Webinar Agenda

• Starting with Goals & Objectives first.
• Then if time...
  – Student Profile
  – Present Levels of Performance (PLOP)
  – Accommodations and Modifications
  – Services
• If no time, you will have the slides to review later.
A Few Details

• You may type comments or questions in the CHAT window any time and I’ll try to answer them as I progress through the PPT.

• I’ll ask for questions three times during the presentation. Please type them in the CHAT window.

• An open Q&A will follow the presentation.

• This presentation will go very quickly!

Watch for Key Concepts

To Debbie Taub and Mike Burdge for sharing examples of different types of annual goals.

To Laurie Lambert, formerly of the NCIE, for developing portions of this webinar.

Michael McSheehan & Rae Sonnenmeier who collaborated with me to write a research article titled: “Presumed competence reflected in the educational programs of students with IDD before and after the Beyond Access professional development intervention.”
How Would You Feel About Including Thomas if You Read This on His IEP?

• “Thomas has severe autism.”
• “Thomas has frequent tantrums.”
• “Thomas will bite and kick when frustrated.”
• “Thomas does not have a conventional means of communication.”
• “Thomas’ educational program will be focused on discrete trial instruction based on Applied Behavior Analysis principles.”
• “Thomas will make eye contact with familiar adults for five seconds without running away.”

How Would You Feel About Including Chelsea if You Read This on Her IEP?

• “Chelsea functions at a 6 month developmental level.”
• “Chelsea experiences a severe seizure disorder.”
• “Chelsea does not have a conventional means to communicate.”
• Annual Goal: “Chelsea will assist in toileting by bearing weight while standing.”
• Short Term Objective: “Chelsea will activate a switch-operated toy with hand over hand assistance.”

• We hope to provide all students with meaningful access to the general education curriculum.
• We want students to have reciprocal social relationships with their classmates.
• We want to give general education teachers a map for including students as full participants in their classes.
• We want students to have the best chance of leaving school college and career ready...
Writing an inclusive, standards-based IEP can help.

What is an Inclusive, Standards-Based IEP?

- Presumes students’ competence to learn.
- Sets the long term goal as post-secondary education, integrated employment & community living, and satisfying social relationships.
- Portrays students’ strengths as well as needs.
- Describes students’ present levels of performance relative to general education curriculum standards.
What is an Inclusive Standards-Based IEP?

• Uses grade-level academic content standards as a guide for determining what each student should know and be able to do.
• Identifies supports necessary for the student to achieve IEP goals.
• Specifies placement as the general education classroom with support.
• Delivers support services primarily in the classroom.

What is an Inclusive Standards-Based IEP?

• May also address...
  • Communication
  • Pro-social behavior
  • Technology skills
  • Social competence
  • Executive function
  • Health and fitness
  • The Arts
  • Transition to post-secondary education, employment, community living

Paradigm Shifts Required

Deficits  ➔  Strengths
Separate  ➔  Inclusive

Present levels of performance describe the knowledge and skills that the student has achieved that relate to grade-level standards.

Conditions, contexts, placement, and services prioritize the general education classroom and other inclusive school and community environments.
What Do IDEA, NCLB, and the States Require?

- Standards-based IEPs are not required by federal law. Neither IDEA nor NCLB make a connection between standards and the IEP.
- They do require that students with disabilities be assessed on the same standards as peers without disabilities and, of course, IDEA requires that all students have access to the general curriculum.
- Many states require that IEPs be standards-based but few have guidelines around what that means.

7-Step Process for Writing Inclusive, Standards-Based IEPs

**Step 1:**
Consider the grade—level content standards for the grade in which the student is enrolled or be enrolled based on age.

- Identify the nouns in the grade-level standard: these give an initial look at what the standard identifies that the student needs to know.
- Identify the verbs in the grade-level standard: these give an initial look at what the standard identifies that the student needs to do and how deeply they need to understand the construct.
- Build “I can” statements that allow educators to think critically about what student outcomes aligned to the standard would look like.
Step 2: Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.

