

# The T/TAC Telegram

New Dimensions in Collaboration, Transition, IEPs, & Accommodations

Volume 7, Issue 4, March/April 2003

Northwestern  
Consortium



T/TAC  
Linking People & Resources

## Contents

### Page

1-2 *Basics of Writing  
IEP Objectives*

2-3 *AT Technology and  
the Role in IEPs*

*Have You Ever Considered the  
IDEA?*

4 *Collaboration*

*Collaboration: General Education  
and Special Education Teachers  
Join Forces to Meet Student Needs*

5 *Be A Teacher*

*Smart People with Big Hearts*

6 *Paraeducator Press*

*Ten Tips for Paraeducators*

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 Reid Linn and Cheryl Henderson, and George Mason University, directed by Michael Behrmann.

Placement, editing, and graphic design of the T/TAC Telegram by Allison Toguchi and Kieno Simeon

## Overview of the Basics in Writing IEP Objectives

by Gina Massengill, James Madison University

While individual philosophies may vary and division Individualized Education Program forms differ, the law is clear that in order for goals and objectives to be GOOD they must be written in measurable terms. This article will review the three basic steps in writing objectives that lead to measurable objectives that provide accountability and the capability of monitoring progress.

In information published from the University of South Florida, after an achievable student goal has been established, there are three basic steps involved in writing objectives:

1. Identify the essential components involved in achieving the goal.
2. Organize the components into progressions or task-analyzed skills.
3. Write the objectives in measurable terms.

### Progressions

Progressions are a series of behavioral statements that represent points or steps between where the student is at the moment and the long-term objective assigned for the student. They are statements that describe skill levels that progress in difficulty until they finally attain the final objectives. Progressions can increase in difficulty by altering the:

- \***Behavior** - Requiring the student to perform more complex skills.
- \***Condition** - Requiring the student to perform the skill for longer, over a shorter period of time, etc.
- \***Degree of Proficiency** - Requiring a higher level of proficiency from the student (e.g., 2 out of 4 times to 3 out of 4 times).

### Task Analyzing Skills

A task analysis is the process of breaking down a skill into component parts to simplify the teaching and assessment of the skill. Methods to task analyze a skill include reviewing a book to see the critical components for the skill, consulting with the content or behavioral specialist in your program to discuss the component parts of the skill, or performing the task yourself and writing a task analysis with the learner in mind. When

discussing task analysis, there are three types to consider:

1. **Procedural:** This is a task analysis that breaks the skill down into parts in the order that the skill is performed. The number of component parts used is really dependent on the cognitive level of the learner. This form of task analysis is good for class or group assessment found in curriculum embedded testing, as well as the functional assessment of older students with disabilities, who are learning skills that can be used in the community after leaving school.

2. **Developmental or Hierarchical:** This is a task analysis that builds in order of difficulty or level of development. The completion of any particular stage of a developmental task analysis means that all preceding levels of difficulty can be performed and that the student is ready to move onto more difficult levels. Many conditions can be altered to increase the difficulty level of the skills while actually keeping the movement of the skill in its entirety.

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*"Five key  
elements are  
important to  
include in  
writing an  
objective..."*

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This form of assessment is better for one to one assessment and is usually utilized when a skill has been acquired in its entirety.

3. **Task Analysis with Varying Levels of Assistance:** An adaptation of developmental task analysis in that the level of difficulty of the skill is altered, but it is unique in that it is based on the level of assistance given by the instructor. Physical assistance, modeling, and verbal assistance are all forms of assistance that can be given to a student performing a skill and can all be measured in assessment. Each represents increasing level of independence when performing a skill. As the learner moves from performing the skill with physical assistance while doing the skill, to performing the skill with only the need for verbal prompting or perhaps with no assistance at all, it can be said that the learner is progressing through a series of more difficult task analyzed stages. This is very useful when working with people with disabilities that require the breaking down of a skill into extremely small accessible parts.

