

THE T/TAC TELEGRAM

New Dimensions in Special Education

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Northwestern
Consortium



T/TAC

Linking People & Resources

VAAP: More Than Four Letters

Thoughts from the VAAP'ers in Prince William County

By Barb Johnson, Cathy Hopfinger, and Jesse Kushner

VAAP: Virginia Alternate Assessment Program... SOLs: Standards of Learning...IEP Goals: Individual Education Program Goals...Task Activity: What the student does to reach a goal...Triangulation: Bring it all together...WHAT DOES THAT SPELL? VAAP!

Teachers and students have worked hard in Prince William County to achieve success on this year's Virginia Alternate Assessment Program. For a large school division, PWCS did well. Every single teacher devoted countless hours compiling the correct evidence in just the right way to meet the requirements of the VAAP rubric. Every teacher deserved an advanced score for effort.

Planning was critical in implementing the requirements of the VAAP. PWCS needed to develop a plan and some strategies to support the teachers. They began by analyzing their weak areas from the 2000-2001 VAAP cycle. These scores revealed weaknesses in "variety of settings," "activities with nondisabled peers," "age-appropriate materials" for some students, and "linkage to goals."

Teachers began the year knowing these areas of relative weakness and adjusted their instructional delivery accordingly. They adjusted activities, added more age appropriate materials, and expanded their classrooms to other settings to access opportunities with nondisabled peers and to reinforce the transference of learning objectives. The teachers reviewed and amended IEP goals and enlisted the help of staff members, parents, administrators, student peers, teacher assistants, and community business members in participating in the VAAP process.

The teachers began early. They developed a system in the classroom to embed the elements of the VAAP into their daily instruction. They set up filing and notebook systems to capture the evidence and kept copies of work samples before sending them home. The teachers studied the VAAP manual and the SOL book. They learned the SOLs on multiple grade levels and learned what their general education peers were teaching. The teachers collaborated and adapted

lessons for their students, borrowed and shared materials with teachers in their buildings and with teachers, engaged in the VAAP, in other buildings

The teachers attended the monthly VAAP "Help and Work" sessions for guided instruction. By popular request, "VAAP for Dummies" was offered midway in the year for teachers who needed one-on-one support. Veteran VAAP teachers responded to the plea and came to help. They volunteered their time in "Help and Work" sessions, e-mails, and tutorial assistance. They became mentors for puzzled teachers new to the VAAP. A positive outcome of the monthly "Help and Work" sessions was the networking, teaming, and friendships that developed among the teachers during the completion of the Collections of Evidence (COEs).

Our director and the principals responded with layers of support. They provided release time, fewer duties, and substitute teachers for those teachers who had many COEs to complete.

An e-mail hotline continued throughout the year to every VAAP teacher so that new releases of information

were immediately delivered and misinformation corrected...(at least most of the time). Forms were created as templates and delivered to the teachers by e-mail and on discs. Cathy Hopfinger created a VAAP Timeline, and Jesse Kushner wrote a Best Practice document. George Mason University T/TAC and VDOE provided assistance. Everyone pulled together to fully address this new state mandate in accountability. It was exciting and often frustrating.

The teachers met often, talked a lot, laughed and cried at times. We ate a lot of chocolate, candy, and popcorn. They focused intently on the VAAP. By the end of the year, every teacher was a VAAP expert.

Prince William County awaits the third cycle of the Virginia Alternate Assessment Program. It is a new year. Our veteran VAAP teachers are volunteering to assume leadership on a school level and to present what they have learned at a division level. We are ready to carry out our responsibility to ensure that every student counts.

"We needed to develop a plan and some strategies to support the teachers."

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Northwestern Consortium
T/TAC

This newsletter is a collaborative effort by the Northwestern Consortium of the Training & Technical Assistance Centers (T/TAC), 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 by Allison Toguchi and Kieno Simeon



EARLY CHILDHOOD

Recent Federal Education Initiatives: What Does It Mean for Early Childhood Education? by *Kris Ganley and Lynn Wiley*

"The education of all children, regardless of background or disability...must always be a national priority. One of the most important goals of my administration is to support states and local communities in creating and maintaining a system of public education where no child is left behind. Unfortunately, among those at greatest risk of being left behind are children with disabilities."

