

Special Education 101: Professional Development Materials



Activities /Handouts

Specific materials are required to ensure completeness of the professional development experience. This document provides a quick reference to the materials needed in the Special Education 101 Professional Development Module which can be copied or referenced when preparing for the presentation. These are listed here in the order they appear in the presentation.

- 1) SpEd 101 Presentation (2.5 hours) PowerPoint
 - a. Handout: SpEd 101 Pre-test
 - b. Handout: SpEd 101
 - c. Handout: SpEd101 Materials
 - d. Handout: OSDE Continuum of Student Needs (Slide 19)
 - e. Handout: OSDE Co-Teaching Framework (Slide 20)
 - f. Handout: Collaborative Planning Sheet (Slide 28)
 - g. Handout: OSDE Basics of Co-Teaching (Slide 34)
 - h. Handout: OSDE Accommodations Synopsis (Slide 42)
 - i. Handout: UDL Synopsis (Double sided) (Slide 57)
 - j. Handout: UDL Guidelines (Single sided, color copies, laminated or cardstock) (Slide 70)
 - k. Handout: UDL Educator Worksheet (one copy for each participant)
 - l. Handout: UDL Paper wheel (Laminated or on cardstock) with one gold brad for each participant
 - m. Handout: SpEd 101 Post-test

Videos

Video with audio: Emiliann's IEP Team (Slide 9)

<http://www.readingrockets.org/helping> Video Title: Helping Struggling Readers

Video with audio: Thasya (Slide 26)

<http://www.youtube.com/watch?v=1zWp2KkOr68> 7:00-10:54

Video with audio: Including Samuel (Slide 27)

<http://www.youtube.com/watch?v=r-Ex0vtklY0>

Video with audio: Learner Variability (Slide 55)

<http://www.youtube.com/watch?v=8WClnVjCEVM> 1:04-7:56

Video with audio: Universal Design for Learning (Slide 69)

http://www.cast.org/library/video/udl_guidelines/index.html 0:00-6:22

Video with audio: Classroom Representation Example (Slide 71)

<http://www.edutopia.org/masterful-teacher-jonathan-winn-calculus-video> 0:00-6:33

Video with audio: Classroom Action & Expression Example (Slide 73)

<http://www.youtube.com/watch?v=dTxFYf50l-4> 0:00-6:58

Video with audio: Classroom Engagement Example (Slide 76)

<https://www.teachingchannel.org/videos/increase-engagement-and-understanding>
0:00-4:44

Additional Resources

These are additional resources for educators to share with students and parents. A description for each will assist the educators with a better understanding of the documents and how they may be utilized.

Oklahoma State Department of Education Documents

- Special Education Policies- A document that establishes the legal requirements for the provision of special education services in Oklahoma that exceed federal law.
<http://ok.gov/sde/documents-forms>
- Special Education Handbook- A document guiding the provision of special education services in Oklahoma. Topics are divided into different sections along with reference of IDEA and related Oklahoma Statute and State Regulations <http://ok.gov/sde/documents-forms>
- Special Education Process Guide- A reference tool for special education personnel including a walk thru of how the forms are used along with picture reference of specific IEP forms. Reference to IDEA is provided when appropriate.
<http://ok.gov/sde/documents-forms>

Council for Exceptional Children An organization supporting the interests of teachers and professional serving students with special needs. The website offers information related to specific special education topics, access to webinars and publications, and networking opportunities such as online forums and regional and national conferences.
<http://www.cec.sped.org/>

Iris Modules

The IRIS Center through Vanderbilt provides learning modules for a wide variety of topics related to special education. Each module consists of a similar format including a 5 step process explaining the topic including related videos, thoughts, resources, and assessment. Modules can be completed as part of a professional development training for staff or as an individual interested in learning more about a specific topic. <http://iris.peabody.vanderbilt.edu/>

Oklahoma State Department of Education: Special Education Services website The website offered through the State Department of Education provides users information pertaining to special education for Oklahoma. Information includes calendar events/training, instruction resources, assessment guidelines, data and finance guidance or reports, and parent and family resources. <http://ok.gov/sde/special-education>

Name: _____

Date: _____

SpEd 101

Pre-Test/Post-Test

1. What is IDEA?

- a) A federal law which created and governs special education.
- b) Entitles eligible children with disabilities to specially designed instruction.
- c) Includes the provision of an Individualized Education Program (IEP).
- d) All of the above.

2. What is an IEP?

- a) Provides students with a disability access to the general education curriculum through accommodations, supports, and special education services.
- b) A document that addresses the fact that only students with special needs learn differently.
- c) A document that offers accommodations since all learners require the same support.
- d) A plan that addresses accommodations for students with a documented disability that does not adversely affect their educational performance.

3. What is the meaning of least restrictive environment?

- a) A separate location where all students with disabilities are provided special education services.
- b) To the maximum extent appropriate, children with disabilities are educated with other children who are disabled.
- c) All students with disabilities receive instruction in general education classes.
- d) To the maximum extent appropriate, children with disabilities are educated with children who are not disabled.

4. What is an appropriate definition of an accommodation?

- a) A change to the learning environment where learning expectations are changed, lowered, or reduced.
- b) Practices and procedures that provide equitable access during instruction and assessment for students with disabilities.
- c) The use of assistive technology to overcome a disability.
- d) Change of location in which a test or assignment is given.

5. What is one advantage of Universal Design for Learning?

- a) All learners are provided the same accommodations.
- b) The teacher puts extended time and thought into each lesson.
- c) The teacher has access to multiple resources.
- d) Planning is purposeful for all students rather than a few with special needs.

6. What is a distinction between Universal Design for Learning and Differentiation?

- a) UDL lessons are designed well from the onset to address the needs of the widest users, Differentiation provides accommodations after the needs of the learners are known.
- b) UDL and Differentiation address the diverse needs of learners.
- c) UDL and Differentiation require appropriate planning to address the diverse needs of learners in the classroom.
- d) UDL provides the widest range of accommodations possible to meet the needs of all learners. Differentiation addresses the needs of the learners with the most significant impairments.

7. Name one instructional technique helpful to students with special needs.

8. What is the purpose of a behavior intervention plan?

- a) An evaluation tool to identify behavior, triggers/causes, frequency and nature of the behavior.
- b) An document to justify suspension/expulsions for students with disabilities.
- c) A document addressing the changes within the educational setting to improve the behavioral success of students.
- d) A document to justify a change in the student's least restrictive environment.

9. True or false. All students must be included in State assessments under the Individuals with Disabilities Education Act.

10. What is an appropriate way to provide students with disabilities access to assessments?

- a) The provision of the same testing accommodations for all students regardless of disability.
- b) The selection of appropriate accommodations improving access for students with disabilities based on their unique needs.
- c) The accommodations offered are only for assessment purposes and not offered as part of the student's daily instruction.
- d) The accommodations offered for assessments are based on decisions that will yield the best results rather than challenging students to maximize their potential.



Name: _____

Date: _____

SpEd 101

Pre-Test/Post-Test

1. What is IDEA? (Correct answer: d)

- a) A federal law which created and governs special education.
- b) Entitles eligible children with disabilities to specially designed instruction.
- c) Includes the provision of an Individualized Education Program (IEP).
- d) All of the above.

2. What is an IEP? (Correct answer: a)

- a) Provides students with a disability access to the general education curriculum through accommodations, supports, and special education services.
- b) A document that addresses the fact that only students with special needs learn differently.
- c) A document that offers accommodations since all learners require the same support.
- d) A plan that addresses accommodations for students with a documented disability that does not adversely affect their educational performance.

3. What is the meaning of least restrictive environment? (Correct answer: d)

- a) A separate location where all students with disabilities are provided special education services.
- b) To the maximum extent appropriate, children with disabilities are educated with other children who are disabled.
- c) All students with disabilities receive instruction in general education classes.
- d) To the maximum extent appropriate, children with disabilities are educated with children who are not disabled.

4. What is an appropriate definition of an accommodation? (Correct answer: b)

- a) A change to the learning environment where learning expectations are changed, lowered, or reduced.
- b) Practices and procedures that provide equitable access during instruction and assessment for students with disabilities.
- c) The use of assistive technology to overcome a disability.
- d) Change of location in which a test or assignment is given.

5. What is one advantage of Universal Design for Learning? (Correct answer: d)

- a) All learners are provided the same accommodations.
- b) The teacher puts extended time and thought into each lesson.
- c) The teacher has access to multiple resources.
- d) Planning is purposeful for all students rather than a few with special needs.

6. What is a distinction between Universal Design for Learning and Differentiation? (Correct answer: a)

- a) UDL lessons are designed well from the onset to address the needs of the widest users, Differentiation provides accommodations after the needs of the learners are known.
- b) UDL and Differentiation address the diverse needs of learners.
- c) UDL and Differentiation require appropriate planning to address the diverse needs of learners in the classroom.
- d) UDL provides the widest range of accommodations possible to meet the needs of all learners. Differentiation addresses the needs of the learners with the most significant impairments.

7. Name one instructional technique helpful to students with special needs.

Variety of answers possible including: UDL, Leveled text, variety of activities, small manageable steps, clear directions, re-teaching, differentiated instruction, accommodations, activate prior knowledge, small grouping, core instruction focused on Academic Standards.

8. What is the purpose of a behavior intervention plan? (Correct answer: c)

- a) An evaluation tool to identify behavior, triggers/causes, frequency and nature of the behavior.
- b) An document to justify suspension/expulsions for students with disabilities.
- c) A document addressing the changes within the educational setting to improve the behavioral success of students.
- d) A document to justify a change in the student's least restrictive environment.

9. True or false. All students must be included in State assessments under the Individuals with Disabilities Education Act. (True)

10. What is an appropriate way to provide students with disabilities access to assessments? (Correct answer: b)

- a) The provision of the same testing accommodations for all students regardless of disability.
- b) The selection of appropriate accommodations improving access for students with disabilities based on their unique needs.
- c) The accommodations offered are only for assessment purposes and not offered as part of the student's daily instruction.
- d) The accommodations offered for assessments are based on decisions that will yield the best results rather than challenging students to maximize their potential.



Special Education 101



A guide for general education teachers working with students with disabilities.

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Students with a disability may receive accommodations through a Section 504 plan or accommodations and services through an Individualized Education Program (IEP).

Section 504 refers to a specific part of the Rehabilitation Act of 1973, a national civil rights law that prohibits discrimination against people with disabilities. Under Section 504 “disability” is defined as a person who (1) has an impairment that (2) substantially limits the student’s ability to perform (3) one or more major life activities. Students entitled to 504 services must meet all three parts of the disability definition.

Individualized Education Programs (IEP) are defined through the Individuals with Disabilities Education Act (IDEA). The IDEA is a law ensuring services to students with disabilities throughout the nation. Under the IDEA, students are eligible for special education services if 1) The student is a student with a disability, 2) The disability has an adverse impact on the student’s education and 3) Because of the disability and the adverse impact on their education, the student has a need for special education services.

Parents or school staff may request in writing at any point that their child be considered for an evaluation for special education services. Once a parent signs consent to conduct an evaluation the school has 45 school days to complete the evaluation and share the results with the parent. If parents disagree with the results of the Local Education Agency’s (LEA) evaluation they have a right to an Independent Educational evaluation (IEE) at the LEA’s expense. Once evaluations are completed, the multi-disciplinary team including parents will meet to determine eligibility (MEEGS) and the IEP team develops an IEP.

An IEP is a written document listing, among other things, the special education services that a child with a disability will receive. The two purposes of an IEP are (1) to establish student’s annual measurable goals for the child; and (2) to state the special education and related services and supplementary aids and services that the public agency will provide the child. The IEP is developed by a team of school personnel and the child’s parents. The team meets at least once a year and more often, if necessary. The pages of an IEP address the child’s individual needs and enable the child to participate in general education and school activities, learning alongside his or her nondisabled peers to the maximum extent appropriate.

Content in this document addresses specific pages of the IEP including; Present Levels of Performance, Student Strengths/Needs, Goals and Services and other information including accommodations, Least Restrictive Environment, and Assessment.

“Every child deserves a champion- an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possible be.”

