

**The IEP Team Professional Learning Project**

# **Writing an Individualized Education Program (IEP)**



## **Module 4: Accommodations & Service Delivery**

**Learner Handouts**

# Module 4

## Agenda

- I. Introduction
- II. Accommodations, Modifications, Supplementary Aids and Services
- III. Program Services Decisions, Including Additional Plans
- IV. Successful Implementation
- V. Summary

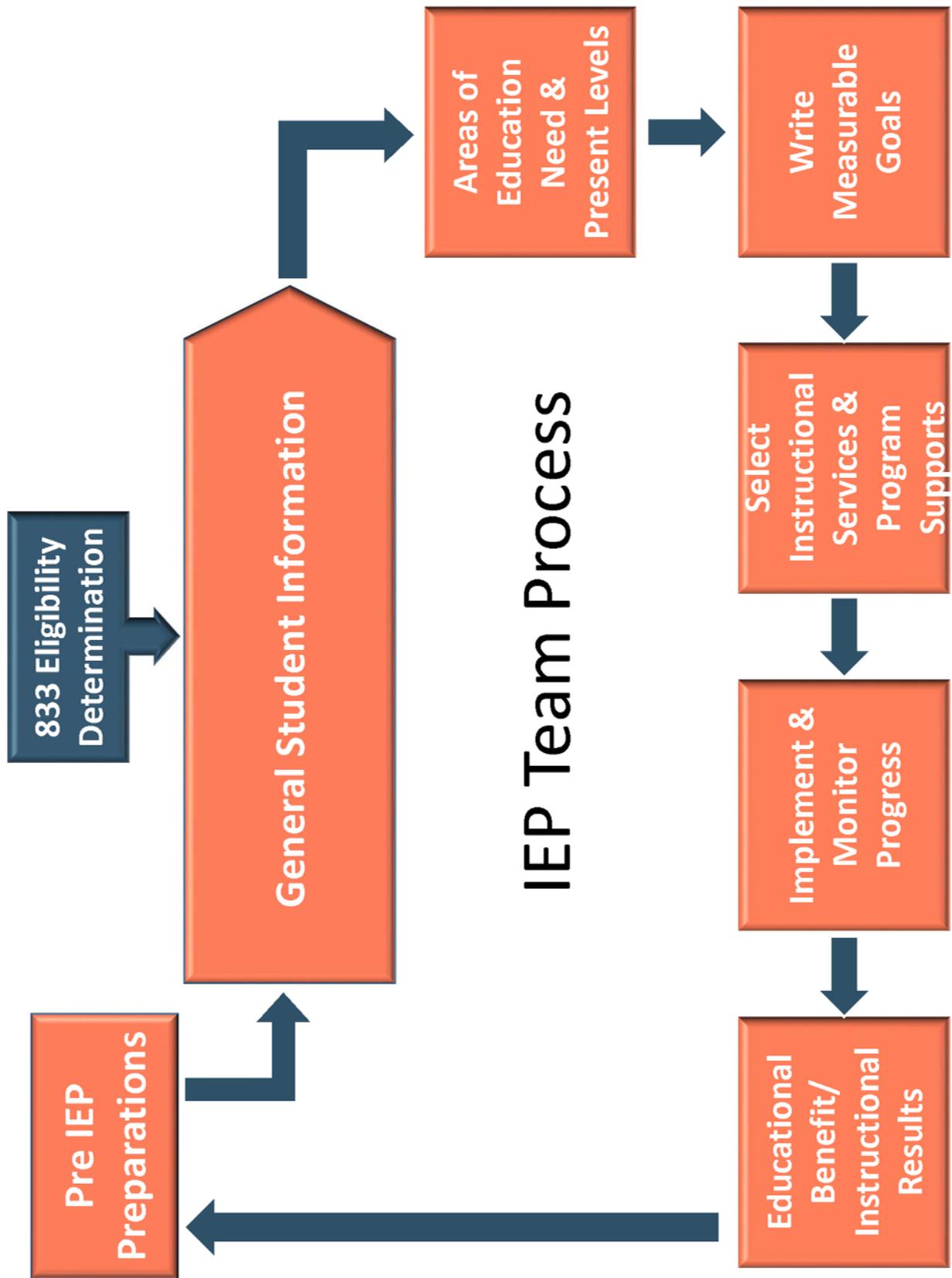
## Purpose

- How do you select accommodations, modifications, and supplementary supports and services?
- How do you assign services within the least restrictive environment?
- What additional plans are needed to carry out the IEP?
- What helps ensure successful implementation of the IEP?

