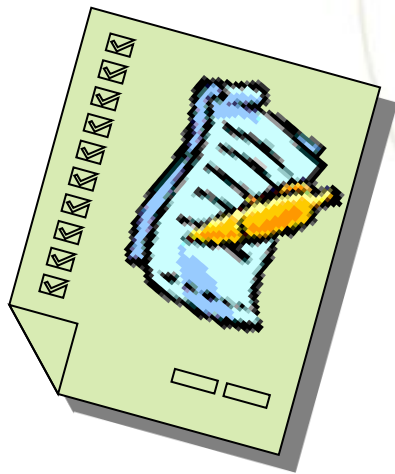


BEST PRACTICES IN DEVELOPING COMPLIANT IEPS Module 4 of 5



Everything you always
wanted to know...
but had no idea you were
supposed to ask!



MODULE 4 of 5

STUDENT SUPPORTS

ACCOMMODATIONS

- PURPOSE
- EXAMPLES
- CRITERIA AND CAVEATS
- WHAT DOES THE RESEARCH SAY?
- SUPPORT IN THE “NEEDS” SECTION

SUPPLEMENTAL AIDS AND SERVICES

SUPPORTS FOR SCHOOL PERSONNEL





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www.gadoe.org

MODULES 1-5...SOME INFORMATION

- The webinar is divided into five modules. The modules can be viewed all at one time or individual modules can be selected for information regarding specific sections or topics.



- Some sections with related information are grouped together; therefore, the order of presentation does not necessarily conform to the order in some IEPs.



- Transition Plans are not discussed in this webinar. Information regarding Transition Plans is available on the Georgia Department of Education website.



MATERIALS

- Copy of the PowerPoint



- Handouts:
 - A set of handouts is attached to each module; however, the handouts are the same for all modules.
 - So...you only need to download the handouts one time.
 - **Handouts are not needed for the webinar**...they are designed to be used as references and examples as you develop IEPs in daily practice.



HANDOUT SET: TITLES

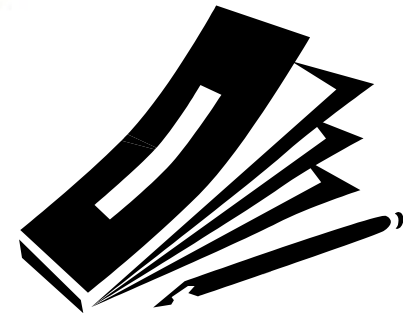
1. Cover Sheet
2. Participant Objectives
3. Reading: Test Results, Strengths, Needs, Measurable Goals, & Examples
4. Math: Test Results, Strengths, Needs, Measurable Goals, & Examples
5. CCGPS to CBM to Deficit to Measurable Goals Math
6. CCGPS to CBM to Deficit to Measurable Goals Reading
7. Curriculum Based Measurement (CBM)
8. Reading Measurable Goals...Examples
9. Math Measurable Goals...Examples
10. Considerations for Accommodations
11. Accommodations Selected...Example
12. LRE Continuum of Alternative Placement



Some Clarifications...GO-IEP

- GO-IEP is Georgia's Official Online IEP and, as such, adheres to all of the IEP content required by the Georgia Department of Education.
- Although this webinar is not part of GO-IEP, the information covered here is the same information required by GO-IEP. There are some slight differences in terminology; however, all major content remains the same.
- If you would like additional information about GO-IEP, please contact:

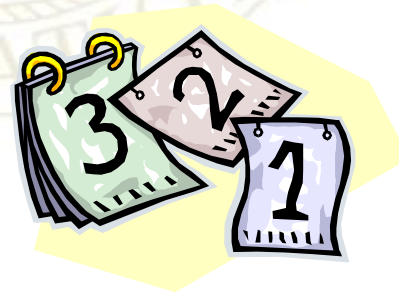
Linda Castellanos, Ed.S.
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lcastellanos@doe.k12.ga.us



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SOME CLARIFICATIONS...DATE/S

- For purposes of this webinar...
- When considering whether or not a date/s falls within an acceptable range...
- Use the date of June 1, 2013 as your reference point...



