

Sample Advocacy Matrix: Reading Problems

Age: 10 years; grade 5

Student Name: Sample child	Current Reading Grade Level: 2.5		
Broad IQ Score	109	Attempted School Interventions	
Woodcock Johnson Scores	Standard Score	Intervention	date range
Broad Reading	(2001) 92 (2005) 84	Small Group instruction	grade 2 - 5
Letter Word Identification	(2001) 89 (2005) 88		2x30min/week
Passage Comprehension	(2001)88 (2005) 77	Reduced homework	grade 3-5
Word Attack	(2001) 79 (2005) 75	Modified Reading load	Grade 4-5
Written Expression	(2001) 89 (2005) 75	Nothing	
Current Teacher Comments	Source of Information	Impact upon Child Today	
Slow reading; doesn't follow along	Report Card	Child hates school, is failing, doesn't want to come to school, hates reading, and feels stupid.	
Has low test scores on books read in class	Teacher Conference with parent		
Probably needs individual assistance	Informal comment to mom		
Parent Observations	Source of Information	Frequency	
fights parents to avoid reading	observation in home	during homework or reading directions	
failing classes	mom's evaluation of report cards, homework scores, and test scores from looking at child's score sheet printed out by teacher	last two years failing all academic subjects	
not interested in learning	mother general observation	Last two years in general	
Student can't spell or write a sentence correctly	All written work or notes written	always	
Student feels stupid	Mom observation of child self-deprecating comments	Last two years self-deprecating statements have increased significantly	
Reading LD Intervention List	Applicability to Child	Action Desired	
Vision Therapy	Ocular Motor problems/ letter reversals Possible	Assessment from Provider Now	
Phonemic Awareness Instruction Techniques	Has problems decoding words; is a slow reader, skips words child doesn't know	Request some type of phonics instruction begin now on an individual basis 5 days per week at least 30min/d	
Synthetic Phonics Approach	Probably Necessary	Identify specific approach	
Lindamood Bell Phonemic Awareness	need assessment	Get assessment of Symbol Imagery	

Student Name: Sample child	Current Reading Grade Level: 2.5	
LD Accommodations List	Applicability to Child	Implementation Time Frame
Current Accommodations	Already not working	in place
Eliminate Homework	Replace homework with individual one-to-one remediation in reading	NOW
Take Tests Orally	While getting remediation, take tests orally to raise self esteem	NOW
Goal Areas	Parent Priority for Goals	
Phonemic Awareness	R controlled Vowels, Letter combinations, etc.	
Passage Comprehension	related to ability to read words and reading fluency	
Self Concept	Counseling	
Written Expression	Grammatically Correct Sentences	

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Acknowledgements

This matrix was informed by the IEP Game (www.iepgame.com) and has partially been constructed based on the logic of the IEP Game.

Advocacy Matrix Background and Discussion

This matrix is designed to help parents or advocates summarize areas of concern for a child with reading problems. The logic of the matrix is based on main categories of evidence to prove the severity of the reading problem and justify intervention desired by parents and addresses the main areas of decision making within IEPs.

Color Coding: This matrix is color coded to visually cue the user that information within each section has a specific and unique purpose. Color coding is also helpful when IEP meeting stress reduces one's ability to find information on a sheet of paper quickly while participating in a group discussion.

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