



Review your child's Present Levels of Performance. Use this form to capture your thoughts on goals that will be needed to address any areas of weakness identified. Share with your child's teachers and support staff to get their input.

Under each heading below, enter a few major goals that you feel should be addressed.

Academic:

Social/Emotional/Behavioral:

Organizational:

Related Areas:

Other:



Review your child's Present Levels of Performance. Use this form to capture your thoughts on goals that will be needed to address any areas of weakness identified. Share with your child's teachers and support staff to get their input.

Under each heading below, enter a few major goals that you feel should be addressed.

Academic:

Reading

- learn sound-letter correspondences, particularly short vowels
- improve decoding skills and word reading accuracy

Math

- master addition and subtraction facts

Writing

- use capitalization and punctuation consistently

Social/Emotional/Behavioral:

- Seek help from teacher when needed

Organizational:

- Place materials in folder for homework assignments consistently
- Keep daily classwork in proper color coded folders

Related Areas:

Occupational Therapy

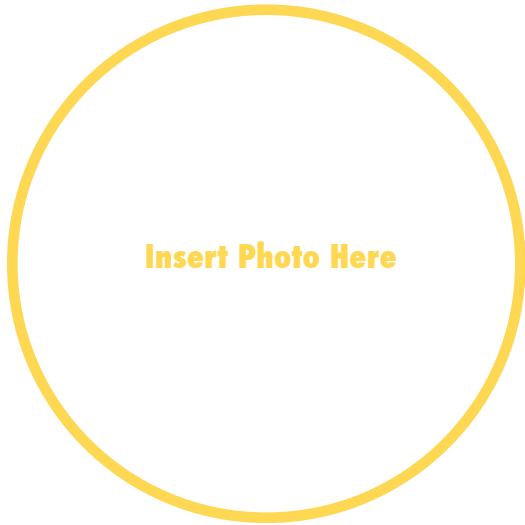
- improve pencil grip
- work on handwriting skills

Speech

- generalize articulation skills into conversation

Other:

- Show increased independence in using iPad apps for sound-letter correspondence practice



Insert Photo Here

IEP at a Glance...

Name: _____

Parents: _____

Phone: _____

Email: _____

Present Levels of Performance: (Academics, Social/Emotional, Organizational, etc)

Overview of Goals & Objectives:



Learns most efficiently when:

Best accommodations and supports:

Incentives and motivators:

A large, empty yellow oval shape, intended for handwritten notes related to incentives and motivators.

Organizational techniques:

