



Response to Intervention and Learning Disabilities A New Approach

by Donna Parker, TN State Department of Education



The reauthorized Individuals with Disabilities Education Improvement Act, IDEA 2004 (P.L. 108-446), includes provisions that could lead to significant changes in the way students with learning disabilities are identified. Under the law, a school system may choose

to implement a Response to Intervention Model and use that model in the determination of learning disabilities.

Response to Intervention is not specific to special education. Response to Intervention (RTI) is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently, and applying results of progress monitoring to make educational decisions. Reading First, a Federally funded reading initiative, uses a response to intervention model and the Three Tier Model for reading instruction. The new (October 21, 2005) Tennessee Reading Policy states:

"To ensure the prevention and correction of reading difficulties as well as improving reading instruction for all students, districts and schools must adopt a three-tier reading model for reading instruction."

Tennessee State Board of Education
Reading Policy 3.104

The three-tiered model is based on provision of high quality instruction, close monitoring of all children's progress, and early intervention when progress is less than desired. In Tier I, students all receive research-based, validated effective instruction and progress is monitored. For children whose progress is less than desired, additional support is given (Tier II). Progress is carefully followed, and if results are less than desired, the child may receive even more intense intervention (Tier III). Then schools may use the data as a part of an assessment to determine the presence of a learning

disability and qualify the child for special education services.

Potential benefits of using a Response to Intervention approach in determining learning disabilities:

- Ensures that all students receive high-quality instruction in the general education classroom.
- Promotes immediate intervention as soon as students' reading problems are revealed.
- Curtails the development of substantial reading difficulties.

• Reduces inappropriate referrals and placements in special education.

• Ensures that struggling readers have received high-quality instruction before referrals to special education are made.

• Uses classroom data, rather than subjective observations, to make decisions

about whether students should be referred for an evaluation for special education services.

- Delivers services as soon as students begin to struggle.

RTI (Part 1): An Overview, The IRIS Center, Peabody-Vanderbilt

The Division of Special Education, through the State Improvement Grant (SIG), has entered into an agreement with the IRIS Center for Faculty Enhancement at Peabody College-Vanderbilt University to develop training modules for local school districts to use in the implementation of a response to intervention model. These training modules are currently under development. RTI (Part 1): An Overview, is already posted on their website and can be viewed at:

<http://iris.peabody.vanderbilt.edu>.

The Division of Special Education will be posting periodic updates regarding use of a response to intervention model for the identification of learning disabilities at: www.state.tn.us/education/speced/



*"In this day and age,
reading is a survival skill.
It's our duty to help every
American gain the mastery of it."
—Margaret Spellings
U.S. Secretary of Education*

STEP WORKSHOPS ACROSS TENNESSEE

If you want to attend a workshop in your area, would you help us by letting us know so we can schedule one for you? Call **(800) 280-STEP** or e-mail us at information@tnstep.org -- Preregistration is required for all workshops (see contact number). Basic Rights is a three-hour basic special education training workshop: "First STEP: A Parent's Introduction to Special Education." Additional workshop topics include: IEP, Evaluation, Inclusion, Section 504, Communication & Conflict Resolution, Transition, Least Restrictive Environment, and Early Childhood.

(E=East TN, M=Middle TN, W=West TN)