SOME CLARIFICATIONS...IN AN IEP...

- ✦ **THERE ARE NO BLANK SECTIONS**
Complete all sections of the IEP; otherwise, it may appear that information was accidentally omitted.
- ✦ **THE PHRASE “NOT APPLICABLE”** must not appear in an IEP. All parts of an IEP are potentially applicable...
- ✦ It may be that a section of the IEP is not appropriate or not needed at the time an IEP is written...
- ✦ ***A phrase such as the following can be used:
“Not appropriate/needed at this time.”***



BEST PRACTICES IN DEVELOPING COMPLIANT IEPs

<u>MODULE 1</u>	GENERAL INFORMATION; TEAM MEMBER ATTENDANCE; NOTICE OF MEETING; PARENT PARTICIPATION DOCUMENTATION
	PLAAFP: RESULTS OF MOST RECENT EVALUATIONS AS WELL AS STATE AND DISTRICT TESTING
	PLAAFP: ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL <u>STRENGTHS</u>
	PLAAFP: PARENTAL CONCERNS AND IMPACT OF THE DISABILITY
<u>MODULE 2</u>	PLAAFP: ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL <u>NEEDS/DEFICITS</u> AND... CURRICULUM BASED MEASUREMENT
<u>MODULE 3</u>	MEASURABLE GOALS:
	PROGRESS MONITORING
	ALIGNMENT OF GOALS AND NEEDS
<u>MODULE 4</u>	STUDENT SUPPORTS:
	ACCOMMODATIONS AND ALIGNMENT OF ACCOMMODATIONS WITH NEEDS
	SUPPLEMENTAL AIDES AND SERVICES
	SUPPORTS FOR SCHOOL PERSONNEL
<u>MODULE 5</u>	CONSIDERATION OF SPECIAL FACTORS; PLACEMENT; AND EXTENDED SCHOOL YEAR



PURPOSE OF ACCOMMODATIONS

- To advance appropriately toward meeting annual goals
- To be involved in the general curriculum
- To Make Progress in the General Education Curriculum
- To Participate with other children without disabilities in...
 - Academic...focus of this module**
 - Nonacademic
 - Extracurricular activities



ACCOMMODATIONS...EXAMPLES

INSTRUCTIONAL

INSTRUCTIONAL AREAS

ACCOMMODATIONS VERSUS TYPICAL INSTRUCTION

Provision of Instruction

Use of a Graphic Organizer Versus Lecture

Student Response

Oral Response Versus Written Response

Instructional Materials

Text Readers Versus Text Book

Student Participation in Classroom Activities

Communication Board Versus Speech

TESTING

AREAS

ACCOMMODATIONS VERSUS TYPICAL TESTING

Group Size

Small Group Versus Large Group

Location

Quiet Location Versus Typical Location

Time Frame

Extended Time...Time and a Half Versus
Typical Time Frame

CRITERIA AND CAVEATS

ACCOMMODATIONS...

Are individual to the student	Are based on the Needs identified in the PLAAFP.
Specific to each subject area	A student with a reading fluency issue won't need a Text Reader for a math calculation test.
Specific to the skills assessed in each subject area.	A student with dyscalculia (math calculation disability) doesn't need Extended Time for tests involving reading and/or writing.
May change over time.	A student with ADD whose attention improves over time may no longer need Double Time on tests...he/she may only need Time and a Half.
State and District testing accommodations align with instructional and classroom testing accommodations unless the...	
▶ Accommodation/s is prohibited according to the GaDOE Accommodation Manual	Calculators are not allowed on the CRCT.
▶ IEP team decides this is not appropriate	A student may not need Extended Time on classroom tests because those tests are of much shorter duration than state and/or district tests.

ACCOMMODATIONS

For an extensive review of accommodations, refer to the **Accommodation Manual** located on the Testing/Assessment page of the GaDOE website.

There...you will find a...

