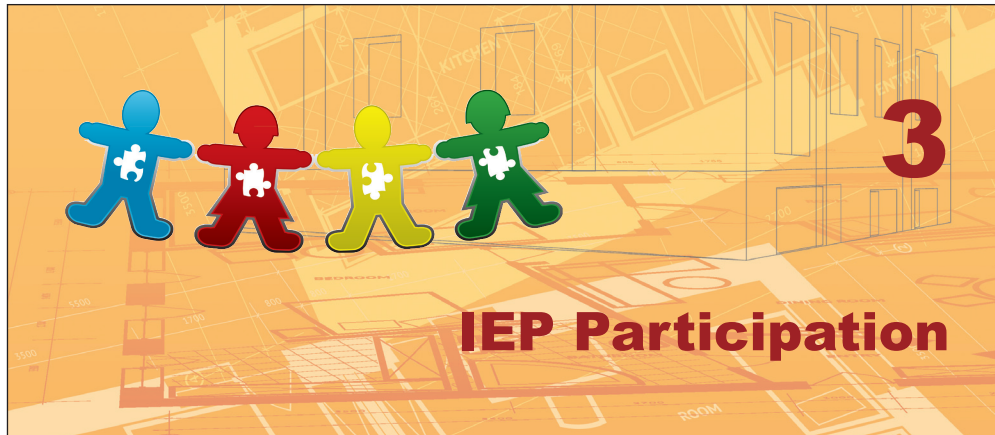


- Preview the PowerPoint file from this module. Enhance it as needed.
- Identify any terms to define.
- Find additional videos to supplement those listed.
- Discuss the role of the paraprofessional as it relates to this topic.
- Preview the objectives. Briefly state why each is important.



The individualized education program (IEP) is a written document that is developed for each eligible student with a disability. The IEP documents specially designed instruction and related services. The paraprofessional plays a key role in implementing a student's IEP by providing specific services and assessments documented in the IEP. Paraprofessionals provide direct services to students every day. Because of their close daily work with individual students, paraprofessionals are good sources of information about a student's progress toward attaining IEP goals and objectives.

Objectives

By the end of this module, the paraprofessional will be able to:

1. Define the IEP and recognize key points to remember.
2. Distinguish among IEP team members.
3. Relate IEP contents to the paraprofessional's work.
4. State the purpose of secondary transition services.
5. Answer common questions about secondary transition services.
6. Describe related services on the IEP.
7. Distinguish among presentation, response, setting, and timing/scheduling accommodations.
8. Distinguish between accommodations and modifications.
9. Profile the administration of accommodations for a student with specific characteristics.
10. Respond to accommodation and modification scenarios.

3

IEP Participation

Special Education and IEPs

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability including instruction in the classroom, the home, hospitals, institutions, and other settings. The definition of special education also includes (if eligible) instruction in physical education, speech/language pathology, travel training (e.g., orientation and mobility), and vocational education.

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to (1) address the unique needs of the student that result from his or her disability; and (2) ensure access to the general curriculum so that the student can meet the academic standards that apply to all students. The IEP is a written document developed for each eligible student with a disability. The IEP documents specially designed instruction and related services.

The IEP is the product of a team that collaborates with parent(s), the student (as appropriate), local education agency (LEA) personnel, and other IEP team members who, through full and equal participation, identify the unique needs of a student with a disability and plan the special education services to meet those needs. In developing each student's IEP, the IEP team must consider: the strengths of the student; the concerns of the parents for enhancing the education of their student; the results of the initial or most recent evaluation of the student; and the academic achievement, developmental, and functional needs of the student.

The Big Picture about the IEP

Before diving into the specifics of what must be included in an IEP, it's important to consider the "Big Picture" of the IEP—its purposes, how it serves as a blueprint for the student's special education and related services under IDEA, and the scope of activities and settings it covers. The IEP has two general purposes: (1) to establish measurable annual goals for the student; and (2) to state the special education and related services and supplementary aids and services that the public agency will provide to, or on behalf of, the student.

When constructing an appropriate educational program for a student with a disability, the IEP team broadly considers the student's involvement and participation in the general education curriculum, extracurricular activities, and nonacademic activities.

