

# Let's Talk Learning Disabilities

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## EPISODE 09

Welcome to Let's Talk Learning Disabilities with Laurie Peterson and Abbey Weinstein. Laurie & Abbey spend their days talking about dyslexia, dysgraphia, dyscalculia, and ADHD. They talk to parents of struggling students and adults who have had a lifetime of academic challenges. They want to share those stories, along with their own insights with you. So, *let's talk learning disabilities*.

Laurie: Hey everybody. Welcome to episode number nine of let's talk, learning disabilities. This is Laurie Peterson and with me as usual is Abbey. Hi Abbey.

Abbey: Hi. Good afternoon

Laurie: Excited to be here. So last episode, which was number eight, we talked a lot about 504. We defined it. We talked about what you get with 504, how to get it a lot of really great information. So if you haven't listened to that episode, um, that might be a great place to start because today we're going to take it a little further. We're going to talk about special education and we're going to talk a little bit about how special education is different than 504 and how it offers a little bit more of a robust service. Um, so Abbey, tell us a little bit about special education. If you had a parent say, well, what is special education? How would you define it?

Abbey: So really I would start by saying that special education is a step above section 504 services. It is like you said more robust. It involves many more components, a lot more legal, um, legal components. And it is providing specially designed instruction to students with disabilities that have demonstrated an educational need for this specially designed instruction and curriculum. And there are. There's different qualifications. You have to actually qualify for services through a full and individual evaluation, or what's called an FIE, which is performed by the school district.

Laurie: And, and it's based off special education is based off the individuals, IDEA

Abbey: right, which is the law that's right. The law that governs special education is Ida or the individuals with disabilities education act

Laurie: Which is the first way it's different than 504, right. Because right before is a major life function. And it's it's for your entire lifetime and work and wherever, whereas special education is education. Right. And it only covers students ages 3 to 21 that's right. The end of your 21st year at the max. So if you have, um, a child that's struggling and you want the school, you want to get those kinds of services, the school has to test. And so let's talk about the different ways that you can qualify to receive. Special education support the most common way.

Abbey: Okay. So you have to have a disability. There are two major qualifiers for special ed special education services. One, you have to meet criteria under that Ida law for one of the disabilities, which there are 13 different disability categories, right? It is crazy, whereas 504, it was any type of major impairment. And there weren't specifics necessarily. Whereas under special education services, the individuals with disability education act or Ida talks about the third there's 13 disability categories, there is a specific learning discipline, which is the most common,

Laurie: Which is the most common. And even under that, then there's. What eight different learning disabilities, absolutely reading, writing, math language, all that. So there's so that's like, yep.

Abbey: You can have a learning disability in eight different areas, but another disability learning disabilities are the most common. I would say probably the second, most common is what's called OHI or other health impairment. And that's where your impairments such as ADHD fall under or, um, Different health conditions, maybe a Tourette syndrome or, um, other health conditions, a lot of different chromosomal abnormality is a lot of those random or rare health conditions. If it impacts you in your everyday performance in school.

Laurie: And so, OHI that all those health things, those aren't things that the school can actually diagnose, but you still have to have the full evaluation.

Abbey: That is part of it is you have to have the full and individual evaluation by the school. However, to meet criteria under that other health impairment disability category, you have a form that has to be signed off by a physician, typically a medical doctor, which there are some other disability categories that require, um, a signature as well, such as a visual impairment. There has to be signed off by a, um, an ophthalmologist and an optometrist or a vision specialist, an auditory impairment. Is another disability category. And part of that, there has to be, um, some testing done by an audiologist and an OT. Audiological evaluation. Um, another common

disability category under special education services is. Autism spectrum disorders. It falls under the category called AEU. Um, there is also ID or an intellectual disability, which used to be called, you know, back in the old days, a long time ago. That was mental retardation.

Laurie: It wasn't that long ago. Sadly. I wish it was longer ago. It just changed within the last five years. Luckily. Yes. Because mental retardation does have such a negative connotation.

Abbey: It is now called an intellectual disability. There is also an, a category called OHI or orthopedic impairment. There is a disability category called the ed, which stands for emotional disturbance. There is a category called TBI, which stands for traumatic. Brain injury. There is deaf blind, which takes your OI and your VI and makes it into one. So auditory impairment, visual impairment, but these are like not just an impairment full on, well on deaf and blind, right. That's right. And there is a category called multiple disabilities. And so you have to have three or more disabilities to get. Part of that qualification.

