

# Disclaimer:

These four modules were developed by the Human Development Center, LSU Health Sciences Center and the Jefferson Parish Families Helping Families with the financial support of the Louisiana Department of Education. Integral to the development process was input from a stakeholder group representing the perspectives of parents/family members, teachers, school administrators, related service professionals, counselors, and special education supervisors. East Baton Rouge Parish graciously hosted field tests of several of the modules so developers could solicit additional feedback on module content and sequence. Staff of the Louisiana Department of Education generously offered feedback and related material. Input and advice from all these people was vital to the process of module development, however, the Human Development Center, LSUHSC, is solely responsible for the final product. No endorsement from any entity or their representatives is intended or implied.

# Writing an Individualized Education Program (IEP): **Accommodations, Modifications, & Service Delivery**



If children can't learn the way **we**  
teach, maybe we should teach the  
way **they** learn.

-Ignacio Estrada



# The IEP Team Professional Learning Experience

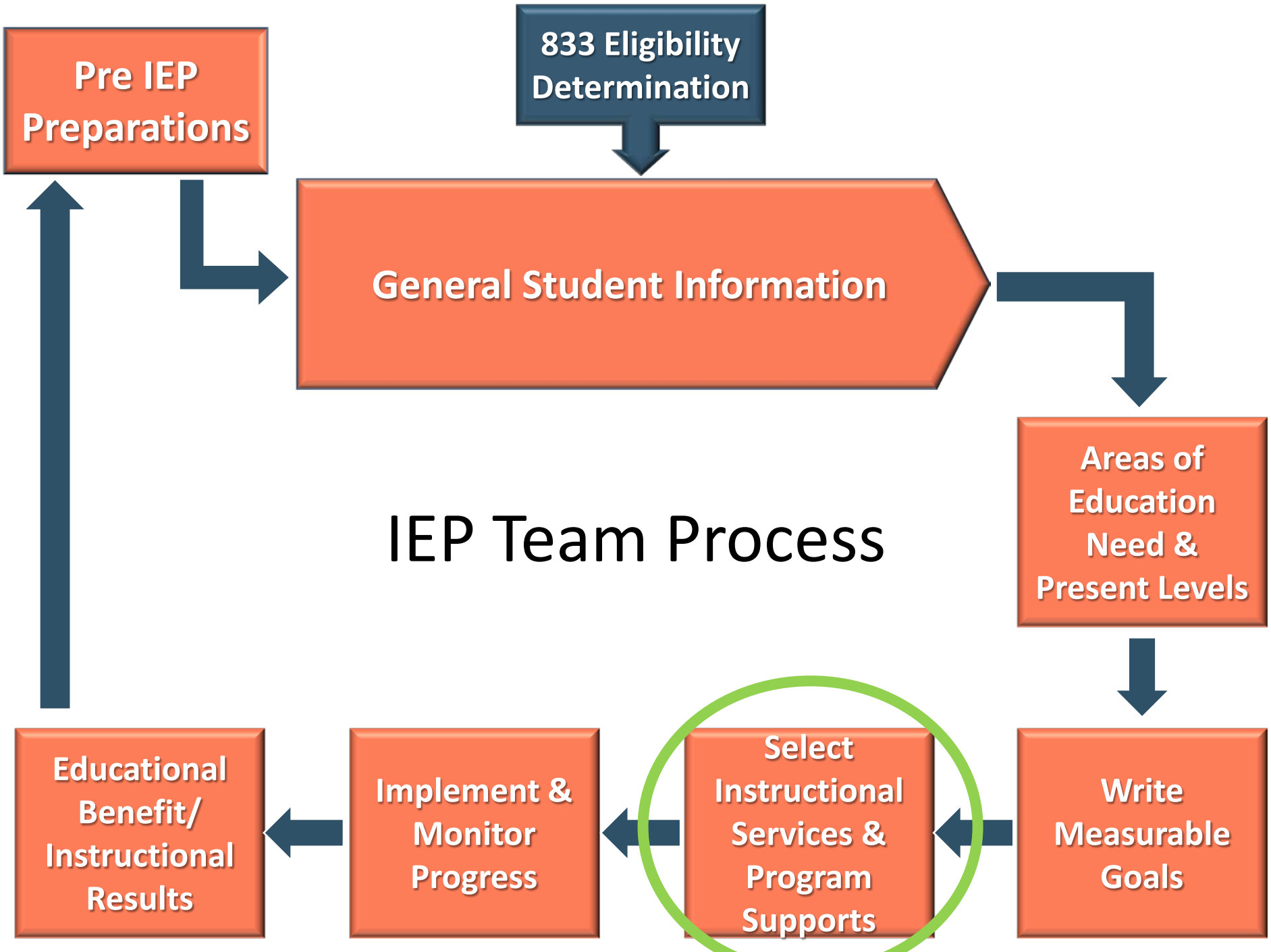
Module 1: Overview & Getting Ready

Module 2: Data-Driven Present Levels of Performance

Module 3: Measurable Goals

Module 4: Accommodations, Modifications, & Service Delivery





# Module 4: Purposes

- How do You Select Accommodations, Modifications, & Supplementary Aids & 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?

# Module 4: Expected Participant Outcomes

- ✓ Determine Accommodations, Modifications & Supplementary Aides & Services Needed
- ✓ Assign Services Appropriately to Meet Student Needs, Including Considerations of LRE
- ✓ Describe Requirements of Additional Components Including Behavior Intervention Plans & Secondary Transition Plans
- ✓ Describe Role/responsibility of Team Members in Implementation of IEP (Including Relationship of IEP with Instruction & Assessment)
- ✓ Engage in Individual & Group Learning

## **Process**

Planning to  
determine what is  
