

Understood

for learning & attention issues

WOSEPAC IEP BINDER WORKSHOP

Liberty Middle School

7pm to 9pm

10/19/18

Poll

What do you think of when you hear
“learning and attention issues”?

ADHD

Dyslexia

Dyscalculia

Dysgraphia

Executive Functioning Issues

Dyslexia: Issues With Reading

Dyslexia is the most recognized, best-researched and common learning issue that affects the way the brain processes written and spoken language.

- Dyslexia can cause trouble with:
 - Basic reading skills
 - Connecting letters to sounds
 - Sounding out words
 - Recognizing sight words.

When kids struggle with these underlying skills, it can lead to trouble with reading comprehension and reading fluency.

Dyslexia can affect more than reading skills. It can make writing, spelling, speaking and even socializing difficult.

❖ *Also known as a “language-based learning disability” or “reading disability.”*

ADHD: It's Complicated

Attention-deficit hyperactivity disorder (ADHD) isn't a learning disability, but it affects learning.

- ADHD can make it hard for kids to:
 - Sit still
 - Concentrate
 - Focus
 - Control impulses and emotions.

This isn't because kids with ADHD are lazy—it's because they have a brain-based medical condition.

While the exact cause of ADHD isn't known, research shows that genetics and differences in brain development and in how the brain processes neurotransmitters (brain chemicals) play a role.

Dyscalculia: Trouble with Math

Dyscalculia is sometimes called a “mathematics learning disability” or even referred to as “math dyslexia.” It can be missed in the early years because students learn many basic math skills through memorization

- Dyscalculia can cause ongoing trouble understanding and working with numbers and math concepts (such as 1:1 correspondence and concepts like *more* and *less*)
- Researchers know less about dyscalculia than they do about other learning issues. But they’re looking more at the causes of dyscalculia and ways to help.

Although many kids (and adults) have anxiety about math, dyscalculia is not the same thing as math anxiety.

Dysgraphia: Trouble with writing

Dysgraphia affects writing skills and written expression and can present a wide range of writing challenges.

- Kids with dysgraphia may:
 - Have messy handwriting
 - Struggle to hold a pencil, draw or form letters.
 - Struggle to organize their thoughts and express them using proper sentence structure.

It isn't related to how intelligent a child is. It's a brain-based issue that can affect kids' ability to put thoughts down on paper.

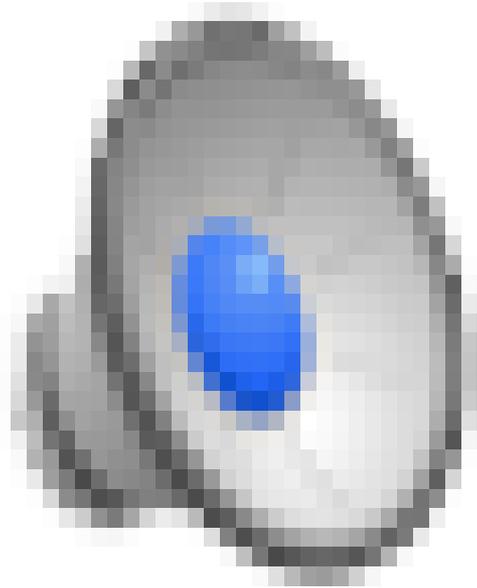
Executive Functions: The CEO of the brain

Executive functioning consists of several mental skills that help the brain organize and act on information.

- Executive function skills enable people to:
 - Plan and organize,
 - Remember things and use information and experiences from the past to solve current problems
 - Prioritize,
 - Pay attention
 - Get started on tasks.
- Having issues with executive functioning can make it difficult for kids to keep track of time, make plans, make sure work is finished on time and multitask.

What is an IEP?

What is an IEP?



How to Organize Your IEP Binder

Start with this checklist.

IEP Binder Checklist Put the newest items on top in each section

	To be updated:	Date updated:		
Communication				
School contact list	Yearly or as new members join the team	9/15/16		
Communication log	Every time you have a meeting, call or other important interaction with the school	10/3/16	10/7/16	10/15/16
Letters and emails to and from the school	As often as needed (file after noting them in the communication log)	10/3/16	10/7/16	10/15/16
Evaluations				
Request/referral for evaluation	Every three years or more often, if needed	10/27/16		
Consent to evaluate	(Tip: Keep this—and the referral—on top to help check if the evaluation is done in a timely manner)	11/1/16		
School evaluations	At least every three years	11/15/16		
Private evaluations (if your child has had any)	Every time your child is evaluated privately	6/28/16		
IEP				
Copy of Parent's Rights & Safeguards	Yearly (Keep this on top so you can easily show the school you don't need another copy)	11/11/16		
IEP	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too)	11/9/16		
Prior Written Notice and meeting notes	Yearly or more often, if additional meetings take place	11/4/16		
Report Cards/Progress Notes				
Report cards and progress reports	As often as they come from the teacher or school	6/25/16		
Sample Work				
Samples of schoolwork	At least monthly or as often as you see signs of progress or concern	9/15/16	9/28/16	10/1/16
Standardized tests	Whenever the results are sent home			
Behavior				
School handbook and school calendar	Yearly	9/5/16		
Behavior Intervention Plan (if your child has one)	Yearly or as often as changes are made	10/5/16		
Disciplinary notices	Any time your child receives one	10/6/16		

Understood

For more tips and resources, go to understood.org



Use the
checklist
to set up
6 sections
in your
binder.

Use this section
for **contact
information** and
details about your
interactions with
your child's school.

Communication

Comen

EVAL

IEP

Report
Cards

Sample
Work

Behavior

Your child's teacher is a terrific resource, but some questions may be better for other staff members. Ask the school office or parent coordinator for the information you need to fill out this contact list.