## Expected Outcomes

- Determine accommodations, modifications and supplementary aids and services needed
- Assign services appropriately to meet student needs, including considerations of least restrictive environment
- Describe requirements of additional components including behavior intervention plans and secondary transition plans
- Describe roles/responsibilities of team members in implementation of IEP , including relationship of IEP with instruction and assessment
- Engage in individual and group learning

Disclaimer: Resources and references in this document do not imply endorsement of either content or organization, they are strictly included as additional resources and references on the topic. There is neither explicit nor implied endorsement of any website or product whether for cost or free. Individual needs and decision making rules must be considered when deciding the utility of any single or combination of resources.



## IEP Team Process

## For your Knowledge: Definitions

**Accommodations** allow a student to complete the same assignment or test that other students are given but with a change in the timing, format, setting, schedule, response or presentation. An accommodation does not alter in any significant way what the test or assignment measures.

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. (Source: <http://www.parentcenterhub.org/repository/accommodations/>)

**Modifications** are changes in what a student is expected to learn.

They provide a student with opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences.

Modifications include changes in instructional level, content/curriculum, performance criteria, or assignment structure-paper/pencil work.

Usually a **modification** means a change in what is being taught to or expected from the student. Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification (Source: <http://www.parentcenterhub.org/repository/accommodations/>)

**Supplementary Aids and Services** are aids, services and other supports that are provided in general education classes, education-related settings, and in extracurricular and nonacademic settings so students with disabilities can be educated with students without disabilities as much as possible.

IDEA - §300.320(a)(4) and stipulates that each child's IEP must contain:

- (4) **A statement of** the special education and related services and **supplementary aids and services**, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—
- (i) To advance appropriately toward attaining the annual goals;
  - (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
  - (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section... [§300.320(a)(4)]

## Learning Together Activity: Accommodations, Modifications, & Supplementary Aids and Supports

Read and answer each question on your own.

Mrs. Smith's 4th grade math class is working on a lesson. Lizzie, a student with a disability, has an instructional math level of 2nd grade. Her word problems are designed to match her instructional level.

- A. Accommodations
- B. Modifications

ANSWER: \_\_\_\_\_

Which of the items below is an example of a supplementary aids and supports?

- A. Extended time to complete work
- B. Alternate Directions
- C. Fewer homework assignments
- D. One-on-one assistant

ANSWER: \_\_\_\_\_

Reginald's IEP Team decided that he needs to be seated near the white board and that a daily assignment list helps to keep him on-track. These are examples of

- A. Accommodations
- B. Modifications

ANSWER: \_\_\_\_\_

Act 833 specifically states that the IEP Team shall "provide innovative methods to promote the student's advancement including flexible scheduling, alternate learning environments, online instruction, and other interventions that are proven to accelerate the learning process..." This statement indicates the IEP Team should consider

- A. Supplementary aids and services
- B. Accommodations
- C. Modifications
- D. All of the above

ANSWER: \_\_\_\_\_

## For Your Knowledge: Learning More

### Statewide Assessment Decisions

(See <http://www.louisianabelieves.com/assessment/alternate-assessments>)

Unless otherwise noted, the information has been directly copied from the site noted above.

#### ALTERNATE ASSESSMENTS

##### LAA 1

Students with the most severe cognitive disabilities are eligible to take the LEAP Alternate Assessment Level 1, known as LAA 1. The assessment is based on Extended Standards that capture the core academic content of academic standards.

Students in 3rd through 8th grade and 10th grade are assessed in English language arts and math. Students in 4th, 8th and 11th grades are assessed in science.

Students who take the LAA 1 may receive a Certificate of Achievement, not a high school diploma.

\*Note – these are active links on the website. Only the link relative to Module 4 is being shown.

[LAA 1 Parent Guide](#)

[LAA 1 Assessment Guide](#)

[LAA 1 Accommodations - http://www.louisianabelieves.com/docs/assessment/accommodations-laa-1.pdf?sfvrsn=2](http://www.louisianabelieves.com/docs/assessment/accommodations-laa-1.pdf?sfvrsn=2)

[LAA 1 Interpretive Guide](#)

[Technical Reports](#)

[Test Results](#)

##### LAA 2

Previously, students with persistent academic difficulties who met specific participation criteria were eligible to take the LEAP Alternate Assessment Level 2, known as LAA 2.

Starting with the 2014-2015 school year, all students in grades 3-8, with the exception of students who meet the LAA 1 criteria, are expected to participate in the regular state assessments.