Laurie: So here is my question. And I think this is when we hear from a lot of parents, is that, um, Okay, speech impairment. I didn't talk about mentioning that one because what is very common, especially for younger kiddos that are in special education services.

Abbey: I would say that's probably the most common disability category that gets them into special education services because in order to get speech therapy, which doesn't really seem like you have a major disability per se, however, to get speech therapy that falls under special education services.

Laurie: So working on your TH's, or your R's

Abbey: Or language skills like grammar and syntax and semantics.

Laurie: So that leads to what I was going to say, which thank you for remembering the speech impairment, but it just takes one of those. I always tell parents, it takes only one of those to get you in the door. And then once you're kind of in the door, Theoretically, you have access to every service that's there. Right? So let's talk about the services that are available. Once you get through that door, you've qualified. You have a disability they've determined. There's a need for specially designed instruction. So boom, I'm through that door. So now what's available to me.

Abbey: So I think. Um, there are a variety of services. And like you said, most of them are available to any student that is in special education services. Once you're under that special education umbrella, probably the most common is speech therapy. As we mentioned before, there is, um, resource classes, which is a smaller class size usually. Um, A low staff to student ratio and it has to be taught by a special education certified teacher.

Laurie: And I think that it's important to note too, that I think the educational support is kind of tiered even under special education, because you can be completely pulled out and put in a resource room. You or you can have an inclusion teacher that comes in that works in your room with you as a student. And then you can just have kind of a consult, right.

Abbey: Right. Or you can just be in your regular classroom, just receiving accommodations. And no one even knows that you're really getting special education services except the teacher. So for example, ADHD is so common. And those students that are in special education, special education under other health impairment related to attention deficit, hyperactivity disorder, or ADHD, many, many of those students only need accommodations that are implemented in their regular classroom and maybe some social skills instruction. Maybe they get pulled out once a week for some social skills instruction or some study skills instruction. But one thing that is important to note that is also a service technically under special, special education is that every single student in special education is assigned a case manager. So there is always a special education certified teacher. That is, you're a case manager that really oversees your programming, the oversees, your progress. That is a good liaison between home and school or between the special education teachers and the general education teachers. And that really is an advocate for the student.

Laurie: And so like 504, there is, um, A document that spells out your services and that in special education, that's called an individual education plan or an IEP special education is well known for their acronyms. We learn more acronyms and you'll know what to do with. So IEP is your individual education plan where in five, before it was just an accommodation plan because in special education, we are individualizing the education for that student. And in that plan, we've got how many minutes a week they see the special education teacher, the list of accommodations. Um, If we're going to make any changes to their state testing or standardized testing, things like that. And like 504, but on a, on a much more stringent level, that meeting happens annually as well right?

Abbey: Well, right. That's right. At a minimum, it has to be. Um, that IEP meeting has to happen annually at, at a minimum. And there are so many different legally required components of that individualized education plan that those documents oftentimes are 20 to 25, 28, 30 pages long.

Laurie: Three pages might pertain to your kid and that's right.

Abbey: There are any aspects of that document that don't are not always applicable at that time, depending on your age, you know, they might talk about transition or graduation requirements, but, and that's part of that IEP document, even though your student may be in fifth grade or second grade, but those IEP meetings, um, you mentioned they have to happen annually. And also the parents are always invited. To come and are required actually to provide consent, to provide any services that are discussed so that no changes can be made to a child's individual education plan without consent from a parent.

Laurie: And so what if a parent disagrees?

Abbey: If a parent disagrees, they have the right to file a complaint, they can, first of all, just disagree and say what the, the rest of the school staff. So typically the administrators, they're a regular teacher, a special ed teacher. Teacher anyone who provides a service to the student, they can just disagree at the end of the meeting and say, you know, I disagree with the services you proposed, or I disagree with the evaluation. If they disagree with the evaluation, they're entitled to request, what's called an independent educational evaluation.

Laurie: This is really important. We're going to take a second and talk about, talk about this because we actually see a lot of those in what we do. So I'm a parent. The school has done testing. I disagree with some aspect, I can disagree with the diagnosis I can disagree with. I may agree with the diagnosis, but I may disagree with some of the scores. I don't maybe don't think they're accurate or my child was sick or hungry or whatever. And so I don't think they did best. I can disagree too, though, with. The way that they interpreted the information, there's like a whole host of things I can disagree with. Right. And at that point, then as a parent, I can say, I want a second opinion. I want an outside evaluation and right then and there, then the school agrees. Typically they have to, right.