General education curriculum is the subject matter provided to students without disabilities and the associated skills they are expected to develop and apply. Examples include math, science, history, and language arts.

Extracurricular activities and nonacademic activities are activities that fall outside the realm of the general curriculum. These are usually voluntary and tend to be more social than academic. They typically involve others of the same age and may be organized and guided by teachers or other school personnel. Examples include yearbook, school newspaper, school sports, school clubs, lunch, recess, band, pep rallies, assemblies, field trips, after-school programs, and recreational clubs.

The IEP can be thought of as the blueprint for the special education experience of a student with a disability across these school environments.

Source: Adapted from the National Dissemination Center for Children with Disabilities

- Discuss the "Big Picture" of the IEP.

3 IEP Participation

- Preview the website in advance. Find an alternate resource if the link has changed.
- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 6:36.

Some basic points to remember about IEPs are the following:

- Each public school student who receives special education and related services under the IDEA must have an IEP.
- The IEP must be developed within thirty calendar days of a determination that a student is eligible for special education and related services.
- An IEP must be in effect for each student with a disability at the beginning of each school year.
- Special education and related services must be made available to the student as soon as possible following the development of the IEP.



Review a copy of the IEP (Form 7) from the Oklahoma State Department of Education: <http://ok.gov/sde/documents-forms>



Watch Part 1 of the video, "Developing a Great IEP": <http://www.youtube.com/watch?v=TYeMBtmA5oc>

IEP Team Meeting and Team Member Participation

The primary purpose of an IEP team meeting is to design an IEP that meets the unique needs of a student with a disability. The IEP team plans the special education service calculated to enable the student to receive educational benefits in the least restrictive environment (LRE). The parent must be invited to the meeting and in order to participate meaningfully, the parent should be informed of his or her role. The parent, LEA personnel, and other IEP team members should come prepared to discuss specific information about the student's individual needs and the type of services to be provided to address those needs.



The IEP meeting serves as a vehicle for communication among the parent, LEA personnel, and other IEP team members that enables them, as equal participants, to make joint, informed decisions regarding the student's special education services. All members of the IEP team are expected to work toward consensus regarding the services and educational placement that will be included in the student's IEP to ensure that the student receives a free appropriate public education (FAPE). Consensus means that all

3 IEP Participation

members are in general agreement regarding what is written.

The meeting format should invite open discussion that allows participants to identify and consider all the relevant needs of the student related to his or her disability. Service and placement decisions should be based on the individual evaluation data collected and not on the category of disability. Placement decisions are considered after the special education services are determined. Placement is based on the IEP services and accommodations and cannot be the determining factor in developing the IEP content.

The IEP team members are responsible for developing, reviewing, or revising an IEP for a student with a disability.

Team Member	Requirements and/or Responsibilities
Student's parents (required member) or adult student if rights have transferred	<ul style="list-style-type: none"> • Biological or adoptive parent(s). • Judicially decreed guardian (does not include state agency personnel if the student is a ward of the state). • Surrogate parent appointed by the LEA. • Person acting in place of a parent (grandparent, stepparent, or other relative with whom the student lives, persons who are legally responsible for student's welfare). • Foster parent (when natural parent's authority to make educational decisions for their student has been terminated by law) has no interest that would conflict with the interests of the student. • If more than biological or adoptive parents meet the definition of parent, the biological or adoptive parents serve as the parents in the IEP process, unless a judicial decree identifies a person to make educational decisions for the student. • Adult student — student with a disability who is 18 years of age or older whose special education rights have transferred under the Individuals with Disabilities Education Act (IDEA). (The parent may attend the IEP meeting at the invitation of the adult student or the LEA).
Special education teacher/provider (required member)	<ul style="list-style-type: none"> • Holds appropriate certification. • Participates in the development of the IEP.
Regular education teacher of the student (required member)	<ul style="list-style-type: none"> • Must serve as a member of the student's IEP team, if the student is, or may be, participating in the general education environment. • Responsible for implementing a portion of the IEP if the student is, or may be, participating in the general education environment. • Participates in the development of the IEP. • Designees at the preschool level may include a care provider, Head Start teacher, or community preschool teacher if that person meets state and/or national licensing standards currently providing preschool services to nondisabled preschool students. • The LEA may designate which teacher or teachers will serve as IEP team member(s) when a student has more than one regular education teacher. The IEP team is not required to include more than one regular education teacher of the student.