**Writing the Objective in Measurable Terms**

Once the components have been organized, they must be written in measurable terms. Five key elements are important to include in writing an objective: (1) **Who** will achieve; (2) **What** skill or behavior will be achieved; (3) **How** the skill or behavior will be demonstrated/under what condition; (4) **Where** the skill or behavior will be demonstrated/under what condition; and (5) **When** the goal will be accomplished. Detailed information about IEPs, including federal and state regulations, a guide to writing IEPs, and sample forms are available in the Virginia Department of Education IEP Toolkit which has previously been distributed to every school system in the Commonwealth. The IEP Toolkit is also available on the VDOE Website, <[www.pen.k12.va.us/VDOE/Instruction/Sped/toolkit\\_main.html](http://www.pen.k12.va.us/VDOE/Instruction/Sped/toolkit_main.html)>.

Student focused progressions and task analyzed skills build the foundation for appropriate assessment and instruction that provides the necessary accountability and monitoring of progress for students. These objectives, when written in measurable terms, simplify documentation and progress reporting. Returning to the basics of writing IEP objectives will alleviate the anxieties associated with the upcoming IEP season.

**References:**

University of South Florida, Tampa, School of Physical Education, Wellness and Sport Studies. (2001, January). *Assessment and Writing Goals and Objectives for IEPs*. Retrieved February 26, 2003, from <http://pe.usf.edu/pafa/pete/ieps.html>

Virginia Department of Education, Richmond. *IEP Toolkit*. Retrieved March 3, 2003 from [http://www.pen.k12.va.us/VDOE/Instruction/Spedtoolkit\\_main.html](http://www.pen.k12.va.us/VDOE/Instruction/Spedtoolkit_main.html)



**Assistive Technology and the role in IEPs:  
Have you considered the IDEA?  
Richard T. Boon,  
James Madison University**

Assistive technology, or AT, is “any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities” (Individuals with Disabilities Education Act, 1997). The consideration of the need for assistive technology devices and services is an integral part of the educational process identified by IDEA for referral, evaluation, and IEP development (Zabala, et. al., 2000). As stipulated in IDEA 1997, the Individualized Education Program (IEP) team must consider the need for assistive technology in order for the student to receive a free and appropriate public education (FAPE) in the least restrictive environment. Other federal legislation, such as Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the

Vocational Rehabilitation Act also require consideration of assistive technology devices and services in their written service plans. As a result, IEP teams must consider the use of assistive technology to help students compensate for their specific disabilities and to meet the demands and expectations of school environments (Bryant & Bryant, 2003). However, studies by Bowser & Reed (1995) and Todis & Walker (1993) have found that the majority of the members who serve on IEP teams are unprepared to provide assistive technology support and have limited experience with effectively implementing assistive technology in the classroom. This article describes the role of assistive technology in IEPs and discusses important considerations in the selection of assistive technology devices and services in the IEP process.

**Individualized Education Program (IEPs)**

The Individualized Education Program, or IEP, is a tool and a process that is used to plan, implement, and evaluate the special education program for a student with a disability (Virginia Assistive Technology System, 1998). While IDEA 1997 requires that assistive technology be considered for each student, it is the IEP team that actually determines whether assistive technology is necessary and appropriate for the individual student. IEP teams must consider ways to help students successfully access the demands or expectations of their educational environments, access the general education classroom, and progress in the curriculum (Bryant & Bryant, 2003). The members of the IEP team will vary depending on the individual needs of the student and may include the student, parent(s), special education teacher, special education administrator, AT specialist, general education teacher, speech language pathologist, occupational therapist, physical therapist, school psychologist, social worker, and paraprofessional. This group must work as a collaborative team when considering the assistive technology needs of the student. These personnel are key in the decision-making process in order for the student to meet his/her educational goals and objectives as well as have access to the general education curriculum.

