

The IEP Team Professional Learning Project

Writing an Individualized Education Program (IEP)



Module 4: Accommodations, Modifications, & Service Delivery

Presenter Notes




Point of the slide -Welcome

PRESENTER – *use content below to frame presentation of material*

- Fourth module in the series
- General purpose - An overview and discussion about instructional services and program supports

Notes: _____

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



-Ignacio Estrada

Point of the slide – continue emphasis on child and education for success

Notes: _____

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

Point of slide – remind why modules and content of these specific modules

PRESENTER – Learner Handout packet, p. 1 - agenda

PRESENTER – *use content below to frame presentation of material*

Modules serve the dual purposes of refreshing and extending professional learning. They incorporate guidance on how to make decisions based on new and changing requirements, such as Louisiana’s Act 833.

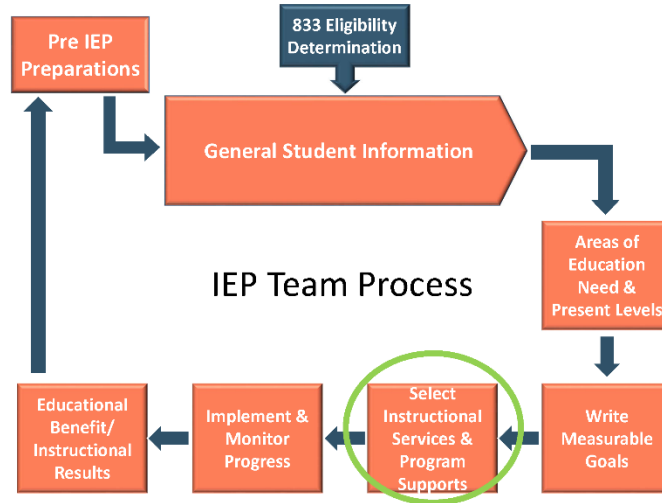
Module 1 – The Overview

Module 2 – The Description of the individual student’s present performance levels – General Student Information and for Educational Need Areas

Module 3 – Measurable Goals -- Data collected and discussed for the general student information and the present levels of academic and functional performance are used to make decisions about educational needs.

Module 4 – Build on the conversation begun by the IEP Team in Module 2 to determine accommodations, program supports, and instructional services in the least restrictive environment

Notes: _____



Point of the slide – provide a visual reminder of the process; connector from Module 1 to Module 2 to Module 3 to Module 4; transition to discussion about instructional services & program supports.

PRESENTER – Learner Handout packet, p. 2

NOTE to PRESENTER - Click to change appearance of slide

PRESENTER – *use content below to frame presentation of material*

- Now that goals have been written, time to confirm the services and supports needed to meet the goals

Notes: _____

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?

Point of slide – continuity – ties all modules together

NOTE to PRESENTER – Click to reveal each purpose

PRESENTER – Learner Handout packet, p. 1 Purposes

PRESENTER – *use content below to frame presentation of material*

Module 1 answered these questions:

- Why have an IEP?
- Why have an IEP team and meeting?
- What are the essential or critical components of an IEP? and
- What are the expected outcomes?

Module 2 answered these questions:

- What do we mean by present levels?
- What data should be used?
- How might the data be analyzed?
- What decisions can be made from the data analysis, including those for Act 833?
- How do you decide educational need and write an effective present level description?

Module 3 answered these questions about writing measurable goals:

- How do you select goals, especially when there are so many possible choices?
- How do you write strong goals?
- How do you select good measures using effective practices or tools that can be used to track and report progress?

Module 4 address questions about how, when and where special education instruction will be provided to help the student meet the goals.

Notes: _____

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

Point of slide – provide a general purposes and expected outcomes

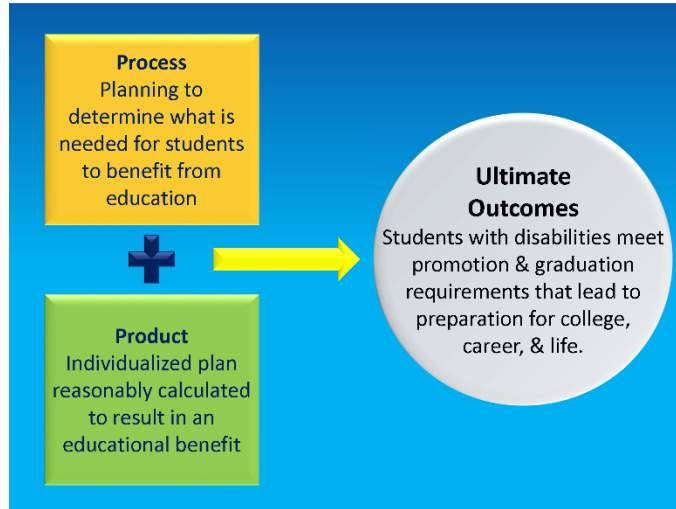
NOTE to PRESENTER – Click to reveal each expected outcome

PRESENTER – *use content below to frame presentation of material*

The specific content outcomes as listed on the Handout p1:

- 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 role/responsibility of team members in implementation of IEP (including relationship of IEP with instruction and assessment)
- Engage in activities to enhance individual and group learning.