- Has the student been taught content aligned with standards?
- Has the student been provided appropriate instructional scaffolding to attain grade-level expectations?
- Were the lessons and teaching materials used aligned with standards?
- Was the instruction evidence based?

Step 3: Develop the present level of academic achievement and functional performance.

- Describe the individual strengths and needs of the student in relation to accessing and mastering the general curriculum.
- Consider the factors related to the student’s disability and how they affect how the student learns and demonstrates what he knows.

Step 4: Develop measurable annual goals aligned with grade-level academic content standards.

- What are other students learning?
- What are the student’s needs?
- Does the goal have a specific time-frame? What can the student reasonably be expected to accomplish in one year?
- Are the conditions for meeting the goal addressed?
- How will proficiency be measured?
**Four Types of Annual Goals**

1. Relate directly to grade-level standards – either the general standards or alternate assessment standards (in NH, the “ALPs”).

2. Relate directly to content area foundational skills that can be addressed while learning the grade-level standards.

3. Address communication, social, and behavioral skills that facilitate participation in general education instruction based on the general education curriculum and other inclusive activities and environments.

4. Address skills related to knowledge, skills, and participation in other inclusive school and community activities.

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**7 Step Process cont...**

**Step 5:**
Assess and report the student’s progress throughout the year.

– How does the student demonstrate what he knows in the classroom, district, and State assessments?

– Are a variety of assessments used to measure progress?

– How will progress be reported to parents?

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**Step 6:**
Identify specially designed instruction, including accommodations and/or modifications needed to access and make progress in the general education curriculum.
Step 7: Determine the most appropriate State assessment option
- General
- General with Accommodations
- Alternate

Annual Goals
Examples for Each Type of Goal

1. Relate directly to grade-level standards – either the general standards or alternate assessment standards (in NH, the “ALPs”).

2. Relate directly to content area foundational skills that can be addressed while learning the grade-level standards.

3. Address communication, social, and behavioral skills that facilitate participation in general education instruction based on the general education curriculum and other inclusive activities and environments.

4. Address skills related to knowledge, skills, and participation in other inclusive school and community activities.

Just a Reminder: Five Components of a Measurable Goal

- The Student:
  - 1. Will do what...(demonstrated skill/behavior)
  - 2. To what level of degree...(criterion – percent/number of opportunities/number of points, etc.)
  - 3. Under what conditions...(conditions)
  - 4. In what length of time...(timeframe)
  - 5. As measured by....(data collection)

Type 1: Goals Relate Directly to Grade-Level Standards: Jennifer Example

- Following Step 1 her team selected the Mathematics CCSS 8.G.2. *Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.*

- When the team deconstructed the standard, they determined that it had two central concepts: determining if two figures are congruent and describing how that congruence has been obtained.
Goals Relate Directly to Grade-Level Standards: Jennifer Example

- In Step 2 of the process, the team decided that determining if figures are congruent is the more important concept for Jennifer to learn.
- Looking at how the standard describes the manipulations of those figures the team further decided that, for Jennifer, determining congruence of figures, one of which has been rotated, is enough.
- They decided that reflections and translations were not essential for Jennifer to learn at this point.
- Additionally, they decided that they will focus the IEP goal on determining congruence after only one rotation, rather than a series.

Goals Relate Directly to Grade-Level Standards: Jennifer Example

- At this point, the IEP goal looked like this:

Jennifer will match congruent figures, one of which has been rotated once ("match" is an observable performance of the term "understand").

Goals Relate Directly to Grade-Level Standards: Jennifer Example

- In Step 4 the team described the conditions under Jennifer will perform and the performance criteria that would demonstrate mastery.
- "Given plane figures outlined in black on her communication board (the condition), Jennifer will use eye gaze (how she’ll demonstrate the skill) to match congruent figures (the skill), one of which has been rotated once, 75% of the time (criteria for mastery) during the fall 2013 semester (timeframe)."
Goals Relate Directly to Grade-Level Standards: Sergio Example

“Sergio will demonstrate application of word identification and decoding strategies (demonstrated skill) by reading second-grade level connected text (conditions) with 97% word recognition (level or degree) by the end of 36 weeks (timeframe) as measured by the Qualitative Reading Inventory (performance measure).”