**Assistive Technology Considerations**

As stated previously, in the development of the IEP, the team must consider whether the student requires the use of assistive technology devices and services to access the general education curriculum. The goal of the IEP team is to determine what assistive technology device(s) and/or service the student needs and then develop a present level of functioning, and benchmarks or measurable short- and long-term objectives. In determining the appropriate assistive technology devices and/or services, the following questions need to be considered. While the AT consideration guide below is written for students with learning disabilities (adapted from Reed, 1998), it can be used as a framework for students with *any* disability in the IEP process.

**Assistive Technology Evaluation Guide For Students with Learning Disabilities**

**A: What difficulties is the student experiencing in the school environment for which assistive technology intervention is needed?**

- What are the student’s strengths and weaknesses?
- What educational task(s) is the student unable to

perform because of his/her disability and will the use of assistive technology help the student accomplish task(s) more independently and within the least restrictive environment?

- Will the use of assistive technology enable the student to compensate for difficulties in various settings (i.e., regular classroom, special education classroom, home, social)?

**B: What strategies, materials, equipment, and technology tools has the student already used to address the concerns?**

	No Tech	Low Tech	High Tech
Writing	Dictionary	Pencil grip	Word processor
Reading		Reading Pen	Books on tape
Math	Graph paper	Calculator	Software for math computation
Studying/Organizing	Highlight tape	Graphic organizer	Inspiration software

**C: What new or additional assistive technology or accommodations should be tried?**

- What is the student's prior experience with technology and does the student want to use the assistive technology devices and/or service recommended?
- Will the student be involved in the decision-making process to determine the most appropriate assistive technology device and/or service?
- What are the student's expectations for what assistive technology will do for him/her?
- Is the teacher comfortable with the assistive technology? If not, will training and support be available?

**D: What will the criteria be for determining whether or not the student's needs are being met while using assistive technology?**

- What plan will be in place to integrate the technology effectively?
- What will the time frame be for evaluating the potential success of using assistive technology?
- Who will be responsible for determining if the criteria are being met?
- Are the assistive technology devices and/or services being utilized? If not, explain why?
- Does the use of assistive technology enable the student to meet his/her IEP goals?

Overall, the use of assistive technology must be considered in the IEP process. The ultimate goal is to provide assistive technology tools and/or services to make the learning environment more accessible in the general education curriculum and meet student educational goals. As a collaborative IEP team, consider the range of strategies and

devices including no technology, low technology, and high technology devices and/or services. The challenge of the IEP team is to determine the appropriate use of assistive technology to meet individual student needs.

**References:**

Bowser, G., & Reed, P. (1995). Education tech points for assistive technology planning. *Journal of Special Education, 12* (4), 325-338.

Bryant, D., & Bryant, B. (2003). *Assistive technology for people with disabilities*. New York: NY. Pearson Education.

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Zabala, J., Blunt, M., Carl, D., Davis, S., Deterding, C., Foss, T., Hamman, T., Bowser, G., Hartsell, K., Korsten, J., Marfilius, S., McCloskey-Dale, S., Nettleton, S., & Reed, P. (2000). Quality indicators for assistive technology services in school settings. *Journal of Special Education Technology, 15* (4), 25-36.



**Check it out!**

*Special Olympics' "SO Get Into It" is a service-learning curriculum developed to introduce Special Olympics and explain mental retardation to youth and encourage them to become involved in the movement. "SO Get Into It" offers teachers tailored curriculums for all grade levels. Each grade level span of the materials offers four basic lessons for regular education classrooms. The lesson plans are compatible with curriculum standards in areas of language arts, social studies, history, health and physical education and other areas. Download your free curriculum from the Special Olympics Web site.*

*<[http://www.specialolympics.org/getintoit/may\\_getintoit.html](http://www.specialolympics.org/getintoit/may_getintoit.html)>*

## Collaboration: General Education and Special Education Teachers Join Forces to Meet Student Needs

Melinda Bright, M.Ed.,  
James Madison University

When one ponders the structure of schools, the traditional framework of individual classrooms, each housing a group of 20-30 students and one teacher, often comes to mind. This teacher is faced with the daunting task of providing for the physical, emotional, and intellectual needs of the group on a daily basis, and this is usually pursued within the confines of the classroom. Educators have defended the accomplishment of that task in a variety of ways over time, rendering trends that may or may not accommodate current philosophy about teaching and learning. Over the past couple of decades, the trend has shifted from a model that removed students with disabilities from the classroom for part or all of the school day to a model that includes the children with disabilities in a general education classroom setting. This paradigm shift has often created awkward and uncomfortable situations for general education and special education teachers alike.

