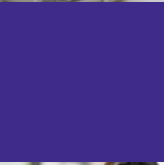




Advocating for Your Child with Dyslexia

Basic Rights in Education

Presented by:
Learning Ally



Agenda

Definition for dyslexia

Federal Laws that impact special education

Different pathways:

a). Response to Intervention

b). IEP

c). Section 504 Plan

Special Education Process

How to get your child help in school

Defining Dyslexia



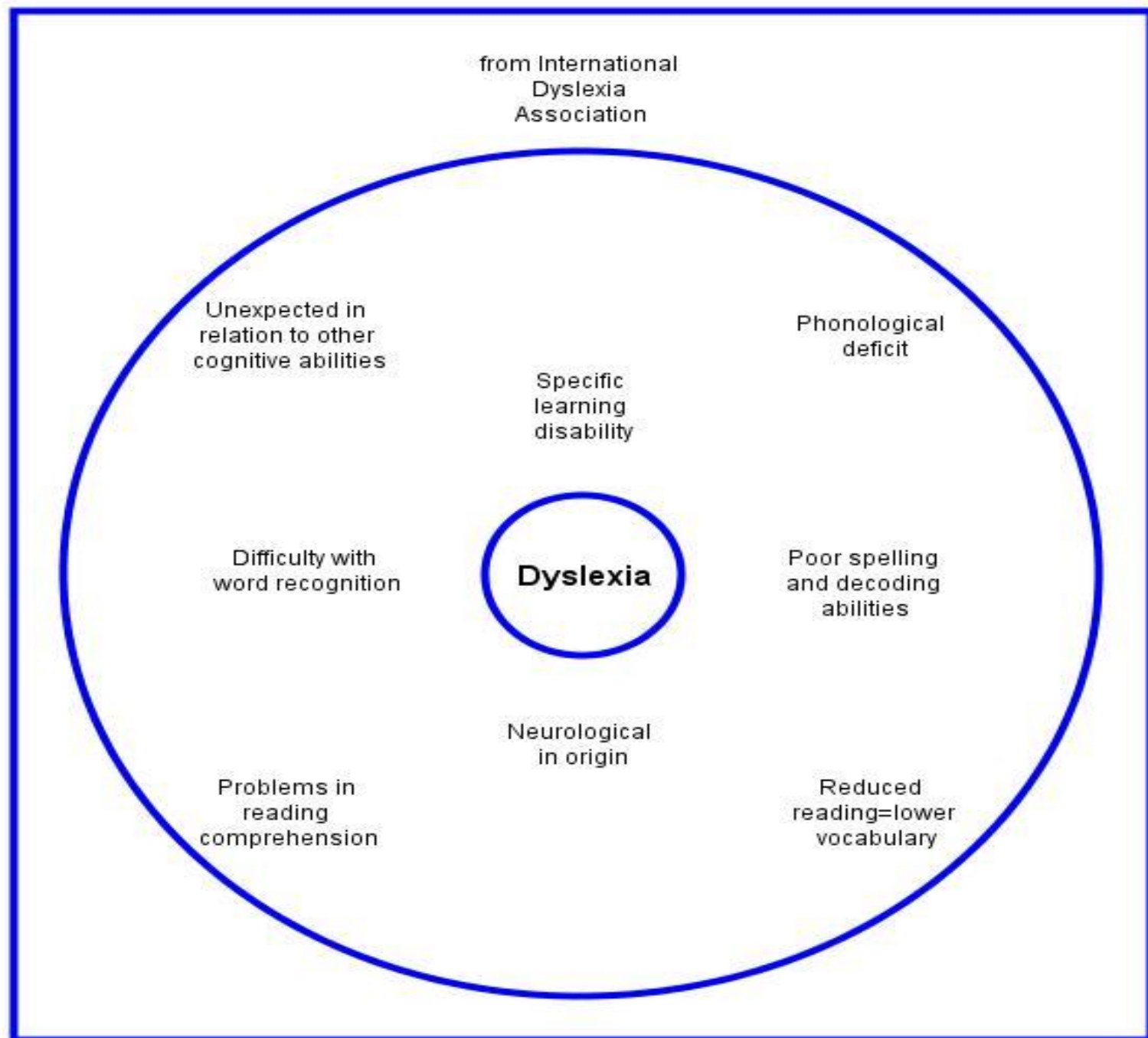
Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with **accurate and/or fluent word recognition** and by **poor spelling and decoding abilities**. These difficulties typically result from a deficit in the **phonological component** of language that is often unexpected in relation to other cognitive abilities.