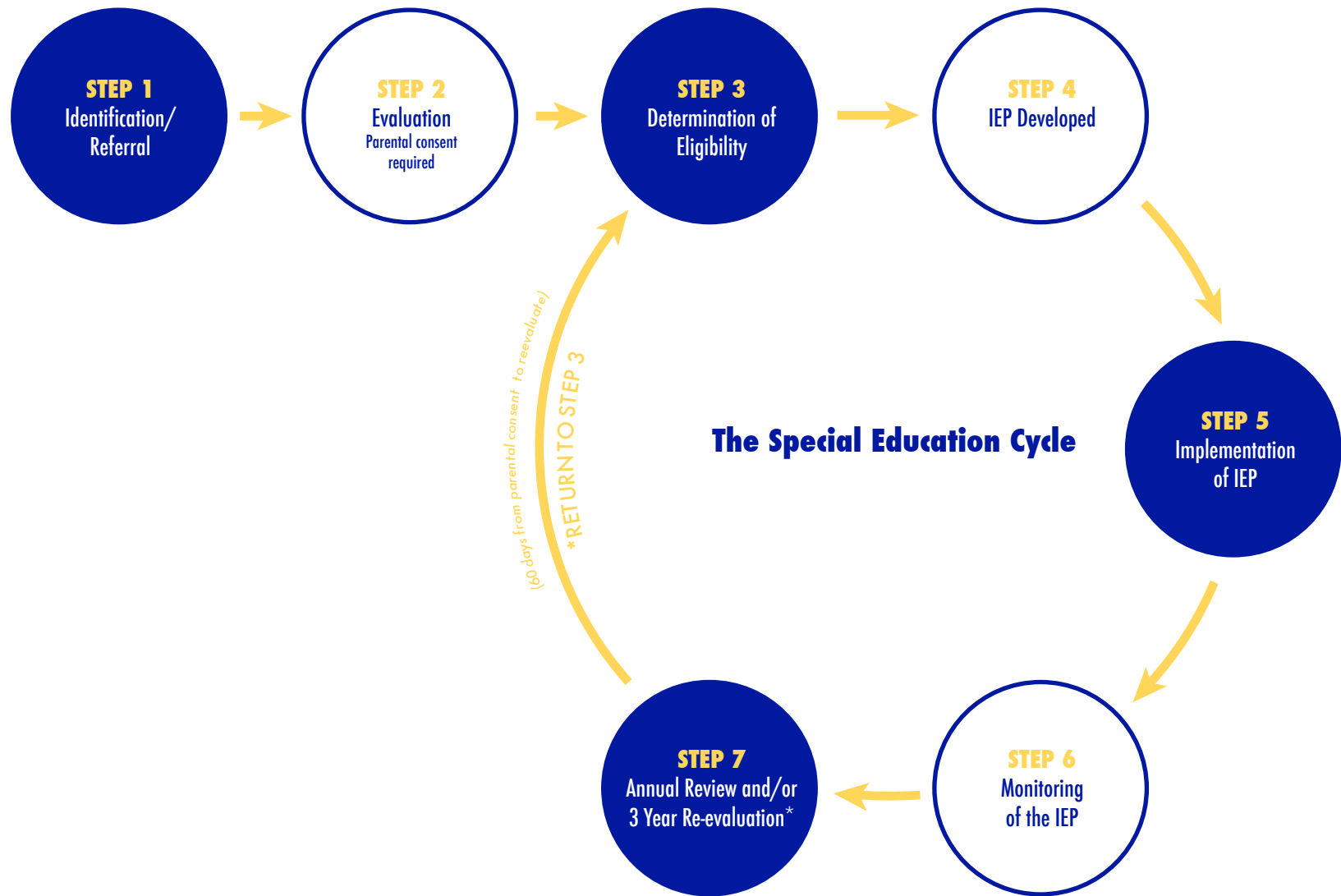
A large, empty yellow oval shape, intended for handwritten notes related to organizational techniques.

Self advocacy strategies:

A large, empty yellow oval shape, intended for handwritten notes related to self advocacy strategies.

Road blocks:

A large, empty yellow oval shape, intended for handwritten notes related to road blocks.





DECODING
DYSLEXIA



Thursday, March 10, 2016

The State of Dyslexia in New Jersey

In 2013/14, Governor Christie signed 3 dyslexia-related bills into law:

- IDA Definition of Dyslexia into the State Education Code
- Mandatory Professional Development on Dyslexia for Public School Teachers
- Early Dyslexia Screening

So where are we now? How have these new laws impacted our schools, our teachers and our children? Come spend an evening with Decoding Dyslexia-NJ and distinguished guests to discuss how the new dyslexia laws have played out in the real world setting. Learn about the changes to educational environments and the shifts in attitudes and thought processes taking place in many districts across the state. If things seem slow to move in your community, join us and hear from other parents & educators about how to take steps towards improved outcomes in your school. Detailed examples of implementation and resources will be presented.

KEYNOTE SPEAKER:

Gordon F. Sherman, Ph.D.

Welcome to the Future: Where Diverse Brains Thrive

Dyslexia is not a product of a dysfunctional brain, but an example of learning diversity that can excel in the real world outside of school. Unfortunately, a dysfunctional education system often awaits those who learn differently. This talk will describe the value of cerebrodiversity (our species' collective neural heterogeneity), of which dyslexia is a byproduct, and to challenge conventional assumptions about socially and culturally defined disabilities. Individuals with dyslexia will be encouraged by providing a context for understanding dyslexia's enigmas, and to explore solutions for success. Technology also will be a focus of this presentation.