In high school, students who have entered a high school cohort prior to 2014-2015 may continue to access the LAA 2 high school exams. If a student has participated in a required End-of-Course test but is unable to achieve the standard of proficiency, the student may take the LAA 2 subject test to meet graduation requirements.

## For Your Knowledge: Learning More

### **LAA 2, continued**

Students with disabilities who have passed two End-of-Course tests may be eligible for a waiver of the third exam required for graduation.

[LAA 2 Accommodations](#)

[LAA 2 Interpretive Guide](#)

[Technical Reports](#)

[Test Results](#)

### **Bulletin 1530 – Louisiana’s IEP Handbook for Students with Exceptionalities**

§505. Alternate Assessment Participation Criteria

A. LEAP Alternate Assessment, Level 1 (LAA1)

1. The student has a disability that significantly impacts cognitive function and/or adaptive behavior. This may be demonstrated in the following ways.
  - a. For students who have not completed the fifth grade, an eligible student is functioning three or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.
  - b. For students who have completed fifth grade, an eligible student is functioning 2.3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior.
  - c. Students who have completed the fifth grade functioning between 2.0 and 2.29 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior may be eligible for LAA 1 participation if the IEP team provides additional empirical evidence an LAA 1 identification is appropriate for the student.
2. The student requires extensive modified instruction aligned with the Louisiana extended standards to acquire, maintain, and generalize skills.
3. The decision to include the student in LAA 1 is not solely based on the following:
  - a. student's placement;
  - b. excessive or extended absences;
  - c. disruptive behavior;
  - d. English language proficiency;
  - e. student's reading level;
  - f. student's disability according to Bulletin 1508;
  - g. social, cultural, and/or economic differences;
  - h. anticipated impact on school performance scores;
  - i. administrative decision;
  - j. expectation that the student will not perform well on the LEAP, iLEAP, GEE or LAA 2.

**CHECK THE INDIVIDUAL ACCOMMODATIONS NEEDED**

Accommodations	Statewide Assessments									
	Paper					Online				
	Classroom	Testing	Math ELA	Science/Social Studies	Grades 3-12 LAA 1	Grades 9-12 LAA 2	Grades 3-8 Math ELA	Grades 9-12 EOC		
<b>Presentation Accommodations</b>										
Math Read Aloud	<input type="checkbox"/>									
Text to speech	<input type="checkbox"/>									
Human reader	<input type="checkbox"/>									
Recorded voice	<input type="checkbox"/>									
All content areas Read Aloud – except reading comp										
Text to speech	<input type="checkbox"/>									
Human reader	<input type="checkbox"/>									
Recorded voice	<input type="checkbox"/>									
ELA Read Aloud - all										
Text to speech	<input type="checkbox"/>									
Human reader	<input type="checkbox"/>									
Recorded voice	<input type="checkbox"/>									
Modify Test/Assignments										
Modified tests	<input type="checkbox"/>									
Modify assignments as needed	<input type="checkbox"/>									
Shorten assignments	<input type="checkbox"/>									
Limit amount of work required or length of tests	<input type="checkbox"/>									
Modify/repeat/model directions	<input type="checkbox"/>									
Alter format of materials on page (type/highlight/spacing)	<input type="checkbox"/>									
Limited multiple choice/Reduce answer choices	<input type="checkbox"/>									
Provide Word bank/Word assistance	<input type="checkbox"/>									
Multiple choice spelling tests, shortened spelling list	<input type="checkbox"/>									
Communication Assistance										
Communication Assistance/Task Description	<input type="checkbox"/>									
Fm system	<input type="checkbox"/>									
Adapted toys/games	<input type="checkbox"/>									