<u>Date</u>	<u>Time</u>	<u>Workshop</u>	<u>Region</u>	<u>Location</u>	<u>Contact</u>
05/30/06	6:00 pm	Basic	E	Bristol / Sullivan Co.	(800) 280-7837
06/08/06	9:30 am	Basic	W	Memphis / Shelby Co.	(901) 726-6404x108
06/10/06	1:00 pm	Basic	W	Memphis / Shelby Co.	(901) 726-6404x108
07/22/06	2:00 pm	Basic	W	Union City / Obion Co.	(731) 536-5231 or 884-8505
08/12/06	9:00 am (All Day Event)	Independent - Living Forum	E	Chattanooga / Hamilton Co.	(865) 805-4791 or (800) 910-8722
08/15/06	6:00 pm	IEP	E	Morristown / Hamblen Co.	(423) 317-0103
08/17/06	6:00 pm	Basic	E	Rogersville / Hawkins Co.	(423) 921-9621
08/17/06	9:00 am	Basic	M	Clarksville / Montgomery Co.	(270) 798-8997
08/22/06	6:00 pm	Basic	E	Bristol / Sullivan Co.	(423) 764-2505
08/25/06	9:00 am	IEP	M	Murfreesboro / Rutherford Co.	(615) 898-2458
08/29/06	6:00 pm	Transition	E	Knoxville / Knox Co.	(865) 805-4791
09/05/06	5:00 pm	Basic	M	Nashville / Davidson Co.	(615) 322-8200
09/14/06	5:30 pm	IEP & - Communication	E	Greeneville / Greene Co.	(423) 639-0125x13
09/19/06	5:00 pm	Basic	M	Lewisburg / Marshall Co.	(931) 359-1197
09/23/06	9:00 am (All day Event)	Minority Parent Leadership Conference	W	Memphis / Shelby Co.	(800) 280-7837
09/30/06	8:00 am (All Day Event)	Transition Institute	E	Knoxville / Knox Co. (see page 7 for more information)	(800) 280-7837
10/02/06	6:00 pm	Basic	W	Alamo / Crockett Co.	(731) 656-2726
10/12/06	5:00 pm	Basic	M	Franklin / Williamson Co.	(615) 790-5815x3
10/17/06	5:00 pm	IEP	M	Nashville / Davidson Co.	(615) 322-8200

This list is as of 5/23/06 (in time for publishing and distributing the newsletter), more workshops are being added daily! Please call us or go to our Website (www.tnstep.org) to learn of the newest schedule of workshops! Please let us know which workshop you would like to attend and we will set one up -- right in your county! As always, these trainings are **free** to parents or other family members!

Workshop-in-a-Box

For groups of parents who want to have access to a specialized workshop for their group, STEP has developed a new format for conducting a series of workshops! A workshop on DVD, along with all the materials for the event will be sent to the group's leader when they want their group to have the next training in the series. It is a new idea and we are testing it out to see if it meets the need for more families to have access to a wide variety of training topics. Call your Regional training coordinator to find out more. As always, STEP's services are free to parents of children with disabilities.



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Jeness Roth, Acting Executive Director, 712 Professional Plaza, Greeneville, TN 37745.
Telephone: (423) 639-0125 or (800) 280-STEP. Text: (423) 639-8802 E-mail: information@tnstep.org

What is Universal Design? How does it apply to services for students with disabilities?

The term “Universal Design” for Learning (UDL) has been discussed in the area of construction and building for many years. It has only recently been applied in the educational arena. When we think of universal design we need to recognize that to be truly universal in the approach to learning certain characteristics must be considered. The definition of universal design in education states the following: “Universal design is the design of products and environments to be useable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

(Ron Mace, Center for Universal Design, North Carolina State University)

So how does this apply in education, especially the education of students with disabilities? Consider for a moment a classroom where all students are participating in a discussion and lesson on geography. How might universal design come into play? The students might want to work as a team in answering questions or researching data. Does this mean the student with cognitive or sensory disabilities would be at a disadvantage? In many of the classes the answer might be yes. However, when universal design is incorporated into the curriculum, the teacher begins to try creative ways to bring the information to life for all students. He or she might use technology to help develop a geographic map that shows the terrain and the various water sites. He might use taped text or have a student read parts of the text and then discuss how that applies to the lesson. When universal design is applied it opens the opportunity for all to gain information. It isn’t always easy, but it can and should be done.

A program funded by the United States Department of Education has developed a web-based clearing house on universal design. They point out that to be effective it needs to follow some simple principles. They tied these principles to the word design:

- D** – Demographics – Ensuring that it accommodates many individuals’ abilities and characteristics;
- E** – Economy – It needs to be available and affordable;
- S** – Senses – It needs to allow the user to access information through several senses (i.e. sight, sound, or touch);
- I** – Intuitive – It needs to be easy to understand;
- G** – Generational – It needs to serve people of different ages; and
- N** – Navigation – It needs to be designed so as to reduce physical and intellectual barriers.

According to Kathy Powers of the Maine Consumer Information and Technology Training Exchange (MaineCITE), a project of the Maine Department of Education, universal design is an important component in developing strategies and techniques for identifying and circumventing barriers in existing curriculum materials and delivery methods. “Using technology to increase the accessibility of the

curriculum itself shifts the responsibility for change from the individual to the learning environment,” states Powers. “The ultimate goal of these efforts is the creation of accessible, inclusionary classrooms.” She further states, “If we are going to include all students in standards-based reform, an understanding of universal design concepts must be part of this professional development.”

