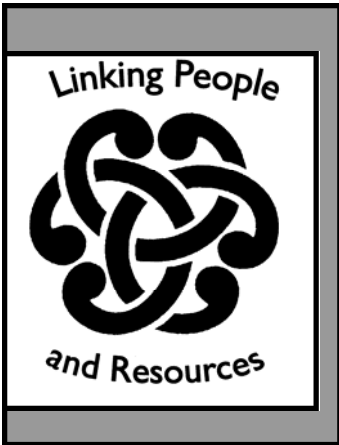


# Regional Wrap-Up

Region 5 T/TAC @ JMU

## A New Year Begins!!



A new calendar year or a new school year usually brings changes, and it's no different at the VDOE Region 5 T/TAC as we have had some staff changes.



In August, Coordinator Tony Tallent left the T/TAC to return to the public school system and the "Friday night lights" of high school football. Tony

was with the Region 5 T/TAC for six years as a coordinator primarily focusing on middle and high school high incidence disabilities and working intensely on the VDOE effective school-wide discipline priority project. During his years at T/TAC, Tony visited many schools in the region to train staff and help develop ESD programs. He also was an assistant football coach for the state champion Harrisonburg High School Blue Streaks and for the past three years was the wide receivers coach for the national champion JMU Dukes. While Tony will be missed at the T/TAC, he won't be far away. He is now employed by Harrisonburg City Public Schools where he is working at Thomas Harrison Middle School as a math resource teacher and facilitator for the ESD program. He will also be back at Harrisonburg High as an assistant football coach. Go BLUE STREAKS!!!



One of our new coordinators is Pano Kallis who was most recently an Education Service Consultant for Scholastic. In that position,

he collaborated with teachers, principals, and district level administrators throughout the southeast U.S. regarding Scholastic's reading intervention software programs and assessments. Providing professional development training and on-site consultation for Scholastic products to school divisions, as well as to Scholastic's national service team, on newly developed instructional programs was a major component of Pano's responsibilities with Scholastic.

Pano holds a Bachelor's degree in elementary education and history from Albright College, Reading, PA and a master's degree in education with endorsements in special education and reading from Regent University in VA Beach. Prior to working for Scholastic, Pano was a second/third grade cross-categorical special education teacher and a middle school reading specialist, all in VA Beach Public Schools.

*Inside this issue:*

Resources	2-4
Training Opportunities	5

At the T/TAC, Pano will work on two priority projects: reading and instructional strategies for students with significant cognitive disabilities. He will also assist with training and TA services related to inclusion and collaboration. Pano may be reached at 540.568.3147 or kallispj@jmu.edu.



Teresa Cogar joins the VDOE Region 5 T/TAC as a coordinator who will focus on effective school-wide discipline and autism. Teresa comes to the T/TAC from Stafford County Public Schools where she was a special education teacher of students with autism spectrum disorder. She also has teaching experience in Winchester City and King George County public schools. Teresa has a bachelor's degree in music education with certification in special education from Bowling Green University, Ohio and has completed graduate coursework in music therapy at Shenandoah University. Contact Teresa at 540.568.8844 or cogartl@jmu.edu.

Welcome to Region 5 Pano and Teresa!!!

## Resources to Help Support Young Children with Challenging Behavior

The following four products are now available on the resources page of the Center for Evidence-Based Practice: Young Children with Challenging Behavior Web site.

- *Being an Evidence-Based Practitioner* – This fact sheet describes what evidence-based practitioners do, notes some of the challenges, and offers advice for addressing those challenges.
- *Preventing Challenging Behavior in Young Children: Effective Practices* – This fact sheet shares several broad-based early intervention strategies that researchers suggest to prevent challenging behaviors.
- *Impact and Prevalence* - This PowerPoint discusses the prevalence of social emotional issues and challenging behaviors in preschoolers as well as the impact that these issues have on children later in life if left untreated.
- *Effective Practices for Preventing and Addressing Young Children's Challenging Behaviors* – This is a PowerPoint presentation developed by Mary Louise Hemmeter.

You can access these and the other resources by visiting the CEBP Web site at: <http://challengingbehavior.fmhi.usf.edu/resources.html>

## Evidence-Based Center on Early Literacy Development

The new U.S. Department of Education, Office of Special Programs (OSEP)-funded Evidence-Based Center on Early Literacy Development has a Web site to provide parents and professionals with information on evidence-based early communication, language, and emergent literacy development. The content of the site is based on more than five years of research-related activity and practice on the characteristics and consequences of early literacy experiences for children birth to five years of age. Go to [www.earlyliteracydevelopment.org](http://www.earlyliteracydevelopment.org).