**CHECK THE INDIVIDUAL ACCOMMODATIONS NEEDED**

	Statewide Assessments									
	Paper					Online				
	Classroom	Testing	Math ELA	Science/Social Studies	LAA 1	LAA 2	Math ELA	Grades 3-8	Grades 9-12	Grades 9-12 EOC
<b>Response Accommodations</b>										
Communication Assistance										
Communication board/system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Functional communication book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PECS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scribing/Utilize oral responses to assignments/tests (answers recorded)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech-to-Text	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Voice output device	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voice recognition software	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word Processors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptive Keyboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Switch Interface	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Headmouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptive Joystick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trackball Mouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Device	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening device	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whisper phone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computation Devices (Except on specific fluency items)										
Calculators	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Manipulatives/Abacas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiplication Chart/Hundreds Chart/Number Line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Response Accommodations										
Braille Note-taker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Tools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Slant Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NotePad/Blank Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Statewide Assessments		Paper				Online	
	Classroom	Testing	Grades 3-8		Grades 9-12	Grades 3-8	Grades 9-12	
			Math ELA	Science/Social Studies	LAA 1	LAA 2	Math ELA	EOC
<b>Timing &amp; Scheduling</b>								
Extended Time/increase the amount of time allowed to complete assignments and tests	<input type="checkbox"/>							
Pace long term projects	<input type="checkbox"/>	<input type="checkbox"/>						
Extra time-written work	<input type="checkbox"/>	<input type="checkbox"/>						
Prior notice of tests	<input type="checkbox"/>	<input type="checkbox"/>						
Modify student's schedule	<input type="checkbox"/>	<input type="checkbox"/>						
Allow breaks during work periods, between tasks, during testing	<input type="checkbox"/>							
Provide assistance/cues for transition between classes, lockers, and home	<input type="checkbox"/>	<input type="checkbox"/>						
Content Mastery Center	<input type="checkbox"/>	<input type="checkbox"/>						
Other (Classroom only – NOT for state assessments)								
Unique (Requires additional documentation and LDOE approval for use on state assessments)								

- Access for All
- Accommodation
- Accessibility Feature
- Assistive Technology

	Statewide Assessments		Paper				Online	
	Classroom	Testing	Math ELA	Science/Social Studies	LAA 1	LAA 2	Math ELA	EOC
<b>Setting Considerations</b>								
Individual testing	<input type="checkbox"/>							
Small group testing	<input type="checkbox"/>							
Provide individualized instruction	<input type="checkbox"/>							
Provide small group instruction	<input type="checkbox"/>							
Assign peer tutors/work buddies/notetakers	<input type="checkbox"/>							
Provide desktop list of tasks	<input type="checkbox"/>							
Alter physical room environment	<input type="checkbox"/>							
Separate or Alternate Location	<input type="checkbox"/>							
Specified Area or Setting	<input type="checkbox"/>							
Other (Classroom only – NOT for state assessments)								
Unique (Requires additional documentation and LDOE approval for use on state assessments)								

## Learning Together Activity: Selecting Support, Case Study

### *Individual Activity*

- Take out your Case Study materials used in Modules 2 and 3
- Re-familiarize yourself with the case study student
- Write possible accommodations, modifications, or supplemental aids and services for this student below



**Notes:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Program / Services**

**LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM**

- Regular Assessments
- Alternate Assessment  LAA 1 -- For a 12th grade student who is eligible to participate in LAA1, continue selecting this option even though the student is not required to test during the 12th grade year.
- LAA 2 -- The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. IEP teams may continue to check these boxes for eligible students who have entered a high school cohort in 13-14 or before and those students will continue to have access to the LAA 2 graduation exams.
- ELA  Math
- Science  Social Studies
- None  This option should be selected only under one of the following two conditions:
- Prekindergarten through second grade students
  - Graduating seniors who have passed the required components of the exit examination

The ACT assessment requires separate documentation and approval for local, state, and ACT approved accommodations as outlined in the Procedures for Requesting ACT Test Accommodations.

Act 833 Eligibility

- No  Yes

**REGULAR CLASSES**

- Reading  Spelling  Physical Education
- Science  Writing  Social Studies
- Math  Art/Music  Foreign Language
- Vocational  English/Language Arts
- Electives (list)

**If not in regular classes, explain**

**ACTIVITIES WITH NON-DISABLED PEERS (Check all activities with non-disabled peers)**

- Assemblies  Buses  Field Trips
- Library  Meals  Recess
- Extracurricular/Nonacademic  Other

If not participating in activities with non-disabled peers, explain

**EXTENDED SCHOOL YEAR SERVICES (ESYS)**

Criteria For Consideration:

- Regression / Recoupment
- Critical Point of Instruction 1
- Critical Point of Instruction 2

**Special Circumstances**

- Employment
- Transition to Part B (Preschool)
- Transition to Post School Outcomes
- Excessive Absences
- Extenuating Circumstances

Supports Needed for School Personnel (Describe)

**Placement**

Special Transportation  
 No  Yes - Describe

**SITE DETERMINATION**

NOTE: The local education agency may choose to complete this section at this time. If the following assurances cannot be provided at this time, then a Site Determination Form assuring that the site selected is in accordance with least restrictive environment rules must be forwarded to the parent within ten (10) calendar days.

**ASSURANCES:**

1. This school is the one the student would attend if he or she were not identified exceptional.
2. This school and class are chronologically age appropriate for the student.
3. The school selected is accessible to the student for all school activities.
4. The classroom is comparable to and integrated with regular classes.