Educators have many different ideas about the meaning of the term "collaboration," a prevalent buzzword in the field of education today. As one considers the idea of special educators and general educators working together, the following definition will help focus efforts constructively. Collaboration is a proactive approach in which two or more educators work in an active and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in educationally integrated settings. This approach combines the expertise of general and special educators to create a high caliber teaching team. Heterogeneous classes should be targeted as all ability levels benefit from the collaborative design.

One of the most important tenets in effectuating a collaborative effort is for team members to recognize and respect the strengths of each participant. While it is very common for general educators to feel inadequate about their ability to serve students with disabilities, and for special educators to be weak in their knowledge of the curriculum, it is vital that members from each field capitalize on their strengths and build a complementary model of collaboration. Successes need to be celebrated as general educators bring knowledge about the curriculum and pacing, and skills in managing large groups of students, and special educators contribute strength in identifying individual needs, as well as modifying and adapting curriculum to create an instructional match for students. This combination of professional knowledge, perspectives, and skills allows for optimal learning opportunities for all students.

### Other keys to success include:

- *Shared goals and educational philosophy.* What is the role of the teacher? The student? What are important tenets of the teaching and learning process?
- *Having straightforward discussion about specific topics.* How will we convey to others that we are equals in the classroom? What routines will be established? What are our behavior expectations, consequences, and rewards? How will we give each other feedback? What noise level is acceptable? How will we identify and avoid pet peeves? (Friend & Cook, 1996)
- *Accepting shared decision-making.* Respect the experience and expertise that each teacher possesses.
- *Regular planning time.* Planning time must be protected and used efficiently and effectively.
- *Intentional staff development.* Quality instructional strategies and variations of collaborative teaching must be presented, practiced, reflected upon, and adjusted.
- *Need for commitment to the collaborative process.* True commitment is necessary to move away from the idea of isolation to sharing responsibilities.
- *Good working relationships.* Communication and problem solving are important skills to practice.

True collaboration is synonymous with synergy, a term described by Stephen Covey (1989) as interaction to create a whole greater than its parts. This requires building on strengths and compensating for weaknesses to create new possibilities. Just imagine the possibilities for maximizing student achievement!

### References:

- Covey, S. R. (1989). *The 7 habits of highly effective people*. New York: Simon & Schuster.
- Friend, M., & Cook, L. (1996). *Interactions: Collaboration skills for school professionals*. New York: Longman Publishers.

For more information on integration/collaboration and cooperation, visit the lending library at your regional T/TAC. Many resources are available.





## Special Education Teachers Campaign Aimed At "Smart People with Big Hearts"

The Virginia Department of Education is launching a campaign to recruit qualified special education teachers and provide information to persons interested in teaching students with special needs. The program is called "Become a Special Educator in Virginia" and will include a series of television and radio public service announcements.

"We are aggressively recruiting smart people with big hearts to teach students with disabilities," said H. Douglas Cox, assistant superintendent for special education and student services. "Teachers trained to work with students with learning disabilities and emotional disturbance are especially in demand."

Nearly nine percent of the special education teacher positions in Virginia school divisions are either vacant or filled by licensed educators who do not hold the full special education endorsement, according to a department study.

A series of television and radio public service announcements (PSAs) will air on stations across the commonwealth. The PSAs, produced by the National Clearinghouse for Professions in Special Education, an initiative sponsored by the U.S. Department of Education and the Council for Exceptional Children, highlight the rewards of teaching in special education and encourage individuals to consider the field of special education with information provided through a hotline and Web site.

