"Encourage parents to dream about a full and rich life for their child. Not in the world as it is today, but in the world as it can become. The world is changing!"

~ Richard Clark (1953 - 2006), Husband, Father, Advocate, Friend and former ECAC Parent Educator
A note... from Mary LaCorte, PTI Director and ECAC Assistant Director

ECAC’s Parent Training and Information program (PTI) shares great news!

ECAC has been home to the North Carolina statewide Parent Training and Information program (PTI) since 1983. Funding for this program comes from the US Department of Education, Office of Special Education Programs (OSEP) and we are pleased delighted thrilled to announce that we have been awarded another five years of funding to serve NC parents, families, youth, educators and other professionals.

This is a very exciting time and also a time for reflection. More than 10 years ago ECAC Parent Educator, Richard Clark (1953-2006), said, “Encourage parents to dream about a full and rich life for their child. Not in the world as it is today, but in the world as it can become. The world is changing!” And ECAC is changing too. Our new grant includes many of the services we have been providing for more than 30 years along with some new services and opportunities. In 2015 we will begin adding activities specifically designed for building the capacity of youth and young adults, increasing the capacity of local communities, and offering new leadership opportunities.

Every program at ECAC, including the PTI program, is designed to empower families and improve the lives and education of infants, toddlers, children, youth, and young adults with disabilities and special needs, including special health care needs. Our success would not have been possible without the continued support of parents, students, families, educators, administrators, organizations, partner agencies and many others. Together we will create a better future. Thank you!

Blog with us... www.AskECAC.org
ECAC - North Carolina’s Parent Center
Pinterest ecacinterest12
You Tube www.YouTube.com/ecacorg

Don’t forget to visit us at www.ecac-parentcenter.org

...in this edition!

This edition of NewsLine includes lots of information plus four great new resource tools. All are available to download (free) from www.ecac-parentcenter.org. If you need assistance with any of these new tools or have a question, call an ECAC Parent Educator at 1-800-962-6817.

• Pages 11-14: Painting the Big Picture is a 4-page worksheet that has been created as a way for any adult to help “paint the big picture” of a child they care about and know well. The worksheet guides each writer to describe the child and to provide “tips” on what works best.

• Pages 15-16: ecac’s Student Snapshot is a great tool to use anytime you want to share information about your child quickly.

• Pages 17-18: Instruction Planner, a single-page planning tool to help IEP Team Members identify the specifics of instructional activities for a particular student in the classroom, at home or in the community.

• Pages 19-21: Infused Skills Grid. Determining what, where and how to teach students requires much more than simply identifying a particular academic standard to teach, then developing lesson plans. For students who receive special education, completing an infused skills grid is a good way to highlight where and when during the school day it makes sense to practice, work on, or infuse a student’s IEP goals.
The Matthew C. Graziadei Achievement Award applications available in January

Matthew C. Graziadei Achievement Award is presented annually by ECAC, The Exceptional Children’s Assistance Center, to a North Carolina high school senior with a disability who best exemplifies the characteristics of Matthew Graziadei. The award includes a $1,000 scholarship to be used for any post high school learning experience/training or for equipment/technology needed for employment.

Matt was a remarkable young man who died in January 1998 at the age of 26. He graduated from Myers Park High School in Charlotte, NC and was elected to Who’s Who in American High School Students. A student intern at the Charlotte Mint Museum and a Goodwill Ambassador for the Muscular Dystrophy Association both locally and statewide, Matt achieved President’s Honors at Central Piedmont Community College and served in Washington, DC with the US Surgeon General’s Council on Families and Disabilities. Matt had started his own business and was a contractor in facilities, engineering and computer services.

**NOMINATION CRITERIA:**

When asked to define the characteristics that made Matt unique, his family and friends defined the attributes listed below. These attributes will be the criteria for selecting the winner of this award.

<table>
<thead>
<tr>
<th>Determination</th>
<th>reaching above one’s imagination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perseverance</td>
<td>remaining steadfast against all odds</td>
</tr>
<tr>
<td>Persistence</td>
<td>starting from scratch and striving until successful</td>
</tr>
<tr>
<td>Dedication</td>
<td>maintaining solid effort and achievement</td>
</tr>
<tr>
<td>Confidence</td>
<td>overcoming obstacles through internal courage</td>
</tr>
<tr>
<td>Motivation</td>
<td>seeing life as a series of opportunities, not obstacles</td>
</tr>
<tr>
<td>Fortitude</td>
<td>keeping going after others have stopped</td>
</tr>
<tr>
<td>Accomplishment</td>
<td>succeeding with on-going new vision</td>
</tr>
<tr>
<td>Excellence</td>
<td>showing exemplary performance</td>
</tr>
<tr>
<td>Quality</td>
<td>leaving a signature/unique mark of excellence</td>
</tr>
</tbody>
</table>

**NOMINATION ELIGIBILITY:**

**ALL students, including students enrolled in the Occupational Course of Study, students who will be receiving a Graduate Certificate and students enrolled in the Future Ready Course of Study, are eligible for nomination.** Nominations can be made by either high school personnel or a Vocational Rehabilitation Counselor. The award will be presented to the winning student during the student’s high school awards ceremony. Based on applications received, additional students may be selected as a Finalist and will receive a small check and certificate.

More information, along with the 2015 Application, is available on ECAC’S website at: [www.ecac-parentcenter.org](http://www.ecac-parentcenter.org)
What’s all this you are hearing about Results Driven Accountability (RDA)?

The Office of Special Education Programs (OSEP) is currently revising how it holds States accountable for educating children with disabilities. Until now OSEP has focused most of its monitoring and enforcement on compliance-related requirements of the Individuals with Disabilities Education Act (IDEA). (read more on next column)

Because the achievement and graduation rates of students with disabilities have remained low for many years, OSEP is now changing its accountability system to emphasize achieving improved results for children with disabilities. This new approach is called results-driven accountability or RDA.