*President George W. Bush,
Executive Order 13227*

As early childhood educators, we are constantly learning procedures for new forms, new techniques and collaborating with new staff. We are often so busy with these duties as well as preparing for our classroom and our students that we don't have time to stay current on legislation issues. Several federal educational initiatives have been announced over the last year that will have a defining impact on state and local educational policy in special education. The following is a brief summary of recent initiatives and commission findings that specifically relate to you as an early childhood educator.

On July 26, 2001, Laura Bush addressed the White House Summit on Early Childhood Cognitive Development. "We all have the duty to call attention to the science and seriousness of early childhood cognitive development because the [years] between birth and age five are the foundation upon which successful lives are built." The changes in federal education policy that developed in the year that followed seems to have been built upon this theme.

President Bush signed the *No Child Left Behind Act of 2001* on January 8, 2002. The Act is based on four basic 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.

In April of 2002, President Bush announced a new initiative *specifically* focusing on improving early childhood education. The initiative consists of three major components.

To begin, strengthening Head Start programs to improve quality of educational experiences for young children. The Department of Health and Human Services has been directed to implement a new accountability system that will assess standards of learning in early literacy, language, and math skills in every Head Start center. The directive also includes the implementation of a national training program for Head Start teachers in pre-reading and language teaching techniques for young children.

Secondly, coordinating pre-school programs with state education goals. The President's initiative asks states to develop quality guidelines for early childhood education that align with State K-12 standards. In an effort to help states meet these criteria, they will be given greater flexibility with their federal child care funds.

Lastly, providing more information to teachers, caregivers and parents regarding best practices in early literacy programs and practices. The Department of Education will implement a broad public awareness campaign designed for this purpose. In addition, a 45 million dollar collaborative research initiative between the National Institute of Child Health and Human Development and the Department of Education will focus on identification of effective early literacy programs and teaching strategies.

Another educational landmark came about in July 2002. In response to findings from the President's Commission on Excellence in Special Education (which was created in October 2001), a report was produced entitled *A New Era: Revitalizing Special Education for Children and Their Families*. The report contained dozens of recommendations for improvement of special education in this country, with the overall recommendation by the Commission being that federal, state, and local education reform efforts extend to special education programs. They emphasized that the *No Child Left Behind Act of 2001* must become the driving force behind IDEA reauthorization. Early Childhood programs were addressed in testimony on the reauthorized IDEA noting that "...we must emphasize identification and assessment methods that prevent disabilities and identify needs early and accurately, as well as implement scientifically based instructional practices." Further, The Commission recommended that IDEA ensure a seamless system for infants, toddlers, children and youth with disabilities, birth through 21 drawing from the most effective aspects of Part C (infants and toddlers), section 619 (pre-school), and Part B (school-age). This recommendation seeks to simplify the current process of identification of and programming for young children with special needs. It suggests collaboration between different agencies and educational programs in order to provide services as early as possible and to maximize the effectiveness of these services to children and their families.

As we begin the new school year, we can be proud of our efforts to provide excellent special education and related services for infants, toddlers, children and youth with disabilities. As always, we can continue to strive for greater excellence through program improvement and personnel training. The latest educational initiatives out of Washington present us with guidelines to do this and also give us the momentum and backing we need to continue our work with young children. Knowing this information will give us the insight to appreciate the changes that may be coming from state and local governments in an effort to address the directives that President Bush has issued. As the President's Commission on Excellence in Special Education stated in their 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.”

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ELEMENTARY EDUCATION

Teaching ALL Students by Vicky G. Spencer, Ph.D

Over the past school year, many administrators and classroom teachers have contacted Region IV T/TAC requesting assistance in developing more collaborative schools. These professionals have recognized that education has moved beyond the days where a teacher goes into a classroom, closes the door, and teaches. Teaching is a multidimensional responsibility and teachers are involved more than ever with all facets of student development--cognitive, affective, physical, and social. Effective teaching and learning are not likely to occur without extensive interaction among educators, parents, and support staff (Dettmer, Dyck, & Thurston, 1996). No teacher can or should be expected to have all the expertise required to meet the educational needs of all students in the classroom (Lipsky, 1994). Therefore, school personnel has to accept the responsibility for teaching ALL children, including those with disabilities.