After-school Programs (supervisor info, activity questions, social issues)	Name: Mr. Tallison Phone / Email: A.Tallison@summersville.org
Athletics (issues with coaches, student-athletes codes of conduct)	Name: Mr. Davis Phone / Email: B.Davis@summersville.org
Behavior (support plans, periodic check-ins)	Name: Ms. Zicotti Phone / Email: C.Zicotti@summersville.org
Bullying (classmate issues before, during and after school)	Name: Mr. Tallison Phone / Email: A.Tallison@summersville.org
Class Placement (general vs. special education, inclusion classrooms)	Name: Ms. Jones Phone / Email: B.Jones@summersville.org
Discipline (detention, suspension, etc.)	Name: Mr. Tallison Phone / Email: A.Tallison@summersville.org
Evaluation for Special Education (responses to intervention, evaluation requests)	Name: Ms. Jones Phone / Email: B.Jones@summersville.org
Field Trips (ways to prepare chaperones and prevent meltdowns)	Name: Ms. Zicotti Phone / Email: C.Zicotti@summersville.org
Food (sensory processing issues, food allergies)	Name: Ms. Weinstein Phone / Email: N.Weinstein@summersville.org
Health Issues (daytime rest or breaks, medications)	Name: Ms. Weinstein Phone / Email: N.Weinstein@summersville.org
Homework (concerns about overall workload)	Name: Ms. Zicotti Phone / Email: C.Zicotti@summersville.org
IEPs or 504 plans (requests and concerns, issues with specialists)	Name: Ms. Jones Phone / Email: B.Jones@summersville.org
Schoolwide Testing and Curriculum (state standards, standardized testing accommodations)	Name: Mr. Tallison Phone / Email: A.Tallison@summersville.org
Social/Emotional Issues (coping skills, conflict resolution, crisis intervention)	Name: Ms. Flanagan Phone / Email: P.Flanagan@summersville.org
Teacher-Related Issues (communication help, parent-teacher relationships)	Name: Ms. Jones Phone / Email: B.Jones@summersville.org

EVAL

IEP

Report
Cards

Sample
Work

Behavior

Use this communication log to keep track of calls, emails, letters and meetings.

Parent-School Communication Log

Date: 10/3/2016 Phone Email Letter In Person

Who initiated: me Who participated, received or attended: Ms. Griffin

What prompted the communication: Student accused Kevin of cheating because he was using text-to-speech on his phone.

What was discussed: Kevin's need for this accommodation.

What was decided: Arrange to meet Wed. or Thurs. to review IEP and discuss further.

Date: 10/7/2016 Phone Email Letter In Person

Who initiated: me + Ms. Griffin Who participated, received or attended: me + Ms. Griffin

What prompted the communication: Follow up on last week's email.

What was discussed: IEP review and Kevin's need for text-to-speech

What was decided: Kevin will use his phone for text-to-speech

Date: 10/15/2016 Phone Email Letter In Person

Who initiated: Ms. Griffin Who participated, received or attended: me

What prompted the communication: Following up on prior communication

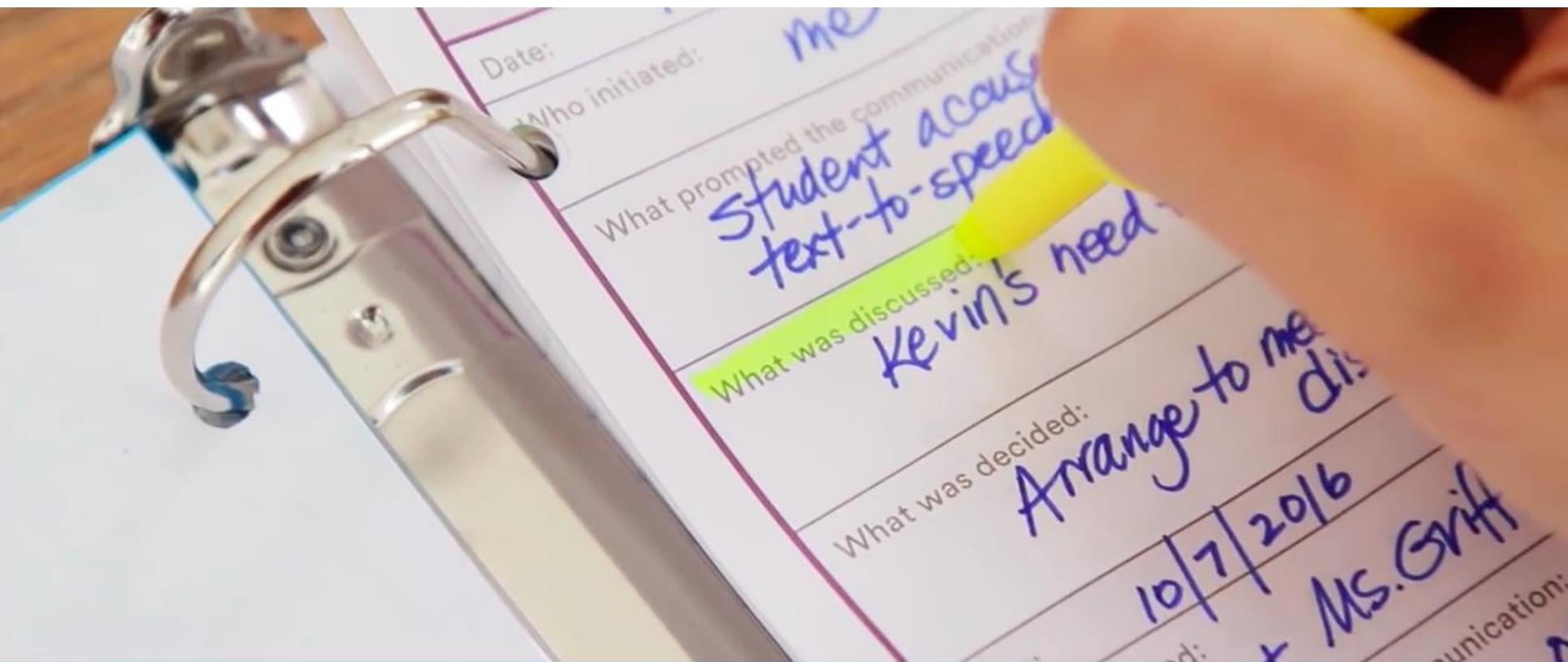
What was discussed: Kevin's progress and upcoming test.

What was decided: Ms. Griffin will send home a study guide for test.