needed for students  
to benefit from  
education



## **Product**

Individualized plan  
reasonably calculated  
to result in an  
educational benefit



## **Ultimate Outcomes**

Students with disabilities meet  
promotion & graduation  
requirements that lead to  
preparation for college,  
career, & life.

# Accommodation Defined

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.



# Modification Defined

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

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

# **Accommodation vs. Modification**

## **A Sampling of Options**

### **Accommodations**

- Provision of Extra Time
- Use of Calculator
- Preferential Seating
- Peer tutor
- Note taker
- Audio books

### **Modifications**

- Change in Performance Criteria
- Change in Course Content (e.g., Complete 3 of 4 Units)
- Use of Calculator (when test measures memory of facts)

# Supplementary Aids & Services

## Includes:

Aids, Services & Other Supports that are Provided in General Education Classes, Education-related Settings, & in Extracurricular & Nonacademic Settings so Students with Disabilities can be Educated with Students without Disabilities as Much as Possible

### *Some Examples:*

Training for the General Education Teacher to Address a Special Need of the Student • Educational Interpreter Services • Time for Co-planning • Adaptive Equipment • Peer Supports • Communication Device

# Learning Together Activity: Accommodation, Modification, or Supplemental Aid or Service?

Answer the Questions  
on Page 3 of Your  
Handout



# IEP Team Considerations

- ✓ What strategies or aids have helped the student learn in past experiences in school and at home?
- ✓ If Act 833 eligible, what accommodations or curricular modifications are required to meet the individual performance criteria?
- ✓ Are accommodations needed for statewide assessment?
- ✓ Will any additional training be needed to address unique needs of the student?



# IEP Team Considerations

## Considering the Instructional Goals Established:

- What instructional supports does the student need to *accomplish* the goals?
- What will support the student to demonstrate proficiency of content?