As a collaborator, there are individual responsibilities that each professional must continue to develop in order to encourage collaboration among school personnel.

The following is a list of those responsibilities.

- Professional competence
- Respect of colleagues
- Good communication & problem solving skills
- Flexibility & openness to new ideas
- Effective organizational skills
- Ability to invest extra time as needed

As an entire school vested in collaboration, there are school-wide considerations that will need to be addressed when developing a more collaborative environment.

- **Scheduling** – Organizing the instructional schedule to best serve all students’ needs is the primary goal. Also, how can you most effectively utilize specialists and support staff?
- **SOL preparation** – It is imperative to provide a balance between the SOL push and meeting the academic needs of a classroom of students who frequently have a wide range of academic functioning.
- **Staff development & training** – Training is necessary for ALL personnel concerning these and other topics: disability awareness, learning strategies, behavioral issues, as well as others. School personnel, parents, and other stakeholders should all be aware of the move toward a more inclusive environment. What types of training does your personnel need to assist them in meeting the needs of all students?
- **Planning time** – If teachers and specialists are to collaborate, they must be given sufficient planning time. This often takes some creativity and flexibility from everyone.

Last of all, school leaders must have a positive view about the value of education for students with disabilities and an optimistic view of teachers who can change and schools that can accommodate. Remember, inclusion is another option on the continuum of services.

References

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Lipsky, D. K., (1994). National survey gives insight into inclusive movement. *Inclusive Education Programs 1*(2), 4-7.





SECONDARY EDUCATION

SSI Work Incentives by Clare Talbert

The Spring 2002 *Impact* Newsletter, published by the Institute on Community Integration (UCEDD), focuses on "Young Adults with Disabilities and the Social Security Administration (SSA) Employment Support Programs." A reoccurring theme in many of the articles is that school counselors, special education teachers, vocational rehabilitation counselors, parents and students need to know how students with disabilities, who receive Supplemental Security Income (SSI), can benefit from the Social Security Administration's SSI Work Incentives. J. Kenneth McGill (2002) outlines some work incentives that may be used in transition planning.

Impairment Related Work Expenses (IRWE): "The cost of certain impairment-related items and services that you (a person with a disability who receives SSI) need to work can be deducted from your gross earnings" (Social Security Administration, 2002, p. 29). These items and services may include: "attendant care services, transportation costs, medical devices, work related equipment and assistants, prosthesis, residential modifications, routine drugs and routine medical services, diagnostic procedures and non-medical appliances and devices" (Social Security Administration, 2002, p. 30-32).

Plan for Achieving Self Support (PASS): "Allows a student to set aside income and/or resources for a specified period of time to apply toward a work goal" (Gaylord, Golden, O'Mara & Johnson, 2002, p. 21). This can be used for "tuition, fees, books and supplies for school or training programs; supported employment services including a job coach; attendant care; equipment and tools needed to work; and transportation" (Gaylord, Golden, et al., 2002, p. 21). [Get a PASS Expert's toll-free telephone number by calling 1-800-772-1213 or visit web site www.ssa.gov/work/ResourcesToolkit/pass.html]

Special Payments for People who Work 1619a: "An individual can receive SSI cash payments even when earned income (gross wages and/or net earnings from self-employment) is at the level of Substantial Gainful Employment (SGA). This eliminates the need for the Trial Work Period (TWP) and the Extended Period of Eligibility" (McGill, 2002, p. 10).

Continued Medicaid Eligibility Section 1619b: "An individual can continue to have Medicaid coverage even if earnings become too high for SSI cash payments" (McGill, 2002, p.10). In Virginia, the earnings can be up to the threshold amount of \$21,319.00.

Student Earned Income Exclusion (SEIE): "Individuals up to age 22, not married or head of household, who are regularly attending school, are eligible for SEIE. SSA does not count up to \$1,320 of earned income per month when

figuring the SSI payment amount. The maximum yearly exclusion is \$5,340 for 2002" (McGill, 2002, p. 10). Thomas P. Golden and Megan A. Jones (2002) give an example of a student attending a community college and working as a part-time librarian. This student was able to go to college and more than double his income by taking advantage of the Student Earned Income Exclusion.

