

# Parent: Teacher Effective Communication Around the 504 Plan

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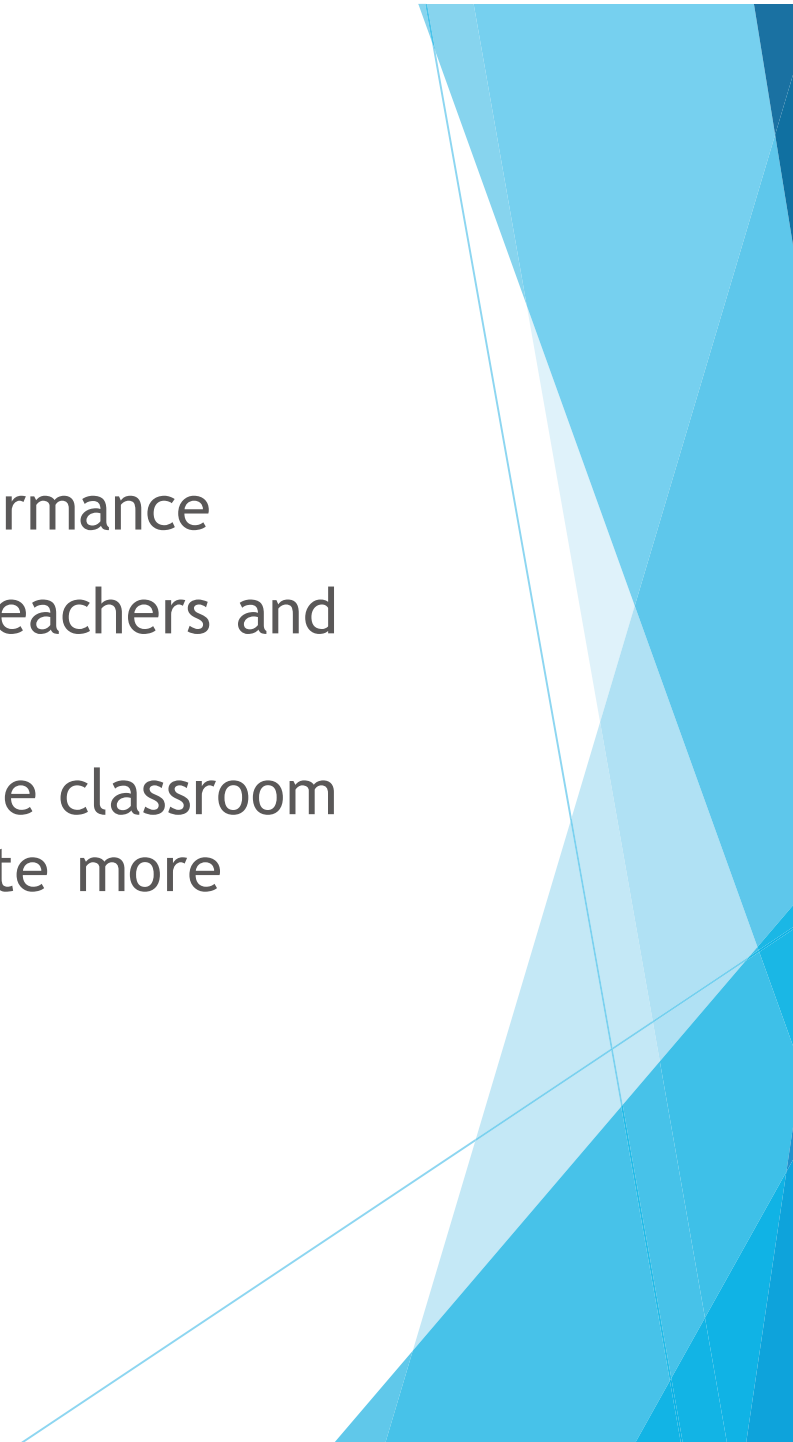


# Step 1: Be an Involved Parent!

Parent involvement enhances academic performance

Parents can affect a child's attitude toward teachers and school

Parents will gain a better understanding of the classroom curriculum and activities and can communicate more effectively with the teachers and their child



# Steps to Effective Communication

Meet the teacher

Schedule a meeting with the teacher early in the year

Ask about teacher expectations for homework and communication

Find out the best way to contact the teacher

Go to parent-teacher conferences

Schedule a conference if you have any concerns

Write notes and follow up

Follow e-mail etiquette



# Steps to Effective Communication

Be positive and courteous

Accept differences

Talk to other school personnel if needed

Be a partner with the teacher to support your child's learning

Ask what you can do to help

Keep lines of communication open!