High school and college students, as well as persons with college degrees seeking to change careers, may call toll-free 1-866-BECOME1 (1-866-232-6631) or visit the special Web site at [www.teachvirginia.org](http://www.teachvirginia.org) for information concerning programs that prepare special educators in Virginia. In addition, a free information packet is available with details on how to start a career in special education.

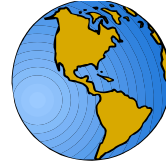
The "Become a Special Educator in Virginia" packet and Web site include the following information:

- ✓ Virginia colleges and universities that prepare special education professionals for a variety of occupations;
- ✓ The rewards of teaching students with disabilities;
- ✓ Virginia's Statewide Mentor Teacher Program;
- ✓ Tuition and enrollment information for Virginia's colleges and universities;
- ✓ Licensing requirements, including alternative routes to licensure;
- ✓ Opportunities at colleges and universities with federal funding;
- ✓ The Virginia Teaching Scholarship Loan Program and other Virginia scholarships and financial aid programs; and,
- ✓ Current job opportunities in special education.

The U.S. Department of Education's Office of Special Education Programs recently awarded eight grants, designed to improve special education training and offer student support to Virginia colleges and

universities. Additionally, many Virginia colleges and universities offer other tuition assistance opportunities for special education teacher preparation programs.

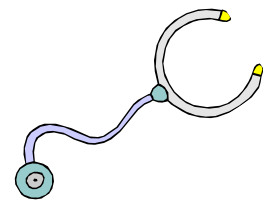
Funds for the "Become A Special Educator in Virginia" Web-based recruitment service, the airing of public service announcements, the informational Web site, and the toll-free call center come from the Virginia Special Education State Improvement Grant, awarded by the U.S. Department of Education's Office of Special Education Programs.



**Mark your calendars! During the fall of 2003, you and your Virginia colleagues will have the opportunity to participate in TWO (!) international conferences without going too far from home.**

The 19<sup>th</sup> Annual Division for Early Childhood/Council for Exceptional Children *International Conference on Young Children with Special Needs and Their Families* will be held October 12-15 at the Marriott Wardman Park Hotel in Washington, DC. The event is designed for personnel who work with children with disabilities, birth through eight years old, and their families. 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](mailto:ldingleson@vcu.edu)>.

The following week, October 23-25, CEC's Division on Career Development and Transition hosts its 12<sup>th</sup> International Conference, *A Season of Change for Transition*, at the Hotel Roanoke & Conference Center, Roanoke, VA. Dr. Hunter "Patch" Adams will be the keynote speaker! Continuing Education Units (CEUs) will be awarded through Radford University College of Graduate and Extended Education, Office of Continuing Education. For more information visit the Website <[www.radford.edu/~conf-serv](http://www.radford.edu/~conf-serv)> or contact Sally Chappel at the T/TAC at JMU, 540-568-8095 or <[chappesl@jmu.edu](mailto:chappesl@jmu.edu)>.



## Ten Tips for Paraeducators

Teaching assistants, or paraeducators, are an integral part of a student's instructional and IEP team. All too frequently, however, teaching assistants have limited educational background beyond high school and many may "learn on the job." In the fast paced school setting, paraeducators often embark upon classroom duties without the guidance they need. The following suggestions may be used to help promote active participation and the independence of students with disabilities.

1) Let students make mistakes and take risks. Everyone learns from mistakes. Let natural consequences be part of the classroom experience.

2) Watch your voice and volume. Discussions with other adults or students during lecture or instructional time may disrupt the class. Save important discussions for a more appropriate time and location.



3) Maintain student dignity. Be discreet about the student's physical needs. Refrain from making comments aloud. Schedule tube feedings, splint changes, stretching, and toileting in between classes whenever possible and in a private location.

