



RESOURCES



Sample Parent Letter to Request School Evaluation

Request for evaluation

If you observe that your child is experiencing learning issues and would like the school to administer formal testing, you can write a letter to the school principal similar to the one below. Replace what is in red with your own text.

Sample letter

Marta Smith
3333 Lakeside Drive
Katonah, NY 10536

Jose Marti Elementary School
578 North Main Street
Katonah, NY 10536

October 15, 2018

Dear Principal Jones,

I am writing to you today regarding my increased concern for my son, _____. He is experiencing challenges within the classroom and at home that to date are adversely affecting his academic performance. I am requesting that a complete psychoeducational evaluation be administered. It is my sincere hope that the findings provide us with educational strategies to help him feel more comfortable and confident in his classes.

Please let me know what I can do to help facilitate this process. I am available to discuss my concerns further at a team meeting where his teachers can share their observations and we can begin to understand the reasons he is struggling in school.

Sincerely,

Marta Smith

cc: name of classroom teacher
name of the director of support services

Tips for composing the letter

When composing the letter, please note the following points:

- Sometimes parents' concerns are academic, behavioral, or attention related. State your concerns and describe your observations. Speak in the first person and remember that a successful path requires a partnership with your school. Remain positive and request what you want. After all, parents are their children's advocates.
- Once the school receives a written letter requesting that a psychoeducational evaluation be administered, the school has 30 days in which to start to carry out this request.

In search of a diagnosis and treatment plan

- Before a student can receive special education services, he or she must be evaluated for eligibility. Under the Individuals with Disabilities Education Act (IDEA), the categories under which a child can receive these services include the following:
 1. Autism spectrum disorder
 2. Deafness
 3. Deaf-blindness
 4. Emotional disturbance (examples include anxiety disorders, schizophrenia, obsessive/compulsive disorder)

5. Hearing impairment (the type of hearing loss that can vasculate over time)
6. Intellectual disability (a cognitive disability for children who have reduced cognitive abilities such as children with down syndrome)
7. Multiple disabilities (a child who meets eligibility for more than one condition under the IDEA)
8. Orthopedic impairment caused by congenital anomaly, by disease (bone tuberculosis, for example), and from other causes (cerebral palsy and amputation, for example)
9. Other health impairment (examples include ADHD and asthma and other conditions that adversely affect learning)
10. Specific learning disability (examples include dyslexia, dyscalculia, dysgraphia, auditory processing disorder, nonverbal learning disabilities)
11. Speech or language impairment (communication problems such as stuttering, impaired articulation)
12. Traumatic brain injury
13. Visual impairment

(Source: Center for Parent Information and Resources.
Categories of Disability Under IDEA. Newark, N.J.)

- If the Committee of Special Education determines that your child meets the criteria to be classified, discussion will center upon the appropriate services your child is entitled to receive. If your child is to receive special services, it is advisable to ask pertinent questions such as the following:

What will his daily schedule look like?

What push-in or pull-out services will he receive?

What is the frequency and duration of these services?

How will his progress be measured and determined?

- If the school has stated that attention, anxiety, or auditory processing issues appear to be an area of concern, it is important to understand that a school cannot diagnosis ADHD, a Generalized Anxiety Disorder, or an Auditory Processing Disorder. These are medical diagnoses and need to be determined through a neurologist, a child psychiatrist, or a speech and language pathologist.
- Schools can address the learning issues of medical diagnoses, but it is optimal for medical and school personnel to work in unison to develop treatment plans for students who meet the criteria of a formal diagnosis.
- Not every student with learning or attention issues qualifies with a disability under IDEA.

Glossary

Academic Readiness: The state of a student's preparedness to learn new concepts.

Accommodations: A term used in an Individualized Education Program (IEP) or a 504 Plan that describes a change in how a student performs a certain learning task. For example, if students have reduced processing speed, an accommodation may allow them to have extra time on standardized tests.

Active Learning: An approach to learning in which students engage and participate in the learning process.

