ecac believes that...

- Every child brings unconditional love, opportunities, and challenges to their families.
- Every child’s family, whether created by birth or choice, should have access to needed supports.
- Every child contributes to our society and some children challenge us to be better people.
- Every child should live in a community that contributes resources to the health, education, and well-being of ALL children.
- Every child deserves to be both an understood student and a valued teacher.
- Every child should live in an accessible world.
- Every child should have friends and opportunities to see them.
- Every child should recognize that different is NOT bad and that all people have unique gifts and talents.
- Every child deserves a future that is based on high expectations not limitations.
- Every child deserves to become an adult with skills, knowledge, choices, friends, love and a meaningful life.

because we believe, ecac...

- Educates and empowers parents to effectively advocate for their children;
- Teaches families how to communicate with professionals and negotiate the IEP Process and other complicated service delivery systems;
- Informs families about their children’s rights to an education and other legal protections;
- Teaches educators and medical professionals how to work more effectively with families;
- Informs policymakers about the importance of special education and other needed services;
- Educates and supports parent leaders;
- Maintains a network of volunteers to support families; and
- Raises community awareness about the value and importance of educating and including ALL children.
A note... from Mary LaCorte, ECAC Assistant Director and PTI Director

Through the years we have worked with and come to know many parents and families in NC. We celebrated with them as milestones were reached and barriers overcome. This year we tearfully and joyfully celebrated the lives of two remarkable young ladies who each changed the world in their own unique ways.

**Rebecca “Becky” Jean Sisco** passed away on May 21, 2013, her 27th Birthday. Becky’s Mom is Grace Sisco, ECAC’s Business Manager.

Becky had many on-line friends and was connected to other young people with Osteogenesis Imperfecta (OI) throughout the United States. She graduated from Lake Norman High School in 2004, was a lifetime member of the Girl Scouts, receiving the Girl Scout Gold Award for her Transition to Adulthood project. Becky also carried the Olympic torch for the SLC Winter Games in 2002 and traveled the USA visiting 47 states. We will miss her whizzing through the halls of ECAC in her power wheelchair and the way she could roll her eyes like no one else!

**Emily Jane Espinola**, 27, of Greensboro died unexpectedly after a brief illness on December 18, 2013. Emily’s Mom is Mary Espinola, ECAC Family Specialist for the NC statewide Deaf-Blind Project.

Emily was a sweet and gentle soul whose small triumphs lifted the spirits of all who knew her. Emily graduated from Gateway Education Center in Greensboro and was active in her church and community. She was blessed with an extensive community of caring friends, supportive teachers, and nurturing caregivers.

We thank Becky and Emily’s families for sharing them with us. It was a privilege for us to know them and because of their strength and courage, we and the world will never be the same.

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**Donating to ECAC is easy!**

1. **Online**: Donate securely online by going to [www.ecac-parentcenter.org](http://www.ecac-parentcenter.org). Click on the orange Make a Donation arrow. This page includes links for 2 secure sites: JustGive and PayPal *(Note: You do not need to have a PayPal account to make a donation to ECAC through PayPal with your credit card)*

2. **Credit card donation via telephone**: Contact Grace Sisco, ECAC Business Manager, during business hours at 1-800-962-6817, ext. 311.

3. **Personal check**: Make check payable to ECAC and send to: ECAC, 907 Barra Row, Suites 102/103, Davidson, NC 28036

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**Your support is greatly appreciated and ALL donations are tax deductible!**

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Don’t forget to visit us at [www.ecac-parentcenter.org](http://www.ecac-parentcenter.org)
A Message from:

William J. Hussey, Director
Exceptional Children Division
Public Schools of North Carolina

I am now in my 10th month as the new State Director for Exceptional Children Services. I can no longer use the “new guy” card but my learning curve is still very steep and after 30 years in the business it is amazing what I don’t know about the world of special education.

On April the 10th we are going to have a stakeholder Summit Meeting. The purpose of the meeting is to develop a common mission and vision for all stakeholders in NC. Another issue to be addressed is to create new communication pathways, both formal and informal. The dialogue within these pathways needs to be proactive, addressing concerns, when it is possible, before they become problems. The dialogue also needs to be open and transparent so that when there are unresolved concerns, all of the information is on the table for review and discussion.

