

## 504 Plan and (IEP) Individualized Education Plan

A 504 plan spells out the modifications and accommodations that will be needed for students to have an opportunity to perform at the same level as their peers. Plans may include such things as wheelchair ramps, blood sugar monitoring, an extra set of textbooks, home instruction, or a tape recorder or keyboard for taking notes.

An IEP, on the other hand, is intended for children with a specific set of diagnoses who require special education services/accommodations.

### Examples of Accommodations

Accommodations may include such items as:

- Placing a child at the front of the classroom
- Requiring teachers and aides to receive training in your child's particular disability (e.g., CPR training, a video about ADHD, etc.)
- Providing a child with extra time or a quiet space for taking a test or doing homework
- Providing a tutor after school to help with assignments
- Providing a child with technology to support particular needs (e.g., voice to text technology, text-to-speech aides, etc.)
- Providing a child with an allergen-free environment

Material accommodations include the following:

- Use a tape recorder. ...
- Clarify or simplify written directions. ...
- Present a small amount of work. ...
- Block out extraneous stimuli. ...
- Highlight essential information. ...
- Provide additional practice activities. ...
- Provide a glossary in content areas. ...
- Develop reading guides....

**Other things that may help your child with dyslexia include:**

- Listening to audio books as an alternative to **reading**.
- Typing on a computer or tablet instead of writing.
- Apps that can make learning fun by turning decoding into a game.

- Using a ruler to help kids **read** in a straight line, which can help keep them focused.

*The mental function that causes dyslexia is a gift in the truest sense of the word: a natural ability, a talent. It is something special that enhances the individual. Dyslexics don't all develop the same gifts, but they do have certain mental functions in common. ... They think mainly in pictures instead of words.*

## **Characteristics**

**Dyslexia is a language processing disorder, so it can affect all forms of language, including spoken and written. Here are just some of the characteristics associated with the condition.**

### **Oral Language**

- Difficulty acquiring vocabulary or using age-appropriate grammar
- Difficulty learning the alphabet and rhyming
- Difficulty pronouncing words
- Learning to talk late
- Trouble following directions

### **Reading**

- Difficulty remembering names and shapes of letters, or naming letters rapidly
- Difficulty with oral or silent reading
- Omits or misreads little words
- Persistent confusion with b, d, p, q (beyond first grade)
- Slow reading rate
- “Stumbles” through longer words
- Trouble with reversals and order of letters

### **Written Language**

- Difficulty organizing written language into sentences and paragraphs
- Difficulty proofreading
- Handwriting struggles
- Mirror writing (writing letters, words, or even entire sentences backwards)

- Trouble learning to spell (people may do well on weekly spelling tests, but have many mistakes in daily work)
- Trouble copying
- Trouble putting ideas on paper
- Uncertainty with concepts of right or left

**Because of the statistics involved, most special needs students have an average IQ or higher to qualify for the diagnosis. So, you can bank on the fact that you are at least as intelligent as 68 percent of your peers, and possibly more. Kids with learning disabilities simply process certain types of information differently than others do.**

## **Learning Disabilities Are Just Learning Differences**

Every student has learning differences to some degree. Some learn better by reading than they do by listening to a lecture. Others learn best working with hands-on projects than by thinking about ideas in their minds. Some learn best by reading, and others prefer to write. The possibilities are endless.

Teens with learning disabilities have strengths in some areas and weaknesses in others, just like everyone else. The main difference is that students with learning disabilities do not adapt to regular classroom instruction as quickly as others.

Most regular classroom instruction is delivered by lecture, reading the text and visual aids. As a result, students who need flexibility in instruction are left behind in the traditional classroom.

## **Special Needs Students Learn at Different Rates**

Have you ever felt that you didn't understand something your teacher taught in class and then had the understanding just pop into your mind at a later time? If so, you know that learning may take time.

Some students need additional time and experience with ideas to understand them. Working with a special education teacher in small groups allows students to have more time to learn than can be provided in a regular classroom. Students with learning disabilities need instruction that provides:

- Time to listen to ideas presented in a pace natural to them;

- Time to think about and practice ideas;
- Opportunities to work in groups, and additional time to work alone if needed; and
- Time to review frequently before moving on to other material.

### **Special Needs Students Learn Best with Different Types of Materials**

Traditional teachers lecture, use blackboards, overhead projectors, and handouts. Researchers are finding, however, that these methods do not meet the needs of all students.<sup>1</sup> Even students without disabilities struggle in traditional classrooms.

Students with learning disabilities are just like everyone else. They need a variety of learning materials and tools such as hands-on projects, experiments based on real-world experiences and logical examples to link new learning to ideas they already understand.