The Center for Parent Information and Resources (CPIR) has created a Guide to Results-Driven-Accountability for Parent Leaders and Advocates. Published in May, this useful guide will give you information, including timelines and processes, about these new requirements of states. The NC Department of Public Instruction, Exceptional Children Division is not only working to meet the requirements, but have embraced the concepts of RDA in their strategic plan.

Download the Guide to RDA at www.ecac-parentcenter.org (look under Special Education)

ECAC has always maintained our commitment to assist parents, families and educators to improve the educational results for every student - with and without disabilities. Every child deserves an education based on high expectations and results!

The process of getting to results-driven-accountability includes the involvement of stakeholders. (Psssst... that’s you!) In the coming months, ECAC will keep you informed of the State’s progress and ask for opinions, ideas and feedback. Stay tuned!

Majority of States, including NC, do not meet federal requirements under new special education program accountability measures

Until now, the Department of Education determined whether states were compliant with the Individuals with Disabilities Education Act (IDEA) based on procedural requirements, such as timely student evaluations and due process hearings, but did not define compliance based on educational outcomes for students with disabilities.

Under the old framework last year, 41 states and territories met the government’s requirements, but when learning outcomes are taken into account - such as reading and math performance on state and national tests and proficiency gaps - just 18 states and territories do. The rest are categorized as either needing “assistance,” “intervention” or “substantial intervention” to become compliant with IDEA.

Read more about the process and view additional graphics at http://www2.ed.gov/fund/data/report/idea/sppapr.html

“Every child, regardless of income, race, background, or disability can succeed if provided the opportunity to learn,” Secretary of Education Arne Duncan said in a statement. “We know that when students with disabilities are held to high expectations and have access to the general curriculum in the regular classroom, they excel. We must be honest about student performance, so that we can give all students the supports and services they need to succeed.”

Each State is issued letters about their performance by the US Department of Education, Office of Special Education Programs (OSEP). The letters include specific information their performance under Part B (school age - 3-22) and Part C (infants and toddlers - birth to 3) of IDEA.

- Part B Letters for all states, including NC, can be found at: http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html
- Part C letters, for all states, including NC, can be found at: http://www2.ed.gov/fund/data/report/idea/partcspap/allyears.html
PARENT FACT SHEET
What Are Public Schools Required to Do When Students with Disabilities Are Bullied?

What does a school have to do when a child with a disability is being bullied?

• School staff, parents, and other caring adults have a role to play in preventing and responding to all forms of bullying. If a student with a disability is being bullied, federal law requires schools to take immediate and appropriate action to investigate the issue and, as necessary, take steps to stop the bullying and prevent it from recurring.

• Regardless of whether the student is being bullied based on his or her disability, schools must remedy the effects of bullying on the services that the student with a disability receives (special education or other disability-related services) to ensure the student continues to receive a free appropriate public education (FAPE). Any remedy should not burden the student who has been bullied.

Does it matter if a child has an Individualized Education Program (IEP) or 504 plan?

• NO. Some students with disabilities receive FAPE through an IEP developed under the Individuals with Disabilities Education Act (IDEA) and others receive a plan developed under Section 504. If changes in a student’s behavior or academic performance indicate that a student may not be receiving FAPE, the IEP or Section 504 team should meet to determine whether the student’s educational needs have changed and the school must provide any needed additional services promptly to ensure the student’s ongoing receipt of FAPE.

Where can I go for help?

• Go to www.stopbullying.gov, a federal website that provides helpful information and resources on bullying prevention and remedies.

• Ask to meet with the IEP or 504 team, the principal, or the district’s Section 504 or Title II Coordinator if you believe your child is being bullied. Consider using your school’s disability grievance procedures to have the school address your concerns.

• The U.S. Department of Education’s Office for Civil Rights (OCR) has issued a Dear Colleague Letter explaining what public schools must do under federal law to respond when students with disabilities are bullied. OCR investigates complaints of disability discrimination at schools. To learn more about federal civil rights laws or how to file a complaint, contact OCR at 800-421-3481 (TDD: 800-877-8339) or ocr@ed.gov. OCR’s website is www.ed.gov/ocr. To fill out a complaint form online, go to http://www.ed.gov/ocr/complaintintro.html.

UNITED STATES DEPARTMENT OF EDUCATION
Office for Civil Rights

Recent Federal Guidance Impacts Students With Disabilities

Effective Communication for Students with Hearing, Visions or Speech Disabilities

The US Department of Education and the US Department of Justice recently issued a letter reminding public schools that students with disabilities, like all students, must be provided the opportunity to fully participate in public schools, including charter schools. An essential aspect of participation is communication with others.

Three federal laws, IDEA, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973 address the school’s responsibility to meet the needs of students, but they do so in different ways. Public schools must comply with all three.

A guidance document, Frequently Asked Questions on Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools, has been written to assist schools in meeting their responsibilities. The document also helps schools understand how to apply the different laws and is available on ECAC’s website, www.ecac-parentcenter.org.

“Our hope is that the Frequently Asked Questions are helpful to schools, parents and others in explaining students’ rights and schools’ obligations to address the communication needs of students with hearing, vision, or speech disabilities.”
Math is Everywhere

Math skills are important at school and in everyday life. Math is all around us. In fact math is everywhere! We use math when we shop, cook, make purchases, pay bills, manage our time, make a budget, and the list goes on. Research shows that children learn best when they can connect math concepts to their own experiences.