Gordon F. Sherman, Ph.D., is the Executive Director of The Laurel School of Princeton, The Newgrange School in Hamilton, and The Newgrange Education Center in Princeton. Before joining Newgrange, he was the Director of the Dyslexia Research Laboratory at Beth Israel Deaconess Medical Center and a faculty member in Neurology at Harvard Medical School. Dr. Sherman received his doctorate in developmental psychobiology from the University of Connecticut. He is a former President and current board member of the International Dyslexia Association. In 2010, Dr. Sherman was appointed to the New Jersey Governor's Reading Disabilities Task Force.

Rider University

Bart Luedeke Center Auditorium

2083 Lawrenceville Road, Lawrenceville, NJ 08648

5 pm Registration & Resources

6 - 8:30 pm Presentations & Panel Discussion

AGENDA:

Keynote - Dr. Gordon Sherman
NJ Updates on Implementation
Panel Discussion
Question & Answer Session

REGISTER – <http://ddnjMAR16.eventbrite.com>

2.5 CEUs offered through Cooper Learning Center

commenters expressed support with modification. Other commenters took exception to the definition, characterizing it as overly prescriptive. Other commenters recommended dropping the reference to methodology, citing case law and the legislative history in support of their view that methodology should not be included in this definition.

A few commenters stated that the definition of "vocational education" in proposed § 300.24(a)(3) was not complete, and requested that it be amended to comply with the definition in the Carl D. Perkins Vocational and Applied Technology Education Act. Other commenters objected to including "vocational education" within the definition of "special education," asserting that there is no statutory authority to do so. Other commenters recommended that some minor modifications be made to the current definition.

A few commenters requested that the regulations clarify the difference between accommodations that do not change the content of the curriculum and modifications that do change it. Other commenters requested that access to the general curriculum be to the maximum extent appropriate for the child. A few commenters recommended adding clarifying language to accommodate the distinction between providing disabled students with a meaningful opportunity to meet the standards and actually meeting the standards, and stated that the Act recognizes this distinction by referencing involvement and progress in the general curriculum.

Some commenters supported the note to proposed § 300.24 (that a related services provider may be a provider of specially designed instruction if State law permits). Other commenters stated that the note should be deleted to eliminate the possibility that individuals may interpret it to mean that the term "child with a disability," as defined under proposed § 300.7, might include children who need only a related service.

Discussion: It is not necessary to revise the definition of "at no cost" under paragraph (b)(1) of this section, since that definition already addresses the comment relating to the cost of trips, phone calls, and other expenses incurred by parents of disabled children when those children are placed outside the school district by a public agency. If the school district places the child, and the IEP team determines that the costs of phone calls and trips are relevant to the student's receipt of FAPE, the public agency placing the

child would be expected to pay for such expenses.

Paragraph (b)(2) concerning "physical education" should be amended to substitute the word "adapted" for the word "adaptive," since this is the term that was in the original regulations.

With regard to the definition of "specially designed instruction," some changes should be made. The committee reports to Pub. L. 105-17 make clear that specific day-to-day adjustments in instructional methods and approaches are not normally the sort of change that would require action by an IEP team. Requiring an IEP to include such a level of detail would be overly-prescriptive, impose considerable unnecessary administrative burden, and quite possibly be seen as encouraging disputes and litigation about rather small and unimportant changes in instruction. There is, however, a reasonable distinction to be drawn between a mode of instruction, such as cued speech, which would be the basis for the goals, objectives, and other elements of an individual student's IEP and should be reflected in that student's IEP, and a day-to-day teaching approach, i.e., a lesson plan, which would not be intended to be included in a student's IEP.

Case law recognizes that instructional methodology can be an important consideration in the context of what constitutes an appropriate education for a child with a disability. At the same time, these courts have indicated that they will not substitute a parentally-preferred methodology for sound educational programs developed by school personnel in accordance with the procedural requirements of the IDEA to meet the educational needs of an individual child with a disability.

In light of the legislative history and case law, it is clear that in developing an individualized education there are circumstances in which the particular teaching methodology that will be used is an integral part of what is "individualized" about a student's education and, in those circumstances will need to be discussed at the IEP meeting and incorporated into the student's IEP. For example, for a child with a learning disability who has not learned to read using traditional instructional methods, an appropriate education may require some other instructional strategy.