One of the things that must be considered with universal design is that students with disabilities can possibly respond to the curriculum differently from their peers. The foundation of curriculum access for all students requires that the design of educational materials is such that it can be used to teach curricular content using a variety of different senses. Strategies and the tools that will help the students to grasp the information should be used.

In terms of learning, universal design means designing instructional materials so individuals with differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember can achieve their learning goals. Universal design for learning is achieved through curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational materials. They are not added on after-the-fact.

While technology is not a requirement of universal design, it makes the creation and use of universally designed curricula much faster and easier. It allows teachers to adapt the curriculum more easily to meet a wide range of student needs.

Over the past few years, there has been a concerted effort in special education to promote curricular materials with built-in adaptations—particularly in digital media—that are flexible and customizable. According to Skip Stahl, Director of Professional Development at the Center for Applied Special Technology (CAST),

curricula should be designed to incorporate the prerequisites of learning: Information must be accessible; support for the development of skills must be available; and the learner must perceive the learning to be important. These prerequisites should be built into curriculum in the following ways:

- ✓ Provide multiple representations of the information

Q Frequently Asked Questions A

Voted Reader's Favorite Column!

Q: My second-grader was recently evaluated by his school system, and was found to be eligible for special education. I have decided to place him in a private school where I think he can get more individual attention. I do want him to get some services, like speech therapy, from the public school; however, when I asked about this they told me to check with another school system—the neighboring one where his private school is located! Has something changed?

A: It sure has! Since IDEA 2004 went into effect, rules about who pays for some related services for privately schooled kids with disabilities have changed. The district where the student lives is still going to be responsible for the provision of FAPE—the IEP based services. However, if the parent “unilaterally” places the student in a private school (by simply exercising private school choice) the district where that private school is located is responsible to “find” and count that child for the determination of proportionate funding to be spent on equitable services. So if the parent seeks a Service Plan for speech therapy, it will be addressed with the school system where the private school is located. This is a big change, and has been the subject of many comments to the Office of Special Education Programs as the regulations are being developed. How those regulations address this issue remains to be seen.

Q: My son’s school has decided to adopt a uniform policy for next year—slacks, tucked in shirts and belts. Because of his disability, he cannot physically tuck in and belt his pants by himself. He is 16 years old, and has an IEP because of his physical impairment. I told the IEP team that this would be impossible for him; they say rules are rules and he will have to comply or be subject to discipline. Is that true?

A: The great thing about the IEP is the “I”! An IEP team can, when considering ALL of a student’s needs, make a

decision to modify a rule because of that student’s unique requirements. It might be that the team could consider a piece of adaptive equipment to allow the student to belt/tuck; if that isn’t available or possible, however, the team could certainly waive part or all of that requirement. For example, that student might wear the slacks and shirt in appropriate colors, but just not belt and tuck. Disciplining a student for breaking a rule that he/she cannot abide by because of disability is discrimination. Schools sometimes feel that applying rules differentially isn’t fair, but in essence that is the spirit behind accommodation/modification that exists in both the IDEA and Section 504 of the Rehabilitation Act.

Q: I got a note home in my daughter’s backpack that said her school is “full inclusion” next year and that she won’t be getting her special education services in a resource room anymore—that services will be in a regular classroom. I was supposed to sign the note that I agreed with this...but we never had a meeting about it! Is that allowed, and do I have a choice? She really needs the smaller classroom setting to learn some of her academic skills.

A: If your daughter’s IEP team decided at some point that she needs her services in a pulled-out setting, like a resource classroom, it would take another meeting of the team to change that. A note home doesn’t meet the requirements of a meeting of the team....and such a change would warrant the team’s consideration of how services within a full classroom setting would impact your daughter. Remember, too, that a “one size fits all” program should raise your red flags! Least restrictive environment is a concept that actually varies by the child’s needs. So, while most children should certainly be served, perhaps with accommodations/modifications, in a regular education setting, there is provision in the law for more restrictive settings for kids that need them. The placement for services needs to be decided, on an individual basis, by the IEP team.

Servicios En Espanol

STEP, Inc. proponer servicios gratis a familias que tengan ninos con discapacidades. Hay dos programas baja fondos federalas que tenemos.