Notes: _____



Point of slide – connector slide – reinforces content from prior 3 Modules– IEP as process that leads to a product (IEP) that leads to the ultimate successful outcomes for individual students with disabilities

PRESENTER – use content below to frame presentation of material

- The IEP is NOT a document with blank spaces to be completed
- IEP Team has important responsibility to thoroughly and thoughtfully consider the educational and functional outcomes, both short-term and long-term, of the student
- IEP Meeting is a process. IEP document -a product that results in meaningful information
 - Process - effective planning - one-year plan that focuses on goals
 - Product – plan “reasonably calculated to result in educational benefit” for the individual student
 - Ultimate Outcomes – prepared for college, career, life
 - After the conversation – effective planning, then complete form

Notes: _____

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.

Learner Handout Packet, Page 3

Point of slide – provide a definition for accommodations

PRESENTER – Learner Handout packet, p. 3 - Definitions

PRESENTER: *use content below to frame discussion of material*

- Accommodations support students in accessing information and demonstrating learning
- Do not change the content or focus of what is being measured
- Examples:
 - Change in timing – extended time
 - Change in format – using large print
 - Change in setting – student away from windows and outside distractions
 - Change in schedule – student completes reading assignments in the morning rather than after lunch
 - Change in response – the student orally provides answers to test items
 - Change in presentation – text to speech software

Notes: _____

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.

Learner Handout Packet, Page 4

Point of slide – provide a definition for modifications

PRESENTER – Learner Handout packet, p. 3 - Definitions

PRESENTER: *use content below to frame discussion of material*

- Main difference from accommodations is that modifications alter content or expectations in some way
- Changes can be in instructional level, content/curriculum, performance criteria, or the assignment that is given
- They provide a student with opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences.

Notes: _____

Accommodation vs Modification A Sampling of Options	
Accommodations	Modifications
<ul style="list-style-type: none">• Provision of Extra Time• Use of Calculator• Preferential Seating• Peer tutor• Note taker• Audio books	<ul style="list-style-type: none">• Change in Performance Criteria• Change in Course Content (e.g., Complete 3 of 4 Units)• Use of Calculator (when test measures memory of facts)

Point of slide – illustrate examples of accommodations versus modifications

PRESENTER: *use content below to frame discussion of material*

- We often use words interchangeably
- Important to remember that modifications can change the content or criteria. Performance criteria reduction (50% versus passing criterion of 70%)
- Before selecting a modification, it is critical to consider potential consequences; for testing purposes, determine whether it is an accommodation (tool to access) or modification – which would invalidate the test (memory of facts at the early grades) because it changes what is expected to learn
- Generate other ideas from participants

Notes: _____

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

Learner Handout Packet, Page 3

Point of slide – define supplementary aids and services

PRESENTER – Learner Handout packet, p. 3 - Definitions


PRESENTER: *use content below to frame discussion of material*

- Definition is found in terminology included in IDEA.
- Most supplementary aids, services and other supports are provided to the student (e.g., one-on-one aide, adaptive equipment for student use).
- Sometimes training for the classroom teacher may be needed in order to ensure the teacher knows how to work with the individual student, how to correctly implement an individualized strategy or how to correctly use or track the use of a piece of equipment. Support and training for staff who work with the child can also be included under supplementary aids and services. (See <http://www.parentcenterhub.org/repository/iep-supplementary/> for a longer list of examples from the field.)
- May sometimes be thought of as accommodations.

Notes: _____

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

**Answer the Questions
on Page 3 of Your
Handout**



Learner Handout Packet, Page 4

Point of slide - pre-assess knowledge of supplementary aids and services, accommodations, and modifications

PRESENTER – Learner Handout packet, p. 4

PRESENTER – Allow 2 minutes response time then move forward with answers and explanations

1: B. Modification – The expectation of what Lizzie is to learn is changed from 4th grade to 2nd grade.

2: D. One on one assistant

- Extended time can be an accommodation
- Alternate directions can be an accommodation or modification
- Fewer homework assignments can be an accommodation
- A one-on-one assistant is a supplementary aid or service- it fits the definition: 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

3: A. Accommodations – Preferential seating and use of an assignment list does not change what the student is to learn.

