

Just One

One song can spark a moment,
One flower can wake the dream
One tree can start a forest,
One bird can herald spring.

One smile begins a friendship,
One handclasp lifts a soul.
One star can guide a ship at sea,
One word can frame the goal.

One vote can change a nation,
One sunbeam lights a room
One candle wipes out darkness,
One laugh will conquer gloom.

One step must start each journey.
One word must start each prayer.
One hope will raise our spirits,
One touch can show you care.

One voice can speak with wisdom,
One heart can know what's true,

One life can make a difference,
You see, it's up to you.



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Response to Intervention (RTI): A Primer for Parents

A major concern for parents as well as teachers is how to help children who experience difficulty in school. All parents want to see their child excel, and it can be very frustrating when a child falls behind in either learning to read, achieving as expected in math and other subjects, or in getting along socially with peers and teachers. Response to Intervention (RTI) is a multi-step approach to providing services and interventions to struggling learners at increasing levels of intensity. RTI allows for early intervention, providing academic and behavioral supports, rather than waiting for a child to fail before offering help.

Some new federal laws have directed schools to focus more on helping all children learn by addressing problems earlier, before the child is so far behind that a referral to special education services is warranted. These laws include No Child Left Behind Act of 2001 and the Individuals With Disabilities Education Improvement Act (IDEA) of 2004. Both laws underscore the importance of providing high quality, scientifically-based instruction and interventions, and hold schools accountable for the progress of all students in terms of meeting state grade level standards. RTI is a process designed to help schools focus on interventions while carefully monitoring student progress. The information gained from an RTI process is used by school personnel. It also is used to keep parents informed about instruction as well as to determine the educational needs of the child.

What are the essential components of RTI?

Simply, "Response to Intervention" refers to a process that emphasizes how well students respond to changes in instruction. The essential elements of an RTI approach are: The provision of scientific, research-based instruction and interventions in general education; monitoring and measurement of student progress in response to the instruction and interventions; and use of these measures of student progress to shape instruction and make educational decisions. A number of leading national organizations and coalition groups, including the National Research Center on Learning Disabilities and the 14 organizations forming the 2004 Learning Disabilities (LD) Roundtable coalition, have outlined the core features of an RTI process as follows:

- High quality, research-based instruction and behavioral support in general education.
- Universal (school-wide or district-wide) screening of academics and behavior in order to determine which students need closer monitoring or additional interventions.
- Multiple tiers of increasingly intense scientific, research-based interventions that are matched to student need.
- Use of a collaborative approach by school staff for development, implementation, and monitoring of the intervention process.

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Preschool Intake

Chesapeake Public Schools has an ongoing process of locating, identifying and evaluating children ages two to four years that are suspected of having a disability. Any child who is identified as having a disability and qualifies for special education is entitled to a free appropriate public education designed to meet his/her needs. For additional information, please contact the Preschool Intake Team at Edwards Wilson Center, 494-7600.



Special Education Services

Chesapeake Public Schools has an ongoing process of identifying and evaluating students ages 2 to 21 that are suspected of having a disability. Any student who is identified as having a disability and qualifies for special education services is entitled to a free appropriate public education designed to meet his/her needs. For additional information, please contact the Parent Resource Center, 482-5923.



Transition Services

The goal of transition planning is to prepare students with disabilities for life after high school. All students receiving special education services, including speech services, need assistance in their transition to life after graduation. Transition planning begins no later than grade 9 or age 14; whichever comes first. For more information, contact any one of the Special Education Transition Specialists listed below.

Frankie Dampier-Nichols 558-5382

Hugo Owens Middle- Home School
Great Bridge Middle
Hickory High
Hickory Middle
Great Bridge High
Grassfield High
Chesapeake Center for Science & Technology
SECEP-Hugo Owens Middle
SECEP-Grassfield High
SECEP-Great Bridge High

Emily Riddick 465-5246

Jolliff Middle School-Home School
Western Branch Middle
Indian River Middle
Chesapeake Alternative School
Western Branch High
Deep Creek High
Indian River High
SECEP- Deep Creek High
SECEP- Indian River High
TRAEP

Regina Stowe 494-7590

Oscar Smith Middle-Home School
Deep Creek Middle
Crestwood Middle
Greenbrier Middle
Oscar Smith High
Family Assessment Planning Team (FAPT)
St. Mary's
SECEP-Deep Creek Middle
SECEP-Deep Creek Center

Upcoming Workshops

Unless otherwise stated, all workshops will be held at the Parent Resource Center.