Goals Relate Directly to Alternate Assessment Grade-Level Standards: Phillip Example

“When provided with text written at his reading and comprehension level, graphic organizers, pictures and symbols, schema, and Read & Write Gold supports on a computer or iPad, Philip will master 1 enduring understanding/big idea, 5 vocabulary words/terms, and 3 facts/concepts/skills within each unit of the Physical Science curriculum, scoring 75% on teacher-made end of unit tests.”

Goals Relate Directly to Alternate Assessment Grade-Level Standards: Chelsea Example

“When provided with text written at her reading level, graphic organizers, pictures and symbols, schema, and Read & Write Gold supports on a computer or iPad, Chelsea will improve her response-to-text and expressive writing skills to the criterion required to meet English 11 course competencies by scoring 75% on the end-of-semester exam.”
Type 2: Goals Relate Directly To Content Area

Foundational Skills That Can Be Addressed While Learning The Grade-level Standards

- Identify foundational skills essential to one or more of the chunks of the standard.
- Decide what skill(s) would be the most desirable for the student to achieve.
- Specify under what conditions the student will demonstrate performance and what criteria will indicate mastery.

Goal Related to Foundational Skills: Marcus Example

- The team (during Step 1 of the Seven-Step Process) has selected the Mathematics CCSS 8.G.2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

- When the team members examine that standard, they see that some of the directly related foundational skills include identifying basic shapes and performing rotations, reflections, and translations.

Goal Related to Foundational Skills: Marcus Example

- The team decided that identifying basic shapes is a foundational skill for Marcus to focus on.

- The team further decided that in determining the congruence of figures, one of which has been rotated, circles would not be an appropriate shape to use. They decided that, while desirable, circles are not essential for Marcus to learn while working toward this standard.

- At this point, the IEP goal looks like this: Marcus will identify a shape (rectangles, triangles).
**Goal Related to Foundational Skills:**

**Marcus Example**

- The team described the conditions under which Marcus will perform the skill and what criteria will indicate mastery.

- They end up with a final goal of: “Given a rectangle or triangle and two plausible distractors (condition), Marcus will identify a rectangle or triangle (the skill) by making a selection on his AAC device (how he’ll show the skill) 100% of the time (criteria) when given on four consecutive trials (condition).”

**Type 3: Goals that Facilitate Participation in General Education Instruction Based on the General Education Curriculum**

- Communication
- Social
- Movement
- Executive function
- Behavior
- Organization
- Self-Determination

**Goals that Facilitate Participation in General Education Instruction Based on the General Education Curriculum**

- Identify what skill the student needs in order to participate most meaningfully in the general curriculum.

- This type of goal is most appropriate for students who do not yet have an accurate and reliable means of communication.
Goals that Facilitate Participation in General Education Instruction Based on the General Education Curriculum

By teaching these types of goals during content area instruction, instructional time is utilized more effectively by reducing the need to pull a student from class to work on what might traditionally be viewed as a “functional” skill.

Goals that Facilitate Participation in General Education Instruction Based on the General Education Curriculum: Suri Example

“During guided reading Suri will use facial expressions to select answers to questions about the story when provided with four word-picture choices with a latency range of 1 – 15 seconds 90% of the time during fall term ELA instruction.”

Goals that Facilitate Participation in General Education Instruction Based on the General Education Curriculum: Jacob Example

“During buddy reading Jacob will participate in turn taking by pressing a switch that plays a pre-recorded portion of the text, 90% of the time out of 10 trials, during each week of the spring 2014 semester.”
Notice that the skill is *communication*, not getting the answer right!

**Suspend Judgment**

When students do not have an accurate and reliable way to communicate, assessments of their current or "potential" abilities are not valid or reliable.