Abbey: They have to agree to allowing you to have an independent. Educational evaluation.

Laurie: You get to pick who does it, it can be it's somebody outside of the schools. Who's not related to the school who doesn't have a relationship or connection, right?

Abbey: The school district typically provides you a list of people that they have on their independent evaluators lists that you can choose from, but you essentially can choose anyone you want, as long as they're qualified. And then the school pays for that. And then you take that back to the school. And now you've got either. Supporting information for how the parent feels or sometimes we, find that the school had it right. Their information. We got the same thing, which is frustrating sometimes for the parent. But a lot of parents don't realize that they have that right to say, ah, this is not okay. I want a second opinion. And then they feel like they just have to accept whatever the school is telling them.

Abbey: You know, speaking of parents' rights, special education, the parent has to. Give consent to be evaluated for special education. Then even before any special education services are provided, they have to provide consent for their child to be placed in special education under that umbrella to receive any services. And then again, they have to agree to the services that are being proposed. So there are many times throughout the special education process that the parents have a right to say yes or no. And they have to provide their consent and agree or disagree to what's being proposed.

Laurie: So I, and I got you off track there. So we talked about if they disagree with the evaluation, but if they disagree with the services, if they want more services, less services, what have you then what, what is there. What can they do?

Abbey: So I think what happens most often is the school is going to try to meet you halfway and try to mediate, usually just have another meeting, give you some time to think about your services, propose different services. There is at the end of a meeting, if the parent disagrees with what's being proposed, then technically the school can say let's recess for 10 days for not more than 10 days. And let's see if we can come up with some other ideas. The parent can come up with other ideas and bring those to the table, to the next meeting. The school can come up with other ideas and bring those to the table. And then you reconvene that meeting, that IEP meeting, and you start discussing again. What is going to be appropriate and best for the student.

Laurie: The school's goal is to, um, kind of make everybody happy

Abbey: Yeah, everybody happy.

Laurie: If you truly have a problem with something there. Um, proposing talk about it. Like, don't feel like you, I think those meetings and that's one thing we probably didn't talk about last week. It's overwhelming. They are overwhelming, intimidating around. There's a lot of people on the other side of the table, some of which you've never laid eyes on before. Um, and so as a parent, you'll often sit there and think. Well, I'm just going to have to sign it and leave. Like I don't, they don't care what I think, but they really do and it's okay to speak up. It's okay. To disagree. It's okay. To ask questions.

Abbey: Right. Um, and I, I think it is so important for the parents to really be well-informed and I really do. When I was a school diagnostician with the public schools, I prided myself on making sure that the parent was fully informed and really understood everything. Again, like you said, there's 1,000,001 acronyms out there. You know, I would hope the school would take an extra few minutes to explain what those different acronyms stand for and make sure the parent understands what's being proposed, what's being discussed. So if you are a parent of a student that's in special education services, when you go to those meetings, don't be afraid to ask questions or to say, let's stop for a minute. Let's slow down. Or can you explain this further or in greater depth?

Laurie: And they are doing hundreds of those a year, right? So that staff, they are flying through that paperwork, they're just running through it because they could do it in their sleep pairing. It's once a year, right? It's their one time to really get into it, you got to ask questions. You have to make sure you understand, because once you sign off now, Just because you signed up doesn't mean you can't change something, right?

Abbey: You can always make changes, always make changes. And as I mentioned before, I think it's important for parents to know that the changes cannot be made without their consent. So some changes require an actual formal meeting. Again, the IEP team comes back together and meets around a table. Some changes can be made with parent consent over the phone. So like an accommodation changing from, you know, Extra time to no longer needing extra time or adding in the use of a calculator or manipulatives. A lot of simple accommodations can be agreed upon by phone and don't require meeting. However they do always require the parents consent. Any change to your child's special education plan or IEP has to have your consent or the guardians consent.

Laurie: So as a parent, can I, if I decide that. We don't need it anymore. And I want my child. Done with special education. Is that something I have the right to do?

Abbey: Absolutely. Really. You can re you just like you had to provide consent for special education services. You can revoke that consent at any time. So at any time that you decide you don't want your child in special education, for whatever reason you have that right to say. And I think the only thing the school requires is that you provide that in writing. And all you have to do is say I no longer want my child in special education services. So special education.