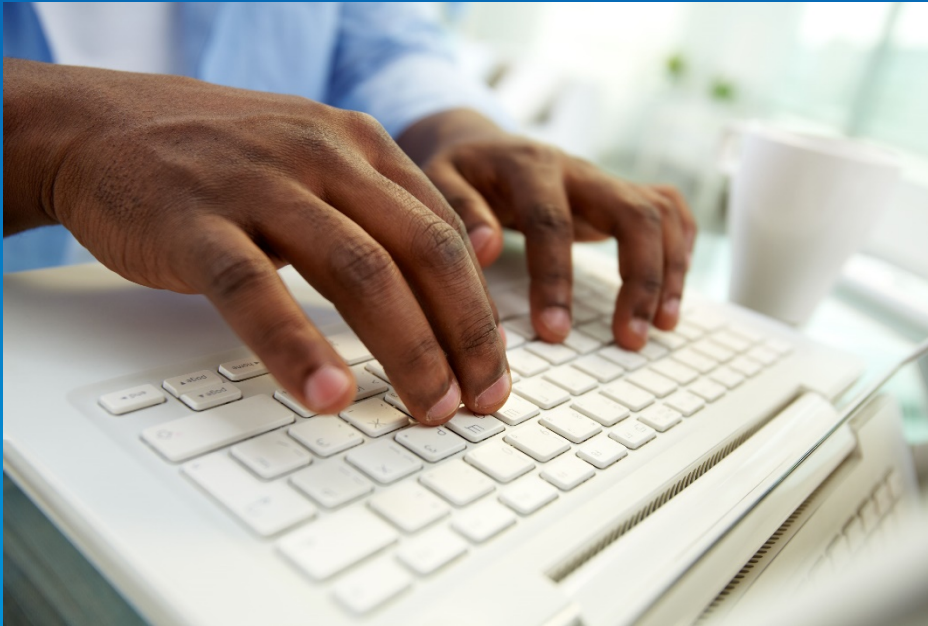
# Documentation

## Accommodations:

- Presentation
- Response
- Time and Scheduling
- Setting  
Consideration



# Documentation & Communications



# **Learning Together Activity: Selecting Supports**

- 1. Take out your Case Study materials**
- 2. Read and reflect**
- 3. Select modifications or accommodations that**
  - ✓ Are relevant to the student and will allow the student to meet goals without unintended consequences
  - ✓ Will most likely enable the student to progress in the general curriculum and meet promotion and graduation criteria.







# Program Services Decisions



## 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.

### REGULAR CLASSES

☐ Reading

☐ Science

☐ Math

☐ Vocational

☐ Electives (list)

☐ Spelling

☐ Writing

☐ Art/Music

☐ English/Language Arts

☐ Physical Education

☐ Social Studies

☐ Foreign Language

## Services / Placement

STUDENTS TOTAL INSTRUCTIONAL DAY (Minutes): \_\_\_\_\_ Student attends school ☐ days per week.

			Individual / Group	Regular Class		Community		Special Class	
Service	Date to Begin	Duration		Minutes	Sessions	Minutes	Sessions	Minutes	Sessions

Total Number of Minutes in Special Setting per Week: \_\_\_\_\_

			Individual / Group	Regular Class		Community		Special Class	
Service	Date to Begin	Frequency		Minutes	Sessions	Minutes	Sessions	Minutes	Sessions

Total Number of Minutes in Special Setting per Week: \_\_\_\_\_

### PLACEMENT/SERVICE DETERMINATION CHECKLIST

This list is not a continuum of least restrictive environment for the deaf or hard of hearing students.

☐ Inside the regular class 80% or more of the day

☒ Inside the regular class less than 40% of the day

☐ Residential Facility

☐ Correctional Facilities

☐ Inside regular class between 40%-79% of the day

☐ Separate School

☐ Hospital / Homebound

Document the educational benefit for the placement **if not Inside regular class 80% or more of the day.**

# Statewide Assessments

Will the Student be Participating in the Regular Assessment?



- If Not, Why Not?
- Does the Student Meet Criteria for Alternate Assessment?

**Remember:** LAA2 is no longer used for statewide assessment. LAA2 subtests may be used at the secondary level as an option to meet graduation requirements for students enrolled in high school before the 2014-2015 school year.

# LRE Considerations





# LRE Considerations

**Ask:** Given the Services Needed, what is the Best Context for Providing those Services?

- What Will Allow Maximum Access to the General Curriculum?
- What Will Allow Maximum Access to a Student's Peers?





# LRE – Services Considerations

## LRE:

- A Continuum of Services
- Ensure Students with Disabilities are Educated with Peers Who Do Not Have Disabilities to the Maximum Extent Appropriate.

Provision of Services Rather  
than a “Place”

A Continuum of Alternatives

## Instructional Services In:

Regular Classes

Special Classes

Special Schools

Home

Hospital

Institutions

# Learning Together Activity: Reflection

From your experience –

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.