–Rita Pierson

Disability Categories

There are 14 categories a child can qualify for under special education services, as defined by IDEA. In order to qualify for special education, the IEP team must determine that a child has one of the following:

Autism
Deaf-Blindness
Deafness
Developmental Delay (DD)
Emotional Disturbance(ED)
Hearing Impairment
Intellectual Disability (ID)
Multiple Disabilities
Orthopedic Impairment
Other Health Impaired (OHI)
Specific Learning Disability (SLD)
Speech or Language Impairment
Traumatic Brain Injury (TBI)
Visual Impairment (VI)

The Oklahoma State Department of Education Special Education Services provides fact sheets for each disability category. They include a definition of the disability, teaching tips and links to state and national resources. A sample fact sheet is listed to the right. Fact sheets can be accessed at: <http://ok.gov/sde/disability-category>.

Once eligibility for special education services is determined; the student has a disability in one of the 14 categories and the disability adversely affects the child's education, considerations for Least Restrictive Environment can be made. Documentation of special education services will be addressed in the IEP.

Oklahoma State Department of Education
Special Education Services • 405-521-3351 • www.ok.gov/sde/special-education

SPECIFIC LEARNING DISABILITY

FACT SHEET

■ Definition of Specific Learning Disability under IDEA
Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. 34 CFR 300.8(c)(10)

DESCRIPTION
• Learning disabilities vary from person to person. One person with LD may not have the same kind of learning problems as another person with LD. Researchers think that learning disabilities are caused by differences in how a person's brain works and how it processes information.
• Children with learning disabilities are not "dumb" or "lazy." Their brains just process information differently.
• People with LD are of average or above-average intelligence but still struggle to acquire skills that impact their performance in school, at home, in the community, and in the workplace.
• Learning disabilities are lifelong, and the sooner they are recognized and identified, the sooner steps can be taken to overcome the challenges they present.

INCIDENCE
• As many as 1 out of every 5 people in the United States has a learning disability. Almost 1 million children (ages 6 through 21) have some form of a learning disability and receive special education in school. In fact, one-third of all children who receive special education have a learning disability (Twenty-Ninth Annual Report to Congress, U.S. Department of Education, 2010).

POSSIBLE SIGNS AND CHARACTERISTICS
The child may:
• Learn language late and have a limited vocabulary
• Struggle to pay attention and attend to tasks
• Work at a slower pace than their peers
• Frequently forget to do assignments or homework
• Have trouble learning the alphabet, rhyming words, or connecting letters to their sounds

• Make many mistakes when reading aloud, and repeat and pause often
• Have difficulty understanding what he or she reads
• Have real trouble with spelling
• Have very messy handwriting or hold a pencil awkwardly
• Struggle to express ideas in writing
• Have trouble remembering the sounds that letters make or hearing slight differences between words
• Have trouble understanding jokes, comic strips, and sarcasm
• Have trouble following directions
• Have difficulty following the social rules of conversation, such as taking turns, and may stand too close to the listener
• Confuse math symbols and misread numbers

It is normal for children to experience one or more of these warning signs from time to time. However, if a child exhibits one or more of these characteristics over a long period of time, the child may need to be evaluated to see if he or she has a learning disability.

TEACHING TIPS/INSTRUCTIONAL STRATEGIES
• Break learning into small steps
• Administer probes
• Supply regular quality feedback
• Use diagrams, graphics and pictures
• Provide ample independent, well-designed, intensive practice
• Model instructional practices
• Let students with reading problems use instructional materials that are accessible to those students with print disabilities
• Let students with listening difficulties borrow notes from a classmate or use a tape recorder
• Let students with writing difficulties use a computer with specialized software that spell checks, grammar checks, or recognizes speech and
• Teach organizational skills, study skills, and learning strategies

This information developed from the following resources:
• National Dissemination Center for Children and Disabilities (NICHHCY)
www.nichd.gov
• National Center for Learning Disabilities (NCLD)
www.nclld.org
• Bright Hub Education
www.brighthubeducation.com
• LD Online
www.ldonline.org

<http://ok.gov/sde/disability-category>

Access to Educational Records

Under the Federal Educational Rights and Privacy Act (FERPA) school officials with legitimate educational interest have the right to access a student's confidential educational records including a student's IEP as long as training has been received and a current listing of employees with access to the personally identifiable information is maintained.

A school district that receives a request for the education records of a student in (including disciplinary records) of a student who formerly was enrolled in the district shall provide full disclosure of those records and forward the records within 3 business days upon receipt of the request. (70 O.S. §24-101.4) <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Educational records should be accessible in a secured, centralized location. The special education teacher will disseminate important information to the general education teacher including present levels of performance, educational strengths and weaknesses, accommodations, service time, and IEP goals.



OKLAHOMA TIERED INTERVENTION SYSTEM OF SUPPORT (OTISS)
OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES

Response to Intervention (RTI) in Oklahoma is known as Oklahoma Tiered Intervention System of Support (OTISS) which includes components of school-wide initiatives not only addressing student's academic needs, but Positive Behavioral Interventions and Supports (PBIS) program. More information can be found at: <http://www.OTISS.net>

IEP Components

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

NAME OF CHILD: _____ STUDENT ID: _____
FIRST MIDDLE LAST

BIRTHDATE: _____ GRADE: _____ AGE: _____ DATE: _____
MONTH/DAY/YEAR

PARENT(S): _____

PHONE: (WORK) _____ (HOME) _____ (OTHER) _____

HOME ADDRESS: _____ DISTRICT/AGENCY: _____
STREET ADDRESS/P.O. BOX CITY STATE ZIP

BUILDING: _____ SITE CODE: _____ IEP TEACHER OF RECORD: _____

The following member of the IEP team is NOT required to attend, in whole or in part. Please describe the nature of in part:
 I agree this listed member is not required to attend, in whole or in part. (Complete the Comment Form if needed.)
 Parent Signature: _____ LEA Representative Signature: _____

INITIAL IEP INTERIM IEP SUBSEQUENT IEP DATE AMENDED OR MODIFIED: _____

Present Levels of Academic Achievement and Functional Performance: Document current evaluation data and write objective statements. (may include most recent statewide and districtwide assessments) to demonstrate how the child's disability affects the child's involvement, functional performance, and progress in the general education curriculum and postsecondary transition, as appropriate. For students of transition age, document transition assessment results as they relate to the postsecondary goal(s). For preschool children, describe how the disability affects the child's participation in age appropriate activities.

Current Assessment Data	Objective Statements
Current Assessment Data	

OSDE Form 7 Initial IEP Date _____ Interim IEP Date _____ Subsequent IEP Date _____ Page ___ of ___

OSDE IEP Form 7 Present Levels Page

Present Levels

Once a student has been determined eligible for special education services an IEP will be developed to address the specific program for the student with the disability. A sample page from an Individualized Education Program (IEP) is shown (left).

The first page of the IEP lists the present levels of academic achievement and functional performance including data of all recent evaluation results related to the student's current ability.

Documentation may include:

- Psychological evaluation results, state-wide and district-side assessment, norm-referenced evaluation tools, or classroom assessments.
- Nonacademic areas such as communication, fine and gross motor, behavior and socialization.
- Transition assessment results

Data in present levels provides guidance for identifying education need, goals, services, and accommodations determined to be necessary for student achievement.

Student's Strengths

Student strengths are identified along with a description of the anticipated effects on the student's participation in the general curriculum. Documentation of student strengths are conducted through evaluation results, existing data and teacher observations.

Knowledge of a student's strengths (interests and abilities) provides a foundation to begin addressing student's educational needs and fostering mutual respect.

General education teachers may be asked to provide input on student's strengths when an IEP is developed since they offer an additional perspective of the child's interests and abilities in the classroom.

Educational Need

The educational needs area identifies areas which may require special education, related services, supplementary aids, supports for school personnel, or program modifications. Services needed to address the student's educational need may include transportation, transition, adapted physical education, core academic subjects and related services.

Knowledge of educational needs is critical to understand a student's ability level and areas educational personnel can help address to ensure academic success.

IEP - Strengths/Needs, Special Factors, and Parent Concerns Page

List strengths of the child and a statement of the anticipated effects on the child's participation in the general education curriculum or appropriate activities.

List the educational needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.

Student's Strengths	Student's Educational Needs
Student's Strengths	Student's Educational Needs

Anticipated Effects:

Consideration of special factors: Check yes or no whether the IEP team considers each special factor to be relevant to this child.
 Yes No

Strategies, positive behavior interventions and supports, as appropriate, if behavior impedes learning of self or others

Language needs as related to the IEP for a child with limited English proficiency (LEP)

Instruction and use of Braille if child is blind or visually impaired, unless determined inappropriate based on evaluation.

Communication needs, and for child who is deaf or hard of hearing, the language and communication needs and opportunities for communication and instruction in the child's native language and communication mode

Whether this child requires assistive technology devices and services

For special factors checked yes, explain determination of the team as to whether services are required in the IEP.

Parent Concerns for Enhancing the Child's Education:

OSDE Form 7 Initial IEP Date _____ Interim IEP Date _____ Subsequent IEP Date _____ Page ___ of ___

OSDE IEP Form 7 Strengths/Needs Page

Student Specific Goals developed by IEP team based on Academic Standards

IEP Goals

Specific goals for each student with a disability are listed based on his/her academic and functional need.

Goals included in the IEP are based on the student's area of educational need and may include academic areas including reading, math, writing, science and/or social studies. Additional goals may include adaptive behavior, functional behavior, gross motor, fine motor, articulation, receptive/expressive language, independent living, etc. Goals listed in the IEP may include Goals only or Goals and short term objectives.

Progress towards goals is provided to parents throughout the year the IEP is in effect. The extent towards progress will be listed along with the way in which progress towards the goals was measured. Typically, progress towards goals are provided along with the report card each quarter.

General education teachers may be asked to provide input on student's progress on their individual goals. Teachers should be aware of a student's goals to understand areas of need and offer support toward the achievement of those goals.

IEP - Goals Page

NAME OF CHILD: _____ FIRST _____ MIDDLE _____ LAST _____

Annual Goals: Provide measurable annual goals, including academic and functional goals, education curriculum (for a preschool child) and/or appropriate activities, and to:

GOAL # _____

Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe how often this will occur and what methods will be utilized.

Record the extent of progress toward achieving the annual goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).

DATE	DATE	DATE	DATE	DATE	DATE (ESY)

How will the extent of progress toward annual goals be measured?

GOAL # _____

Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe how often this will occur and what methods will be utilized.

Record the extent of progress toward achieving the annual goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).

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How will the extent of progress toward annual goals be measured?

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Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe how often this will occur and what methods will be utilized.

Record the extent of progress toward achieving the annual goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).

DATE	DATE	DATE	DATE	DATE	DATE (ESY)

How will the extent of progress toward annual goals be measured?

COMMENTS:

OSDE Form 7 Initial IEP Date _____ Subsequent IEP Date _____ Subsequent IEP Date _____ Page ___ of ___

OSDE IEP Form 7 Goals Page

Services

The service page identifies services provided to address the student's areas of need. Understanding of the specific services is critical towards appropriate communication among staff that will be working together to address the student's needs.

The type, duration, and frequency of services will be listed along with the title of the person responsible for providing the service. The range of services is known as Least Restrictive Environment. The decision of LRE is up to the IEP team.

The student must be educated in the least restrictive environment with same age peers to the maximum extent possible. The current teacher of the student on an IEP can call an IEP meeting to discuss the range of services if he/she believes the students would best be served in a different capacity.

Examples of special education services:

- Co-Taught
- Collaboration
- Consultation
- Lab/Resource Class

IEP - Services Page

NAME OF CHILD: _____ FIRST _____ MIDDLE _____ LAST _____ STUDENT ID: _____

Special Education Services: List each special education service.

Type of Service(s)	Amount of Services (Time and Frequency)	Starting Date	Ending Date	Person Responsible (Title)

Related Services: List each related service necessary for the child to benefit from special education.

Type of Service(s)	Location of Services	Amount of Services (Time and Frequency)	Starting Date	Ending Date	Person Responsible (Title)

Provide an explanation of the extent, if any, to which the child will not participate with nondisabled children in the general education curriculum or age-appropriate activities:

The continuum of placement: for the least restrictive environment (LRE) includes regular classes full-time, special classes part-time or full-time, public/private separate day school facility, public/private residential facility, home instruction/hospital environment, correctional facility, or parentally placed in private schools. For preschool children (aged 3 through 5), the continuum includes early childhood program, special education program, residential facilities, home, service provider location.

Continuum of Placement: drop down box

Amount of time in general education setting: _____ of _____ periods per day OR _____ % of instructional day.