- Discuss the role/ contributions of the paraprofessional.

3 IEP Participation

Team Member	Requirements and/or Responsibilities
Administrator or administrative representative of the LEA (required member)	<ul style="list-style-type: none"> • Qualified to provide or supervise the provision of special education services. • Have the authority to allocate resources in the LEA as outlined in the IEP. • Must be knowledgeable about the general education curriculum and the availability of the LEA's resources.
Related service provider (when appropriate)	<ul style="list-style-type: none"> • May be invited to participate in the development of the IEP if the services they provide are being discussed. • Has knowledge and special expertise about the student's disability to assist in development of the IEP. • For a student whose primary disability is speech or language impairment, the Speech Language Pathologist could serve as the special education teacher/provider.
Qualified individuals who can interpret evaluation results and implications	<ul style="list-style-type: none"> • Be able to explain the results, the instructional implications, and the recommendations of an evaluation. • Qualifications of such member(s) of the team will depend on the types of assessment(s) being administered.
Child/student (when appropriate)	Included as a member of the IEP team whenever appropriate. The student must be invited upon turning 16 years of age or the first IEP in the ninth grade, whichever comes first (but can be at any time).
Representative of transition agency(s) (Parental consent must be obtained in order for the transition agency representative to participate in the IEP team meeting.)	<ul style="list-style-type: none"> • Invited to be a member of the IEP meeting if transition services will be discussed and likely to be responsible for providing or paying for transition services. • Steps should be taken to obtain participation from the agency in transition planning even if a representative does not attend. • Must have parent consent to transition agency attending the IEP meeting.
Part C Coordinator (SoonerStart) representative (when appropriate)	May participate at the request of the parent. The student previously was served under Part C and transitioning to Part B.
Other representatives	At the discretion of the parent or LEA, other individuals who have knowledge or special expertise regarding the student. The determination of the knowledge and expertise of the individual must be made by the party who invited the individual to be a member of the IEP Team.

Source: *Special Education Handbook*, Oklahoma State Department of Education

- Preview the website in advance. Find an alternate resource if the link has changed.
- Preview the video in advance. Find an alternate video if the link has changed. The duration of this video is 5:24.



See an overview of the IEP process in the *Special Education Process Guide* from the Oklahoma State Department of Education: <http://ok.gov/sde/documents-forms>



Watch Part 2 of the video, "Developing a Great IEP": <http://www.youtube.com/watch?v=lorImN93foM>

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IEP Participation

Major IEP Elements



Activity 3.1
Relating IEP Contents to
the Paraprofessional's Work

Directions: As you read about the major elements of the IEP below, consider how this information on the IEP might be helpful to the work of the paraprofessional. Write your thoughts in the spaces provided.

The IEP is an important written record of the decisions reached by the team members at the IEP team meeting. The following are the major elements of the IEP:

Present Levels of Academic Achievement and Functional Educational Performance


This part of the IEP provides the foundation for all of the other parts. A clear and direct correlation must exist among the most recent evaluation and current assessment data, the educational needs identified, and the goals, services, and accommodations determined to be necessary for student achievement. In developing this part of the IEP, the IEP team should consider several aspects of the student's abilities and disabilities, including:

- How the most recent evaluations relate to current functioning
- How the student is currently performing in his or her classes, including performance baseline data in areas of need
- How the student performed on recent statewide and district-wide assessments
- The student's skill level in nonacademic areas such as communication, fine and gross motor, behavior and socialization, including performance baseline data
- Documentation of transition assessment results (if applicable)

- Preview the activity in advance. Write your thoughts in the space provided on the next page, to serve as an example.

3 IEP Participation

- Discuss responses as a group. Ask for volunteers to share their responses.



How might this information on the IEP be helpful to a paraprofessional?

- Preview the website in advance. Find an alternate resource if the link has changed.