# Determining Service Needs

**Step 1:** Determine the Content  
Knowledge/Skills Needed to Make Progress  
in Meeting the IEP Goals



Remember the Gap  
Conversation When  
Identifying Goals &  
Objectives

# Determining Service Needs

## Step 2: Identify Curricular Expectations & Necessary Supports

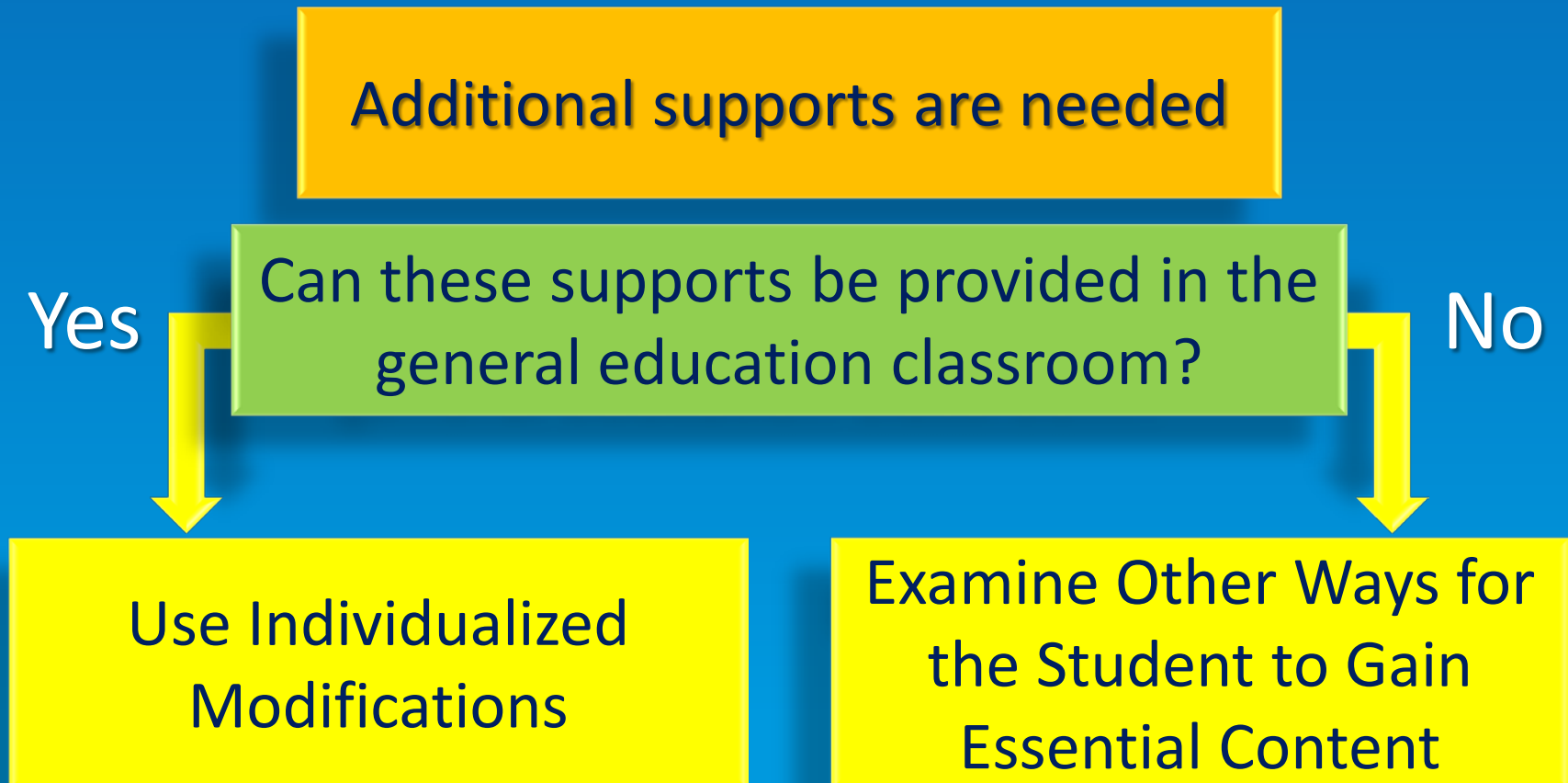
Identify supports provided in the general education classroom to **all students** that will assist the student with a disability to meet performance criteria.