Also, the EC Division has developed a three year Strategic Plan. One of the goals addresses the increase of effective communication. This effective communication includes more joint participation by parent and advocacy groups in the design and implementation of professional development. It also includes more participation by parents in task specific groups such as review of the IEP forms and processes, changing the definition of Significant Learning Disabilities, and looking at the Occupational Course of Study programming.

I wanted to take a moment and provide an update on Read to Achieve. The legislation has created a great deal of angst. At this point in time the legislature is reviewing the bill and we have been asked to help look at the wording related to Children with Disabilities. The Exceptional Children Division is trying to include as many Special Education children as possible in the good cause exemption, keeping them from being retained. But, we are trying to balance that with also maintaining a high level of accountability for our students. I will keep you informed as the legislation moves forward.

Prior to coming to DPI, I helped develop a parent liaison position in my district. The idea was to educate all families about their child’s IEP and also about Special Education and its’ implementation within a school system structure. My belief was then and is now, that the more parents know the better they can navigate their individual situation and also understand the bigger picture. That doesn’t mean that people will always agree but if there is a disagreement, at least everyone understands the context surrounding the problem – which leads to conversation and usually to a means to resolve the problem.

I am not a person who looks through rose colored glasses, so I do not believe that the changes we are addressing will be an easy task, but I do believe that things can get much better. With all of the other changes occurring in education in our state it becomes even more of an imperative that we start a real conversation. I have a little over five years left before I retire and though I have several other things I also hope to accomplish, being able to initiate a working, honest two way channel of communication throughout special education in North Carolina is my primary goal.

Contact info:
Exceptional Children Division,
Public Schools of NC
http://ec.ncpublicschools.gov
919-807-3969
Court Prioritizes Parent Participation in IEP Meeting

by Chris Trottier, Senior Attorney, and Elaine Whitford, Director of Development, Disability Rights North Carolina

For years, parents and schools have agreed that the IDEA requires parental participation in the IEP process. In June, the Ninth Circuit Court of Appeals ruled that school systems must prioritize the parent’s participation at an IEP meeting over the administrative hassle of coordinating the schedules of the school representatives. The court held that an IEP meeting may proceed without the parent only when the parent affirmatively refused to attend, the school is unable to convince the parents that they should attend, or accommodating the parent’s schedule would do more harm to the student’s interest than the lack of parent participation in the IEP process. Doug C. v. Hawaii Dept. of Educ., __F.3d__ (9th Cir. June 13, 2013). The court also held that the parent’s participation in the IEP takes priority over the procedural requirement that the IEP team meet before the annual IEP review date passes.

**Background**

Since fifth grade, Spencer, a student diagnosed with autism, had been placed at a private special education facility at the expense of the school district. When Spencer was 15 years old, the district held his annual IEP meeting without his parent even though his parent had not refused to attend. The date of the IEP meeting had been scheduled and rescheduled several times between September and November, each time at the request of the parent. The annual review date of the IEP was approaching and the school insisted that the IEP meeting be held before the annual review date, but the parent rejected the date proposed by the school and proposed a date after the annual review date. The school district held the IEP meeting as originally scheduled without the parent on the belief that the student would be denied FAPE if the IEP “expired”. The parent had rejected suggestions to participate by phone or the Internet because he wanted to be physically present at his son’s IEP meeting. Without the parent, child, or a representative from the private school, the IEP team changed Spencer’s placement for the first time in six years from a private school to the public high school. The team held a follow-up IEP meeting one month later with the parent attending, but the parent rejected the IEP in its entirety because he had been excluded from developing the IEP at the earlier meeting.

The parent, Doug C., filed a request for a due process hearing. The administrative hearing officer rejected the parent’s argument, finding that the school district did not deny Spencer a FAPE. The parent appealed to the district court, which affirmed the hearing officer’s opinion, holding that the parent failed to show that the district violated its statutory duty to ensure that he was afforded an opportunity to participate at the IEP meeting. The parent then appealed to the Circuit Court.

1 **What Does This Decision Mean for Parents in North Carolina?**

The U.S. Courts of Appeals are federal appellate courts – one step below the U.S. Supreme Court and one step above federal district courts. The Courts of Appeals are divided into eleven circuits. The Doug C. opinion must be followed in the states covered by the Ninth Circuit, which include states on or near the Pacific coast. North Carolina is covered by the Fourth Circuit Court of Appeals.

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While the Doug C. opinion would be considered to be persuasive, there is no guarantee that the Fourth Circuit would rule the same way given the same set of facts.