Site: \_\_\_\_\_

**PROGRESS REPORT**

The LEA assures that the program and services described in the IEP will be provided. The schedule for describing the progress towards achievement of the academic and functional annual goals will be every  weeks, current with the issuance of report cards.

**ASSESSMENT IMPLICATIONS (Check one)**

- I understand my child (I) will participate in LEAP Alternate Assessment, Level 1 (LAA 1). Testing in LAA 1 means my child may earn a high school diploma if my child meets the requirements for a Certificate of Achievement and meets one of the three graduation conditions outlined in Act 833. The implications of participating in LAA 1 have been explained to me and will be reviewed annually.
  - I understand my child (I) will participate in LEAP Alternate Assessment, Level 2 (LAA 2), and by meeting all graduation requirements, my child (I) will receive a high school diploma. However, if my child (I am) is not pursuing a high school diploma, my child (I) may pursue Louisiana's General Education Development (GED) diploma with possibly an Industry Based Certificate, or a State Approved Skills Certificate. If during the exit year all requirements for earning a high school diploma, GED, or State Approved Skills Certificate have not been met, then my child (I) may be eligible to exit high school with a Certificate of Achievement. I understand that this certificate limits my child's (my) choices of post-secondary education and careers, including military services. The implications of participating in LAA 2 have been explained to me and will be reviewed annually.
- The LAA 2 will no longer be administered in grades 4-8 starting with the 14-15 school year. Students who have entered a high school cohort in 13-14 will continue to have access to the LAA 2 high school tests for graduation purposes. State law has recently changed regarding graduation options for students with disabilities and the IEP form will be updated during the 14-15 school year to accommodate these new options.

**ALTERNATE ASSESSMENT IMPLICATIONS (cont'd)**

I understand my child (I) will be participating in the Academic Skills Assessment (ASA) or ASA LAA 2, if eligible. My child (I) is (am) leaving the high school diploma pathway and is (am) entering a non-diploma pathway. If successful, my child (I) will receive a Louisiana Equivalency Diploma (GED) with possibly an Industry-Based Certificate, or a State-Approved Skills Certificate but not a High School Diploma. The implications of participating in ASA or ASA LAA 2 have been explained to me and will be reviewed annually.

The Academic Skills Assessment was administered one time in 2011-2012 and then discontinued as a state assessment.

**AGE OF MAJORITY**

Beginning at least one year before reaching the age of majority, I (my child) have been informed that my (his or her) rights under the act will transfer to me (my child) on my (his or her) reaching the age of majority

**PARENT/STUDENT\* CONSENT FOR SERVICES**

- I have received a copy of the Louisiana Educational Rights of Exceptional Children with disabilities, and was given an opportunity for an oral explanation. I have received a copy of my (child's) evaluation and documentation of determination of eligibility.
- I give consent for the provision of special education and related services. I understand that if I disagree with any services or the placement described on the IEP, I can pursue a solution to my complaint through the state's written dispute resolution options.
- Parent / Student did not attend the Review IEP Team meeting.

**SUPPORTING DOCUMENTATION**

Have the following documents been included in the IEP folder?

- LEAP Alternate Assessment Participation Criteria, Level 2 (LAA 2)  Yes  N/A
- Individual Healthcare Plan  Yes  N/A
- Individual Prescription for Instruction (get copy from advisor/school guidance counselor)  Yes  N/A
- Individual Graduation Plan (current IGP has been uploaded in the attachments feature)  Yes  N/A
- Parental Consent form for Connections for 8th graders (get signed copy from SBLC team)  Yes  N/A
- Summary of Performance Criteria Form  Yes  N/A
- Parental Consent form for Medicaid Billing  Yes  N/A
- Educational / Career Plan for LAA 1 Students  Yes  N/A
- Behavior Intervention Plan  Yes  N/A
- Assistive Technology Consideration Checklist  Yes  N/A
- Assessment Approval Form  Yes  N/A

SIGN: \_\_\_\_\_ Date \_\_\_\_\_  
**PARENT/GUARDIAN/SURROGATE PARENT/COMPETENT MAJOR/STUDENT**

PRINT: \_\_\_\_\_  
 \*Signature is only required for the initial provision of services.  
 \*Parents should initial and date in signature box if they attended an IEP team meeting where the IEP was amended.

