

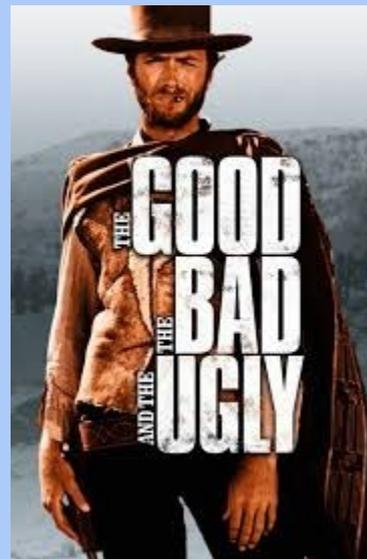
Tales From the Trenches

National EHDI Meeting 2019

Tabitha Belhorn
Janel Frost



The Ups, The Downs, The Good, The Bad, The Ugly



Introductions

■ Janel

- Executive Director
- ASTra Director
- Michigan Hands & Voices

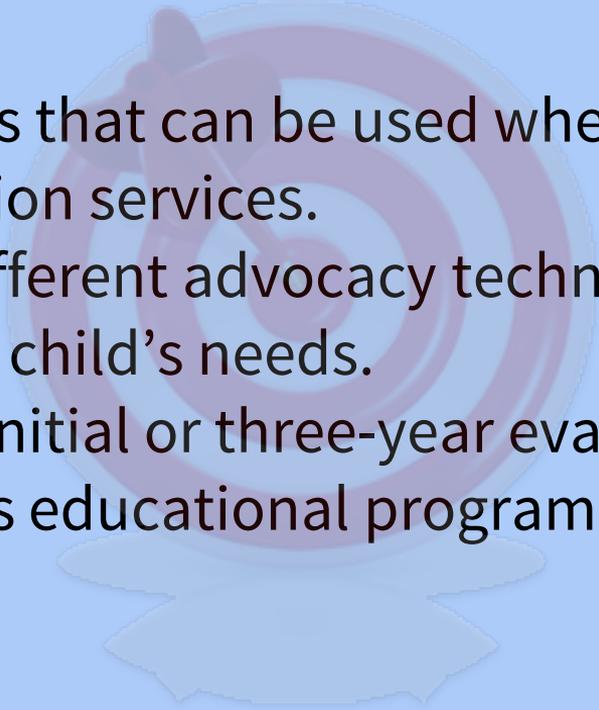


■ Tabby

- Executive Director
- ASTra Coordinator
- Ohio Hands & Voices
- Parent Mentor at the Ohio School for the Deaf



Objectives

- You will learn about three laws that can be used when advocating for special education services.
 - You will learn at least three different advocacy techniques to use when advocating for their child's needs.
 - You will learn how to use the initial or three-year evaluation as a foundation for a student's educational programming needs.
- 

Three Law's to Know



Individuals with Disabilities Education Act (IDEA)

- Special Education Law
- Qualifying Disability
- Adverse Effect
- Independent Education **Program** (IEP)
 - Enforceable Contract

IDEA Special Considerations

*iv) Consider the communication needs of the child, and in the case of the child who is **deaf or hard of hearing**, consider the language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode, and (v) Consider whether the child requires assistive communication devices and services. **34 CFR 303.324(2)***