ECAC and the North Carolina School Improvement Project (NCSIP) are working together to provide you with information and resources that will help your child make that connection. Check out the activities, websites, and books below:

At Home or On The Go Make Math a Part of Your Child's Day

- Count the days on a calendar until a birthday, holiday, or special event.
- Sort items (toys, buttons, blocks, eating utensils, by color, function, size).
- Find out how many glasses of milk are in a full cartoon of milk.
- Have your child choose something he wants to cook for dinner. Together make of list of ingredients needed and check to see what you already have. Create a budget and your child can use a calculator to help make sure you stay on budget. With the grocery list in hand have your child find each item on the list and compare prices of the different brands to find the best deals.
- Make cooking together a regular event. Have your child do tasks such as measuring, pouring, stirring, assembling, setting the oven, using the timer, and dividing the final product up into portions.
- When grocery shopping have your child count everything. The number of items you put in the cart, how many apples you buy, how many boxes of cereal you need, etc.
- Create a family TV schedule and track the time devoted to watching TV.
- Keep a chart of the daily temperatures.
- Look for numbers, graphs, charts, in newspapers and magazines.
- Play games (Checkers, Dominoes, Monopoly, Chutes and Ladders, etc.).
- Have a scavenger hunt in your neighborhood. Make a list of the things you are looking for, such as white cars, flowers, pinecones, signs with numbers, animals and whatever else might be in your neighborhood. Check the items off as you go.
- When you are on the go... Choose a particular color, for example blue and have your child count the number of blue cars and trucks he sees on the road.
- Have your child estimate how long it will take to get somewhere, and give your child a watch to keep track of the time.

Remember to look for those teachable moments that will help your child see math in their daily experiences.
**Math Websites: Tools You Can Use**

**www.aaamath.com** - This site is designed for students in kindergarten through the eighth grade, offering interactive lessons and games.

**www.mathforum.org/dr.math** - The Math Forum offers puzzles, games, and an Ask Dr. Math feature with an archive of more than 10,000 answers to elementary, middle, high school and college questions.

**www.figurethis.org** - Includes a collection of math challenges for middle school students and their families. Each challenge comes with a hint and the complete solution, along with related information and questions to think about.

**www.math.com** - Resources for all grade levels, including homework help, quizzes, games, study and test preparation tips, calculators and other tools, and expert answers to math questions.

**www.aplusmath.com** - Offering interactive resources for parents and students including free math worksheets, flashcards, math games, and a homework helper.

**www.coolmath.com** - Offers games, online calculators, lessons, practice problems, a math dictionary, and a Math for Parents area.

**www.webmath.com** - Includes online forms in which you can type math problems. The site will instantly analyze a problem and, when possible, will provide a step-by-step solution.

**www.funbrain.com** - This site is designed for students in kindergarten through the eighth grade, offering Math Baseball, the Plural Girls, Math Car Racing and other games.

**www.ixl.com/math/-** Offering thousands of online math practice skills covering pre-K to high school. Aligns with state standards.

---

**Capture Your Child’s Imagination, Use Books to Explore Math**

- 2 Ways to Get to 11, by Eve Merriam (Preschool – 3rd)
- Who Used to Be Rich Last Sunday, by Judith Viorst (Preschool -3rd)
- Anno’s Counting Book, by Mitsumasa Anno (Preschool – 3rd)
- Anno’s Mysterious Multiplying Jar, by Mitsumasa Anno (Preschool – 3rd)
- Bunches and Bunches of Bunnies, by Louise Mathews (Preschool – 3rd)
- The Greedy Triangle, by Marilyn Burns (Preschool – 3rd)
- The Button Box, by Margaret S. Reid (Preschool – 3rd)
- Counting on Frank, by Rod Clement (Preschool – 3rd)
- Inch by Inch, by Leo Lionni (Preschool – 3rd)
- 17 Kings and 42 Elephants, by Margaret Mahy (Kindergarten – 3rd)
- Multiplying Menace: the Revenge of Rumpelstiltskin (3rd – 5th)

---

**Sources:**

- Math Activities I Can Do With My Child, New York Department of Education
- Tips for Cooking With Kids, Reading is Fundamental, Inc.

---

**Want to Know More About NC SIP:**

The North Carolina State Improvement Project (NCSIP) is a program in the Exceptional Children Division of the North Carolina Department of Public Instruction. This project is funded by the US Department of Education Office of Special Education Programs. The purpose of the North Carolina State Improvement Project (NC SIP) is to improve the quality of Instruction for students with disabilities in core academic subjects (reading, math, writing), and behavior. The NCSIP network includes 84 school sites focusing on reading and writing instruction and 48 school sites focusing on mathematics instruction. To find out if your school is a NCSIP site ask your child’s teacher or go to [www.ncsip.org](http://www.ncsip.org) and click on LEA Partners under Reading or Math.
Have a Question or Concern About Your Child’s Educational Program?

Not only do we have a new grant from the US Department of Education, Office of Special Education Programs to celebrate (page 2), we have 3 new Parent Educators for you to meet along with getting reacquainted with our 6 experienced ones. Our main Parent Info Line is open Monday – Thursday from 9:00 am – 4:00 pm. We are also available in the early evening for working parents. Simply call one of our offices at the numbers below to talk with a Parent Educator or to schedule a convenient time to meet in person or talk after hours.

**At ECAC’s main office: 1-800-962-6817**

- **Doreen Byrd**, Lead Parent Educator, has worked with families and individuals with disabilities for most of her professional career, including 16 years at ECAC. She is the mother of an adult son and daughter who both experience ADHD and Specific Learning Disability. Doreen is also the current chair of the NC Vocational Rehabilitation Council and a member of the NC Transition Team.

- **Judi Archer**, Parent Educator for nearly 13 years, is the mother of 3 young adults who live independently. Her oldest son, a recent graduate of NC State, taught her the most about “how Autism does not define who he is, but enhances his cadre of gifts and talents.” Judi was also the Coordinator of the NC Partners in PolicyMaking Project during the time it was housed at ECAC. Prior to joining our team, she worked with high school aged youth, focusing on career and futures planning.