So what can a parent of a student with a disability in North Carolina take away from the Doug C. opinion?

**Scheduling IEP Meetings**
The decision underscores the importance of the parent’s participation in IEP meetings and the development of the IEP as an essential element of FAPE. The fact that it may have been frustrating to schedule meetings with a parent whose availability was limited did not excuse the school’s exclusion of the parent from the meeting. The IDEA requires the school to include the parent in the IEP meeting when he expressed his willingness to attend, albeit at a later date. Furthermore, the Court stated that the school system cannot prioritize the schedules and attendance of school staff over the attendance of the parent.

While the court prioritized the parent’s schedule over the school representatives’ schedules, it cited an earlier case where it held that the school can proceed without the parent when “accommodating a parent’s schedule would do more harm to the student’s interest than proceeding without the parent’s presence at the IEP.” In that case, the student was new to the school and had no IEP at all. In the Doug C. case, the parent had proposed an alternative date which fell a few days after the IEP annual review date.

Parents in North Carolina should continue to adhere to a certain level of cooperation and reasonableness when working with school representatives to schedule the IEP meeting. It is unlikely that a court would approve of a parent stalling the process of scheduling an IEP meeting for weeks without providing available dates. When a parent cannot attend, the school system can offer other methods of participation such as video or teleconferencing. However, if the parent prefers to attend the meeting in person, the school must work with the parent to schedule the meeting at a time when the parent can attend.

**Conflicting IDEA Requirements and Compliance Deadlines**
The Court in Doug C. found nothing in the IDEA or other law to support the school’s position that it could not provide any services for a student whose annual IEP review is overdue. An IEP is not like the Cinderella story where everything good disappeared on the final stroke of midnight. Services must continue even if the IEP annual date has passed.

When procedural rules conflict (in this case parental participation and timely annual review of the IEP), the Court required the school system to make a reasonable determination of which course of action promoted the purposes of the IDEA and was least likely to result in the denial of a FAPE. The Court pointed out that the failure to hold the IEP annual meeting within the 12-month period did not deny a student a FAPE when the meeting would have occurred within a few days after the annual deadline and the school continued to provide services.

**Follow-Up IEP Meetings**
The Court rejected the school district’s argument that there was no violation because a follow-up IEP meeting was held with the parent. The Court stated that the after-the-fact IEP meeting did not remedy the school system’s initial meeting at which the new IEP was produced without the participation of the parent.
EVERY child can learn and make progress.

The steps of the IEP Process must be followed in the correct order.

The “I” in IEP stands for individualized. Your child’s IEP must reflect your child.

The IEP should be specific, detailed and easily understandable by anyone – even someone who is not a member of the current IEP Team.

Special Education is NOT a place. Special Education is the supports and services your child receives through his or her IEP.

On the IEP, Placement is NOT a location. Placement is the amount of time spent with special education services.

Statements about your child’s Present Level of Academic Achievement and Functional Performance are critical parts of the IEP. They must be crystal clear and accurate. Goals need to be logical, measurable, and relevant to your child.

The IEP Team should work together to reach a consensus. There is NO voting!

Stay focused! Don’t get sidetracked.

Parents are the constant – providing continuity to an ever-changing IEP Team.

Lack of money and/or other resources does not exempt a school district from providing what a child needs.

Don’t leave the meeting without a copy of your child’s IEP!

Use ECAC’s IEP Checklist to get ready for your child’s next IEP meeting.
8 Sentence Starters for Effective Communication with Teachers
from the National Center for Learning Disabilities (www.NCLD.org), written by Geri Coleman Tucker

Sometimes it’s not what you say but how you say it. If you want to effectively communicate with your child’s teacher, try these sentence starters.

1. “I’m concerned about my child’s...”
Saying “I’m concerned about my child’s progress in math” is a lot less confrontational than saying, “You need to do more to help my son with math.” Using “I” statements instead of “you” statements can let the teacher know that you want to work together as partners and that you’re not playing the blame game.

2. “Help me understand...”
Even in moments when you disagree with a teacher, saying “Help me understand” is a constructive way to move a conversation forward. It also makes it clear that you’re listening and engaged.

3. “What was the goal of this assignment?”
It’s important to make sure you and the teacher are working toward the same goals. Clarifying those goals is key. It’s also important to emphasize that you share those goals. A good follow-up to this question would be to ask, “Do you have any suggestions for other activities my child could do to work on those skills?”