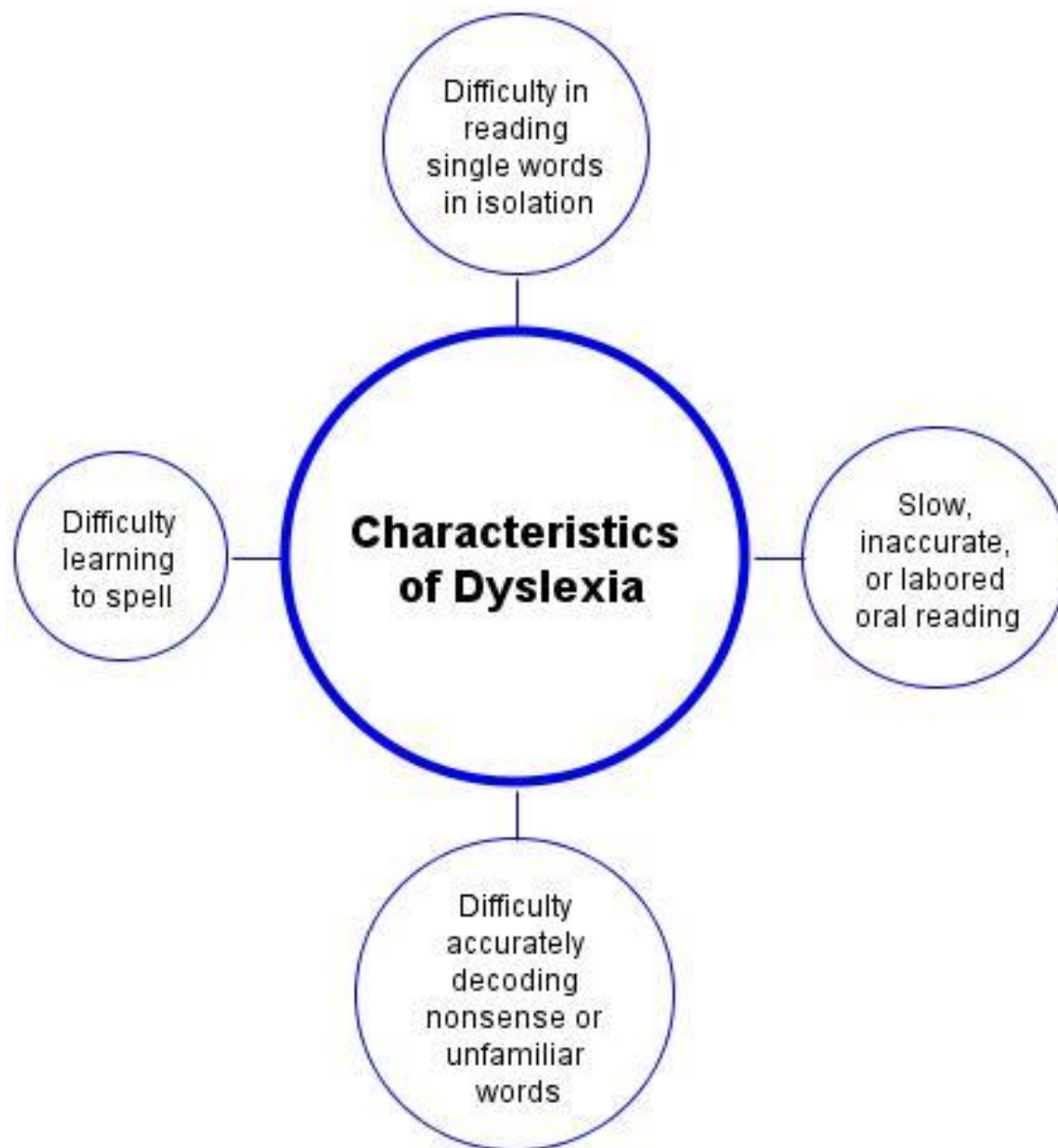
Secondary consequences may include problems in **reading comprehension** and **reduced reading experience** that can impede growth of **vocabulary** and **background knowledge**.

Adopted by the IDA Board of Directors, Nov. 12, 2002. This Definition is also used by the National Institute of Child Health and Human Development (NICHD).



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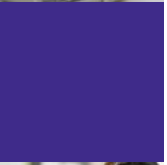




Federal Laws Impacting Students With Disabilities

- Individuals with Disabilities Education Act (IDEA)-1990
- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act (ADA)-1990

Note: No Child Left Behind Act-2001





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Individuals with Disabilities Education Act (IDEA)

- The **Individuals with Disabilities Education Act** (IDEA) is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities.
- It addresses the educational needs of children with disabilities from birth to age 21.

IDEA



All children with disabilities are entitled to

A “free, appropriate, public education” (FAPE)

All children with disabilities, regardless of the type or severity of their disability, shall receive a free, appropriate public education. This education must be provided at public expense—that is, without cost to the child’s parents.

In the “least restrictive environment” (LRE)

- The LRE is the setting in which children with disabilities may be educated with typical children to the maximum extent possible
- Every child should be educated in the regular classroom, in the school he or she would attend if not disabled, with “supplementary aids and services.”

Pursuant to an **Individualized Education Program (IEP)**

The IEP specifies the child’s **unique educational needs**, states **present levels of performance**, identifies **measurable annual goals and short-term objectives**, and describes the **specific special education and related services that will be provided to help the child attain those goals** and benefit from education.



Who qualifies under IDEA?



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- Children between the ages of 3 and 21, who meet the eligibility criteria in one of thirteen qualifying disabilities ***and who require special education services because of the disability*** can qualify for services under IDEA.
- There are ***13 categories of disabilities*** listed under IDEA
- To be eligible, a student must have a disability that ***adversely affects*** her or his educational performance and must need special education in order to receive an appropriate education.

13 Disability categories under IDEA



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- autism
- deaf-blindness
- deafness
- emotional disturbance
- hearing impairment
- intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment (including blindness)

Students with dyslexia usually fall under:



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Specific Learning Disability

Other Health Impaired

Specific Learning Disability



34 CFR 300.8(c)(10):

"(A) IN GENERAL.—The term 'specific learning disability' means a disorder in 1 or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations."

"(B) DISORDERS INCLUDED.—Such term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, **dyslexia**, and developmental aphasia."



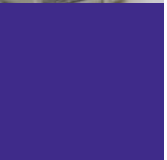
Other Health Impaired



34 CFR 300.8(c)(9)

(9) Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--

- (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and
- (ii) Adversely affects a child's educational performance.



Specially Designed Instruction



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Sec. 300.39 Special education.

a). General

1). Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—

(i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and

(ii) Instruction in physical education.