SIGN: \_\_\_\_\_ Date \_\_\_\_\_  
**OFFICIALLY DESIGNATED REPRESENTATIVE OF LOCAL EDUCATION AGENCY**

## For your Knowledge: Least Restrictive Environment (LRE)

### IDEA - §300.114 LRE Requirements.

- (a) General. (1) Except as provided in §300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§ 300.115 through 300.120.
- (2) Each public agency must ensure that—
- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, 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.
- (b) Additional requirement—State funding mechanism—(1) General. (i) A State funding mechanism must not result in placements that violate the requirements of paragraph (a) of this section; and
- (ii) A State must not use a funding mechanism by which the State distributes funds on the basis of the type of setting in which a child is served that will result in the failure to provide a child with a disability FAPE according to the unique needs of the child, as described in the child's IEP.
- (2) Assurance. If the State does not have policies and procedures to ensure compliance with paragraph (b)(1) of this section, the State must provide the Secretary an assurance that the State will revise the funding mechanism as soon as feasible to ensure that the mechanism does not result in placements that violate that paragraph.

## For your Knowledge: LRE Considerations

### What Services Are Needed and How Will They Be Provided?

This guide can be used to assist IEP teams in making decisions about the types of services needed to meet a student's IEP goals and the best way for delivering those services. Delivery includes both the method of delivery and the location or least restrictive environment. This guide includes questions found in the LA IEP Handbook.

- A. What is the school the student would attend if he or she did not have a disability?
  - a. If different from the school where the IEP is being developed, what would be required for the student to be able to attend his neighborhood school?
- B. Has the student, as a special education student, ever received special educational instruction or special services within the general education environment?
  - a. If yes, when? Consider services provided and results (i.e., what worked and did not work)
  - b. If no, why not?
- C. What accommodations or modifications have proven useful to supporting the student?
  - a. In the general classroom
  - b. In the home/community
- D. Based on IEP goals and objectives and the content knowledge/skills the student will need to acquire in order to make progress in meeting those goals and objectives what services will the student need?
  - a. Is the content knowledge/skills the same as that taught in the general classroom?
    - i. If yes, what services could be provided in the general education classroom to support the student's learning?
    - ii. What additional services may be needed to support the student's learning?
  - b. Is the content knowledge different from that taught in the general classroom?
    - i. If yes, what services could be provided in the general education classroom to support the student's learning?
    - ii. What additional services may be needed to support the student's learning?
    - iii. What is the best way to provide those services (i.e., in a different location)?
    - iv. What is the best way to ensure the instruction provided outside of the general classroom is aligned to ensure the student is provided opportunity to access and make progress in the general curriculum?
    - v. What is the best way to ensure the student does not miss essential instruction in other content areas?
- E. If the decision has been made to provide the student with instruction and/or services outside the general education setting for the majority of the school day, what specific opportunities will the student have for integration in general education activities?

## Learning Together Activity: Reflection

### **Think:**

1. *Think about a student you've taught whose IEP Team meeting you attended and the decision of the team was for the student to spend the majority of the day in the general education class. Write notes about how the team made the decision.*
2. *Complete the same activity for a student when the decision was not to spend the majority of time in the general education class. Write notes.*

### **Student 1**

### **Student 2**

## For your Knowledge: Related Services Overview

**A. School Psychological Services:** As a related service area, psychological services are designed to provide supports for students who have academic, emotional, or behavioral issues related to their disabilities. As is the case with other related services, these services sometimes are direct services (e.g., evaluating a student) and sometimes they are more indirect (e.g., consulting with a teacher or a parent) in natural settings. Services considered related services might include

- Obtaining, integrating and interpreting information about student behavior
- Consulting with staff members to meet student needs
- Planning and managing a program of psychological services, including psychological counseling for students and parents
- Implementing or monitoring interventions
- Conducting social skills training
- Anger management/conflict resolution training
- Study skills training
- Substance abuse prevention
- Crisis intervention and prevention
- Parent skills training
- Coordinating services with other community agencies

**B. School Social Work Services:** As a related service, school social work supports students with disabilities whose academic, behavioral, or social-emotional issues interfere with their education. Many factors—such as a student’s life in the school community, or his or her home environment—can influence a student’s performance at school. Students with disabilities might receive services such as:

- Preparing a social or developmental history
- Providing group or individual counseling
- Working in partnership with parents and others on problems in a student’s living situation
- Mobilizing and coordinating school and community resources (wrap around services)
- Assisting in developing positive behavioral interventions

**C. Speech** (related versus direct) – Keep in mind that speech and language services can be a direct service or a related service. Speech and language skills are essential for learning. Students with communication disorders may struggle in both academic and social environments at school. Disorders in communication might be the result of known causes, such as neurological disorders, brain injury, or intellectual disabilities. In some case, they might be the result of unknown causes. A goal of speech-language pathology services as a related service is to help students who have trouble with communication skills perform important learning and school-related activities. These students might have difficulties with tasks that involve:

## For your Knowledge: Related Services Overview

- Understanding verbal directions from the teacher
- Speaking in long sentences
- Speaking fluently without stuttering
- Projecting his or her voice so that others can hear
- Putting words together in a meaningful way
- Articulating their words
- Sharing thoughts or ideas so that others can understand the communicative intent
- Reading or writing (i.e., written communication)
- Communicating appropriately in social situations
- Hearing what others are saying

**D. Occupational Therapy:** A primary goal of occupational therapy (OT) is to support a student's participation in school-related routines and activities, such as zippering a coat, completing a classroom assignment, or playing during recess. Occupational therapy practitioners identify the student's strengths, as well as his or her challenges (in the areas of fine motor, sensory, visual motor coordination/visual perception), during all educational activities, whether they take place in the lunchroom, classroom, or playground. They are experts in looking at the student holistically and assessing his or her activity performance in terms of its components: cognitive, sensory, motor, perceptual, and social-emotional. They are skilled in analyzing and modifying activities and environments so that they are conducive to learning and social participation. Students who receive OT services are those who might be facing difficulties with:

- Completing classroom assignments
- Organizing classroom materials and workspaces
- Manipulating objects or materials (e.g., scissors, paintbrush, pencil)
- Turning pages in a book
- Performing self-help skills (e.g., putting coats on or taking them off, changing for gym class, pulling pants up or down for toileting)
- Feeding themselves (e.g., holding a spoon, chewing food, avoiding foods for sensory reasons)
- Attending to tasks or following directions (e.g., in cases in which the student is easily distracted by things in the environment)
- Taking notes in class or writing legibly
- Tolerating sensory input (e.g., the student might have aversion to some textures, tastes, or sounds)
- Carrying out tasks that involve visual-perceptual skills (e.g., tracking text when reading so as not to skip words or lines, visually identifying important

**E. Physical Therapy:** Physical therapy as a related service is designed to help students with disabilities to improve their functional skills in a variety of school settings, including the classroom, gym, and playground. Students who might benefit from school-based physical therapy services may have disabilities such as cerebral palsy, Down Syndrome, or developmental delay that affect their movement or posture and gross motor skills. Students who might benefit from PT services may experience difficulty:

## For your Knowledge: Related Services Overview

- Walking or balancing
- Maintaining a good seated position at their desks
- Carrying materials (e.g., books, lunch tray)
- Opening a locker
- Maintaining energy for full participation in activities
- Navigating the school environment (e.g., walking up and down stairs, using canes, a walker, or a wheelchair)
- Managing the playground or gym equipment
- Transferring (e.g., from a walker to a toilet, from a desk seat to a standing position)
- Getting from one place to another during allotted transition times
- Participating in routine physical education activities

**F. Health Services:** School **health** services are services that may be provided by either a qualified school nurse or other qualified person. School **nurse** services are those provided by a qualified school nurse. Such services might include medication administration; ensuring that students with disabilities have a written emergency plan for such things as medical emergencies (e.g., asthma attack, seizure) and for non-medical emergencies (e.g., evacuation in case of fire, tornado procedures). The school nurse will provide required training to personnel in order for them to administer documented services.

**Behavior Intervention Plan**

**CONFIDENTIAL**

Student Name: WS      School: Anywhere Elementary      Grade: 3<sup>rd</sup>      Exceptionality: Autism and Other Health Impairment  
 Meeting Date: 01/2015

<p><b>TARGETED BEHAVIORS:</b> <i>Frequency, duration, intensity</i></p> <ol style="list-style-type: none"> <li><b>Running out of assigned area without permission</b>                      Frequency: Average - 2 times per day                      Duration: Average - 30 minutes out of assigned area                      Intensity: Severely disruptive</li> <li><b>Continue to engage in current activity when directed (not following command) to transition to a new activity (i.e., reading, writing, drawing, playing etc.)</b>                      Frequency: Average – 12 times per day                      Latency: Average between direction and initiation of compliance – 2 minutes                      Intensity: Mildly disruptive</li> </ol>	<p><b>REPLACEMENT BEHAVIORS:</b></p> <ol style="list-style-type: none"> <li>WS will remain in assigned area throughout the day</li> <li>WS will follow staff direction to transition within 30 seconds</li> </ol>	
<p><b>HYPOTHESIZED FUNCTION OF BEHAVIORS:</b></p> <ol style="list-style-type: none"> <li>Obtain Adult Attention/Avoidance of Task</li> <li>Obtain Adult and Peer Attention/Avoidance of Task</li> </ol>	<p><b>SHORT-TERM GOALS:</b></p> <p>WS will receive 60% of the total points allowed at the end of the day.                      WS will receive 55% of the total points allowed at the end of the week.</p>	<p><b>LONG-TERM GOALS:</b></p> <p>WS will receive 80% of the total points allowed at the end of the day.                      WS will receive 75% of the total points allowed at the end of the week.</p>