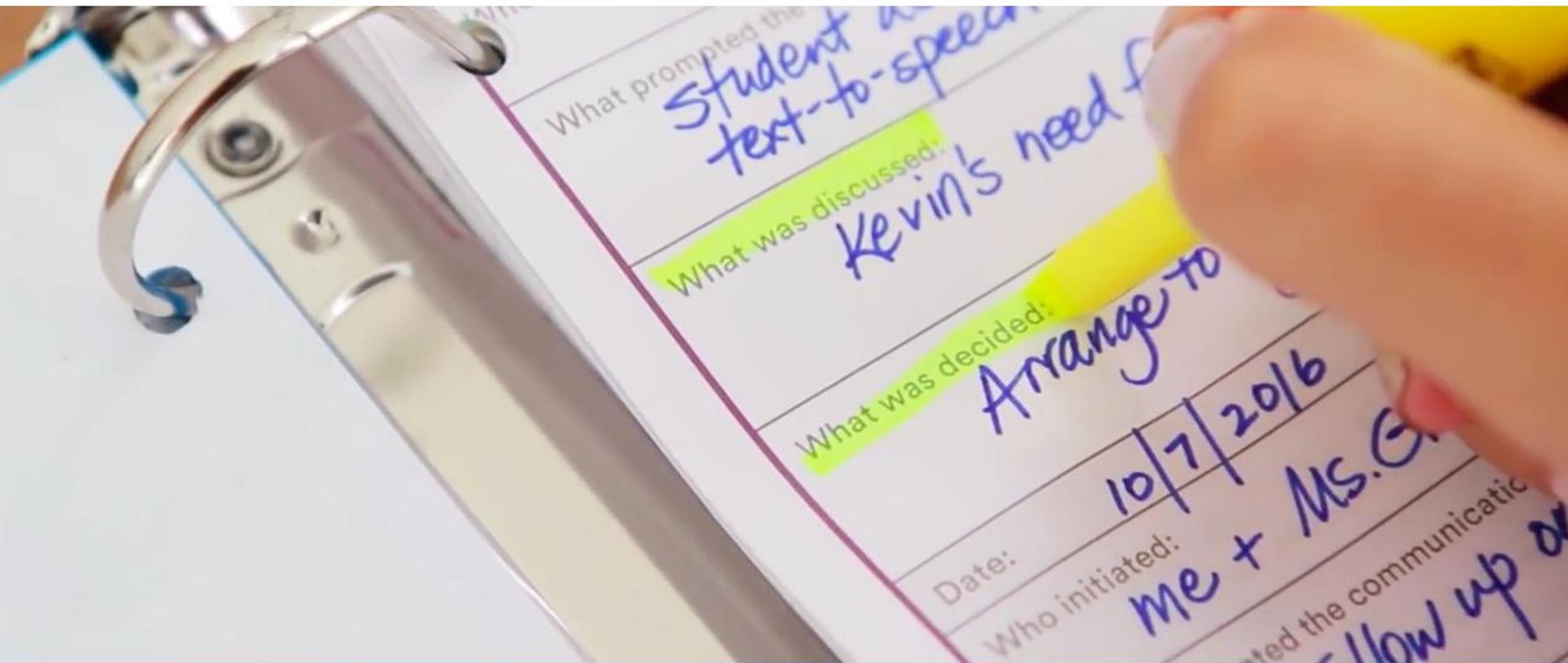
Understood _____

For more tips and resources, go to understood.org

EVAL
IEP
Report Cards
Sample Behavior



Be sure to note **what was discussed...**



...and what was decided.

Keep the
newest
letters and
emails
on top.

Monday, October 3, 2016 at 10:07:41 PM Eastern Daylight Time

From: A.Smith@snai.com
To: A.Griffin@summersville.org
Cc: B.Jones@summersville.org
Bcc: B.Smith@verson.net

Subject: Kevin Smith, 7th Grade Science: Today's Quiz

Dear Ms. Griffin,

This is Andrea Smith, Kevin's mother. Kevin is in your 7th grade science class.

The new school year is off to a great start, and he is really enjoying discussions in your class.

But today, when Kevin came home from school, he was very upset. He told me another student accused him of cheating on a quiz because he was using his text-to-speech accommodation. He also said that after the quiz, you took away his phone.

Text-to-speech is essential for Kevin's success in school. So I am encouraging him to use his self-advocacy skills and speak with you tomorrow about what's in his IEP and why he needs this particular accommodation.

I would also like to touch base with you soon to get a clearer sense of what happened today in class.

Would it be possible to meet and talk about this, in person or by phone? I'm free this week anytime after 12 pm on Wednesday or Thursday.

Thank you for taking the time to answer my email, and I look forward to speaking with you.

Sincerely,

Andrea Smith
cell: 212-123-4567

EVAL

IEP

Report
Cards

Sample
Work

Behavior

Evaluation

EVAL

IEP

Report
Cards

Sample
work

Subunit



Keep your request
or referral for an
evaluation and
your consent to
evaluate together...

October 31, 2014

Andrea Smith
144 Burdette Way
Summerville, NY, 12345
212-123-4567

Jeff Winebrad
Summerville Middle School
8301 Burning Tree Road
Summerville, NY, 12345

Re: Kevin Smith

DOB: 05/26/2004

Dear Mr. Winebrad,

My name is Andrea Smith and my child, Kevin is in the 7th grade in Ms. Griffin's class at Summerville Middle School.

I am writing to formally request that Kevin be evaluated for special education services under the Child Find obligations of the Individuals with Disabilities Education Act (IDEA).

As you may know, my child has been struggling with reading issues.

I have spoken with Ms. Griffin about these concerns and the following things have been tried to help:

- Text-to-speech tool as an informal support.

I believe it is critical for Kevin to be evaluated. As part of this process and conversation, I also would like to request that Kevin be assessed under Section 504 of the Rehabilitation Act of 1973 to see whether he has a disability as defined by that law.

Please note that I am not saying that I am comfortable substituting a 504 assessment for a special education evaluation, only that I think both are appropriate ways to determine Kevin's needs. I understand that you will send me an evaluation plan explaining the tests that may be given to my child. I would also appreciate any other information you have regarding the evaluation process. If you need more information, please contact me at 212-123-4567.

Thank you very much for your help. I look forward to hearing from you soon.

Sincerely,

Andrea Smith

IEP

Report
Cards

Sample
Work

Behavior

MULTIDISC

Name	Kevin Smith
Date of Birth	05/26/2004
Age	12
Parent (s)	Andrea and Ben Smith
Address	144 Burdette Way, Summerville
Phone Number	212-123-4567
School	Summerville Middle School
Grade	7
Date(s) of Evaluation	11/15/2016

GENERAL AND SUSPECTED AREA OF DISABILITY

initial evaluation of Kevin Smith's educational needs. He is being evaluated in determining Article 7 eligibility for special education. The results of the evaluation indicated to be Specific Learning Disability.

Dr. [Name], School Psychologist

Education 7

...to track whether the school completes the evaluation in a **timely manner.**



IEP

IEP
Report
Cards
Sample
Behavior

Keep the info the school gives you about your **rights** and **procedural safeguards**...