Learn more about present levels of performance: www.wrightslaw.com/howey/iep.functional.perf.htm

Strengths/Needs, Special Factors, and Parent Concerns


This part of the IEP documents identified strengths of the student and describes the anticipated effects on the student's participation in the general curriculum. It also includes areas that will aid the student in progressing in the general curriculum (or for preschool-aged students, age-appropriate activities). This part of the IEP also documents areas of educational need as a result of the student's disability which may require special education, related services, supplementary aids, and supports for school personnel, or program modifications. Some of these areas may need to be considered in determining measurable annual goals and short-term objectives or benchmarks.

NOTE: Services required to meet a student's educational need (e.g., transportation, transition, adapted physical education, core academic subjects, and related services) must be addressed through the IEP.

Each student's IEP must also consider whether the following special factors are relevant to the student:

- How the student's **behavior** affects his or her learning or disrupts the learning environment of others
- What supports and strategies the student will need to address **limited English proficiency** (LEP)
- Whether instruction in, or the use of, Braille is appropriate if the student is **blind or visually impaired**
- The language and **communication needs** of the student, including (1) opportunities for direct communication with peers and professional personnel, and (2) how instruction can be designed to meet the student's needs
- Whether the student needs **assistive technology** devices and services

3 IEP Participation


 How might this information on the IEP be helpful to a paraprofessional?

- Discuss responses as a group. Ask for volunteers to share their responses.

Measurable Annual Goals

This part of the IEP documents the measurable annual goals for the student. Measurable annual goals provide the basis for instruction. They describe what a student needs related to his or her disability. There must be a direct relationship between the needs identified in the present levels of academic achievement and functional educational performance and the annual goals. Through these goals, the IEP sets the general direction to be taken for implementing the IEP and determining progress. The IEP goals focus on addressing the academic achievement and functional performance needs resulting from the student's disability that interfere with learning and educational performance.

NOTE: An IEP is not required to include annual goals that relate to areas of the general education curriculum in which the student's disability does not affect the student's ability to be involved in and progress in the general curriculum. If a student with a disability needs only accommodations in order to progress in an area of the general curriculum, the IEP does not need to include a goal for that area; however, the IEP would need to specify those accommodations on the "Services" page.

 How might this information on the IEP be helpful to a paraprofessional?


- Discuss responses as a group. Ask for volunteers to share their responses.

3 IEP Participation

Short-Term Objectives/Benchmarks

This part of the IEP documents the short-term objectives or benchmarks that support each annual goal. Benchmarks or short-term objectives are the steps designed to assist the student in reaching the annual goal.

- Discuss responses as a group. Ask for volunteers to share their responses.

 How might this information on the IEP be helpful to a paraprofessional?

Transition Services Plan

In this part of the IEP, the IEP team designs secondary transition services to prepare the student to achieve the student’s postsecondary outcomes/completion goals. Contributing to the IEP team’s considerations are the results of age-appropriate assessments of the student’s skills and interests related to education, employment, training, and independent living skills (as appropriate).

This part of the IEP also includes measurable transition IEP goals that directly relate to the how, when, where, and what is needed to complete each postsecondary outcome/completion goal. Goal categories include education/training, development of employment, community participation, adult living skills and post-school options, and daily living skills (as appropriate). In addition, this part of the IEP documents transition activities and services—how the student will attain each measurable goal—as well as who will assist the student in achieving each goal.

The Transition Services Plan part of the IEP also records decisions about:

- The student’s curriculum participation (ACE college preparatory/work ready or Core Curriculum)
- The student’s projected date of graduation/program completion and type (standard diploma, GED, or other)
- Whether information about opportunities in career and technology education should be provided for planning the student’s course of study
- Whether the student and the parent(s) have been informed of rights that will transfer to the student when the student reaches the “age of majority”

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IEP Participation



How might this information on the IEP be helpful to a paraprofessional?

- Discuss responses as a group. Ask for volunteers to share their responses.

Services

This part of the IEP specifies the special education and related services to be provided to the student in order for the student to be educated in the least restrictive environment with same-age peers to the maximum extent possible. Examples of special education services include: co-teaching, collaboration, consultation, and lab/resource classes (separate setting for at least part of the day). Examples of related services include: speech/language, occupational therapy, physical therapy, orientation and mobility training, and transportation.