The team’s job is to work towards finding that communication method and related supports.

**Type 4: Goals that Address Knowledge, Skills, and Participation in Other Inclusive School and Community Activities**
Goals that Address Knowledge, Skills, and Participation in Other Inclusive School and Community Activities: Michaela Example

“When provided with instruction and modeling, Michaela will use a variety of technology hardware and software applications for organizing her schedule and communicating with her job supervisor, meeting the computer technology graduation requirements through an extended learning opportunity [ELO] contract, obtaining a 3 out of 4 on a rubric, during a summer ESY program.”

Goals that Address Knowledge, Skills, and Participation in Other Inclusive School and Community Activities: Daniel Example

“After visiting 2 college campuses and meeting with staff from the Admissions and Disability Services Office, Daniel will demonstrate knowledge of two post-secondary educational opportunities by doing a PowerPoint presentation to his fall semester Advisory Group, providing 5 facts with 100% accuracy.”

Short Term Objectives & Benchmarks
Short-Term Objectives
• Short-term objectives and benchmarks state the steps to be taken between the student’s present levels of academic achievement and functional performance and the attainment of the annual goal. Like the annual goal, short-term objectives must include timeframe, condition(s), behavior, and criterion.

Objectives & Benchmarks
• IDEA
  – http://www.nichcy.org/EducateChildren/IEP/Pages/benchmarks.aspx
• In the past, benchmarks or short-term objectives were required elements in every child’s IEP. No longer, however. Now, benchmarks or short-term objectives are required only for children with disabilities who take alternate assessments aligned to alternate achievement standards, as the regulation below indicates.

In New Hampshire...
NH Department of Education – Bureau of Special Education Bureau – Memo # 1
• Item # 8. Short-Term Objectives or Benchmarks as a default for all students with disabilities.
  – The rule at Ed 1109.01(a)(6) requires that the elements of an IEP include short-term objectives or benchmarks for all children unless the parent determines them unnecessary for all or some of the child’s annual goals.
## Objectives vs. Benchmarks

<table>
<thead>
<tr>
<th>Objective</th>
<th>Benchmark</th>
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</thead>
<tbody>
<tr>
<td>• Breaks the annual goal into discrete components of the goal that are</td>
<td>• Breaks the goal into major milestones that the student is expected to</td>
</tr>
<tr>
<td>short-term, measurable intermediate steps.</td>
<td>reach with a specified period of time.</td>
</tr>
<tr>
<td>• E.G.</td>
<td>• E.G.</td>
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<tr>
<td>− Student will demonstrate knowledge of letter sounds and letter</td>
<td>− Student will utilize eye gaze to correctly answer questions with</td>
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<tr>
<td>patterns by reading regularly-spelled one syllable words with 80%</td>
<td>60% accuracy by the end of 1st quarter</td>
</tr>
<tr>
<td>accuracy by the end of the first marking term.</td>
<td>− ...65% by the end of 2nd quarter</td>
</tr>
<tr>
<td>− ...reading regularly-spelled one and two syllable words</td>
<td>− ...70% by the end of 2nd quarter</td>
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- Subcomponents of the whole.
- Discrete skills within the whole.
- Gradual increase in the level of mastery or competence. (Example: increasing the difficulty of the reading material)
- Gradual increase in the complexity of circumstance. (Example: structure of the setting where the student demonstrates the skill or fading of review prior to demonstration of the skill)
- Gradual decrease in supports. (Example: Fading prompts from full physical to partial physical to verbal to visual)

## Standards-Based Benchmarks

**Annual Goal: Improve reading skills within connected literary and informational text**

- By the end of the first marking term, Sally will identify main characters (in response to questions) from a primer level literal text that she has listened to with 90% accuracy as measured by the Qualitative Reading Inventory.
- By the end of the second term, Sally will identify main characters (in response to questions) from a first grade literal text that she has read with 90% accuracy as measured by the Qualitative Reading Inventory.
- By the end of third marking term, Sally will identify main characters and setting (in response to questions) from a first grade literal text that she has listened to with 90% accuracy as measured by the Qualitative Reading Inventory.
Standards-Based Objectives