Part B PROCEDURAL SAFEGUARDS NOTICE

New York State Education Department
PROCEDURAL SAFEGUARDS NOTICE
December 2011

Rights for Parents of Children with Disabilities, Ages 3-21

As a parent, you are a vital member of the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) in New York State. The CSE/CPSE is responsible for developing recommendations for special education programs and services for your child. You must be given opportunities to participate in the CSE/CPSE discussion and decision-making process about your child's needs for special education. The following information concerns procedural safeguards that are your legal rights under federal and State laws to be informed about and involved in the special education process, and to make sure that your child receives a free appropriate public education (FAPE).

A copy of this procedural safeguards notice must be provided to you one time a year and:

- upon initial referral or your request for an evaluation of your child
- whenever you request a copy
- upon receipt of the first due process complaint in a school year requesting mediation or an impartial hearing
- the first time in a school year when the school district receives a copy of a State complaint that you submitted to the New York State Education Department (NYSED)
- when a decision is made to suspend or remove your child for discipline reasons that would result in a disciplinary change in placement.

The Procedural Safeguards Notice has been adapted from the model form developed by the United States Department of Education (USDOE). Information was added regarding New York State's requirements.



The University of the State of New York
New York State Education Department
Office of P-12 Education
Office of Special Education

Report Cards
Sample
Behavior

Keep the
**prior written
notice** here, as
well as any
meeting notes
your school
provides.

PRIOR WRITTEN NOTICE

Description of the action that the school district proposes or refuses to take:

The district proposes to conduct the following re-assessment(s) of your child and requests your consent to conduct the assessment(s):

Assessment Procedures:

Standardized Test(s):

WISCV
Conners Scales
BASC Behavior Assessment Scale Children
SSIC: Social Skills Inventory
Woodcock Johnson IV
Tests of Achievement Battery
Oral Language Battery

Evaluators (by discipline):

Psychologist - Social Work

LDT-C

Functional Assessment(s):

Summary of Behavioral Data
Student Observation
Functional Articulation Assessment
Parent Interview - Update Social Work Assessment
LDT-C Social Worker

- Explanation of why the School District is proposing or refusing to take that action:

As the result of a reevaluation planning meeting held with you on 12/01/2018, the IEP team decided that additional information is required to determine Kevin Smith's eligibility for special education and related services and to develop an appropriate IEP. Areas of Suspected Disability: Attention, Written Language, Reading Comprehension, Social Skills, Behavioral Regulation

- Description of each evaluation procedure, assessment, record, or report the school district used in deciding to propose or refuse the action:

Review of prior standardized assessments, progress reports, report cards, observation, teacher interview, parent interview, CST monitoring

Report
Cards
Work
Behavior

Report Cards and Progress Reports

Report
Cards
Sample
Work
Behavior

Student Name: Kevin Smith

Number: 031608 Perm ID: 6003453

Sac. M. Grade: 6

Per	Course	Teacher	2nd			1st			C	W	A	T	Comments
			Q1	Q2	Q3	Q4	Q1	Q2					
1	Math (Pre-Algebra)	Hall, E	A	A	A	A	S	0	0	0	0	0	Conscientious student. Outstanding effort. One of top students in class.
2	Technology & Engineering	Maibone, R	A	A	A	A	S	0	0	0	0	0	Conscientious student. Outstanding effort. One of top students in class.
3	English Language Arts	Bulter, L	C	C	C	C	N	0	0	0	0	0	One of top students in class.
4	Science	Tector, J	A	B+	A	A	S	0	0	0	0	0	
5	Foreign Language (Spanish)	Boden, M	B+	B	B	B	S	0	0	0	0	0	
6	Social Studies/History	Garcia, F	A+	A	A	A	N	0	0	0	0	0	
8	Physical Education	Ochlerio, C	A	A	A	A	S	0	0	0	0	0	

Happy Holidays! School resumes on Jan. 9th

Scholarship Marks:
A = Excellent
B = Above Average

D = Below Average
F = Failing

I = Incomplete
NM = No Mark

C=Withdrawn Marks
N = Needs Improvement
O = Outstanding

U = Unsatified

Keep the newest report card on top.

Sample Work

Sample
Work

Behavior

Add samples
of **your child's**
schoolwork
to show signs
of progress
or concern.

LESSON
Outline

Name Kevin Smith

Date 7/15/16

Relationships in Ecosystems

Use your textbook to help you fill in the blanks.

What is in an ecosystem?

1. The living things in an environment are biotic factors.
2. The nonliving things in an environment are Abiotic factors.
3. All the living and nonliving things interacting in an environment make up a(n) ecosystem.
4. All the members of a species within an ecosystem are a(n) populations.
5. Together, the populations in an ecosystem form a(n) community.

How are food chains alike?

6. The path that energy takes in an ecosystem as it flows from organism to organism is a(n) food chain.
7. At the base of each food chain are producers that use the Sun's energy to make sugar and oxygen.
8. Sugar molecules are the original source of food for consumers, or any animal that eats plants or other animals.



Behavior

Behavior

Keep a copy of the
school's **code of
conduct...**

Summerville Middle School
Handbook



2016-2017

*Please sign receipt and review of this handbook on the last page
and return to your child's school as soon as possible.*

...and behavior
intervention plan
if your child
has one.

Kevin Smith Behavior Contract

Effective Dates: From October 15, 2014 to January 15, 2017

Goal - Kevin will call out less than three times a day and instead will raise his hand and wait to speak.
- Kevin will complete and turn in his homework at least three days a week.

Student and Teacher Responsibilities

To help Kevin meet these goals, he will:

1. Respond when he sees Ms. Griffin use the agreed-upon signal reminding him to raise his hand.
2. Write homework assignments in his planner and ask Ms. Griffin to initial it.
3. Put completed homework in his homework folder and turn it in each morning.

To help Kevin meet these goals, Ms. Griffin will:

1. Use the agreed-upon signal to remind Kevin to raise his hand.
2. Write homework assignments on the board and initial Kevin's planner each day.
3. Provide a clearly labeled area for students to turn in homework assignments.

The consequences of not meeting these goals will be:

1. If Kevin calls out three times on the same day, he will have to move to a different part of the room and will lose the opportunity to be part of the discussion.
2. Kevin will have to use free-choice time to complete his unsubmitted homework.