This part of the IEP also specifies:

- The amount of services to be provided (time and frequency), starting and ending dates for each type of service, and the person responsible for each type of service
- Any supplementary aids and services, program modifications and/or supports for personnel in general education or other education-related settings
 - Supplementary aids may include materials and tools to enhance the curriculum
 - Program modifications may include modifications in the administration of assignments and/or tests (such as providing word banks for tests, taking tests orally, reducing the reading level of tests, etc.)
 - Supports for personnel may include training to ensure effective provision of appropriate services in the least restrictive environment, consultation between special education and general education personnel, adequate planning and preparation time, teacher assistants, and **paraprofessionals**

3 IEP Participation

- Discuss responses as a group. Ask for volunteers to share their responses.



How might this information on the IEP be helpful to a paraprofessional?

Assessments

This part of the IEP documents the appropriate assessments for language arts/writing, mathematics, science, and social studies. It also describes any state-approved accommodations necessary to measure the student's academic achievement and functional performance on state and district-wide assessments. (Accommodations correspond with the setting, timing, schedule, response, and presentation of the assessment.)

- Discuss responses as a group. Ask for volunteers to share their responses.



How might this information on the IEP be helpful to a paraprofessional?

Secondary Transition Services

The Individualized Education Program (IEP) must include secondary transition services that are in effect not later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever comes first, or younger, if determined appropriate by the IEP team, and updated annually. Secondary transition services are designed to help students with disabilities prepare for life after high school. Transition planning presents opportunities to both students and educators:

- The transition planning process provides opportunities for the student with disabilities to think about and identify post-school goals.
- Transition planning provides educators with the opportunity to structure the IEP transition components to facilitate attainment of students' post-school goals.

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IEP Participation



Activity 3.2
Transition Services Q&A

Directions: At the link below, use *Oklahoma's Transition Education Handbook* to find the answers to the questions listed. Write the answers in your own words.



<http://ok.gov/sde/sites/ok.gov.sde/files/documents/files/Handbook.pdf>

Q. How does Oklahoma's requirement compare to the IDEA 2004 regarding when transition education must begin?
A.
Q. Transition services facilitate movement from high school completion to what four aspects of adult life?
A.
Q. What are examples of specific transition services?
A.
Q. IEP transition components must relate directly to what?
A.

- Preview the activity in advance.
- Preview the website in advance. Find an alternate resource if the link has changed.

3 IEP Participation

Q. What are 10 clusters of student behaviors and experiences associated with school and post-school success?
A.
Q. What are three broad types of transition assessments that many educators find useful to assist students in developing postsecondary and annual transition goals?
A.
Q. When must transition assessments be completed?
A.
Q. Annual measurable transition goals must align with what? How many annual employment transition goals and education/training goals are required?
Q. What three questions must students answer annually to build their annual transition goals?
A.

3 IEP Participation

Q. What is the difference between a postsecondary and an annual transition goal?
A.
Q. What are eight (8) of the suggested items to include in a student's transition portfolio?
A.
Q. What are some ways that high school educators can ensure that students with disabilities possess the desired levels of self-advocacy to succeed in postsecondary education? (See Appendix I in Oklahoma's Transition Education Handbook.)
A.

Related Services

The IEP must contain a statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student. Related services help students with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Related services can include, but are not limited to, any of the following:

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical and occupational therapy
- recreation, including therapeutic recreation
- early identification and assessment of disabilities in children

3 IEP Participation

- counseling services, including rehabilitation counseling
- orientation and mobility services
- medical services for diagnostic or evaluation purposes
- school health services and school nurse services
- social work services in schools
- parent counseling and training

The IDEA requires that a child be assessed in all areas related to his or her suspected disability. This evaluation must be sufficiently comprehensive so as to identify all of the child's special education and related services needs, whether or not those needs are commonly linked to the disability category in which he or she has been classified.

It is the IEP team's responsibility to review all of the evaluation information, to identify any related services the child needs, and to include them in the IEP. Goals can be written for a related service just as they are for other special education services. The IEP must also specify with respect to each service:

- when the service will begin;
- how often it will be provided and for what amount of time; and
- where it will be provided.