- Five Step Process to thoughtfully consider which accommodations are supported and appropriate.
- Definition and explanation regarding:
 - Standard Accommodations
 - Conditional Accommodations



Accommodations: What Does the Research Say?

- Currently, the research evidence does not provide definitive answers to guide thoughtful practice in this area (Chiu & Pearson, 1999; Johnstone, Altman, Thurlow, & Thompson, 2006; Koenig & Bachman, 2004; Sireci et al., 2003; Tindal & Fuchs, 1999; Thompson, Blount, & Thurlow, 2002).
- A fact that is both disappointing and frustrating as teachers attempt to “level the playing field” for their students with disabilities.



Accommodations: What Does the Research Say?

That's not to say that a long look at the research base cannot be instructive.



Here's what we do know that research has been able to suggest...

- Accommodation policies vary considerably from state to state. Interestingly, 12 states even extend eligibility for accommodations to all students (Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005).
- Approximately two-thirds of special education students have been afforded accommodations in statewide assessments, the most common being...

Extended Time, Alternative Setting, and/or Read-Aloud
(Bolt & Thurlow, 2004).



Here's what we do know that research has been able to suggest...

- Accommodations affect test scores for students with disabilities, lowering scores in some cases, raising scores in most others (Chiu & Pearson, 1999; Elliott et al., 1999; Elliott, Kratochwill, & McKevitt, 2001; Kettler et al., 2005; McKevitt, 2000; Koenig & Bachman, 2004; Schulte, Elliott, & Kratochwill, 2001; Tindal, Heath, Hollenbeck, Almond, & Harniss, 1998).
- Lowered scores appear to result when...

Accommodations are poorly matched to student need

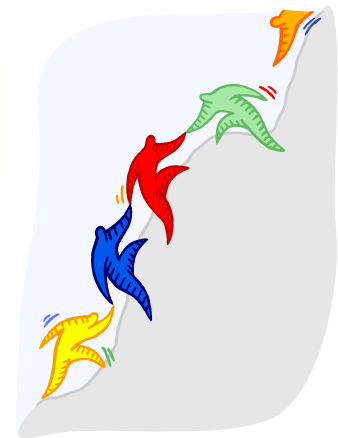
Students have not been trained to use the accommodations

Students don't use the accommodations on a consistent basis



Here's what we do know that research has been able to suggest...

The use of read-aloud accommodations on assessments of mathematics for students with low reading skills and the use of Braille for blind students were found to be the most effective accommodations in a meta-analytic synthesis by Tindal & Fuchs (1999).



So...What Must IEPs Include in Order to Support Appropriate Accommodations?



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ACCOMMODATIONS MUST BE SUPPORTED WITH THE FOLLOWING...

1. The Needs Section of the PLAAFP must include **deficits that support the accommodations selected.**
2. **Accommodations for state and district testing must also be aligned with classroom instructional and/or testing accommodations.**



<u>NEEDS STATEMENT IN THE PLAAF</u> TO SUPPORT ACCOMMODATIONS EXAMPLES	ACCOMMODATION CONSIDERATIONS	ACCOMMODATIONS SELECTED		
		CLSRM INSTRU- CTION	CLSRM TESTING	STATE AND DISTRICT TESTING
DISTRACTABILITY/ATTENTION ISSUES				
<p>Student...</p> <ul style="list-style-type: none"> • Has difficulty remaining on task for longer than ____ minutes • Has difficulty completing assignments/tests within typical time frames • Is distracted by other students • Distracts other students • Has difficulty understanding/following directions and/or instructions • Has difficulty staying focused in order to “bubble in” answers 	<ul style="list-style-type: none"> • Separate setting with limited distractions • Study carrel • On-tasks focusing prompts • Break during instruction/tests • Extended Time For Tests: <ul style="list-style-type: none"> ➤ Time and a Half ➤ Double Time • Directions read more than standard number of times • Directions provided for each page of questions • Directions simplified • Small Group • Write answers in test book/sheet of paper 			