Procedural Safeguards:

If a parent disagrees with the district, they may request:

- Mediation
- Due process/impartial hearing
- Complaint investigation

If they request an impartial hearing, they must first give the district the chance to resolve the disagreement by participating in a “resolution session” held by the district

Mediation & a hearing must be completed within 45 calendar days from receipt of the request

Complaint investigation must be completed within 60 calendar days from receipt of the request

Do you need to fail first?



- According to IDEA, states must make a free appropriate public education available to “any individual child with a disability who needs special education and related services, even if the child has not failed or been retained in a course or grade, and is advancing from grade to grade.”

[34 CFR §300.101(c)(1)]



Federal Civil Rights Law

Section 504 of the Rehabilitation Act of 1973

American Disabilities Act (ADA)-1990



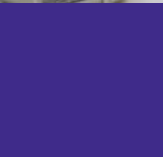


Section 504

- A civil rights statute which prohibits discrimination against individuals with disabilities
- It is an anti-discrimination law
- It is not an education law
- Programs or activities that receive Federal financial assistance fall under Section 504
- Schools are required to provide a “free appropriate public education” (FAPE)



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Disability defined under Section 504

Under Section 504 there is no list of “approved” disabling conditions. A person with a disability is someone who:

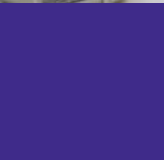
1. Has a physical or mental impairment which substantially limits one or more major life activities OR
2. Have a record of such an impairment OR
3. Be regarded as having such an impairment



Section 504

- It is about leveling the playing field
- Accessibility to regular education programs
- Its focus is on preventing discrimination
- It is about accommodations
- You have fewer rights than under the IDEA






Physical or mental impairment

- 34 C.F.R. 104.3(j)(2)(i) defines this as any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin, endocrine or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities.


****this is not an exhaustive list**

Major life activity


- 34 C.F.R. 104.3(j)(2)(ii):

A blue icon showing two hands, one slightly behind the other, palms facing each other.


Includes such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A photograph of a young man with dark hair, wearing an orange sweater over a white shirt, sitting at a desk and working on a laptop.

****This list is not exhaustive**

A blue icon of a graduation cap (mortarboard) with a tassel.

American Disabilities Act (ADA) was amended in 2008 which provided additional examples of major life activities for the purposes of Section 504: eating, sleeping, standing, lifting, bending, **reading**, concentrating, thinking and communicating.

A photograph of a young girl with dark hair, wearing a red shirt, raising her right hand in a classroom setting.



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Americans with Disabilities Act of 1990 (ADA)

ADA is a civil rights law.

Section 504 and ADA both are designed to protect against discrimination based on disability, and both use the same definition of eligibility. Rights, procedures, and remedies under both laws are the same.

However, Section 504 applies only to recipients of Federal financial assistance, while the ADA applies to entities that don't necessarily receive such assistance.



No Child Left Behind Act 2001

Purpose: To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments...

...holding schools, local educational agencies, and States accountable for improving the academic achievement of all students,...



