

My Child is Struggling

Now What?

Jennifer Taylor, Supervisor of School Counseling
and Student Services

You are your child's best advocate!

champion
advocate. noun
supporter, b
promoter, p
esper

What is going on with my child?

Consider:

Have they always struggled?

Are they struggling in one area or multiple?

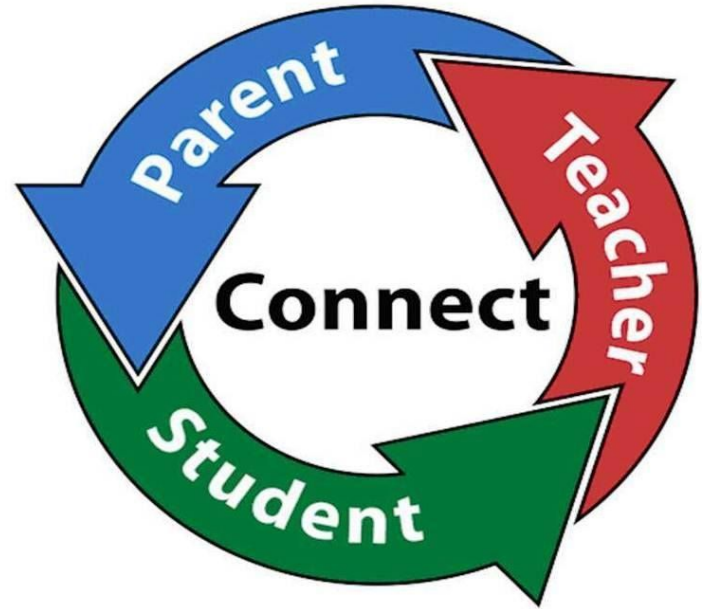
Have there been any recent changes in their lives?

Are there any presenting medical concerns?



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Build Your
Child's Team!



Effective teacher conferences

- Come in Peace!
- Be prepared to share
- Be prepared to listen
- Ask Questions
- What is the plan?
- Remember, we are all on the same team!



teacher
+
parent

a child's
STRONGEST
advocate

Educational Planning Team Meetings (EPT)

- Looks at individual needs
- Composed of teachers, counselors, school psychologist, and other resource personnel if appropriate (Dean/BRT for behavior). Also includes PARENTS
- Purpose – to focus on strengths and the intervention needs of the individual student
- Looks at the WHOLE child
- Goal – utilizing individual student data and peer comparisons, identify intervention strategies to improve academics and behavior to bring student closer to the grade level mean
- Meets regularly to review progress data and share with the parent (by grading period)
- Makes changes to the focus of the intervention or strategy based on the data

Possible Outcomes

504 Eligibility Evaluation

Initiation of Targeted Interventions

Monitoring of Progress

Section 504 of the Rehabilitation Act of 1973

To be protected under Section 504, a student must be determined to:

- Have a physical or mental impairment, have a record of such an impairment or be regarded as having an impairment
- That substantially limits one or more major life activities



Section 504 Eligibility Meeting

- Team should include someone knowledgeable about the student, the disability and the school's services. This usually includes parents, teachers, a counselor and possibly an administrator
- Consent for evaluation is required
- Consider data and medical information to determine disability
- Determine if the disability impacts a major life activity
- Determine what accommodations are needed in order for a student to access their education in a way equal to non-disabled peers



ACCOMMODATIONS

- Should be related to the disability
- Should be based on NEED in order to allow access to education - not “would benefit from”
- The fewer accommodations the more likely they can be implemented with fidelity
- Examples include:
 - Extra time on classwork and/or testing (50% or 100% or as decided by teacher)
 - Frequent reminders to stay on task
 - Allowing legitimate movement
 - Breaks
 - Oral presentation - if a reading disability