- **Aimee Combs**, new Parent Educator, is the proud mother of “3 awesome kiddos.” Her eldest daughter is completing her first year of graduate school at UNC-Charlotte, majoring in special education. She has 2 children in high school including a 17 year-old son who has autism and her youngest daughter who is a sophomore. She has a “heart for the special needs population and their parents!” Prior to joining ECAC Aimee was a Patient Coordinator with a local pediatric occupational therapy clinic.

- **Teresa Peña**, Parent Educator / Outreach Coordinator for 5 years, is a native of Mexico City and a former elementary school teacher. She is also the mother of two daughters, both in high school, who benefited from Special Education services while in elementary school. Her passion has always been “the education of children and the well-being of families in general” and she feels “lucky” to work with the Hispanic community in the NC.

- **Debra Pickens**, new Parent Educator and Deaf/Blind Family Specialist, is the mother of two including a daughter who is a senior at UNC-G and a 17 year old son who is a senior at Myers Park HS in Charlotte. Her son is totally blind and both of her parents were blind and hard-of-hearing. Debra has an extensive background in the banking industry and also worked for several years as a Teacher Assistant for exceptional children.

- **Toni Robinson**, Parent Educator, ECAC Video Production Coordinator, and Educator on the NC State Improvement Project (NC SIP - see page 7): Toni is the mother of two adults and was a Member of ECAC’s Board of Directors prior to “crossing over” as a staff member. Her son with Down syndrome, now an adult, also “crossed over” from a separate educational setting to a regular classroom with a myriad of supplementary aids and services. Thus began her 20-year journey with inclusive practices, positive behavior interventions and supports and instructional approaches that work for ALL students.

- **Shandra Umazar**, ECAC Librarian and Parent Educator for 10 years, was originally a member of ECAC’s Board of Directors and a volunteer. She is the parent of 4 grown children including her daughter with Down syndrome, who recently graduated from the Beyond Academics Program at UNC-G. Shandra also has 3 grandsons and enjoys helping families, professionals and students select and checkout books and materials from ECAC’s Lending Libraries.

**ECAC Western - Asheville: 1-866-545-5299**

- **Anne Johnston**, Parent Educator for nearly 3 years, is the daughter of a mother with cerebral palsy and the mother of two children, including her son with autism. “All of my life I have been living with and loving someone with a disability!” Anne is actively involved in local community organizations supporting...
and advocating for individuals with disabilities and special needs. Anne has a background in therapeutic wilderness programs throughout Western NC.

Raleigh: 1-866-740-4135

- **Patti Doyle**, new Parent Educator, is from New Hampshire where she had extensive experience navigating the special ed system in her district. She has 3 children, one of whom is a daughter with various disabilities including intellectual disabilities, social challenges, and epilepsy. Patti has a passion to help other families with their challenges in obtaining proper services for their children both in school and in their lives.

ECAC Eastern - Wilmington: 1-800-782-2094

- **Karen Laughlin**, Parent Educator for 2 1/2 years, describes her job as “the perfect intersection between my educational background and my life experiences.” Karen is the mother of 3, including a daughter who is a junior in high school and struggles with learning and attention. She very much enjoys talking with parents on the phone and networking with professionals who are committed to serving families in Southeastern NC.

Watch for more staff introductions in the Spring edition of NewsLine!

---

## 5 Steps to Becoming Your Child’s BEST Advocate!

1. **Start with the assumption** that you are an equal partner in your child’s education.

2. **Consider and pay close attention** to your perceptions or feelings about yourself as a parent of a child with a disability or special needs.
   - Find ways to work through any feelings that may get in the way of you being an effective advocate for your child.

3. **Acquire knowledge!** You don’t have to memorize or know everything but be aware and ask questions. And don’t be intimidated!
   - Know about IDEA 2004 (Individuals with Disabilities Education Improvement Act of 2004) and the Special Education Process
   - Know that not all issues are controlled by the local school system.
   - Know how “the system” operates.
   - Know the people.
   - Know your resources, like ECAC!

4. **Improve your skills!**
   - Communication
   - Documentation and Letter Writing
   - Record Keeping

5. **Participate!** This is one of the most important things you can do for your child!
   - **Participate in:**
     - The development of your child’s IEP (Individualized Education Program)
     - You are an expert on your child!
       - Share information about your child
       - Share your ideas and vision for your child’s future
       - Ask questions and follow-up when needed
     - Attend all meetings, teacher conferences, parent group meetings and school functions.
     - Don’t forget to have fun and enjoy your child, and remember...

---

You are an equal partner in your child’s education!
North Carolina ePASS is a quick and easy way for individuals and families to learn about and apply for available benefits and services. **Online applications** are available for Food and Nutrition Services, formerly Food Stamps, as well as for Medicaid and **NC Health Choice** (Children’s Health Insurance Program). You can learn if you are potentially eligible for one of these public insurance programs by completing an electronic pre-assessment screening.

https://epass.nc.gov/CitizenPortal/application.do

Open enrollment with the Health Insurance Marketplace has begun. Check out the rebuilt portion of the HealthCare.gov website that makes it possible to review policy information before buying. The overall website is easier to use this year.

www.healthcare.gov

**BIG NC News!**

Home and Community Based Service Waivers (HCBS) are changing!

In North Carolina, HCBS programs include the North Carolina Innovations Waiver, the Community Alternatives Program for Children (CAP/C), and the Community Alternatives Program for Disabled Adults (CAP/DA) as well as any other program that may be receiving HCBS funding.

