



Understanding Education Services

Tutors - are teachers who assist students, one on one, in an effort to review and remediate work already presented to the student. They are used to “catch students up.” Often they can assist in improving reading levels and teaching math skills. Sometimes you can find tutors through your schools. There are private agencies listed in the phone book like, “Failure Free Reading”, “Salisbury Tutor Academy”, “Sylvan Learning”, and “Huntington Learning Center.”

Education Coaches - are people who work with older students to teach study skills, organizational skills, and educational habits. They sit on the sidelines and coach the student through their educational difficulties. Often coaches are expensive and sometimes difficult to find. Some middle and high schools offer classes for students to learn these skills.

Home Study Hall - is a concept where the family provides a quiet place in the home for the student to study. The study hall is open every night, Sunday through Thursday, at a specific time - say 7:00 to 8:00 p.m. The student is required to be present for that hour every night. They are to do written work due tomorrow first. Review classroom work second. Study for tests third and work on projects last. They should always begin with their hardest subject first and the easiest subject last. An hour would be the minimum for middle and high school students.

Exceptional Children’s Program (EC Services) - The EC program is a federally mandate program where children receive services if they meet specific criteria for these services. The EC Speech program provides services for the following types of conditions. Learning Disabled, Behaviorally and Emotionally Disabled, Educationally Disabled, Traumatic Brain Injury, Other Health Impaired, Speech and Language Disabled, Visual Impairment, Hearing Impairment, Autism and Orthopedic Impairment. The local schools cannot pick students for these programs; the students must meet criteria set forth by the Federal Government. These services begin at the age of 3.

504 Modifications - Section 504 is contained in the Vocational Rehabilitation Act of 1973. This act protects against discrimination of service. It ensures that children who may not meet special education definitions have access to appropriate modifications. Though standards exist, there is some room for interpretation. Children with ADHD are classic examples of children who qualify for 504 modifications. This does not need to be formally written. Services included here would be extra time for tests, separate testing place, modification of assignments, assignment notebooks and behavioral contracts.

Educational Testing - The Federal Government requires each school system to be able to do educational testing. This should include IQ tests, Achievement tests, Functional Behavioral Assessment, Hearing and Vision. This type of testing can be done outside of the school, although it is expensive (\$700-\$1000) and most insurance companies will not pay for this type of testing. Learning Disability is an educational diagnosis and schools make determination for eligibility of services.



Other Health Impaired - The Other Health Impaired label is often used to place children in the EC program that do not meet criteria for Learning Disabled, Emotionally Disabled or Functionally Disabled. Sometimes children with ADHD combined or inattentive will meet criteria for OHI.

Title One Reading - is a federally funded program that offers remediation to students behind in reading. Any school that has a high percentage of children on free lunch will have a Title One Program. There are not strict criteria to receive this service, so often teachers can give students this service without any testing.

Individual Education Plan (IEP) - is a written plan, prepared by the educational staff at the school to direct the classroom teachers and special education teachers in their approach to the child's needs. It may be called a PERSONAL EDUCATION PLAN (PEP) in some schools.

Least Restrictive Environment - The federal government requires that a child's education be conducted in the least restrictive environment as possible. The schools must comply with this. It is often difficult to define, but many times an environment that is impairing a child's abilities would be one that is too restrictive.

Children who Fall Through the Cracks - We all know that many children will fall through the cracks. When our schools are so large, it is impossible to meet everyone's needs. Who is at risk? The following children are the greatest risk for falling through the cracks within our public school system. Children with an IQ of 70-85, children with Learning Differences who do not meet federal guidelines for the EC program, children with complex disorders, like Non verbal LD, and children who have not advocate.

Be on the Same Team - Try not to fight with the school. Your child will do the best if everyone is on the same team and works together. Meet with the school officials if you and your child's teacher see things differently. Only through good communication and working together can you get the most from your child's school. Response to Intervention (RTI) is a multi-step approach to helping struggling learners that is gaining momentum in schools in NC; it is a 4 –tier level approach. RTI allows for early interventions providing academic and behavioral supports rather than waiting for a child to fail before offering help. The No Child Left Behind Act of 2001 and IDEA of 2004 have directed schools to focus more on helping all children learn by addressing the problems earlier. The RTI approach helps distinguish between those students whose achievement problems are due to learning disability versus those students.

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