Other students' IEPs may not need to address the instructional method to be used because specificity about methodology is not necessary to enable those students to receive an appropriate education. There is nothing in the definition of "specially designed

instruction" that would require instructional methodology to be addressed in the IEPs of students who do not need a particular instructional methodology in order to receive educational benefit. In all cases, whether methodology would be addressed in an IEP would be an IEP team decision.

Other changes to the definition of "specially designed instruction" are not needed. The distinction between accommodations that change the general curriculum and those that do not, as one commenter requests, would be difficult to make because of the individualized nature of these determinations. Regardless of the reasons for the accommodation or modification, it must be provided if necessary to address the special educational needs of an individual student.

The words "maximum extent appropriate" should not follow the reference to participation in the general curriculum, because such a qualification would conflict with the Act's IEP requirements and the unequivocal emphasis on involvement and progress of students with disabilities in the general curriculum, regardless of the nature or significance of the disability.

The term "vocational education" in paragraph (b)(5) should not be amended to conform to the definition in the Carl D. Perkins Vocational and Applied Technology Education Act. The definition of "vocational education" in the proposed regulations should be retained in these final regulations since it reflects the definition of that term contained in the original regulations for this program published in 1977. While the regulatory definition includes all of the activities in the Perkins Act definition, the substitution of the definition from the Perkins Act would be too limiting since that definition would not encompass those activities included in the current definition. The inclusion of "vocational education" in the definition of "special education" is needed to ensure that students with disabilities receive appropriate, individually-designed vocational educational services to facilitate transition from school to post-school activities.

In light of the general decision not to use notes in these final regulations, the note following this section of the NPRM should be removed. The removal of this note, however, should not be construed as altering eligibility requirements under these regulations—namely (1) a child is an eligible child with a disability under Part B if the child has a covered impairment and requires special education by reason of the



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

THE ASSISTANT SECRETARY

October 23, 2015

Dear Colleague:

Ensuring a high-quality education for children with specific learning disabilities is a critical responsibility for all of us. I write today to focus particularly on the unique educational needs of children with dyslexia, dyscalculia, and dysgraphia, which are conditions that could qualify a child as a child with a specific learning disability under the Individuals with Disabilities Education Act (IDEA). The Office of Special Education and Rehabilitation Services (OSERS) has received communications from stakeholders, including parents, advocacy groups, and national disability organizations, who believe that State and local educational agencies (SEAs and LEAs) are reluctant to reference or use dyslexia, dyscalculia, and dysgraphia in evaluations, eligibility determinations, or in developing the individualized education program (IEP) under the IDEA. The purpose of this letter is to clarify that there is nothing in the IDEA that would prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents.

Under the IDEA and its implementing regulations “specific learning disability” is defined, in part, as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, *dyslexia*, and developmental aphasia.” See 20 U.S.C. §1401(30) and 34 CFR §300.8(c)(10) (emphasis added). While our implementing regulations contain a list of conditions under the definition “specific learning disability,” which includes dyslexia, the list is not exhaustive. However, regardless of whether a child has dyslexia or any other condition explicitly included in this definition of “specific learning disability,” or has a condition such as dyscalculia or dysgraphia not listed expressly in the definition, the LEA must conduct an evaluation in accordance with 34 CFR §§300.304-300.311 to determine whether that child meets the criteria for specific learning disability or any of the other disabilities listed in 34 CFR §300.8, which implements IDEA’s definition of “child with a disability.”

For those students who may need additional academic and behavioral supports to succeed in a general education environment, schools may choose to implement a multi-tiered system of supports (MTSS), such as response to intervention (RTI) or positive behavioral interventions and supports (PBIS). MTSS is a schoolwide approach that addresses the needs of all students, including struggling learners and students with disabilities, and integrates assessment and intervention within a multi-level instructional and behavioral system to maximize student achievement and reduce problem behaviors.