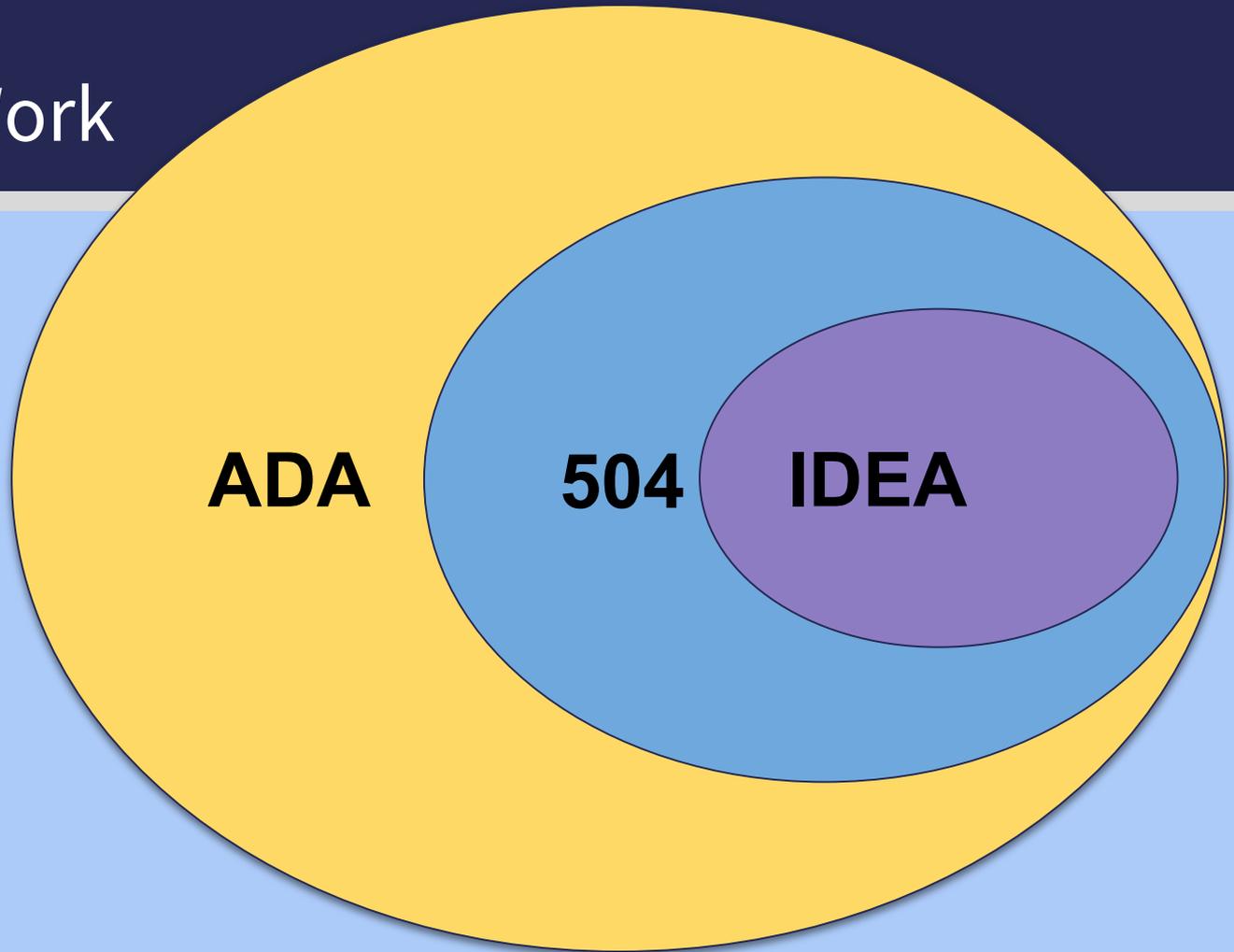
Section 504 of the Rehabilitation Act of 1973

- Civil Rights Law
- Qualifying Disability
 - Different than IDEA
- 504 **Plan**

Americans with Disabilities Act

- Civil Rights Law
- Title I through V
- Title II Effective Communication
- Applications

Team Work



Effective Advocacy Approaches

■ Parent's Rights

- Ohio, A Guide to Parent Rights in Special Education
- Michigan, Procedural Safeguard Notice

■ Letter Writing

■ Parent Report

■ Communication Plan

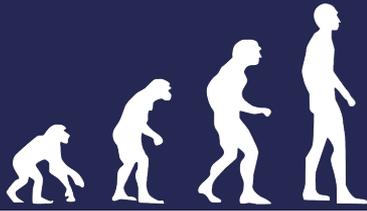
Letter Writing as Communication & Advocacy Tool

- Why write a letter?
 - Build and Develop Relationships
 - Express Your Thoughts and/or Concerns
 - Assess the Situation
 - Documentation
- What should I include in my letter?
 - Date
 - Explain the situation or your concern by answering who, what, where, when, how, and why.
 - Make your request
 - Facts, data, details
 - Remove *most* emotion

Parent Story of Letter Writing

“I was writing to clarify my reasons for needing the IEP to be on a Friday. I had said per my husbands job, it's also because that's the only day I will have a vehicle, and I need to be home every day at 2 for my youngest who will be coming home from preschool. I am not trying to be an inconvenience to your busy day but I to have things I have to be sure are being done and needs of little people that are being met. I have given more than a months notice to be sure that everyone could mark their calenders [sic] accordingly, and still feel that its an inconvenience for you to meet a day and time that works for me. I'm trying to make it work for everyone by setting it so far away.”