The NC Department of Health and Human Services (DHHS) is drafting a transition plan that will make big changes to how home and community-based services are provided to people with disabilities and special health care needs throughout the state. In March 2014, the Centers for Medicare and Medicaid Services (CMS), the federal Medicaid agency, redefined the characteristics that are necessary for home or community-based settings to qualify for this funding. NC is required to change or adapt services to comply with the new federal requirements.

The NC transition plan must detail how DHHS will provide services to make sure that people will have greater community integration, independence, individual rights and privacy, choices between settings and providers, and community living options. The new rules also specify that service planning for individual participants must be based on person-centered plans that reflect the individual’s preferences and goals for their health and long-term services and support needs.

**NC’s Transition Plan Timeline:** NC is required to submit a transition plan by **March 17, 2015** that will detail how NC will ensure compliance for all settings throughout the state that receive HCBS funding. All states are required to have a 30-day period of public comment on any draft and the final transition plan before submitting it to CMS. NC DHHS hopes to make a draft plan available for public comment by **March 1, 2015**.

You can: Submit comments or questions directly to the DHHS by email to: community@dhhs.nc.gov Include “HCBS” in the subject line.

Your experience is essential to improving the lives of people who receive HCBS services. Not only are the final rules an opportunity to increase community integration and prevent isolation but they also present the opportunity to make the promise of person-centered planning real for all individuals receiving these services. Now is the time to let your voices be heard!

--- Adapted from Disability Rights NC newsletter, Fall 2014, with thanks
Children benefit when the adults in their lives are able to see “the big picture” by understanding them as unique individuals. Parents and other family members help to “paint the big picture” when they share who their child is, what she or he can do, and how others can relate and respond to the child.

Parents know many things about who their children are and what their children can do. After all, parents are their children’s first teachers! When parents share what they know about their children, school staff are better able to support their students to learn, participate and succeed.

**Parent input can be shared for many reasons:**

- To introduce the child to a new teacher, coach or caregiver
- To offer guidance, to prevent unwanted behavior and/or to encourage a positive relationship with the child
- To describe the child’s learning style, communication challenges or healthcare needs
- **To contribute to the child’s IEP (Individualized Education Program), 504 Plan or Medical/Healthcare Plan**

This worksheet has been created as a way for any adult to help “paint the big picture” of a child they care about and know well. The worksheet guides each writer to describe the child and to provide “tips” on what works best. The tips allow you to make a connection between what **YOU** know and what others can do to help him/her to be successful.

Other people in your child’s life may also have valuable information to share about how they have been successful working with your child. Consider including caregivers, former teachers, therapists and others.

Download this document, Painting the BIG Picture
FREE at www.ecac-parentcenter.org
Painting the big picture of…  ________________

Describe your child as a person and within your family. Share interests, likes, dislikes, etc. Share what you love about your child. What does he/she say about himself/herself?

Tips/What Works: Share any suggestions or insights that would assist someone in building a good relationship with your child.

Strengths and Successes: What skills, activities or situations is your child most successful with? Think about a variety of settings both in and out of school.

Tips/What Works: Are there any supports or strategies to help your child experience the most success?
**Challenges:** List the areas in which your child has the greatest challenges. What are you currently working on? What are you most concerned with?

**Tips/What Works:** Share any supports, strategies or accommodations that you find helpful addressing these challenges. Reward systems, charts, schedules, etc.

---

**Dreams and Visions:** Describe your vision for your child’s future. What are your child’s dreams and goals? Include short-term goals and long-term visions.

<table>
<thead>
<tr>
<th>Goals for the next 12 months:</th>
<th>Long-term Visions:</th>
</tr>
</thead>
</table>

**Tips/What Works:** List any tips or suggestions that you believe will assist your child in achieving these dreams.
Other Helpful Information:
List any information that has not been mentioned elsewhere on this worksheet. For example, healthcare needs, dietary restrictions, recent changes at home, fears, unusual responses, mannerisms and calming strategies to use if your child becomes upset, etc.

Here Are Some Tips From:
Ask others who have a relationship with your child to share ideas and information. This could include former teachers, therapists, caregivers, friends, extended family members and others who have firsthand knowledge about effective ways to interact with your child. What has worked well in the past? What has not? What might be useful to try in the future?
Introduction:
Classrooms are very busy and it often takes time for teachers and others to get to know and understand your son’s or daughter’s needs. ECAC’s Student Snapshot is a great way to share what you’ve learned about your child with teachers and other school staff and to communicate areas that might be of concern to you.

Use this tool to focus on the unique things about your child that make a BIG DIFFERENCE at school. The information you include will help the staff to understand your child quickly, prevent problems and connect in a positive way.

How it works:
Using sample phrases from A, B, and C on page 2, create a statement that will help someone better understand your child’s individual needs. It is most helpful to do this from your child’s point of view – be sure to include your child in this process as appropriate. When finished, your statement will include:

A: a description of something observable in your child’s appearance or behavior;
B: an explanation of what you think the behavior means or what might be going on with your child; and
C: suggestions for ways to support your child.

What to include:
• any information that would be helpful for a teacher to know right away about your son or daughter; and
• steps or actions teachers or other classroom staff can do that will make a big difference in the way the school day goes for your child.

Think about those areas where your child is unique, including the following: Focus/attention, emotions, communication, academic needs, motivation, sensory issues, environmental sensitivities, medical issues, etc.

Personalize it:
Add photographs, drawings, and more so that this Student Snapshot truly represents your child.

When to use it:
Anytime you want to share important information about your child quickly! Use the Snapshot to share information:
• at the beginning of a new school year,
• when something important in your child’s life changes;
• when someone new is working with your child (substitute teacher, etc.); and
• at any other times you feel are important.

continued page 16 –
### A. BEGIN WITH A DESCRIPTION
**CHOOSE ONE**
- When you see...
- If I look...
- If I’m not...
- I’m best at...
- I’m not so good at...
- I’m really motivated by....
- I’ll always talk about...
- When I seem...
- If I’m...
- Please don’t misunderstand if...