If block schedule, describe:

Is this child's instructional day the same length as nondisabled peers? Yes No

If no, describe the reason(s) for a shortened school day:

Regular PE Adapted PE NA List modifications necessary for this child to participate in regular PE (specially designed adapted PE, if needed, must be addressed on the IEP):

If not applicable provide justification:

Supplementary aids and services, accommodations, program modifications and/or supports for personnel in general education or other education-related settings; not otherwise addressed as special education or related services:

OSDE Form 7 Initial IEP Date _____ Subsequent IEP Date _____ Subsequent IEP Date _____ Page ___ of ___

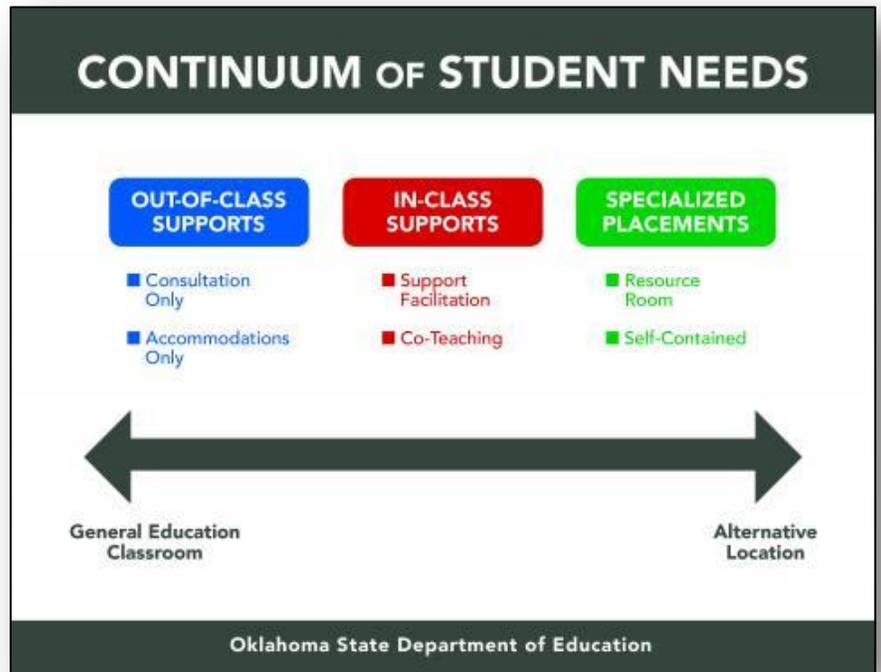
OSDE IEP Form 7 Services Page

Least Restrictive Environment

Least Restrictive Environment is the consideration of the location and types of services afforded to students with disabilities. Placement is not automatic based on a student's disabilities, but rather a continuum of the location of services or supports from personnel.

(i) To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [§300.114(a)]



<http://ok.gov/sde/least-restrictive-environment>

Supports in the general education classroom for students with disabilities may include the general education teacher consulting with the special education teacher or accommodations provided in the general education classroom. Students receiving support in an alternate location may receive special education services in a specialized placement such as a resource room, self-contained classroom, home-bound, or hospital/clinical/institutional setting.

Teacher Collaboration

Student success in the general education classroom begins with the collaborative efforts of the general education and special education teachers. The Collaborative Planning Tool can be used to address lesson activities and necessary accommodations to address the student's areas of need.

Types of Co-Teaching

Supportive: One member takes the lead role and the other rotates among students to provide support.

Parallel: Both teachers instruct different heterogeneous groups of students.

Complementary: One team member supplements or complements the instruction provided by the other member of the team.

Team Teaching: Both members co-teach alongside one another and share responsibility for planning, teaching, and assessing the progress of all students in the class.

Collaborative Planning in Content Area Instruction		Teachers:					Dates:				
Activity		Monday	Tuesday	Wednesday	Thursday	Friday					
Preplanning	IEP Objective										
	Consider: -Communication -Functional Academics -Reading -Mathematics -Social Skills -Gross Motor -Fine Motor -Leisure										
Planning	Level of Adaptation										
	Consider: -Activities -Objectives -Setting										
	Support from Special Education Teacher										
	Consider: -Technical Support -Assistive Technology -Co-Teaching -Adapted Materials										
Student:											

Adapted from: Wolfe, P. S. & Hall, T. E. (2003). Making Inclusion a Reality for Students with Disabilities. *TEACHING Exceptional Children*, 35(4), 56-60.

<http://ok.gov/sde/sites/ok.gov.sde/files/Collaborative%20Planning.pdf>

Supplementary Aids & Services, Accommodations, Supports for Personnel

Explanation is provided in the IEP of a description of services necessary to assist the student to advance toward attaining annual goals, to be involved and progress in the general curriculum, and to participate in activities with non-disabled peers

Supplementary aids and services: Materials and tools to access academic curriculum.

Accommodations: Changes in setting, timing, schedule, methods of response and presentation of material/curriculum. Changes enhance access to the general education curriculum and do not decrease learning expectations.

Program modifications: Modifications in the administration of assignments &/or tests. Program modifications must be specific to the area of need for the student.

Supports for personnel: Specific training to ensure provision services in the least restrictive environment, consultation between special education and general education personnel, adequate planning and preparation time, teacher assistants, and paraprofessionals.

IEP – Services Page

NAME OF CHILD: _____ STUDENT ID: _____
FIRST MIDDLE LAST

Special Education Services: List each special education service.					
Type of Service(s)	Amount of Services (Time and Frequency)	Starting Date	Ending Date	Person Responsible (Title)	

Related Services: List each related service necessary for the child to benefit from special education.

Type of Service(s)	Location of Services	Amount of Services (Time and Frequency)	Starting Date	Ending Date	Person Responsible (Title)

Provide an explanation of the extent, if any, to which the child will not participate with nondisabled children in the general education curriculum or age-appropriate activities:

The **continuum of placements** for the least restrictive environment (LRE) includes regular classes full-time, special classes part-time or full-time, public/private separate day school facility, public/private residential facility, home instruction/hospital environment, correctional facility, or parentally placed in private schools. For preschool children (aged 3 through 5), the continuum includes early childhood program, special education program, residential facilities, home service provider location.

Continuum of Placement: drop down box
 Amount of time in general education setting: _____ of _____ periods per day OR _____ % of instructional day.
 If block schedule, describe:

Is this child's instructional day the same length as nondisabled peers? Yes No
 If no, describe the reason(s) for a shortened school day:

Regular PE Adapted PE NA If not applicable provide justification: _____ List modifications necessary for this child to participate in regular PE (specially designed adapted PE, if needed, must be addressed on the IEP): _____

Supplementary aids and services, accommodations, program modifications and/or supports for personnel in general education or other education-related settings not otherwise addressed as special education or related services:

OSDE Form 7 Page __ of __

OSDE IEP Form 7 Services Page

OSTP Standard Accommodations

I. Setting/Timing/Schedule	Procedures & Guidance
S1. Individual testing	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a special education resource room, or other location that maintains test security.
S2. Small group (5 or less) testing	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a special education resource room, or other location that maintains test security.
S3. Preferential seating	Students may need to sit close to the front of the room so they can see or hear more easily, increase physical access, or to provide access to special equipment.
S4. Separate location	This accommodation is intended to reduce student distractions. Students may use a testing carrel, test in a special education resource room, or other location that maintains test security. S1 & S2 student limits do not apply for this accommodation.
S5. Provide special lighting	Specify type (e.g., 75 Watt incandescent, light box, etc.)
S6. Provide adaptive or special furniture	Students may need these accommodations to provide better access (e.g., slant board, stander, etc.)

OSTP Accommodations for students with an IEP or 504 Plan

Oklahoma State Approved Accommodations
<http://ok.gov/sde/documents/2014-08-11/ostp-accommodations-placeholder>

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.

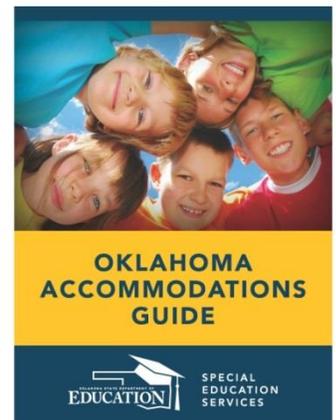
- I. Setting: Change the location in which a test or assignment is given or the conditions of the assessment setting.
- II. Timing and Scheduling: Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.
- III. Response: Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using an assistive device or organizer.
- IV. Presentation: Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations, including large print.

Manual: <http://ok.gov/sde/documents/2014-08-07/oklahoma-accommodations-guide>
 Synopsis: <http://ok.gov/sde/documents/2014-11-12/accommodations-synopsis>

Accommodations

Oklahoma has specific state approved testing accommodations available in the Oklahoma State Testing Program manual. Any assessment accommodations offered must be documented on the student's IEP and must be employed as part of classroom instruction on a regular basis.

Additional guidance on the use of accommodations is available in the Oklahoma Accommodations Guide including the five steps of an organizing framework, fact sheets, teacher tools, and related Oklahoma law.



Behavior Support

Concerns regarding behavior can be addressed by having school personnel conduct a Functional Behavior Assessment (FBA). An FBA identifies the behavior, triggers/causes, frequency and nature of the behavior. The FBA is a tool which allows school personnel to take into account multiple data to determine which resources have been used to address the behavior including effective/ineffective accommodations or staff responses to the behavior. The written statements help provide insight for the establishment of appropriate goals to address the specific area of concern.

Once an FBA is completed, a Behavior Intervention Plan (BIP) can be created based on the data collected in the FBA. A BIP identifies specific goals and establishes a plan to address the student's behavior needs.

A student with behavior concerns may have a BIP as part of his/her IEP along with individual behavior goals. If there is not a BIP it would be appropriate to address the need with special education staff. An FBA and BIP can be added at any point. The results of the evaluations along with the team's recommendations are discussed at an IEP meeting. Such procedures are necessary to create a forum for communication among school personnel/parents and provide documentation regarding how the school addressed the specific concerns.

Behavior Intervention and Support Plan (BISP)

Name: _____ Student ID: _____ Date: _____
DOB: _____ Age: _____ Grade: _____ Building/Site: _____

TO BE COMPLETED BY THE TEAM: Using the Functional Behavior Assessment (FBA), determine the appropriate behavior goal and specific strategies for interventions to improve behavior and achievement. The Behavior Intervention and Support Plan (BISP) must address the function, or purpose of the student's behavior (as identified in the FBA). It is expected that the student and parent(s)/guardian(s) will participate in the development of the BISP if possible and appropriate.

SUMMARY OF RELEVANT INFORMATION FROM FBA:
Include immediate trigger antecedents, setting events, typical consequences and relevant student history.

HYPOTHESIS STATEMENT:
Refer to the hypothesis statement included in the FBA.

When _____
(Contributing antecedents/consequences or conditions from student information section)

_____ will _____
(Describe the target behavior – what does it look like / sound like?)

in order to _____
(Consequences that serve as a "pay off" for the behavior)

Therefore, the function of the behavior is to (check the one(s) that apply):

ESCAPE/AVOID: _____
 GAIN/OBTAIN: _____
 COMMUNICATE: _____

BASELINE DATA:
With what frequency, intensity, and/or duration does this behavior occur?

Frequency (How often does behavior occur?) _____ times per: <input type="checkbox"/> minute <input type="checkbox"/> hour <input type="checkbox"/> day <input type="checkbox"/> week	Intensity (How severe is the behavior?) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Low ← (severity) → High	Duration (How long does the behavior last?) (amount) <input type="checkbox"/> seconds <input type="checkbox"/> minutes <input type="checkbox"/> hours
--	--	--

Other: _____

Form Revised: February 14, 2012

Behavior Intervention Plan (BIP) form in SEAS

The use of positive behavioral interventions and supports must be considered in the case of a child whose behavior impedes his or her learning or that of others. 34 CFR §300.324(a)(2)(i). A child with a disability whose behavior is a manifestation of their disability as determined by the LEA, the parent, and the relevant members of the child's IEP Team, should receive, an FBA and a BIP and modifications designed to address the child's behavior under 34 CFR §300.530(e). However, FBAs and BIPs must also be used proactively, if the IEP Team determines that they would be appropriate for the child. The regulations in 34 CFR §300.530(d) require that school districts provide FBAs and behavior intervention services (and modifications) "as appropriate" to students when the student's disciplinary change in placement would exceed 10 consecutive school days and the student's behavior was not a manifestation of his or her disability.

