

# NC CEC NEWSLETTER

North Carolina Council for Exceptional Children

## Index

- 1-2. Letter from the President
- 3. Recap of NC CEC Conference
- 4-6. Awards/ SCEC Spotlight
- 7. Teacher Tips
- 8-9. Call for proposals

## 2016 Executive Board

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## Letter from the President



As I think about our association, I'd like to say it's an honor to have the opportunity to serve for the next year as your President. I'm grateful to those past Presidents and NC CEC Board members who have worked and devoted time and personal resources to lend to the vision that makes NC CEC the strong, successful organization it is today.

We owe a great amount of thanks to Immediate Past President, Dr. Jessica Wery, who over the years has been an outstanding leader and colleague. During her presidency, she put much effort into working closely with others on the board to improve our bylaws and organizational structure so that we may better serve NC CEC members and others interested in providing quality educational experiences to students with disabilities in our state.

Perhaps the most positive outcome of my involvement in NC CEC has been the opportunity to interact with other educators at the state and national level. These experiences have consistently reinforced my belief that special educators are hardworking teachers with a sincere desire to make a difference in the lives of their students. While the realities of fewer resources, larger caseloads, extreme variations of student needs and keeping up with current procedures/compliance paperwork are real challenges for educators in our profession, the most obvious way we can best address each of these issues is to collaborate with one another

**Subdivision Presidents****NC CASE**

Ruben Reyes

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Laura Winter (President Elect)**NC DADD**Melissa Hudson  
Chris Rivera**NC TED**Bree Jimenez  
Natasha Veale**NC CEC Regional Reps****Northeast**Lora Lee Smith - Canter  
Paula Dowd**Southeast**

Anna Strickland Weaver

**North Central**Ben Gootman  
Amanda Bock**Sandhills**

Bobbie Grammer

**Piedmont - Triad**Margaret Blackwell  
Julie Bost  
Jennifer Enter**Southwest**Charlie Wood  
Elleen Yantz  
Ann Jolly**Northwest**Rose Marie Matuszny  
Emily Summey**Western**

Valerie Mazzotti

to problem solve and share ideas/best practices.

In my 20+ years of teaching, I have learned that teachers, as a group, are excellent problem solvers who are generous with their time, resources and expertise. There is no need to “reinvent the wheel” unless it is absolutely necessary. I encourage you all to seek assistance from others in the profession when/if you need help. The purpose of our organization is to, “improve educational outcomes for individuals with exceptionalities, students with disabilities, and students who are gifted. CEC also helps professionals obtain the conditions and resources necessary for effective professional practice.” There is a wealth of expertise about a wide variety of issues on the board and throughout our organization, and the chances are that if we don’t know the answer to your question...we can probably find out who might.

The names and contact information of NC CEC representatives around the state are available on our website. Please help us to better serve you by sharing your concerns and requests for help. Once again, I’m honored to serve as your president, and I look forward to working with you all this year.

Sincerely,

*Glennnda McKeithan*



## 2016 NC CEC CONFERENCE RECAP

Our 29th Annual NCCEC Convention & Expo was a great success!

### Keynote Speakers



Dr. Ann Turnbull and Dr. Rud Turnbull



Representatives from PENC (Professional Educators of North Carolina) during the 2016 Expo.

*Get ready for next year...*

January 18-20, 2017

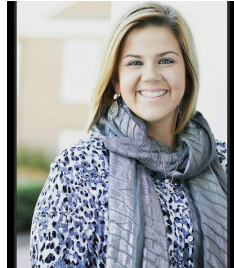
NC CEC Conference

Hilton Wilmington Riverside, Wilmington, NC

Reserve your room at the group rate [here!](#)

# Congratulations to all of our Award Winners!

## **Paris Trivette** **Outstanding Undergraduate Scholarship**



Paris Trivette is a Special Education major at Greensboro College and an active member in their newly established Student CEC chapter. Her instructors have commended Ms. Trivette's outstanding leadership, organization, work ethic, and dedication to teaching students with disabilities. Ms. Trivette has had several teaching experiences already, including as a Peer Tutor and a student co-teaching in a First Year Seminar. In addition, she has served as the sophomore class president and as a Student Ambassador. We are very pleased to award this year's Outstanding Undergraduate Scholarship to Ms. Paris Trivette.