**R** RESOURCES, RESOURCES, AND MORE RESOURCES!

**E** Creating Teaching Tools for Young Children with Challenging Behavior

**S** The Center for Evidence Based Practices in Early Learning has added a new feature to their Web site - a product called *Creating Teaching Tools for Young Children with Challenging Behavior*. This FREE resource offers teachers guidance on how to support children with challenging behavior within preschool routines and has already proven to be a very popular tool with teachers. It includes hyperlinked handouts and visual supports that explain strategies in detail and provide the teacher with a template for creating materials. Available online at <http://challengingbehavior.fmhi.usf.edu/tools.html>

**C**

**R**

**S**

## Updated Training Modules from the Center on the Social and Emotional Foundations for Early Learning

Updated training modules from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) are now available online. These modules were designed based on input gathered during focus groups with program administrators, T/TA providers, early educators, and family members about the types and content of training that would be most useful in addressing the social-emotional needs of young children. The video clips are a great resource for faculty and others providing professional development. Most resources are available in English and Spanish. For more information go to <[www.csefel.uiuc.edu/modules.html](http://www.csefel.uiuc.edu/modules.html)>.

### Need Visuals?

Then visit <[www.do2learn.com](http://www.do2learn.com)>, a Web site supported by a National Institutes of Health grant that offers FREE picture cards, games, print material, and resources for parents and teachers of children with special needs. Resources include:

Picture cards:

[www.do2learn.com/picturecards/printcards/index.htm](http://www.do2learn.com/picturecards/printcards/index.htm)

Games and Songs:

[www.do2learn.com/games/learninggames.htm](http://www.do2learn.com/games/learninggames.htm)

Teacher Toolbox:

[www.do2learn.com/disabilities/FASDtoolbox/index.htm](http://www.do2learn.com/disabilities/FASDtoolbox/index.htm)

### Developmental Tools for Families and Providers

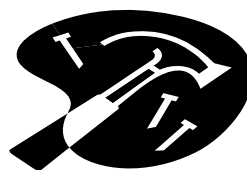
*What to Expect and When to Seek Help: Bright Futures Developmental Tools for Families and Providers* offers a framework for families and providers to begin a conversation together about how best to support healthy social and emotional development in children. Resources are offered in four age ranges, infancy, early childhood, middle childhood, and adolescence.

Throughout the tools, a strong emphasis is placed on strengths as well as concerns. The information under "What to Expect" not only offers a guide to healthy development and parenting, but provides information that parents can find reassuring about their child's behavior and their own parenting.

Bright Futures is a national health promotion initiative based at Georgetown University. For more information go to <[www.brightfutures.org/tools/index.html](http://www.brightfutures.org/tools/index.html)>.

### New resources from U.S. Department of Education!

The U.S. Department of Education has released a tool kit to assist school leaders in fully implementing the accountability provisions of the No Child Left Behind Act for students with disabilities as well as those of the Individuals with Disabilities Education Act.



*The Tool Kit on Teaching and Assessing Students with Dis-*

*abilities* provides guidance on assessing the achievement and progress of special education students. It also includes a series of technical assistance products that offer practical, research-based approaches to the challenges schools are facing in instruction, assessment, accommodations, and behavioral interventions.

Included in the kit are testimonials by educators who have used alternate assessments successfully, practices for systematically monitoring student progress, tips for parents on developing children's reading skills, tangible symbols for communication with students with severe disabilities, a school-wide model for promoting positive behavior, and a manual on appropriate accommodations for instructing and assessing students with disabilities in regular classes.

*The Tool Kit on Teaching and Assessing Students with Disabilities* is a joint effort of the Office of Elementary and Secondary Education and the Office of Special Education and Rehabilitative Services. Free copies may be downloaded at <[www.osepideasthatwork.org](http://www.osepideasthatwork.org)> and ordered on CD by calling 1.877.4ED.PUBS with identification number EHE0110C, while supplies last.

(*The Achiever*, U. S. Dept. of Education, Vol. 5, No. 6, July/August 2006)

## New Secondary Transition Resource for Students with Disabilities

The U.S. Department of Education has unveiled its new Web site designed to provide up-to-the-minute information on IDEA '04 and the accompanying regs. While the site is still under development, a great deal of information is already available. Visit the site at <http://IDEA.ed.gov/>

### T/TAC Stakeholders

The T/TAC Stakeholders group meets once or twice during the school year to provide input to the T/TAC staff.

