



Donna M. Owens
ORCLISH, Ohio Department of
Education

Children with TM and the educational system: working with the school system, working with teachers and support staff, advocacy and legal rights, setting expectations.

Educational Background

- 1995 Supervisory certification/licensure: coursework in law, leadership, staff development and supervision
- 1978 Special study through scholarship from International Rotary Foundation, University of Reading, England, Community Development
- 1970 MA Special Education, Marshall University, Huntington WV
- 1969 BA Secondary Education, Journalism, English, Marshall University, Huntington WV

Professional Experience

- 1997-Present DMO Program Services, Consultation and training organization serving parents, educators and human service professionals.
- 1999-Present ORCLISH
470 Glenmont Ave
Columbus, Ohio 43214

Program Consultant

Responsible for professional development activities for educators serving students with hearing impairments, supporting planning groups consisting of representatives of Ohio approved Educational Interpreter Training Programs, programs for Deaf Education, and the Subcommittee on Deafness for the State Superintendent's Advisory council; responsible for coordination and support for Ohio's Assistive Technology Distance Learning Project the Assistive Technology Infusion Project.

1988-1997 Ohio Coalition for the Education of Children with Disabilities
Worthington, Ohio 43085

Associate Program Director

Administered Worthington training office, provided staff supervision and leadership, developed parent training curriculum participated in organizational planning and development and resource identification; responsible for grant writing; developed training curriculum for parent targeting culturally diverse and hard-to-reach families, developed training programs for professionals regarding parent/ professional partnerships, IDEA and Section 504, and positive behavior supports in IEP planning; represented agency in statewide service planning initiatives; coordinated technical assistance and support to parent groups and local school districts; provided support for the development of Ohio's Parent Mentor project as it was implemented statewide; provided individual advocacy services, represented parents in formal mediation activities and worked with school district representatives to resolve parent complaints.

Awards

1977-1978 Rotary International Foundation Education Award
1983 Ohio Council for Exceptional Children, Council of Administrators in Special
Education
Distinguished Service Award to Project Synergy

Volunteer Activities

Ohio Resource Center for Low Incidence and Severely Handicapped (ORCLISH), Task Force on Effective Models/Practices for interagency communication for education and residential programs

Ohio Department of Mental Retardation and Developmental Disabilities, task force on purchase of services for low incidence populations

Ohio PASS (Program Analysis of Service Systems) leadership training and participation in PASS analysis of service programs

ARC-Ohio, Residential Monitoring Committee, Chairperson, 1986-87

Ohio Safeguards Trustee, non-profit organization for training to improve community living for people with disabilities

Coalition for America's Children, Statewide Legislative Work Group

Ohio Department of Education Parent Advisory Council

Publications

Owens, D., "Behavior-Focused IEPs: What Parent Can Do to Help the IEP Team," Ohio Coalition for the Education of Children with Disabilities, 2001.

Owens, D., A Parent's Guide to Positive Behavior Support, Ohio Coalition for the Education of Children with Disabilities, 1999

Owens, D., "Supported Employment Training Manual, "Project MORE, Ohio Rehabilitation Services Commission, 1999.

Owens, D. Todd, R., and Martin, P., "Spotlights On Supported Employment Services in Ohio, " Project MORE (in publication), 1998.

Owens, D. et al. "Supporting Transition to Postsecondary Vocational Training Programs," The Journal For Vocational Special Needs Education; Winter 1985, Vol. 7, No. 2. p. 25.

Owens, D. and Ron Lawrence. "Effective Strategies for the Implementation of Statewide Systems of DIRECTION Service." 1988.

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	<h2>Advocating for Appropriate Educational Services</h2> <p>IDEA and Section 504</p>
	<p>DMO Program Services 1</p>

	<h2>Educational Services: Legal Protections</h2>
	<ul style="list-style-type: none">■ Individuals with Disabilities Education Act (IDEA)■ Section 504
	<p>DMO Program Services 2</p>

	<h2>INTENT: The Big Picture</h2>
	<ul style="list-style-type: none">■ Section 504: Equal Opportunity Legislation■ IDEA: Funding Legislation
	<p>DMO Program Services 3</p>

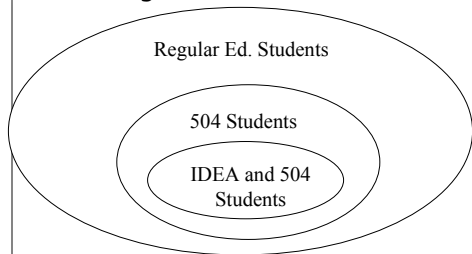
	<h2>Main Differences</h2>
	<ul style="list-style-type: none">■ Intent of the law■ Funding■ Eligibility■ Procedures■ Procedural Safeguards■ Enforcement/Monitoring Agency
	<p>DMO Program Services 4</p>

	<h2>IDEA: Who's Eligible</h2>
	<p>Any infants, toddlers with disabilities 0-2 and children 3-21</p> <ul style="list-style-type: none">■ Who have a disability as specified in IDEA, and■ Whose disability has an adverse affect on the child's education.
	<p>DMO Program Services 5</p>

	<h2>Section 504: Who's Eligible</h2>
	<p>Anyone who:</p> <ul style="list-style-type: none">■ Has a physical or mental impairment which substantially limits one or more major life activities,■ Has a record of such impairment, to■ Is regarded as having such an impairment, <p>AND who's disability substantially limits one or more major life activities.</p>
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IDEA and Section 504

Who's Eligible?



