

Making School Work A Toolbox for Parents

Based on the book

*No Parent Left Behind:
Navigating the Special
Education Universe*

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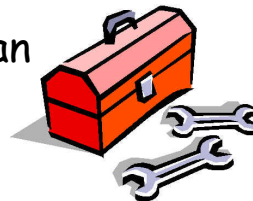


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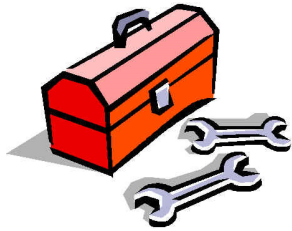
You Are the Expert on Your Child

"Parents have become so convinced
that educators know what is best
for children that they forget that
they are the experts."

Marion Wright Edelman



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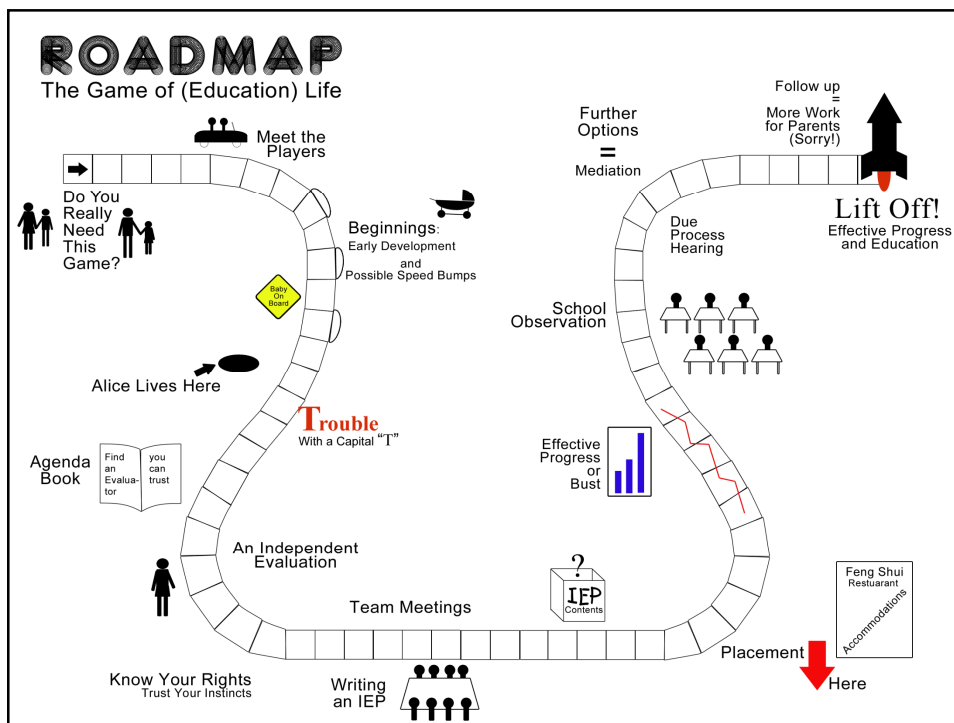
Making School Work

Agenda

- Session 1 - Speedbumps on the Road to Success: When to Watch, When to Worry
- Session 2 - Understanding Independent Evaluations
- Session 3 - 7 Habits Of Highly Effective Special Needs Families
- Session 4 - Effective Progress



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SPEED BUMPS ...



... brought to you
by life.

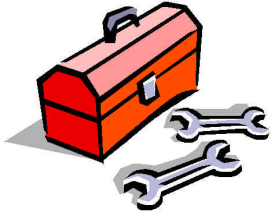
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SPEED BUMPS ...



Are there to get you to slow
down and take a careful look
at your child.

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Parents Need to Know

- What specific **areas of need** their child has
- What specific **services** their child needs to be successful
- What to **do** to get those services provided

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WHAT ARE THE
SPEED BUMPS
MY CHILD MUST
"GET OVER"
TO BE SUCCESSFUL
IN SCHOOL



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SPEED BUMPS

- Early years - birth to 3
- Pre-school - 2-5
- Kindergarten - 5-6
- First grade - 6-7
- Fourth grade - upper elementary
- Fourth grade for girls
- Sixth grade - middle school
- Ninth grade - high school
- Mid-late high school

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Early Development

- Early mood and temperament
- Receptive language - understanding
- Expressive language - talking
- How clear is your child's speech
- Activity level



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Early Development

- Crawling and walking
- Fine motor skills - using his/her hands
- Sensitivity
- Interest in other children and adults
- Self-control vs. frequent tantrums

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Pre-School - 2-5

- Use language to communicate clearly
- Gross motor skills for outdoor play
- Fine motor skills for cutting and drawing
- Attention for circle time
- Cooperative play
- Follow basic classroom rules

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Kindergarten - 5-6

- Longer attention span for independent work
- Follow directions
- Filter distractions
- Line up and manage transitions
- PLUS: the skills from pre-school