4: D. All of the above – This was true before Act 833; it just reinforces. These “innovative methods” are to be provided to all students with disabilities “to promote the student’s advancement”

- Act 833 encourages innovative ways to enhance student learning.
- The list of items in Act 833 are a combination of accommodations and supplementary aids and services
- Given our definitions, changes in performance criteria and course content fall under the category modifications
- **Performance criteria** are the standards by which performance is evaluated (<http://www.ask.com/business-finance/performance-criteria-83318f258eedeeaa>). **Performance criteria** indicate what specific characteristics the student should exhibit in order to demonstrate desired achievement of learning outcomes. Performance criteria inform students concerning expectations and should eliminate ambiguity around the meaning of the outcomes (http://www.me.metu.edu.tr/odk/kaynak/ABET_CD/data/dpc.html)
- Two questions are critical considerations for determining modification of performance criteria:
 - Will the new performance criteria also require modification of the curricular content?
 - To meet the rigorous goal set for the student, will there be a need for any modification in course content?

Notes: _____

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?

Point of slide – move into a conversation about selecting accommodations, modifications, or supplementary aids and services

PRESENTER: *use content below to frame discussion of material*

- Questions on the slide are examples; are used to move the conversation forward.
- It may be tempting to check all the student accommodations used routinely in a school.
- Not all accommodations need to be checked on the IEP, just because they are used. See note below.
- Important to remember the individualized nature of the IEP as well as the fact that the IEP is a “legal” document.
- The IEP should include those accommodations that are unique to the student and are needed to meet the goals and objectives of the IEP.
- Learner Handout Packet, pp. 5, 6 include information regarding eligibility for statewide alternate assessments

Note: Effective teachers use many accommodations on a daily basis with all students or with particular students, with and without disabilities. For example, teachers as part of their everyday instructional practice often provide preferential seating, present new information in multiple formats or use other universally designed learning strategies that might be considered accommodations. Students with and without disabilities benefit from these practices. Accommodations that are good practice for all students do not have to be included in the IEP of a student with a disability. Instead, accommodations noted in the IEP focus on those things that are unique to assist the student in meeting IEP goals and objectives.

Notes: _____

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?

Point of slide – continue the conversation about selecting accommodations

PRESENTER: *use content below to frame discussion of material*


- Even though the slide only uses the word accommodations, you can also substitute the words modifications and supplementary aids and services
- Consider both what is needed to support learning (i.e., instructional approaches) as well as what is needed to demonstrate proficiency (i.e., assessment)

Notes: _____

Documentation

Accommodations:

- Presentation
- Response
- Time and Scheduling
- Setting Consideration



Learner Handout Packet, Pages 7-13

Point of slide – orient participants by reminding them of the LA IEP form and the page where accommodations are noted.

PRESENTER – Learner Handout packet, pp. 7- 13 (7 pages in handouts)

- Presentation Accommodations (3 pages) – pp. 7-9
- Response Accommodations (2 pages) – pp. 10, 11
- Time & Scheduling (1 page) – p. 12
- Setting Considerations (1 page) – p. 13

PRESENTER: *use content below to frame discussion of material*

- Accommodations and modifications are generally discussed throughout the entire process.
- Information is found in general student information, present levels discussions, when identifying areas of need and when writing goals.
- Form follows process – this is simply where to put the information on the form.

Notes: _____



Point of slide – remind participants that all involved in the education of the student must be aware and knowledgeable of the accommodations identified

PRESENTER: *use content below to frame discussion of material*

- A de-identified copy of the IEP might be given to all of the student’s teachers
- A personalized chart showing the accommodations specific to that student could be given to all teachers
- Major point to emphasize is that ALL those involved in the education of the student must be both aware and knowledgeable in how to implement the accommodations

Notes: _____

**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.

Learner Handout Packet, Page 14

Point of the slide – provide an opportunity for reflection and application of information.

PRESENTER: Learner Handout packet, p. 14

Step 1: Individual Activity:

- a) Take out the case study materials you used in Module 2 (1 minute)
- b) Spend 5 minutes re-familiarizing yourself with the case study student (2 minutes)
- c) Write possible accommodations, modifications, or supplemental aids and services for the student. (2 minutes)

Step 2: Whole Group Activity:

- a) Ask for volunteers to identify Presentation Accommodations for the Elementary Student (pp. 7-9 of Handouts)
- b) Ask for volunteers to identify Response Accommodations for the Secondary Student (p. 10-11 of Handouts)
- c) Ask for volunteers to identify Timing and Scheduling Accommodations for the Elementary Student (p. 12 of Handouts)
- d) Ask for volunteers to identify Setting Accommodations for the Secondary Student (p. 13 of Handouts)

Approximate Total Time: 20 minutes

Notes: _____



15 minutes

PRESENTER: *use content below to frame discussion of material*

- Note to participants that we are transitioning into talking about program and services.

