

EDUCATIONAL INFO PACKET FOR FAMILIES OF CHILDREN WITH DISABILITIES

Included:

- ~Annual Parent Conference - Oct. 17th
- ~Parent Advisory Council Information
- ~Dyslexia Resource Guide
- ~Attendance Works Family handout
- ~Math Memory Game

Amy Luttrell is a Family and Community Engagement Consultant at Region 14/Hopewell Center located in Highland County.

Ms. Luttrell is not an advocate, but is happy to speak with you about any questions or concerns you may have surrounding the education of your child.

You may contact her at: 937-393-1904, ext. 2142
or aluttrell@sst14.org

FREE Parent Conference for Families of Children with Disabilities

October 17th, 2024

6-9PM

Dinner provided!

\$25 stipend available to families who register by
October 11, 2024

Session Topics Include:

Mental Health & Wellness

Register with Amy Luttrell @
aluttrell@sst14.org

Region 14/Hopewell Center
5350 W. New Market St.
Hillsboro, OH 45133



For questions about accessibility or to request accommodations, please allow two weeks
advance notice to allow us time to provide seamless access.

PARENT ADVISORY COUNCIL

2024-2025

Region 14/Hopewell Center's Parent Advisory Council consists of a minimum of 2 parents of children with special needs from each school district served by Region 14/Hopewell Center in Adams, Brown, Clinton, Fayette, and Highland Counties. The primary purpose of this council is to provide advice and recommendations to the Governing Board of Region 14/Hopewell Center. For more information about the Parent Advisory Council, please contact Amy Luttrell at aluttrell@sst14.org.

Adams County

Adams County/Ohio Valley Schools – Jessica Strunk and Shelby Shivener

Manchester Local Schools – Ronald Ayres and 1 vacancy

Parent Mentor, Carla Brown, 937-544-5586 or carla.brown@ovsd.us

Brown County

Eastern Brown Local Schools – Jennifer Siebert and Heather Linville

Fayetteville-Perry Local Schools – Kelly Green and 1 vacancy

Georgetown Exempted Village Schools – Brittany Womacks and 1 vacancy

Ripley-Union-Lewis-Huntington Local Schools – Sarah Applegate and Nicole Christian

Western Brown Local Schools – Mary Edwards and Ricquel Stinson

Clinton County

Blanchester Local Schools – James Kidwell and 1 vacancy

Clinton-Massie Local Schools – Stephanie Heidenreich and Heida Hill

East Clinton Local Schools – Jodi Murarescu and Emily Pinkerton

Wilmington City Schools – 2 vacancies

Fayette County

Miami Trace Local Schools – Nikki Williams and 1 vacancy

Washington C.H. City Schools – Diana Brand and 1 vacancy

Parent Mentor, Pam Thornburg, 740-505-6619 or pthornburg@mtpanthers.org

Highland County

Bright Local Schools – Tracey Barnett and Sarah Bell

Fairfield Local Schools – Jennifer Fraysier and 1 vacancy

Greenfield Exempted Village Schools – Jessica Clouser and 1 vacancy

Hillsboro City Schools – Cassie Adkins and Brandan Holliday

Lynchburg-Clay Local Schools – John & Desiree Keyser and 1 vacancy

Parent Mentor, Linda Klump, 937-393-1904, ext. 2127 or lklump@soesc.org

Dyslexia Resource Guide for Ohio Families



As many as 1 in 5 people have dyslexia worldwide!

What is dyslexia?

Dyslexia is one of the most common learning disabilities. People with dyslexia have many strengths, but have unexpected trouble learning to read. These difficulties are not related to a person's intelligence or motivation. Children with dyslexia can learn to read. Families, early childhood teachers, or kindergarten teachers are often the first to notice children having difficulty with talking or learning at school. It is important to pay attention to potential signs that a child may have dyslexia. Children with dyslexia can show any mix of signs. While any one sign does not necessarily mean your child has dyslexia, it is important to talk with your child's teachers if you have concerns.

What are signs that my child might have dyslexia?

Preschool

- Delay in learning to talk
- Pronouncing words can be a challenge ("pusgetti" for "spaghetti")
- Persistent "baby talk"
- Remembering nursery rhymes and chants can be a challenge
- Difficulty naming letters/numbers
- Telling stories that are hard to follow

K-2nd Grade

- Doesn't associate letter or letter combinations with sounds
- Sounding out simple words like cat, map, and nap is a challenge
- A history of reading problems in parents or siblings
- Reads slowly, reads words incorrectly or reads without expression
- Confusion with pairs such as before/after, right/left, etc.

3rd-5th Grade

- Often guessing words because they cannot sound them out
- Better at answering questions about text if it is read aloud
- Difficulty pronouncing words correctly (e.g., "mazingine" instead of "magazine")
- Writing can be a challenge, with frequent spelling mistakes

6th-12th grade

- Skipping or misreading common short words

- Reads slowly and becomes frustrated; doesn't like to read
- Often skips over small words or leaves out part of longer words when reading aloud
- Prefers multiple choice questions over fill-in-the-blank or other questions with short answers
- Learning a foreign language can be a challenge
- Memorizing facts, lists or directions can be tough

How does a child in Ohio get screened for signs of dyslexia?