### B. ADD AN EXPLANATION
**CHOOSE ONE**
- It usually means
- I might be
- I’m probably
- I’m having trouble

### C. OFFER A SUGGESTION
**CHOOSE ONE**
- You can help by
- I need
- Please try
- It’s best not to

### EXAMPLES

1. **Area of concern: Focus and Attention, Distractibility**
   
   If I’m not getting my classwork done, I’m probably not keeping up with the instructions. **Please try to** check in with me frequently so I can show you if I get it.

2. **Area of concern: Sensitivity to the environment**
   
   If I’m sitting near a window, **I might be** upset if I see dust particles in the sunshine. **It’s best** not to seat me near the windows.

3. **Area of concern: Getting along with others**
   
   I’m not so good at making friends. I’m probably not sure how to start a conversation. **You can help by** matching me up with somebody who’s outgoing and friendly.

4. **Area of concern: Medical/Health/Energy and Stamina**
   
   When you see me look pale or lay my head down on my desk, **I might be** experiencing low blood sugar. **I need** to see the nurse right away.

---

**ecac Snapshot available for FREE download at** [www.ecac-parentcenter.org](http://www.ecac-parentcenter.org)
This planner helps identify the specifics of instructional activities for a particular student in the classroom, at home or in the community. This tool not only clarifies how the student will participate, but also invites consideration of the supports needed for success, peer engagement and connection to the student’s IEP goals.

**Activity/Subject/Environment:**
Describe the classroom, home or community activity.

**What will everyone else be doing?**
List specific steps you want every child to complete.

**What will this student do to participate?**
If the student in question needs accommodations or modifications to participate in one or all steps, identify what steps, or portions of steps, the student will do.

**Supports Needed:**
Identify the accommodations or modifications to the work task or activity that the student will need to participate, as well as any essential technology, peer, or adult supports.

**How will other peers be involved?:**
Specify how classmates, siblings or others will model, partner or guide the student.

**What IEP goals does this address, if any?**
For school related instruction, list how each activity can be related to either the student’s IEP goals or the educational standards for North Carolina.

**SOURCE:** Adapted from the work of Patti McVay @ Down Syndrome Unites - Championing All Disabilities on Facebook.

Instruction Planner sample on page 18 and available for FREE download at www.ecac-parentcenter.org
<table>
<thead>
<tr>
<th>What/IEP Goals does this address, if any?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will other peers be involved with this?</td>
</tr>
<tr>
<td>Supports Needed (Accommodations, Modifications, Other Ideas):</td>
</tr>
<tr>
<td>What will this student do? How will this student participate?</td>
</tr>
<tr>
<td>What will everyone else be doing?</td>
</tr>
<tr>
<td>Activities / Subjects / Environments:</td>
</tr>
</tbody>
</table>

**Student:**

**Date:**
Like all students, students who experience disabilities need to learn many types of ‘skills’ in school. These include:

1. habits of mind: such as, perseverance, collaboration, work habits, tolerance, critical thinking, problem solving;
2. basic academic skills: literacy, writing, mathematics;
3. other content areas: knowledge in science, social studies, language arts, technology, the arts, etc.; and
4. functional skills: such as conversational partnering, social skills, motor skills, transitioning, organizational skills, note taking.

When developing lesson plans for students who receive special education, completing an infused skill grid is a good way to highlight where and when during the school day it makes sense to work on, or infuse, a student’s IEP goals. Who should be involved in the conversation about the infused skills? It depends upon the individual situation, yet can include any number of people: the student, school faculty and staff, family members, the student’s peers.

Questions to guide your thinking:

What specific things does the student need to learn and/or practice?

In what classrooms, subjects or environments can we work on them?

Sources:
Deciding What to Teach and How to Teach It: Connecting Students Through Curriculum and Instruction, Second Edition, by Elizabeth Castagnera, Douglas Fisher, Karen Rodifer, Caren Sax, and Nancy Frey

Instructions for the Infused Skills Grid:

- Enter the student’s daily schedule in the activities/subjects/environments column.
- Fill in the essence of the student’s IEP goals in the columns across the top.
- Mark all schedule blocks where there are opportunities to work on and practice or ‘infuse’ the student’s goals during the school day.
- Use the blocks at the bottom of the grid to show who has provided planning input.

ecac Infused Skills Grid sample on page 20-21 and available for FREE download at www.ecac-parentcenter.org
## Middle School Infused Skills Grid:

### Sample

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Woodlawn Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>November 15, 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Jackson Pierce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>12</td>
</tr>
<tr>
<td>Grade:</td>
<td>6th</td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td>Ms. Kendrea Pierce</td>
</tr>
<tr>
<td></td>
<td>Phone: XXX-615-4823</td>
</tr>
<tr>
<td>EC Supports Coordinator:</td>
<td>Jaime Woodall</td>
</tr>
<tr>
<td></td>
<td>Phone: XXX-615-5418</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Schedule:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1 Math</td>
<td>126</td>
</tr>
<tr>
<td>Block 2 Social Studies</td>
<td>132</td>
</tr>
<tr>
<td>Block 3 Health Edu</td>
<td>154</td>
</tr>
<tr>
<td>Block 4 Language Arts</td>
<td>145</td>
</tr>
</tbody>
</table>

### Infused Skills

<table>
<thead>
<tr>
<th>Activities / Subjects / Environments</th>
<th>Improve Fluency</th>
<th>Use Calculator</th>
<th>Improve Reading Comprehension</th>
<th>Improve Writing Skills</th>
<th>Manage Locker</th>
<th>Make Transitions on Time</th>
<th>Improve Conversational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrived</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>X X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>X X X X X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>X X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dismissal</td>
<td>X X X X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes:

Parent Information Line: 1-800-962-6817 • [www.ecac-parentcenter.org](http://www.ecac-parentcenter.org)
# INFUSED SKILLS GRID:

## SCHOOL

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Teacher:</th>
<th>Room:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent/Guardian:</td>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td>EC Case Manager:</td>
<td>Phone:</td>
<td></td>
</tr>
</tbody>
</table>

## INFUSED SKILLS

<table>
<thead>
<tr>
<th>Activities / Subjects / Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
ECAC's combined libraries have more than several thousand titles available to lend to NC parents and families, young children and students, and educators and other professionals in a variety of formats – print, VHS, CD and DVD. Some of our titles are brand new, some are "oldies but goodies" and we add new titles throughout the year.