Resources to address behavior

- Sample Functional Behavior Assessment and Behavior Intervention Plans
http://www.iseesam.com/teachall/text/behavior/LRB1pdfs/lrbiresource_02.pdf
- Behavior Intervention Plan (BIP) Resources
<http://www.pbisworld.com/tier-2/behavior-intervention-plan-bip/>
- Visual Behavior Supports
http://www.iidc.indiana.edu/index.php?pagelD=3613&mode=mod_resources&action=display_category&resource_cat=14&r=1388795504
- Sample Behavior Forms
http://www.oswego.edu/~mcdougal/web_site_4_11_2005/behavior_monitoring_forms.htm
- Computer Software tracking student behavior
<http://www.classdojo.com/about>
- Behavior Contract Samples
<http://www.pbisworld.com/tier-2/behavior-contract/>
- IRIS Training Module: He Just Needs a Little Bit of Discipline
http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/01/ica004-he_just_needs_discipline.pdf
- Supportive School Discipline Webinar Series
<http://safesupportivelearning.ed.gov/events/webinars>

Effective Classroom Practices

- Leveled text
- Activate student's prior knowledge
- Small grouping
- Variety of activities
- Small, manageable steps
- Clear directions
- Re-teaching
- Focus core instruction on Oklahoma Academic Standards.

Universal Design for Learning

Universal Design for Learning (UDL) is a proactive design of curricula (educational goals, methods, materials, and assessments) that enable all individuals to gain knowledge, skills, and enthusiasm for learning. This is accomplished by simultaneously providing rich supports for learning and reducing barriers to the curriculum, while maintaining high achievement standards for all students.

As illustrated to the right, UDL is not just a special education initiative. It is good instructional practice

benefitting multiple learners regardless of disability. More information can be found at <http://www.cast.org> or <http://ok.gov/sde/universal-design>.



Reading Supports

- Get Ready to Read <http://www.getreadytoread.org/>
- Reading A-Z <http://www.readinga-z.com/>
- Florida Center for Reading Research <http://www.fcrr.org/for-educators/>
- Reading Rockets <http://www.readingrockets.org/helping>
- Oklahoma Academic Standards 6-8 Curriculum Maps <http://elaokteachers.com/tag/maps/>
- Oklahoma Academic Standards 6-12 Curriculum Guide <http://elaokteachers.com/100/>
- Instructional Resources <http://www.cgelem.k12.az.us/district.cfm?subpage=1125006>

Math Supports

- AplusMath <http://www.aplusmath.com/>
- Math Fact Café <http://www.mathfactcafe.com/>
- Khan Academy <https://www.khanacademy.org/>
- OKMath Elementary Pacing Guides <http://okmathelementary.wikispaces.com/Pacing+Guides>
- OKMath Elementary Emphasis Documents <http://okmathteachers.com/2013/07/28/elementary-wikispace-is-live/>
- Oklahoma Academic Standards 4-12 Curriculum Maps <http://emergentmath.com/my-problem-based-curriculum-maps/>
- OSDE Math Synopsis <http://ok.gov/sde/sites/ok.gov.sde/files/Mathematics%20Synopsis.pdf>
- iSolveIt: Development of Thinking and Reasoning Skills <http://isolveit.cast.org/home>
- Math page for students grade 1-8 <http://www.mathsisfun.com/>

Assessment

The No Child Left Behind Act of 2001 (NCLB) **prohibits schools from excluding students with disabilities** from the educational accountability system.

States are **required to provide accommodations and alternate assessments** as needed, to ensure that students with disabilities fully participate.

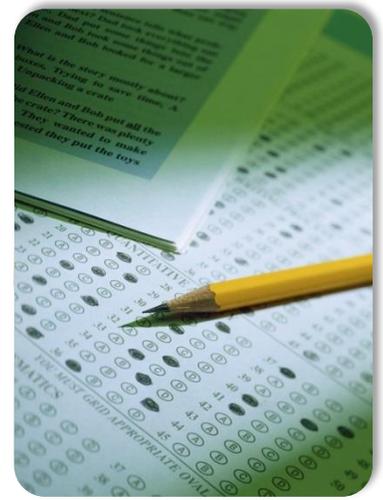
Oklahoma State Assessment Options:

- OCCT Oklahoma Core Curriculum Test
 - With accommodations
 - Without accommodations
- OMAAP Oklahoma Modified Alternate Assessment Program (EOI 2nd time test takers only)
- OAAP Oklahoma Alternate Assessment Program and Dynamic Learning Maps

Beginning with students entering the ninth grade in the 2008-2009 school year, **every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate** from a public high school with a standard diploma:

1. Algebra I;
2. English II; and
3. Two of the following five:
 - a. Algebra II,
 - b. Biology I,
 - c. English III,
 - d. Geometry, and
 - e. United States History.

To demonstrate mastery, the student shall attain at least a proficient score on the end-of-instruction criterion-referenced tests administered pursuant Oklahoma Statutes (70 O.S. § 1210.523)



<http://ok.gov/sde/assessment>

Graduation

Oklahoma Requirements Brochure
http://www.ok.gov/sde/sites/ok.gov/sde/files/documents/files/SUCCESS_brochure_2013-14.pdf

Checklist
http://www.ok.gov/sde/sites/ok.gov/sde/files/documents/files/SUCCESS_Parent_Checklist_2013-14.pdf

Oklahoma Resources

- Oklahoma Parent Center
<http://oklahomaparentscenter.org/>
- ABLE Tech
<http://www.ok.gov/abletech/>
- Oklahoma Family Network
<http://oklahomafamilynetwork.org/okfn/>
- Oklahoma Systems of Care
<https://www.ok.gov/odmhsas/documents/SOC%20Communities%20&%20Project%20Directors%20Directory.pdf>

Alternate Routes to a Diploma

Modified Proficiency Score
http://ok.gov/sde/sites/ok.gov/sde/files/Modified%20Proficiency%20Checklist_0.pdf

Alternate Tests
http://ok.gov/sde/sites/ok.gov/sde/files/documents/files/ACE_16_Resources_Alt_List_JB.pdf

End of Course Projects
<http://www.ok.gov/sde/sites/ok.gov/sde/files/documents/files/Website%20End%20of%20Course%20Project%20Options.pdf>

Special Education Trainings/Events



Past and Future Trainings and Events for Teachers or Families of students with disabilities
<http://ok.gov/sde/calendar-trainings-and-events>



Additional Resources

These are additional resources for educators to share with students and parents. A description for each will assist educators with a better understanding of the documents and how they may be utilized.

504 & IEP

- A Parents Guide to Section 504- A brochure provided by the Oklahoma Parent Center explaining the purpose of a section 504 and frequently asked questions. <http://oklahomaparentscenter.org/wp-content/uploads/2013/12/A-Parents-Guide-to-Section-504-English.pdf>
- Special Education 101 Handout- A document for general education teachers, special education teachers, parents and administrators explaining processes and terminology related to special education services. Relevant categories are separated by heading with a brief explanation and link to additional information. Great resource for an overview of special education services for students in Oklahoma. <http://ok.gov/sde/documents/2014-09-04/sped-101-handout>

Referral/Eligibility

- Special Education Process Guide- A reference tool for special education personnel including a walk thru of how the forms are used along with picture reference of specific IEP forms. <http://ok.gov/sde/documents-forms>

Least Restrictive Environment

- Least Restrictive Environment Checklist- A self-assessment tool from Special Education Connection to evaluate the effectiveness of least restrictive environment practices. <http://ok.gov/sde/sites/ok.gov.sde/files/lre%20checklist.pdf>
- OSDE-SES Least Restrictive Environment Webpage- The OSDE webpage designated for Least Restrictive Environment contains definition, examples, continuum module, and checklist related to Least Restrictive Environment. <http://ok.gov/sde/least-restrictive-environment>
- Collaborative Planning Tool- A lesson plan template for general education and special education teachers to address lesson objectives, adaptations, and supports from personnel. It is a communication tool to effectively collaborate meaningful lessons for students with disabilities. <http://ok.gov/sde/sites/ok.gov.sde/files/Collaborative%20Planning.pdf>

Accommodations

- OSDE-SES Accommodations Self-Assessment (Teacher or Administrator)- Resource for teachers to evaluate effectiveness of Accommodation implementation in their own classrooms.
 - Teacher:
<http://ok.gov/sde/sites/ok.gov.sde/files/Accommodations%20Self%20Assessment%20Teacher.pdf>
 - Administrator:
<http://ok.gov/sde/sites/ok.gov.sde/files/Accommodations%20Self%20Assessment%20Administrator.pdf>
- OSDE-SES Accommodations Self-Assessment Instructions (Teacher or Administrator)- Resource for teachers/administrators to aid in the process of completing the Accommodation Self-Assessment sheet.
 - Teacher:
http://ok.gov/sde/sites/ok.gov.sde/files/Accommodation%20Teacher%20Instructions_0.pdf
 - Administrator:
<http://ok.gov/sde/sites/ok.gov.sde/files/Accommodation%20Admin%20Instructions.pdf>
- OSDE-SES Accommodations PD Resources- Reference for specific tools and resources helpful to implementation of Accommodations. Title of resource, brief description, and link to URL provided.
 - Teacher:
<http://ok.gov/sde/sites/ok.gov.sde/files/Accommodations%20Teacher%20PD%20Resources.pdf>
 - Administrator:
<http://ok.gov/sde/sites/ok.gov.sde/files/Accommodations%20Admin%20PD%20Resources.pdf>
- Oklahoma Accommodations Guide- The specific list of accommodations are listed in the Oklahoma Accommodation Guide. The guide addresses the framework of accommodations and provides helpful considerations on the provisions of accommodations including teachers tools in the appendix section.
<http://ok.gov/sde/documents/2014-08-07/oklahoma-accommodations-guide>

- Oklahoma Accommodations Synopsis- A shorter document of the information included in the Accommodation Manual. It is helpful as a brief overview of accommodations. <http://ok.gov/sde/documents/2014-11-12/accommodations-synopsis>
- Oklahoma State Testing Program Manual: Accommodations for Students with an Individualized Education Program or Section 504 Plan. Any accommodations considered for assessment purposes should be done in conjunction with reference to this resource. <http://ok.gov/sde/documents/2014-08-11/ostp-accommodations-placeholder>

Universal Design for Learning

- OSDE-SES UDL Self-Assessment- Resource for teachers to evaluate effectiveness of UDL implementation in their own classrooms. <http://ok.gov/sde/sites/ok.gov.sde/files/UDL%20Self%20Assessment.pdf>
- OSDE-SES UDL Self-Assessment Instructions- Resource for teachers/administrators to aid in the process of completing UDL Self-Assessment sheet. <http://ok.gov/sde/sites/ok.gov.sde/files/UDL%20Self%20Assessments%20Instructions.pdf>
- OSDE-SES UDL PD Resource Sheet- Reference for specific tools and resources helpful for implementation of UDL. Title of resource, brief description, and link to URL provided. <http://ok.gov/sde/sites/ok.gov.sde/files/PD%20Resources%20-%20UDL.pdf>
- OSDE-SES UDL Synopsis- Document produced by OSDE-SES to provide a brief overview of UDL, highlighting the three principles and accompanying definition. <http://ok.gov/sde/documents/2014-11-12/udl-synopsis>
- OSDE-SES Universal Design for Learning Webpage- The OSDE webpage designated for UDL contains tools, videos and resources related to Universal Design for Learning. <http://ok.gov/sde/universal-design>
- UDL Guidelines- Document produced by Center for Applied Special Technology (CAST) to identify the three principles of UDL and guidelines within each category. http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf
- UDL Wheel- Document produced by Maryland State Department of Education in conjunction with CAST. The wheel provides practical applications teachers can use in the classroom to provide options for students of each of the three principles of Universal

Design for Learning: Multiple Means of Representation, Multiple Means of Action and Expression, Multiple Means of Engagement.