Please call the Parent Resource Center, 482-5923, to register for these sessions. Registration assists us in planning for materials and refreshments. A minimum of 10 participants is required for workshops to take place.

If schools are closed due to inclement weather or if there is low registration for workshops, the workshop will be cancelled and every effort will be made to reschedule it.

Brown Bag Video

You are invited to join us to watch videos each month. Bring your lunch or snack and join us for a video and discussion. Popcorn and drinks will be provided. The video viewing time is from 12:00 noon until 1:30 p.m. on the following listed dates.

I Have Tourette's But Tourette's Doesn't Have Me

In every school in America, it's likely that at least one child may have Tourette Syndrome. Many of their parents, teachers, and those close to them are unaware.

These children are often stigmatized and almost always misunderstood.

This documentary dispels the myths of Tourette Syndrome through experiences of young people.

• **January 25, 2012**

Autism The Musical

This documentary follows five children with autism, their parents, and the extraordinary acting coach Elaine Hall as they improbably and heroically mount a full-length original stage production. Through trial and error, tears and laughter, these incredible families learn to communicate their feelings in song and performance, finding solace and joy in the act of creating.

• **February 29, 2012**

A+ Guide to Transitions: From High School to College for Special Education

In this "college prep" video, you will meet teachers, parents, and school administrators who describe the process of transitioning from High School to College for students in Special Education and offer their best advice for having a successful experience. You will also meet students who are planning their transitions and those who have successfully done so.

• **March 28, 2012**

The Motivation Breakthrough

Motivation is the key to learning. But very few parents and teachers have an effective arsenal of techniques at their disposal. With empathy and understanding, backed by decades of experience in the classroom, Rick Lavoie gives parents and teachers the key to unlock any child's enthusiasm and responsiveness.

The Motivation Breakthrough will revolutionize the way parents, teachers, and professionals reach out to and motivate all children.

• **April 25, 2012**

Understanding Special Education (USE)

This workshop is designed to help clarify special education procedures with topics focusing on rights and responsibilities under IDEA and IEP development.

• **February 6, 2012 9:00-11:00 a.m.**

• **February 6, 2012 6:00-8:00 p.m.**

BrickHeadZ Brick Building Club

The BrickHeadZ program is an innovative and educational way to explore the fun and wacky work of LEGO® bricks in an exciting atmosphere. The participants will build unique creations, practice math and engineering skills, develop social skills through teamwork and have fun using LEGO® bricks. Join us at BrickHeadZ and take building with LEGO® to the next level! There will be two six week sessions. All sessions will be from 4:30 p.m. to 6:00 p.m. Space is limited so please call to register.

Session 1

• **January 17, 2012** • **January 24, 2012** • **January 31, 2012**

• **February 7, 2012** • **February 14, 2012** • **February 21, 2012**

Session 2

• **April 17, 2012** • **April 24, 2012** • **May 1, 2012**

• **May 8, 2012** • **May 15, 2012** • **May 22, 2012**

Sibshops

Brothers and Sisters of students with special needs have some individual challenges.

These recreational workshops provide an opportunity for these children to come together and share joys and challenges while playing games, cooking, eating, and participating in enjoyable activities. All Sibshops will be held at the PRC from 4:30 – 6:30 p.m.

unless otherwise stated.

• **January 26, 2012**

• **February 23, 2012**

• **March 29, 2012**

• **April 26, 2012**

• **May 24, 2012**

*Sibshops End-Of-The-Year Celebration
(4:00-6:00 p.m.)

Parenting Skills Training

This is a six-week psycho educational program dealing with issues such as parenting styles, temperament, dealing with feelings, and communication styles. The program is designed for adults only and child care will not be provided. Space is limited so to ensure availability you must call to register, 385-4537.