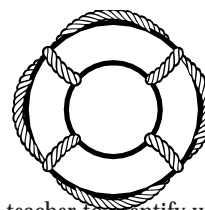
4) Work with the teacher to develop a method to communicate and consult with a student's family and/or caregivers. Listen to families and keep them informed. Some strategies that work at home can work at school.

5) Facilitate peer relationships. Remind others to communicate directly with the student. Seat the student with other students in the classroom and cafeteria. Give students the space and freedom to socialize and develop friendships.



6) Help the classroom teacher. Work with the classroom teacher to develop a schedule to meet instructional as well as other classroom needs. For example, class lecture time may be an opportunity to program a student's communication device, make copies for the teacher, or plan for next week. Time away from the student's side could foster independence.

7) Ask for help. You are not alone. Ask for direction in the classroom. Request assistance with disciplinary issues. Leave content decision and curriculum modifications or adaptation as the teacher's responsibility.



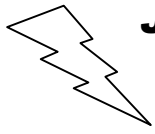
8) Work with the teacher to identify when it is appropriate to provide assistance, and what level of assistance, for individual students. Give as few prompts as possible. Foster independence. Limit hand over hand assistance. Give hand over hand assistance to teach a task, not to complete a task. Resist the temptation to give verbal directions for every aspect of a task.

9) Help students to create authentic work. Students learn when they actively participate in assignments. Avoid completing assignments, taking tests, or answering questions for students. Show caregivers their child's genuine work and progress.

10) Enable students to make choices. Give student the ability to control his/her life and interact with the environment. Offer choices to the student, no matter how insignificant they may seem to you.



Adapted from Project Participate, University of Colorado Health Science Center, Denver, CO. Retrieved January 9, 2003 from <http://www.projectparticipate.org/handouts/TipsforParaeducators.pdf>



**James Madison University in collaboration with the  
Virginia Autism Resource Center is offering:**

**Autism Spectrum Disorders: A Better Understanding  
July 7 – 11, 2003**

**A three hour graduate or undergraduate level class**

**INSTRUCTOR:**

Sally Chappel, M.Ed.

540.568.8095

[chappesl@jmu.edu](mailto:chappesl@jmu.edu)

**COURSE NAME, NUMBER/SECTION**

(Grad) SPED 501 *WKSP in SPED: Aut Spectrum Dis,*  
(Sec 6201) Class# 31933

(UGrad) SPED 401 *Probs in SPED: Aut Spectrum Dis,*  
(Sec 4201) Class# 30461

(Undergraduates will receive course grade in December)

Virginia Resident 3-hour Course Tuition Rates: Grad - \$459.00/ UGrad - \$219.00

**COURSE DESCRIPTION:**

This course is designed to provide an overview of the current issues involved in working with children who have been identified as having an autism spectrum disorder. Areas addressed will include learning characteristics, current research and factors involved with causation, assessment and diagnosis; communication and language development; sensory processing, motor planning, and sensory integration; social skills development; and positive behavioral supports. A range of instructional methodologies and techniques will be emphasized throughout the course.

**LOCATION AND DATES OF CLASS:**

Moody Hall, Room 201  
James Madison University  
Harrisonburg, Virginia

July 7 - 11; 8:30 a.m. - 4:30 p.m.

Materials fee will be approximately \$35.00

Follow-up assignment will be due by July 25, 2003

Evening assignments, including one evening meeting

Meals and lodging are to be provided by the individual

A parking pass is required and can be obtained at the parking deck office near Godwin Field. The office is open from 7:00 a.m. to 4:30 p.m., Monday - Friday. The cost is \$5.00 for the week.

**Overnight Accommodations**

JMU on-campus housing – \$30.00 night, tax included (single, a/c, linens, no meals)  
Contact: 540.568.1711 (parking pass will be issued)

Check this site for local accommodations:  
<http://www.jmu.edu/ucenter/uinfo/areainfo.html>

Registration and payment for the class must be accomplished through the James Madison University registration process. Follow these steps to begin the process to register on-line: Special students (those not enrolled as a student at JMU) can go to <http://www.jmu.edu/professionalprograms>, link to “special student application,” and follow the steps beginning with “create your account.” Complete the special student application and the Virginia in-state form (for residents of Virginia), and charge the \$15 application fee on a major credit card, or pay by check. If you charge the fee, then the application will be processed sooner. Once the application is processed then an email will be sent to you. You can now register for the class.