Laurie: Let's talk about the benefits, like the pros and the cons. Okay. So the benefits of being a special education, especially for a student that has. Um, a more severe disability. The benefits are amazing because you get that, you get services, which we shockingly, we shockingly we got off task, but the services can be, could be anything. They can be speech therapy. Like you talked about, they can be physical therapy, occupational therapy. Music therapy, they have social skills counseling. Um, and then, and then academically speaking, like we talked about, you can be pulled out and work in a small group. The state does require though, now that everyone is working on

Abbey: grade level curriculum, all it can't. Take you back and practice first-grade math skills if you're in fifth grade and I think they can help you with lower level skills, if that's where your gaps lie. Again, it is an individualized education plan. So if your student is far behind grade level and reading skills or math skills, their teachers. Can work on those lower level skills. However, they can't only work on lower level skills. So many, many years ago, kids could sit in a special education classroom and color worksheets all day long and rarely make progress and rarely achieve. Even close to their grade level expectations, they just fell further behind. They fell further behind, and then they stayed there forever and it was harder and harder to get out of special education. And they, like you said, they fell farther behind. Now what part of the law did was say, we have to provide these students grade level curriculum and raise the expectations. And what's really cool about that is that. In my experience when we raised the expectations and we really did start providing more rigorous instruction to students in special education, they Rose to the expectations they showed us. Hey, I may have a learning disability. I may have. Uh, some kind of disability, but I am capable of making good progress and making gains. You'll just push me if you'll push me. Yeah.

Laurie: I think, the academic support is the one that most people are familiar with. Now. They have, once you are in the door and you have access to these services, you can request like an occupational therapy evaluation or a physical therapy evaluation, but it doesn't guarantee you'll get it. You still have to show a need and your, your. Fine motor deficit or whatever has to be at a level that. They feel like

Abbey: it has to be, keep you from achieving your individualized goals that are set out for you. Those related services that you have to qualify for, like physical therapy and occupational therapy and counseling, they have to show that, the child can not make adequate progress without the addition of this related service of occupational therapy or physical therapy.

Laurie: So another question, um, when we talked about 504, we talked about how there's a lot of private schools that are offering similar type programs. You know, it's not 504, but it's their accommodation plan. Private school students, private schools don't offer special education because this is a federally funded program. Um, but they can go to the public school to get. An evaluation.

Abbey: That's right. That's a good point.

Laurie: The public school, usually the only type of services you can get as speech therapy there, they, if you go and get a full evaluation from the public school, and you're not a student there, they can tell you all the things that they would be able to provide if you weren't a student they're enrolled, right. But not enrolling. Prohibits you from receiving those. So like a dyslexic student or somebody with a math disability, can't just swing by the public school every day and gets some math help. They can make the diagnosis. Now we did not talk much about timelines. We touched on it, but there are a lot of stringent timelines, timelines, and even private school students who request any kind of service or evaluation still has to adhere to that timeline. And I think timelines are probably the most frustrating part of the whole process because there's no wiggle room. You have so many days to get a notice out in so many days to complete an evaluation and then so many days. So do you mind running through just a couple of the big timelines?

Abbey: And you're right. It is frustrating because. That for a parent, if your child is struggling and you finally here, we are going to evaluate your child and try to figure out what's going on and provide help. You want that to happen as soon as possible. You want it to have happened sooner rather than later. However, for an evaluation, for example, for a full and individual evaluation. The school has 45 school days and that school days. So take out the weekends, take out those present day holidays and Martin Luther King spring break. Um, because it does make sense. They can't evaluate your child when they don't have access to your child because they're not in school. However, 45 school days can look like three months sometimes, and it can take a long time and because the schools are evaluating so many students. It oftentimes does take that whole entire 45 school day timeline.

Laurie: And that's just to finish the evaluations to finish the evaluation. What's the timeline to actually tell you about it?

Abbey: Then from the time the evaluation is written from that date, when it's completed, they have 30 calendar days to meet together with you to review the results and come up with that proposed individualized. Individualized education plan.

Laurie: So this theoretically could take an entire semester.

Abbey: It could take a whole semester of school to get your child special education services. Theoretically. Yes, it could.

Laurie: Or just to find out if they even have a disability or to find out if they have a disability and then to get to that point and disagree. Hmm. There's there are, we hear stories of kids that have lost an entire year trying to navigate this process. So it's frustrating. And while we understand the timelines and there are definitely reasons for them to a parent, it doesn't matter. They have a kid that's struggling.

Abbey: So I think that's. Part of the clients we see here is that, um, they may be enrolled in public school and they, their child is struggling and they've watched them struggle for a while and they are desperate for help. And so they don't want to always wait for the school to finish their evaluation. Once they hear that they have that. Long of a timeline we'll know.