MTSS, which includes scientific, research-based interventions, also may be used to identify children suspected of having a specific learning disability. With a multi-tiered instructional

framework, schools identify students at risk for poor learning outcomes, including those who may have dyslexia, dyscalculia, or dysgraphia; monitor their progress; provide evidence-based interventions; and adjust the intensity and nature of those interventions depending on a student's responsiveness. Children who do not, or minimally, respond to interventions must be referred for an evaluation to determine if they are eligible for special education and related services (34 CFR §300.309(c)(1)); and those children who simply need intense short-term interventions may continue to receive those interventions. OSERS reminds SEAs and LEAs about previous guidance regarding the use of MTSS, including RTI, and timely evaluations,¹ specifically that a parent may request an initial evaluation at any time to determine if a child is a child with a disability under IDEA (34 CFR §300.301(b)), and the use of MTSS, such as RTI, may not be used to delay or deny a full and individual evaluation under 34 CFR §§300.304-300.311 of a child suspected of having a disability.

In determining whether a child has a disability under the IDEA, including a specific learning disability, and is eligible to receive special education and related services because of that disability, the LEA must conduct a comprehensive evaluation under §300.304, which requires the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child. This information, which includes information provided by the parent, may assist in determining: 1) whether the child is a child with a disability; and 2) the content of the child's IEP to enable the child to be involved in, and make progress in, the general education curriculum. 34 CFR §300.304(b)(1). Therefore, information about the child's learning difficulties, including the presenting difficulties related to reading, mathematics, or writing, is important in determining the nature and extent of the child's disability and educational needs. In addition, other criteria are applicable in determining whether a child has a specific learning disability. For example, the team determining eligibility considers whether the child is not achieving adequately for the child's age or to meet State-approved grade-level standards when provided with learning experiences and instruction appropriate for the child's age or the relevant State standards in areas related to reading, mathematics, and written expression. The team also must determine that the child's underachievement is not due to lack of appropriate instruction in reading or mathematics. 34 CFR §300.309(a)(1) and (b). Section 300.311 contains requirements for specific documentation of the child's eligibility determination as a child with a specific learning disability, and includes documentation of the information described above. Therefore, there could be situations where the child's parents and the team of qualified professionals responsible for determining whether the child has a specific learning disability would find it helpful to include information about the specific condition (e.g., dyslexia, dyscalculia, or dysgraphia) in documenting how that condition relates to the child's eligibility determination. 34 CFR §§300.306(a)(1), (c)(1) and 300.308.

¹ See OSEP Memo 11-07 (January 21, 2011) available at: www.ed.gov/policy/speced/guid/idea/memosdcltrs/osep11-07rtimemo.pdf Under 34 CFR §300.307(a)(2)-(3), as part of their criteria for determining whether a child has a specific learning disability, States must permit the use of a process based on the child's response to scientific, research-based intervention, and may permit the use of other alternative research-based procedures in making this determination.

Stakeholders also requested that SEAs and LEAs have policies in place that allow for the use of the terms dyslexia, dyscalculia, and dysgraphia on a child's IEP, if a child's comprehensive evaluation supports use of these terms. There is nothing in the IDEA or our implementing regulations that prohibits the inclusion of the condition that is the basis for the child's disability determination in the child's IEP. In addition, the IEP must address the child's needs resulting from the child's disability to enable the child to advance appropriately towards attaining his or her annual IEP goals and to enable the child to be involved in, and make progress in, the general education curriculum. 34 CFR §§300.320(a)(1), (2), and (4). Therefore, if a child's dyslexia, dyscalculia, or dysgraphia is the condition that forms the basis for the determination that a child has a specific learning disability, OSERS believes that there could be situations where an IEP Team could determine that personnel responsible for IEP implementation would need to know about the condition underlying the child's disability (e.g., that a child has a weakness in decoding skills as a result of the child's dyslexia). Under 34 CFR §300.323(d), a child's IEP must be accessible to the regular education teacher and any other school personnel responsible for its implementation, and these personnel must be informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. Therefore, OSERS reiterates that there is nothing in the IDEA or our implementing regulations that would prohibit IEP Teams from referencing or using dyslexia, dyscalculia, or dysgraphia in a child's IEP.