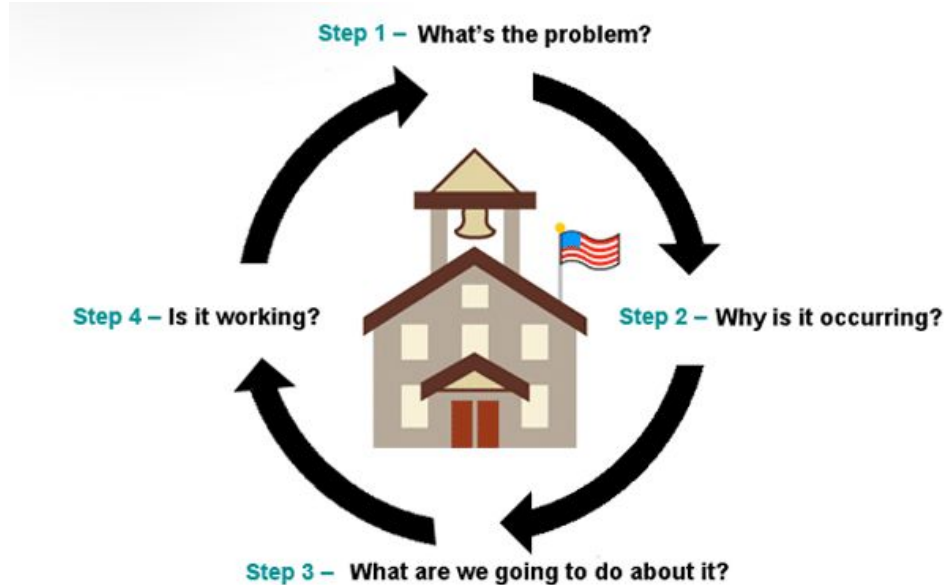
Section 504 Review and Reevaluation

- 504 plan are reviewed annually
- 504 eligibility is reevaluated every 3 years
- Parents (or teachers) can request a 504 review at any time
- Recommended to re-establish the presence of a disability in early high school - Colleges and Test Companies (ACT/SAT) require recent documentation



When Accommodations are not enough!

Education planning teams and Intervention



Identifying the Problem

Educational Planning Team should consider:

Attendance

School History (Academic and Behavior)

Vision/Hearing

Speech/Language Screening

Assessment Data

Observational Data

Medical Information

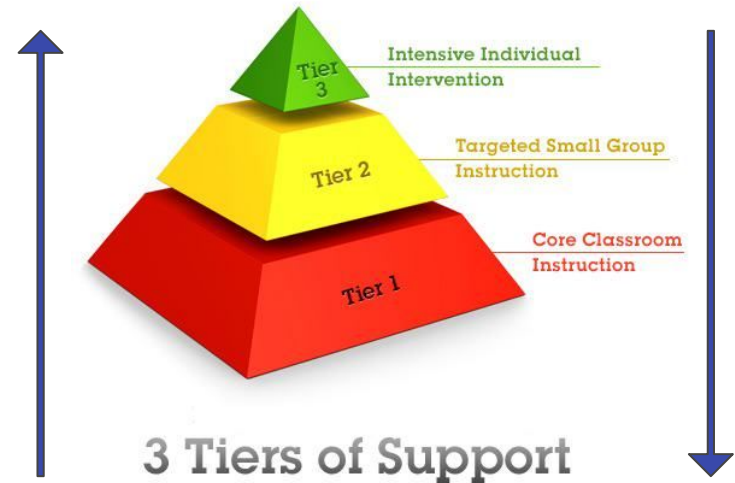


What are interventions? (RTI)

What are tiered supports? MTSS organizes instruction and intervention into tiers, which provide differing levels of supports:

- **Tier 1** – All students receive high quality, core academic and behavior instruction and supports.
- **Tier 2** – Students needing additional support receive more focused, targeted small group instruction/intervention and supports in addition to core academic and behavior curriculum and instruction.
- **Tier 3** – Individual students receive the most intense instruction based on individual student need in addition to core and supplemental academic and behavior, curriculum, instruction, and supports

[Parent Guide to MTSS](#)



The need for interventions

The Goal? Success in general education! Many students find success through this process.

- Interventions help us understand your child' needs and provide appropriate supports.
- Interventions are required as part of an evaluation for ESE eligibility.
- Interventions are part of the solution - not a delay in the process.

[Parent Information for Students Receiving Intensive Intervention](#)

What is progress monitoring?

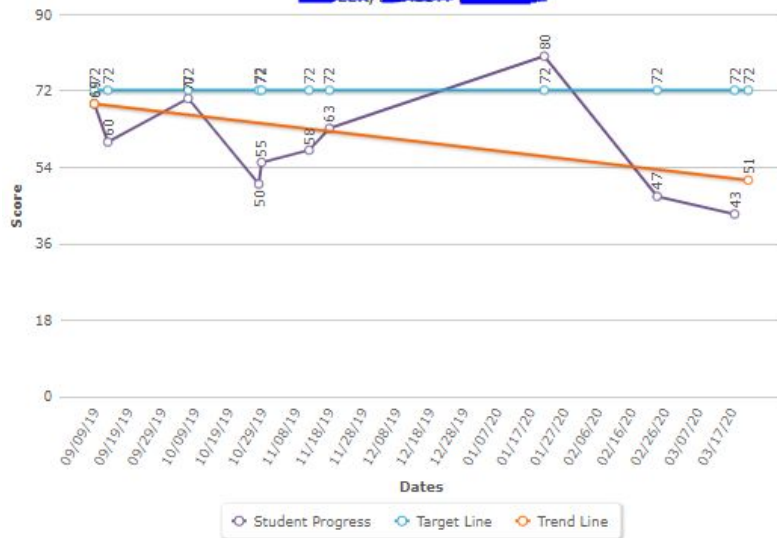
This is how we know if the interventions are working!