The IEP is a written commitment for the delivery of services to meet a student's educational needs. A school district must ensure that all of the related services specified in the IEP, including the amount, are provided to a student. Changes in the amount of services listed in the IEP cannot be made without holding another IEP meeting. However, if there is no change in the overall amount of service, some adjustments in the scheduling of services may be possible without the necessity of another IEP meeting.

The IDEA does not expressly require that the IEP team include related services personnel. However, if a particular related service is going to be discussed in an IEP meeting, it would be appropriate for such personnel to be included or otherwise involved in developing the IEP.



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IEP Participation

Accommodations for Instruction and Assessment

According to the *Oklahoma Accommodations Manual* from the Oklahoma State Department of Education, accommodations are “practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.”

Presentation accommodations allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

Response accommodations allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using an assistive device or organizer.

Setting accommodations change the location in which a test or assignment is given or the conditions of the assessment setting.

Timing/scheduling accommodations increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

Accommodations and modifications are not the same. The Special Education Handbook from the Oklahoma State Department of Education compares accommodation and modification as follows:

Accommodation. Changes in the curriculum, instruction, or testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations are generally considered to include assistive technology as well as changes in presentation, response, timing, scheduling, and settings that do not fundamentally alter the requirements. Accommodations do not invalidate assessment results.

Adaptation (modification). Changes to curriculum, instruction, or assessments that fundamentally alter the requirements, but that enable a student with an impairment that significantly impacts performance an opportunity to participate. Adaptations include strategies that change the level of learning expectation. Adaptations invalidate assessment results and provide incomparable results.



- Demonstrate where to find the *Manual* online.

- Create examples to quiz learners about whether each example is an accommodation or a modification.

3 IEP Participation

Accommodations must be used consistently for both classroom instruction and for assessment. Assessment accommodations tend to be—and should be—similar to classroom accommodations children receive, so that the students are familiar with the accommodation before using it in a formal testing situation. In fact, a student’s need for accommodations typically extends beyond the school to the home and, later, to postsecondary education and to the workplace.

Students with disabilities must participate in their state’s grade-level assessments to determine their level of content mastery, just as their peers without disabilities must participate, unless a student’s IEP team determines that a given assessment is not appropriate for the student. The IDEA permits students with disabilities to participate in large-scale assessment programs with accommodations. Those accommodations are individually determined for a given student by his or her IEP team. Making an accommodation in testing generally means that some aspect of the testing condition has been altered so that a student with a disability can more fully show what he or she knows or can do.

- Preview the activity in advance.



Activity 3.3
Accommodations Overview

Directions: Visit the IRIS Center website below and complete the module, *Accommodations: Instructional and Testing Supports for Students with Disabilities*. Work through the sections of the module in the order shown in the STAR graphic at the website.



<http://iris.peabody.vanderbilt.edu/module/acc/>

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Activity 3.4
Accommodation Selection and Administration

Directions: For Part 1, use Fact Sheet 1 and Fact Sheet 3 in the *Oklahoma Accommodations Manual* at the link below to choose one accommodation each for presentation, response, setting, and timing/scheduling for a student with a specific characteristic. Complete the chart. For Part 2, respond to the scenario provided.



<http://ok.gov/sde/special-education-instruction>

Part I

STUDENT CHARACTERISTIC:
PRESENTATION ACCOMMODATION:
Guidelines for Administering
RESPONSE ACCOMMODATION:
Guidelines for Administering
SETTING ACCOMMODATION:
Guidelines for Administering

- Preview the activity in advance.

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IEP Participation

TIMING/SCHEDULING ACCOMMODATION:

Guidelines for Administering

- Discuss responses as a group. Ask for volunteers to share their responses.

Part 2

Mrs. Watkins, a sixth-grade science teacher, typically lectures using PowerPoint while students take notes. She assigns her students to read and answer questions from the textbook, and requires them to conduct lab experiments by following written procedures. She assesses her students using written tests. A student in her classroom has a learning disability and reads at a third-grade level. Based on what you know about Mrs. Watkins class:

A. How might this student experience difficulty in her classroom?

B. What are two presentation accommodations and two response accommodations that the IEP team might identify for the student?

