

The Exceptional Times

April 2015

Inside This Issue

◆ Note from Sam	1
◆ Behavior Support	2
◆ Fun / Brain Page	3
◆ AT & AU Team	4
◆ TeachED	5-6
◆ Professional Development	7
◆ Autism Awareness	8
◆ OT	9
◆ Easy IEP	10
◆ Process	11-14



A publication for Exceptional Children's personnel in
Winston-Salem Forsyth County Schools

A Note From Sam....

We are so proud of all of our heroes at Lowrance and Hanes! They have all kept such a positive attitude in making sure our EC students are taken care of! A BIG THANK YOU to everyone who pitched in to keep services going to our children and at the same time to deal with the changes handed to us by the move to 3 other campuses in the middle of so much snow! Talk about SPECIAL PEOPLE!!!

LOWRANCE



ATKINS



HANES 6th



Smith Farm

HANES 7 & 8th



Hill MS

Operation Lamb

The Knights of Columbus Organization has done a marvelous job raising money and creating grants for many of our special program schools over the last two decades. This past year more than fifteen schools and organizations received \$45,000.



Behavior Support Team

Tightening The Reins



The Behavior Support Team hope that WS/FCS teachers and staff will enjoy their-Spring Break! The school days after a long break provide teachers with an opportunity to refresh their classroom management. The Behavior Support Team suggests 4 essential strategies that will help you to “tighten the reins” and revisit classroom management in the 3rd and 4th quarter.

1. Re-establish the culture of your classroom. Students need to be reminded that the classroom is a safe and productive environment. A positive relationship and caring interactions let students know that the classroom is a learning community where respect resides.
2. Review all rules and routines with students. Key elements to review are: movement within the classroom, voice level, work completion, and conduct expectations. Remember to limit classroom rules to three to five clear and enforceable expectations that can be reinforced daily. Provide students with goals based on these expectations and provide them with both corrective and positive feedback in order to promote consistent displays of expected behaviors.
3. Establish an incentive system to reward and motivate students. Remember that rewards can be free! Examples are positive praise, homework pass, computer time, or a positive note home.
4. Creative and engaging subject material is sure to motivate students! There are so many ways to spark interest among students. One of the most common ways is to use a multimedia approach. Avoid allowing your classroom to be a worksheet factory and be sure to incorporate hands-on experiences, technology, and videos. Also, vary the methods by which students will complete work giving them opportunities for guided work, individual tasks, and small group interactions.

Here are some helpful links to resources that can help you “Tighten the Reins:”

Establishing Expectations:

- NEA article: <http://www.education.ne.gov/BMIT/pdf/EstablishingClassroomRulesandConsequences.pdf>
- In conjunction with whole brain teaching method: http://www.wholebrainteaching.com/index.php?option=com_k2&view=item&id=160:five-classroom-rules&Itemid=127

Reinforcement:

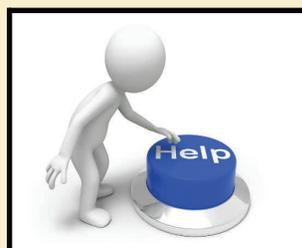
- Classroom Reward/Incentive program ideas:
<http://www.interventioncentral.org/behavioral-interventions/rewards/jackpot-ideas-classroom-rewards>

Engaging Instruction:

- Whole brain teaching method: http://www.wholebrainteaching.com/index.php?option=com_k2&view=item&id=135:whole-brain-teachers-of-america&Itemid=105

BST Help Sessions:

April 22, 2015 **3:00-5:00**
May 28, 2015 **3:00-5:00**



Remaining NCI Training:

April 16	Refresher	Children's Center
May 4	Refresher	Special Services
May 11-12	Initial	Gathering Place
June 10	Refresher	Gathering Place & CC

An Exercise in Neuroplasticity !

Stroop Effect

YELLOW BLUE ORANGE
BLACK RED GREEN
PURPLE YELLOW RED
ORANGE GREEN BLUE
BLUE RED PURPLE
YELLOW RED GREEN

The object of this exercise is to say the name of the color the word is printed in, **not** what the word says. The second part of this brain teaser is you must say it at a normal speaking pace. I will even give you three tries to get through it without slowing down! Can't seem to get it? Do not worry, you are not the only one having trouble. The better question is; how can this be so difficult? This brain teaser is actually part of what is called "The Stroop Test." For more information, click:

The Stroop Effect

Submitted by Doria Sullivan

Tease Your Brain! Contest!