The rewards for meeting these goals will be:

Each day that Kevin calls out fewer than three times, he will earn one sticker. When he has earned five stickers, he may choose a reward from the list he and Ms. Griffin have created together.

Each day that Kevin hands in his homework and has his assignments from the previous day written down and initialed, he will be allowed to choose one of the following:

1. spending 10 minutes before lunch doing an activity of his choice
2. spending 10 minutes before recess using headphones to listen to music
3. using headphones to listen to music while he reads during class reading time

BONUS: If Kevin turns his homework in every day for a week, he will receive a "Get out of one homework assignment" pass that he can choose when to use.

I agree to carry out my part of this plan.

K.S. (Student) *Griffin* (Teacher)

I understand that this is the plan that will be followed. *Smith* (Parent)

Also include any disciplinary notices your child has received.

DISCIPLINARY REFERRAL STUDENT'S NAME Kevin Smith GRADE 7 DATE 10-15-16

DISCIPLINARY REFERRAL STUDENT'S NAME Kevin Smith GRADE 7 DATE 10-15-16

DATE OF INCIDENT 10-15-16 TIME 2:00 LOCATION A. Griffin Science

NOTICE TO PARENTS
I, the principal of this report, do hereby certify that a disciplinary incident involving the student, _____, occurred on _____ at _____.

3. Please check the appropriate box(es) to indicate the reason(s) for your report. (Check all that apply.)

Reasons for Referral

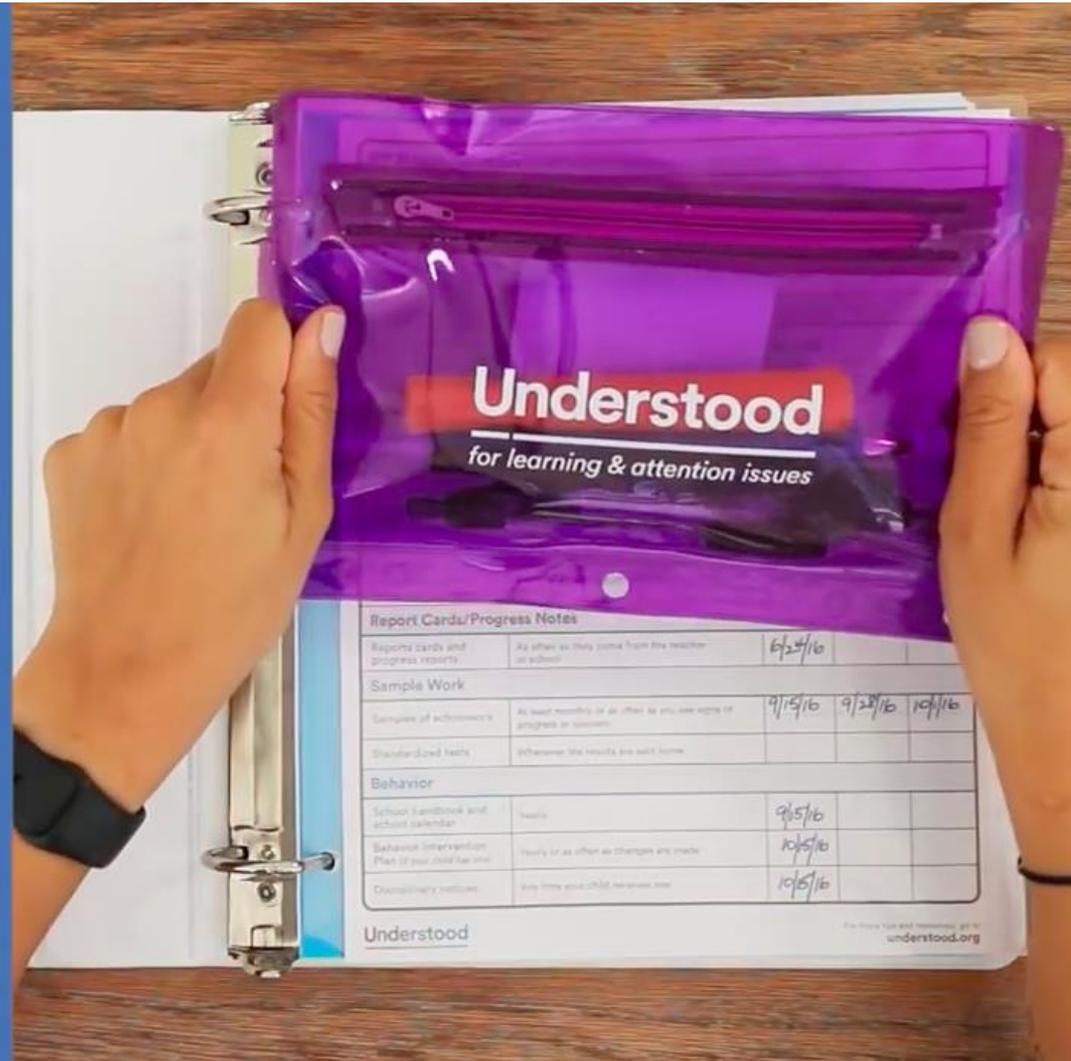
<input type="checkbox"/> Excessive Tardiness	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Admiration Issues
<input type="checkbox"/> Disruptive Classroom Behavior	<input type="checkbox"/> Unprepared for Class	<input type="checkbox"/> Inappropriate Use of Cell Phone
<input type="checkbox"/> Student Inappropriate Language	<input type="checkbox"/> Unexcused Absence	<input type="checkbox"/> Falsified Report Card
<input type="checkbox"/> Student Inappropriate Behavior	<input type="checkbox"/> Dress Code Violation	<input type="checkbox"/> Held Classwork with Papers
<input type="checkbox"/> Student Inappropriate Behavior	<input type="checkbox"/> Disruptive Behavior in School	<input type="checkbox"/> Used Prohibited Report Items
<input type="checkbox"/> Student Inappropriate Behavior	<input type="checkbox"/> Changed Student's Seat	<input type="checkbox"/>
<input type="checkbox"/> Student Inappropriate Behavior	<input type="checkbox"/> Disruptive Behavior	<input type="checkbox"/>
<input type="checkbox"/> Student Inappropriate Behavior	<input type="checkbox"/> Disruptive Behavior	<input type="checkbox"/>
<input type="checkbox"/> Student Inappropriate Behavior	<input type="checkbox"/> Disruptive Behavior	<input type="checkbox"/>

Administrative Actions and Other Considerations

<input type="checkbox"/> Student Placed on In-School Suspension	<input type="checkbox"/> Student Placed on Out-of-School Suspension
<input type="checkbox"/> Student Placed on In-School Suspension	<input type="checkbox"/> Student Placed on Out-of-School Suspension
<input type="checkbox"/> Student Placed on In-School Suspension	<input type="checkbox"/> Student Placed on Out-of-School Suspension
<input type="checkbox"/> Student Placed on In-School Suspension	<input type="checkbox"/> Student Placed on Out-of-School Suspension

Other Action Taken by Parent

Consider stocking your binder with pens, highlighters and sticky notes...



