8. Link with Parent Involvement Activity & Local Parent Resource Centers

*"The VDOE
T/TAC is
undergoing a
transition for
next year."*

9. Instructional Support Team (IST) Sites
10. Autism & Links to Other Expert Resources
11. Alternate Assessment & Achievement Standards
12. State Task Force on Middle & Secondary Programs
13. Secondary Transition Outcomes Project



Virginia's Reading Priority Project



by Gina Massengill and Vicky Spencer, Ph.D.

What does this mean for services to the regions?

- Consultations and Long-Term Technical Assistance Agreements

Priority for consultations and long-term technical assistance agreements will be given to personnel in schools "needing improvement" as designated by the Virginia Department of Education. The T/TACs will be completing their current long-term technical assistance agreement obligations by the end of the year (June 2004).

Other consultative services will continue, but the number of them will likely be reduced. T/TACs will continue to take requests for individual on-site services and fill those requests by providing resources from their library, phone consultations, referral, and links to other resources. T/TACs will continue to build local capacity to access information and resources for individual consultations and on-site inservices.

- Regional Workshops

The number of regional workshops initiated by individual T/TACs may be reduced, however, we can expect strategically designed training to occur in regions on topics identified by the priority projects. These are many of the same topics T/TACs have emphasized in workshops, but efforts will be better coordinated with the VDOE and other T/TACs throughout the state.

Information services and other training opportunities will be accessible to any educator and parents, as well as students through the new T/TAC On-line Web site, <http://ttaconline.org/>.

The Region 4 T/TAC website can be found at: <http://kihd.gmu.edu/ttac/>. The Region 5 T/TAC website can be found at: <http://web.jmu.edu/ttac/>.

As the fall season symbolizes change and its annual introduction of new color, the Virginia Department of Education's Training and Technical Assistance Centers (T/TACs) are also beginning to undergo change. Our new "colors" this year will involve 13 priority projects that have been identified by the VDOE to support the state improvement goals and allow us to better assist our regions in meeting the demands of the No Child Left Behind (NCLB) and Individuals with Disabilities Act (IDEA) across the state.

One of these projects is the Reading Priority Project which will focus on addressing the identified SOL achievement gaps between grades 3, 5, and 8 (as highlighted in the **March 2003 VSEIP Report**) and meeting the reading needs of the educational community as prescribed by No Child Left Behind. Representatives from the VDOE and each of the regional T/TACs from across the state will work collaboratively to ensure ongoing professional development opportunities that demonstrate and instruct research-based effective practices in reading for administrators, general educators, special educators, paraprofessionals, and related service providers.

The first year of the project will concentrate on assessing and meeting the reading needs of the upper elementary grades 4, 5, and 6 to empower teachers to meet the instructional needs of all children by providing access and training in assessment, researched-based instructional strategies, and follow-up and training to assist in implementation. To better serve our regions, needs assessments specific to our regions will be conducted during the year to help plan for future training and technical assistance in the area of reading. The project will also be designed to communicate and coordinate efforts with the Office of Elementary Instruction and the general education initiative Reading First that focuses on grades K-3. The reading project will provide a bridge from Reading First to content area reading instruction.

During the 2003-2004 year, the Reading Priority Project will have four primary focus areas:

- 1) resource assimilation - This will include compiling a centralized list of books, articles, websites, professional development opportunities, and other applicable resources that will be collected for educators to use in the future to help with reading instruction.
- 2) website design and implementation- A website will be developed which will include these resources for educators and parents to access.
- 3) local technical assistance capacity building- Representatives from the regional T/TACs will work together to expand our own knowledge base and accessibility of current reading issues through collaboration, sharing of materials and research, and professional trainings.

- 4) networking groups – Focus groups including classroom teachers, reading specialists, special educators, and other professionals in the area of reading will share information.