An important piece of federal legislation is the Ticket to Work and Work Incentives Improvement Act of 1999. "The Act has two sections: Title I deals with employment and Title II with health care coverage" (Gaylord, Gordon, et al., 2002, p. 3). The overall purpose is to help individuals with disabilities acquire the employment services and supports that they need. This legislation prompted the development of the Benefits Planning, Assistance, and Outreach Program (BPA&O). These programs are located across the country and provide information and referral, problem solving and advocacy, benefits analysis and advisement, benefits support planning and benefits management (Brooke, 2002). [To find the BPA&O project nearest you, go to <http://www.ssa.gov/work/ServiceProviders/bpaofactsheet.html> or email or call Clare Talbert at GMU T/TAC, (ctalber1@gmu.edu) or (703) 993-3670 for the list of Virginia Benefits Planning Assistance and Outreach Projects]

The SSI Work Incentives and the Ticket to Work legislation can be valuable, but overwhelming, resources for students with disabilities and their parents. Johnson (2002) recommends that school personnel determine which students receive SSI or may be eligible, provide information about SSI programs, eligibility and work incentives early (age 14) in the transition planning process and help parents and students to compile the documentation needed for the initial evaluation process, disability review or age-18 redetermination of eligibility. The SSI Work Incentives and the Ticket to Work legislation need to be carefully investigated for students with disabilities, who receive SSI benefits, during transition planning in middle and high school.

References

- Brooke, V. (2002, Spring) Benefits Planning and Outreach Projects: Providing Beneficiaries with Information. *Impact Newsletter*, 15(1).
- Gaylord, V., Golden, T.P., O'Mara, S., and Johnson, D.R. (Eds.). (2002). *Impact: Feature Issue on Young Adults with Disabilities & Social Security Administration Employment Support Programs*, 15(1). Minneapolis: University of Minnesota, Institute on Community Integration.
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Social Security Administration (2002) *2002 Redbook on Employment Support: A Summary Guide to Employment Support Available to People with Disabilities Under the Social Security Disability Insurance and Supplemental Security Income Programs*. Retrieved July 26, 2002, from <http://www.ssa.gov/work/ResourcesToolkit/redbook.html>



TECHNOLOGY

Expanding your Classroom through the Internet by Wendy Strobel

The Internet is a seemingly endless source of information on all available subjects. Is it possible for teachers and their students to tap this resource in a meaningful way? Well, after some careful searching on the Internet, I think it's safe to say they can!! There are excellent interactive sites that teachers can use to make lessons come alive. Many of these sites are useful in the early years of education. There are also a lot of great information sites that teachers can use to supplement learning in middle and high school. In this article, I will review a couple of my personal favorites and provide links to other great sites.

Sesame Workshop <<http://www.sesameworkshop.com/>>

Sesame Workshop is the Internet home for the classic sesame street gang. Children can access games that allow them to practice letters, counting, sequencing, and sorting. This site also contains stories; some are interactive and allow children to choose different plot twists, some are offered in both English and Spanish, and some allow children to make decisions for the characters. These online stories are great ways to spark the imagination of young children and allow access to reading even if the kids are unable to manipulate a book! The Sesame site also provides access to art and music rooms. Links are provided to sites to other great characters, such as Tiny Planets, Noggin, and Dragon Tales.

Scholastic < <http://teacher.scholastic.com/>>

This web site provides a wealth of information and links to resources on the web. It has a site for families, kids, and teachers. The teacher site contains resources for reading and language arts, math, science, and social studies focusing on curriculum for kindergarten to eighth graders. Not only can teachers download lesson plans and activities, but they can also take kids on Internet field trips to places like the Edgar Allen Poe Museum! On-Line teacher guides offer some possible

activity goals. Also listed in the technology and teaching standards that the activity helps a teacher meet, for example the Poe activity meets standard from the National Council of Teachers of English and the International Reading Association.

The History Place <<http://www.historyplace.com/>>

The History Place offers valuable information on topics in world history. Categories range from the American Revolution to World War II. Students can peruse topics such as the photographs of Ansel Adams, the first moon landing, Nazi Germany, and the Irish Potato famine. Other portions of the site offer information related to improving homework tasks, such as "How to write a better history paper: Five tips for young students", links to other history sites, and even an on-line dictionary. The history place also offers other interesting information such as a link to a 1950's pamphlet entitled [How to Protect Yourself from an Atomic Bomb](#), and some great informational slideshows. Other great links:

<http://www.discovery.com> offers links to Discovery School, Discover Health, The Learning Channel, and Animal Planet.