Making the Most Out of the Meeting

Understood

for learning & attention issues

Questions to ask
before, during and after
the IEP Meeting

Understood

for learning & attention issues

Questions to ask
before, during and after
the IEP Meeting

What to bring to the IEP
Meeting

SMART Stands For

- Specific
- Measurable
- Attainable or Actionable
- Results-oriented or Realistic
- Time-bound

Writing SMART IEP Goals

SMART Stands For

- Specific
- Measurable
- Attainable or Actionable
- Results-oriented or Realistic
- Time-bound

Specific

Details matter! **Specific** goals give a clear description of the skill, subject area and the intended result.

Understood

for learning & attention issues

Amanda will write her
name.

Understood

for learning & attention issues

Amanda will write her name.

Amanda will write her first and last name, capitalizing the first letter of each and staying within the lines.

Understood

for learning & attention issues

Amanda will improve
her writing.

Understood

for learning & attention issues

Amanda will improve her writing.

Amanda will improve her grammar and spelling skills so she can write a readable paragraph of at least 4 clearly related sentences.

Measurable

Measurable

Measurable goals provide a way of knowing how your child is making progress. They are stated in a way that can be measured by standardized tests, curriculum-based measurements or screening.

Understood

for learning & attention issues

Amanda will read at a
4th-grade level.

Understood

for learning & attention issues

Amanda will read at a 4th-grade level.

Amanda will read at a 4th-grade level as measured by the school reading program's testing.

Attainable (or Actionable)

Attainable goals indicate progress that is realistic for your child.

Actionable goals use action words to describe what will happen, as opposed to describing what will not happen.

Understood

for learning & attention issues

Amanda will always use a coping skill when dealing with frustrating peer interactions in the classroom.

Understood

for learning & attention issues

Amanda will always use a coping skill when dealing with frustrating peer interactions in the classroom.

Amanda will use a coping skill 3 out of 4 times when dealing with frustrating peer interactions in the classroom.

Results-oriented (or Realistic)

Results-oriented goals clearly lay out what your child will do to accomplish them.

Realistic goals are based on your child's abilities and present level of performance.

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for learning & attention issues

Amanda will use a coping skill 3 out of 4 times when dealing with frustrating peer interactions in the classroom.

Understood

for learning & attention issues

Amanda will use a coping skill 3 out of 4 times when dealing with frustrating peer interactions in the classroom.

Amanda will use one of the coping skills she's been taught (see attached behavior plan) 3 out of 4 times when dealing with frustrating peer interactions in the classroom.

Time-bound

Time-bound goals include a time frame in which your child will achieve them, given the right supports and services. They also provide information about when and how often progress will be measured.

Understood

for learning & attention issues

Amanda will read at a 4th-grade level as measured by the school reading program's testing.

Understood

for learning & attention issues

Amanda will read at a 4th-grade level as measured by the school reading program's testing.

By the end of the 3rd quarter, Amanda will read at a 4th-grade level as measured by the school reading program's testing. Her progress will be monitored through a monthly reading assignment.

Questions?



Empowered parents.
Confident kids.

Personalized Content

The screenshot shows a web browser window with a URL of <http://screencasts.apollohq.com/>. The page features a navigation bar with four items: "Could your child have...?", "Developmental milestones", "Age-by-age learning skills", and "Academic readiness".

The main content area is personalized for three users: Sofia (purple dot), Jonathan (green triangle), and another user (blue square). A large video player shows a young boy with a pencil, with a purple play button icon overlaid. To the right of the video is a purple box with the text "Could Your Child Have a Learning or Attention Issue?". Below the video, there are three columns of content:

- Left Column:**
 - Thumbnail: Two children playing outdoors. Title: "Skill Development From Birth to Age 5".
 - Thumbnail: A man and a child. Title: "How to Know If Your Child Is Ready for Preschool".
 - Thumbnail: A young boy. Title: "Could Your Child Have a Learning or Attention Issue?".
 - Thumbnail: A child's face. Title: "Quiz: Could Your Child Have Social..."
- Middle Column:**
 - Thumbnail: A child with gears. Title: "How Kids Develop Thinking and Learning Skills".
 - Thumbnail: Two children walking. Title: "Checklist: Is Your Child Ready for Kindergarten?".
 - Thumbnail: A document titled "Learning Skills for Different Ages".
 - Thumbnail: A document titled "Social and Emotional Skills: What to Expect at Different Ages".
- Right Column:**
 - Title: "Could Your Child Have a Learning or Attention Issue?".
 - Title: "Learning Skills for Different Ages".
 - Title: "Checklist: Is Your Child Ready for Kindergarten?".
 - Title: "Learning Skills for Different Ages" (with a large circular callout).
 - Title: "Social and Emotional Skills: What to Expect at Different Ages".

At the bottom, there are more thumbnails and titles, including "What to expect..." and "Social and Emotional Skills: What to Expect at Different Ages".

I'm Concerned My Child Might Have Learning and Attention Issues. Now What?

1

Know the skills learning and attention issues can affect.

6

Discuss a free evaluation through school or early intervention.

2

Learn about typical developmental milestones.

7

Consider consulting with a specialist.

3

Take note of your concerns.

8

Meet with the school or early intervention agency.

4

Find out what's been happening at school.

9

Get next steps based on your child's specific learning and attention issues.

5

Talk to your child's doctor.

10

Hear from and connect with other parents.