The Evolution

“Jack,

I just wanted to take a minuet [sic] to tell you thanks for meeting with me yesterday 12-17-2018 at 5:15 pm.. I wanted to write an email to be sure I didn't miss anything in yesterdays [sic] meeting. People in attendance of the meeting were myself, you, Ken, Piper, Nora and the interpreters. We all discussed Beth in the dorm and the use of cell phones, discipline and me being more involved and informed, Beths executive functioning delays as well as her abilities in expressive language and emotional language and understanding. Parent involvement in the policy making for the resident life.

Beth in the dorm.

I was told that Beth was doing really well and had no write ups. I asked if you were sure because I had been text from Piper saying she had been wrote up, and was assured no write ups had happened. We all agreed hse was doing very well and improving in many ways being there.”

Parent Report

A report written by the parents/guardians of the student discussing everything about the student in and outside of school. Includes:



Parent Report

Get creative and
show your little
one off!!!



ELLIE STAFFORD
AGE 5
KINDERGARTEN
Teach me to soar and I will
-Kelle Hampton

VISION STATEMENT
We envision our daughter living a life of choice. We envision her having relationships she feels are valuable. In her future we envision her doing work that she enjoys and that makes her feel productive. We envision our daughter living a happy and meaningful life surrounded by love and support.

STRENGTHS

- Visual learner
- Advanced Reader
- Knows ABC's and Letter Sounds
- Can count to 30
- Social and Kind
- Funny
- Smart
- Great Friend
- Fast Learner
- Excellent Memory

WHAT DOESN'T WORK

- Being Rushed
- Sudden Change in Activity
- Negative Talk
- Yelling
- Assuming I Don't Understand

WHAT WORKS FOR ME

- Patience
- Peer Modeling
- Schedule and Routines
- First/Then Visuals
- Picture Cues for Tasks
- Believe in My Abilities
- Praise Me For My Achievements
- Warn Me About Transitions

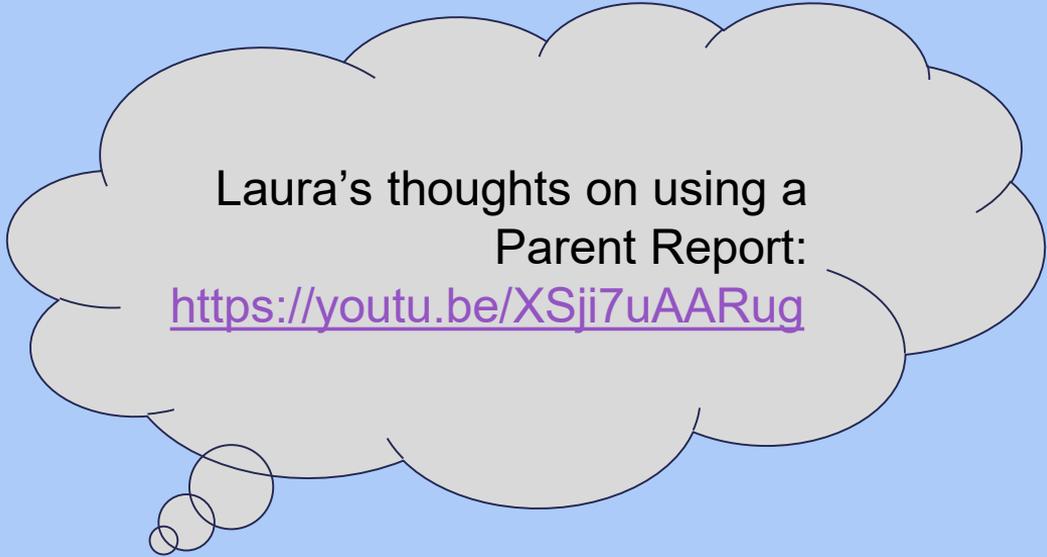
WHAT I'M WORKING ON

- Talking in Sentences
- Fine Motor Skills, like Writing, Cutting Paper and Coloring!
- Gross Motor Skills, like Running!
- Following Directions
- Conversational Speech

I LOVE: My Parents, My Brothers Will and Luke, Taco Bell, Dancing and Rap Music.