Tom's height is 6 feet. He's an assistant at a butcher shop and wears a size 34 shirt and his pants are size 36X34. His shoe size is 10 . What does he weigh?

email: hjsurratt@wsfcs.k12.nc.us

BEHAVIOR SUPPORT TEAM GIVEAWAY!!!

The BST recognizes all of the hard work WS/FCS teachers put into their classroom management all year long. So, we want to give back! We are giving away a free classroom management tool to two teachers at each level (elementary, middle, and high). The first two individuals from each grade level to e-mail the answer to the trivia question below will win!

Classroom rules work best when:

- they are connected to a motivating reinforcer for students
- they are practiced regularly and consistently enforced
- there are few, clear expectations
- all of the above

Email your answer to amwhite@wsfcs.k12.nc.us with subject line: **BST giveaway, grade level (example: BST giveaway, Elementary)**. All e-mails must be received by **Monday, April 20th** in order for a chance to win!

Quote of the Month

Most of us end up with no more than five or six people who remember us. Teachers have thousands who remember them the rest of their lives..... **Andy Rooney**

March Winner: Jay Jones



Assistive Technology Team:

On March 13, 2015, the Assistive Technology team was invited by the Instructional Technology Department to participate in Digital Learning Day. This was a full day on live online learning! WSFCS, Wake County Schools, and Mecklenburg County schools participated in the exciting initiative! Emma presented our Universal Design for Learning presentation. It is not too late! You can still view this presentation by copying the attached link in your browser! We hope to provide more online learning opportunities! We really appreciate Adam Seipel and the Instructional Technology team helping us reach teachers and students in new and efficient ways.

Submitted by: Cindy Hall



AU Team: Sedge Garden Hosts PEC Workshop!

In March, Sedge Garden Elementary School hosted over 40 Elementary MAP/Core teachers, speech therapists and teaching assistants for a two hour workshop titled "A PECS Overview." PECS or the Picture Exchange Communication System is a research based method of teaching students with autism and similar disabilities to communicate using pictures. What sets PECS apart from other augmentative alternative communication systems is that it focuses primarily on initiation of communication, which can often be difficult for students on the spectrum. The idea to host the workshop came to Sedge Garden MAP/Core teachers Amy Pitts and Lauren Timmons after they attended a two day PECS training in January. Pitts and Timmons wanted to introduce the principles of PECS to their staff so that the teachers could begin using the system with fidelity in the classroom. Principal Ramona Warren offered the media center as a place to host the training and realizing the importance of the training to other MAP/Core personnel, the workshop was opened up to other schools. Pitts, Timmons and other members of the Sedge Garden MAP/ Core classrooms provided refreshments and set up the tables to welcome staff across the district. THANK YOU SEDGE GARDEN!

Submitted by Christine Pomper

TeachED– Growing One Idea and One Story at a Time!



Marcia Combs

A Natural Leader at Carter

Marcia Combs is known as one of Carter High School's quiet worker bees. She has a way of completing tasks and assisting colleagues with diplomacy and ease. She can always be called upon to help in any situation. She puts her students first and eagerly engages alongside them. Marcia is rarely absent. When she is, one can rest assured that she has made prior arrangements with her students' families and colleagues to ensure her bus duties are covered and her students are taken care of. Marcia is mature and level-headed. She serves as a leader within the TA community at Carter. She helps students understand concepts and directions by sharing her own life experiences. She has a wonderful sense of humor which makes learning fun for students and colleagues, alike. Marcia is currently juggling work and school and doing a fantastic job in both areas! She also brings diversity to our Foods I course as she has been a vegetarian for many years. Marcia Combs is a valuable asset to team Carter!



Amy Ehrens Gives 100%

Amy Ehrens, who teaches the self-contained K-1 classroom at Rural Hall Elementary School, is driven by her passion for teaching. Not only does she give 100% to the students in her classroom but also to all students at Rural Hall. She goes above and beyond by thoughtfully building positive relationships with her students and parents. When she is asked about different techniques or interventions to help other Bulldog students, she carefully finds the appropriate strategies that will help both the students and staff members. She also has an unending supply of hope which she shares with students and staff. Rural Hall is grateful to have Amy Ehrens as one of their staff.

TeachED– Growing One Idea and One Story at a Time!

Bryan Bailey Blazes a Trail at Walkertown MS

Walkertown Middle School has a great EC staff that all go ABOVE AND BEYOND! They take pride in everything they do; they are passionate and are truly great professionals. One of those incredible individuals is Bryan Bailey, EC assistant and the athletic director at Walkertown Middle School.