Evaluations

Evaluations



Evaluation basics

Deciding on evaluation

Choosing not to have your child evaluated

Types of tests



6 Steps for Requesting a School Evaluation

Responding to Your Grade-Schooler's Concerns About Evaluation

FAQs About Evaluations for Learning and Attention Issues



Private Evaluations: What You Need to Know



9 Steps to Take If Your Request for Evaluation Is Denied

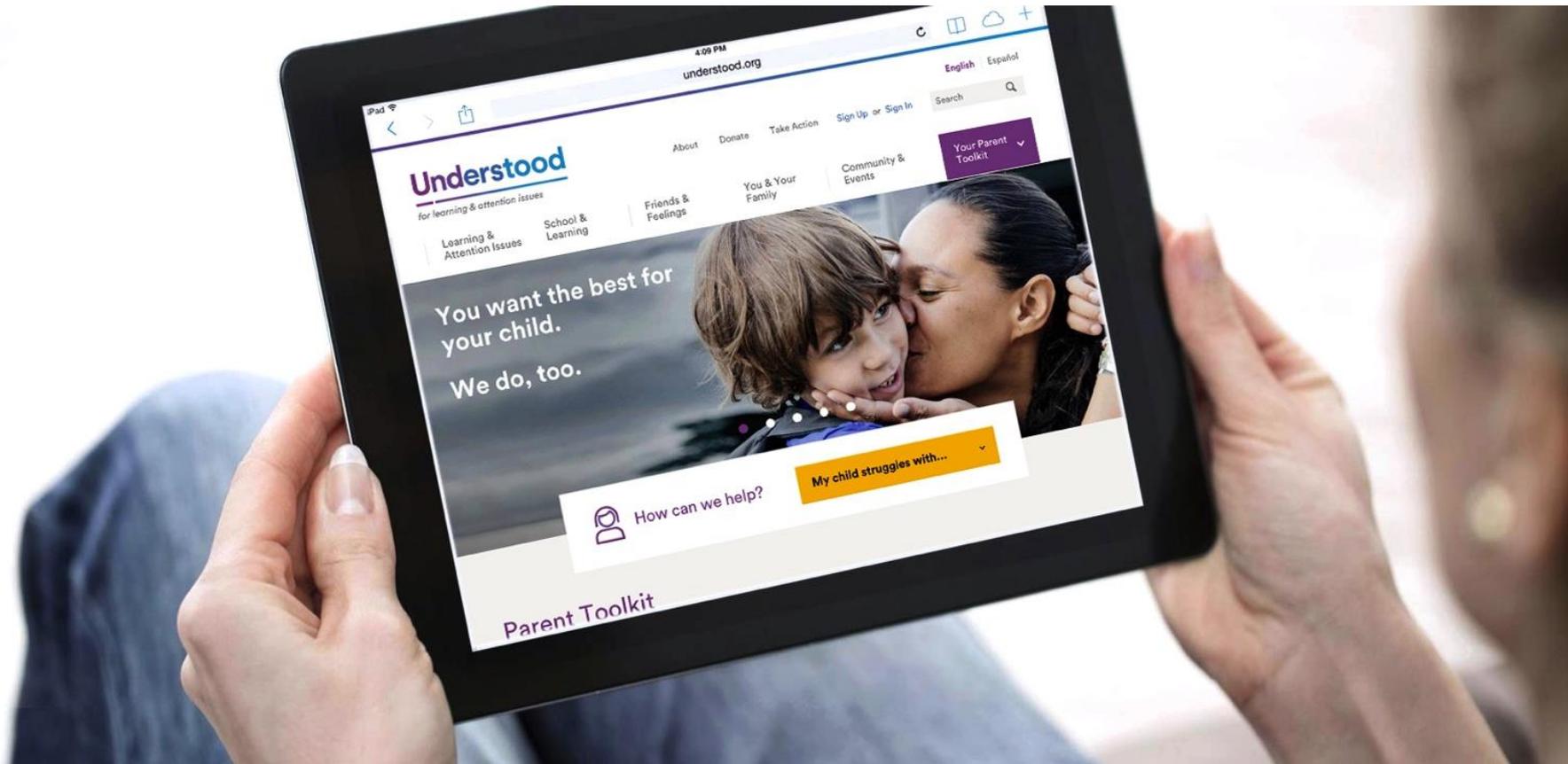


Checklist: Informal Supports You Can Request for



Types of Tests: Inside the Evaluation Process

Focus on Accessibility



Online Communities

Learning & Attention Issues

School & Learning

Friends & Feelings

You & Your Family

Community & Events

Your Parent Toolkit

Welcome to the Understood Community

A safe place for parents and experts to connect

Share & Save



What's Happening Now

Experts Live

Parents Like Me

Groups

Blogs

Upcoming Events

[See all Experts Live events](#)



Expert

Tue Sep 30 at 7:00pm EST

How Can I Encourage Learning at Home?



Expert

Sun Oct 26 at 11:00am EST

Weekend Wisdom: Helping Your Older Child Transition to...

Most Active Groups

[See all groups](#)