## **Leah Sherrill** **NC-CEC Mini Grant**



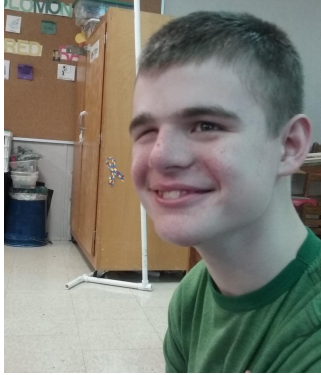
Leah Sherrill, a recent graduate from the University of North Carolina Wilmington, received a mini-grant of \$500 from NC CEC for her non-profit, Special Pedals. "The objective of this project is to improve the future for our students, and help bridge the gap as they move forward from high school graduation to becoming content self-sufficient adults in our community. Special Pedals Inc. partners with universities to build a fulfilling work experience for adults with disabilities through our Special Pedals Inc. bike shop. This bike shop both trains and employs adults with disabilities in becoming bike mechanics and other shop employees, while also providing college students convenient low-cost bikes and bike repairs. The long-term goal of Special Pedals Inc. is to offer adults with exceptional needs a solid cognitive, developmental, and experiential foundation for future life and work."

## **Misbah Chhotani** **Yes I Can! Award in the area of Academics**



Misbah is a student at Walter Williams High School in Burlington, NC who has made significant academic achievements and extracurricular accomplishments. Her Science teacher provided just one example of what so many of Misbah's teachers have noticed regarding her current success. "Misbah was in my earth science class her freshman year and I don't ever recall thinking of her as being disabled in any way. More often than not she was like an assistant teacher. She worked diligently, asked good questions, and never complained. Fast forward to today and Misbah is even more self-assured than ever. She comes to my class each day with a smile on her face and there is no stopping her. I honestly do not think there is anything she believes she cannot do. Indeed, when I look at her, zooming down the hall, I am reminded of how Misbah has take what could have been a challenge and turned it into just another part of high school."

**Jared Lankford**  
**Yes I Can! Award in the area of**  
**Independent Living Skills**



Jared is a student at North Shelby School in Shelby, NC who was nominated by his teacher, Amber Anderson, for his overall improvement in communication, social skills, and transitioning. His teacher and many other staff at his school believe that Jared was deserving of this award for many reasons. Some of the highlights regarding his improvement include he has become great at expressing his needs appropriately during the school day; he has grown and explored new environments; he completes all assignments with compliance and excitement on most days, and he exhibits many of the traits of great character education and beliefs. A quote from his teacher sums up Jared's Yes I Can! attitude, "While on the surface this young man is viewed to have many physical and environmental issues that may be perceived as limitations, he does not let them limit him in any way! He is truly an overcomer and honestly deserves this award!"

**Judy Jennings**  
**Excellence in Teaching Award**

Judy Jennings is an Exceptional Children's teacher and department chair at Turrentine Middle School in Burlington, NC. She received the Excellence in Teaching Award for being recognized as a teacher who has demonstrated excellence in meeting the needs of exceptional children. Julie Bost, who nominated Judy, had this to say about her success in the classroom, "Judy's greatest accomplishment is that she NEVER gives up! She works long and hard to advocate for students who otherwise would get 'lost in the shuffle.' This 'can do' attitude has resulted in amazing levels of achievement among the students she serves. These achievements are both academic and social as she strives to help all learners access their learning environment to the greatest extent possible."



**Susan Osborne  
Felix Barker Award**



Susan Osborne is a professor at North Carolina State University who was awarded the Felix Barker Award for showing outstanding leadership in the field of special education. She has held numerous leadership roles within the Council for Exceptional Children's subdivisions, and has received multiple teaching awards. As her nominator, current NC CEC President Glenda McKeithan, had this to say about such an extraordinary educator, "One of the most distinguishing characteristics about her is her attitude about education and life in general. She lives life to the fullest, and she takes advantage of every moment. Dr. Osborne is a role model for what we should all aspire to become. She willingly shares her time and knowledge with others."