La Primer programa es una en que apoyamos a familias que tienen ninos con discapacidades en la escuela que necesitan o pueden necesitar educacion especial. Proponer entrenimientos sobres el proceso de educacion especial y apoyo por telefono para familias gratis, o hay materiales en espanol en escrito y video para prestar por coreo.

El segundo programa es por alumnos con discapacidades en Tennessee de la edad 14-22 y mas grande que necesitan ayuda para hacer planes de Transicion del ser adultos. Ofrece asistencia individuo, entrenamiento, y conecciones a los programas que hay en las comunidad.

Nuestro linea telefonica en espanol es (800) 975-2919 y es gratis adentro la estado de Tennessee. Marque su Calendarios!!!!!!

Hay una conferencia en Memphis, Tn., el Sabado, 23 de Septiembre, sobre las topicas del como ser un lider en su comunidad, como crecer en su conocimiento de las derechos de educacion especial y como usar este informacion cuando estan juntos con las profesionales planiando el programa de educacion especial por su nino.

Response to Intervention Resources:

continued from age 1

The **Tennessee Reading Policy** may be accessed on the Tennessee State Board of Education website at www.tennessee.gov/sbe/

The IRIS Center for Faculty Enhancement can be found at <http://iris.peabody.vanderbilt.edu>

The Report of the Tennessee Reading Panel may be accessed by going to www.state.tn.us/education/index.html. Then go to Teaching and Learning, then to Resources, and then click on Report of the Tennessee Reading Panel.

The Division of Special Education at www.state.tn.us/education/speced/
Donna Parker, May 9, 2006

STEP and TN Department of Education Partner to Promote Literacy Through the State Improvement Grant (SIG)

Through a grant partnership with the TN Division of Special Education STEP will begin providing information related to the development of language, communication, pre-literacy, and literacy skills to help ensure academic achievement for children with special needs. The State Improvement Grant partners are working with collaborating schools across the state in a 5 year literacy initiative (2003 – 2008).

STEP will participate in parent involvement activities, add specific literacy information to existing workshops, create a literacy packet for dissemination and other exciting projects. STEP's role will be to provide families and teachers with strategies they can use to ensure that children with disabilities are included in literacy activities. Through the SIG, STEP hopes to help increase high expectations for children and youth with disabilities to enable them to achieve strong literacy and pre-literacy skills.

Check out Tennessee's SIG website, <http://sig.cls.utk.edu> for resources and information about the State Improvement Grant, as well as reading, parenting, and teaching strategies. Also, coming soon to STEP's website will be additional information regarding SIG activities, resources and links to research-based practices for supporting literacy and pre-literacy skills.

Summer Reading Contest

Yes, a reading contest for parents! To encourage the use of our FREE lending library (by mail) we are holding a reading contest. For every book, video, or CD borrowed and returned before the end of September, the borrowers name will be placed into a drawing everytime they borrow and return a library item. Then one name will be drawn from that group and the winner will be sent a beautiful disability lapel pin! So carve out some time for yourself this summer and read! To get a list of available volumes go on STEP's website www.tnstep.org or call (800) 280-STEP.

Early Intervention Website

NICHY has recently announced the creation of a new eNews Foundations page devoted to Early Intervention resources, to provide a basis and overview of the subject.

The information provided includes definitions of early intervention, availability and differing interpretations across states, various organizations in the field, and the process and related matters to the system of assessment and assistance. The website is www.nichy.org/news

IDEA 2004 Takes Shape in 2006

Very soon, final federal regulations will be issued to govern much of IDEA 2004. Many are already feeling the impact of the changes or dealing with the uncertainty surrounding the final regulations. To help clarify some of the more hotly debated issues the Office of Special Education and Rehabilitative Services has issued nearly twenty topic briefs that include a summary of the relevant law and citations to the law.

Among the topics covered:

- ✓ Changes in Initial Evaluation and Reevaluation
- ✓ Discipline
- ✓ Highly Qualified Teachers
- ✓ IEP, Team Meetings and Changes to IEP
- ✓ Part C Amendments
- ✓ Due Process Hearings

To find these and other IDEA resources, visit www.ed.gov/policy/speced/guid/idea/idea2004.html

Adapted from: *Support and Training of Military Parents (STOMP)*

Tennessee's Department of Education's Response to Long Awaited Regulations

The Tennessee Department of Education's Division of Special Education anticipates that the United States Department of Education will promulgate its final regulatory guidance on the reauthorized IDEA sometime in the late summer of this year.