Annual Goal: Improve reading skills within connected literary and informational text

- Identify regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns
- Use a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming)
- Distinguish fact from opinion
- Describe character(s), setting, problem, solution, and major events

Supplemental Information

Involving Students and Parents in the IEP Process
Involving Parents in the IEP Process

• Do NOT present parents with a “draft” IEP without first having asked them for their priorities.
• Send parents a copy of the grade-level academic standards and ask them to prioritize them for the upcoming year.
• Administer the COACH educational planning process to help parents prioritize their child’s needs. (by Giangreco, Cloninger, & Iverson. Available from the Institute on Disability or Amazon).

Involving Students in the IEP Process

• Before the IEP meetings, have a meeting with the student, the student’s parents, and/or classmates to ask about:
  – What subjects and topics she is really interested in
  – Her likes and dislikes
  – Her learning style
  – What she’s really good at; what she has trouble with
  – The kind of instruction she likes best – 1:1, from a peer, in a cooperative group
  – How she likes to be provided with support – by whom, where, how
  – What she wants to be when she grow up

• Show and describe the grade-level curriculum and ask her what she is most interested in learning this year.
• During the IEP meeting a) involve the student during the whole meeting or b) involve the student in part of the meeting when she is supported to tell the team about herself, her aspirations, her strengths, her needs
Student Profile

Student Description - Rob

• Traditional IEP
  – Rob has severe autism and is very low functioning.
  – Rob experiences significant behavioral challenges. He often scratches, pinches, screams, falls to the ground kicking and flailing.
  – Rob has a 5 second attention span.
  – Rob is not toilet trained.
  – Rob frequently runs away from instructional tasks and on the playground.
  – Because of his behavior, Rob’s intellectual ability cannot be assessed.

• Strengths-Based Approach to IEP Development
  – Rob has improved communication skills.
  – Rob loves music, computer, art, drawing, and listening to stories being read.
  – Rob likes to be with his classmates.
  – Rob is showing a continued increase in reciprocal interactions with classmates and adults.
  – Rob is highly energetic and needs support and supervision in order to be safe.
  – Rob participates more and more in the general curriculum with modifications and some accommodations.
Student Description - Maria

• Traditional IEP
  – Maria has low muscle tone.
  – She functions within the severe to profound range of intellectual ability. Maria functions at a 6 month developmental level.
  – She has yet to show she understands cause and effect relationships.
  – She has no conventional means of communication.
  – Maria has a mitochondrial disorder and cortical blindness. Maria experiences a severe seizure disorder.

Student Description - Maria

• Strengths-Based Approach IEP
  – Maria shows emerging communication through vocalizations, facial expressions, body language, sign language, and gestures.
  – She is exploring a speech-generating communication device for social and academic purposes.
  – She is determined.
  – Because Maria has no explicit primary means of communication, the team is unable to confidently report on Maria’s academic skills.

Present Levels of Performance
Present Levels of Performance

- Student Description Page
  - Academic Achievement and Functional Performance
    - Student Strengths
    - Student Needs
  - Describe the Parent Concerns for Improving Student’s Education
  - Describe how the student’s disability affects the student’s involvement and progress in the general curriculum

Present Levels of Performance

Student Strengths

Traditional IEP

- Maria functions at a 2 year old level.
- Maria is able to recognize familiar adults.
- Maria has low muscle tone, is unable to walk, and has difficulty with all gross and fine motor skills.

Standards-based IEP (based on strengths)

- Maria can distinguish four geometric shapes when presented with real objects.
- Maria attends to stories read aloud for up to 30 minutes.
- She is motivated to learn alongside classmates.
- She loves music.
- Maria is a visual learner.

Present Levels of Performance

Student Strengths

Traditional IEP

- Rob’s reading level is two years below grade level.
- Rob doesn’t have 1:1 correspondence.
- Rob has trouble with writing due to fine motor issues.