# Barriers to Good Communication

Time constraints for both parents and teachers

Availability of effective means of communication (calls, email, meetings)

Teacher reluctance to discuss concerns

Cultural or language barriers

Limited understanding of school policies/procedures



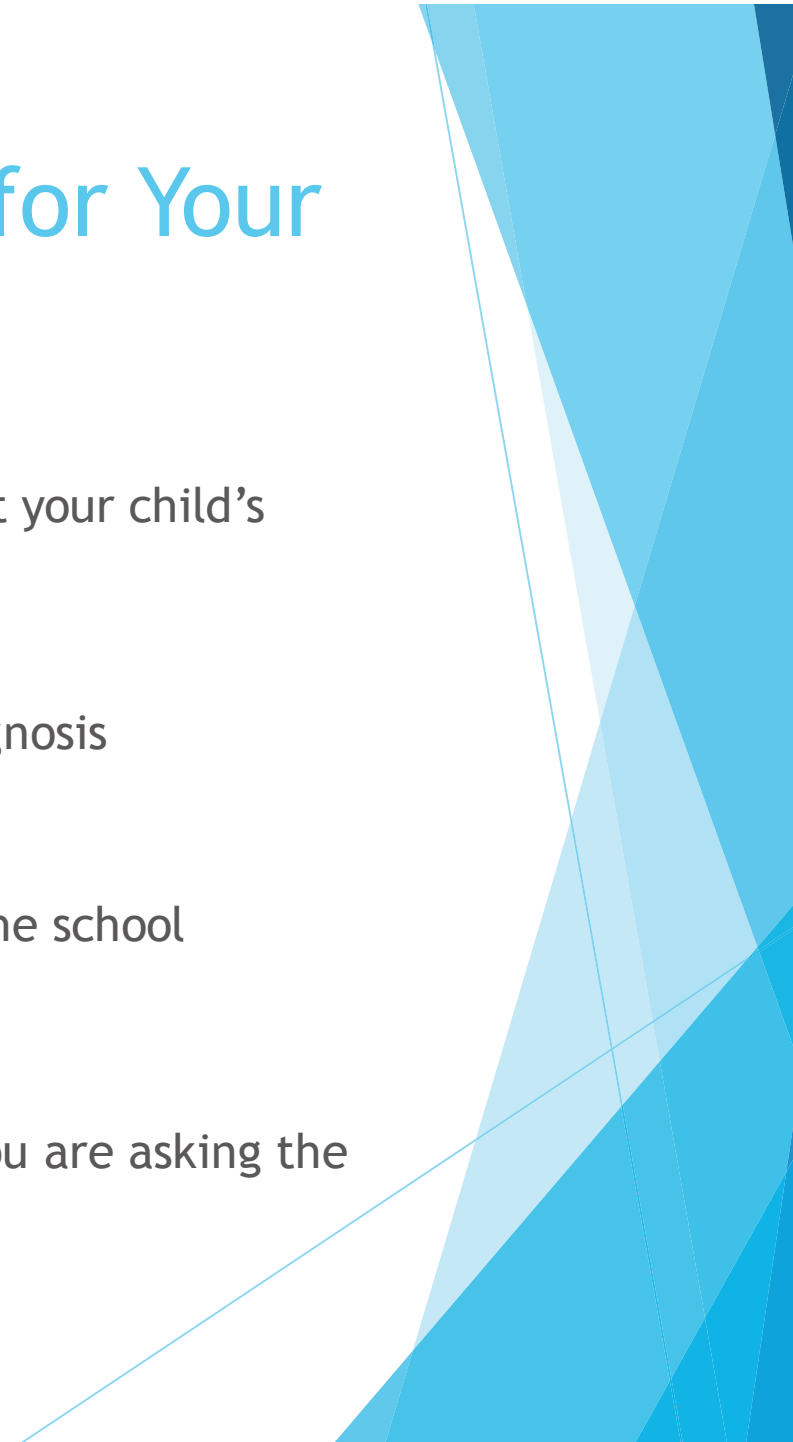
# Steps to Advocating Effectively for Your Child

**Evaluate-** seek out a professional evaluation to document your child's diagnosis and need for services or accommodations

