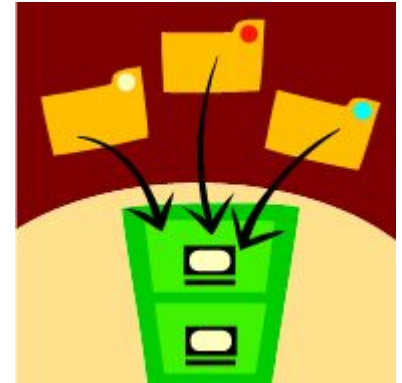


UNDERSTANDING YOUR CHILD'S DISABILITY

- ★ What are my child's capabilities?
- ★ What does my child need to be successful?
- ★ What has worked/what has not worked?
- ★ How much intervention is required?



STUDENTS' DIFFICULTIES



10784.36
5 × 2 = 10
2.71372
9 ÷ 1



STUDENTS' RESPONSIBILITIES

★ Self Advocacy Skills



★ Know their Learning Style

What's Your Learning Style?



Visual

Visual learners usually retain more information when they can see something that graphically depicts what they are trying to learn. Visual learners should study using visual aids whenever possible. Flash cards, pictures, drawings—anything that will give you a visual memory.



Auditory

Auditory learners will retain more information when they hear something. For auditory learners, the best way to learn is to listen...over and over. Use a tape recorder. Read out loud. Have a friend quiz you orally.



Tactile

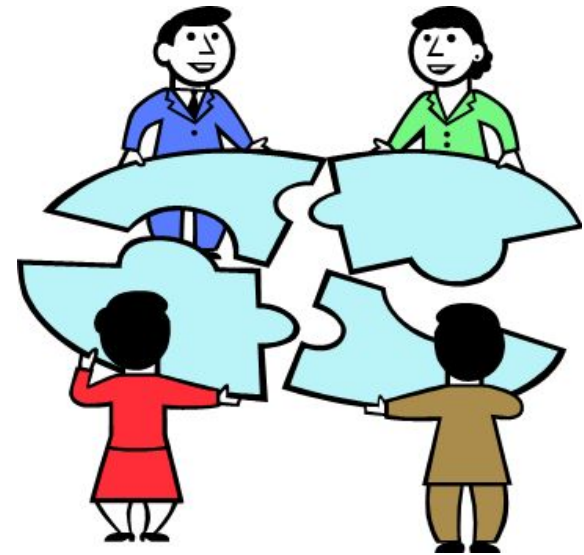
Tactile learners will retain more information when they use the "hands-on" approach—like labs and demonstrations.



STUDENTS' RESPONSIBILITIES

★ Increasing Independence

★ Be a part of a group



HIGH SCHOOL VS POSTSECONDARY

High School

- ❖ Progress is monitored and communicated to the parent and/or the student
- ❖ Class attendance is mandatory
- ❖ Often information is written for students to copy
- ❖ Expected reading assignments that are discussed and re-taught

Postsecondary

- ❖ Students are required to monitor their own progress and communicate their needs to instructors
- ❖ Attendance policies vary but lack of attendance may impact performance
- ❖ May be in a lecture and notes are expected, not given
- ❖ Substantial amounts of assigned reading and writing that may not be addressed

SHOULD SERVICES TRANSITION TO COLLEGE?

- ★ What are the current level of services:
 - Speech/Language
 - Counseling
 - Testing Accommodations
 - Modifications



INTERPRETING THE IEP/504

- ❑ Programs-IEP/504
- ❑ Related Services-IEP/504
- ❑ Modifications and Accommodations-IEP/504
- ❑ Language Exemption-IEP
- ❑ Reports-IEP
- ❑ Committee Recommendations-IEP
- ❑ Standardized Test Results-IEP
- ❑ MAPS-IEP
- ❑ Transition-IEP
- ❑ Goals-IEP