Standards-based IEP (based on strengths)

- Rob is an emergent/beginning reader.
- Rob is currently working in the grade-level math program with accommodations and modifications.
- Rob is currently generating simple sentences (S-V-O) with support.
Present Levels of Performance

Student Needs

• Academic Need:
  – Tia best learns math when she is involved in cooperative learning activities with manipulatives and graphic organizers to support her understanding.
  – Billy is making reading progress when given Tier 3 Intervention that focuses on word identification strategies and comprehension skills.

• Developmental Needs:
  – Dylan requires 1:1 assistance to support his personal safety and medical needs.

• Functional Needs:
  – Rob’s primary means of communication is through the use of an augmentative communication device. He and his communication partners require support in order to use it with consistency.

Present Levels of Performance

Parent Concerns

• Parents would like Samantha to continue to learn how to use her AAC device so that she is more engaged in the general education curriculum and can fully participate in social activities.

• Parents want to be sure that Samantha is prepared to go on to post-secondary education after high school.

How The Student’s Disability Affects Involvement & Progress In General Curriculum

Traditional IEP
• Uses the disability as the reason for deficits.
• “Annie’s learning disability affects her progress in the general education curriculum.”

Standards-based IEP
• Doesn’t use the student’s disability as the reason for deficits.
• Focuses on the impact of the disability on achievement of standards.
• “Annie’s difficulties in making inferences & complex predictions affect her progress in comprehending fourth-grade literary materials.”
How The Student’s Disability Affects Involvement & Progress In General Curriculum

Traditional IEP
• Uses the student’s disability as the reason for achievement deficits.

“Amada’s behavioral disorders affects her progress in the general education curriculum.”

Standards-based IEP
• Focuses on the impact of the disability on achievement of standards.

“Amanda’s novice level skills in using her AAC device affect her receptive understanding and expressive demonstration of 4th grade learning standards.”

Alabama statewide training on standards-based IEPs (Jan to Mar 2006)

Annual Goals and Short Term Objectives

Five Components of a Measurable Goal
• The Student:
  – 1. Will do...(demonstrated skill/behavior)
  – 2. To what level of degree...(criterion – percent/number of opportunities/number of points, etc.)
  – 3. Under what conditions...(conditions)
  – 4. In what length of time...(timeframe)
  – 5. As measured by...(data collection)
1. Will do what… 
(demonstrated skill/behavior)
• Student will read…
• Student will write…
• Student will solve mathematical problems…

2. To what level or degree...
(Criterion – percent/number of opportunities/number of points, etc.)
• Student will read 90 – 110 words per minute…
• Student will write 3 sentences/paragraphs…
• Student will solve mathematical problems with 85% accuracy…

3. Under what conditions…
• Student will read 90 – 110 words per minute of (level) connected text...
• Student will write 3 sentences/paragraphs related to a story prompt with correct capitalization, punctuation, and spelling...
• Student will solve mathematical problems with 85% accuracy using addition and subtraction..(mult/div, fractions/decimals,)
4. In what length of time...

- Student will read 90 – 110 words per minute of connected text by the end of the 2011/2012 school year.
- Student will write 3 sentences related to story prompt using correct capitalization, punctuation and spelling at the end of 36 weeks.
- Student will solve mathematical problems with 85% accuracy using addition and subtraction by the end of 36 weeks.

5. As measured by ...

(timeframe)

- Student will read 90 – 110 words per minute of connected text by the end of the 2011/2012 school year as measured by DIBELS.
- Student will write 3 sentences related to story prompt using correct capitalization, punctuation and spelling at the end of 36 weeks as measured by the classroom writing rubric.
- Student will solve mathematical problems with 85% accuracy using addition and subtraction by the end of 36 weeks as measured by classroom unit tests.

