

## Possible Accommodations To Be Determined by Committee

- \*Copies of notes
- \*Additional time for assignments and tests
- \*Priority Seating
- \*Oral reading of directions
- \*Student planner
- \*Word banks

### See also:

<https://tea.texas.gov/accommodations>

## Effective Strategies

In addition to explicit and systematic instruction in the classroom and RtI level interventions...

- \*Self-monitoring strategies
- \*Memory techniques to remember processes
- \*Explicitly teach and practice skills for organizing, time management and reviewing information.
- \*Chunk information into smaller pieces

## Parent Resources

### Talking Book Program (TBP)

[https://www.tsl.texas.gov/tbp/reading\\_disabilities](https://www.tsl.texas.gov/tbp/reading_disabilities)

### Information on Dyslexia

<https://www.tea.texas.gov/academics/dyslexia>

### Special Education for Parents

<https://www.spedtex.org>

### Overview of Special Education

<https://www.tea.texas.gov/texasped>

### Notice of Procedural Safeguards

<http://fw.escapps.net>

### Special Programs

<https://www.tea.texas.gov/academics>

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## Special Programs Awareness



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# Differences Between Rti/504/IDEA

**Response to Intervention Rti:** is a tiered approach to providing services and interventions at increasing levels of intensity to all students who struggle with learning.

**Section 504:** provides equal opportunity to eligible students with disabilities when compared to their non-disabled peers. Provides support and interventions through general education.

**IDEA:** ensures that all children with disabilities have available to them a free appropriate public education. Provides individual supplemental educational services and supports in addition to what is provided to students in the general curriculum to ensure that the child has access to and benefits from the general curriculum.



## Process of Determining Eligibility

**Referral:** required by law when a public school feels that your child may have a disability that requires special education services to be successful. Called a request for a special education evaluation when a parent makes it. A request should be made in writing to the proper staff member.

**Consent to Evaluate:** Permission you choose to give specially trained personnel to evaluate and assess your child in specific areas.

**Evaluation:** Called a Full Individual and Initial Evaluation (FIE), which is a written report of educational recommendations about your child's strengths, interests and challenges. Professionals with training in the suspected disability must participate, e.g., someone like a licensed dyslexia therapist if dyslexia is suspected. All this is at no cost to parents.

**Admission, Review and Dismissal (ARD):** The ARD committee meets to determine if your child is eligible for special education services. The committee is a team, including the parents, teachers, school administrators, those with special expertise about your child. Determination of eligibility and services needed are a committee decision.

<https://tea.texas.gov/texassped>

## Who Delivers Intervention/Services?

A certified teacher -who has been trained in Rti, dyslexia, and other related disorders (including specific learning disabilities) provides intervention. The certified teacher is familiar with the curriculum of instruction appropriate for the identified student and the services needed to create success. Teachers serving students with Special Education Identification-Disabilities must be Special Education Certified by the State.

Parents and family members play an integral role in the education of their children. There are resources and trainings available for families of students with disabilities.

<https://www.parentcenterhub.org> PL