Determine whether there are any additional supports that may be needed.

# Determining Service Needs

## Step 2: Identify Curricular Expectations & Necessary Supports



# Determining Service Needs

**Step 3:** Is there a need for related services. . .

- To Participate in General Education Curriculum with Peers?
- To Meet Annual Goals?
- To Take Part in Extracurricular & Nonacademic Activities?

## Related Services:

### Supportive Services

- Necessary for Some Students to Benefit from Education
- Need is Documented by Meeting Eligibility Requirements

# Related Services

School Psychological Services

School Social Work Services

Speech

Occupational Therapy

Physical Therapy

Health Services

See Louisiana Bulletin  
1508 for definitions and  
eligibility requirements.

Services determined by  
findings through  
evaluation aligned with  
eligibility requirements  
and conversation about  
present levels of  
academic achievement  
and functional  
performance.



# **Learning Together Activity: Program/Services Decisions**

**Take out your Case Study materials**

**Review, reflect, discuss, and decide**

- **Louisiana Education Assessment Program**
- **Act 833 eligibility item**
- **General Education classes**
- **Explanation, if applicable**
- **Activities with non-disabled peers**
- **Services**
- **Placement**





# Additional Program Plan Components



# Behavior Intervention Plan (BIP)

- Designed to Help Change Behavior
- Based on the Functional Behavior Assessment (FBA)
- Identifies Interventions to Help Student Change Undesired Behaviors by Replacing those Behaviors with New Ones
- Ensures Consistency in Addressing Behaviors across Multiple Settings by Multiple Individuals
- Serves as a Communication and Coordination Plan

Required when  
suspension\* or expulsion  
is considered

Best used whenever  
behavioral goals are part of  
IEP

# Behavior Intervention Plan (BIP)

## What to Include:

1. Description of Desired Behavior ***Based on an Understanding of the Function of the Problem Behavior***
2. Strategies for Shaping Desired Behavior
3. Specific Intervention to Increase Desired Behavior or Decrease Problem Behavior
4. Positive & Corrective Consequences

# Behavior Intervention Plan (BIP)

5. Where, When & by Whom Strategies Will be Implemented
6. Implementation Integrity Measures
7. Steps for Collecting Data & Monitoring Success
8. Communication Strategies, Including Frequency & Method(s)

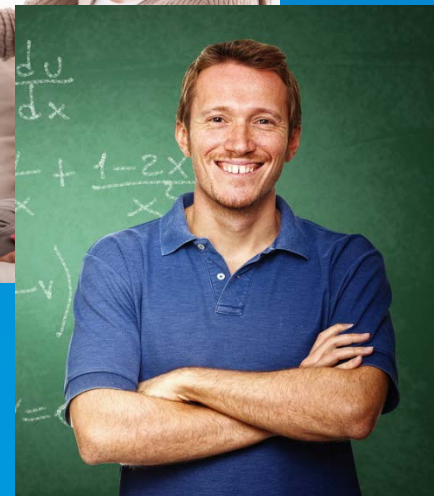


# Behavior Intervention Plan (BIP)

Who Should be Involved?

**The Full IEP Team:**  
**School Staff**  
**Parents**  
**Student**

Anyone Who Interacts  
with the Student  
where the Behavior  
Might Occur





# Individual Graduation Plan (IGP)

*There is no one plan for each student's life. Likewise, each teacher needs different supports, and each school has goals all its own. Louisiana Believes starts with the idea that those closest to students – parents, teachers, and administrators – should be trusted to determine the best path for children. The Louisiana Guidebooks are tools for them to use in carrying out that most important of mission.*

Excerpt from the LA HS Student Planning Guidebook



# Secondary Transition Plan

- “Transitioning” from school to post-school (i.e., graduation)
- Beginning not later than IEP to be in effect when the student with a disability turns 16, or younger if determined by the IEP team, and updated annually thereafter