• Different types of Data Collection tools:
  – Inventories
  – Rubrics,
  – Checklists,
  – Observation,
  – Record of verbal responses,
  – Portfolios,
  – Shortened tests,
  – Open book tests,
  – Teacher-made tests, illustrations,
  – Reports/observation from internships and vocational experiences,
  – Hands-on performance,
  – Self evaluation
Accommodations, Modifications, & Supports

About the Importance of Accommodations, Modifications, and Supports

Until instruction and supports are delivered with a high degree of fidelity – accurately and consistently as they were planned by the team – we should not judge whether a student’s performance is a true measure of her abilities. Optimal student performance depends on optimal team performance.

Accommodations, Modifications, and Supports

• Accommodations
  – Changes in format of presentation, format of demonstration of learning, time, place
    • DO NOT CHANGE THE STANDARD
• Modifications
  – change the standard in depth, breadth, complexity, and or balance
• Supports
  – general supports to the student and/or the team

Jorgensen, 2010
Accommodations

- Changes in format of presentation, format of demonstration of learning, time, place
  - DO NOT CHANGE THE STANDARD

  - Example:
    - Extended Time
    - Test in a separate setting with fewer distractions
    - Math questions read aloud
    - Administered by special education teacher

Modifications

- Change the standard in depth, breadth, complexity, and or balance

  - Example:
    - Adapted books to student’s instructional level
    - Using single-digit addition problems when class is working on multi-digit problems

Supports

General Supports To The Student and/or The Team

- Student
  - Visual schedules, social stories
  - Behavioral supports
  - Graphic organizers

- Team
  - Weekly instructional planning meetings
  - Consultation from an inclusive education expert
  - Professional development on programming AAC device
Accommodations, Modifications, and Supports

• Rob:
  – Modifications
    • High interest, lower level reading materials
    • Assessment in some areas is based on general achievement standards with accommodations; in other areas based on alternate achievement standards
  – Accommodations
    • Uses an AAC device at home and at school
    • Requires visual supports
    • Requires a routine sensory diet to maintain self-regulation
    • Needs assistive technology for writing

Accommodations, Modifications, and Supports

• Rob:
  – Rob’s team requires a 1 hour weekly instructional planning meeting
  – Every team member requires instruction in implementing Rob’s positive behavior support plan
  – Every team member requires instruction in programming and using his AAC device

• For example, in a Biology class the assignment might require all students to label a diagram of a frog, naming the various systems and explaining their functions.
  – An accommodation for Laurie who has a visual impairment might be using large print handouts to complete this assignment.
  – A modification for Rob who has modifications in Biology might be to use preprinted labels enhanced with pictures to identify the head, midsection, and legs of the frog.
Supports for Rob’s Team

• Grades will be determined jointly by the classroom teacher and the special education teacher –
  • 50% based on modified grade level expectations and 50% based on IEP objectives
• Rob’s team requires a 1 hour weekly instructional planning meeting
• Every team member requires instruction in implementing Rob’s positive behavior support plan
• Every team member requires instruction in programming and using his AAC device

Accommodations, Modifications, and Assessment

If a student receives extensive modifications during instruction, she will likely be UNABLE to perform well on a large scale assessment with accommodations.

If a student learns well during instruction using accommodations, that student should probably NOT participate in the alternate assessment.

Match the supports provided during instruction with the supports that will be provided during assessment.
Services
and Placement

Placement

• In a general education classroom with supplemental aids and services to enable the student to meet IEP goals.

Remember: Students can be pursuing alternate achievement standards and still be appropriately placed in a general education classroom.


Services

• Deliver special education and related services within general education classroom instruction and other inclusive settings.
  – OT can work on fine motor development by teaching keyboarding during writing class
  – Speech Path can still work on developing language skills by using classroom content vocabulary
  – Special Ed. Teachers can work on 1:1 correspondence while working with fractions
• Include individual and team planning time within “consultation.”
• Include general education teacher as person responsible for all general education goals (plus other support personnel as appropriate).
References & Resources

  - [http://www.cahtat.org/tip/3_reading.html](http://www.cahtat.org/tip/3_reading.html)
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