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Kindergarten Problems

- No interest in letters or numbers
- No clear hand preference
- Can't remember or label letters and numbers
- Avoids paper / pencil tasks
- Can't remember address, phone number or birthday
- Avoids cooperative small group play



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First Grade - 6-7

Two major tasks of first grade:

- Learn to read
- Buy into the system
- PLUS: the tasks of kindergarten



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Signs of Trouble in Lower Elementary Grades

- Delayed decoding
- Trouble following directions
- Slow recall of facts
- Problems remembering new skills
- Poor spelling
- Careless errors
- Impulsivity
- Poor letter formation
- Problems with math concepts
- Poor organization
- Trouble learning about time

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Fourth Grade - Upper Elementary

- Children are "over the hump" in terms of reading
- Sight words and arithmetic facts are more automatic
- Children develop "reading muscles"
- Written work is more accurate and complete
- Solve a wider range of problems more independently



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Fourth Grade For Girls

- Complexity of social language and social interactions increase
- "Queen Bee" and social bullying
- A need to "fit in" with group expectations



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Sixth Grade - Middle School

- The whole system becomes more complex
- Kids must remember and use all basic skills from elementary school
- Social stress, physical/hormonal changes
- Executive functioning skills
- Auditory and visual processing
- Memory skills for tests
- Faster work pace

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Ninth Grade - High School

- All skills from middle school, only faster and with more work
- Longer classes and lectures
- Adult level reading comprehension
- Much less "hand holding"
- Sophisticated written language skills



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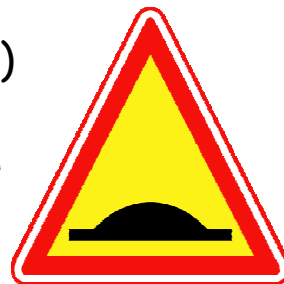
Ninth Grade - High School

- Executive functioning skills
- Analyze more abstract or figurative language
- Social pressures intensify
- Self-advocacy expected



Mid-late High School

- Independent learners
- Executive functions
- Responsibility for self and school work
- Meet deadlines
- Standardized tests (SATs) and college applications
- Grade level academic skills
- Consistent attention



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**IS MY CHILD
READY?**



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Managing the Flow of Expectations



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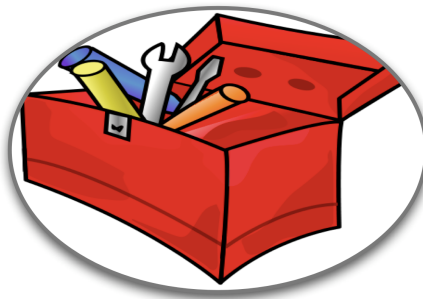
Managing the Flow of Expectations



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Where Do These Problems Come From?

- HINT: it's probably not because your child is "immature" or has "developmental delays"



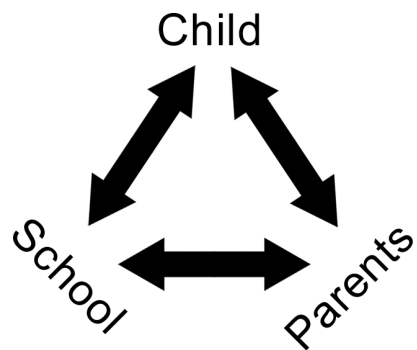
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Where Do These Come From?



- Who sets them and why?
- How do you find out what's expected?
- Are they equally hard for boys and girls?

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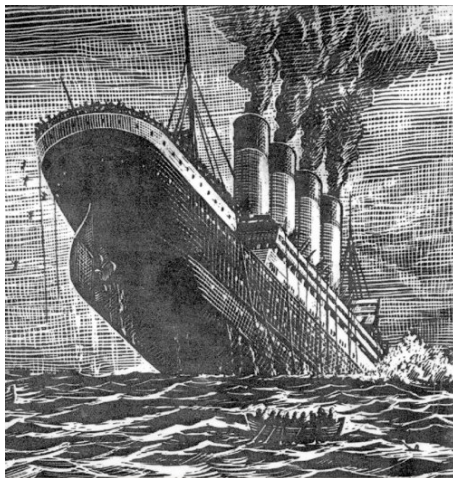
- What is expected?
- What is working / not working?
- Ideas for making the situation better

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Trust Yourself



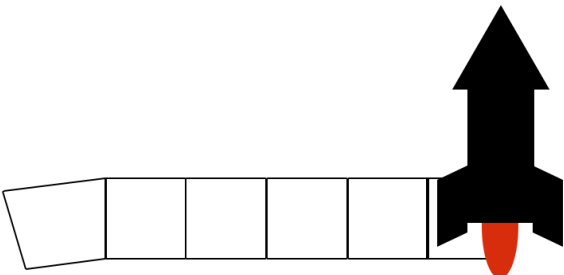
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**You Are The
Expert On
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Lift Off!
Effective Progress
and Education

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