Teen Talk

40 Members
9 Posts

Join

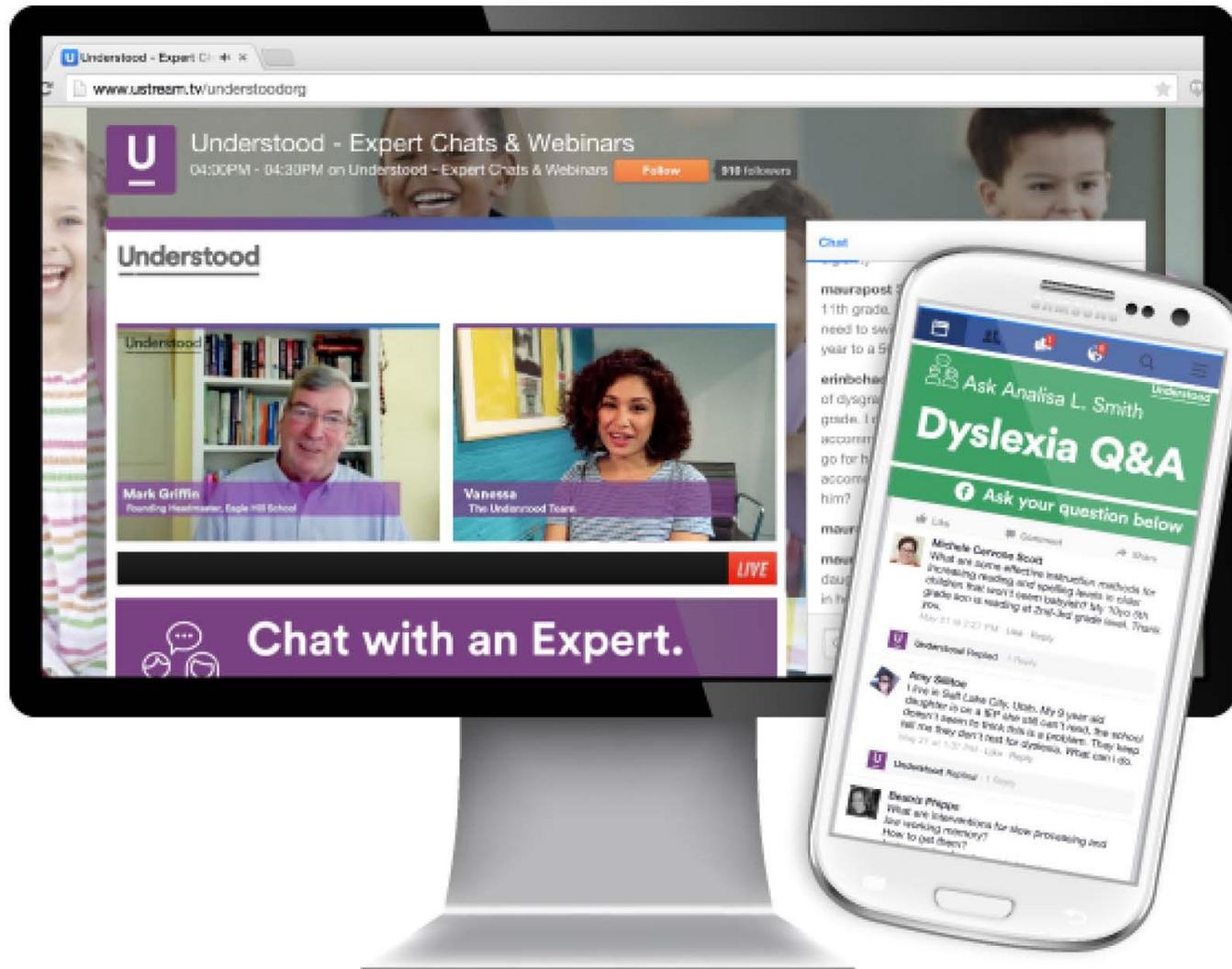


It's Elementary (3rd-5th)

187 Members
7 Posts

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Daily Access to Experts



Extensive Tools

- Learning & Attention Issues
- School & Learning
- Friends & Feelings
- You & Your Family
- Community & Events
- Your Parent Toolkit**

< Home



Through Your Child's Eyes

It's one thing to read about how a learning or attention issue can affect your child. It's another thing to see it through your child's eyes. Experience firsthand how frustrating it can be when your hand won't write what your brain is telling it to write. Find out why it can be so hard to complete a simple task even when you're trying to pay attention. Use these one-of-a-kind simulations and videos to get a better sense of what it feels like to have learning and attention issues.

Experience It

Tailor the simulation, expert advice and child's story by selecting your child's issue(s) and grade level—or select a child from your profile.

Go

Explore More

Want to try your hand at all of the simulations? Or hear more children's stories? Choose from the options below.

Simulations

These game-like experiences are a fun way to help you see why learning and attention issues can be so frustrating.

- Reading issues
- Writing issues
- Attention issues
- Math issues
- Organization issues

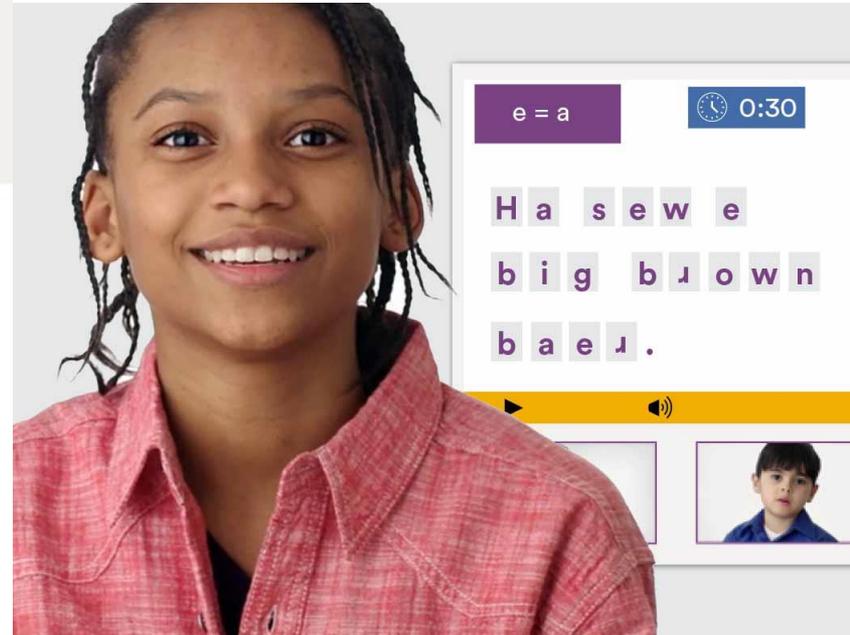


Children's Stories

Want to hear kids talk about what it feels like to have learning and attention issues? Choose from five issues and three age groups.

- Preschool–Grade 2**
- Grades 3–6
- Grades 7–12

- Reading issues
- Writing issues
- Attention issues
- Math issues
- Organization issues



Parenting Coach

Practical ideas for social, emotional and behavioral challenges

Get Expert Advice

Getting Organized & Managing Time



Grade 5



Get Ideas

Acknowledge your
child's feelings.

1 382

Be a homework
detective.

0 224

Maintain the
connection.

5 616

Create a homework
station.

9 1471

Prompt with starter
questions.

1 181

Prep the night
before.

0 216

Be a homework detective.

What you can do

Check on your child to see how her homework is coming along. Try to do this as subtly as you can.

What you can say

“Sofia, I just thought I’d drop in and see if you wanted something to drink or eat. You’ve been at this for a while, which is great. How are you coming along? Was this a big night of assignments or a little less than usual? Do you need any help? Let me know if you want me to review anything with you.”

Why this will help

If your child is disorganized and easily distracted, she might have trouble with what experts call “[self-monitoring](#).” This means she may not realize she’s off task, so she won’t know that she needs to get herself back on track. Your walking in and wondering out loud how things are going can be a positive way to help refocus your child.

Questions?

What's next?

Join our private [State] Facebook Group

- [LINK](#)

Come to one of our parent gathers

- (INSERT NEXT EVENT)

Get involved!

- Help us create a community of support for parents
- Advocate for policy changes to support all kids with learning and attention issues