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IDEA—Fundamental Concepts

- Zero-reject
- Free and Appropriate Public Education (FAPE)
- Individual Educational Plan (IEP)
- Least Restrictive Environment (LRE)
- Parent Participation (Procedural Safeguards)

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Zero Reject and FAPE

All students have a right to a free and appropriate education

All means All

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Least Restrictive Environment

- The student shall be placed in the regular educational environment unless the child's education cannot be achieved satisfactorily even with the use of supplementary aids and services

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Multifactorial Evaluation

- A variety of assessment tools
- By a qualified person using validated tests
- By more than one person (multidisciplinary team)
- Include all areas of suspected disability

If parents are not satisfied with the evaluation, they have the right to request an independent evaluation, at no cost

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Two Purposes of Evaluation

- Determine Eligibility
- Determine the content of the child Individual Educational Program

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Individual Education Plan (IEP)

- Statement of the child's present levels of performance
- Annual goals and benchmarks
- Statement of services (special education, related and supplementary services)
- Explanation of extent child will participate with nondisabled children
- Modifications for state testing

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Special Factors

- Behavior
- Limited English Proficiency
- Need for Braille instruction
- Communication needs
- Consideration of need for assistive technology

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IEP Team

- Parents
- Teacher(s), special education providers
- District Representative
- Related Service personnel
- Individual knowledgeable about evaluation results
- Anyone selected by the school or the parents

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Procedural Safeguards

- Parents must be provided with a copy of safeguards, including:
- Independent evaluation
 - Prior written notice
 - Parental consent
 - Access to educational records
 - Opportunity to present complaints
 - Mediation and due process

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When Parents Disagree

- Request a case conference
- Request an administrative review
- Request mediation
- File for Due Process
- File a complaint with the state department of education

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Communication Obstacles

- Listener's preoccupations
- Speaker's assumptions
- Group size and familiarity with those in the group
- Lack of common experience

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How to Improve Communication

- Listen for the content of the message
- Attend to the speaker's body language
- Paraphrase—So what you're saying is...
- Check your perceptions—You're feeling nervous...
- Give I messages
- Give feedback

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Parent Perspectives

- Cycle of parents' reactions—Shock, panic, searching and struggle, acceptance, recovery and maintenance
- "Stranger in a strange land" IDEA responsibilities

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Myths About Professionals

- They are Super-Experts
- They are Totally Objective
- They are Free Agents

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Common Mistakes

- Focusing on minor procedural issues; this is the moral equivalent of war
- Too trusting of administrators and teachers
- All or nothing approach, instant change
- Not understanding educator's need for education by parents
- Not trying suggested programs/services
- Trying to "micro-manage"

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Common Mistakes

- Not responding in a timely manner to proposed IEPs
- Not documenting, conversations regarding issues of concern with the school

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Communication with Systems

- Learn the system's rules
- Seek out system resources to help with learning rules
- Always communicate on paper, date, and keep a copy
- Follow appeal procedures when agreement cannot be reached
- Expressions of anger are unproductive.

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Types of Modifications

Assignments

Directions

Testing

Classroom/Tools

Altered Schedules

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Assignments

- Simplified
- Reduced
- Extended Time
- Broken down
- Use of alternative books
- Daily planner

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Directions

- Oral
- Shortened
- Written with oral
- Steps numbered or sequenced
- Visual cues
- Examples of activity

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Testing

- Resource room or library
- Open book/open note
- Extended time
- Oral testing
- Spelling errors not counted
- Independent project instead

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Classroom/Tools

- Assigned/preferential seating
- Group assignments
- Use of calculator
- Provision of outline/notes
- Use of hand speller
- Support for laboratory classes
- Use of a scribe

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Altered Schedules

- Delayed start
- Early release
- Extended time for change of class
- Intermittent home instruction

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	<h2>Resources</h2>
	<ul style="list-style-type: none">■ Parent Training and Information Centers<ul style="list-style-type: none">- taalliance.org■ Wright's Law<ul style="list-style-type: none">- wrightslaw.com
	<p>DMO Program Services 31</p>

	<h1>School is supposed to work for kids</h1>
	<p>DMO Program Services 32</p>

Useful Websites for Parents

<http://www.nichcy.org/pubs/otherpub/lg1.htm> – A question and answer booklet for parents on the Individuals with Disabilities Education Act. It is published by the federally funded National Information Center for Children and Youth with Disabilities. The nichcy.org site is a valuable source of information on disability and special education topics as well as

<http://www.taalliance.org/>--A federally funded organization dedicated to supporting parent training and information centers in every state. This site is also a source of policy, legislative and research information. Includes a list of all federally funded parent training and information centers with contact information.