4. “Have you considered...”
This is a polite way to share information the teacher might not know. It’s also a good way to ask questions without making the teacher feel defensive.

5. “I’ve noticed...”
This phrase allows you to share information and respectfully acknowledge that parents and teachers often see children from different perspectives. For example, you could say, “I’ve noticed my child can retell a story with more detail after she reads it aloud. Are there opportunities for reading aloud during classroom reading instruction?”

6. “It seems as if my child has a harder time doing _____ when _____."
Seems and appears are useful words when trying to reach a shared understanding about a child’s strengths and needs. These words allow you to present your take on the situation without making a harmful or incorrect assumption. For example, you could say, “It seems as if my child has a harder time showing what he knows when the worksheets mix operations” or “He appears to not complete homework when the assignments involve multi-part directions.”

7. “Her IEP provides her with __________ accommodations. How does that look in the classroom?”
This is a good way to ask about accommodations without accusing the teacher of failing to provide them. Remember the goal is to work together. Try to avoid making assumptions that could damage your relationship.

8. “What can I do to help?”
Teachers have a classroom full of students. These five words let the teacher know you’re willing to play a role in your child’s education rather than just leaving it up to her.

Geri Coleman Tucker is a freelance writer and editor and a former deputy managing editor for USA Today. She also writes the Asperger Ascent blog. Tucker is based in the Washington, DC, area.
North Carolina now has two voucher programs that provide public money to some families that send their children to private schools.

- **Special Education Scholarship Grants for Children with Disabilities** reimburse certain families whose children receive special education and/or related services in either a private school or home school.

- **Opportunity Scholarships** provide tuition support for certain families whose children are enrolled in private schools.

Both programs are administered by the North Carolina State Education Assistance Authority (www.ncseaa.edu), which can provide more information.

### Special Education Scholarship Grants for Children with Disabilities

The grants for children with disabilities are up to $3,000 per semester. In order to qualify, the child must meet all of the following criteria:

- be under age 22,
- require an IEP,
- receive special education or related services on a daily basis,
- not have been placed in a private school by the local school district,
- not have obtained a high school diploma or attended post-secondary school on a full-time basis, and
- be enrolled in a nonpublic school for at least 75 days in a semester, or homeschooled and receiving special education or related services for at least 75 days in a semester.

Children must also meet one of the following criteria:

- have been enrolled in public school the previous semester, or
- have received a grant for the previous semester, or
- is eligible for enrollment in kindergarten in a public school.

The grants cover tuition and the cost of special education and related services. The money is paid after the expenses are incurred, upon the parents’ proof of the money spent. Thus, this program will only benefit parents that can pay for the expenses and wait to be reimbursed. There are no income limits for families to be eligible. For fiscal year 2013-14, the General Assembly appropriated $3,670,500 for the grants, meaning that about 1,225 grants can be made available. They are made on a first-come, first-served basis.

### Opportunity Scholarships

These scholarships, available to certain children enrolled in private schools, pay up to $4,200 per year to cover tuition costs. The first scholarships will be available for the 2014-15 school year. In the first year, the child’s family income must be less than the qualification for the free and reduced-price lunch program (about $43,500 for a family of four). In the following year, the income limit moves up to 133% of the federal lunch program (about $58,000 for a family of four). Applications for the first year will be taken beginning February 1, 2014.

In the first year, the only qualification other than income is that the student have attended a NC public school during the spring of 2014. In the following year, students entering kindergarten or first grade can be eligible. Once the program gets going, priority will be given to children who have already received a scholarship. The General Assembly has appropriated $10 million for the first year of the program, meaning about 2,400 students will be able to get scholarships.

**NOTE:** At the time of printing, the Opportunity Scholarship voucher program has been halted by a NC superior court judge. As a result, the program will not go into effect as planned for the 2014-15 school year. The program for students with disabilities is not halted. Stay tuned!
BULLYING is a concern for EVERYONE!

A teacher in New York was teaching her class about bullying and gave them the following exercise to perform. She had the children take a piece of paper and told them to crumple it up, stomp on it and really mess it up but do not rip it. Then she had them unfold the paper, smooth it out and look at how scarred and dirty it was. She then told them to tell it they’re sorry. Now even though they said they were sorry and tried to fix the paper, she pointed out all the scars they left behind. And that those scars will never go away no matter how hard they tried to fix it. That is what happens when a child bullies another child, they may say they’re sorry but the scars are there forever. The looks on the faces of the children in the classroom told her the message hit home.