As the Reading Priority Project progresses during 2003-2004, we will provide updates and continue to communicate opportunities for professional and division participation in the project. We look forward to our increased capacity to meet the ongoing needs in classroom reading instruction. If you have specific questions concerning the reading priority project, please contact your T/TAC representative:

Region 4 Dr. Vicky Spencer (800) 333-7958
Region 5 Gina Massengill (888) 205-4824



Instructional Support Teams: The Virginia Model of Collaborative Consultation

by Judith Fontana, Ph.D. and Melinda Bright

The purpose of this article is to provide an overview of the Instructional Support Team model currently being implemented in Virginia. Future issues will provide in-depth information on communication skills, the 6-step problem solving process, and curriculum based assessment noted below. In keeping with the mission of IST, each article in the series will conclude with an instructional strategy.

The goal of Instructional Support Teams in Virginia is to “Enhance, improve and increase student and staff performance.” (IST Manual, 2003) In the spirit of No Child Left Behind (NCLB, 2001), long-term focused staff development is a hallmark of this initiative, which is currently one of several VDOE priority projects. Unlike mandated teams established in Pennsylvania in the 90s, the VA model does not require the pre-referral process related to child study. Several other states, including Maryland, New York, and Ohio have variations of collaborative consultation teams and although they may differ in some ways, the concepts of early intervention and systematic problem solving are common. (Fuchs, Mock, Morgan, & Young, in press)

The objective of the initiative is to develop a systematic support network within a school consisting of a full time IST support teacher and a trained IST team. The IST encourages the development of a school-wide norm of data based collaborative problem solving leading to the introduction of instructionally specific research based strategies into the classroom. Teachers expand their skills and students benefit. A team consists of an administrator, a full time IST Teacher, general and special educators, and support staff. Membership is voluntary and numbers may vary. Record keeping is simple and efficient. Training continues to be supported by the Virginia Department of Education.

IST VA is a belief system translated into an active support system for teachers and students.

Belief	Practice
All students can learn.	Teachers may request support for any student, even those identified for special ed., or ESOL services
Early intervention is preferable to waiting for failure.	Initial response to a request normally is within one week. Problem solving begins shortly thereafter.
The critical arena for success is the student-teacher relationship in the general education setting.	Interventions occur in the classroom implemented by the teacher.
Instructional match and setting are the focus of problem solving.	Team members are trained in curriculum-based assessment, share results, and work with the teacher to plan and implement interventions.
A problem solving community is the foundation for professional and student learning.	Team members support the classroom teacher via structured problem solving and suggestions for instructional interventions.
Teachers, as professionals, are entitled to the opportunity to consult and collaborate.	Any teacher may request assistance. The request leads to consultation and collaboration. Weekly meetings include training in communication, problem solving, and instructional strategies.
Change is a process, not an event.	Systemic change is scaffold through 3 phases of development that extend roughly over 3-5 academic years. Team members learn, practice, and then take on cases.

Schools with ISTs have reported:

- A reduction in student retentions
- A reduction in the number of student referrals for multi-disciplinary evaluations
- Most student goals addressed academic issues
- Fewer students were found eligible for special education services
- Instructional assessment procedures provided data to re- evaluate instructional decisions (Fleming, Dorries, Stickney, and Spital, 2002)

The phases of an IST case include the request, contracting, collaborative problem solving, assessment, planning and monitoring the intervention, and closing or tweaking the case. The request for assistance asks for a brief note on the concern and suggested times the requesting teacher is available to meet. Contracting is a formal explanation of how the IST process works and clearly notes that the teacher is the intervener. If the teacher agrees then the 6-step problem solving process starts. Assessments are part of problem identification, can take a variety of forms, and may include student products as well as an assessment of how the student negotiates his/her class work. Results become baseline data. Academic and behavioral issues are prioritized, then a plan of action is worked out. This will clearly stipulate what will be done. Goals and timelines are established. Weekly meetings document the process.

This is an overview of the Virginia model of the consultation and collaborative problem solving process known as the Instructional Support Team approach. IST sites are supported by designated staff at regional Training and Technical Assistance Centers (T/TACs) throughout the state. Model sites are located in Frederick and Clarke Counties in Region 4. Region 5 sites are in Lexington and Campbell County. For more information please call the appropriate T/TAC.

James Madison University, Region 5:

- Melinda Bright 540-568-7923

George Mason University, Region 4:

- Judith Fontana 703-993-3670

References:

Fuchs, D., Mock, D., Morgan, P.L., and Young, C.L. (in press) Responsiveness to intervention: Definitions, evidence and implications for the learning disabilities construct.