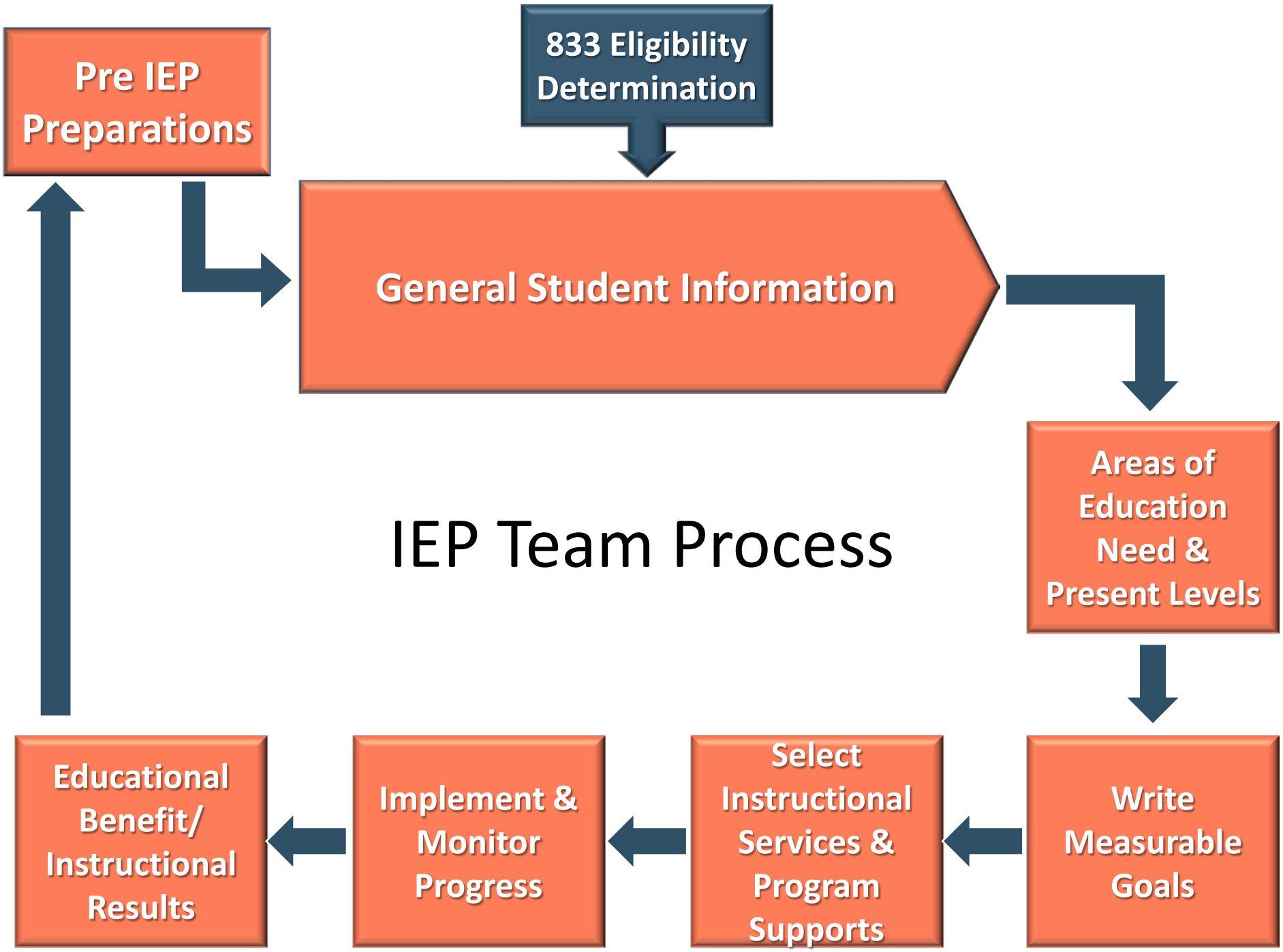
# Secondary Transition Plan

## Required Elements:

- Appropriate Measureable Postsecondary Goals
- Transitions Services (Including Courses of Study to Assist Student in Reaching Goals)

## Who to Involve:

- Student
- Other Agencies that May Provide Services
- All Other IEP Team Members







# Ensuring Successful Implementation



# Ensuring Successful Implementation

All Personnel Who Work with the Student:

- ✓ Must be Informed and Have Appropriate Access to the IEP
- ✓ Have a Role and Responsibilities for Implementing the IEP
- ✓ Must be Trained, if Necessary, to Implement Correct Use of Accommodations or Modifications



# Universal Design for Learning: An Accommodation for All

Proactively Designing Instruction so Student Needs, Interests, and Preferences are Built Into Learning Experiences

- ✓ Provides Flexibility
- ✓ Reduces Barriers
- ✓ Provides Accommodations & Supports
- ✓ Maintains High Achievement Expectations for All Students



# Assistive Technology

## Assistive Technology Device:

Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

Exception--The term does not include a medical device that is surgically implanted, or the replacement of such device.

