



# Educational Advocacy

---

Dena Hook  
TS Alliance  
[dhook@tsalliance.org](mailto:dhook@tsalliance.org)



# Questions From You.....

---

- How to convince a district to give a one on one aide
- Is there any way to ensure a 1:1 every year without having to fight for it every year? Should it be listed on the IEP and if so, where?
- How do districts “decide” they can’t handle a student’s behavior or medical condition, so that students are sent to a specialized school? Is it better to remain in your home district?
- I would be interested in concrete examples that cross from a 504 over into IEP territory. We battle poor attention and limited motor skills. We have many “coping” accommodations, such as extra time for testing, reduced homework, etc., but no true IEP goals. What would/could TRUE individual instruction possibly look like to combat those weaknesses?
- Information about implementing the IEP process effectively with Home and Hospital would be useful



# Behavior/Medical Condition

---

Individuals with Disabilities Education Act (IDEA), mandates **least restrictive environment (LRE)** meaning a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate.

The school is required to provide services and supports to a student in regular education before considering a more restrictive environment.



# Questions to Ask

---

- What supports have been tried?
- Is the student meeting their goals on the IEP?
- Has everything been tried to keep the student in the regular classroom?
  - ~Functional Behavior Assessment (FBA)
  - ~Behavior Intervention Plan (BIP)
  - ~Assistive Technology
  - ~One on one Aide



# One on One Aide

---

Some Reasons for a one on one aide

- Behavior Management
- Instructional Support
- Daily Living Activities
- Social Skills Training
- Task Redirection
- Seizure Control Management
- Inclusion in Extracurricular Activities

Most importantly, does a student need an aide to receive Free Appropriate Public Education (FAPE)?



# How to Get a One on One

---

- Documentation on the Areas of Need
  - ~Medical
  - ~Behavioral
- Lack of Progress on IEP Goals
  - ~Academic
  - ~Functional
- Incident Reports
- No Exposure to Peers (Social Emotional)



# Hold Firm - Don't Give In

---

## Do Not Accept Excuses:

- "We never provide one on one aides."
- "We don't want your child to become dependent on one person."
- "If we provide this for your child, other children will have to do without services."

\*Keep going back to your documentation and the need.

# It is OK to say NO...

---

If you don't agree with the proposed IEP...

- Set up another IEP meeting
- Get an advocate  
<http://www.parentcenterhub.org/find-your-center/>
- File a state complaint
- Request state mediation
- File a due process

**Ninety Percent of All Those Who Fail Are Not Actually Defeated. They Simply Quit!**

- Paul J. Meyer





# Keeping a One on One

---

The school has to provide data that would support not providing support services, so ask to see their data.

Start preparing early....

Keep any data that supports your child needing an aide

- Notes
- Progress Reports
- Document any conversations (date, who was involved, what happened)



# Support Services

---

A one on one aide is a  
Special Education Support Service!

- Always make sure your child's one on one aide is written into the IEP.
- It should go under the *Services and Supports* part of the IEP.

# IEP vs 504

IEP is protected under an Education Law  
504 is protected under a Civil Rights Law

---

## IEP Provides

- ~Special Education Instruction
- ~Supports and Services
- ~Mandates Parent Involvement
- ~Mandates Progress in the General Ed Curriculum

## 504 Provides

- ~Equal Access
- ~Accommodations

# Examples

Issue	504	IEP
Poor Attention	<ul style="list-style-type: none"> <li>~Preferential Seating</li> <li>~Schedule Book</li> <li>~Quiet Test Taking</li> <li>~Extended Time</li> </ul>	<ul style="list-style-type: none"> <li>~<b>Parent Involvement</b></li> <li>~Preferential Seating</li> <li>~Schedule Book</li> <li>~Quiet Test Taking</li> <li>~Extended Time</li> <li>~School Counseling</li> <li>~Intervention Specialist Instruction</li> <li>~Small Group</li> <li>~Aide in Class</li> <li>~Goals To Be Achieved Annually</li> <li>~Required to Progress in Gen Ed</li> </ul>
Limited Fine Motor Skills	<ul style="list-style-type: none"> <li>~Note taker</li> <li>~Extended Time</li> <li>~Reduced Homework</li> </ul>	<ul style="list-style-type: none"> <li>~<b>Parent Involvement</b></li> <li>~Note taker</li> <li>~Extended Time</li> <li>~Reduced Homework</li> <li>~Intervention Specialist Instruction</li> <li>~Occupational Therapy</li> <li>~Goals To Be Achieved Annually</li> <li>~Required to Progress in Gen Ed</li> </ul>



# Home/Hospital and the IEP

---

An IEP need to be held to discuss services and supports!

- Regular Education (1 hour = 1 day of school)
- How are therapies going to be provided?
- If they have a BIP, how will it be implemented?
- How will social goals be implemented?
- What type of teaching credentials does the teacher have?

\*All changes and decisions should be reflected on the IEP!



# Quote to Remember

---

***When You Believe and Think "I Can," you Activate Your Motivation, Commitment, Confidence, Concentration and Excitement – All of Which Relate Directly to ACHIEVEMENT.***

**~Dr. Jerry Lynch**