During the 2023-24 school year, Ohio schools will screen all children for dyslexia warning signs in grades K-3. Families (or a teacher with family permission) can request a dyslexia screening in grades 4-6 as well. After the 2023-2024 school year, all Kindergarten students will be screened for dyslexia each year, and in grades 1-6, screenings also must be done if they are requested by a family (or by a teacher with family permission). If your child is screened and the school identifies signs of dyslexia, you will receive a communication from your child's school. Your child might be given a more in-depth screener along with additional support in the classroom. This additional support is called "[structured literacy instruction](#)."

If you would like to request a screening from your child's school to see if your child is at-risk for dyslexia, visit the Ohio Statewide Family Engagement Center's website to find a [Sample Screening Request Letter](#).

What will change at school if my child is identified as having signs of dyslexia?

If your child is identified as having signs of dyslexia, the school will provide in-classroom support for academic subjects. Children with dyslexia continue to learn in the same classroom they were in before. You will be notified about what the school is doing to support your child with learning.

Many students with dyslexia, or who are suspected of having dyslexia, will not require special education services. If they do need additional support, a request for formal special education evaluation can be made at any time. Families can start the special education process at any time by sending a written request to their child's teacher and/or principal. Visit the Ohio Statewide Family Engagement Center's website to find a [Sample Evaluation Request Letter](#). The Ohio Department of Education has an [Evaluation Roadmap for Families](#), which is a timeline of the steps involved in starting the special education process.

My child is struggling. How do I help them at home?

It is the school's job to provide a free and appropriate public education to your child, and you and your family are important partners with your child's school. You can ask your child's teachers for ideas for what you can do at home, consistent with what the school is teaching your child.

What should I tell my child about dyslexia?

Every family will take a different approach to talking with their child about dyslexia. Here are some ideas for you. It can be inspiring for kids and adults to hear examples of [successful people who have dyslexia](#).



We all learn differently.
We're going to find out how you learn best.

Staying positive is important. You can say, "Our brains are like muscles, and we need to practice using them to help them grow. I love you, I am here to help, and so are your teachers."

Or, you could say, "You know how you've been having a hard time in school? I'm going to talk to your teachers about that. We all learn differently. We're going to find out how you learn best." Or, "Dyslexia means your brain can have a hard time matching letters with sounds. Your teacher is going to work with you on the things that you've been having a hard time with, and we can try some of those same things at home together too."

Where can I go to learn more about dyslexia and Ohio Schools?

As always, your first and best resource is your child's school. Our educators in Ohio are being trained in the best instructional strategies to support all students. Other great resources are the [International Dyslexia Association's Ohio Chapters](#), and [Understood.org](#). You can also visit the [Ohio Department of Education's website for the most up to date guidance and resources about Dyslexia Supports in Ohio schools](#). If you need a little more support from a parent/caregiver who has been through the process of working with their child's school, consider reaching out to one of the [Ohio Parent Mentors](#).

Links to Resources

- [List of Books about Dyslexia for Children and Adults](#)
- [Ohio Dyslexia Support Laws](#)
- [Information about Dyslexia and Federal Special Education Law](#)
- [Sample Dyslexia Screening Request](#)
- [Famous People With Dyslexia](#)
- [Ohio Department of Education Dyslexia](#)
- [Example List of Dyslexia Warning Signs Supports Webpage from an Ohio Parent](#)
- [International Dyslexia Association's](#)
- [Ohio's Dyslexia Guidebook that Schools Ohio Chapters Follow](#)
- [Map of Ohio Parent Mentors](#)



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Help Your Child Succeed in School: Build the Habit of Good Attendance Early

DID YOU KNOW?

- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just one or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

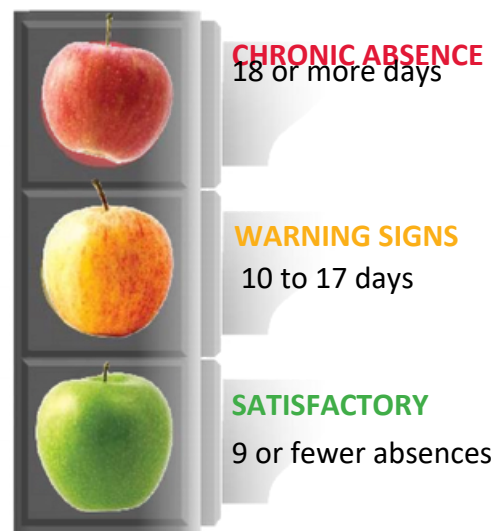
Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

Revised September 2023

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Keep your child healthy and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor or another parent.
- Try to schedule non-urgent related medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If you are concerned that your child may have Covid-19, call your school for advice.
- If your child must stay home due to illness, ask the teacher for resources and ideas to continue learning at home.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

Visit Attendance Works at www.attendanceworks.org for free downloadable resources and tools!

Match 'Em / Memory

Goal: To associate number names, quantities, and written numerals

Materials: Set of cards with matching numbers represented in two different ways (dot arrangements and numerals, for example)

Number of Players: Two players

Directions:

1. Place dot cards face-down in one row and the numeral cards face-down in another row.
2. Children take turns turning over one dot card and one numeral card. They say the number name for each card. If the cards match, the player keeps the cards. If the cards do not match, they are turned face-down again.
3. Players take turns until all the cards are matched.

Variations: You can introduce this game in stages by having children play with all cards face-up at first, and then with one set (dots or numerals) face-up and the other set face-down. Some children may also benefit from matching numeral cards to numeral cards and/or dot cards to dot cards.

Vary the cards. Use five-frame or ten-frame cards, for example.

Use matching cards to play Memory with all the cards face-down.