He knows just about every student in the school and knows how to talk to each of them in a way that makes them feel cared for and special. He arrives super early every day and stays late most days with sports. He is really flexible and really rolls with the "punches." He takes the hard-to-deal-with kids and makes them feel understood. He helps them to realize they can do what they need to do. He can walk into any class and pick up exactly where the teacher is, even when it is a difficult class environment! He helps keep everything running smoothly, even in times when nothing seems to be going right.

Bryan is really good at just talking to the kids. Sometimes, he lets them run special errands with him which they really enjoy. He puts things in perspective for them and helps them understand what is going on. He almost always has a smile and something positive to say to them.

Interventions and techniques so often have to change from day to day or between different students. He keeps moving with whatever changes are made and is able to enhance the interventions being used. Walkertown Middle school could not do it without him!



You must expect great things of yourself before you can do them.

..Michael Jordan

*Submitted by Jayne Koeslin,
Walkertown HS*

A Tool for Motivation that's FREE

To motivate and reward with no expense, just write on the board: NO TALKING. Then erase one letter at a time when someone is not talking, helping in the class, improved work, or whatever is important to you. If all the letters are erased by the end of class, the class can TALK from their seats for the last 5 minutes. You can use other words to write such as: No Homework, Good Group Time, Respect All, Good Work etc.

To start a class: Use student names that are following your expectations (sitting down, have materials, quiet) then write their names in 'fancy' script on the board and decorate with flowers, rainbows, exclamation marks, different colors. You will be surprised at their attention given. Change the names every day but only highlight 'positive' or 'improved' students.

Submitted by Cathy Crow, Wiley MS



Professional Development Team

Emoji Math

$\text{😊}^{-1} = \text{😞}$ $\text{Re}(\text{😊}) = \text{😊}$ No i's
 $\text{😊}^2 = \text{😊😊}$ $\text{Im}(\text{😊}) = \dots$
 $\text{😊}^3 = \text{😊😊😊}$ $\nabla \times (\text{😊}) = \text{😊}$
 $\text{sup}(\text{😊}) = \text{😊😊😊}$ $\nabla(\text{😊}) = \text{😊}$
 $\partial(\text{😊}) = \text{😊}$ $\log(\text{😊}) = \text{😊}$
 $\sin(\text{😊}) = \text{😊}$

Happy Face Math by Charlie Smith

The "WHY" Behind Reading 20 Minutes a Day!

Reading 20 minutes per night seems to be a common request of teachers as part of the nightly homework ritual, but how many of our students are really doing it? Do their parents/guardians support your request?

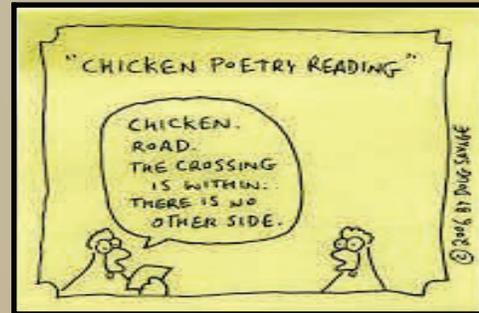
What if we shared the following with our students and parents showing the 1.8 million word reason?!

Student A	Student B	Student C
Reads 1 minute	Reads 5 minutes	Reads 20 minutes
Scores 10th Percentile	Scores 50th Percentile	Scores 90th Percentile
Exposed to: 8,000 words/yr.	Exposed to: 282,000 words/ yr.	Exposed to: 1,800,000 words/yr.

Click [here](#) for a handout to give out during IEPs and Curriculum Nights!

April is

National Poetry Month



Here are some great resources!

- 30 Ways to Celebrate National Poetry Month: <http://www.poets.org/page.php/prmID/94>
- Read a new poem each day! <http://poems.com/>
- More information about National Poetry Month and poetry <http://www.poets.org/page.php/prmID/41>

Did You Know.....

The easiest way to remember the value of Pi (3.1415926) is by counting the number of letters in each word:

'May I have a large container of coffee'

Submitted by Doria Sullivan

Let's Celebrate Autism Awareness Month

April Marks Autism Awareness Month!

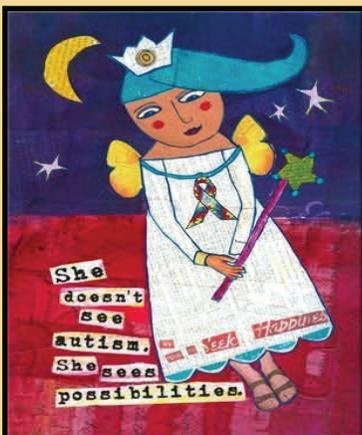


The Autism Awareness Ribbon Defined:

- Puzzle pattern = Mystery and Complexity of Autism
- Different Colors and Shapes = Diversity of people and families living with ASD
- Brightness of Ribbon = Signals HOPE through Research and increasing AWARENESS in people like YOU!!