All classes will be held from
6:30 p.m. until 9:00 p.m.

Presenters: Pendleton Child Services Center

• **March 1, 2012**

• **March 8, 2012**

• **March 15, 2012**

• **March 22, 2012**

• **March 29, 2012**

IEP Workshop

Planning the Individualized Education Plan (IEP) in partnership with your child's educator is a very important part of meeting your child's educational needs. Please join us to prepare for this year's annual review of your child's IEP.

• **February 16, 2012 9:00-11:00 a.m.**

• **February 16, 2012 6:00-8:00 p.m.**

Adults with Special Kids (ASK)

The ASK parent support group is designed to provide information and resources to parents of special needs children. Please join us for refreshments and conversation in a supportive atmosphere. The group will meet the **second Tuesday of each month from 11:00 a.m. to 12:30 p.m.**



www.

Tech Bytes Emails and Chatrooms



Children and teens love sending and receiving email, instant messaging, texting, and the interaction in chatrooms. Be sure you know who your child is emailing. If you know that your child and/or teen are visiting chatrooms, make sure that you know which ones and what is going on in them.

Chatrooms can be misused. Predators often masquerade as kids and teens and make indecent proposals to lure children to meet them in order to do harm.

Children and teens need to know that unless they absolutely know the person they are communicating with over the internet, not to accept what is said online as face value.

RESPONSE TO INTERVENTION *continued from page 1*

- Continuous monitoring of student progress during the interventions, using objective information to determine if students are meeting goals.
- Documentation of parent involvement throughout the process.
- Documentation that the special education evaluation timelines specified in IDEA 2004 and in the state regulations are followed.

What are the potential benefits of RTI?

Perhaps the most commonly cited benefit of an RTI approach is that it eliminates a "wait to fail" situation because students get help promptly within the general education setting. Secondly, an RTI approach has the potential to reduce the number of students referred for special education services while increasing the number of students who are successful within regular education. Since an RTI approach helps distinguish between those students whose achievement problems are due to a learning disability versus those students whose achievement problems are due to other issues such as lack of prior instruction, referrals for special education evaluations are often reduced. RTI techniques have been favored for reducing the likelihood that students from diverse racial, cultural or linguistic backgrounds are incorrectly identified as having a disability. Finally, parents and school teams alike find that the student progress monitoring techniques utilized in an RTI approach provide more instructionally relevant information than traditional assessments.

www.readingrockets.org

Bullying – Silence Is Acceptance

Excerpt from PEATC Press- Spring 2001, Bullying-Silence Is Acceptance

Silence is acceptance. Bullying is a behavior that cannot be ignored. People who see or experience bullying need to step in and address this issue. The effects of bullying can lead to serious and long term consequences including depression, low self-esteem, shyness, poor academic achievement, isolation, threaten or attempted suicide, and retaliatory violence.

What are some ways a parent can get involved when a child has been bullied? Below are some good suggestions for how you can help your child.

Help Your Children.....

Be Assertive. Teach your child how to respond to bullying behavior. Ask the principal or school counselor for suggestions for teaching assertiveness skills.

Be a friend in need. Encourage your child to look out for their friends and support students who are being bullied. They should tell an adult when they know of a student who is being seriously bullied, either physically or verbally.

Don't show emotions. Help your child understand that he or she can deprive bullies of the satisfaction of seeing your child's hurt or angry reaction by not openly reacting to taunts or insults.

Never be a bully. If you observe your child being cruel to others, address the bullying behavior. If the behavior continues, it may be necessary to seek counseling.

Build self-esteem. Children who feel good about themselves, and show it, aren't as likely to become victims of bullies, who prefer easier targets. Build their self-esteem by giving them genuine praise and unconditional love.

*From the National Association of Elementary School Principals
"Bullying Report to Parents"*



Parent Resource Center Hours of Operation

Monday & Tuesday 9:00 a.m.-5:00 p.m.
Wednesday-Friday 8:00 a.m.-4:00 p.m.

Evening and Saturday hours are available by appointment.

Please feel free to stop by or call for an appointment.

The PRC is occasionally closed due to staff attendance at meetings or conferences.

LaEunice Brown • Information Specialist