#### Representatives on the group include:

Carol Burke, Early Intervention, RAISE

Dana Guarino-Murphey, Early Childhood, Lynchburg

Christy McDaniel, Elementary, Waynesboro

Nicola Cahill, Elementary, Augusta County

Mary Wiseman, High School, Bedford

Jelisa Coltrane Wolfe, Special Ed. Directors, Staunton

Teri Sumey, State operated programs, Commonwealth Center for Children & Adults

Sarah Blech, Parent resource centers, PREP/PRC

If you are interested in the stakeholders group, contact Cheryl Henderson or Melinda Bright at the Region 5 T/TAC.

The Jefferson Area Transition Council is pleased to announce a new resource for students with disabilities, their families, and school and agency personnel. Funded through a grant with the Virginia Board for People with Disabilities (VBPD), the Transition Council has created a Web site to ease navigation of the complex array of adult services available for people with disabilities. The Life After High School Web site, [www.LifeAfterHS.org](http://www.LifeAfterHS.org), provides detailed information on an array of services, including career planning and preparation, housing, transportation, community life, and financial planning and benefits.

The Life After High School Web site, [www.LifeAfterHS.org](http://www.LifeAfterHS.org), provides detailed information on an array of services, including career planning and preparation, housing, transportation, community life, and financial planning and benefits.

The site is specifically geared toward the transition of students with disabilities from school to adult life, but is also useful for all students preparing for life after high school and for people with disabilities of all ages. The public is invited to visit the site to provide input through the on-line evaluation survey.

The Jefferson Area Transition Council is a partnership of students, families, agencies, schools, and other community partners who coordinate and improve the delivery of services for youth with disabilities, ages 14 through 22, as they transition from high school to adult life. The service area is the Thomas Jefferson Planning District, consisting of the city of Charlottesville and the counties of Albemarle, Fluvanna, Greene, Louisa, and Nelson. Contact Billie Campbell, Assistant Director, (434.979.7310, ext. 230 or [bcampbell@tjpd.org](mailto:bcampbell@tjpd.org)), for more information.





# TRAINING OPPORTUNITIES

## TRAINING OPPORTUNITIES

### ***Strategies for Supporting Individuals with Autism Spectrum Disorders***

November 2 & 3, 8:30 a.m. - 4:00 p.m.

Central Virginia Community College  
Lynchburg, Virginia

**OR**

November 28 & 29, 8:30 a.m. - 4:00 p.m.

James Madison University  
Harrisonburg, Virginia

*Strategies for Supporting Individuals with Autism Spectrum Disorders (ASD)* is a two-day workshop designed to introduce participants to good general strategies for supporting people who experience social, communication, and sensory issues related to ASD across the life span. Participants in this workshop should have a basic understanding of autism spectrum disorders and the characteristics of persons with autism.

The training is appropriate for administrators, general and special educators (including all age ranges), paraprofessionals, related service providers, social workers, and parents.

\$30.00 per person, includes continental breakfast and lunch. For additional information contact Sally Chappel at VDOE Region 5 T/TAC (chappesl@jmu.edu or 540.568.8095). Registration is via T/TAC Online ([www.ttaconline.org](http://www.ttaconline.org)).

### ***Third Annual Planning for the Future Conference***

Saturday, November 11, 1:00 p.m. – 5:00 p.m.

Festival Conference and Student Center, JMU,  
Harrisonburg

*Planning for the Future* is a conference for parents, professionals, and students with disabilities focusing on the skills needed to apply to college and be successful in a college environment. There will be a special strand for students facilitated by successful college students with disabilities. Sponsored by VDOE Region 5 T/TAC. For more information contact John McNaught at T/TAC (540.568.2641 or [mчнаught@jmu.edu](mailto:mчнаught@jmu.edu)).

### ***Pivotal Response Training for Infants and Toddlers***

November 28 & 29, 9:00 a.m. - 4:00 p.m.

The James City-Williamsburg Community Center, A Division of Parks and Recreation.  
5301 Longhill Rd  
Williamsburg, Va. 23188

Presented by: Dan Openden Ph.D. of the Keogel Autism Center, the University of CA at Santa Barbara.

Sponsored by: Child Development Resources. For more information contact Adrienne Frank at Child Development Resources: [adriennef@cdr.org](mailto:adriennef@cdr.org) or (757) 566-3300.

### ***Multi-modal Communication and Adaptive Play for Children Who Face Significant Challenges: Including Severe Multiple Disabilities and Children on the Autism Spectrum***

December 11 & 12, Thomas Jefferson Memorial Church Unitarian Universalist, Charlottesville.

Presented by Linda J. Burkhart, this workshop is for anyone working with young children functioning at young levels who have difficulty communicating, playing, and/or interacting with their environment. Information shared will be useful to parents, teachers, and speech, occupational, and physical therapists, and other supportive personnel.

Sponsored by Piedmont Regional Education Program (PREP). Registration fee is \$195 prior to November 17. Contact PREP office for information (434.975.9400).