Fleming, D., Dorries, D. Stickney, D., and Spital, B. (2002, October). Instructional Support Team Initiative In Virginia. Paper presented at the annual conference of the Virginia Psychological Association.

Gravois, T., Rosenfeld, S., and Gickling, E. (2003). Instructional Consultation Teams: Training Manual.

Virginia Department of Education.

No Child Left Behind (2001)



Instructional Strategy From the Instructional Support Team Initiative

Meta-cognitive Word Search Source: IST Handbook

Although teachers often make a point of teaching the meanings of specific content related vocabulary it is possible that students may be unfamiliar with the meanings of words that are in text, but not text specific (Examples: wealthy, settler). Students are asked to locate these words and print them on individual index cards.

The procedure described can be used in conjunction with other “before reading” activities to preview instructional text. After the word search students might be directed to add to their personal vocabulary lists, or to read the text using partner reading with summarization strategies or some other strategy.

Word Search Process:

Who?

- o The teacher and 1 child
- or
- o a group of 2-3 students

Materials

- o Instructional text with teacher selected pages or sections for preview
- o 3 index cards for each child (have extras)
- o Pencils
- o Directions posted, read aloud and explained.

Determine by oral feedback that students understand the assignment.

- o Students are directed to: Locate at least one word in each category listed below. They are asked to: Print each word on a card. Be careful to spell it correctly and print neatly. (Consider using a timer, or at least set a designated time.)

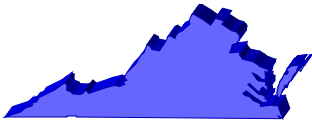
- 1 word I cannot pronounce.
- 1 word I can pronounce, but may not know what it means.
- 1 word that I can read and know what it means (expert word).

Procedures

- o See directions(above)for beginning the activity
- o Part 2
- Each student shares his/her words with the group in turn. Teacher is called to assist as necessary.
- “This is the word I cannot pronounce. Can anyone say it for me?”
“This word is _____. I am not sure what it means. Do You?”
“This is my expert word.”

Results

- o Teacher is made aware of specific terms that specific students or groups of students are not familiar with. This includes anticipated and unanticipated vocabulary challenges.
 - o Teacher can prioritize instruction so that students benefit maximally from reading the textbook.
 - o Students have played an active role in their own learning and reinforced their skills by assisting their peers.
- Reading fluency is enhanced.



Virginia Transition Outcomes Project

Dr. Robin Barton, Virginia Department of Education
 Sally L. Chappel, M.Ed. VDOE TTAC at JMU
 Katherine M. Wittig, M.Ed. VDOE TTAC at VCU

Virginia's Transition Outcomes Project (VTOP) will assist local school divisions to meet the secondary transition service requirements of the *Individuals with Disabilities Education Act* (IDEA) and increase graduation rates for students with disabilities under *No Child Left Behind*. The project uses a data-driven model that (a) identifies and evaluates current practices used to meet transition requirements, (b) includes baseline data from students' IEPs as the context for goal setting, strategy development, and implementing a local school improvement plan, and (c) promotes an IEP process driven by the student's post school goals. VTOP emphasizes improving transition services, increasing graduation rates, showing results, and increasing the likelihood that students with disabilities will graduate and be employed. The project also empowers local school divisions to make changes in systems, processes, forms, programs, and approaches to improve student outcomes. Using the experiences of many states (e.g., Wisconsin, Pennsylvania, Arizona, Montana, Michigan, Maryland) already using the Transition Outcomes Project, Virginia developed a model and process for meeting IDEA's transition requirements identifying existent, new, replicable, and workable strategies. Virginia's plan focuses on measurable results that are consistent with IDEA transition requirements and that will improve the graduation rates and post school outcomes of students with disabilities.