Bullying is a concern for EVERYONE! ECAC has a variety of resources about bullying on our website, www.ecac-parentcenter.org. Look under the Information and Resources section under the Parent Training and Info Center tab.

Benefits of the voucher programs

- Give some families financial help with the cost of private school
- Give some families a choice to attend private (including religious) school
- Give some families a chance to escape a school they feel is not adequately educating their children

Concerns about the voucher programs

- Use taxpayer money to support a few (about 3,000 out of 1.5 million) children who attend private school, taking that money away from the public school system
- Allow taxpayer money to support private religious schools and other schools that are not accountable to the public
- Result in students waiving their rights, because the laws protecting students, especially students with disabilities, do not cover children in private school

More about these programs can be found through the resources listed below. Please note that there are differing opinions about the programs.

- National Conference of State Legislatures: www.ncsl.org
- National Education Association: www.nea.org
- Council on Exceptional Children: www.cec.org
- A report on the characteristics of private schools in North Carolina can be found at http://law.duke.edu/childedlaw/resources/
- Parents for Educational Freedom in North Carolina: www.pefnc.org

If more families apply than can be served, a random lottery will be used to choose recipients.

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Tools You Can Use To Help Your Child Become a Better Reader

Reading is a huge part of our everyday life. Words are everywhere. It is the way we communicate with others, make decisions about what we buy, understand directions, enjoy books and learn more about the world. ECAC has resources you can use to help you understand the process your child is likely to go through in learning how to read and how you can help your child become a better reader. Please visit our website at www.ecac-parentcenter.org to view the full list of materials. You can download the handouts or receive them by calling us at 1-800-962-6817.

Resources include:

Questions to Ask...
When you are the parent of a child who struggles in reading or math you need specific information to support your child’s educational process. Use these tools to help you get the information you need to partner with your child’s teacher.

- Questions Parents Can Ask...About Reading Improvement
- Questions Parents Can Ask...About Spelling, Writing and Testing
- Questions Parents Can Ask...About Math

Other Informational Handouts
- Questions to Ask Your Child About Books and Stories They Read.
- Reading Homework Tips for Parents
- What Helps Struggling Readers
- Five Components of Reading Instructions
- Internet Literacy Resources
- Using Music and Song to Encourage Literacy

Activities You Can Do at Home
- Building Literacy into Everyday Activities
- Sight Word Lists and Activities
- Home Reading Activities

Funding has been provided by The North Carolina State Improvement Project, Public Schools of North Carolina, Exceptional Children Division.
The NC Family to Family Health Information Center has a tool that has proven to be quite useful for families of children and youth with special health care needs...The Care Notebook.

A Care Notebook is an organizational tool to help you keep track of important information about your child’s health care. In caring for your child with special health needs and/or disabilities, you may get information and paperwork from many sources. A Care Notebook helps you organize the most important information in a central place. It also makes it easier for you to find and share key information with others who are part of your child’s care team.

**The Care Notebook may be used to:**

- File information about your child’s health history
- Track changes in your child’s medicines or treatments
- List telephone numbers for health care providers and community agencies
- Prepare for appointments
- Share information with your child’s primary doctor, public health or school nurse, daycare staff and others caring for your child

Visit our website [www.ecac-parentcenter.org](http://www.ecac-parentcenter.org), look under Family to Family Health Center tab to download the electronic version available in English and Spanish.

To order hard copies or cds email the NC Family to Family Health Information Center at: hic@ecacmail.org
The Concept of Multiple Intelligence presumes that all Children are smart, just in different ways.

This theory was developed in 1983 by Dr. Howard Gardner, a professor of education at Harvard University. It suggests that the traditional view of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults and open the door to different ways of teaching and learning.

While some experts take issue with Gardner’s concept, it can be a helpful way to become clearer how children are smart. That understanding helps everyone in the child’s life—regular and special education teachers, related service specialists and families—figure out how to differentiate instruction at school, at home and in the community.

One of the most remarkable features of the theory of multiple intelligences is how it provides eight different potential pathways to learning. If your child’s teacher is having difficulty reaching her or him in the more traditional ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to help your child learn.