ADA Intake Form/Questionnaire: Forms a student obtains from a college or university's office of academic support services in order to receive accommodations while studying at a higher-level institution. The ADA (American Disabilities Act) allows students to request specific disability support services. Students are responsible to provide professional documentation of their disability.

Addition Facts: Addition problems whose addends are whole numbers

Addends	Sum
$2 + 8$	10
$109 + 2$	111

not fractions, not decimals from 0 through 10 as well as extensions with 10, 100, etc. Examples: $2 + 2 = 4$, $10 + 10 = 20$, $5 + 3 = 8$, $105 + 8 = 113$, $0 + 1000 = 1000$

Assistive Technology: Any device such as a calculator, recording device, or audiobook that helps students complete their schoolwork to the best of their ability.

Associative Learning: An approach to learning in which ideas and experiences reinforce each other and can be linked to one another.

Auditory: Pertaining to the sense of hearing.

Auditory Information: Information obtained by hearing, which is then processed in the brain and used to make relevant interpretations. See *listening comprehension*.

Auditory Working Memory: A mental process that keeps the information that people hear for a short period of time.

Basic Number Facts: Addition problems whose addends are whole numbers from 0 through 10; subtraction problems whose minuends are whole numbers from 0 through 20 and whose subtrahends are whole numbers from 0 through 10; multiplication problems whose factors are whole numbers from

0 through 10; and division problems whose dividends are whole numbers between 0 through 100, whose divisors are whole numbers between 0 and 10, and whose quotients are whole numbers. See *addition facts*, *subtraction facts*, *multiplication facts*, and *division facts*.

Brainstorming: A technique used to begin writing an essay or plan a long-term project where you come up with as many new ideas as possible in order to select the strongest concepts and notice important connections between and among ideas.

Call-and-Response Technique: A teaching technique that is similar to a question and answer format that is performed rapidly. In a structured manner, the leader calls out while the group listens to the call, processes the message, and responds in unison. Many times this technique is used to transition between subjects and to demonstrate preparedness.

Examples: The leader claps a beat. The group responds by clapping a similar beat. The teacher sings “Students, students, are you ready?” The students reply by singing, “Teacher, teacher, we are ready!”

Chunking Information: Chunking refers to pulling specific material from context in order to facilitate understanding.

Information in this context refers to remembering content in manageable chunks, thus chunking information refers to improving a person's ability to process and remember information.

Computational Accuracy: Ability to calculate a mathematical equation and arrive at the correct answer.

Constructive Criticism: Offering or receiving valid and well-reasoned opinions about performance and behavior. The comments can be positive or negative and they are meant to improve the person's performance or behavior in the future.

Critical Thinking: A form of learning, thought, and analysis that goes beyond memorizing and recalling facts. It is a form of learning that includes analysis, evaluation, interpretation, and synthesis of information and the application of creative thought to solve a problem or reach a conclusion.

Decoding: The practice of using various reading skills to translate written words on a page into sounds when read aloud. When decoding, people sound out unknown words by pronouncing their parts and then joining the parts together to form cohesive words.

Differential Instruction: See *differentiated instruction*.

Differentiated Instruction: A way of teaching that customizes the learning process to meet individual needs in whole-class and small-group instruction. In differentiated instruction, teachers have the option to make specific changes to content, teaching and learning processes, class materials, classroom management, and types of student assessment.

Division Facts: Division problems whose dividends are whole numbers between

1 through 100 as well as extenders such as 1000, whose divisors are whole numbers between 0 and 10, and whose quotients are whole numbers without a remainder. Examples: $100 \div 4 = 25$, $1000 \div 10 = 100$, and $30 \div 5 = 6$.

Dividend	16	\div	8	=	2
Divisor	20	\div	4	=	5
Quotient					

Executive Function: Set of mental skills that help the brain organize and act on information; executive functioning skills are needed to make decisions, to solve problems, to manage emotions, to pay attention, to hold onto important information, to block out unnecessary information, as well as to prioritize and initiate tasks.