In June 2003, Martha Lehman, previous director of the Montana Transition Outcomes Project and Dr. Ed O'Leary from the Mountain Plains Regional Resource Center, came to Virginia and shared their wealth of knowledge with some of the VA DOE T/TAC teams, Virginia's Special Education Director's Council, and some of the teams from Cycle I of the project. This training will be replicated in October for new teams in our regions. Dr. O'Leary has trained hundreds of secondary special and vocational education teachers, transition specialists, counselors, and work experience coordinators on Experience Based Career Education (EBCE). His most current publications

include co-authoring *Transition Requirements - A Guide for States, Districts, Schools, Universities and Families* (2000) and *Meeting the Transition Challenge Together: A Guide for Vocational Rehabilitation Counselors and Educators* (2002).

A unique feature of this project is that each Superintendent's region has a T/TAC transition specialist assigned to work with the project. Sally Chappel at JMU and Ashley Foulk and Allison Walker at GMU will serve regions 5 and 4. In addition, Dale Matusevich from the Radford T/TAC is serving as the project manager. Based on Dr. O'Leary's research, we know that lasting change only occurs in local schools when staff are committed and involved in responsible decision-making. We also know that success is dependent on "buy-in" from superintendents, special education directors, and building level administrators. Our hope is that the implementation and success with strategies/interventions/solutions will generalize to other districts in each Superintendent's region. Through application of learned strategies, systemic change across the state may occur as it did in many other states.

We know from the experiences of other states that schools benefit from using data to improve transition outcomes for students with disabilities. According to Dr. O'Leary, project participants throughout the nation reported a clearer understanding of transition requirements. He told the audience in June that adult agencies received, increased numbers of phone calls, IEP forms were revised and teachers began to get excited and proud of their efforts. People networked, parents and students liked IEP meetings because creative solutions were generated. School staff and agency personnel benefited from the ongoing professional development. They also had opportunities to collaborate, network, problem solve, and share success, resources and effective approaches with others. We feel that Virginia is ready for the Transition Outcomes Project. For more information about VTOP, please contact Sally Chappel at the VDOE TTAC at JMU or Ashley Foulk and Allison Walker at the VDOE TTAC at GMU.

References:

Storms, J., O'Leary, E., & Williams, J. (May 2000). *Transition Requirements: A Guide for States, Districts, Schools, Universities and Families*. Eugene, OR: Western Regional Resource Center.

Lehman, M., & McCulloch, L. (May 2002). *Transition Services in the IEP: Guidelines and Examples*. Helena, MT: Montana Division of Special Education.

**No Child Left Behind:
The Impact of the Regulations on Paraprofessionals in the State of Virginia**

By Lynn Wiley, Ph.D.

Today's paraeducator plays a variety of roles in a multitude of settings. For students with special needs, they are a highly valued member of the educational team. For this reason, we have developed a pull out section of the T/TAC Telegram related specifically to issues of and resources for paraeducators who support students in the classroom and out in the greater community.

(If you are a teacher, please pass this on to a paraeducator!)

The following article on the impact of the regulations on paraprofessionals in the state of Virginia is being reprinted from the T/TAC Telegram Jan/Feb 2003 due to requests from individuals in our region. It is important that paraeducators are familiar with the requirements for being "highly qualified," since these requirements must be met by the year 2006. Please speak with administrators in your school division to determine what steps they are taking to help you meet these federal requirements by the deadline.

On January 8, 2002, President Bush signed the *No Child Left Behind Act of 2001* (NCLB). The Act is based on four principles: stronger accountability, increased flexibility and local control, expanded options for parents, and an emphasis on proven methods of teaching. It redefines the federal role in K-12 education and addresses disadvantaged, disabled and minority students and their peers. It sets high standards of performance for all students and, in doing so, sets high standards of qualification for all teachers and paraprofessionals working with every student in every school.

What this means for paraprofessionals is that by the year 2006, individuals working in this capacity must meet the requirements for "highly qualified." The *No Child Left Behind* legislation defines a "highly qualified" paraprofessional as a person who has completed **one** of the following requirements:

- At least two years of study at an institution of higher education; or
- An associate's degree or higher degree; or
- Has met a rigorous standard of quality and can demonstrate, through a local or formal state academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) [Section 1119(c)(1)(A)(B)(C)(i)(ii)].