3 Pathways



RTI



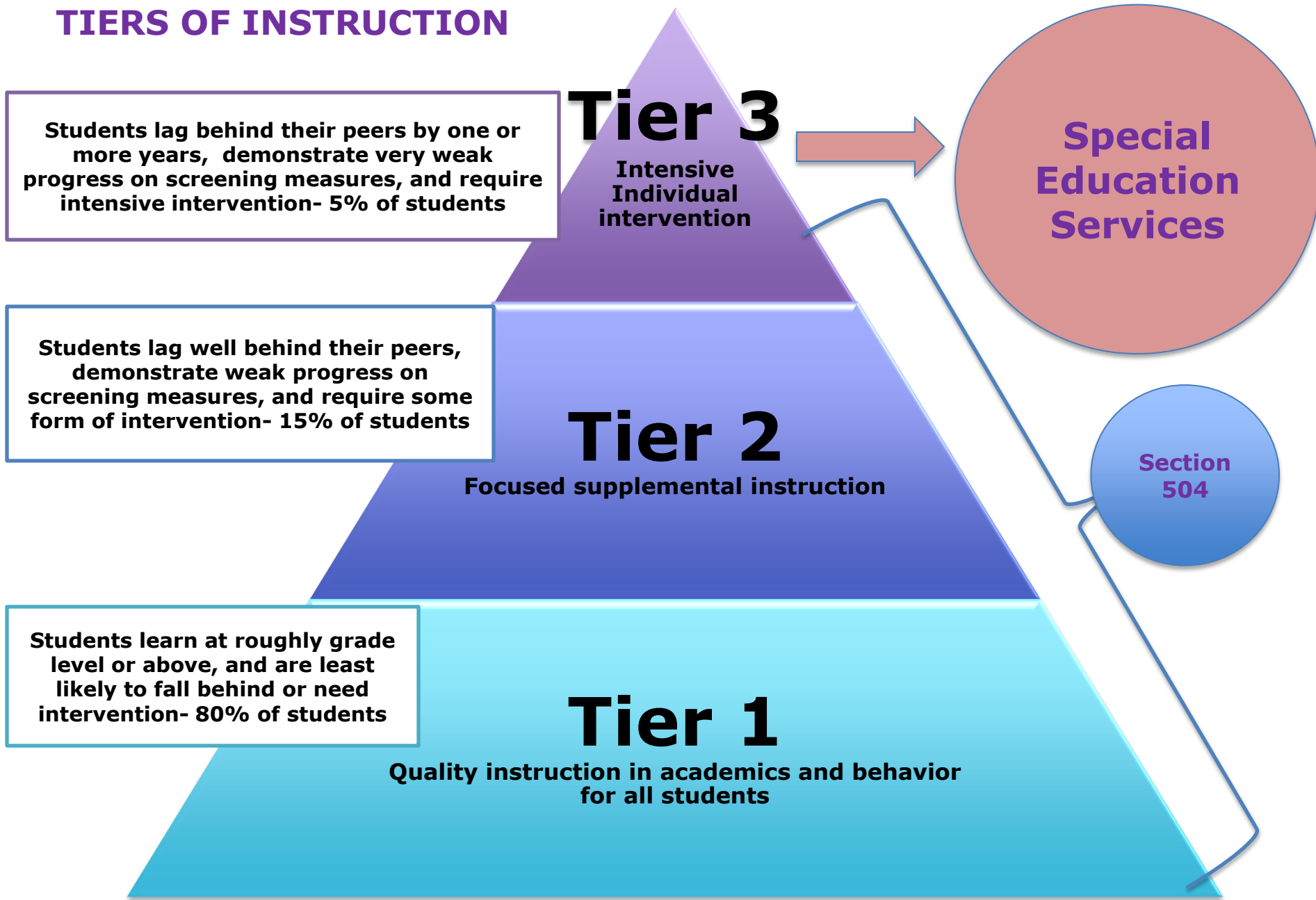
IEP

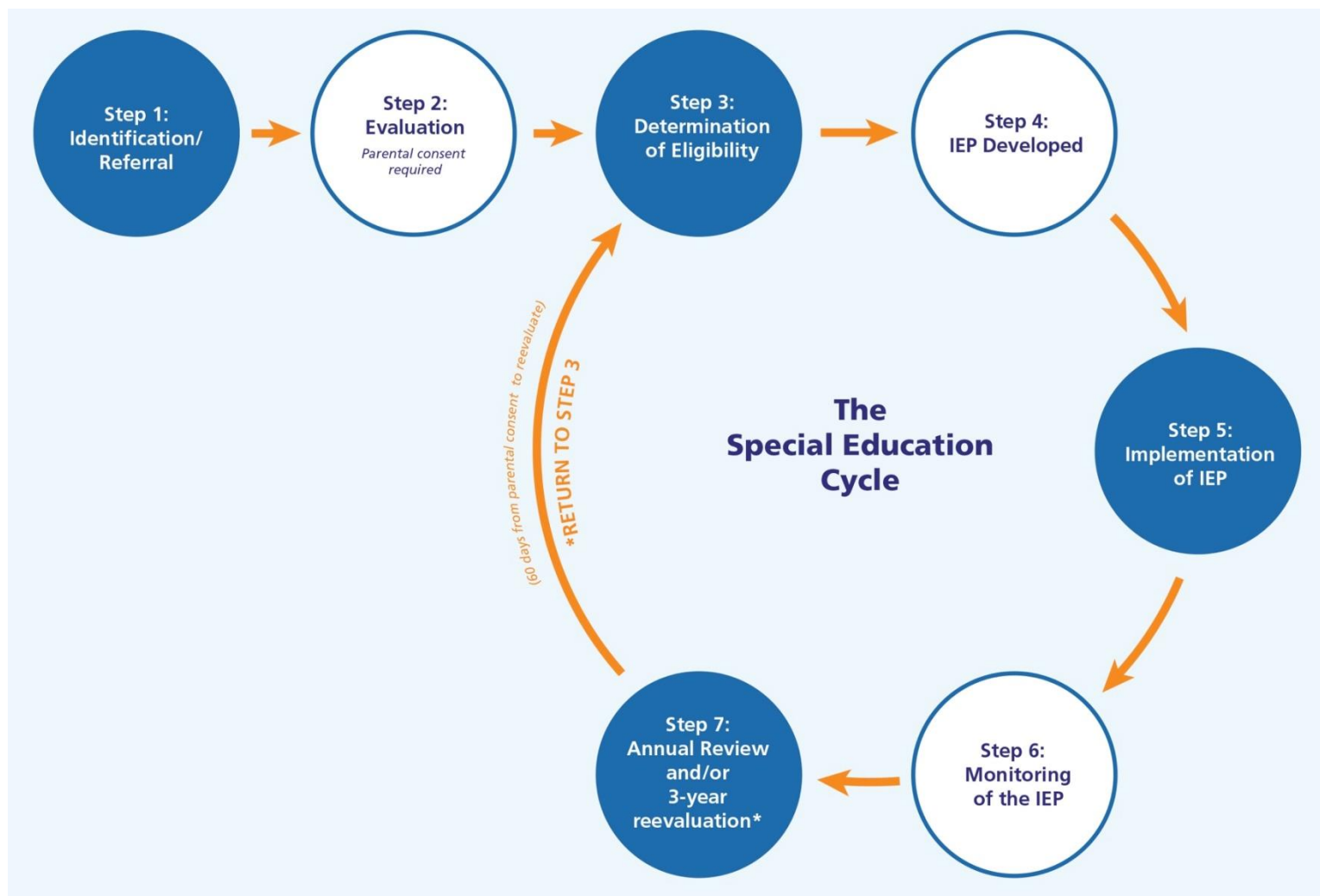


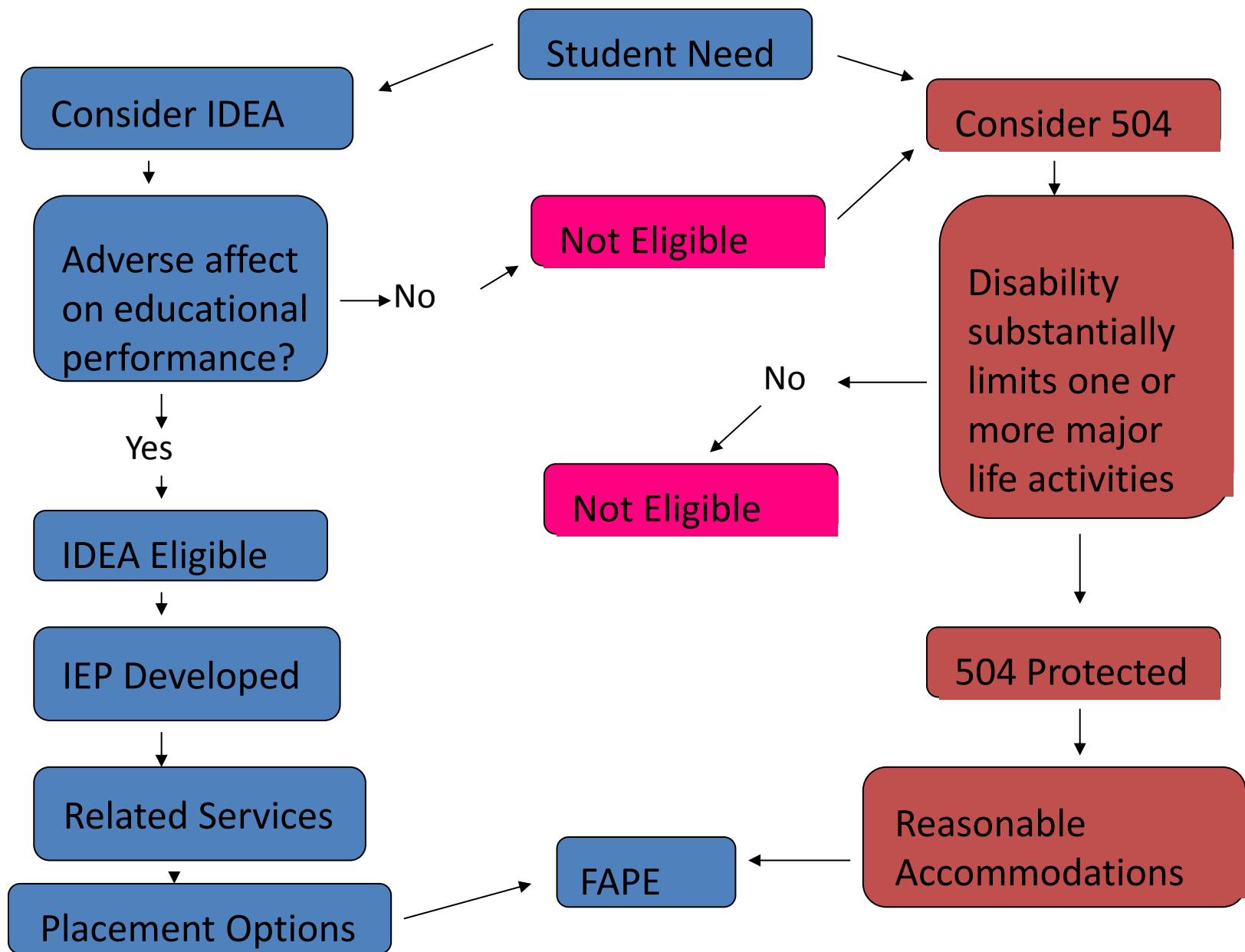
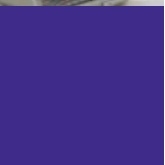
504 Plan



TIERS OF INSTRUCTION









Special Education Process



Step 1. Child is identified as possibly needing special education and related services.



"Child Find." Schools are obligated to identify, locate, and evaluate all children with disabilities who need special education and related services. Parents are asked if the school can evaluate their child. Or —



Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request should be in writing. Parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a reasonable time after the parent gives consent.



Step 2. Child is evaluated

- The evaluation must assess the child in all areas related to the child's suspected disability.
- The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.
- Parents have a right to an independent evaluation at the district's expense if they disagree with the evaluation
- Parents can provide the school with their own private evaluation.





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Step 3. Eligibility is determined

A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA.

School districts are not required to diagnose a disability. They are required to determine eligibility for special education services based on the child's educational need.

If the child is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services.

Continue Step 4: IEP meeting is scheduled

- You will be notified in writing as to the time and place of the meeting
- You will be made aware of who is attending
- You can invite people to the meeting who have knowledge or special expertise about your child

Continue Step 4: IEP meeting is held and IEP is written



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The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are part of the team.



Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the meeting.



If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the school may offer mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time mediation must be available.





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Step 5: Implementation of IEP

The school makes sure that the child's IEP is being carried out as it was written.

Parents are given a copy of the IEP. Discuss and summarize the IEP with your child

Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP.

This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.



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Step 6: Monitoring IEP

The child's progress toward the annual goals is measured, as stated in the IEP.