C. How could these accommodations help the student?

3 IEP Participation



**Activity 3.5
Accommodation and Modification Scenarios**

Directions: Respond to the scenarios and classroom examples provided. After you have provided your responses to each scenario and example, check your responses at the end of this activity.

CASE SCENARIOS

Case Scenario 1

Susie has an intellectual disability. She is placed in a self-contained class, but she has been participating in some general education classes. Susie's 4th-grade general education teacher has required her to participate in spelling tests. Susie received a failing grade for the past four spelling tests. The teacher has decided to reduce the number of spelling words on Susie's list. She is only responsible for the single-syllable words on the spelling list each week.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? If so, how?

Case Scenario 2

Marco is a high school student who does not receive special education or Section 504 services. In his Algebra I class, Marco often makes mistakes when multiplying or dividing large numbers with decimals. When Marco uses a calculator, he arrives at the correct answer.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? If so, how?

- Preview the activity in advance.
- Discuss responses as a group. Ask for volunteers to share their responses.



Case Scenario 3

Bobby has a learning disability in reading. He is overwhelmed by long reading passages, because he cannot read on grade level. Bobby needs to learn about the main idea and supporting details. The teacher provides Bobby a story on his reading level. Bobby only has to identify the main idea while the rest of the class must identify the main idea and supporting details.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? If so, how?

Case Scenario 4

Patricia has a learning disability in mathematics. Her teacher has required her to complete the first 10 fast fact problems, but she does not have to reduce to simplest form. The rest of the class must complete the entire page of problems and reduce to the simplest form, including challenging questions numbers 1-30.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? If so, how?

Case Scenario 5

Malcolm's scores on in-class assignments and assessments improve when he is provided with large-print material. The teacher provides Malcolm materials with larger print because she has observed that his comprehension also greatly improves.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? If so, how?

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IEP Participation

Case Scenario 6

Jacob is a ninth-grade student who receives special education services under the category of Other Health Impairment. When reading, Jacob continuously blinks and moves his head, skips lines, omits or transposes words, and loses his place often, even when using a place marker. He sits at the teacher's computer so he can follow along during PowerPoint presentations.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? If so, how?

CLASSROOM EXAMPLES

Classroom Example 1

Rajiv is a fourth-grade student who receives special education services for disabilities in reading and mathematics. He has difficulty in all areas of reading such as decoding words, blends, and frequently used sight words.

What accommodations can be used to address this student's need?

Classroom Example 2

Eliza is a fifth-grade student not receiving special education or Section 504 services. She struggles with mathematics computations, but her performance improves when she uses a calculator.

What accommodations can be used to address this student's need?

- Discuss responses as a group. Ask for volunteers to share their responses.



Classroom Example 3

Jesse is able to recall basic mathematics facts; however, when solving more complex mathematics problems with algorithms, he is unable to remember the steps and often loses his place. Jesse has attended after-school tutoring all year, but scores on his classroom assignments and tests indicate that his performance has not improved.

What accommodations can be used to address this student's need?

Classroom Example 4

Victor is an eighth-grade student who receives special education services to address his needs related to a physical disability. Victor does not struggle with mathematics reasoning and computation; however, he is only able to write with a pencil for short amounts of time because his muscles become fatigued easily and begin to cramp.

What accommodations can be used to address this student's need?

Classroom Example 5

Steven is an eleventh-grade student who exhibits anger frequently. He talks back to teachers and often misses class, causing him to be behind in his work. Steven's favorite class (when he attends) is History class with Mr. Michaels.

What accommodations can be used to address this student's need?

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IEP Participation

Classroom Example 6

Tonya is a seventh-grade student who loves science. She is a student with high functioning Asperger's Syndrome. Her dad is concerned that Tonya fails to fill out her daily agenda. She performs poorly on in-class assessments, because she doesn't study for the tests. Tonya has six assignments missing from Mr. Jones' class.

What accommodations can be used to address this student's need?

CHECK YOUR RESPONSES by watching the video at the link below:



<http://vimeo.com/61832134>

- The duration of this video is 19:21.

- Ask learners to complete the module review questions. Discuss the responses as a group.