They also need meaningful visual materials - not just handouts, multisensory learning tools, and flexible testing methods that allow students to show what they've learned in ways that feel comfortable to them.

### **Most Teens Worry About Themselves, Not Your Learning Disability**

Most special needs students worry about what others think of them, but the average teenager is too busy thinking about themselves to think about your learning disability.

It's true. Do this little experiment. During your next class change at school, look around at all the kids in the hall. Think about how many students you don't know or have never noticed before.

You might also see students that you know have a harder time academically than you do, are angry with someone else or more hung up on their social or love lives than anything else.

Then, there are the students who are in legal trouble and have major behavior problems. All of these students are more concerned with their own issues than with yours.

### **Students with Learning Disabilities Need Differentiated Instruction**

As you can see, all students need variety in their learning materials and additional time to process information. They also need teachers to be more responsive to their individual learning styles. In special education, this is called differentiated instruction.

Students with learning disabilities are more likely to need to be differentiated instruction and to need teachers to adapt instructional materials to meet their needs. All kids would benefit from this, but schools are just not funded or equipped to provide it to everyone.

Flexible instruction is usually only provided to the students who need it most. Essentially, that is why there is a process to diagnose and develop IEPs for special needs students.

### **Kids Who Matter Don't Care and Kids Who Care Don't Matter**

Real friends will not care that you have a disability. Instead, they will care about and respect you. A few teens and adults will be biased against your disability. This is their character flaw.

Character flaws may develop because of difficulties at home, family culture, negative childhood experiences and lack of conscience. Most likely, you cannot change this; change has to come from within that person. Positive things you can do to protect yourself from negative people include:

- Recognize their character flaw for what it is and nothing more.
- Know it has little to do with you.
- Recognize they will have many bad experiences in life because of their behavior and attitudes.
- Avoid them.
- Develop your own circle of friends.

### **Some Teens Bully Students with Learning Disabilities**

Some students will attempt to bully you. Like people with character flaws, bullies have serious personality problems that have little to do with you and your disability. Bullies will take every opportunity they can find to pick on others. Bullying can be a serious problem.

If you're being picked on, talk to your parents, a school counselor, teacher or other supportive adults. If you're having difficulty getting someone to listen, do not be discouraged.

Keep talking to adults until you find someone who will listen. If you feel you are in danger, and no one will listen, call the police.

### **What ADHD means?**

#### **Attention-Deficit / Hyperactivity Disorder (ADHD)**

##### **Three major types of ADHD include the following:**

ADHD, combined type. This, the most common type of ADHD, is characterized by impulsive and hyperactive behaviors as well as inattention and distractibility.

ADHD, impulsive/hyperactive type. ...

ADHD, inattentive and distractible type.

### **What triggers ADHD?**

Common triggers include: stress, poor sleep, certain foods and additives, overstimulation, and technology. Once you recognize what triggers your ADHD symptoms, you can make the necessary lifestyle changes to better control episodes.

##### **These discipline strategies can be instrumental in helping a child with challenging behaviors to follow the rules.**

- Provide Positive Attention. ...
- Give Effective Instructions. ...
- Praise Your Child's Effort. ...
- Use Time-Out When Necessary. ...
- Ignore Mild Misbehaviors. ...
- Allow for Natural Consequences. ...
- Establish a Reward System....
- Work With Your Child's Teacher/School

### ***1 Provide Positive Attention***

Parenting a child with ADHD can be exhausting. Their never-ending supply of energy and desire to talk constantly can tire even the most patient parent. However, providing a child with ADHD positive attention is a good investment.

Positive playtime reduces attention-seeking behavior. And it will make your consequences more effective. No matter how difficult their behavior has been, set aside one-on-one time with your child every day.

Just 15 minutes of positive attention is one of the simplest, yet most effective, ways to reduce behavior problems.

### ***2 Give Effective Instructions***

Kids with short attention spans need extra help following directions. Quite often, they don't hear the instructions in the first place. To make your instructions more effective, start by gaining your child's full attention. Turn off the television, establish eye contact, and place a hand on your child's shoulder before making a request.

Avoid chain commands like, "Put on your socks, clean your room, and then take out the trash." A child with ADHD is likely to put on their socks, and then on the way to their room, find something else to do rather than clean it. Give one instruction at a time.<sup>1</sup>

Stay away from broad tasks like "clean your room." Instead, provide a checklist or assign one task a time, such as making the bed, putting dirty clothes in the hamper, replacing books on the shelf, and so on.

Ask your child to repeat back to you what they heard to make sure they fully understand.