**Educate-** learn everything you can about your child's diagnosis

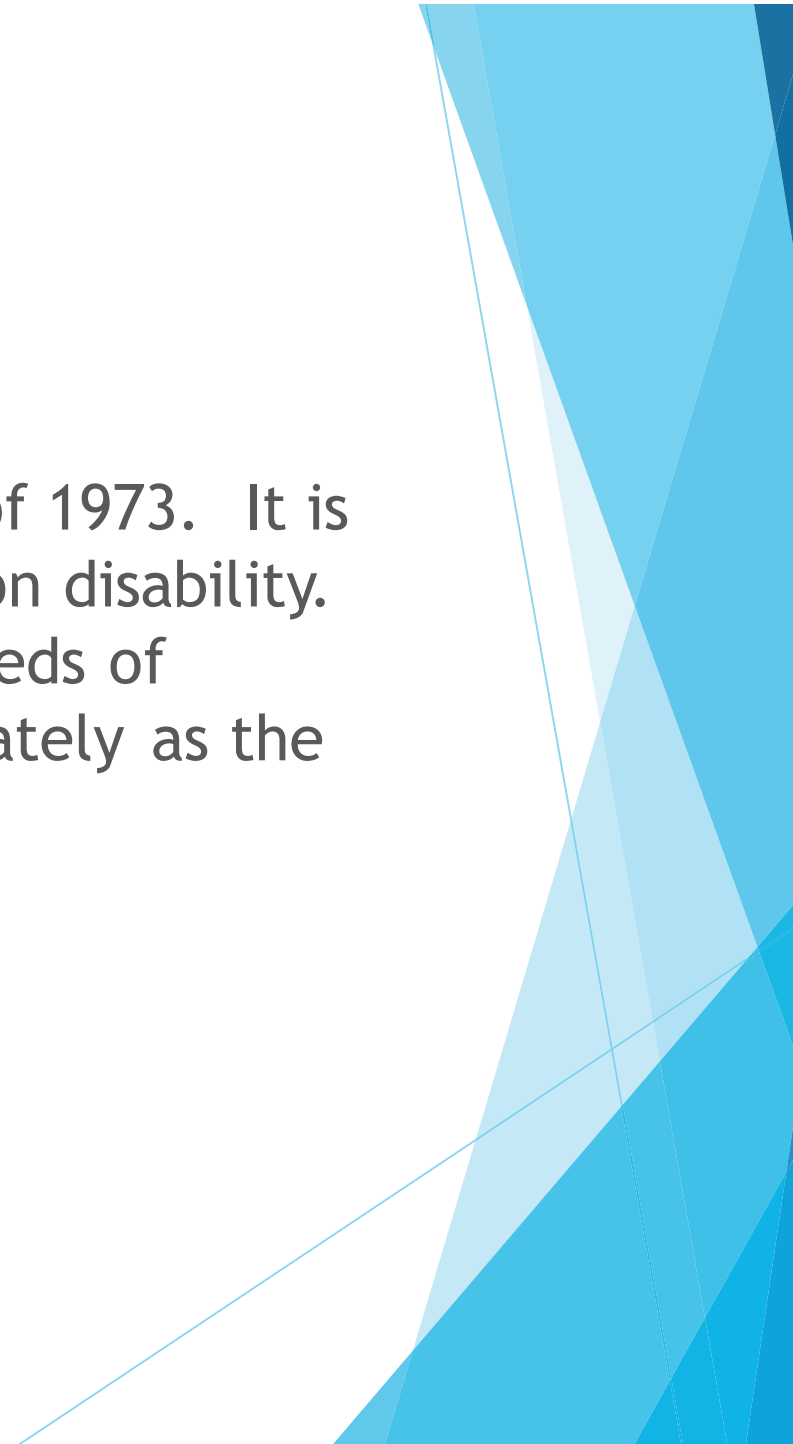
**Communicate-** learn to communicate effectively with the school personnel

**Advocate-** learn everything you can about the services you are asking the school to provide



# What is a 504 Plan?

Section 504 is part of the Rehabilitation Act of 1973. It is designed to prohibit discrimination based upon disability. It is a civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met



# What is the Difference Between a 504 Plan and an IEP?

<https://www.understood.org/en/school-learning/special-services/504-plan/video-whats-the-difference-between-an-iep-and-a-504-plan>





# Comparison of 504 Plan and IEP

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A plan for special education at school

Provides special education and related services to meet the unique needs of the student

Governed by IDEA (Individuals with Disabilities Education Act)