What to include:

- Strengths (include all aspects of child's life)
- Challenges/Concerns
- Goals for the year
- Plans for the Future
- Notes to services providers
- Accommodations, Modification and Supplementary Aids and Services (Classroom, Communication, Instructional, Curriculum)



Laura's thoughts on using a
Parent Report:

<https://youtu.be/XSji7uAARug>

Parent Report



Student Report

- Include the student's input in every Parent Report
 - Child picks out the picture
 - Ask child what they feel are their strengths, challenges and goals
- Have child share their information in the Parent Report as early as possible



Communication Plan

- What is a communication plan?
- What does it look like?
- Is it required?

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LANGUAGE AND COMMUNICATION MODALITY

"Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, the child's language and communication needs, opportunities for direct communications with peer personnel in the child's language and communication mode, academic level, and full range of need opportunities for direct instruction in the child's language and communication mode" (Operating Standards for the Education of Children with Disabilities, 3301-51-07 (L)(1)(b)(iv)).

1A. The child's/student's primary language is one or more of the following:
Check all that apply.

- | Expressive | Receptive | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | English |
| <input type="checkbox"/> | <input type="checkbox"/> | American Sign Language |
| <input type="checkbox"/> | <input type="checkbox"/> | Other native language (Spanish, Somali, etc.);
specify the language _____
Is that language spoken or signed? specify _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | Combination of several languages |
| <input type="checkbox"/> | <input type="checkbox"/> | Minimal language skills, no primary language |
- Comments: _____

1B. The child's/student's primary communication mode is one or more of the following.
Check all that apply and if more than one applies, explain.

- | Expressive | |
|--|---|
| <input type="checkbox"/> Spoken language | <input type="checkbox"/> Cued Speech/Cued English |
| <input type="checkbox"/> Fingerspelling | <input type="checkbox"/> Gestures |
| <input type="checkbox"/> Tactile/objects | <input type="checkbox"/> Picture symbols/pictures/photographs |
| <input type="checkbox"/> Home signs | <input type="checkbox"/> Manually coded English (Signing Exact English, etc.) |
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Conceptual signs (e.g., Pidgin Sign English) |
| <input type="checkbox"/> Other: please explain _____ | <input type="checkbox"/> Accurate Signed English |

Marliese Peltier's Story

	<p><u>https://youtu.be/o0v2HslTFly</u></p>	
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Block Family

"Our family and school district used the Communication Plan every year when discussing our child's communication needs during development of his annual IEP. We found that using this tool placed the focus of services and supports exactly where it should be, on our child's primary mode of communication. Rather than the focus being on an educational document that is not necessarily designed to address the communication needs of DHH children. It was one of the most valuable processes we introduced and used in our annual IEP meetings."

Multifactorial Evaluation

- Why does my child have to have an evaluation?
- What is an evaluation?
- What are the requirements of an evaluation?
- What should I look for an evaluation?

A Foundation for Success

- Evaluation drives the IEP and special education services
- Bring the right people to the evaluation table and then to the IEP table.
 - Professionals who understand the needs of students who are DHH, deafblind, deaf with additional disabilities.
- Review the evaluation before the (initial) IEP
 - Highlight, highlight, highlight!
 - Is there any part missing?
 - Is it representative of your child?
- Review it every year as an IEP team when developing new goals.
- Best practice is to NOT have your IEP meeting on the same day as the evaluation.

Resources To Go

<https://tinyurl.com/y3d688bg>

Example Parent Report

Ohio Communication Plan

Letter Writing Tips

Special Education Law



Thank you!

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