Bill Wilson, attorney with the TN DOE writes: "when the final federal regulations are received, the Division of Special Education will convene a task force composed of interested parties, including representatives of school systems and the disability community, to review the current state regulations and propose amendments to the State Board of Education for approval.

Vocational Rehabilitation in Tennessee STATE PLAN for 2007

The Rehabilitation Act, as amended, requires public input on the proposed State Plan for the Division of Rehabilitation Services (DRS). The Division of Rehabilitation Services conducted public hearings in Nashville, Jackson, Memphis, Knoxville, Johnson City and Chattanooga in early May. If you missed them, you can still comment. The State Plan is available to be reviewed (1) in any regional rehabilitation services office across the state or (2) online at <http://www.state.tn.us/humanserv/vr-public-hearings.htm> You can send your comment using a link on that page directly to the state. State Plan comments can also be sent to Sam Cole at Samuel.Cole@state.tn.us or by telephone at (615) 313-5682 [TTY is (615) 313-5695]. Comments period ends June 30, 2006.

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- √ Provide multiple or modifiable means of expression and control.
- √ Provide multiple or modifiable means of motivating and engaging students.

Source: *The Center for Applied Special Technology (CAST)*

Universal Design Applications for Middle and High School Students

The transition to middle school is a major leap for most students. Instead of one classroom, one teacher, and individual attention, students typically find themselves in a multi-period, multi-classroom school that feels much more impersonal.

In secondary school, teachers are responsible for teaching several classes each day, each with a different group of students, making it harder for them to get to know each individual.

When students enter the demanding academic environments of middle school, and later high school, any lack of prerequisite skills becomes more obvious. For students with disabilities, this transition can be even more challenging. With Universal Design many of these barriers can easily be surpassed.

How does it work? Universally designed instructional materials and activities present students with a range of options for learning. Alternative activities allow individuals with wide differences in their abilities—to see, hear, speak, move, read, write, understand English, pay attention, organize, engage, or remember—to achieve learning goals. Information is presented to students through multiple means such as audio, video, text, speech, Braille, photographs, or images. Likewise, UDL allows students to use multiple means to express what they know through writing, speaking, drawing, or video recording.

Adapted from: *Support and Training of Military Parents (STOMP)*

Information on state legislation relating to accessible instructional materials can be accessed from <http://nimas.cast.org/index.html>.



Parents may know about universal design before teachers at their child's school. By educating teachers and staff as well as school board members and administrators about the concept of universal design, parents can help shape the future of inclusive secondary education.

What can parents do to help implement UDL approaches in the classrooms?

Ask teachers if they are familiar with the concept of universal design for learning or if they are currently using universally designed curriculum in their classroom.

See that related goals are incorporated into a student's IEP so that he or she can learn the same content as their peers.

For instance: Discuss how members of the IEP or transition planning team can help general educators understand and implement these concepts in the classroom.

Advocate with local school boards and state departments of education for policies that require newly purchased textbooks and curricula to be fully accessible to students with disabilities by incorporating UDL principles.

Adopted by an article by Beth Casper and Deborah Leuchovius

Practical Examples of Applying Universal Design for Learning

1. If a student learns best through listening, he or she can use a computer to read stories and information aloud, or to pronounce new words.
2. If a student learns more easily with large print, curriculum materials can easily be provided in this format.
3. If a student can explain things best by using word processing software and a keyboard rather than using pencil and paper, then that will be the method of choice being presented.
4. If a student struggles to identify the most important points or organize information, he or she can use a computer program that helps students learn by doing.

Resources to learn more about UDL:

www.Cec.org *** www.ncite.org *** www.ed.gov

- *The Center for Applied Special Technology (CAST)*: www.cast.org
- PACER's Simon Technology Center: www.pacer.org
- *The National Center on Secondary Education and Transition*: www.ncset.org
- *The University of Kansas Center for Research and Learning*: www.ku-crl.org
- *National Center on Accessible Information Technology in Education* www.washington.edu/accessit
- *The National Instructional Materials Accessibility Standard at CAST*: <http://nimas.cast.org>
- Inst. for Academic Access: www.academicaccess.org

SAVE THIS DATE!!!



3rd Annual Transition Institute

STEP will hold its Third Annual Institute on Saturday, September 30, 2006 in Knoxville.