Paraprofessionals with instructional duties hired before January 8, 2002, and working in a program supported with Title I funds must meet **one** of the requirements above in four years [Section 1119(d)]. All paraprofessionals with instructional duties hired after January 8, 2002

and working in a Title I supported program must meet the requirements for "highly qualified" upon hiring. These requirements apply to paraprofessionals with instructional duties in any program supported by Title I funds. For Title I schoolwide schools, this means all paraprofessionals with instructional duties regardless of the source of funding for the positions.

Requirements do not apply to those paraprofessionals working as translators or whose duties consist solely of conducting parent involvement activities consistent with 1118 [Section 1119(e)(1)(2)]. Additionally, requirements do not apply to those who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance.

All paraprofessionals, regardless of their hiring date, in a program supported with Title I funds, must have a secondary school diploma or recognized equivalent (GED).

The state of Virginia will use the ParaPro Assessment as its formal state academic assessment. The test was developed by Educational Testing Service (ETS). Information on the ParaPro can be found on the ETS web site at: www.ets.org/parapro/index.html The site explains the basic premise behind the test's development, how to register to take the test, as well as test-taking strategies and sample test items. The assessment itself reflects the most current research and professional expertise of educators across the country. It was developed with the assistance of an advisory committee comprised of paraprofessionals and teachers who work with paraprofessionals.

The ParaPro Assessment for prospective and practicing paraprofessionals measures skills in reading, mathematics, and writing, as well as the ability to apply those skills and knowledge to assist in classroom instruction. The test consists of 90 multiple-choice questions, with approximately two-thirds of the questions in each subject area focused on basic skills and knowledge, and the other one-third focused on the application of those skills and knowledge in a classroom environment. The first 5 questions in each of the subject areas are pretest questions and do not count towards the final score. The questions are organized by subject area, with reading first, then mathematics, and finally writing.

Although there are three areas addressed by the test, the test taker will receive a single test score. The state of Virginia will establish the required passing score for the test. The test can be taken multiple times, however, there may be a waiting period between tests which will be determined by ETS. Study guides and other resources are available through ETS that will help you prepare for the ParaPro Assessment.

Virginia has determined that school divisions can use Title I and Title II funds to pay for assessment, ongoing training, and professional

development for paraprofessionals to help them meet the requirements of NCLB. School divisions in Virginia may also decide to develop and use their own assessment, rather than the ParaPro, in order to comply with the requirements of the federal act. It is, thus, important that you know the specific criteria set by the school division in which you are working.

For more information, visit the Virginia Department of Education web site at www.pen.k12.va.us/VDOE/nclb

The idea of satisfying the new legislative requirements of *No Child Left Behind* may seem overwhelming. There is, however, a gratifying message presented by the new legislation. By requiring paraprofessionals to be highly qualified, it recognizes the critical role you play in the education of America's youth. NCLB focuses on the quality of public education in this country by asking schools and teachers, including paraprofessionals, to be accountable for the progress of their students by carefully considering test scores, learning environments, collaboration with parents, and their own qualifications in the areas in which they teach. As President Bush's Commission on Excellence in Special Education stated in their 2002 report, "...our nation can build on the successes of the past and do even better in meeting the needs of special education children and their families. But we will do so only through a focus on educational achievement and excellence, teacher quality and support, and rigorous research. We will succeed if we work to create a culture of high expectations, accountability, and results that meet the unique needs of every child. Only then can the promise of no child left behind truly be fulfilled."

References:

Educational Testing Service, ParaPro Assessment. Retrieved January 10, 2003, from <http://www.ets.org/parapro/index.html>

U.S. Department of Education, President Announces Effort to Improve Early Childhood Education. Retrieved July 24, 2002, from <http://www.ed.gov/PressRelease/04-2002/04022002a.html>

Resources

The National Resource Center on Paraprofessionals (NRCP)

The mission of the NRCP is to address policy questions, provide technical assistance, and share information on management practices, regulatory procedures, and training models that enable administrators and staff to improve the recruitment, supervision, and career development of paraeducators. With support from The Office of Special Education Programs (OSEP), the NRCP has developed guidelines for paraeducator roles and responsibilities as well as model standards for training and supervision. This information can be found in the publication, *Strengthening and Supporting Teacher/Provider-Paraeducator Teams: Guidelines for Paraeducators Roles, Supervision, and Preparation*. Check out the Web site at www.nrcpara.org.