**Congratulations to all  
of our Award  
Winners!**

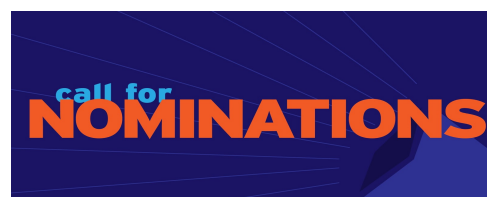
## SCEC Spotlight

### Seeking Nominations for Student Representative to NCCEC

Looking to be more active with NCCEC? Want to help out other colleges and universities across the state? Send your name and a 250 word statement about yourself to Stacy Weiss, Student Coordinator ([stacy.weiss@gmail.com](mailto:stacy.weiss@gmail.com)) by September 15, 2016.

#### Responsibilities:

- Attend at least 2 NCCEC executive board meetings either in person or virtually.
- Attend the NC CEC conference and help facilitate student activities and volunteers.
- Preside over student state meeting during NC CEC conference.
- Work with Student Coordinator to facilitate and assist state colleges and universities in setting up and continuing local student NC CEC groups.
- Provide updates to the NC CEC newsletter regarding statewide student chapters and organizations.
- Be a member of the national CEC organization.





**Maintaining Student Attention, Engagement, and Participation in Small Group Instruction**

Stacy L. Weiss & Chan Evans, East Carolina University

Teachers know the importance of incorporating universal supports as they plan for an organized and academically-focused classroom. These Tier I strategies include the development of clear rules, specific procedures for routines, and a reinforcement program for whole class/large group instruction. It is also essential that teachers establish explicit expectations for small group instruction so students know what to expect and do.

In order for students to engage and participate in a small group setting, they need to demonstrate essential learning-related behaviors including:

- Staying on task
- Actively participating
- Persisting despite difficulty

Below is a list of proactive strategies and suggestions for implementation.

**Strategies to Maintain Attention, Engagement, and Participation**

Strategy	How it works
Teach and Praise specific small group behaviors.	<ul style="list-style-type: none"> <li>• Target behaviors that highlight persistence, participation, and performance.</li> <li>• Provide <b>clear examples</b> of behaviors that should be practiced during small groups.</li> <li>• Be <b>specific and positive</b> with verbal reinforcement.</li> <li>• Give praise immediately after the desired behavior and also later in the day to further reinforce the desired behavior.</li> </ul>
Provide multiple opportunities for students to respond.	<p><b>Response Cards</b></p> <ul style="list-style-type: none"> <li>• Develop questions in advance of the small group lesson to target specific objectives.</li> <li>• Ensure individual accountability, which can get lost in choral responding.</li> <li>• Preprinted cards are useful for fixed answers and for new material students need to recognize: Yes/No, multiple choice answers, vowel sounds...</li> <li>• Whiteboards provide a space for spelling or math problems. Teachers can give immediate corrective or positive feedback.</li> <li>• Classroom response systems/clickers are engaging and reinforcing.</li> </ul>
Use high-probability requests with difficult tasks.	<ul style="list-style-type: none"> <li>• Be aware that students may exhibit resistance to directions for completing academic tasks that they find difficult. These are low-probability requests.</li> <li>• Build behavior momentum before asking students to work on difficult skills.</li> <li>• Prompt students to complete 2-3 simple tasks as a warm-up to challenging ones. These are high-probability requests.</li> <li>• Examples: Write name on paper, point to sight words, count objects (high-p) before writing a paragraph, reading a book, or completing math problems (low-p).</li> </ul>

**Resources**

Bruff, D. (n.d.) Classroom response systems (clickers). Center for Teaching, Vanderbilt University. Retrieved from: <https://cft.vanderbilt.edu/guides-sub-pages/clickers/>

Sayeski, K. L., & Brown, M. R. (2011). Developing a classroom management plan using a tiered approach. *Teaching Exceptional Children, 44*(1), 8-17. Retrieved from [www.cec.sped.org](http://www.cec.sped.org)