1. **Word Smart (Linguistic Intelligence)**
   - Likes words and writing
   - Spins tall tales and/or tells jokes, stories
   - Has a good memory for names, places, dates or other trivia
   - Enjoys reading books in spare time (including listening to recorded books)
   - Spells words accurately and easily
   - Appreciates nonsense rhymes and tongue twisters

2. **Number or Reasoning Smart (Logical-Mathematical Intelligence)**
   - Likes numbers and logic
   - Computes math problems quickly in one’s head
   - Enjoys using computers
   - Asks questions such as “Where does the universe end?” “What happens after we die?” and “When did life begin?”
   - Plays chess, checkers, or other strategy games and wins
   - Reasons things out logically and clearly
   - Invents experiments to test out things that are not understood
   - Spends lots of time working on logic puzzles such as Rubik’s cube

3. **Picture Smart (Spatial Intelligence)**
   - Likes pictures
   - Spends free time engaged in arts and crafts activities
   - Reports clear visual images when thinking about something
   - Easily reads maps, charts and diagram
   - Draws accurate representations of people or things
   - Likes to use movies, slides, or photographs to understand things and concepts
   - Enjoys doing jigsaw puzzles or mazes
   - Daydreams a lot

4. **Body Smart (Bodily-Kinesthetic Intelligence)**
   - Does well in competitive sports
   - Moves, twitches, taps or fidgets while sitting in a chair
   - Engages in physical activities such as swimming, biking, hiking or skateboarding
   - Touches people when talking to them
   - Enjoys scary amusement rides
   - Demonstrates skills in crafts like woodworking, carving and sewing
5. **Music Smart (Musical Intelligence)**
   - Drawn to music
   - Plays a musical instrument
   - Remembers melodies of a song
   - Can tell when a musical note is off-key
   - Likes to have music on in order to study
   - Collects CDs
   - Sings songs to self
   - Keeps time rhythmically to music

6. **People Smart (Interpersonal Intelligence)**
   - Likes social experiences
   - Has lots of friends
   - Socializes a great deal at school and/or around the neighborhood
   - Is “streetwise” and understands and responds appropriately to the culture of the neighborhood
   - Gets involved in after-school group activities
   - Enjoys playing group games with others
   - Has lots of empathy for the feelings of others

7. **Self Smart (Intrapersonal Intelligence)**
   - Engages in self-reflection
   - Displays a sense of independence and/or a strong will
   - Reacts with strong opinions when controversial topics are being discussed
   - Likes to be alone to pursue some personal interest, hobby or project
   - Has a deep sense of self-confidence
   - Marches to the beat of a different drummer in his or her own style
   - Motivates themselves to do well on independent study projects

8. **Nature Smart (Naturalist Intelligence)**
   - Likes experiences in the natural world
   - Creates observation notebooks of various environmental events, objects, or situations
   - Describes changes in local or global environments
   - Cares for pets, wildlife, gardens or parks
   - Uses binoculars, telescopes, or magnifiers to understand their environment
   - Draws or photographs natural objects to represent how they understand and see the world

**Ways for parents and teachers to gather information about how kids are smart:**

1. Observe and make notes of your child’s or student’s preferences and strengths while they are engaged in different activities and ways of learning.

2. Observe, record and discuss occasions when students behave in ways that are different to what is expected.

3. Talk with children and/or their families about child’s strengths, interests and preferences.

For more information, please contact: [www.thomasarmstrong.com](http://www.thomasarmstrong.com)
In today’s high stakes educational environment, there is often little time to spare in classrooms. Teaching is often fast-paced and targeted while time for creativity and reflection can be limited. The amount of time that an educator waits for a response from a child is often referred to as “wait time.”

When a teacher poses a question to the whole class, many eager hands go up in the air to be the first to answer while some students try to avoid eye contact and sink in their chair. The amount of time that it takes to process information and formulate a response varies from child to child. Children with sensory impairments, cognitive challenges, and those from linguistically diverse backgrounds often require more time to analyze questions and formulate appropriate responses. When these children do not have the benefit of additional time, the consequences can be decreased confidence, withdrawal, and lack of self-esteem.

Below are some strategies to consider that incorporate a greater amount of time for children to process information before having to provide a comment or answer:

- Write a question on the board or flip chart and read it aloud. Allow the students an adequate amount of time to think of an answer. Ask them not to raise their hand, but write the answer on a piece of paper. When time has expired, ask for volunteers to answer the question.