Laurie: And we have a lot of parents that have signed off and said, yes, please test my child. And they're halfway through the timeline and just can't take it anymore. So they're like, forget it, we'll do it ourselves private. Right. Um, and yeah, it works out a lot better for them usually. So then once they get placed into the services, then the new timelines of meeting your annual annually.

Abbey: Yeah. That individual education plan has to be reviewed every year on or before that anniversary date. So if you meet for the very first time on February 24th of this year, 2021, then they have to meet no matter what you have to meet again, on or before February 24th of the next, your next year to review that plan, ensure the child's making adequate progress, talk about proposed services, accommodations, different things like that. Now the evaluation also the school is required to reevaluate your child every three years at a minimum, you can request it sooner. So

that is an important thing to note. If you feel like, you know, they've made a ton of progress, I don't see the gaps I'm seeing anymore. I'm not sure if they still really would, would demonstrate or meet the criteria for a learning disability, or I'm not sure if that learning disability is still there. You can request an evaluation at any time. Um, but the school is required, no matter what minimum at a minimum to meet to reevaluate every three years.

Laurie: Do they have to do a full re-evaluation?

Abbey: You don't have to do a full evaluation. They actually, there is a meeting that reviews the existing evaluation data and determines what areas do we need to retest formally? What areas can we reassess? Informally through the school data teacher data, you know, those informal assessments, state testing, things like that. So they don't have to do that whole formal, full and individual evaluation. Again, they have to write up a full and individual evaluation and have all the required components, but it's not always formal testing. So if I was a parent and it was three years later and my child had been diagnosed with a specific learning disability, I would want all that formal testing done. Again, think how much a child can change in three years, even as a middle schooler or a high school student, they can make a lot of gains and change a lot within three years. Now they can make a lot of gains. They could also fall farther behind. And I would want to ensure that this school is providing everything my child needs to make sure that they are making progress and not falling farther behind.

Laurie: Well, and that, and that also speaks to those high school kids that are going to want to use that documentation to get extra time on the sat or act if it's not real, full testing, not informal, but formal, those people want you know, sat, act. They're not going to accept it. They're still going to want that testing done. So I know schools are typically better about high school kids trying to give them more formal testing for those reasons only in special education. That's not a 504 thing. It's part of special education.

Abbey: Right. They almost always do formal testing on all those high schoolers before they graduate. So they have it for college.

Laurie: So what are the negatives, or what some people might say is like the downside of special education.

Abbey: Um, I think the stigma one, I mean, I think it is a lot of people interpret that label, special education or my child being in special education or sped for

short as the negative. And so it does have this negative connotation, which I think, again, some of that goes back to the olden days when you were in special education. People knew you, you went to a special room in the back corner of the school and you stayed there for multiple hours and you sat in a different table in the lunch room. Now it is way different. So there is not necessarily as much negative stigma, but. I think that is one of the negatives. Another one is that it is indicated on your report card or on your transcript, if you're, um, in a resource classroom, for example, where you have that small group instruction, even though it's still grade level instruction, again, like we said, it is maybe less rigorous. The teacher teaches at a slower pace, uses simpler vocabulary can differentiate, bring in manipulatives and all different formats of teaching. That is going to be indicated on the transcript if it is a resource classroom. So it actually can change their graduation option if they're in one of those, um, if the curriculum is being really modified in that sense.

Laurie: And so those kids then that have that, um, Special education identification, even just your learning disabled kids who are getting some resource support, right. They pulled out or taking a special education algebra class or biology class, then that's on the transcript. And that typically means that they're going to be better suited to start at like a junior college or a community college to get some college experience under their belt before they head off to a four year school, because that changes their, like you said, their options and they're not graduating with a, with a standard graduation plan.

Abbey: Right. And their expectations for graduation, there were requirements they have to meet are changed. And they're based back to that IEP, that individualized education plan, rather than the typical graduation. Requirements that most typically developing non special education students have.

Laurie: Now the services that take us through the age of 21, though, that's not resource or academic that becomes more for your more severely disabled kids that need more, um, job training or more, um, self-help and, and daily living skills, functional living skills, and that's available usually at a separate campus. Um, or in a different location as after they graduate from high school that carries them through the age of 21. And there's lots of transitioning that's happening and planning for that 22nd birthday. They don't and dump them on, you know, so we're done, right. There's a plan for what's going to happen after they leave, when they turn 22. And it's really, that to me is amazing. Those kids that get that level of

support. Um, I think it's one of the best parts of special education, because I do feel like those kids, parents don't realize the benefit of that when you have a child that has either multiple disabilities or an intellectual disability.