The IRIS Center. (2008). *Addressing disruptive and noncompliant behaviors (part 2): Behavioral interventions*. Retrieved from <http://iris.peabody.vanderbilt.edu/module/bi2/#content>

Weiss, S. L., (2013). Learning-related behaviors: Small group reading instruction in the general education classroom. *Intervention in School and Clinic, 48*(5), 294-302. doi: 10.1177/1053451212472231

**SPECIAL  
ANNOUNCEMENT**

## **CALL FOR PROPOSALS**

*Deadline: Sunday, July 31st, 2016*

**The North Carolina Council for Exceptional Children is  
now seeking proposals for the:**

**4th Annual  
Northwest Region  
Mini Drive-In Conference**

**The 2016 conference will be held on Saturday, October 8<sup>th</sup>, 2016 from 9:00 a.m. - 5:00 p.m.  
in the Reich College of Education at Appalachian State University in Boone, NC.**

For the 2016 conference we anticipate a rich mix of conversation, networking opportunities, hands-on workshops, and the engagement of advocates of students with disabilities who represent a variety of backgrounds and experiences.

We seek to facilitate dialogue supporting students with diverse abilities among a broad constituency, including divisions of higher education, academic researchers, educators, community leaders, administrators, pre-service teachers, parents and other advocates of students with diverse abilities – this event is open to members and non-members of NC-CEC.

### **What We Are Looking For**

We are particularly hoping to receive proposals that are informative and relevant to the field of special education, supported by theory and research that and that demonstrate ideas that are applicable to the conference theme *Creating Inclusive Classroom Communities that Support Learning for ALL Students*.

We are interested in presentations based in the following fields: Special and General Education, Higher Education, Related and/or Community Services, and the Arts and proposals that accomplish any of the following:

- Provides information regarding practices used to create inclusive classroom environments, especially those which employ Universal Design for Learning (UDL) and Differentiated Instruction
- Builds on the knowledge base of those new to the field of special education
- Demonstrates the effectiveness of existing programs
- Proposes a methodology or evaluation model for supporting students with disabilities



- Proposes a methodology or evaluation model for supporting families of students with disabilities
- Suggests new ideas and best practices for successful transition, collaborative relationships and/or transition.
- Proposals that include participants of different nationalities, different levels of experience, and from different institutional and organization types.

### **Please Provide a 3-5 Page Proposal:**

- Include- Names of lead and co presenters;
- Contact information (email address and phone contact)
- Title of proposed presentation
- Type of session (mini workshop, lecture, interactive mix, other – explain please)
- Audience (general education teachers, special education teachers, pre-service teachers, service providers, administrators, parents, etc.)
- Description of the presentation - ½ - 2 pages
- Equipment needs? (Overhead, Projector for Powerpoint, DVD or VHS player). We will have projectors in each meeting room, but presenters will need a flash drive or the correct cables to attach your laptop to the projection podium. You can also mail the presentation to yourself and access it from the podium.
- POSTER SESSION? Let us know if you would consider doing a poster session if there is no room for a lecture presentation format. This is a new piece to our conference, but we will use this if we have a very large number of accepted presentations.

### **PRESENTER REQUIREMENTS**

*Presenters in the 2016 conference will be required to meet the following requirements:*

- **50-Minute Sessions:** Each presenter will have a 50-minute time slot to present (e.g., 30-35 minutes for presentation, 10-15 minutes for Q&A, & 5 min for session evaluations), during the concurrent presentations at the conference. (**PROPOSALS FOR LONGER WORKSHOP SESSIONS – up to 3-hours in length – will be considered**)
- **Abstract of Presentation** – please submit an abstract *for the conference program* (250 words or less)
- **Optional Poster Submission:** If you are only submitting a poster, you will need to submit a 1-2 page paper describing your poster.

### **SUBMISSION PROCESS & DEADLINES**

**The deadline to submit proposal and presentation abstracts is Sunday, July 31st, 2016. Abstracts must not exceed 250 words and should be submitted online, to Rose Matuszny at [matusznyrm@appstate.edu](mailto:matusznyrm@appstate.edu).**

Thank you in advance for your submission. Proposals and abstracts will be reviewed and selected lead presenters will receive a *notification of acceptance by August 28th, 2016.*