Stakeholders requested that OSERS provide SEAs and LEAs with a comprehensive guide to commonly used accommodations² in the classroom for students with specific learning disabilities, including dyslexia, dyscalculia, and dysgraphia. The IDEA does not dictate the services or accommodations to be provided to individual children based solely on the disability category in which the child has been classified, or the specific condition underlying the child's disability classification. The Office of Special Education Programs (OSEP) funds a large network of technical assistance centers that develop materials and resources to support States, school districts, schools, and teachers to improve the provision of services to children with disabilities, including materials on the use of accommodations. The U.S. Department of Education does not mandate the use of, or endorse the content of, these products, services, materials, and/or resources; however, States and LEAs may wish to seek assistance from entities such as the National Center on Intensive Intervention at: <http://www.intensiveintervention.org>, the Center for Parent Information and Resources available at: <http://www.parentcenterhub.org>, and the National Center on Accessible Educational Materials available at: <http://aem.cast.org/>. For a complete list of OSEP-funded technical assistance centers please see: <http://ccrs.osepideasthatwork.org/>.

In implementing the IDEA requirements discussed above, OSERS encourages SEAs and LEAs to consider situations where it would be appropriate to use the terms dyslexia, dyscalculia, or dysgraphia to describe and address the child's unique, identified needs through evaluation, eligibility, and IEP documents. OSERS further encourages States to review their policies,

² Although the IDEA uses the term "accommodations" primarily in the assessment context, OSERS understands the request to refer to the various components of a free appropriate public education, including special education, related services, supplementary aids and services, and program modifications or supports for school personnel, as well as accommodations for students taking assessments.

procedures, and practices to ensure that they do not prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in evaluations, eligibility, and IEP documents. Finally, in ensuring the provision of free appropriate public education, OSERS encourages SEAs to remind their LEAs of the importance of addressing the unique educational needs of children with specific learning disabilities resulting from dyslexia, dyscalculia, and dysgraphia during IEP Team meetings and other meetings with parents under IDEA.

I hope this clarification is helpful to both parents and practitioners in ensuring a high-quality education for children with specific learning disabilities, including children with dyslexia, dyscalculia, and dysgraphia. If you have additional questions or comments, please email them to sld@ed.gov.

Sincerely,

/s/

Michael K. Yudin

Effective Reading Instruction for Students with Dyslexia

The most difficult problem for students with dyslexia is learning to read. Unfortunately, popularly employed reading approaches, such as Guided Reading or Balanced Literacy, are not effective for struggling readers. These approaches are especially ineffective for students with dyslexia because they do not focus on the decoding skills these students need to succeed in reading.

What does work is *Structured Literacy*, which prepares students to decode words in an explicit and systematic manner. This approach not only helps students with dyslexia, but there is substantial evidence that it is more effective for *all* readers.

Structured literacy instruction is marked by several elements.

Phonology. Phonology is the study of sound structure of spoken words and is a critical element of *Structured Language* instruction. Phonological awareness includes rhyming, counting words in spoken sentence, and clapping syllables in spoken words. An important aspect of phonological awareness is phonemic awareness or the ability to segment words into their component sounds, which are called phonemes. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds in the language. For example, the word *cap* has three phonemes (/k/, /ă/, /p/), and the word *clasp* has five phonemes (/k/, /l/, /ă/, /s/, /p/).

Sound-Symbol Association. Once students have developed the awareness of phonemes of spoken language, they must learn how to map the phonemes to symbols or printed letters. Sound-symbol association must be taught and mastered in two directions: visual to auditory (reading) and auditory to visual (spelling). Additionally,

students must master the blending of sounds and letters into words as well as the segmenting of whole words into the individual sounds. The instruction of sound-symbol associations is often referred to as phonics. Although phonics is a component of *Structured Literacy*, it is embedded within a rich and deep language context.

Syllable Instruction. A syllable is a unit of oral or written language with one vowel sound. Instruction includes teaching of the six basic syllable types in the English language: closed, vowel-consonant-*e*, open, consonant-*le*, *r*-controlled, and vowel pair. Knowledge of syllable types is an important organizing idea. By knowing the syllable type, the reader can better determine the sound of the vowel in the syllable. Syllable division rules heighten the reader's awareness of where a long, unfamiliar word may be divided for great accuracy in reading the word.