- Interactive: <http://udlwheel.mdonlinegrants.org/>
 - Paper Template: <http://ok.gov/sde/sites/ok.gov.sde/files/UDL%20Wheel.pdf>
 - *UDL Wheel laminated or cardstock (scissors and brass brads- 1 for each participant)*
- UDL Exchange- A resource for educators available from CAST to browse, and build resources, lessons and collections. Materials support instruction utilizing the UDL principles. <http://udlexchange.cast.org/home>
 - UDL Planners, Guides and Checklists- Tools including documents and pdf files provided by Montgomery County Public Schools in Maryland to plan lessons utilizing principles of UDL and strategies for UDL implementation. http://www.montgomeryschoolsmd.org/departments/hiat/udl/awareness_guides.shtm

Instructional Techniques

- OSDE-SES Academic Interventions Self-Assessment- Resource for teachers to evaluate effectiveness of Academic Interventions in their classrooms. <http://ok.gov/sde/sites/ok.gov.sde/files/Academic%20Intervention%20Self-Assessment.pdf>
- OSDE-SES Academic Interventions Self-Assessment Instructions- Resource for teachers/administrators to aid in the process of completing the Academic Interventions Self-Assessment sheet. <http://ok.gov/sde/sites/ok.gov.sde/files/Academic%20Interventions%20Self%20Assessment%20Instructions.pdf>
- OSDE-SES Academic Interventions PD Resource Sheet- Reference for specific tools and resources helpful for implementation of effective academic interventions. Title of resource, brief description, and link to URL provided. <http://ok.gov/sde/sites/ok.gov.sde/files/PD%20Resources%20for%20Academic%20Interventions.pdf>
- Oklahoma Tiered Intervention System of Support (OTISS) website- Information on school-wide initiatives addressing student's academic and behavior needs. <http://www.OTISS.net>

Behavior

- OSDE-SES Behavioral Interventions Self-Assessment- Resource for teachers to evaluate effectiveness of behavior implementation in their own classrooms.
 - Teacher:
<http://ok.gov/sde/sites/ok.gov.sde/files/SA%20Beh%20Interventions%20Teacher.pdf>
 - Administrator:
<http://ok.gov/sde/sites/ok.gov.sde/files/SA%20Behavioral%20Interventions%20Admin.pdf>
- OSDE-SES Behavioral Interventions Self-Assessment Instructions- Resource for teachers/administrators to aid in the process of completing the Behavior Self-Assessment sheet.
 - Teacher:
<http://ok.gov/sde/sites/ok.gov.sde/files/Behavior%20SA%20Instructions%20Teacher.pdf>
 - Administrator:
<http://ok.gov/sde/sites/ok.gov.sde/files/SA%20Behavior%20Instructions%20Admin.pdf>
- OSDE-SES Behavioral Interventions PD Resource Sheet- Reference for specific tools and resources helpful to Behavior Interventions. Title of resource, brief description, and link to URL provided.
 - Teacher:
<http://ok.gov/sde/sites/ok.gov.sde/files/Behavior%20PD%20Resources%20Teacher.pdf>
 - Administrator:
<http://ok.gov/sde/sites/ok.gov.sde/files/PD%20Resources%20ADMIN%20-%20Behavior.pdf>
- Oklahoma Tiered Intervention System of Support (OTISS) website- Information on school-wide initiatives addressing student's academic and behavior needs.
<http://www.OTISS.net>

Assessment

- OSDE-SES Assessment Self-Assessment- Resource for teachers to evaluate effectiveness of Assessment implementation in their own classrooms.
<http://ok.gov/sde/sites/ok.gov.sde/files/Indicator%203%20Self-Assessment.pdf>

- OSDE-SES Assessment Self-Assessment Instructions- Resource for teachers/administrators to aid in the process of completing the Assessment Self-Assessment sheet. <http://ok.gov/sde/sites/ok.gov.sde/files/Self-Assessment%20Instructions%20%28Form%29%20-%20Indicator%203.pdf>
- OSDE-SES Assessment PD Resource Sheet- Reference for specific tools and resources helpful to Assessments. Title of resource, brief description, and link to URL provided. <http://ok.gov/sde/sites/ok.gov.sde/files/Targeted%20PD%20Resources%20-%20Assessment.pdf>
- OSDE-SES Assessment Webpage- The OSDE webpage designated for Special Education Assessment contains information on the Oklahoma Alternate Assessment Program. Access to resources on this site include the OAAP manual, OAAP blueprint, training, rubrics, results, dynamic learning maps, and other helpful information. <http://ok.gov/sde/assessment>
- OSDE Achieving Classroom Excellence (ACE) website- Achieving Classroom Excellence are the Oklahoma requirements for a student to earn a high school diploma. The website addresses the specific ACE curriculum requirements, testing requirements, alternate tests and end of course projects. <http://www.ok.gov/sde/achieving-classroom-excellence-act-ace>
- Oklahoma Requirements for High School Graduation, Student Testing, and Oklahoma's Promise 2013- Quick reference sheet explaining the curriculum requirements and testing requirements for Oklahoma to earn a high school diploma. http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/SUCCESS_brochure_2013-14.pdf
- Achieving Classroom Excellence (ACE) Graduation Checklist- Resource for parents and their families to ensure students have met curriculum and assessment requirement to achieve a high school diploma http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/SUCCESS_Parent_Checklist_2013-14.pdf

CONTINUUM OF STUDENT NEEDS

OUT-OF-CLASS SUPPORTS

- Consultation Only
- Accommodations Only

IN-CLASS SUPPORTS

- Support Facilitation
- Co-Teaching

SPECIALIZED PLACEMENTS

- Resource Room
- Self-Contained



Oklahoma State Department of Education

<http://ok.gov/sde/least-restrictive-environment>

2/14/2014

Co-Teaching

Much of this framework was gathered from the Maryland Department of Education as funded by a grant from USDE 2011 and adapted to the needs of Oklahoma.

Co-Teaching is a collaborative effort between 2 teachers (general education and special education) of equal licensure to teach children with and without disabilities, together, within the Least Restrictive Environment

Vision Statement: General and special educators have gained capacity to regularly collaborate and have joint accountability and ownership for planning, delivering instruction, and assessment for the success of all students in the general education curriculum resulting in systemic change that is sustainable.

Mission statement: To improve achievement of students with disabilities by supporting the professional growth of administrators and teachers by:

- Giving teachers high quality tools and meaningful and engaging learning experiences to implement effective evidence-based co-teaching practices resulting in improved student achievement and more inclusive opportunities for students with disabilities.
- Giving system leadership and school-based administrators high quality tools and meaningful and engaging learning experiences to support and monitor effective evidence-based co-teaching practices resulting in improved student achievement and more inclusive opportunities for students with disabilities.
- Providing online social networking opportunities and learning communities, for administrators and teachers to engage in dialogue, access resources, and exchange information for professional growth
- Establishing a Co-Teaching Network within each district as a place to find valuable techniques, strategies, protocols, examples, media to improve co-teaching to increase student academic achievement and the number of students with disabilities in the Least Restrictive Environment.

For the purposes of this Framework, roles will be defined as follows:

- Central Office Administration will refer to Superintendents, Assistant Superintendents, Special Education Directors, Special Education Coordinators



- o School Based Administration will refer to Principals, Assistant Principals, Team Leaders, and Subject Area Leaders etc.
- o Personnel will refer to general and special education teachers

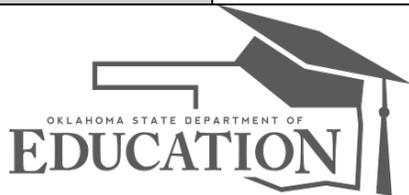
Collaborative Development and Implementation Stages of the Co-Teaching Framework				
Personnel	Collaborative Development	Collaborative Implementation	Collaborative Monitoring	Collaborative Evaluation
Central Office Administration	<ul style="list-style-type: none"> -Facilitate the development of a shared system-wide vision that ensures that schools consider co-teaching as a service delivery method to provide more inclusive programming for students with disabilities -- Foster a culture of collaboration between general and special educators -Determine system-wide goals and timelines for co-teaching implementation -Determine staffing allocations based on the co-teaching model of service delivery -Consider administrator and teacher skills/knowledge and school readiness when assigning resources (including technology) for co-taught classes -Provide guidelines for scheduling for efficient and effective staff assignment that include adequate collaborative planning time 	<ul style="list-style-type: none"> -Assist school-based administrators and school Instructional Leadership Teams in their support of the implementation of co-teaching - Ensure that schools strategically assign an appropriate proportion of general education students and students with disabilities to co-taught classes (no more than 1/3) -Provide staff focused, sustained, research-based professional development based on assessed needs related to co-teaching, Universal Design for Learning, and differentiation strategies -Provide staff focused, sustained, research-based professional development specifically related 	<ul style="list-style-type: none"> -Monitor and provide tools to support Instructional Leadership Teams in monitoring the alignment of curriculum, instruction, and assessment in co-taught classrooms -Review LRE data to consider if co-teaching as a service delivery method should be expanded to provide more inclusive programming for students with disabilities - Support co-teaching through: <ul style="list-style-type: none"> --Prioritizing collaborative planning time --Ensuring class schedules accommodate co-planning and co- 	<ul style="list-style-type: none"> -Assess the impact on co-teaching implementation of factors including adequate collaborative planning time, appropriate scheduling of staff and students, and focused, sustained, research-based professional development - Assess the impact of system and school-wide co-teaching on student achievement using multiple sources of student-achievement data -Evaluate the



<p>Central Office Administration</p>	<p>to co-taught classes</p> <p>–Plan system professional development for administrators and school-based staff aligned with the Oklahoma Teacher Professional Development Standards based on assessed needs that is focused, sustained, and research-based related to co-teaching as an instructional delivery model with the clear understanding that Universal Design for Learning and differentiation are expected strategies within the co-taught classroom</p> <p>-Train administrators and school-based staff in the use of the co-teaching tool for monitoring appropriate implementation</p> <p>-Specify measurable outcomes, establish baseline data of current system-wide classroom practice in co-teaching, and interim benchmarks related to co-teaching implementation and student achievement to be collected</p> <p>-Develop procedures for the periodic</p>	<p>to co-teaching including understanding selecting and implementing the 4 approaches of co-teaching</p> <ol style="list-style-type: none"> 1- Supportive Teaching 2- Complimentary Teaching 3- Parallel Teaching 4-Team Teaching <p>based upon Friend & Cook, 2007*</p> <p>– Procedures in place for the periodic, collaborative review of the system-wide co-teaching vision and allocation of resources aligned to support the vision and address barriers to implementation</p> <p>–Implement centralized data collection procedures for established outcomes</p> <p>– Ensure that schools use technology and multiple sources of data to improve classroom instruction. Student data will be used for ongoing root cause analysis of student performance that drives instructional decision making</p> <p>-Provide sufficient technology for integration in instruction, progress</p>	<p>teaching</p> <p>--Ensuring appropriate student grouping</p> <p>--Ensuring parent communication</p> <p>-Ensure that schools use student data and data collected during the observation process to make recommendations for the improvement of instruction in co-taught classrooms</p> <p>- Conduct classroom fidelity checks for implementation of co-teaching, Universal Design for Learning, and differentiation</p> <p>- Plan for ongoing support to ensure sustainability</p>	<p>effectiveness of the professional development provided in alignment with the OK Teacher Professional Development Standards</p> <p>– Evaluate school and system-wide data related to co-teaching as an instructional model and disseminate results related to the specified goals and interim benchmarks with appropriate stakeholders</p>
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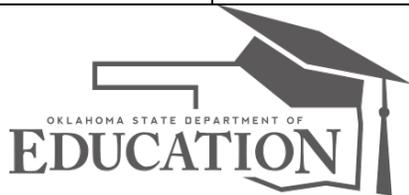
	collaborative review of the system-wide co-teaching vision with resources aligned to support the vision	monitoring and assessment		
Personnel	Collaborative Development	Collaborative Implementation	Collaborative Monitoring	Collaborative Evaluation
School-based Administration	<ul style="list-style-type: none"> -Facilitate the development of a shared school-wide vision that ensures that schools consider co-teaching as a service delivery method to provide more inclusive programming for students with disabilities -Foster a culture of collaboration between general and special educators -Determine school-based goals and timelines for co-teaching implementation -Make staffing decisions based on co-teaching model of service delivery including overall size of classroom and proportion of students with disabilities 	<ul style="list-style-type: none"> -Assist school-based Instructional Leadership Team in their support of the implementation of school-wide co-teaching – Ensure procedures are in place for the periodic, collaborative review of the school-wide co-teaching vision with resources aligned to support the vision and address barriers to implementation –Develop schedule to include co-teaching as a service delivery model 	<ul style="list-style-type: none"> –Utilize the co-teaching monitoring and support tools with the Instructional Leadership Team to monitor the alignment of curriculum, instruction, and assessment in co-taught classrooms – Use of student data and data collected during the observation process to make recommendations for the improvement of instruction in co-taught classrooms 	<ul style="list-style-type: none"> –Assess the impact on co-teaching implementation of factors including adequate collaborative planning time, appropriate scheduling of staff and students, and focused, sustained, research-based professional development - Assess the impact of system and school-wide co-teaching on student achievement using