Keynote Speaker: **Stephen Hinkle**
Stephen is a man with significant autism who attends college at San Diego State University in CA. He has a passion for his peers on the autism spectrum who do not have a voice yet. He will inspire you!

Afternoon workshops will include:

- *Employment and Living Options
- *Planning a PATH for Life
- *Wills, Trusts and Guardianships
- *Going to College
- *Real Stories of Transition
- *Medicaid Waiver
- *Transition Planning & Assessment
- *Social Security & Benefits to Work
- *Family and Sibling Issues
- *Self Determination & Self Advocacy

Who? This is for students and individuals with disabilities and their family, teachers, professionals, and members of their circle of friends, and other professionals who support them and want to learn more.

When? All day Saturday:
September 30, 2006

Where? First Baptist Church,
Knoxville, TN

How? Call (800) 280-STEP (7837) to REGISTER – it is FREE!! To reserve a free lunch you MUST call to register by September 15, 2006.

Special Needs? If you require a disability accommodation to attend this workshop, please call as soon as possible but no later than September 22, 2006.

Great Transition Websites:

www.postitt.org

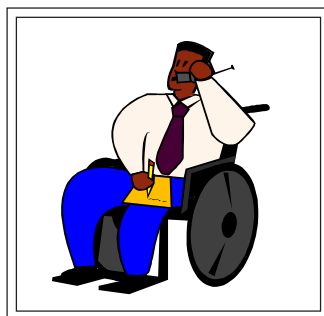
The Post-ITT Web Site is a collection of resources and activities to help students, parents and educators plan for transition from secondary to postsecondary schools.

<http://www.ncwd-youth.info/>

Look on this site for this great resource: **The 411 on Disability Disclosure:** A Workbook for Youth with Disabilities is designed for youth and adults working with them to learn about disability disclosure.

<http://www.jan.wvu.edu/>

Job Accommodations Network is a free consulting service designed to increase the employability of people with disabilities. Look for commonly suggested and recommended accommodations, including assistive technology, that assist individuals in different jobs with a wide variety of disabilities. As students, parents and teachers consider work-based learning and other job experiences learn how the student can get the most of the experience.



Job Openings at STEP

Currently there are three positions open with STEP; a half-time Outreach Training Coordinator position in East TN and in West TN and a full-time Parent Educator position in Middle TN. STEP is actively seeking to give employment opportunities to persons who experience disability, minority status, and/or are family members of persons with disabilities. Send resume along with a cover letter explaining your interest and any advocacy, training, and mentoring experiences (including personal experiences) that you feel would qualify you for any of these positions. Send to: jobs@tnstep.org



AAAHHSUMMER (Continued from page 8)

Start now. Think about child(ren) and how they learn, play, their likes and dislikes. How do you make them behave? What are the things that motivate them?

Utimize your time this summer to sort and review that mountain of papers you got from school last year. File what you need and get rid of the rest. Are you missing anything important? A copy of the last IEP, assessment, grade card or behavioral plan? Make a note to get copies of missing documents.

Make sure their last IEP is still appropriate to meet their needs. If not, make notes of things you want to discuss with the IEP Team at the beginning of the school year.

Make your own informal assessment of their growth this summer. What can they do? How well do they do it? Has there been progress since last year? If there appears to be regression in skills during the summer, make sure you note specifics.

Enjoy them. Look at those unique qualities that make them their own person. Are these gifts being enhanced through their school program? Could they be?

Relax and de-stress. Summer is not only time for the kids to relax, recreate and recoup... it's also the parents' time as well.

Adapted article by OK Parents Center



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STEP AHEAD



AAAAHHHH SUMMER

- S**mile, look at your child. See all the positives, the strengths, the fun things you can do together.
- U**nwind, shake off the stress. Take 10 deep breaths and plan to enjoy the summer.
- M**anage some time for yourself. Parents are people too and need time to “smell the roses”.
- M**ove into your “community”. Let the people at the park, the theater, church, youth programs, swimming pool, etc. have the pleasure of getting to know your child.
- E**ncourage your child to try something new... a new game, a new word, a new skill, a new friend.
- R**esolve to begin the next school year rested and ready to collaborate and advocate for a truly appropriate educational program for your child.

No one wants to think about the next school year now, but now is the perfect time to do a few things that will make the start of school next year a little easier.

(Continued on Page 7, column 3)