- Write several questions on individual pieces of paper and distribute amongst the students. Each student will have their own question to answer. Provide an adequate amount of time for processing and formulating a response. Call on individual students to read-aloud their question and answer. You can also modify this activity by selecting specific questions for individual children based on their ability.

- Write several questions on a sheet of paper and distribute among students. Vary the difficulty of the questions. Ask the students to select one of the questions to answer and then provide time for them to formulate a response. Ask for volunteers to read their chosen question and response.

- Ask students to come up with their own questions based on the content and topic. Have them write their top three questions on a paper and choose one of them to answer for the Q&A session. Give them time to work and then provide an opportunity to share with their peers.

Dr. Temple Grandin, who has Autism

The other teachers and professionals at the school wanted to discourage my weird interests and make me more normal, but Mr. Carlock took my interests and used them as motivators for doing schoolwork.

**Build from Strength**

The other teachers and professionals at the school wanted to discourage my weird interests and make me more normal, but Mr. Carlock took my interests and used them as motivators for doing schoolwork.
ECAC’s combined libraries have more than several thousand titles available to lend to NC parents and families, young children, students, 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**

**SPANISH BOOKS:**
- Una Mente Diferente/ A Mind Apart, by Peter Szatmari
- Jugando y aprendiendo juntos: Modelo de intervencion didactico para Favorecer el desarrollo de ninos y ninas con syndrome de Down, by Josefina Sanchez Rodriquez
- Trastorno De Deficit De Atencion E Hiperactividad, by S. Smith
- El Manual del Autismo, by Jack E. George
- Mi hijo va a ser feliz, by Amalia Tomlinson
- A No puedo estar quieto, by Pam Pollack
- Eres genial como eres, by Elisabeth Hartley-Brewer

**LITERACY:**
- The Book Whisperer: Awakening the Inner Reader in Every Child, by Donalyn Miller
- Cowboys Count, Monkeys Measure, & Princesses Problem Solve: Building Math Skills Though Storybooks, by Jane Wilburne Ed.D.
- Blast off to Reading – 50 Orton-Gillingham Based Lessons for Struggling Readers and those with Dyslexia, by Cheryl Orlassino, 2013

**PARENTING:**
- Grandparents as Parents, Second Edition, by Sylvie de Toledo LCSW

**SENSORY:**
- The Sensory Child Gets Organized, by Carolyn Dalgliesh

**EDUCATION:**
- Getting the Most Out of IEP’s, by Colleen Thoma Ph.D.

**SOCIAL SKILLS:**
- The Bullying Workbook for Teens, by Raychelle Cassada Lohmann MS LPC

**TRANSITION:**
- Life Beyond the Classroom, Fifth Edition Transition Strategies for Young People with Disabilities, by Paul Wehman Ph.D.

**AUTISM:**
- The Autism Transition guide – Planning the Journey from School to Adult Life, by Carolyn Thorwarth Bruey, and Mary Beth Urban, 2009
- The Oasis Guide to Asperger Syndrome-Advice, Support, Insight, and Inspiration, by Patricia Romanowski Bashe, M.S.Ed. and Barbara L. Kirby, 2005
- The Verbal Behavior Approach, How to Teach Children with Autism and Related Disorders, by Mary Lynch Barbera, 2007

**SELF ADVOCACY:**
- Find a Way or Make a Way, by William Edgar McCraney, 2011

**KATY CLARK CHILDREN’S LIBRARY:**
- My book full of Feelings, by Amy Jaffe and Luci Gardner, 2005

**PRESCHOOL-EARLY INTERVENTION:**
- The Happiest Baby Guide to Great Sleep, Simple solutions for kids from birth to 5 years, by Harvey Karp, M.D. 2012

**DEAF-HARD OF HEARING:**
- School Professionals Working with Children with Cochlear Implants, by Patricia Chute, Mary Ellen Nevins 2006

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Our mission

cac, 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.

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. Eighteen Children’s Developmental Services Agencies (CDSAs) across North Carolina work with local service providers to help families help their children succeed.

Assistive Technology (AT) Works!
www.fctd.info
Learn about AT and the Family Center on Technology and Disability (FCTD). Funded by the U.S. Department of Education’s Office of Special Education Programs, the FCTD provides a wide range of resources on assistive technology, including introductory fact sheets and training materials and in-depth discussions of best practices and emerging research. Set some time aside each day to review an FCTD resource. Before you know it, you’ll know a lot more about assistive technology and the ways in which it can improve the life of your child or your student.

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.

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