

Parent Education and Advocacy: Supporting Children's Special Education Needs Together



Presented by Natalie George and Kim Lockhart
in Partnership with the Learning Disabilities Association of
Kingston (LDAK)



What to Expect:

1. Welcome!
2. Acronyms - What do they all mean?
3. Warning Signs - How to identify them and what to do next
4. Assessments - Which one is right for your child?
5. IEP's - How they can support your child's learning?
6. Remediation and Interventions
7. Specialized Programs
8. Research, Readings, and Advocacy tips

A photograph of two children walking away from the camera through a field of vibrant red tulips. The child on the left is wearing a striped shirt, and the child on the right is wearing a light-colored jacket and pink pants. The background is a soft-focus landscape with trees and a bright sky.

**Every child can
learn - just not the
same things on the
same day or in the
same way.**

GEORGE EVANS

LEARNING AND EXPLORING THROUGH PLAY



Too Many Acronyms:

Hello Ms Smith,

I would like to invite you to an **IPRC** review meeting to discuss your child's **IEP**. The **SST** and **SSC** would also like to speak to you about an **OT** assessment and referring your child to the **SLP**. Documents in the **OSR** indicate that your child has a **SEA** claim, and we want to speak to you about **AT** training. Currently, the **FSL** classroom teacher is employing **UDL** to meet the diverse student learning needs. But perhaps you may want to look into a tutor with **OG** training, or who has experience with **SL**. We also have DLC programs you may want to consider. You can find more information on the **LDAK** and **ONBIDA** websites. Please let us know if you have any questions!

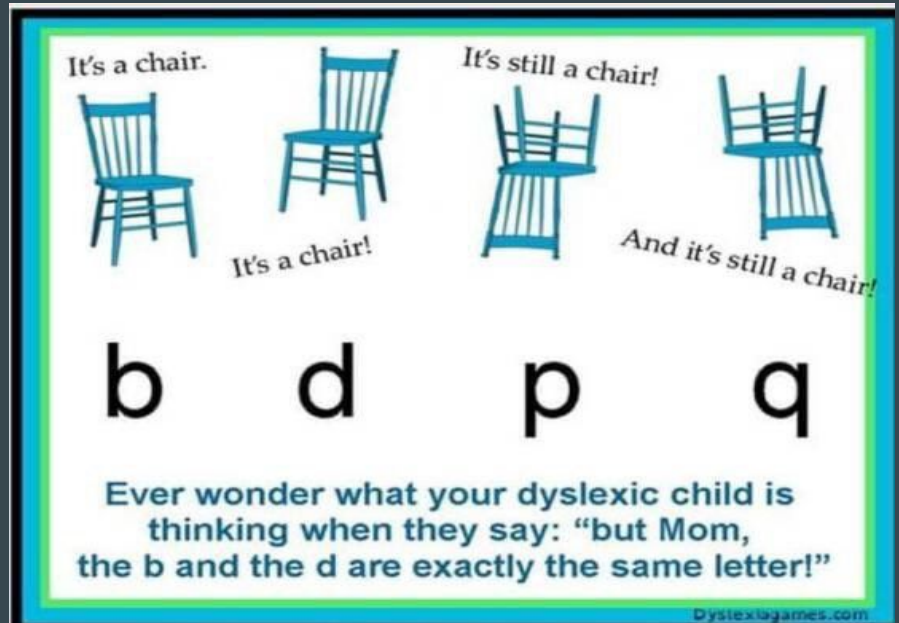
Sincerely,

The **VP**



Help! I have concerns that my child may be dyslexic!

- Common Signs your child may have a Learning Disability
- The School and Special Education Team
- IEP's- When is one necessary?
- Importance of self-education
- Advocate, advocate, advocate!



My Child has been Diagnosed with a Learning Disability- Now what?

- IPRC Process
- IPRC Team
- Changes to IEP
- Communication with Special Education Team



Instructional Accommodations

What's necessary for some,
is good for all.



CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Curriculum Modifications:

- Modify Grade level expectations
- Modify Number of Expectations
- Modify Complexity of Expectations

"IF A CHILD CANNOT LEARN IN THE WAY WE TEACH ... WE MUST TEACH IN A WAY THAT A CHILD CAN LEARN." - IVAR LOVAAS #SPEDSC

Reading Disabilities and Dyslexia: Facts and Fiction

- What is Dyslexia?
- What reading interventions does my child need?
- What is Structured Literacy?

If a child memorizes ten words, the child can only read ten words, but if the child learns the sounds of ten letters, the child will be able to read 350 three sound words, 4,320 four sound words and 21,650 five sound words.

- Kozloff, 2002

What are the Specialized Programs Available for my Child?

- DLC for Learning Disabilities
- DLC for Students with ASD (1:8 ratio)
- DLC for Behaviour
- NEXUS
- LINKS
- SOAR



Tips for Parents:

- Educate yourself as much as possible
- Encourage your child to Self-Advocate
- Focus on your Child's Strengths
- Watch documentary "Our Dyslexic Children"
- Connect with others
- Join Parent Groups and Join us on Facebook @lockhartgeorgeliteracy

"Do the best you can until you know better.
Then **when you know better, do better.**"
—Maya Angelou.



Thank You

LOCKHART GEORGE
LITERACY

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