<http://www.kidsbank.com> totes itself as a fun place for children to learn about money and banking.

<http://www.teachercreated.com/links/index.html> provides curriculum ideas and even lessons plans in all areas of academic knowledge.

<http://www.sitesforteachers.com/> offers numerous sites that can be very useful to teachers in the classroom.

<http://www.ala.org/parents/index.html> is the American Library Associations links to great sites to promote reading.

<http://www.nea.org/technology/resource.htm> provides PDF documents on effectively using technology in the classroom.

Technology Related Announcement

The Region IV T/TAC is offering 3 touch screens (2 PC and 1 Mac) free of charge on a first come first serve basis. The drivers for these touch screens will need to be downloaded from the Internet, but technical assistance will be provided. Please contact Wendy Strobel at (703) 993-3670 if you are interested.

Paraeducators: How to Increase Student Outcomes by Kay Klein

Paraeducators, who support students with disabilities, are possibly the least studied and potentially one of the most important components in the success of students with disabilities in inclusive classrooms. General educators report that they perceive paraeducators as the **most** important support for students with disabilities. In addition, paraeducators continue to be assigned students with the most challenging behavioral and learning characteristics. Therefore, there continues to be confusion about what paraprofessionals actually **do** versus what they have been sufficiently **trained** to do.

Paraprofessionals, as described by the National Joint Committee on Learning Disabilities (1999), should supplement, not supplant, the work of the teacher/service provider. However, Giangreco, M.F., Edelman, S.W., and Broer, S.M. 2001 states that training usually focuses on orientation to the specific school, and the roles and responsibilities in both general and in special education classrooms. Very little training has been given to paraeducators in how to successfully implement accommodations and instructional strategies. Paraeducators, in turn, often perceive that they have primary instructional responsibility for students with disabilities and often feel that they should not bother the classroom teacher (Marks, Schrader and Levine, 1999). Most importantly, the literature does not link the use of paraeducators to increased student outcomes.

In contrast, a peer support strategy, based on research in the experimental literature by Shukla, Kennedy, and Cushing, 1999, in comparison to a direct assistance strategy from a paraeducator, seems to produce higher levels of social interaction with typically developing peers and shows increases in active classroom engagement activities for students. Giangreco (2001) reports that excessive proximity by paraeducators resulted in separation from classmates, interference with teacher ownership of student's instructional goals by the general education teacher and loss of control by the individual student. Since interaction with non-disabled peers is an important indicator of whatever students with disabilities are successfully included in general education classes, having paraeducators who are usually in close proximity to students needs to be reexamined.

Nancy French (1999) in her articles about paraeducators identified some questions to consider when supervising a paraeducator:

- What do you want paraeducators to do?
- What does the presence of a paraeducator imply about my role as a teacher?
- What advantage is there to employing paraeducators?
- What is the background of people who are employed as paraeducators?
- To what extent do special educators supervise paraeducators when they are in general education classrooms?
- To what extent are teachers involved in hiring, planning, meeting and the training of paraeducators?
- What kinds of tasks are paraeducators assigned and how are they trained?
- To what extent are teachers satisfied with the amount and quality of assistance?

Giangreco and his colleagues (2002) have identified a comprehensive list of issues to consider when using paraeducators. Below are just a few highlighted ideas to consider:

- In most circumstances it is advisable to assign paraeducators to a program rather than to an individual student.
- When paraeducator support is considered important for a student, a written plan should specify the extent of the support and explain how it is referenced to the IEP.
- Within the classroom, the classroom teacher is the instructional leader and interacts with all students. Paraeducators function as a support.
- Teachers, special educators and related service personnel have the ultimate responsibility to insure appropriate design, implementation, and evaluation of instruction.

References:

French, N.K. (1999). Topic #1 Paraeducators: Who are they and what do they do? *Teaching Exceptional Children*, 32(1), 65-69.

French, N.K. (1999) Topic #2: Paraeducators and teachers: Shifting roles. *Teaching Exceptional Children*, 32(2) 69-73.