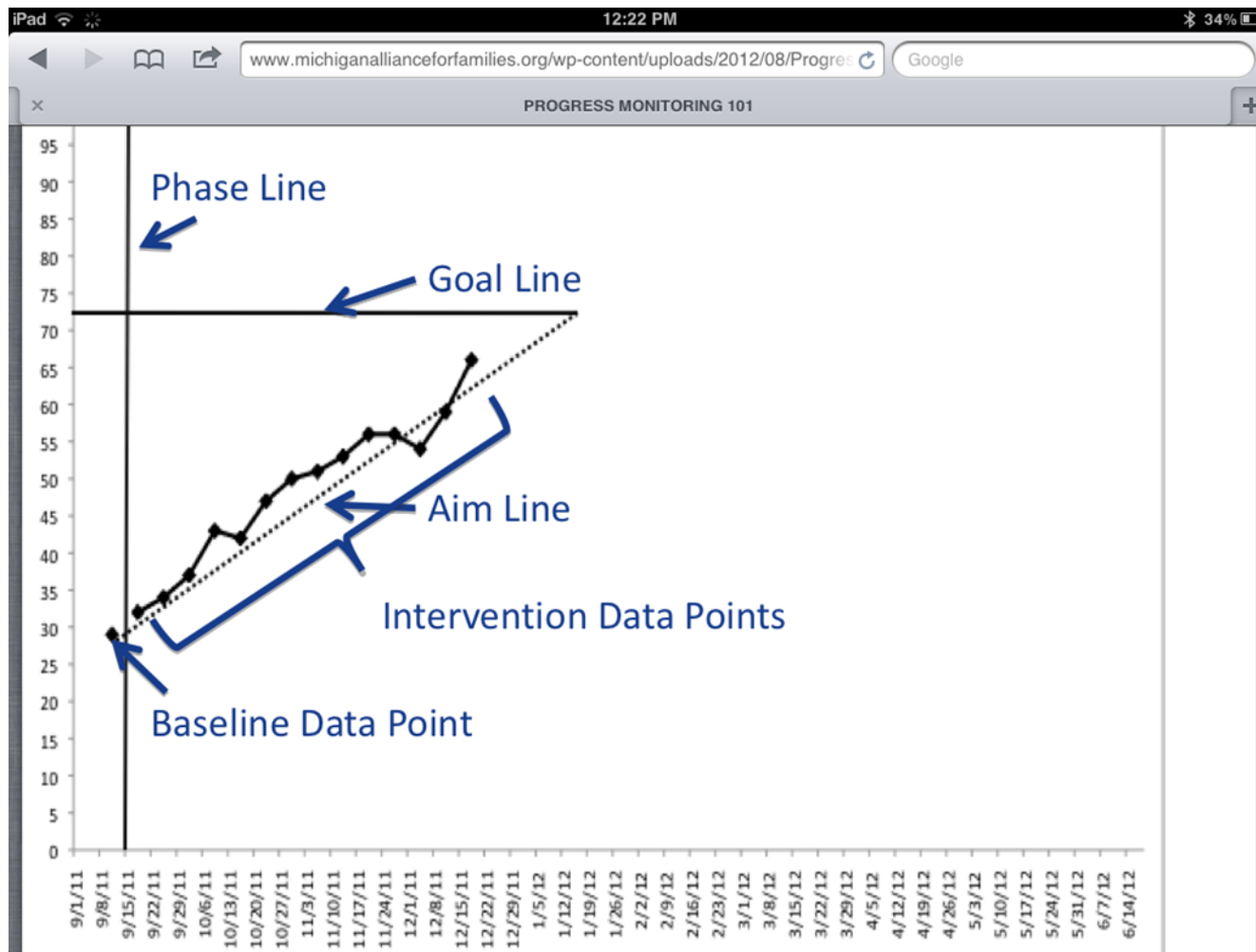
His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year.

These progress reports must be given to parents at least as often as parents are informed of their nondisabled children's progress.

Progress Monitoring



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Step 7: IEP is reviewed annually



The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised.



If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing. They may also file a complaint with the state education agency.





Continue Step 7: Child is reevaluated every 3 years



At least every three years the child must be reevaluated. This evaluation is often called a "triennial." Its purpose is to find out if the child continues to be a "child with a disability," as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a new evaluation.



HOW TO GET YOUR CHILD HELP AT SCHOOL

It starts with...

1. Good educational/psychological evaluations and speech/language evaluations
 - evaluations provide you with good baseline data
 - identify the needs of the student
 - identify a student's learning deficits and strengths
2. Measurable annual goals and objectives
3. Describe how progress towards the annual goals and objectives will be measured (progress monitoring)
 - Determine the schedule of reporting progress



Then you can begin to discuss...

- Programs
- Specially Designed Instruction
- Related Services
- Placement



Can methodology be discussed?

(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, ***methodology***, or delivery of instruction—

(i) To address the unique needs of the child that result from the child's disability; and