<p>School-based Administration</p>	<ul style="list-style-type: none"> -Ensure scheduling allows for efficient and effective staff assignments to co-taught classrooms -Consider staff skills/knowledge and readiness when assigning teachers to co-taught classes -Consider student strengths and needs when assigning students to co-taught classes -Specify baseline data and interim benchmarks for school-wide co-teaching implementation and student achievement prior to initiation of co-teaching -Create opportunities for leadership, collaborative decision-making, and co-planning -Plan school-wide professional development based on assessed needs that is focused, sustained, research-based professional development related to co-teaching as an instructional delivery model that is aligned with the Oklahoma Teacher Professional Development Standards -Plan focused, sustained, research-based professional development related to co-teaching, Universal Design for Learning, and differentiation to establish teacher baseline 	<ul style="list-style-type: none"> -Strategically assign an appropriate proportion of general education students and students with disabilities to co-taught classes (no more than 30% with a balance of students with behavioral and academic issues) -Implement school-based data collection procedures for established outcomes -Use technology and multiple sources of data to improve classroom instruction -Provide staff with focused, sustained, research-based professional development based upon assessed needs related to co-teaching including understanding, selecting, and implementing the (*) 4 approaches of co-teaching <ul style="list-style-type: none"> 1- Complimentary Teaching 2- Team Teaching 3- Parallel Teaching 4-Supportive Teaching 	<ul style="list-style-type: none"> -Conduct classroom fidelity checks for appropriate implementation of co-teaching, Universal Design for Learning, and differentiation strategies -Support co-teaching through: <ul style="list-style-type: none"> *Prioritizing collaborative planning time *Ensuring class schedules accommodate co-planning and co-teaching *Ensuring appropriate student grouping *Ensuring parent communication -Review LRE data to consider if co-teaching as a service delivery method should be expanded to provide more inclusive programming for students with disabilities -Plan for ongoing support to ensure sustainability 	<p>multiple sources of student-achievement data</p> <ul style="list-style-type: none"> - Evaluate school and review system-wide data related to co-teaching as an instructional model and disseminate results related to the specified goals and interim benchmarks with appropriate stakeholders -Evaluate the effectiveness of the professional development provided in alignment with the OK Teacher PD standards
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	<p>data</p> <ul style="list-style-type: none"> -Review with staff the co-teaching tool and any other tools for monitoring co-teaching for appropriate implementation - Review school LRE data to consider co-teaching as a service delivery method to provide more inclusive programming for students with disabilities 	<ul style="list-style-type: none"> -Provide staff with focused, sustained, research-based professional development based on assessed needs related to Universal Design for Learning, and differentiation strategies 		
Personnel	Collaborative Development	Collaborative Implementation	Collaborative Monitoring	Collaborative Evaluation
General and Special Educators	<ul style="list-style-type: none"> -Share the vision and commitment to co-teaching with colleagues -Engage in collaborative planning with parity -Identify clear roles and responsibilities 	<ul style="list-style-type: none"> -Participate in professional development regarding selecting appropriate approaches to co-teaching and apply to classroom instruction -Deliver co-taught lessons and 	<ul style="list-style-type: none"> -Complete the co-teaching tool for appropriate implementation of co-teaching, and review practices for Universal Design for Learning and 	<ul style="list-style-type: none"> -Analyze student data collected regarding established outcomes, goals and interim benchmarks



	<p>–Self assess professional development needs related to co-teaching, Universal Design for Learning, and differentiation to establish teacher baseline data</p> <p>–Actively participate in professional development related to; the 4 approaches of co-teaching</p> <ul style="list-style-type: none"> 1- Supportive Teaching 2- Parallel Teaching 3- Complimentary Teaching 4- Team Teaching <p>and other co-teaching practices, Universal Design for Learning, and differentiation</p> <p>–Establish mutually agreed upon classroom procedures</p> <p>–Design lessons and assessments using Universal Design for Learning and differentiation strategies</p>	<p>assessments incorporating Universal Design for Learning and differentiation strategies</p> <p>–Ensure instruction and assessments provide access to general education curriculum with appropriate accommodations to meet individual student needs</p> <p>–Implement data collection procedures for established outcomes</p> <p>–Address barriers to implementation</p> <p>–Demonstrate shared accountability for planning, instruction, assessment and progress of all students that exhibits shared understandings of student instructional needs</p> <p>–Document shared communications with parents</p> <p>– Integrate technology in instruction, progress monitoring, and assessment processes</p>	<p>differentiation strategies</p> <p>–Conduct ongoing monitoring of student performance</p> <p>–Self-assess periodically the parity in planning and responsibilities</p> <p>–Determine if intended outcomes have been achieved for lessons implemented</p> <p>–Implement adjustments based upon student performance and needs</p>	<p>–Assess impact on instructional delivery and student achievement</p> <p>–Share results with appropriate stakeholders</p>
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		Monday	Tuesday	Wednesday	Thursday	Friday
Preplanning	Activity					
	IEP Objective <i>Consider:</i> -Communication -Functional Academics -Reading -Mathematics -Social Skills -Gross Motor -Fine Motor -Leisure					
Planning	Level of Adaptation <i>Consider:</i> -Activities -Objectives -Setting					
	Support from Special Education Teacher <i>Consider:</i> -Technical Support -Assistive Technology -Co-Teaching -Adapted Materials					

Student:

COMMENTS

AREAS of STRENGTH

NOTES on ADAPTATIONS

AREAS of CONCERN

Co-Teaching: Program Essentials, Development and Implementation

Basics of Co-Teaching

- Co-teaching is a service delivery option. Students with Individual Education Plans (IEP) receive some or all of their specialized instruction and related services in the context of the general education classroom.
- Both professionals participate fully, although differently, in the instructional process. General educators maintain primary responsibility for the content of the instruction; special educators hold primary responsibility for facilitating the learning process.
- Instruction employs evidence-based practices.
- The students are heterogeneously grouped as a class, and both teachers work with all students.
- Various combinations of students and group sizes are used.
- Each student's educational potential is realized.
- Co-teachers are firmly committed to "our" students, not "yours" and "mine."
- It is NOT a general education classroom with one "real" teacher and one who serves as "the help" or "an extra set of hands."
- It is NOT a pullout special education program that has been relocated to the corner of a general education classroom.

Program Essentials

Types of Co-Teaching:

- Supportive Co-teaching – One member of the team takes the lead role and the other member rotates among students to provide support.
- Parallel Co-teaching - Both teachers instruct different heterogeneous groups of students.
- Complementary Co-teaching – A member of the co-teaching team does something to supplement or complement the instruction provided by the other member of the team (e.g., models note taking on a transparency, paraphrases the other co-teacher's statements).
- Team Teaching - The members of the team co-teach alongside one another and share responsibility for planning, teaching, and assessing the progress of all students in the class.

Two or more professionals with equivalent licensure are co-teachers

- One general educator
- One special educator or specialist
- Paraprofessionals are NOT considered a co-teacher

Types of Common Planning Time:

Shared: daily or weekly mutual time

Macro: period high quality meetings to plan 2-3 weeks at a time

Comp time: after hours

Use of substitute teachers

Collaboration: working as a staff to build common time

Schedules: example may be common specials schedules (including music, art, PE)

Teacher Responsibilities:

General Education teacher comes prepared with themes, projects, student expectations and ideas about division of duties and co-teaching approaches:

- Starts with instruction then begin assessments (begin teaching and then test for knowledge)
- Learning strategist
- Content knowledge
- Curriculum alignment
- Content development

Special Education teacher is responsible for collaborating about teaching responsibilities, completing significant adaptations and/or accommodations to the assignments for student success and discussing student expectations and desired outcomes

- Begin with assessment than instruction (test for knowledge and then instruct based on need)
- Learning strategist
- Has different techniques to motivate children
- Curriculum adaptation for diverse learners
- Knowledge of disabilities

Accommodations/Modifications

Modifications and accommodations are two separate concepts.

- Accommodations are changes in materials or procedures that enable students to meaningfully access instruction and assessment.
- Assessment accommodations do not change the construct that is being measured.
- Accommodations mediate the effects of a student's disability and do not reduce learning expectations.
- Assessment modifications, in contrast, do change the construct that is being measured, creating challenges for assessment validity.
- Modifications fundamentally decrease learning expectations and prevent students from accessing the general education curriculum in a meaningful way.

Differentiation

Differentiation: Term used to capture the innumerable tools and strategies teachers proactively use to ensure that ALL students – regardless of their unique needs – learn the curriculum.

What is it?

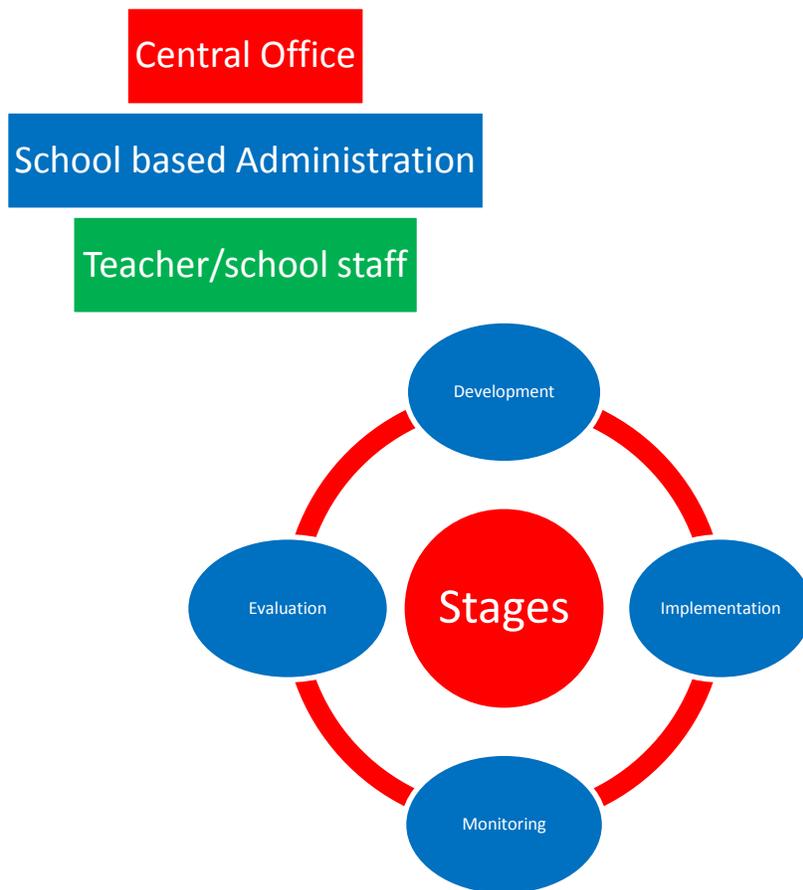
Consistently using a variety of instructional approaches to modify content, process, and/or products in response to learning readiness and interest of academically diverse students.

Why is it important?

Regardless of ability level, the majority of students are spending more and more time within a general education setting. With this trend comes a vast level of student interests, readiness and learning styles and therefore teachers need to accommodate their curriculum to meet the needs of ALL students.

Program Development and Implementation

Refer to the Oklahoma Co-Teach Framework



Clarify intent:

- Why are we doing this?
- What will it look like and who will this affect?
- Establish a planning structure: Identify the team members and their responsibilities

Assess:

- Account for needs to be addressed and set goals and expectations for the team and the students
- Describe ideal outcome: What is the ultimate goal?

Specify components:

- Subject areas, curriculum, planning time, professional development
- Match context and resources: Balance between what is ideal and what can be done and supported now
- Establish Timelines: Start small and build timelines that are reasonable and attainable

Awareness:

- Discuss student's needs
- Expectations for both teachers and students
- Types of support

Select co-teachers: Effective teams need to have mutual respect for each other personally and professionally

Preparation of personnel: Professional development opportunities

Program effectiveness: An instrument of evaluation to measure checks and balances of whether intended goals are being reached and if not, what needs to be done to make this happen



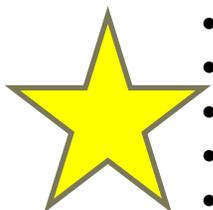
- Continue with professional development
- Share information with all staff so the program can grow

Evaluate:



- How are we doing?
- What can we do better?
- What can we do more of?
- What should we do less of?