National Clearinghouse for Professions in Special Education (NCPSE)

The NCPSE is an OSEP-funded project at the Council for Exceptional Children (CEC). Their Web site, www.special-ed-career.org, provides information on careers in special education, including that of paraeducators. The paraeducator profile page describes the following topics:

- Nature of the work
- Education required
- Personal qualities
- Job outlook and advancement
- How to prepare for a career
- Resources

There is also a link to the CEC's set of Knowledge and Skills for Paraeducators.

Praising Students for Appropriate Behavior: Guidelines for Effective Praise

Praising students in the classroom can be a very effective strategy. Used appropriately, it can be a powerful tool for increasing positive student behavior. How and when to use praise is something that you and the classroom teacher should discuss. Both the teacher and the paraeducator must be clear on the overall strategies being used and the plan to implement them in a consistent manner.

1. **While praising the student, clearly communicate the appropriate behavior that was exhibited.**
"I like the way you are reading quietly, Jimmy" communicates to the student the specific behavior that you are praising.
2. **Praise should be given immediately.**
As soon as an appropriate behavior occurs, positive praise should be given. When this happens, the student is more likely to associate it with the desired behavior.
3. **Statements used as praise should vary.**
When students hear the same praise statement over and over, it begins to lose its value and effectiveness.
4. **Be sincere.**
Students will know if you do not mean what you say.
5. **Be consistent when praising the target behavior.**
It is important to be consistent in supporting the appropriate behavior through praise. It is also important for the paraeducator and the teacher to have the same behavioral expectations of the student.
6. **Praise should be developmentally appropriate.**
Statements to students should be appropriate for their age and/or developmental level as well as for their understanding of language.

Praise is effective when it reinforces the targeted behavior. These guidelines can assist you in consistently praising students in your classroom. Praise can be used in combination with other strategies to increase behavior and is most successful when you have already established a positive relationship with the student.

This information and further details on strategies for increasing positive student behavior can be found at the Web site for Project PARA, para.unl.edu/para/Behavior.



Conferences and Workshops

Peter Wright-Wrightslaw-Special Education Law Advocacy Workshop

When and Where: September 23, 2003 at the Northern Virginia Community College Annandale Campus

Sponsor: The Autism Program of Virginia

Contact: Call 1-800-649-8481 or email at information@autismva.org

Meeting Diverse Needs of Children and Youth with Learning and Behavioral Problems: Strategies, Supports, and Services that Work!

When and Where: October 2-4, 2003 at the St. Louis Airport Marriott St. Louis, MO

Sponsors: Council for Children with Behavioral Disorders

Contact: Dr. Lyndal M. Bullock at the University of North Texas (0) 940-565-3583 or Fax: 940-565-4055

Achieving Success in High Stakes Environments: Effective Assessment and Intervention Practices

When and Where: October 9-11 in Bellevue, Washington at the Doubletree Hotel

Sponsors: Council for Learning Disabilities

Contact: www.cldinternational.org/

19th Annual DEC International Conference on Young Children with Special Needs and Their Families

When and Where: October 12-15, 2003 at the Marriott Wardman Park Hotel, Washington, D.C.

Sponsors: Council for Exceptional Children: Division for Early Childhood

2003 LDAV Conference: Strategies for Success in Learning and Teaching

When and Where: October 17-18, 2003 at the Holiday Inn Koger South in Richmond

Sponsor: Learning Disabilities Association of Virginia

Contact: www.ldavirginia.org/conference2003.html

DCDT 12th International Conference: A Season of Change for Transition

When and Where: October 23-25, 2003 at Hotel Roanoke and Conference Center Roanoke, VA

Sponsors: Division on Career Development and Transition: Council for Exceptional Children

Contact: www.radford.edu/~conf~serv

The Eighth National Conference on Advancing School-Based Mental Health Programs "Mental Health in Schools: Doing What Works"

When and Where: October 23-25, 2003 at the Hilton Portland Hotel in Portland, Oregon

Sponsors: Center for School Mental Health Assistance and University of Maryland School of Medicine in partnership with the National Association of State Directors of Special Education