(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

34 CFR 300.39(3)

Methodology

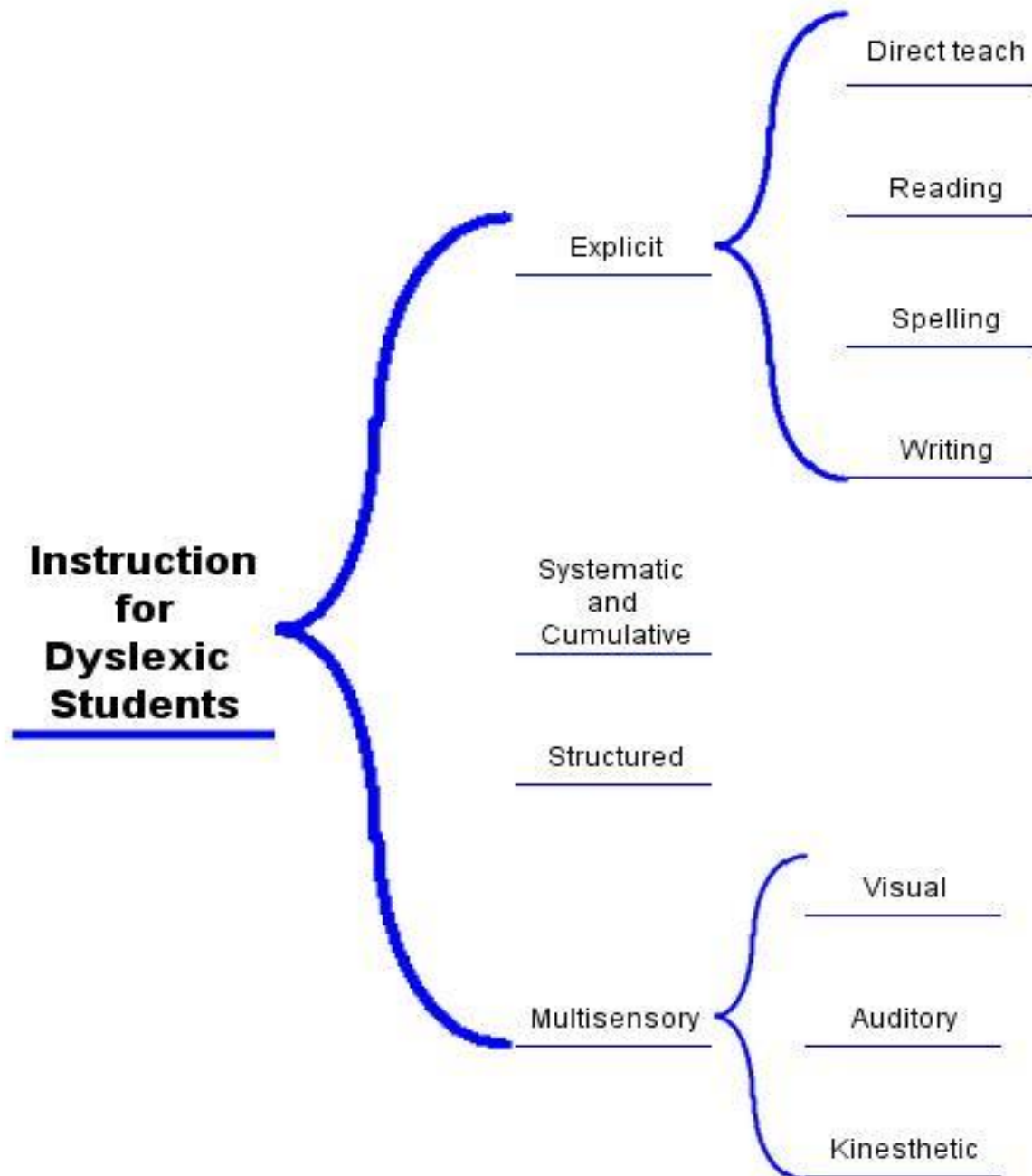
- As a general rule, a parent does not have a legal right to select a preferred methodology. School personnel may choose the methodology to be used.
- Parents have the right to demand a methodology that **works**. If the child does not make progress with the methodology chosen by the school personnel this is a reason to revisit the current program.

What Kind of Instruction Does A Child with Dyslexia Need?

Dyslexia and other related learning disorders cannot be cured. Proper instruction promotes reading success and alleviates many difficulties associated with dyslexia. Instruction for individuals with learning differences should be:

- **Explicit** – intentional, direct teaching of skills for reading, spelling, and writing
- **Systematic and Cumulative** – has a definite, logical sequence of concept introduction
- **Structured** – has step-by-step procedures for introducing, reviewing, and practicing concepts
- **Multisensory** – engages the visual, auditory, kinesthetic and tactile channels **simultaneously** or in rapid succession.





Multi-Sensory Structured Language (MSL) Instruction

Programs:
There are many.



The Gillingham Manual

Remedial Training for Children
with Specific Disability in
Reading, Spelling, and Penmanship

Anna Gillingham
Bessie W. Stillman

Typical MSL Scope & Sequence

Level VI	2	ey	ui	eu	ew	ue	eigh	2	ch	3	ch	V/V
									/k/	/sh/		
		oe	au	aw	oi	ov	ie	1	ie	2	ei	ei
							/e/	/i/	/e/	/a/	/e/	/e/

Level V	Suffixes	Double & Add	Change & Add	taxi	Prefixes	Roots	Advanced Suffixes	Accent Patterns
				/e/				

Level IV	Compound Words	Consonant le	VCCV	Rabbit Rule	VCV	ph	Unaccented ar (dollar) ar (decide)	R loses control	ary ery
Multi-syllable words		ble, dle, de							

Level III	VR	ar	or	er	Suffix	ir	ur	wor	ear	o
1 syllable words					fer					/u/

Level II	CV	ee	ea	ea	ea	ai	av	oa	ow	ow	igh	oo	oo	ou	ou	ou	kn
VCE		/e/	/e/	/e/	/a/				/ou/	/u/		/o/	/o/	/ou/	/ou/	/u/	/n/
VV	Open & Closed Syllables	Open Syllables	Open Syllables	Open Syllables	Vowel	Suffix	Wag Words	VCe Syllables	Drop & Add	Drop & Add	Drop & Add	Drop & Add	Drop & Add	Drop & Add	Drop & Add	Spelling of	
1 syllable words					/i/, /e/, /o/	/y/	(sh, ck)		Silent e	Silent e	Silent e	Silent e	Silent e	Silent e	Silent e	Silent e	/j/

Level I	a	v	x	qu	ck	Spelling	sh	ch	Suffix	th	wh	tch	Spelling	Suffix
	/au/					Final /k/	/ch/	/ch/	/es/				of /ch/	/ed/

Closed 1 syllable words	m	r	Suffix	k	e	y	u	c	Spelling	b	j	w	ng	Suffix	nk
			/s/	/k/	/e/	/y/	/u/	/k/	/k/					/ing/	

	i	t	p	n	s	Concept of Syllable	a	l	d	f	h	g	o	z	Floss Rule
	/i/				/s/		/a/					/g/	/o/		