Morphology. A morpheme is the smallest unit of meaning in the language. The Structured Literacy curriculum includes the study of base words, roots, prefixes, and suffixes. The word instructor, for example, is one who contains the root *struct*, which means *to build*, the prefix *in*, which means *in* or *into*, and the suffix *or*, which means *one who*. An instructor is one who builds knowledge in his or her students.

Syntax. Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language.

Semantics. Semantics is that aspect of language concerned with meaning. The curriculum (from the beginning) must include instruction in the comprehension of written language.

Structured Literacy is distinctive in the principles that guide how critical elements are taught.

Systematic and Cumulative. *Structured Literacy* instruction is systematic and cumulative.

Systematic means that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and elements and progress methodically to more difficult concepts and elements. Cumulative means each step must be based on concepts previously learned.


Explicit Instruction. *Structured Literacy* instruction requires the deliberate teaching of all

concepts with continuous student-teacher interaction. It is not assumed that students will naturally deduce these concepts on their own.


Diagnostic Teaching. The teacher must be adept at individualized instruction. That is instruction that meets a student's needs. The instruction is based on careful and continuous assessment, both informally (for example, observation) and formally (for example, with standardized measures). The content presented must be mastered to the degree of automaticity. Automaticity is critical to freeing all the student's attention and cognitive resources for comprehension and expression.

"promoting literacy through research, education and advocacy"™

The International Dyslexia Association · 40 York Road · Fourth Floor · Baltimore · MD · 21204
Tel: 410-296-0232 · Fax: 410-321-5069 · E-mail: info@interdys.org · Website: <http://www.ida.org>




An In-Depth Look at the IEP for Students with Dyslexia

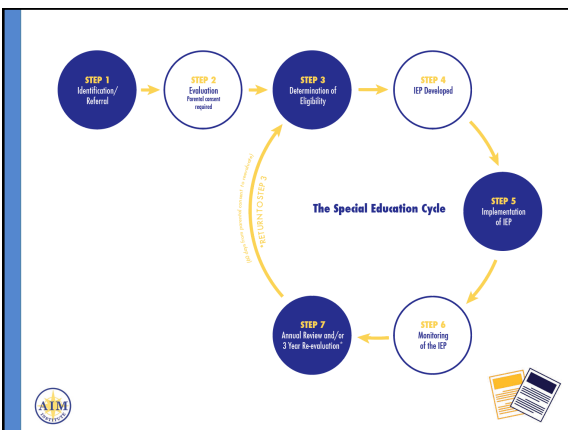


Individual Education Plans

A Document? YES
but more importantly...

A PROCESS!





STEP 4: IEP Developed Needs – Goals - Services

- Identify your child's NEEDS
- Develop GOALS that meet your child's needs
- Make decisions about the SERVICES that are needed in order for your child to meet their goals



Equal IEP Team Members

Parents & Students

What role do we play in the IEP process?



Child Centered / Focused

We need to have the confidence to step into this role
and help our team remain child focused.

*"We are here to discuss my child's life.
We need to understand where he is and work together
to get him where he wants and needs to go."*




Positions vs. Interests

- **Position: The WHAT**
Specific solution proposed to resolve problem
- **Interest: The WHY**
Underlying real need/desire that gives position its life
(beliefs, values, expectations, fears, priorities, hopes, concerns)

AS PARENTS WE SHOULD ASK OURSELVES:


Why is this solution so important to my child?
And then focus the team on that WHY



NEEDS: Present Levels of Performance



Starting point from which the year's progress is to be measured

- Evaluation Results
- Progress Monitoring Data
- Classroom/Teacher Observations
- Grades – Accommodations/Modifications
- Other: Behavior Data, Homework Data



Present Levels of Performance

- Ask who on the team will be preparing the draft
- Initiate a discussion or ask for an advanced copy
- Share with them:
 - Input from your & your child's perspective
 - Questions on any specific data points you will need to see included or clarified so that you can participate fully in the IEP development process
 - Ideas on the types of goals you will want to discuss at the meeting

Sample – Starting Point?