Abbey: You know, actually I think it's important to note too, that even if your child just has, um, During special education under other health impairment related to ADHD, or they have a learning disability and they don't even go to a resource classroom or an extra classroom, no matter what, there still is some transition planning done. So. Um, part of that law, which I'm not going to go into great detail on transition planning, but basically when your child, before your child turns 14, usually 13 going on 14 part of their individual plan is going to include transition planning. So that case manager is going to start talking to your child about what are your interests, what are your career goals? What are your plans after high school? So it's cool. It gets them to start thinking about that. So that way, then in high school, you can encourage them to choose electives and courses that are going to help their career goals or their goals, their after high school goals. So that is one awesome feature of special education. I think that transition planning piece that is available to all students and it's required actually. So you start seeing those, um, graduation plans and those four year plans included in that individual education plan.

Laurie: I agree. And I think when we talk about transitioning, it's either transitioning to college or transitioning to work, whatever you're going to do when you graduate or are you going to transition to more of an extended. Um, high school, high school experience. Yeah. So I do. I agree. I think that's an amazing service that's offered. And again, I don't think parents realize it and that's a great place to, for don't the kids then start attending those annual meetings to at that point.

Abbey: Yeah, that's right. Exactly. They start they're required to attend unless the parent disagrees again, the parent can say, I don't want my child to be a part of their meeting, but they at 14 years old, they start attending those annual IEP meetings so that they can advocate for their own needs and have a voice in their educational plan. And it is really cool to see, you know, students start saying, um, I, I need this accommodation because I reread things over and over again. So it takes me longer. Or I don't like having my tests read to me anymore because it's more distracting to me or I can't focus or I go ahead. Anyways, I move on ahead with that with the reader.

Laurie: It teaches self-advocacy, which is so important in all aspects of life, but it starts to get them to speak for themselves and know that they have a voice and they have a say. Really quick, the one thing we didn't mention before we wrap up is

that if you are in the state of Texas, for some reason, the state of Texas has taken this whole process and turned it into what everyone is refers to as an ARD meeting, and ARD stands for admission, review and dismissal. Those are the three things that can happen in an IEP meeting. You can admit someone into special education. Annually you review their progress and at some point, hopefully or not, you might get dismissed. So I don't really know where that started, but it's a little bit confusing because when parents come here from out of state, they're like, what is an ARD? Um, and I don't think it's in any other state that I'm aware of, but I just think that's an interesting little tidbit.

Abbey: I'm not aware of what States it's in, but I know, like you said, in Texas, it is an ARD meeting and parents, oftentimes get confused. Going back to that, being fully informed, um, ask questions and understand what's going on with your child because 504 services are one thing, but special education. If you're having an ARD meeting. Or an ARD admission review and dismissal committee meeting. Then your child is in special education and they are not in five before they, you will never be in both.

Laurie: That's what I was just cause they, can you be in them concurrently?

Abbey: No, you're either in 504 and you're getting services under 504. And you have that individual accommodation plan under 504. Or you are in special education and you're receiving an individualized education plan or an IEP.

Laurie: And some kids get dismissed from special education and placed in 504, because it's just another, it's a lighter level of support. It keeps that safety net, but it's kind of like a, it's almost like it is.

Abbey: Yeah. And that is always an option. You know, if you feel like your child no longer needs that really. Intensive specially designed instruction and you don't want them in special education. You can still ask for 504 services and receive some accommodations that way, if that's all your child needs.

Laurie: So we covered a lot of stuff today. We covered a lot of stuff last week. So please, if you have questions, do not hesitate to email us. Letstalklearning disabilities@gmail.com. We are happy to help. Um, it's still is overwhelming. Yeah. Even, even to those of us, who've done it for forever. And we understand this system. It's still, there are times that I think that doesn't make any sense to me.

Abbey: There is so much, so please, I would love for you, if you have a question or you feel overwhelmed by all of this, or just need some reiteration of any of the aspects we discussed, email us.

Laurie: Or if you have a special situation that we didn't cover, or that's going on with you that you just need, you know, to pick our brain. We were happy to help. So feel free to email us. Um, Abbey, thanks for today. This was great information. I know that we'll end up circling back about all of this again sometime soon, but this at least kind of lays the groundwork for everybody. Thanks so much for being here today, everybody we'll see you guys at episode 10.

Abbey: Take care! Bye-bye.

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