Potential Roadblocks:



- Ages or grade levels of the student
- Content being taught
- Instructional strategies
- Teachers' knowledge and skills as professional educators
- Teachers' commitment to co-teaching and "chemistry" as a partnership
- Amount of shared teaching time each day
- Length of time the partnership has existed
- Class schedules
- Extent of administrative support

References:

<http://www.ok.gov/sde/co-teaching>

Tracey.Lindroth@sde.ok.gov

Murawski, W. (2009). Collaborative Teaching in Secondary Schools. Corwin Press. CA.

Tomlinson, C. (2009). The goals of differentiation. In M. Scheerer, Ed. Supporting the wholechild: Reflections on best practices in teaching, learning, and leadership. Alexandria, VA: ASCD, pp3-11.

Friend, M. (2008). Co-Teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools. Friend: Greensboro, NC

Villa, R., Thousand, J., Nevin, A. (2004). A Guide to Co-Teaching. Corwin Press, CA.



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Accommodations: Synopsis

WHAT ARE ACCOMMODATIONS?

An accommodation is a change that helps a student overcome or work around the disability. Allowing a student who has trouble writing to give his answers orally is an example of an accommodation. This student is still expected to know the same material and answer the same questions as fully as the other students, but he doesn't have to write his answers to show that he knows the information. Accommodations reduce or eliminate the effects of a student's disability; they do not reduce learning expectations.

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.

- I. **Setting Accommodations:** Change the location in which a test or assignment is given or the conditions of the assessment setting.
- II. **Timing and Scheduling Accommodations:** Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.
- III. **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.
- IV. **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.

MODIFICATIONS OR ALTERATIONS VS. ACCOMMODATIONS

Accommodations do not reduce learning expectations. They provide access. Modifications refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S IEP

- I. *“Consideration of Special Factors”* [Sec. 614 (d) (3) (B)]. This is where communication and assistive technology supports are considered.
- II. *“Supplementary Aids and Services”* [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)]. This area of the IEP includes “aids, services, and other supports that are provided in regular education classes or other education-related settings.

- iii. “*Participation in Assessments*” [Sec. 612 (a) (16)]. This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments.

INVOLVING STUDENTS IN SELECTING, USING, AND EVALUATING ACCOMMODATIONS

Typically, accommodation use does not begin and end in school. It is critical for students with disabilities to understand his/her disability and learn self-advocacy strategies for success in school and throughout life. Students who use accommodations will also need them at home, in the community, and as they get older, in postsecondary education and at work. The more that students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases.

ACCOMMODATIONS DURING INSTRUCTION

The student must be provided the selected accommodations during instructional periods that necessitate their use. **An accommodation may not be used solely during assessments.** Although some accommodations may be appropriate for instructional use, they may not be state approved for use on a standardized assessment.

ACCOMMODATIONS DURING ASSESSMENT

Students with disabilities are to be included in all state wide and district wide assessments. The IEP team determines how the student will participate in state and district wide assessments—with or without accommodations, or by means of an alternate assessment. Assessment accommodations are determined based on the student’s needs. Those accommodations can only be used for state assessment purposes if they are used regularly by the student during instruction and/or classroom testing. The state approved assessment accommodation list is located on the Oklahoma State Department of Education Web site. Students must meet the eligibility requirements found in the *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments*¹ before taking an alternate assessment.

RESOURCES

<http://www.ok.gov/sde/achieving-classroom-excellence-act-ace>

<http://ok.gov/sde/assessment>

<http://ok.gov/sde/accountability-assessments>

<http://ok.gov/sde/assessment-administrator-resources-administrators>

Oklahoma State Department of Education
Special Education Services
(405)521-3351
<http://ok.gov/sde/special-education>

¹ <http://ok.gov/sde/sites/ok.gov.sde/files/OSDE%20Form%2012%20Assessment%20Criteria%20Checklist.pdf>

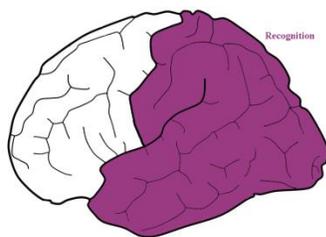
Universal Design for Learning: Synopsis

Definition: Universal Design for Learning (UDL) is a proactive design of curricula (educational goals, methods, materials, and assessments) that enable all individuals to gain knowledge, skills, and enthusiasm for learning. This is accomplished by simultaneously providing rich supports for learning and reducing barriers to the curriculum, while maintaining high achievement standards for all students.

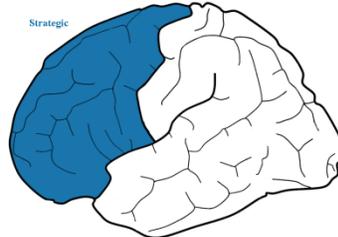
Definition of UDL included in the reauthorization of the Higher Education Opportunity Act 2008 (HEOA)ⁱ

Universal design for learning (UDL) means a scientifically valid framework for guiding educational practice that- (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

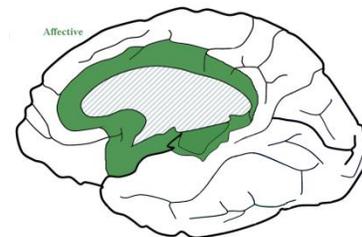
Through research on how the brain processes information, Center for Applied Special Technology (CAST)ⁱⁱ has identified three primary brain networks and the roles they play in learning. The three UDL principles are listed below.



I. Provide Multiple Means of Representation



II. Provide Multiple Means of Action and Expression



III. Provide Multiple Means of Engagement

- I. Multiple Means of Representation- (the “what” of learning). This principle is based on the brain’s recognition networks- the networks used to identify and categorize what we see, hear, and read. Examples include: text size, color contrast, captions, symbolic representation, pre-taught vocabulary, chunking information, activating prior knowledge
- II. Multiple Means of Action and Expression- (the “how” of learning). This principle is based on the brain’s strategic network- the networks used for planning and performing tasks. There are a variety of ways for students to demonstrate what they have learned including: alternatives to pen & pencil tasks, drawing/illustrations, speech to text software, manipulatives including base ten blocks, web applications, scaffolding instruction, prompts, checklists, short term objectives
- III. Multiple Means of Engagement- (the “why” of learning). This principle is based on the brain’s affective dimensions. Multiple options encourage active engagement and motivation to learn.

Background and benefit of UDL: Universal Design originated in architecture and urban planning, as part of a movement to begin designing building and other structures that would accommodate the widest spectrum of users, including those with disabilities, right from the start. UDL originated at Center for Applied Technology (CAST) where, “students are provided with scaffolds and supports to deeply understand and engage with standards-based material. They not only have access to content and facts, but they learn to ask questions, find information, and use that information effectively. They learn how to learn.”



Why UDL is effective?

Latest information places the rate of graduation with a regular high school diploma at approximately 62% nationwide. One in four students with LD drops out of school. The use of UDL designed curriculum has the potential to provide new and different ways to engage students with Learning Disabilities, increasing their interest in learning and decreasing their risk of dropping out. ⁱⁱⁱ

UDL ensures preparedness for student’s future. Students should not be limited to be taught primarily in a world of print. They need to understand all literacies and tools that will be critical in their future. ^{iv}

All students benefit due to minimizing barriers to learning and maximizing learning opportunities. ^v

Oklahoma State Department of Education
Special Education Services
(405)521-3351
Universal Design for Learning
<http://ok.gov/sde/universal-design>



ⁱ http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110.pdf

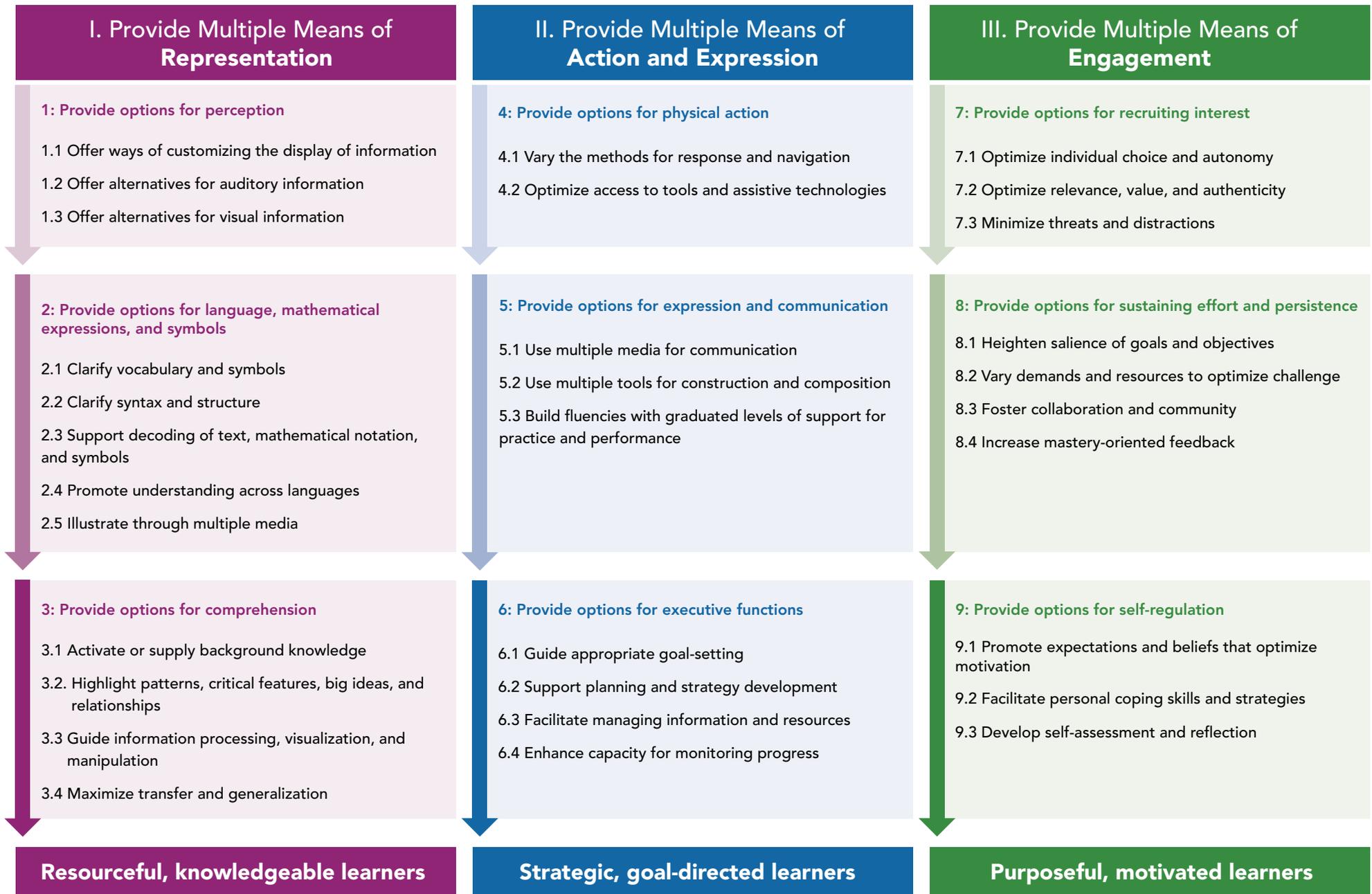
ⁱⁱ <http://www.cast.org>

ⁱⁱⁱ Cortiella, Candace 2008 A Parent’s Guide to Universal Design for Learning (UDL). National Center for Learning Disabilities. P. 6

^{iv} Cortiella, Candace 2008 A Parent’s Guide to Universal Design for Learning (UDL). National Center for Learning Disabilities. P. 7

^v Cortiella, Candace 2008A Parent’s Guide to Universal Design for Learning (UDL). National Center for Learning Disabilities. P. 13