To register via the web, students will need to go to the <http://www.jmu.edu/accounts> home page to activate an account. Those students not wishing to web register can do walk-in registration in Warren Hall from 8:00 a.m.- 5:00 p.m. on June 16th for undergraduate and June 30th for graduate. The special student application still needs to be completed, including a \$15.00 registration fee prior to walk-in registration. To receive the forms or if you have any questions contact Sally Chappel (see above information).



## Conferences and Workshops

### April 2003

**"Inclusive Planning for Students with Autism & Asperger Syndrome"-- Kathleen Quill**

**When:** 29th-30th

**Where:** Holiday Inn Koger Center South, Midlothian (Richmond, VA)

**Cost:** \$125 for both days, This includes lunches and refreshments.

**Sponsors:** The Autism Program of Virginia (TAP-VA), GMU, JMU, and VCU Training and Technical Assistance Centers.

**Contact:** TAP-VA for more information 1-800-649-8481

### May 2003

**"Demystifying Autism"-- Bill Stillman**

**When:** 14th: 8:30am -4pm

**Where:** Old Dominion University Campus, Webb University Center, Hampton/Newport News Room

**Cost:** \$30.00

**Sponsors:** The Autism Program of Virginia (TAP-VA) / Training and Technical Assistance Center at Old Dominion University

**Contact:** TAP-VA for more information 1-800-649-8481 or 1-804-355-0300

### June 2003

**RESNA 26<sup>th</sup> International Conference on Technology & Disability: Research, Design, Practice**

**When:** 19th-23rd

**Where:** Hyatt Regency, Atlanta Georgia

**Sponsors:** Rehabilitative Engineering and Assistive Technology Society of North America

**Contact:** <http://conference@resna.org>

**IDEA Partnerships 2<sup>nd</sup> National Summit on the Shared Implementation of IDEA '97**

**When:** 19th-21st

**Where:** Crystal Gateway Marriott (Arlington, VA)

**Sponsors:** Office of Special Education by CRC, Inc.

**Contact:** [www.ideainfo.org](http://www.ideainfo.org) or call 612-378-0559

**Access for All: Supporting Students with Significant Disabilities, 2<sup>nd</sup> Annual Conference**

**When:** 23rd-25th

**Where:** Sheraton Park South (Richmond, VA)

**Sponsors:** Virginia Department of Education, Statewide Training and Technical Assistance Centers, The Virginia Department of Education, The Virginia Deaf-Blind Project, Together We Can Project

**Contact:** Elizabeth Schroder [eschrode@vt.edu](mailto:eschrode@vt.edu)

### 4th Annual SOL Content/Teaching Academies

**When:** 23rd-27th

**Where:** College Center on the College of Integrated Science and Technology (CISAT) campus at JMU in Harrisonburg

**Sponsors:** JMU Center for School Leadership and the Region 5 T/TAC at JMU.

**Contact:** <http://coe.jmu.edu/academy2003> or Tony Tallent at the T/TAC at JMU 540-568-3147 or [tallente@jmu.edu](mailto:tallente@jmu.edu)