<http://www.wrightslaw.com/>-- This is a terrific source of advocacy information created by a lawyer and a social worker who are parents of a child with disability. It provides legally grounded information on a full range of special education topics. The site provides very accessible discussion of legal issues for parents and educators.

<http://www.halcyon.com/marcs/sped.html> – This site provides a list of useful websites of interest to parents and children with disabilities as well as professionals, a full range of information links.

<http://www.directionservice.org/cadre/ParentBooklet.cfm> – A booklet that is an excellent source of information on mediation and dispute resolution on special education issues. Written specifically for parents of children with disabilities.

Ohio Coalition for the Education of Children with Disabilities Publication List

7/02

One copy of each OCECD publication is free to parents of children with disabilities. However, we are a grant-supported organization and any donation amount would be greatly appreciated. There is a small cost to professionals which is indicated below. Parents are asked to pay the shipping & handling costs. Please fully complete the following information, printing legibly, and include your payment in order to receive your materials promptly. Thanks!

NAME _____ COUNTY _____

ADDRESS _____ PHONE (____) _____

CITY _____ STATE _____ ZIP _____

If Parent: Child's Name _____ Age _____ School _____

Child's Disability _____

_____ PARENT* _____ PROFESSIONAL _____ Purchase Order
Number

* 1 copy of each publication free to parents

(Please enclose the PO)

* Parents will pay only postage costs as listed

_____ Amount Enclosed _____ Additional Donation Amount

Check or Money Order made payable to OCECD must be Enclosed with this Form

The following books are \$7.00 each for professionals (price includes shipping & handling)

*Parent cost for shipping & handling is \$1.50 for EACH publication ordered, however, publications are free to parents

_____ **You & the IEP** (Also available on audio tape) (Revised June 2000)

Describes IEP process to ensure appropriate implementation of the law as well as access to public education in the least restrictive environment. For use with children age 3-22.

_____ **Building Communication Through Letter Writing** (Revised March 2000)

Aides in keeping communication open and focused between families and schools. Helps in becoming more comfortable with letter writing including letter structure and appropriate content. Provides pull-out, fill in the blanks, letter section. For use with all ages.

_____ **A Parents' Guide to Positive Behavior Support** (Written March 1999)

Helps parents understand behavior and move from punishment to prevention. Also helps parents consider the impact of disability on behavior. For use with all ages.

_____ **Section 504 of the Rehabilitation Act of 1973** (Also available on audio tape)

A civil rights law. For use with children of all ages. (1995)

The following book is \$10.00 each for professionals (price includes shipping & handling)

***Parent cost for shipping & handling is \$1.50 for EACH publication ordered, however, publications are free to parents**

_____ **Coping w/Frustrations...Attention Deficit/Hyperactivity Disorder (AD/HD)**
For use with children of all ages. (Revised August 2000)

_____ **Follow The Yellow Brick Road to Transition**
Early Intervention to Kindergarten (Revised October 2000)

_____ **Functional Behavior Assessment (FBA) Ages 3-22.** (Written January 2002)

_____ **Transition Drives the IEP** (Written April 2001)
An easy to understand guide to assist with writing transition plans.
For use with children age 14-22.

The following books are \$12.95 each for professionals (price includes shipping & handling)

***Parent cost for shipping & handling is \$1.50 for each publication ordered, however, publications are free to parents**

_____ **How to Write an IEP** (Written September 2000)
Teaches parents how to be an equal partner in their child's IEP meetings.
For use with children age 3-22.

_____ **Students with Disabilities & The General Educ. Curriculum** (Written September 2000)
Helps professionals as well as parents understand how children with disabilities can progress in the general education curriculum. For use with children age 3-22.

_____ **Parents' Guide to MFE's (Multifactored Evaluations)** (Revised August 2001)
For use with children age 3-22.

The following booklets are \$3.00 each for professionals (price includes shipping & handling)

***Parent cost for shipping & handling is \$1.50 EACH publication ordered, however, publications are free to parents**

_____ **Positive Behavior Education** For use with children of all ages. (Written 1997)

_____ **Parent/Professional Partnership** For use with children of all ages. (Written 1995)

_____ **Americans with Disabilities Act (ADA)** (1996)
This act eliminates discrimination against people with disabilities in employment, public services, transportation, public accommodations and more. Helps to understand and benefit from the ADA. For use with children of all ages.

_____ **Commun. with & Educating Children Who Have Deafness or Hearing Imp.**
For use with children of all ages. (Written October 2000)

_____ **Nutrition Goals in the I.E.P.** For use with ages 3-22. (Written April 2000)

Return publication list along with your check or money order to:

OCECD, 165 West Center Street, Suite 302, Marion, OH 43302

1-800-374-2806