Borrowing from our libraries is easy and free! Just call the ECAC Librarian, Shandra Umazar at 1-800-962-6817, ext. 313 or check the Resource Section of our website at www.ecac-parentcenter.org. If you don't see something you want, please ask and we will see if we can get it for you.

Main Library * New Books Fall 2014

AUTISM
- The New Social Story Book, by Carol Gray with CD of printable, editable social stories, 2010

EDUCATIONAL ISSUES
- 101+ Measurable IEP Goals & Objectives, by Chris De Feyter MSc, MEd, 2014

The following books were donated by Marlyn Wells.

Novels for parents and adults that address depression and suicide:
- Rescuing Your Teenager from Depression, by Norman T Berlinger, M.D.
- How I Stayed Alive When My Brain was Trying to Kill me: One Person’s guide to Suicide prevention, by Susan Rose Blauner
- The Suicidal Mind, by Edwin S Shneidman
- Beyond the Blues: A Workbook to help Teens Overcome Depression, by Lisa M Schab, LCSW
- When Nothing Matters Anymore: A Survival Guide for Depressed teens, by Bev C Cobain R.N
- Dying to Be Free: A Healing Guide for families After a Suicide, by Beverly Cobain
- For Colored Boys Who Have Considered Suicide When the Rainbow is Still Not Enough: Coming of Age, Coming Out, and Coming Home, by Keith Boykin
- Depression: My Battle –A Young Man’s Journey from Hopeless to Hopeful, by Jacob Reimer

Novels written for young people that address depression, suicide and anxiety:
- Thirteen Reasons Why, by Jay Asher
- The Burn Journals, by Brent Journals
- The Astonishing Adventures of Fanboy and Goth Girl, by Barry Lyga
- It’s Kind of a Funny Story, by Ned Vizzini
- Freaks Like Us, by Susan Vaught
- Wintergirls, by Laurie Halse Anderson
- The Evolution of Mara Dyer (The Mara Dyer Trilogy), by Michelle Hodkin
- The Unbecoming Mara Dyer (The Mara Dyer Trilogy), by Michelle Hodkin
- The Retribution of Mara Dyer (The Mara Dyer Trilogy), by Michelle Hodkin
- Impulse, by Ellen Hopkins
- Freaking Out: Real-life Stories About Anxiety, by Polly Wells
- Cut, by Patricia McCormick
- Will Grayson, Will Grayson, by John Green
- The Impossible Knife of Memory, by Laurie Halse Anderson
- The Unbound (An Archived Novel) (The Archived Novel) (The Archived) by Victoria Schwab
- Something Like Normal, by Trish Doller
- The Nature of Jade, by Deb Caletti
- Crazy, by Amy Reed
- Hold Still, by Nina LaCour
- Goth Girl Rising, by Barry Lyga
WANTED!
Any and all overdue books, CDs or other materials loaned to you by ECAC’s Lending Librarian. Many of our items have wait lists and someone may be waiting to checkout the item you have. If you need a new mailing envelope to return items to us or even need to let us know that somehow an item has been lost, just let us know by contacting Shandra Umazar, ECAC Librarian, 800-962-6817 ext. 313.

Thank You!
...for the books and other items recently donated to the ECAC Lending Library by Kim Fields of Autism Asperger’s Digest. ECAC welcomes donations of current items and titles. Your donations enrich access to current information and each is greatly appreciated by parents, families, educators and other professionals and by ECAC.

Rabbit on the Swim Team
Author unknown

Once upon a time, the animals decided they should do something meaningful to meet the problems of the new world. So they organized a school. They adopted an activity curriculum of running, climbing, swimming and flying. To make it easier to administer the curriculum, all the animals took all the subjects.

The duck was excellent in swimming; in fact, he was better than his instructor. But he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to drop swimming and stay after school to practice running. This caused blisters on his webbed feet, so that he was only average in swimming. But average was quite acceptable, so nobody worried about that - except, of course, the duck. The rabbit started at the top of his class in running, but developed a nervous twitch in his leg muscles because of so much make-up work in swimming.

The squirrel was excellent in climbing, but he encountered constant frustration in flying class because his teacher made him start from the ground up instead of from the treetop down. He developed “charlie horses” from over-exertion and so only got a C in climbing and a D in running.

The eagle was a problem child and was severely disciplined for being a non-conformist. In climbing classes he beat all the others to the top of the tree, but insisted on using his own way to get there.

The obvious moral of this story is that each creature, as each person, has their own set of capabilities in which they will naturally excel - unless they are expected or forced to fill a mold that doesn’t fit. A duck is a duck and only a duck. It is built to swim, not to run or fly or climb. Eagles are beautiful birds in the air but not in a foot race, the rabbit will win every time unless, of course, the eagle gets hungry.

Cultivate your own capabilities and your own style. Appreciate the members of your family for who they are, even though their outlook or style may be vastly different from your own. Remember, rabbits don’t fly, eagles don’t swim, ducks look funny trying to climb and squirrels don’t have feathers. Stop comparing. There’s plenty of room in the forest for everyone.
Help us save time, money and the planet!