RAPA

Getting Ready

Speech Machinery and Brothers

Lip-Lip /p/ /b/

Tongue Tapper /t/ /d/

Vowels /e/ /o/

Vowels and Consonants

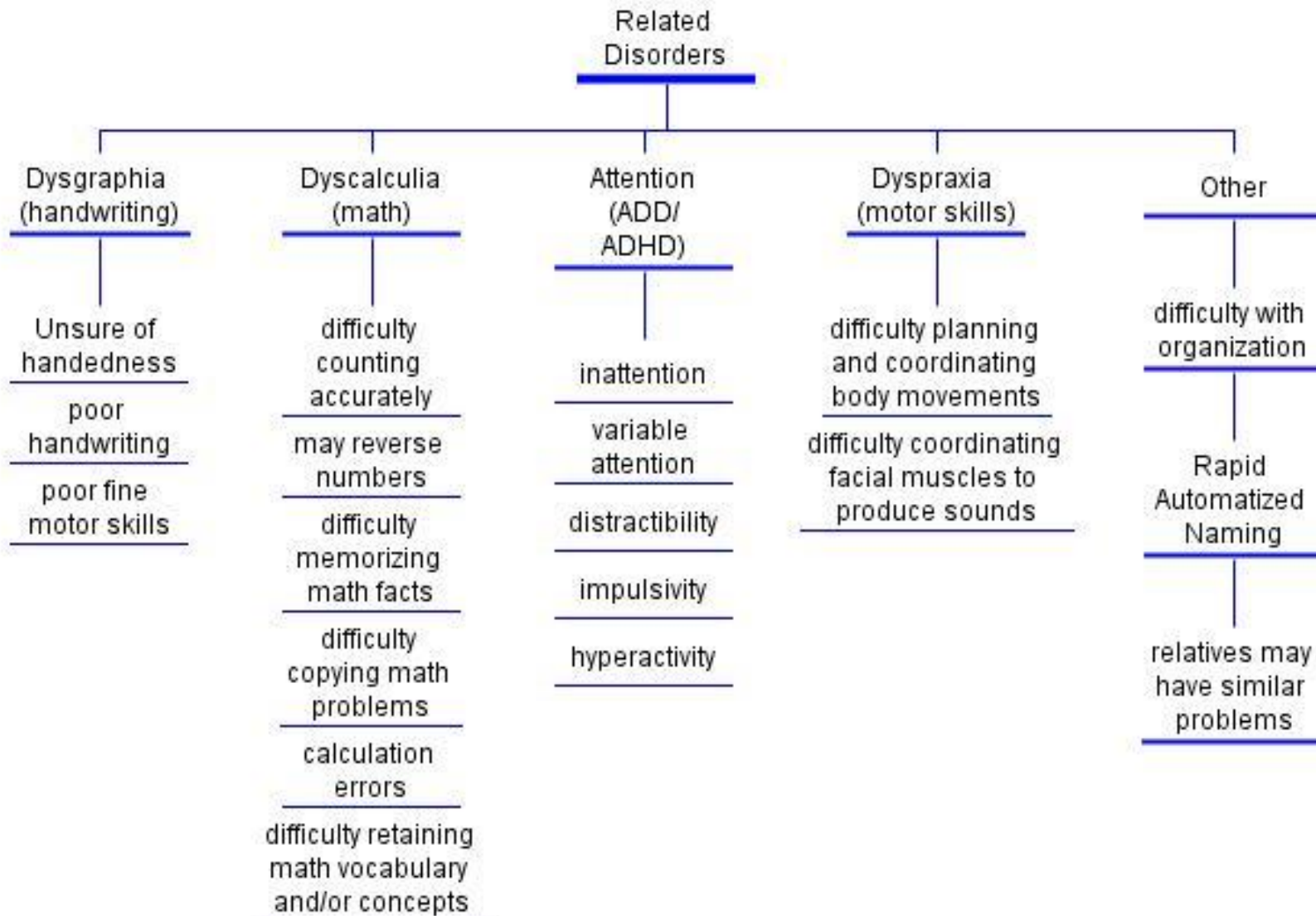
Snake Air /s/ /z/

Nose Air /m/ /n/ /ng/

Vowel /o/



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Accommodations





Extra Time

- Levels the playing field and allows students to perform up to their ability.



Audiobooks

- Support reading skill development.
- Support learning of grade level content.
- Hook reluctant readers on stories getting them excited about books and other content area interests again.

Other Assistive Technology & Supports

- Allows a student to show and access what they know by mitigating their areas of deficit.



The most important thing...

know what questions to ask

A Champion: YOU!



Remediation



Accommodation



As a Parent and Champion for your child...

- You need to collect your own data and observations throughout the year
- Build allies within the school
- Educate yourself about your child's disability
- Educate yourself about what his/her reading difficulties are. "What does it look like"





Keep It Up: Build Your Knowledge Base!

- **Research and learn what you need to know to advocate well**
- **Communicate often with teachers and other professionals**
- **Establish a network of supportive peers**
- **Connect to your local resources**
- **Discover your child's strengths**



QUESTIONS?



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TOGETHER IT'S POSSIBLE

- **Parent Support Specialist Consultations**
- **Webinars and Events**
- **Ask A Parent and Parent Chat Forums**
- **Specialist Directories**
- **Community E-Newsletter**
- **National Achievement Award Program**
- **Audiobook Library Access**



THANK YOU

Schedule Your Parent Support Consultation Today!

www.learningally.org/parentconsult

800.635.1403

Continue the Conversation via Social Media #1in5CHAT
Facebook and Google+ at [Learning Ally Parent Chat](#)