Contact: Sylvia Huntley at 888-760-0980 or shuntley@psych.umaryland.edu or <http://csmha.umaryland.edu>

15th Annual CHADD International Conference

When and Where: October 29 to November 1, 2003 at the Adam's Mark Hotel in Denver Colorado

Sponsor: CHADD

Contact: www.help4adhd.org/

The Seventh International Conference: The International Council on Developmental and Learning Disorders, Autism and Disorders of Relating and Communicating: Pathways to Communication, Thinking and Mood Regulation

When and Where: November, 7-9, 2003 at the Mclean Hilton, Tysons Corner, VA

Sponsors: The Interdisciplinary Council on Developmental and Learning Disorders

Contact: www.icdl.com or call 301-656-2667

Circle of Support: Featuring Dr. Temple Grandin

When and Where: November 8, 2003 from 8:30 am to 3:30 pm Hylton High School, Woodbridge, VA

Sponsors: The ARC of Greater Prince William/ INSIGHT, Inc., BAE, Fort Belvoir Credit Union, Knights of Columbus George Brent Council #5332, Manassas St. Thomas United Methodist Women, PEATC, and Prince William Public Schools Special Education Department

Contact: Call 703-730-3124

Infant and Toddler Connection: Statewide Conference

When and Where: November 18 & 19 in Roanoke, VA at Hotel Roanoke

Sponsor: Part C Office, DMHMRSAS

18th NTI Zero to Three's 25th Anniversary

When and Where: December 4-7, 2003 at the Hyatt Regency New Orleans

Sponsors: Zero To Three

Contact: www.zerotothree.org

Technology Integration: Charting the Course

When and Where: December 8-10 at the Hotel Roanoke and Conference Center Roanoke, VA

Sponsors: VDOE

Contact: Information on VDOE web site in October
www.pen.k12.va.us/vdow/Technology



WANTED: Assistive Technology Coordinator

The Virginia Department of Education Training/Technical Assistance Center (T/TAC) at James Madison University is seeking a qualified and experienced educational professional to provide special education consultation and training to personnel in west-central region Virginia.

Responsibilities include: maintaining knowledge of instructional trends and issues in special education for students who use assistive technology devices; conducting and/or coordinating training; participating on Virginia Department of Education work groups; serving on web-based training development team; providing assistance, resources, and information to personnel in public school, early intervention, and state operated programs who serve students with disabilities; writing for T/TAC publications; and collaborating with state and local agencies. Requires travel in catchment area and Richmond, with occasional overnight.

Candidates must provide evidence of the following qualifications:

- Bachelor's degree with licensure in special education or related field required, master's preferred.
- Knowledge of disability categories under federal law and state regulations governing special education.
- Knowledge of assistive technology, birth through high school.
- Knowledge of accessing the general curriculum for special education students.
- Leadership abilities in the form of working as a lead teacher, chair or member of key committees in a school setting, specialist, supervisor, coordinator, director, or other administrative position with experience assisting students with disabilities in accessing the general curriculum and/or training both general and special education teachers on implementing best practices in the field of education.

Twelve-month non-tenure track position, competitive salary and benefits package commensurate with experience and educational credentials. Available immediately.

Review of candidates will begin September 2, 2003. Applications should be received by this date to assure consideration. Send letter of application, state application, and resume with names and phone numbers of three references to:

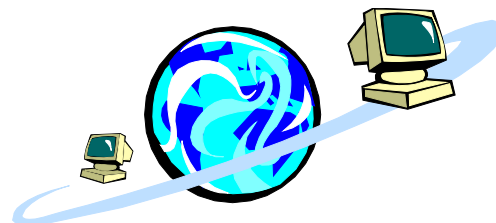
T/TAC
MSC 9002
James Madison University
Harrisonburg, VA 22807
540.568.6746

James Madison University is an equal opportunity/affirmative action/equal access employer and especially encourages applications from women, minorities, and persons with disabilities.

**Check out the T/TAC
Telegram Online!**

**The T/TAC
Telegram can now be
found online.**

**To access, enter the
URL address:
[http://web.jmu.edu/ttac/
newsletters.asp](http://web.jmu.edu/ttac/newsletters.asp)
into your browser.**



*James Madison University T/TAC
contact information*

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