Experiential Learning: Learning through experience, or learning by reflecting on specific experiences. Developmental psychologist Jean Piaget theorized that children cannot learn that an oven is hot to the touch until they experience touching the hot oven themselves. The abstract concept of *hot* becomes concrete through experiential learning. See *kinesthetic learning*.

Expressive Language: Language that uses speech, writing, and nonverbal communication to convey thoughts and ideas. Nonverbal communication includes facial expressions and body language.

504 Plan: Once a learning disability has been identified that interferes with the student's ability to learn, a 504 Plan may be created in order to support the student's specific needs. A 504 Plan provides accommodations that help students succeed in the classroom without changing the curriculum. For example, if a student has a disability that affects his or her ability to focus, a 504 Plan accommodation could include preferential seating where the student sits close to the teacher. The 504 Plan is named for Section 504 of the Rehabilitation Act of 1973, which is a federal law that protects people with disabilities from discrimination.

Figure-Ground: The ability to distinguish an object from its background. This ability is important in recognizing surfaces, shapes, and objects.

Framework: An organized plan that determines the content students are expected to learn.

Franklin Spellors®: A particular brand of an electronic handheld tool that helps people correct their spelling errors. For example, a child may type *juraſ*, and the speller will present phonetic alternatives (giraffe).

Higher-Order Reading Skills: Higher-order reading skills include higher-order thinking skills that allow for summarization, predictions, deductive reasoning, and inferences. These aptitudes assist readers to ‘read between the lines’ and glean important information.

IDEA: See *Individuals with Disabilities Education Act*

IEP: See *Individualized Education Program*.

Individualized Education Program (IEP): When a student is diagnosed with a learning disability, an IEP provides individualized education services to meet the student’s unique needs. The federal special education law for children with

disabilities, also known as the Individuals with Disabilities Education Act (IDEA), lists 13 specific disabilities that affect a person's ability to learn and perform.

Individuals with Disabilities Education Act (IDEA): A federal law that requires schools to serve the educational needs of eligible children with disabilities.

Inferential Analysis: Inferential analysis refers to the ability to use context clues to make an educated guess about a particular situation. This is an important skill for reading comprehension because it allows students to make predictions and draw conclusions.

Information Overload: People who experience information overload feel overwhelmed and struggle to learn and apply new concepts when they receive too much information in too little time.

Kinesthetic: Pertaining to movement.

Kinesthetic Learning: Hands-on learning style in which learning takes place by the students carrying out physical activities, rather than listening to a lecture or observing demonstrations. Kinesthetic learning can also be referred to as *experiential learning* because physical activity is an integral part of both experiences.

Linguistic Input: With regard to receptive language, linguistic input is the information a person receives from verbal, written, and nonverbal interactions.

Linguistic Output: With regard to expressive language, linguistic output is the information a person expresses in verbal, written, and nonverbal interactions.

Listening Comprehension: A process that occurs in the brain that allows people to understand spoken language and make meaning out of what they hear.

Long-term Memory: A vast store of knowledge and recall of information over a long period of time.

Lower-Order Reading Skills: Lower-order reading skills including basic skills such as recalling, memorizing, decoding, and repeating words, phrases, and passages.

Lunch Bunch Group: A group led by the school psychologist or social worker during the lunch period that includes children experiencing issues such as death, divorce, illness, bullying, and immature social judgment.

Main Idea and Supporting Details: The main idea is what the story is about. The supporting details add information to

help the reader make sense or enhance the meaning of the main idea.

Manipulatives: Objects that students could touch and move around in order to learn new concepts. For example, match fact or color-coded cards to learn unit vocabulary terms and corresponding definitions.

Mathematical Conceptual Understanding: The profound understanding of mathematical ideas that allow students to build new knowledge from previously known information and experiences and be able to apply this knowledge to different situations and contexts.

Meaningful Learning: An approach to learning in which learned information is deeply understood, which allows the new material to be used to make connections with previously known knowledge.

Mental Flexibility: The ability to shift our attention fluidly in response to specific situations or demands as applied in different settings.