Autism Spectrum Disorder (ASD) affects a person's ability to access his or her environment with regard to communication, social interaction, repetitive behaviors and sensory challenges. People with ASD may:

- be non-verbal or have limited verbal abilities
- exhibit self-stimulating behaviors (hand flapping, body rocking)
- have difficulty with social interaction



When working with a student who has ASD remember to:

- use limited language or pair language with visual input provide a visual schedule to support all transitions
- reward desired behavior as soon as it occurs

Awareness + Knowledge + Acceptance = Possibilities!!

Submitted by AU Team

April is National Occupational Therapy Month

In WS/FCS , the OT department is a staff of 13 OTs and 1 COTA.

School Based Occupational Therapy, Related services and OTs were placed into the schools by the Public Law known as IDEA back in the mid 1970s. This law has defined our services specifically for the educational model, which is different from the medical model. OT services are provided for the EC student to access special education and the school environment when they are not making progress towards yearly goals. Occupational Therapy is not required for the EC student to **BENEFIT** from their special education. We know **ALL** students can benefit from OT! The important questions that need to be answered in order to determine whether OT is relevant and necessary are; (1) if the student does not receive occupational therapy services is there a reason to believe that he or she will not have access to an appropriate education and (2) if the student does not receive occupational therapy, is there reason to believe that he or she will not experience educational benefit? These questions can be answered through the IEP process when student's goals and objectives are developed and outlined. School based OT is determined by whether the service is **educationally relevant and necessary** for the student to participate and meet these IEP goals. If you have any questions about school based occupational therapy services please feel free to contact Loretta Bumgarner, Lead Occupational Therapist. *Submitted by Loretta Bumgarner*



Honoring One of Our Own.... Gene Malloy

A request from Rodessa Mitchell of Greater WS Chamber of Commerce....

Gene Malloy was a respected and admired member of my church, Saint James United Methodist, Rural Hall, NC. We want to honor his service by establishing a Scholarship in his name.

I don't know if you ever had a chance to hear Gene sing - he had a beautiful voice. Our first fundraising effort will be a Benefit Concert that will be held on Sunday, June 14, 2015 at 4:00 p.m. at our church. We would love for Gene's former co-workers and friends to participate by singing in our community choir. The first rehearsal is this Sunday, May 8th at 4:00p.m. at St. James.

Is it possible for you to help us spread the word to whomever you think appropriate at the district or school level? If so, Vera Richardson is coordinating all of this and anyone interested in participating can contact her at verasrichardson@gmail.com.

*Thank you for your consideration,
Rodessa*



**Please contact Rodessa if you have any questions:
336-728-9222
mitchell@winstonsalem.com**

Submitted by Sam Dempsey

EASY IEP UPDATES

Service Providers

It is almost time for Program Managers to determine teacher allotments for each school. You can help by making sure your name has been entered as the Provider on the Special Education and Related Services screen in EasyIEP. After you select your name from the dropdown, remember to Save & Continue. Then you can move on to the next student. In addition, don't forget to enter your name as provider for the students who may have recently transferred to your school.

Child Count

Thanks for your assistance with April Child Count. Remember to continue to let Ginger Haynes or Lynise Birch know when a student withdraws to go to another state or district.

Submitted by Ginger Haynes

April Spring Cleaning

As the Kite Twirls.....

Help Sessions

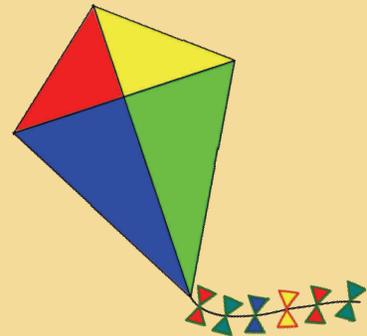
Location: Adm. Bldg / 3rd Floor

April 9 - 2:00 – 4:00

April 21 - 7:30 – 8:30

May 6 - 7:30 – 8:30

May 21 - 2:00 – 4:00



It's a Spring Thing.....

EC Record Review

EC Case Managers were informed at the January EC Case Manager Meeting that it would no longer be a requirement to send in copies of DEC form signature pages for initials and reevaluations to the EC Division. However there are 3 exceptions.