- Data is collected weekly/biweekly to determine rate of progress
- Progress monitoring includes a comparison to peers and the grade level expectation
- Educational planning teams look at trends in the data
- Interventions should be modified based on progress data
- Parent may receive graphs showing this progress monitoring data

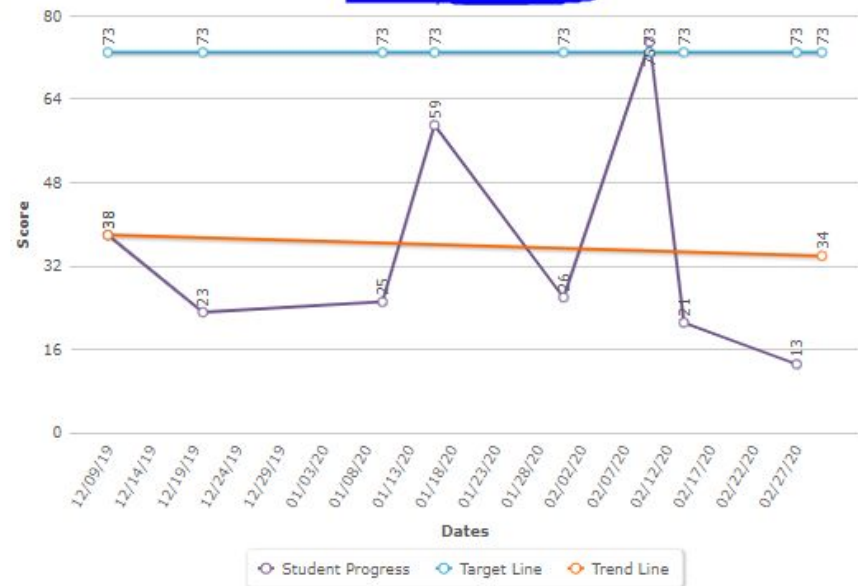


What if they are not working as we would hope?

09/09/2019 GRD / RDG Performance Over Time



12/09/2019 GRD / RDG Performance Over Time



Referral for Evaluation

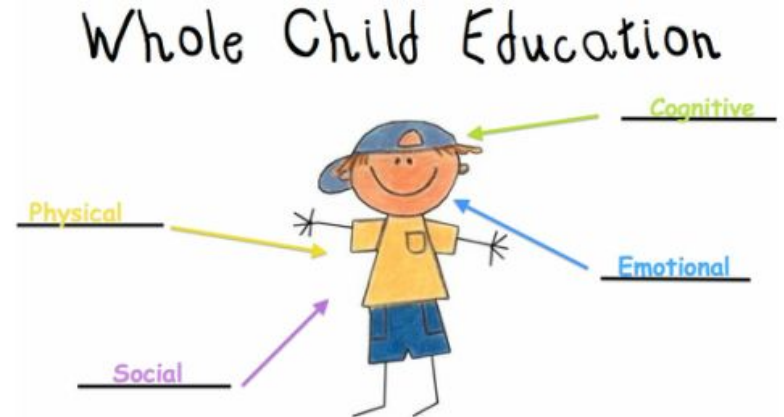
If your child **does not make adequate progress** after they have received effective core instruction and intensive, evidence based interventions, the team should consider whether he or she may be a student with a disability who needs specialized instruction.

If your child is making adequate progress with intensive intervention support, but **their progress can only be maintained by providing and sustaining a high level of support over time**, this may also be an indicator that your child may need specialized instruction. Your child does not have to fail to need special education if their success is dependent on intensive services sustained across time.

[Parent Information for Students Receiving Intensive Intervention](#)

Next Steps

- Consent for Evaluation
- Social Developmental History
- The school may ask for other information
 - Medical documentation
 - Behavior Rating Scales
 - Autism Rating Scales



Parent Rights



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Parents have a right to be part of the educational planning team and to review progress monitoring data

The school has 60 days after consent to conduct the evaluation

Parents may request evaluation at any time however, progress monitoring data is needed for eligibility determination

Exceptional Student Education – ESE

A staffing team, including the parent, will determine if a student is eligible for an Exceptional Student Education program.

An Individualized Educational Plan (IEP) will be developed and shared with the team.

Parents will then be asked to sign consent for placement. It is a parent's right to be involved in IEP planning and to decide on placement.

IEPs are reviewed and written annually to meet the student's current needs.



Individual Educational Plans (IEPs)

Parents are always invited to participate in the IEP process with sufficient notice.

The IEP team will consider what type of support the student needs including:

- Accommodations
- Special education services
- Related services
- Other supports

The IEP team will determine what the “Least Restrictive Environment” is for the child.

Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs *only*...

...if the nature or severity of the disability is such that education in regular classes *with the use of supplementary aids and services* cannot be achieved satisfactorily

Educationally Relevant

Related services are needed in order to benefit from special education.

Educationally relevant and medically appropriate are not always the same.

Eligibility for related services are based on educational need.

An IEP team, including a parent, can request evaluation for a related service.



In Summary

There are many ways to meet students' needs

Your first step.....ask for help!



**“WE ALL SHARE A COMMON GOAL - WE WANT
OUR CHILDREN TO SUCCEED.”**

BOB TAFT

© Lifehack Quotes

**Parents and
teachers** 
who work together
are unstoppable!

The *Times* Next door.



When parents or guardians
and teachers work together
well, everyone wins.

Julia Thompson in Education Week
Teacher