Mental Manipulation of Information: The ability to envision images from spoken or written language.

Modalities: Modalities refer to how students use their senses in the learning process. We commonly consider four modalities: visual (seeing), auditory (hearing), kinesthetic (moving), and tactile (touching).

Modifications: A term used in an Individualized Education Program (IEP) to indicate an element that changes what a student is taught or is expected to learn. For example, if a student has a reading issue, she might read a simplified version of the text. Students who receive modifications are not expected to learn the same material as their classmates due to their disability. See *accommodations*.

Motor Skills: The ability to move muscles precisely to perform a specific act. Motor skills are divided into two types: *fine motor skills* and *gross motor skills*. Fine motor skills control precision of small muscle movements while gross motor skills involve large muscle groups. Examples of fine motor skills are tying shoes and writing, while examples of gross motor skills are running and jumping.

Multiplication Facts: Multiplication problems whose factors are from 0 through 10 as well as extensions with multiples of 10

such as 100, 1000, etc. Examples:

$$3 \times 9 = 27, 40 \times 9 = 360, \text{ and}$$

$$9 \times 2000 = 18,000.$$

Factors	Product
6×6	$= 36$
400×9	$= 3600$

Multisensory Approach: Using two or more of the five traditional senses—vision, hearing, taste, smell, and touch to enhance learning.

Para-professional: Members of the school staff who assist with teaching and monitoring for safety concerns. Para-professionals are commonly referred to as *paras*.

Parameters: In the case of behaviors and academic expectations, parameters refer to boundaries or limits.

Perceptual Development: An aspect of cognitive development that allows for interpretation and understanding of sensory information. The five senses allow for sensory input and our ability to increase perceptual development.

Phonemes: The basic sounds of a language that allow us to distinguish one word from another. Examples: the /k/, /s/, and /m/ as in the English language words *cat*, *sat*, and *mat*.

Process-Oriented Test: A test where students extrapolate information to answer a question. The SATs are process-oriented tests.

Product-Oriented Test: A test that focuses on specific content-based knowledge. The ACTs are product-oriented tests.

Pull-out: Students leave their classes to receive specific support by identified specialists who help them to develop skills in order to succeed within the general education curriculum.

Push-in: Specialists who come into classrooms to support students in core academic subjects. These specialists help students to succeed in the general education curriculum through small-group and one-on-one instruction.

Reading Comprehension: The process that students use to read, understand, and interpret information.

Reading with Expression: The ability to show feeling when reading. Reading with expression requires readers to read accurately, fluently, and with inflection and intonation as well as understanding text clues such as correct punctuation. For example, exclamation points indicate to readers that they

should read with excitement, while question marks indicate that readers should use an inquisitive voice.

Receptive Language: Receptive language refers to people's ability to make interpretations based on verbal, nonverbal, and written information they receive from environmental interaction.

Restorative Justice: Making amends for inappropriate actions or behaviors. The goal of restorative justice is to repair students' standing in the community so they can move forward with their peers.

Retrieval: The process of recalling information when it is needed.

Right-Left Directionality Problems: Children are unable to discern their right from their left. This difficulty makes learning to read and write extremely difficult. Spatial relations, language, and quantity can cause reversals, memory problems, and confusion. (Source: Richard Cooper, learningdifferences.com)

Rote Learning: Learning information through the process of repetition and memorization. For example, for students who struggle with math, they may have to memorize basic math facts through rote learning.

Rote Memorization: Memorizing information through the process of repetition. See *rote learning*.

Scaffolding: Scaffolding refers to a variety of instructional techniques that add to the instruction. Scaffolding is used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. An example of scaffolding includes building upon previously presented material in a concrete manner.

Scanning: Reading quickly over the whole page in search of a specific piece of information.

Self-control: The ability to self-regulate your own emotions, behavior, and actions and to control compulsive reactions.

Sentence: A thought that contains a subject and a verb.