John struggles to read grade level material. He loses his place and becomes distracted during reading group time. His behavior impedes his learning. He stumbles when attempting to read multisyllabic words.



Example – Starting Point

On a first read of 4th grade level text, John orally reads 40-50 cwpm with 80% accuracy (as measured by the DIBELS). While John has mastered the sound-letter correspondences in isolation, he still confuses short vowel sounds when reading connected text. He struggles to decode words containing vowel team, r-controlled and final consonant le syllable types. His reading struggles are starting to impact his behavior during reading group work. He is distracted and needs to be redirected 2-3 times per group session. Parents report that homework involving reading tasks is causing avoidance behaviors at home.



**Take a look at your child's
present levels of performance**

**Is it a good starting point
from which to write goals?**

Ask for more data if needed



Annual Measurable Goals

- Remember that needs drive goals
- Goals are intended to move the child towards grade level standards
- It's vital that goals are objectively measurable
- Coordinate units of measurement with progress monitoring



Sample – Measurable?

- John will know and apply grade-level phonics and word analysis skills in decoding words.
- John will read with sufficient accuracy and fluency to support comprehension.



Example – Measurable


- John will apply combined knowledge of all letter-sound correspondence and syllabication patterns to automatically read unfamiliar multisyllabic words in context and pseudo-words in isolation (word lists) with 96% accuracy.
- Given unfamiliar 5th grade level text, John will read with a fluency rate of 90-110 cwpm with 96% accuracy to support comprehension.



Take a look at your child's goals

**Are they connected to
your child's identified needs?**

**Are they written in a way
to drive instruction?**




INSTRUCTION

Statement of Services
(Modifications and Accommodations)



The conditions the child needs (requires) in order to learn efficiently and effectively.

- Special Education
legally defined as Specially Designed Instruction to meet the unique needs of the child
- Specially Designed Instruction
includes adapted content, methodology and delivery of service



Methodology

- Case law recognizes that instructional methodology can be an important consideration
- Courts will not substitute a parentally-preferred methodology
- A child with a learning disability who has not learned to read using traditional instructional methods, may require some other instructional strategy
- Nothing in the definition of "specially designed instruction" requires instructional methodology to be addressed in the IEPs of students who do not need a particular instructional methodology in order to receive educational benefit
- Whether methodology would be addressed in an IEP would be an IEP team decision

Describe the Methodology

- Multisensory structured language (MSL) instruction; Orton Gillingham approach; Structured literacy program
- Teaching techniques are explicit, direct, cumulative, intensive, and systematically focused on the structure of language
- Coordinates the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language
- Connections are consistently reinforced between the symbols the student sees, the sounds the student hears, and the actions they can feel.



Parental Concerns

Use this section of the IEP
to document, document, document!



Progress Monitoring

- Keeps everyone focused on the data
- Allows everyone to be objective
- Builds frequent communication into the process
- It's how we know if the services are working



Other Considerations

- Assistive Technology
- Supports for School Personnel
- Extended School Year
- Participation in Assessment



Notice of Recommended Educational Placement

Agreeing to placement, goals and specially designed instruction

Describe any options considered and the reason those options were rejected

Describe the procedures, test, records or reports and factors used in determining the proposed action




Procedural Safeguards

- Facilitated IEP
- Mediation
- Resolution Meeting
- Due Process
- State Complaint





Tips to Keep You on Track

- Contact publishers to understand protocols
- Research evaluation and progress monitoring tools
- Talk to other parents in your school/state
- Consider what is needed from outside supports
- Develop good relationships
- Keep team focused on solutions




Develop an IEP Highlights Document

Questions to Ask the Team

- Do you feel we have enough information in order understand our starting point?
- Have we addressed all of my child's needs?
- What type of specialized instruction is going to be needed to keep my child making progress towards these goals?
- What types of accommodations are needed so my child can access grade level materials and demonstrate proficiency?
- How will we communicate progress regularly so we can make good instructional decisions?



THANK YOU

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