

Karen De Leon

about 9 hours

I am a former Learning Disabilities teacher who has seen first-hand the way many children with dyslexia and other learning disabilities can fall in the cracks and never receive the help that they need. In order to qualify for Special Services, there must be a huge discrepancy between the child's IQ and his/her achievement level. This process, which is very time consuming, takes the Special Ed teachers out of their classrooms, and the aides must take over the teaching duties. If a child qualifies for services, he/she is pulled out of the regular classroom for part of the day and sent to the Resource Room. Most of the time, there is not enough discrepancy for a child to qualify until they are in at least the third grade. Meanwhile, a dyslexic child may be sitting in the classroom for a couple of years, feeling as though they are trying to learn, without success, a foreign language. Early screening, if it would lead to some type of intervention for younger students, would be very beneficial. Also, if all teachers were to be trained in best practices for teaching all students, it would probably cut down on the number of students referred for Special Services.

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