Sentence Expanders: Modifiers added on to a basic sentence (called a *kernal sentence*) that increases the length and descriptions of sentences beyond a subject and a verb. For example, *The girls danced* is a basic or kernal sentence as it does not have modifiers. Adding modifiers such as *who*, *what*, *when*, *where*, *why*, and *how* expands the kernal sentence. The sentence *The girls danced at their recital yesterday* adds the modifiers

where and when, allowing the reader to understand where and when the girls danced.

Short-term Memory: The mind's ability to recall information for a limited period of time.

Sight Read: Instant visual recognition of words.

Skill Base: Skill base refers to skills that are mastered and that demonstrate knowledge and competence in a specific area.

Skimming: Reading a text quickly to get the main idea of a story.

Smash the Task: A common expression used by teachers and tutors to break long-term assignments down into manageable components.

Social Cues: Signals people express and receive through verbal and nonverbal language; understanding social cues is necessary to understand people and navigate social situations. Social cues are culturally based. In Western cultures, for example, maintaining eye contact is socially appropriate and desirable, whereas in Asian cultures, it might be a sign of disrespect to maintain eye contact in conversation.

Social-Emotional Development: People's ability to understand their own feelings, manage their emotions, self-regulate their behavior, and form relationships.

Spatial Relationships: The ability to orient one's body in space and to perceive the positions of objects in relation to oneself and to other objects. In other words, it is the ability to understand the relationships of objects within the environment. Students with spatial relationship issues have difficulty with positions of multiple objects such as *next to*, *in front of*, *in back of*, *within*, *overlaps*, *crosses*, and *touches*.



Story Maps: A visual aid that allows students to visualize elements of a story, such as characters and plot.

Subtraction Facts: Subtraction problems whose minuends are whole numbers from 0 through 20 as well as their extenders (e.g., numbers

Minuend	4	–	3	=	1
Subtrahend	15	–	8	=	7
Difference					

such as 100 and 1000) and whose subtrahends are whole numbers from 0 through 10. Examples: $100 - 80 = 20$, $10 - 10 = 0$, and $9 - 3 = 6$.

Syntax: The grammatical structure of sentences.

Tactile: Pertaining to the sense of touch.

Visual: Pertaining to the sense of sight.

Visual Aids: Objects, pictures, graphics, paintings, photographs, videos, and films that help increase a student's understanding of written or spoken information.

Visual Closure: The ability to identify incomplete figures when only fragments are presented. A person needs to see the parts of the whole as a complete unit.

Visual Discrimination: The ability to discriminate dominant features in different objects. Examples of dominant features include position, geometric-shaped forms, and letter-like forms. Students with visual discrimination issues may have difficulties seeing the subtle differences in objects of similar shapes or objects in unusual positions.

Visual Graphic Organizers: A tool used to visually structure and demonstrate relationships among facts, concepts, and ideas. (Source: LDAmerica.org)

Visual Memory: A form of memory and the ability to recall dominant features that are visually obtained and experienced.

Visual Perception: How visual information is processed and organized in the brain. Visual perception is different from visual acuity, which refers to how well a person sees.

Visual Problem Solving: The ability to identify and solve problems by creating visual images, using manipulatives, creating tables, organizing data, identifying and discerning differences in patterns, or by other concrete visible solutions.

Word Bank: Word banks are collections of terms and definitions displayed on a bulletin board in the classroom or students have their own collections written in their personal dictionaries on paper or electronically. Word banks are commonly used to assist with incorporating unit vocabulary in written responses and on exams. With English language learners and in heritage speaker language classrooms, word banks may also include audio recordings and visual images such as photographs or short videos.

Working Memory: Working memory is a type of short-term memory that allows us to retain and manipulate distinct pieces of information for a matter of seconds.

Organizations and Community Resources

Anxiety and Depression Association of America (ADAA)



adaa.org



@AnxietyAndDepressionAssociationOfAmerica



@Got_Anxiety



(240) 485-1001



8701 Georgia Avenue, Suite 412, Silver Springs, MD 20910

“ADAA is an international nonprofit organization dedicated to the prevention, treatment, and cure of anxiety, depressive, obsessive-compulsive, and trauma-related disorders through education, practice, and research.”