### July 2003

**Autism Spectrum Disorders: A Better Understanding  
A Three Hour Graduate or Undergraduate Level Course**

**When:** 7th-11th

**Where:** James Madison University, (Harrisonburg, VA), Moody Hall, Room 201

**Instructor:** Sally Chapel, M.Ed.

**Contact:** 540-568-8095 [chappesl@jmu.edu](mailto:chappesl@jmu.edu)

### October 2003

**19<sup>th</sup> Annual DEC Conference on Young Children with Special Needs and Their Families**

**When:** 12th-15th

**Where:** Marriott Wardman Park Hotel, Washington, DC

**Contact:** [www.dec-sped.org](http://www.dec-sped.org)

**International Division on Career Development and Transition (DCDT) Annual Conference**

**When:** 23rd-25th

**Where:** Hotel Roanoke, Roanoke, VA

**Contact:** [www.radford.edu/~conf-serv](http://www.radford.edu/~conf-serv)

### November 2003

**Future Quest 2003: A College and Career Forum for Students with Disabilities, Parents and Professionals**

**When:** 15th

**Where:** George Mason University, Johnson Center (Fairfax, VA)

**Sponsors:** Northern Virginia Transition Coalition

**Contact:** Clare Talbert, T/TAC at GMU, [ctalber1@gmu.edu](mailto:ctalber1@gmu.edu) or 703-993-3670





Office of Continuing Education  
School of Education  
Virginia Commonwealth University  
1015 W. Main St., P.O. Box 842020  
Richmond, VA 23284-2020  
[www.soe.vcu.edu/ce](http://www.soe.vcu.edu/ce)

## **TEDU 500**

### **Workshop in Education:**

### **Current Issues in Early Childhood Special Education**

This course is a **collaborative distance education project** developed by faculty from Old Dominion University, Radford University, and Virginia Commonwealth University. The seven-week online Webcourse can be self-paced and completed in fewer weeks at your own convenience. It is designed for practicing professionals in early intervention, early childhood special education, and related disciplines. It will offer a unique opportunity to earn credits for professional development or recertification, update your knowledge, and network with other professionals and faculty.

**Course topics:** Early development and resilience; self-regulation, temperament and sensory processing; routine-based instruction; natural environments and inclusion; assistive technology.

**Course requirements:** Participation in this course will include the use of email and the Internet. You will need access to a computer and assignments must be posted in Microsoft Word.

**Technology requirements:** Active email account; Internet access through an Internet Service Provider (ISP); access to a computer with at least the following: Windows 95/98/NT with at least Pentium 75, 16 MB RAM, 28.8k bps modem, Internet browser software (Microsoft Internet Explorer 4.0 or better, or Netscape Navigator 4.0 or better). To see the **Blackboard system** used for this course, go to [www.blackboard.vcu.edu](http://www.blackboard.vcu.edu) click on Login, type in teduintro (username), visitor (password); under My Courses, click on: The Virginia Institutions of Higher Education.

**Technology support:** Optional orientation sessions will be held in several Virginia locations, and additional support will be available via phone and email.

Faculty:

Virginia Commonwealth University

Dr. Evelyn Reed-Victor, [ereedvic@vcu.edu](mailto:ereedvic@vcu.edu)

Dr. Dianne Koontz Lowman, [dlowman@mail2.vcu.edu](mailto:dlowman@mail2.vcu.edu)

Radford University

Dr. Jaye Harvey, [jharvey@radford.edu](mailto:jharvey@radford.edu)

Old Dominion University

Dr. Kerry Lambert, [klambert@ttac.odu.edu](mailto:klambert@ttac.odu.edu)

Dr. Sharon Raver-Lampman, [sraverla@odu.edu](mailto:sraverla@odu.edu)

Ms. Mary Wilds, [mwilds1968@aol.com](mailto:mwilds1968@aol.com)

Dates: June 16 - August 1, 2003; Register by May 16th      Credit: 3 hours of graduate credit

Tuition: \$575 **Additional costs: Order course materials for TEDU 500.C91 through VCU Bookstore,**  
<http://shop.efollett.com/htmlroot/storehome/virginiacommonwealthuniversity146.html>

Tuition assistance may be available for ECSE teachers from VDOE. Go online to <http://www.pen.k12.va.us/VDOE/suptsmemos/2002/inf104.html>

For registration information, please email your full name and mailing address  
to [colemanma@vcu.edu](mailto:colemanma@vcu.edu) and reference this course.

*James Madison University T/TAC*

*contact information*

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Linking People and Resources