Universal Design for Learning Guidelines



UDL Guidelines – Educator Worksheet - v. 2

I. <u>Provide Multiple Means of Representation:</u>	Your notes
1. <u>Provide options for perception</u>	
1.1 <u>Offer ways of customizing the display of information</u>	
1.2 <u>Offer alternatives for auditory information</u>	
1.3 <u>Offer alternatives for visual information</u>	
2. <u>Provide options for language, mathematical expressions, and symbols</u>	
2.1 <u>Clarify vocabulary and symbols</u>	
2.2 <u>Clarify syntax and structure</u>	
2.3 <u>Support decoding of text, mathematical notation, and symbols</u>	
2.4 <u>Promote understanding across language</u>	
2.5 <u>Illustrate through multiple media</u>	
3. <u>Provide options for comprehension</u>	
3.1 <u>Activate or supply background knowledge</u>	
3.2 <u>Highlight patterns, critical features, big ideas, and relationships</u>	
3.3 <u>Guide information processing, visualization, and manipulation</u>	
3.4 <u>Maximize transfer and generalization</u>	
II. <u>Provide Multiple Means for Action and Expression:</u>	Your notes
4. <u>Provide options for physical action</u>	
4.1 <u>Vary the methods for response and navigation</u>	
4.2 <u>Optimize access to tools and assistive technologies</u>	
5. <u>Provide options for expression and communication</u>	
5.1 <u>Use multiple media for communication</u>	
5.2 <u>Use multiple tools for construction and composition</u>	
5.3 <u>Build fluencies with graduated levels of support for practice and performance</u>	
6. <u>Provide options for executive functions</u>	
6.1 <u>Guide appropriate goal setting</u>	
6.2 <u>Support planning and strategy development</u>	
6.3 <u>Facilitate managing information and resources</u>	
6.4 <u>Enhance capacity for monitoring progress</u>	
III. <u>Provide Multiple Means for Engagement:</u>	Your notes
7. <u>Provide options for recruiting interest</u>	
7.1 <u>Optimize individual choice and autonomy</u>	
7.2 <u>Optimize relevance, value, and authenticity</u>	
7.3 <u>Minimize threats and distractions</u>	
8. <u>Provide options for sustaining effort and persistence</u>	
8.1 <u>Heighten salience of goals and objectives</u>	
8.2 <u>Vary demands and resources to optimize challenge</u>	
8.3 <u>Foster collaboration and community</u>	
8.4 <u>Increase mastery-oriented feedback</u>	
9. <u>Provide options for self-regulation</u>	
9.1 <u>Promote expectations and beliefs that optimize motivation</u>	
9.2 <u>Facilitate personal coping skills and strategies</u>	
9.3 <u>Develop self-assessment and reflection</u>	

Figure A

Diversity is the norm, not the exception, in schools today. When curricula are designed only to meet the needs of a few, those with different preferences, abilities, learning styles, or backgrounds, may fall behind. 21st century teaching and learning focuses efforts on ensuring that all individuals have opportunities to learn.

Universal Design for Learning (UDL) is a research-based framework that addresses learner diversity at the beginning of the design or planning effort. Using UDL to design academic goals and curriculum has the potential to dramatically change how we teach, how learners engage in learning, and how we measure what learners learn. Using UDL principles allows us to embed flexibility into all aspects of instruction from the beginning, rather than trying to retro-fit a rigid curriculum, set of instructional materials, or test for each student who happens to learn a different way. Educators should provide multiple ways to access resources and content so learners are given the opportunity to take charge of their engagement in learning.

The principles of Universal Design for Learning (UDL) can help us refine how we approach who we teach, what we teach and how we teach. Universal Design for Learning (UDL) is all about “how” we define goals, teaching methods, instructional materials and assessments. Innovative technologies and online resources can assist teachers when they modify instruction to better meet student needs. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners

Through the use of the framework of Universal Design for Learning, educators can plan and deliver flexible and meaningful lessons that emphasize problem solving, project based learning, and student choice. Exposing novice learners to innovative content acquisition and application supports their development as expert learners. Expert learners are individuals who know how to learn, who want to learn, and who, in their own highly individual ways, are well prepared for a lifetime of learning.

The pedagogical, neuroscientific, and practical underpinnings of UDL are also discussed at greater length in books such as Teaching Every Student in the Digital Age by Rose & Meyer (ASCD, 2002), The Universally Designed Classroom (Rose, Meyer, & Hitchcock, Eds.; Harvard Education Press, 2005), and A Practical Reader in Universal Design for Learning (Rose & Meyer, Eds.; Harvard Education Press, 2006).

Universal Design for Learning Guidelines

These UDL Guidelines and checkpoints can assist educators in designing flexible lessons and curricula that reduce barriers to learning and provide innovative and supportive learning to meet the needs of all learners. They can also help educators evaluate existing curricula goals, materials, methods and assessments.

Principle I: Provide Multiple Means of Representation - the “WHAT” of learning - Learners differ in the ways that they perceive and comprehend information that is presented to them. **There is no one means of representation that will be optimal for all learners; but providing multiple options for representation is essential.*

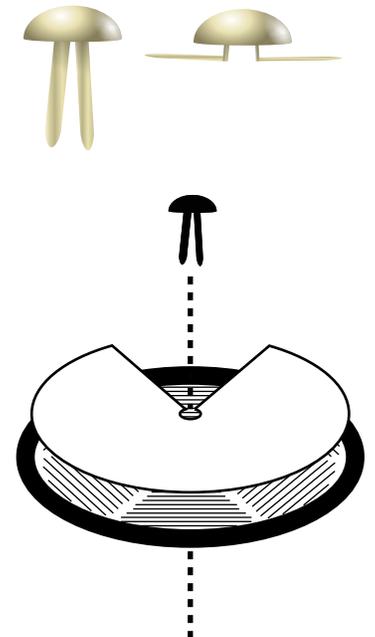
Principle II: Provide Multiple Means of Expression - the “HOW” of learning - Learners differ in the ways that they can navigate a learning environment and express what they know. **There is no one means of expression that will be optimal for all learners; but providing multiple options for action and expression is essential.*

Principle III: Provide Multiple Means of Engagement - the “WHY” of learning - Learners differ markedly in the ways in which they can be engaged or motivated to learn. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. **Learners have different preferences for what is engaging and motivating so providing multiple options for engagement is essential.*



Universal Design for Learning DIY Template

1. Cut out figure A
2. Cut out figure B
3. Fasten figure A on top of figure B with a mini round safety pin



Center for Applied Special Technology (CAST)
Universal Design for Learning Guidelines

Center for Applied Special Technology (CAST).
Universal Design for Learning Guidelines

Name: _____

Date: _____

SpEd 101

Pre-Test/Post-Test

1. What is IDEA?

- a) A federal law which created and governs special education.
- b) Entitles eligible children with disabilities to specially designed instruction.
- c) Includes the provision of an Individualized Education Program (IEP).
- d) All of the above.

2. What is an IEP?

- a) Provides students with a disability access to the general education curriculum through accommodations, supports, and special education services.
- b) A document that addresses the fact that only students with special needs learn differently.
- c) A document that offers accommodations since all learners require the same support.
- d) A plan that addresses accommodations for students with a documented disability that does not adversely affect their educational performance.

3. What is the meaning of least restrictive environment?

- a) A separate location where all students with disabilities are provided special education services.
- b) To the maximum extent appropriate, children with disabilities are educated with other children who are disabled.
- c) All students with disabilities receive instruction in general education classes.
- d) To the maximum extent appropriate, children with disabilities are educated with children who are not disabled.

4. What is an appropriate definition of an accommodation?

- a) A change to the learning environment where learning expectations are changed, lowered, or reduced.
- b) Practices and procedures that provide equitable access during instruction and assessment for students with disabilities.
- c) The use of assistive technology to overcome a disability.
- d) Change of location in which a test or assignment is given.

5. What is one advantage of Universal Design for Learning?

- a) All learners are provided the same accommodations.
- b) The teacher puts extended time and thought into each lesson.
- c) The teacher has access to multiple resources.
- d) Planning is purposeful for all students rather than a few with special needs.

6. What is a distinction between Universal Design for Learning and Differentiation?

- a) UDL lessons are designed well from the onset to address the needs of the widest users, Differentiation provides accommodations after the needs of the learners are known.
- b) UDL and Differentiation address the diverse needs of learners.
- c) UDL and Differentiation require appropriate planning to address the diverse needs of learners in the classroom.
- d) UDL provides the widest range of accommodations possible to meet the needs of all learners. Differentiation addresses the needs of the learners with the most significant impairments.

7. Name one instructional technique helpful to students with special needs.

8. What is the purpose of a behavior intervention plan?

- a) An evaluation tool to identify behavior, triggers/causes, frequency and nature of the behavior.
- b) An document to justify suspension/expulsions for students with disabilities.
- c) A document addressing the changes within the educational setting to improve the behavioral success of students.
- d) A document to justify a change in the student's least restrictive environment.

9. True or false. All students must be included in State assessments under the Individuals with Disabilities Education Act.

10. What is an appropriate way to provide students with disabilities access to assessments?

- a) The provision of the same testing accommodations for all students regardless of disability.
- b) The selection of appropriate accommodations improving access for students with disabilities based on their unique needs.
- c) The accommodations offered are only for assessment purposes and not offered as part of the student's daily instruction.
- d) The accommodations offered for assessments are based on decisions that will yield the best results rather than challenging students to maximize their potential.



Name: _____

Date: _____

SpEd 101

Pre-Test/Post-Test

1. What is IDEA? (Correct answer: d)

- a) A federal law which created and governs special education.
- b) Entitles eligible children with disabilities to specially designed instruction.
- c) Includes the provision of an Individualized Education Program (IEP).
- d) All of the above.

2. What is an IEP? (Correct answer: a)

- a) Provides students with a disability access to the general education curriculum through accommodations, supports, and special education services.
- b) A document that addresses the fact that only students with special needs learn differently.
- c) A document that offers accommodations since all learners require the same support.
- d) A plan that addresses accommodations for students with a documented disability that does not adversely affect their educational performance.

3. What is the meaning of least restrictive environment? (Correct answer: d)

- a) A separate location where all students with disabilities are provided special education services.
- b) To the maximum extent appropriate, children with disabilities are educated with other children who are disabled.
- c) All students with disabilities receive instruction in general education classes.
- d) To the maximum extent appropriate, children with disabilities are educated with children who are not disabled.

4. What is an appropriate definition of an accommodation? (Correct answer: b)

- a) A change to the learning environment where learning expectations are changed, lowered, or reduced.
- b) Practices and procedures that provide equitable access during instruction and assessment for students with disabilities.
- c) The use of assistive technology to overcome a disability.
- d) Change of location in which a test or assignment is given.

5. What is one advantage of Universal Design for Learning? (Correct answer: d)

- a) All learners are provided the same accommodations.
- b) The teacher puts extended time and thought into each lesson.
- c) The teacher has access to multiple resources.
- d) Planning is purposeful for all students rather than a few with special needs.

6. What is a distinction between Universal Design for Learning and Differentiation? (Correct answer: a)

- a) UDL lessons are designed well from the onset to address the needs of the widest users, Differentiation provides accommodations after the needs of the learners are known.
- b) UDL and Differentiation address the diverse needs of learners.
- c) UDL and Differentiation require appropriate planning to address the diverse needs of learners in the classroom.
- d) UDL provides the widest range of accommodations possible to meet the needs of all learners. Differentiation addresses the needs of the learners with the most significant impairments.

7. Name one instructional technique helpful to students with special needs.

Variety of answers possible including: UDL, Leveled text, variety of activities, small manageable steps, clear directions, re-teaching, differentiated instruction, accommodations, activate prior knowledge, small grouping, core instruction focused on Academic Standards.

8. What is the purpose of a behavior intervention plan? (Correct answer: c)

- a) An evaluation tool to identify behavior, triggers/causes, frequency and nature of the behavior.
- b) An document to justify suspension/expulsions for students with disabilities.
- c) A document addressing the changes within the educational setting to improve the behavioral success of students.
- d) A document to justify a change in the student's least restrictive environment.

9. True or false. All students must be included in State assessments under the Individuals with Disabilities Education Act. (True)

10. What is an appropriate way to provide students with disabilities access to assessments? (Correct answer: b)

- a) The provision of the same testing accommodations for all students regardless of disability.
- b) The selection of appropriate accommodations improving access for students with disabilities based on their unique needs.
- c) The accommodations offered are only for assessment purposes and not offered as part of the student's daily instruction.
- d) The accommodations offered for assessments are based on decisions that will yield the best results rather than challenging students to maximize their potential.