Attention Deficit Disorder Association (ADDA)



add.org



@ADHDAadult



@adultadhd

“The ADDA is the world’s leading adult ADHD program. Since its inception, ADDA has become the source for information and resources exclusively for and about adult ADHD. The transition from high school to post-secondary education

is traditionally a difficult step, fraught with challenges and roadblocks for adults with ADHD. Students with ADHD are more likely to struggle with academic under-achievement. That is why ADDA has endeavored to ease this transition by developing programming exclusively for post-secondary students. ADDA's dedicated professionals routinely provide information and strategies so that adults with ADHD don't just survive in school, but thrive there."

The Association of Boarding Schools (TABS)



TABS.org



@boardingschool



@TABSorg



(828) 258-5354



One North Pack Square, Suite 301, Asheville, NC 28801

"The Association of Boarding Schools serves college-preparatory boarding schools in the United States, Canada, and around the globe. The Association leads a domestic and international effort to promote awareness and understanding of boarding schools and to expand the applicant pool for member institutions."

California Association for Bilingual Education (CABE)



gocabe.org



@cabeorg



@CABEBEBILINGUAL



(626) 814-4441



16033 East San Bernardino Road, Covina, CA 91722-3900

“CABE is a non-profit organization incorporated in 1976 to promote bilingual education and quality educational experiences for all students in California. CABE has 5,000 members and a total of over 30 chapters, affiliates, and partnerships with other state and national advocacy organizations, all working to promote equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. CABE recognizes and honors the fact that we live in a rich multicultural, global society and that respect for diversity makes us a stronger state and nation.”

Child Mind Institute



childmind.org



@ChildMindInstitute



@ChildMindDotOrg



(212) 308-3118



445 Park Avenue, New York, NY 10022

“We are an independent nonprofit dedicated to transforming the lives of children struggling with mental health and learning disorders.”

College Success Plan



collegesuccessplan.com



@collegesuccessplan



@EmpowerCSP



630-481-6153

“College Success Plan mentors help students apply appropriate and efficient learning strategies that keep them on track through what is today a rigorous and demanding college life.”

College Supports for Learning Differences (CSLD)



collegesupports.com



(847) 940-8090

“College Supports for Learning Differences’ mission is to provide detailed descriptions of services available, personnel providing the service, contact persons at each institution, and costs to the students as reported directly from service providers.”

Common Sense Media



commonsensemedia.org



@commonsensemedia



@commonsense



(415) 863-0600



650 Townsend, Suite 435, San Francisco, CA 94103

“Common Sense Media is a San Francisco based non-profit organization that provides education and advocacy to families to promote safe technology and media for children.”

Council for Exceptional Children (CEC)



cec.sped.org



@cechq



@CECMembership



(888) 232-7733



2900 Crystal Drive, Arlington, VA 22202

“The Council for Exceptional Children is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents.”

Council for Learning Disabilities



Council-for-learning-disabilities.org



@CLDIntl



(913) 491-1011



11184 Antioch Road, Box 405, Overland Park, KS 66210

The Council for Learning Disabilities is an international organization composed of professionals from multiple disciplines. It promotes evidence-based research and practices related to the education of individuals with learning disabilities. “We foster collaboration among professionals, developmental leaders in the field, and advocacy for policies that support individuals with learning disabilities at local, state, and national levels.”

Eye to Eye



eyetoeyenational.org



@eyetoeyenational



@E2ENational



(212) 537-4429



50 Broad Street, Suite 1702, New York, NY 10004

Eye to Eye’s mission is to improve the life of every person with a learning disability. “We fulfill our mission by supporting and growing a network of youth mentoring programs run by and

for those with learning differences, and by organizing advocates to support the full inclusion of people with learning disabilities and ADHD in all aspects of society.”

Greenwood Associates, Inc.