Stay Connected and Be Informed!

ecac, the exceptional children’s assistance center, is a private non-profit parent organization committed to improving the lives and education of ALL children through a special emphasis on children with disabilities.

ecac affirms the right of all individuals, from all backgrounds and cultures, with or without disabilities, to an appropriate education and other needed services. We seek to make that right a reality by providing information, education, outreach, and support to and for families with children across the state of North Carolina.

In an effort to more effectively utilize ECAC’s resources AND help our planet, we encourage readers to subscribe and receive NewsLine electronically. In addition to NewsLine, readers can receive ECACOnline, our monthly electronic publication, and other timely notifications from us via email. You may subscribe/unsubscribe on our website at www.ecac-parentcenter.org. If you have questions or concerns, call Cheryl at 1-800-962-6817, ext. 314.

This publication was prepared as a part of Project No. H328M100018 from the U.S. Department of Education, Office of Special Education Programs, Department of Personnel Preparation. The information contained herein does not necessarily reflect the Education Department's position or policy.

NC Public Schools - Exceptional Children Division
http://ec.ncpublicschools.gov/
The mission of the Exceptional Children Division is to ensure that students with disabilities develop intellectually, physically, emotionally, and vocationally through the provision of an appropriate individualized education program in the least restrictive environment. Check out their website for the most current news, special education forms and more.

Be Early! - North Carolina Infant-Toddler Program
www.beeearly.nc.gov
The North Carolina Early Intervention Branch (NCEI) is a part of the N.C. Division of Public Health and is the lead agency for the N.C. Infant-Toddler Program (ITP). The Infant-Toddler Program provides supports and services for families and their children, birth to three who have special needs. Research shows that this time period is critical and beginning services early helps to make a positive difference in how a child develops and learns. Sixteen Children’s Developmental Services Agencies (CDSAs) across North Carolina work with local service providers to help families help their children succeed.

The Center on Technology and Disability (CTD)
www.ctdinstitute.org
Formerly funded as the Family Center on Technology and Disability (www.fctd.info), CTD is funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to increase the capacity of families and providers to advocate for, acquire, and implement effective assistive and instructional technology (AT/IT) practices, devices, and services. Both sites have lots of great information for parents and educators.

Stay Connected and Be Informed!

Stay Connected and Be Informed!

NC Public Schools - Exceptional Children Division
http://ec.ncpublicschools.gov/
The mission of the Exceptional Children Division is to ensure that students with disabilities develop intellectually, physically, emotionally, and vocationally through the provision of an appropriate individualized education program in the least restrictive environment. Check out their website for the most current news, special education forms and more.

Be Early! - North Carolina Infant-Toddler Program
www.beeearly.nc.gov
The North Carolina Early Intervention Branch (NCEI) is a part of the N.C. Division of Public Health and is the lead agency for the N.C. Infant-Toddler Program (ITP). The Infant-Toddler Program provides supports and services for families and their children, birth to three who have special needs. Research shows that this time period is critical and beginning services early helps to make a positive difference in how a child develops and learns. Sixteen Children’s Developmental Services Agencies (CDSAs) across North Carolina work with local service providers to help families help their children succeed.

The Center on Technology and Disability (CTD)
www.ctdinstitute.org
Formerly funded as the Family Center on Technology and Disability (www.fctd.info), CTD is funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to increase the capacity of families and providers to advocate for, acquire, and implement effective assistive and instructional technology (AT/IT) practices, devices, and services. Both sites have lots of great information for parents and educators.

Help us save time, money and the planet!

Stay Connected and Be Informed!

ecac, the exceptional children’s assistance center, is a private non-profit parent organization committed to improving the lives and education of ALL children through a special emphasis on children with disabilities.

ecac affirms the right of all individuals, from all backgrounds and cultures, with or without disabilities, to an appropriate education and other needed services. We seek to make that right a reality by providing information, education, outreach, and support to and for families with children across the state of North Carolina.

In an effort to more effectively utilize ECAC’s resources AND help our planet, we encourage readers to subscribe and receive NewsLine electronically. In addition to NewsLine, readers can receive ECACOnline, our monthly electronic publication, and other timely notifications from us via email. You may subscribe/unsubscribe on our website at www.ecac-parentcenter.org. If you have questions or concerns, call Cheryl at 1-800-962-6817, ext. 314.

This publication was prepared as a part of Project No. H328M100018 from the U.S. Department of Education, Office of Special Education Programs, Department of Personnel Preparation. The information contained herein does not necessarily reflect the Education Department's position or policy.

Help us save time, money and the planet!

Stay Connected and Be Informed!

ecac, the exceptional children’s assistance center, is a private non-profit parent organization committed to improving the lives and education of ALL children through a special emphasis on children with disabilities.

ecac affirms the right of all individuals, from all backgrounds and cultures, with or without disabilities, to an appropriate education and other needed services. We seek to make that right a reality by providing information, education, outreach, and support to and for families with children across the state of North Carolina.

In an effort to more effectively utilize ECAC’s resources AND help our planet, we encourage readers to subscribe and receive NewsLine electronically. In addition to NewsLine, readers can receive ECACOnline, our monthly electronic publication, and other timely notifications from us via email. You may subscribe/unsubscribe on our website at www.ecac-parentcenter.org. If you have questions or concerns, call Cheryl at 1-800-962-6817, ext. 314.

This publication was prepared as a part of Project No. H328M100018 from the U.S. Department of Education, Office of Special Education Programs, Department of Personnel Preparation. The information contained herein does not necessarily reflect the Education Department's position or policy.

907 Barra Row
Suites 102/103
Davidson, NC 28036

Parent Information Line: 1-800-962-6817

CHANGE SERVICE REQUESTED