## 504 Plan

- ▶ A plan for access to learning at school
- ▶ Provides services or changes to the environment to provide same learning environment as other students
- ▶ Governed by Section 504 of the Rehabilitation Act of 1973

# Comparison of 504 Plan and IEP

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A student must meet criteria for one of 13 categories listed in IDEA

The disability must affect the student's ability to learn or their educational performance

Parents can request an IEE (Independent Educational Evaluation)

## 504 Plan

- ▶ The child can have any disability
- ▶ The disability must interfere with the child's ability to learn in the general education classroom
- ▶ Doesn't allow parents to ask for an IEE

# Comparison of 504 Plan and IEP

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There are strict requirements for who is allowed on the IEP team

IEP must include annual goals and modifications/accommodations, and information about the educational setting

## 504 Plan

- ▶ Those familiar with the child may be allowed on the 504 plan team
- ▶ 504 Plan does not have to be written. It includes the accommodations for the child and who is responsible

# Comparison of 504 Plan and IEP

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## Options for solving disputes:

- ▶ Mediation
- ▶ Due process complaint
- ▶ Resolution session
- ▶ Civil Lawsuit
- ▶ Complaint to State

## 504 Plan

### ▶ Option for solving disputes:

- ▶ Mediation
- ▶ Alternative dispute resolution
- ▶ Impartial hearing
- ▶ Complaint to Office of Civil Rights
- ▶ Lawsuit

# Comparison of 504 Plan and IEP

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States receive additional funding

## 504 Plan

- ▶ No additional funding, but money can be taken away if schools are non-compliant

# What Are Your Child's Rights under a 504 Plan?

## The Right to a Free and Appropriate Public Education (FAPE)

The school must meet your child's educational needs as adequately as it meets the needs of a student without disabilities

## Accommodations and Modifications

A 504 plan can include accommodations that adjust or adapt school for your child

For instance, if a child has difficulty writing they should have access to typing on a computer



# What Are Your Child's Rights Under a 504 Plan?

## Instruction and Services

A 504 plan can include specialized instruction

## Notice

A school must tell parents about educational decisions such as classroom placement

## Challenge a School Decision

You can ask for a hearing or file a complaint with the Office of Civil Rights

- ▶ This is considered a last resort

## SAMPLE 504 PLAN

Name: Brendan Davis

Birth: June 23, 2004

4th

Plan: September 4, 2013

Next Date of Review: September 1, 2014

Physical Impairment: ADHD

<b>Functional Needs</b>	<b>Accommodations</b>	<b>Person or Persons Responsible</b>	<b>Frequency of / When Accommodation is to be Implemented</b>
Completion	Have student complete either even or odd problems	Teacher	When written work or homework is assigned
Organization	Assign a "buddy" to work with student at end of day to make sure all needed materials are turned in	Student, Student Buddy, Teacher (responsible for assigning buddy)	Every day—10 minutes before the end of the school day



# Accommodations and Modifications

<https://www.understood.org/en/school-learning/special-services/special-education-basics/video-whats-the-difference-between-accommodations-and-modifications>



# Accommodations for Classroom Learning

Have student sit close to teacher and away from windows and doors

Increase space between desks

Have teacher stand near student when teaching

Provide foot rests, seat cushions, or resistance bands to help satisfy need to fidget

# Accommodations for Organization

Use assignment notebook

Provide extra set of textbooks to use at home

Provide folders and basket of supplies to keep desk organized

Color code material for each subject

Provide written or visual schedule for daily routine

# Accommodations for Classwork and Taking Tests

- Provide worksheets and tests with fewer problems
- Give short quizzes rather than 1 long test
- Give extra time and quieter space for test taking
- Allow students to answer questions aloud
- Allow word processing on a computer
- Give credit for work done rather than counting off for problems not completed
- Break long assignments into chunks
- Don't grade for neatness

# Accommodations for In Class Learning

- Give directions aloud and in writing
- Use pictures and graphs
- Allow buddy to take notes
- Give the student an outline of the lesson
- Keep instructions simple and clear
- Create a signal to get the student's attention

# Accommodations for Behavior

- Use an individualized behavior plan with a reward system
- Praise good behavior
- Ignore behaviors that are not overly disruptive
- Talk through behavior problems one on one
- Monitor frustration. Check in regarding the student's mood