Please continue to send copies of DEC form signature pages for the following meetings:

- COS Cases – Send in the completed/required COS Review Sheet AND copies of the DEC form signature pages.
- Cases Requiring Corrective Action – Send in the EC Process Review form AND copies of the DEC form signature pages.
- Change in Schools – Send in the Change in School form AND copies of the DEC form signature pages.

Gardening Tip: April Showers bring May flowers..... “Don’t forget to wet your plants!”



Process: Becoming the “Eggs”perts!

IEP DEC 4/Goal page/Impact of the Disability

The IEP Team has already determined:

- The student meets the criteria for a disability;
- The disability has an adverse effect on educational performance; and
- The disability requires specially designed instruction.



Individualized Education Program (IEP) / Present Level(s) of Academic and Functional Performance :

Include specific descriptions of what the student can and cannot do in relationship to this area. Include current academic and functional performance, behaviors, social/emotional development, other relevant information, and

HOW the student’s disability affects his/her involvement and progress in the general curriculum.

- What are the unique challenges that exist for the student as the result of the disability?
- What is the student’s current level of independence and the need for assistance?
- How is the student having difficulty progressing towards grade level standards?
- What are the ways the student’s weaknesses are getting in the way of progressing in the regular education classroom?
- (Preschool) How does the disability impact participation in appropriate activities?
- (Preschool) How does the disability impact *active learning experiences* in the areas of *physical development, cognitive development, communication development, social/emotional development, and/or adaptive development*

Some “Eggs-actly” “Eggs-tra Special” Examples to be “Egg-cited” About

See your EC Case Manager for further examples to help you get started!



- Difficulty completing assignments
- Difficulty reading new vocabulary in core content material
- Responding to open ended/essay questions in ...
- Deficits in the areas of basic math and math reasoning impact his/her ability to complete and comprehend material requiring multiple steps, and problem solving
- Inability to stay focused in class, difficulty with following directions, and trouble with organization adversely impact completing assignments independently
- Impacts participating and completing activities that have multiple steps and assignments
- Her inability to stay focused in class, difficulty with following directions, and trouble with organization impact her ability to learn and apply new concepts taught in whole group instruction
- Impacts turning in assignments by due dates in
- Difficulty comprehending reading passages in order to understand new concepts in science and social studies
- Impacts participating and completing activities that have multiple steps and assignments
- Impacts her ability to pick up on social cues and know how to converse with peers in class, in group projects and transitioning from class to class
- Difficulty managing her frustrations, impacts her ability to transition to another subject area and be prepared to begin new assignments

Guiding Practices: Invitation to Conference Purposes

Providing reasonable notice to Parents/Guardians includes identifying the purpose(s) of a scheduled meeting on the Invitation to Conference. Refer to *Invitation/Prior Notice Guiding Practices* for additional information.

Some meetings may involve multiple types of events. Check all that may apply.

TYPE OF MEETING/EVENT	INVITATION PURPOSE
<ul style="list-style-type: none"> ✓ DEC 1 / Referral ✓ DEC 7 / Reevaluation Prep 	Discuss special education referral for initial evaluation or reevaluation determination
<ul style="list-style-type: none"> ✓ Initial Eligibility ✓ Reevaluation 	Discuss evaluation results to determine if your child is or continues to be eligible for special education and related services
<ul style="list-style-type: none"> ✓ Initial IEP ✓ Annual Review ✓ Addendum 	Discuss and/or develop, review, and/or revise your child's IEP
<ul style="list-style-type: none"> ✓ Initial IEP ✓ Annual Review ✓ Addendum 	Discuss and/or review, and/or revise your child's educational placement
<ul style="list-style-type: none"> ✓ Transition to School Age ✓ Senior Exit ✓ Manifestation Determination 	Other: _____ <small>(List type of meeting/event)</small>

7/8/2014

Hints for Writing Measurable Goals and Objectives

Goals and objectives must be written in observable and measurable terms and correlate to the needs identified in the present level. Targeted skills are actions that can be seen or heard by an observer.

<u>Measurable</u> ✓	<u>Not Measurable</u> ×
Draw	Appreciate
Turn In	Determine
Read Orally	Enhance
Retell	Seek
Compose	Understand
Point	Improve
Sequence	Feel
Label	Appropriate
State	Increase
Say	Learn
Trace	Develop
Create	Know
List	Apply
Participate	Recognize
Identify	Decrease
Generate	Realize
Define	Progress
Record	
Match	Can you chart it? Can you graph it? Yes? Then you can measure it.
Describe	
Restate	
Locate	
Assemble	

Chartable / Graphable =
Measurable



Submitted by Donna Weisner