## Intervention Plan

PROACTIVE	REACTIVE
<p><b>Setting/Antecedent Event Strategies:</b> (strategies before the behavior occurs to encourage replacement behaviors)</p> <ul style="list-style-type: none"> <li>• WS will be provided a discreet visual or physical prompt to engage in replacement behavior.</li> <li>• Teachers and adults in WS's presence will acknowledge positive behavior as quickly and as often as possible when he demonstrates any positive behavior (i.e. frequent positive narration).</li> <li>• WS will be reminded of goals and reinforcers at the beginning of each day and every class.</li> <li>• When WS is frustrated with a teacher, he will be allowed to appropriately tell the teacher that he needs a moment. (i.e., "Please, give me a second.").</li> <li>• Teachers will use evidence-based de-escalation strategies when WS appears agitated (e.g., remain calm, refrain from providing rapid directions/commands, don't discipline, maintain appropriate personal space, etc.).</li> <li>• On tasks that WS perseverates on WS will be provided a visual timer to inform him the time he has to complete the task.</li> <li>• If daily schedules are changing, the new routine and corresponding behavior sheets should be reviewed with WS the day before.</li> </ul>	<p><b>Consequences for Targeted Behaviors:</b> (strategies after the behavior occurs to prevent target behaviors in the future)</p> <ul style="list-style-type: none"> <li>• In close proximity, WS will be reminded of the appropriate replacement behavior.</li> <li>• WS will be reminded of the positive consequence for engaging in the replacement behavior and if he does not engage in the appropriate behavior he will not receive his points for that period.</li> <li>• WS will be provided an opportunity to correct his behavior and receive praise for the correction.</li> <li>• For repeated inappropriate behavior, standard classroom corrective consequences will be provided.</li> </ul>

**Alternative Skills to be Taught and by Whom:**

- WS will be provided social skills instruction (appropriate ways to interact with peers and conflict resolution)
  - By whom: School Psychologist – Ms. Hillary
- WS will be provided coping skills group (focus on feelings identification; connection between feelings, thoughts, and behaviors).
  - By whom: Social Worker – Mr. Carlton
- WS will be provided instruction and reinforcement in how to appropriately access and use the cool down area provided in the classroom when he is frustrated.
  - By whom: Classroom Teacher – Ms. Vivian
- WS's teachers will communicate with the school social worker and school psychologist to reinforce skill development and generalization to classroom and other school settings.
  - By whom: All teachers and support staff

**Consequences for Replacement Behavior / Alternative Skills: (types and schedule of reinforcement)**

- WS will be provided small breaks with adult attention at the end of each period.
  - Schedule: at the end of each designated time frame
- WS will receive rewards/incentives at the end of each day for meeting his behavior goals (e.g. small snack, pencil, etc.)
  - Schedule: at the end of each day
- WS will be provided larger rewards for meeting his weekly goals (i.e., spending time with staff, playing a game with an identified peer). WS's mother will receive a phone call home by the teacher when he meets his weekly goals.
  - Schedule: weekly

**Intervention to Address Target Behavior(s):** Daily Behavior Report Card

WS will receive points on a Daily Behavior Report Card each period based on his display of replacement behaviors and he will earn rewards/reinforcements based on meeting established goals (see attached for Daily Behavior Report Card and points criteria).

### Data Collection and Evaluation Plan

EVALUATION METHODS	SUCCESS CRITERIA	BASELINE DATA	INTERVENTION DATA
<p>in nent s:</p> <p>remain in ughout nd, with n, use cool down om when trated</p>			<p><b>Target Behaviors occur:</b></p> <p>Average of 2 times per day</p>
<p>allow staff to i (from/to r place) seconds</p>	<p>Daily teacher monitoring</p>	<p><b>Short-Term:</b> WS will receive 60% of the total points available per day on his Daily Behavior Report Card.</p> <p>WS will receive 55% of the total points available per week on his Daily Behavior Report Card.</p> <p><b>Long-Term:</b> WS will receive 80% of the total points available per day on his Daily Behavior Report Card.</p> <p>WS will receive 75% of the total points available per week on his Daily Behavior Report Card.</p>	<p>Average of 12 times per day.</p>

nctional Behavior Assessment