# Steps to Mediation or Litigation

Create a paper trail

Have a good understanding of your child's disability

Know what you want going in

Diplomacy will get you everywhere

Know the law; don't use this information unless you have to

Consider hiring an educational advocate



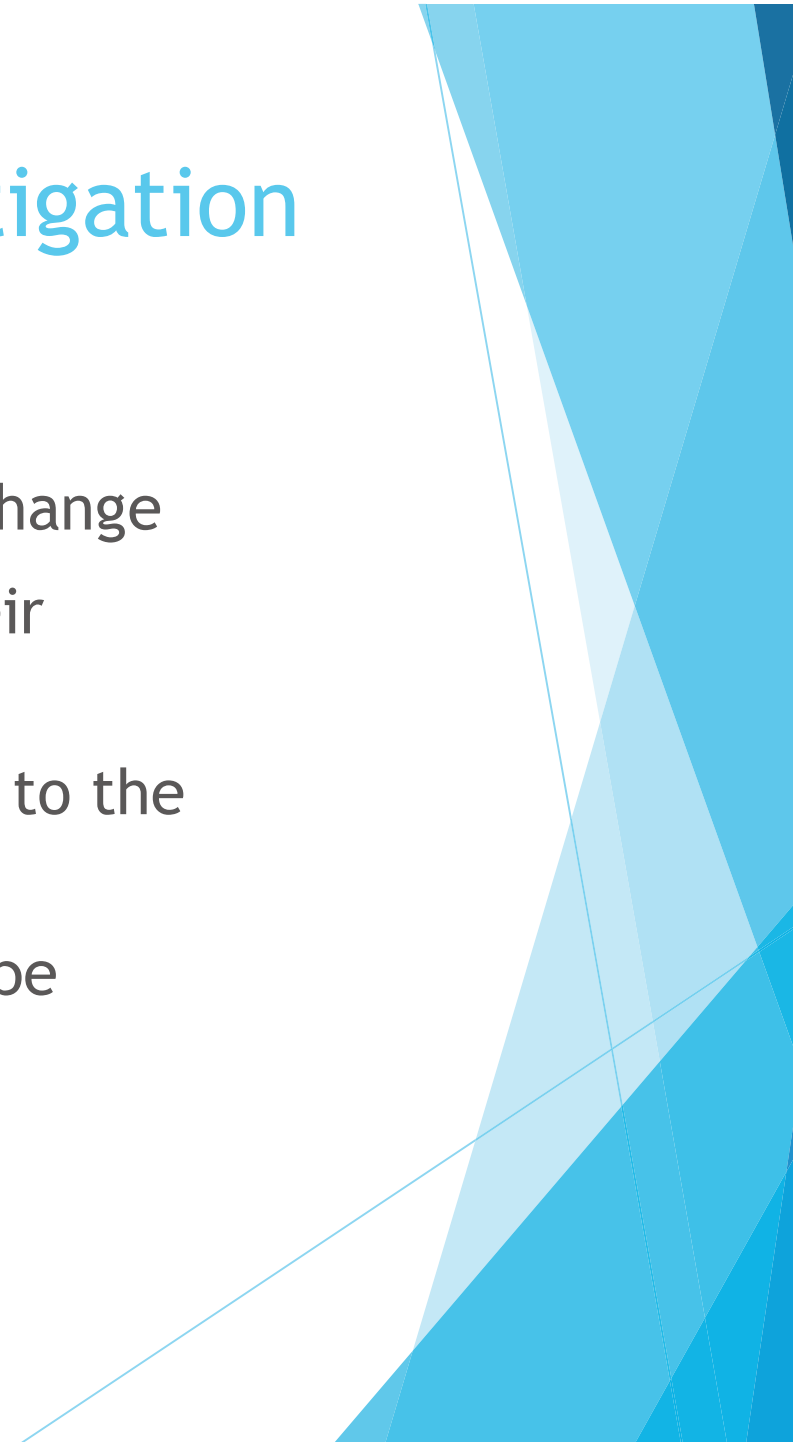
# Unintended Consequences of Litigation

Interpersonal dynamics with the school will change

School personnel will be more cautious in their recommendations

The school district will send a representative to the meetings

The plan that is decided on will still need to be implemented by the school personnel





# Resources

US Department of Education

<http://www2.ed.gov/about/offices/list/ocr/504faq.html>

CHADD teacher to teacher program- school supported or online program  
(coming soon)

CHADD parent to parent program- online or in-person classes

► <http://www.chadd.org/Training-Events.aspx>

Wright's Law <http://www.wrightslaw.com>

Additude <http://www.additudemag.com/adhd/article/8417.html>

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Questions?