(An international Career and Educational Counseling Group)



greenwdassoc.com



@greenwdassoc



(213) 261-6418



288 Beach Drive NE #7A, St. Petersburg, FL 33701

By taking The GS-120 or GS 45, an individual’s natural abilities, interests, personalities and values/lifestyles can be identified with this online tool and will make appropriate career choices apparent. A career guidance tool can help to foster smart education decisions, identify the right internships, build a resume of relevant accomplishments, and find a job right out of high school or college. Crossroads are always challenging, and transitioning from one phase to another poses a certain level of uncertainty. Being able to identify college and career paths greatly reduces the level of uncertainty and helps to define how best to obtain the education or specific skill set needed to secure future employment.

Independent Educational Consultants Association (IECA)



iecaonline.com



@IECA.IndependentEducationalConsultantsAssn



@ieca



(703) 591-4850



3251 Old Lee Highway, Suite 510, Fairfax, VA 22030

“IECA promotes the highest quality independent educational consulting to students and families seeking skilled, ethical, academic, or therapeutic guidance; to enhance professional development; and to foster career satisfaction among members.”

Learning Disabilities Association of America



ldaamerica.org



@LDAAmerica



@LDAofAmerica



(212) 924-8896



237 W 35th Street, New York, NY 10001

“LDA provides support to people with learning disabilities, their parents, teachers, and other professionals with cutting edge information on learning disabilities.”

National Association for Bilingual Education (NABE)



nabe.org



@nabeorg



@NABEorg



(240) 450-3700



11006 Veirs Mills Road, L-1 Wheaton, MD 20902

“The National Association for Bilingual Education (NABE) is a non-profit membership organization that works to advocate for educational equity and excellence for bilingual/multilingual students in a global society. NABE supports the education of English Language learners. By using native and second languages in everyday life, we not only develop intercultural understanding, but we also show by example that we respect and can effectively cross cultural and linguistic borders.”

National Association for the Education of Young Children



naeyc.org



@NAEYC



@NAEYC



(202) 232-8777, (800) 424-2460



1313 L St NW, Suite 500, Washington, DC 20005

For updated online publications concerning questions and concerns about policies, development for professionals and parents interested in helping dual language learners succeed in academic settings.

National Association of Therapeutic Schools and Programs (NATSAP)



natsap.org



@NATSAPDC



@NATSAPDC



(301) 986-8770



5272 River Road, Suite 600, Bethesda, MD 20816

“NATSAP serves as an advocate and resource for innovative organizations which devote themselves to society’s need for the education of struggling young people and their families.”

National Center for Learning Disabilities (NCLD)



nclld.org



@nclldorg



@nclldorg



32 Laight Street, Second Floor, New York, NY 10013

“Our mission is to improve the lives of the 1 in 5 children and adults nationwide with learning and attention issues by empowering parents and young adults.”

Reading Rockets



readingrockets.org



@ReadingRockets.org



@ReadingRockets



2775 S. Quincy St., Arlington, VA 22206

“Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. Our reading resources assist parents, teachers, and other educators in helping struggling readers build fluency, vocabulary, and comprehension skills.”

Understood (Learning and Attention Issues)



understood.org



@Understood



@UnderstoodOrg

“15 nonprofit organizations have joined forces to support parents of the one and five children with learning and attention issues throughout their journey. With the right support, parents can help children unlock their strengths and reach their full potential. With state-of-the-art technology, personalized resources, free daily access to experts, a secure online community, practical tips and more, Understood aims to be that support.”

U.S. Department of Education



ed.gov

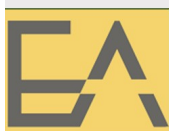


@ED.gov



@usedgov

Contact education agencies in your state including your state's Department of Education as well as their different departments. According to the U.S. Department of Education, "Our mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access."



Do you have a Question About Your Child's Learning?

Ask Dana; Dana Stahl M.Ed answers your questions

- ✓ Post a confidential question through the EA website
- ✓ Dana will provide an answer and suggest next steps

[Post Your Question Here](#)