- Communication Board
- Electronic Reader
- Pencil Grip
- Mobility Device
- Hearing Aid
- Computer Software
- Closed Captioning
- Adaptive Switches
- Voice to Text
- Aids to Daily Living



# Ensuring Successful Implementation

## IEP Team Member Roles:

- Understand the Implications of the IEP, including fully informing any individual unable to attend the IEP
- Ensure the Necessary Supports, or Skills to Implement the IEP
- Communicate and Coordinate between Meetings
- Monitor and Evaluate Results

# Ensuring Successful Implementation

## Progress monitoring or Formative Assessment:

- Frequent, Ongoing, Systematic Monitoring of Performance
- Occurs with Core, Supplemental, & Intensive Instruction with Varied Frequency
- Aids in Examining if Instructional Adjustments are Needed

# IEP: An Ongoing Process



# Summary

Accommodations: Allow Access Without Change in Content or Measure

Modifications: Change in Content or Measure

Supplementary Aids and Services: Facilitates Student's Participation with Non-Disabled Peers

# Summary

## Consider:

- What Accommodations have been Helpful in the Past?
- What Can be Provided to All Students (e.g., UDL considerations)
- What Might be Unintended Consequences of Choice?
- Will this Support Access to and Progress in the General Curriculum?



# Summary

## LRE – A Continuum of Services

- Allows for Maximum Access to the General Curriculum
- Allows for Maximum Access to a student's Peers

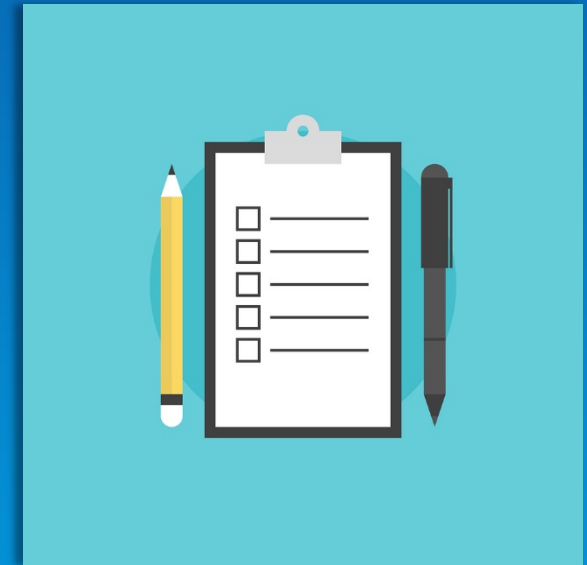
## Related Services

- Maximizes Benefit of special Education
- Supports Access to General Curriculum and Peers

# Summary

## Some Students will have Additional Plans:

- Behavior Intervention Plan with behavioral goals
- Individual Graduation Plan (*Starting in 8<sup>th</sup> grade Through High School*)
- Secondary Transition Plan (for Students with Disabilities, at least age 16 or older)



# Summary

## Implementation of IEP:

- Requires Communication and Coordination
- Should be Informed by Progress Monitoring Data
- Requires Review of Progress Monitoring Data to Make Necessary Revisions or Changes

KEEP

LEARNING!



**As part of the education community, we have a shared responsibility to do everything within our power to ensure all students, including students with disabilities, receive a high-quality education that prepares them for meaningful opportunities in post-secondary life.**

Source: Letter from Deborah S. Delisle & Michael Yudin,  
Asst. Secretaries, US Department of Education



A background image of a stage with red velvet curtains. The curtains are drawn back on the left and right sides, revealing a dark stage floor. The top of the curtains features a decorative valance with multiple folds. The lighting is soft, highlighting the texture of the fabric.

**End of Module Four**