<u>NEEDS STATEMENT IN THE PLAAFP</u> TO SUPPORT ACCOMMODATIONS EXAMPLES	ACCOMMODATION CONSIDERATIONS	ACCOMMODATIONS SELECTED		
		CLSRM INSTRU- CTION	CLSRM TESTING	STATE AND DISTRICT TESTING
READING ISSUES				
Student... <ul style="list-style-type: none"> Fluency rate is _____ wcpm...below/far below grade level Takes longer to read text than is typical. 	<ul style="list-style-type: none"> Use of text to speech technology/Read Aloud Use of speech to text technology/Scribe Reading Pen Separate location for technology and/or Read Aloud Extended Time For Tests: <ul style="list-style-type: none"> Time and a Half Double Time Small Group 			

<u>NEEDS STATEMENT IN THE PLAAFP</u> TO SUPPORT ACCOMMODATIONS EXAMPLES	ACCOMMODATION CONSIDERATIONS	ACCOMMODATIONS SELECTED		
		CLSRM INSTRU- CTION	CLSRM TESTING	STATE AND DISTRICT TESTING
EMOTIONAL ISSUES				
<p>Student...</p> <ul style="list-style-type: none"> Becomes anxious during testing. Hands sweat and/or tremble; engages in nervous habits; etc, Displays inappropriate behavior such as talking loudly; moving around the room; distracting other students, etc. Takes medication that affects physical stamina so that instruction and/or testing needs to be broken into segments. 	<ul style="list-style-type: none"> Test administered when the student is most alert Separate setting with limited distractions Study carrel Break during instruction/tests Extended Time For Tests: <ul style="list-style-type: none"> ➤ Time and a Half ➤ Double Time Directions read more than the standard number of times Directions provided for each page of questions Directions simplified Small Group 			

Supplemental Aides and Services...

- Location
 - General Education Classroom
 - Other Education-Related Settings
 - Extracurricular/Nonacademic Settings
- Purpose...To support SWD..
 - As active participants with nondisabled peers
 - As they access the general education curriculum



Supplemental Aides and Services...

- Examples...
 - Adjustments to Sensory Input, (e.g., light, sound)
 - Environmental Aids (e.g., classroom acoustics, heating, ventilation)
 - Pre-teaching, Re-teaching, or Reinforcing Concepts
 - Point Sheet
 - Assigned Seating
 - Modifications of rules and expectations
 - Furniture Arrangement



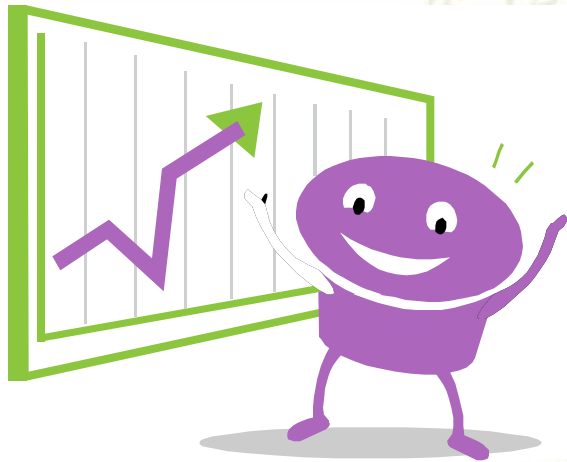
Supports for School Personnel

- Training for **district staff** regarding a **specific student's** need...
 - Assistive technology device/service
 - Alternate Reading/Math Program
 - Follow-up with activities for alternate reading/math instruction
 - Information regarding characteristics of a specific disability area
 - Crisis Prevention Training
 - Behavior management techniques
 - Positive Behavior Intervention Strategies
 - Structuring communication for a child with a language disorder

This relates to directly assisting district personnel in **meeting a unique and specific need of the child**, and not simply participating in an in-service training program that is generally available within a public agency.



END OF MODULE 4



Please feel free to contact me with questions or comments.

My contact information is on the next slide.



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(If you are in the “Slide Show” format...the email address is hyperlinked so it will open directly into my email.)

Website: http://www.gadoe.org/ci_exceptional.aspx