Giangreco, M.F., Edelman, S.W., & Broer, S.M. (2001). Paraprofessional supports of students with disabilities: Literature from past decade. *Exceptional Children*, 68, 45-63.

Giangreco, M.F., Cichoski, Kelly, E., Backus, L., Edleman, S.W., Tucker, P., Broer, S. & Cichoski Kelly, C. (2002) Paraeducator Support: Developing a shared understanding: Paraeducator supports for students with disabilities in general education. www.uvm.edu/~cdci/parsupport/shared.html.

Shukla, S., Kennedy, C.H. & Cushing, L.S. (1999) Intermediate school students with severe disabilities: Supporting their education in general education classrooms. *Journal of Positive Behavior Interventions*, 1 (3) 130-140.



Conferences and Workshops

Using Play-Based Curricula to Enhance Literacy Experiences for All Young Children

When: October 11, 2002

Where: Williamsburg Hospitality House in Williamsburg, VA.

Contact: Lisa McKean: 757-566-2845 or lisam@cdr.org or check <http://www.cdr.org>

National Disability Mentoring Day

When: October 16, 2002

Where: Your place of work!

Sponsors: American Association of People with Disabilities

Contact: ndmd@aapd-dc.org or 800-840-8844
www.aapd-dc.org/mentor.html

Helping Kids to Swim in the Mainstream: Behavioral and Motivational Techniques That Work With Rick Lavoie

When: October 17, 2002 from 9:00AM--3:00PM

Where: Holiday Inn West, Richmond, VA

Sponsors: VCU T/TAC

Contact: Send forms to VCU T/TAC Attn: Cheryl Bishop
P.O. Box 842020/ Richmond, VA 23284 OR Fax: 804-828-7495
OR e-mail attachment: cebishop@vcu.edu

Inclusive Schools, Inclusive Communities: Working in Partnership

When: October 26, 2002

Where: George Mason University
Johnson Center, Ground Floor

Sponsors: T/TAC-4, TASH, PEATC, NOVA-ARC, VCLD, TSAGW, VDOE

Contact: www.peatc.org or FAX to 703-923-0330
\$7.50 for parking. Please see enclosed insert.

Inclusive Practices in a Standards Based System: A Triangle of Support with Nancy Frey and Doug Fisher

When: November 1, 2002

Where: Doubletree Hotel, Charlottesville, VA

Sponsors: GMU and JMU: Region 4 & 5 T/TACs

Contact: JMU T/TAC, mail in registration only. Please see enclosed insert.

Circle of Support: A Conference for Families of Children With Special Needs and Professionals Who Work with Them

When: November 2, 2002 from 8:30-3:30pm

Where: Hylton High School

Sponsors: ARC of PW/ Insight, Inc., BAE, Dominion Power, PEATC, PWCPS/Special Ed. PW Health Systems, VOPA, Wal-Mart, Weimer & Boyce Lawyers
Contact: 703-730-3124

An Overview of Positive Behavioral Support: Success for All Students By Ted Carr, University of New York at Stony Brook

When and Where: November 6, 2002 at the Doubletree Hotel in Charlottesville, VA 8:30AM-4:15PM
Contact: Judy Hensley: 540-568-6746

When and Where: November 7, 2002 at the Holiday Inn West in Richmond, VA 8:30AM-4:15PM

Contact: Cheryl Bishop: 804-828-6947

Sponsors: Statewide Training and Technical Assistance Centers

Cost: \$40 per session.

Registration Deadline: November 1st

First Annual Infant and Toddler Connection of Virginia Creating Connections: Celebrating Early Intervention in Virginia

When: November 19 & 20, 2002

Where: Doubletree Hotel, Charlottesville

Contact: Cori Hill 804-828-7049

Additional information will be coming soon!

Babies Can't Wait: Critical Issues for the Infant/Family Field

When: December 5-8th, 2002

Where: Hilton Washington & Towers

Sponsors: Zero To Three: NTI National Training Institute

Contact: 202-624-1760 or register on line:

www.zerotothree.org

Eighth Annual Educational Leadership Conference

When: December 3-5, 2002

Where: Hotel Roanoke and Conference Center, Roanoke, VA

Sponsor: VDOE

Contact: VDOE, registration information in October at www.pen12.va.us/VDOE/conferences.html

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T/TAC**

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Linking People and Resources