### ***3 Praise Your Child's Effort***

Catch your child being good and point it out. Praise motivates children with ADHD to behave, and frequent feedback is important.<sup>2</sup>

Make your praise specific. Instead of saying, "Nice job," say, "Great job putting your dish in the sink right when I asked you to." Praise your child for following

directions, playing quietly, and sitting still and you'll encourage them to keep it up.

#### ***4 Use Time-Out When Necessary***

Time-out can be a good way to help kids with ADHD calm their bodies and their brains.<sup>2</sup> Time-out doesn't have to be a harsh punishment. Instead, it can be a great life skill that is useful in many situations.

Teach your child to go to a quiet spot to calm down when they are overstimulated or frustrated. Create a comfortable area and calmly guide them there, not as punishment, but as a way to soothe themselves. Eventually, your child will learn to go to this place on their own before they get into trouble.

#### ***5 Ignore Mild Misbehaviors***

Kids with ADHD often exhibit attention-seeking behavior. Giving them attention, even when it's negative, encourages those behaviors to continue.

Ignoring mild misbehaviors teaches them that obnoxious behavior won't get them desired results. Ignore whining, complaining, loud noises, and attempts to interrupt you. Eventually, your child will stop.

How to Avoid Power Struggles With Children

#### ***6 Allow for Natural Consequences***

When disciplining a child with ADHD, pick your battles wisely. You don't want your child to feel as though they can't do anything right or that they are constantly getting into trouble. Allowing some behaviors to slide can help both of you.

Sometimes, allowing for natural consequences makes more sense than trying to convince a child to make a better choice. For example, if your child refuses to take a break from playing to eat lunch, simply put the food away.

The natural consequence is that they will likely be hungry later and will have to wait until dinner to eat. Tomorrow, they will be more motivated to eat lunch when it is served.



## ***7 Establish a Reward System***

Reward systems can be a great way to help kids with ADHD stay on track.<sup>1</sup> But children with ADHD often get bored with traditional reward systems that require them to wait too long to earn a reward. Consider establishing a token economy system that helps your child earn tokens throughout the day.

Establish a few target token-earning behaviors, such as staying at the table during a meal, using gentle touches with a pet, or putting toys away after using them. Then, allow tokens to be exchanged for bigger rewards, like electronics time or a chance to play a favorite game together.

## ***8 Work with your Child's Teacher/School***

When parents work together with a child's teacher, it increases the chances that a child will be successful in school. Some children need modifications to their schoolwork, such as being allowed extra time on tests, to be successful.

Behavior modifications may be necessary as well. Forcing a child with ADHD to stay in for recess may worsen behavior problems. So it's important to work together to create a behavior management plan that will support your child's efforts to manage their symptoms.<sup>3</sup>

A behavior management plan that carries between home and school can be helpful. **For example, a child may receive points or tokens at school that can be exchanged for privileges at home.**

## ***Symptoms of inattention***

- **Often makes careless mistakes and lacks attention to details**  
Example: overlooking or missing details or handing in homework that is inaccurate
- **Often has difficulty paying attention to tasks or while playing**  
Example: difficulty remaining focused during class, conversations, or lengthy readings
- **Often seems to not listen when spoken to directly**  
Example: mind seems elsewhere, even in the absence of obvious distraction

- **Often fails to follow through on instructions, schoolwork or chores**  
Example: starts tasks, but quickly loses focus and is easily sidetracked
- **Often has difficulty organizing tasks and activities**  
Example: messy, disorganized work; poor time management
- **Often avoids, dislikes, or is reluctant to participate in tasks requiring sustained mental effort**  
Example: avoids or dislikes schoolwork or homework
- **Often loses things**  
Example: loses school materials or, if older, wallets, keys, glasses, or phone
- **Often easily distracted**
- **Often forgetful in daily activities**  
Example: may forget to complete chores

#### **Symptoms of hyperactivity and impulsivity**

- **Often fidgets with or taps hands and feet or squirms in seat**
- **Often leaves seat when remaining seated is expected**  
Example: leaves their place in the classroom or in other situations that require remaining seated
- **Often runs or climbs where it is inappropriate or feels restless**
- **Often unable to play quietly or, if older, participate in leisurely activities**
- **Often acts as if “on the go” or “driven by a motor”**  
Example: is unable or uncomfortable being still for an extended time
- **Often talks excessively**
- **Often blurts out an answer before a question has been fully asked**  
Example: completes people’s sentences; cannot wait for next turn in conversation
- **Often has difficulty waiting his or her turn**  
Example: trouble waiting in line

- **Often interrupts or intrudes on others**

Examples: butts into conversations, games, or activities; may start using other people's things without asking or receiving permission