Notes: _____



Point of the slide – transition to IEP Team decisions about program services

Notes: _____

Writing an Individualized Education Program (IEP): Accommodations, Modifications, & Service Delivery
 Module 4 Presenter 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 at 13-14 or before and those students will continue to have access to the LAA 2 graduation exams.

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

Services / Placement

STUDENTS TOTAL INSTRUCTIONAL DAY (Minutes): _____ Student attends school days per week

Service	Date to Begin	Duration	Group	Individual		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Total Number of Minutes in Special Setting per Week: _____									

Service	Date to Begin	Frequency	Individual / Group	Regular Class		Community		Special Class	
				Minutes	Sessions	Minutes	Sessions	Minutes	Sessions
Total Number of Minutes in Special Setting per Week: _____									

PLACEMENT/SERVICE DETERMINATION CHECKLIST
 This list is 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 Respite Facility Correctional Facilities
 Inside regular class between 40%-79% of the day Separate School Homebound
 Document the educational benefit for the placement: If not inside regular class 80% or more of the day.

Point of slide – orient participants by reminding them of the LA IEP form and the page where program services are documented

NOTE to PRESENTER – this is an overlay slide – click to show top read oval; click next to show the Services/Placement section of the IEP form

PRESENTER – Learner Handout packet, p. 16


PRESENTER: *use content below to frame discussion of material*

- Program services are most likely part of the conversation that occurs as present levels and goals are discussed.
- Form follows process – this is simply where to put the information on the form.

Notes: _____

Statewide Assessment

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.

Point of slide – remind participants to consider participation in the statewide assessments.

NOTE to PRESENTER: Refer participants back to Learner Handout packet, p. 5 for the specific criteria for LAA 1 test participation

PRESENTER: *use content below to frame discussion of material*

- The first decision to document on the Program/Services page is about how the student will participate in statewide assessment yet this conversation has been part of the instructional and accommodations decisions
- Handout pages 15-16 are a copy of the IEP pages
- Team makes decision
- Critical that parents understand any potential unintended consequences if student does not participate in regular statewide assessment
- Rules around use of LAA2 have changed
- For students in high school before the 2014-2015 school year, LAA2 can be used if a student is unable to achieve standard of proficiency on End-of-Course test

Notes: _____



Point of slide – introduce a set of questions to guide LRE considerations

PRESENTER – Learner Handout packet, p. 17-18

PRESENTER:

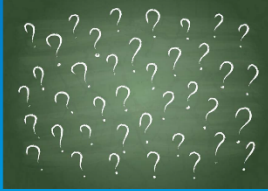
- It is important to have a conversation – not just assume that special education is provided in a certain place (e.g., resource room or self-contained room)
- The location of services is not for convenience; it is to identify the location where the student will most benefit from education
- The questions on page 19 of the Learner Handout packet can provide a guide
- Questions don't have to all be asked during IEP meeting, but can provide guidance on the focus of the conversation

Notes: _____

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?



Point of slide – introduce LRE decisions as decisions about access to general curriculum and peers who do not have disabilities

PRESENTER: *use content below to frame discussion of material*

Two prongs to LRE considerations

- Access to the general curriculum
- Access to or interaction with peers who do not have disabilities

Least Restrictive Environment and Site Determination are separate topics. LRE is an IEP Team decision based on the individual needs of the student with a disability. The site (school) at which the special education and related services are provided are an administrative decision.

Notes: _____



Point of slide –remind LRE as a continuum of services rather than a placement

NOTE to PRESENTER – click to reveal decreasing settings and again to reveal the reminder that LRE is a continuum of alternatives and a provision of services rather than a place

PRESENTER: *use content below to frame discussion of material*

Definition of LRE as a continuum of services

- Intent of LRE is to ensure students with disabilities are educated in environments with their peers who do not have disabilities.
- Students should not be removed from general education unless the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- Special education is a set of educational services

Note: in LA, this definition of LRE does not apply to students who are deaf or hard of hearing.

Notes: _____

**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.

Learner Handout Packet, Page 19

Point of the slide –opportunity for reflection

NOTE to PRESENTER – click to reveal the reminder to retain notes

PRESENTER – Learner Handout packet, p. 19

NOTE to PRESENTER – note to the participants that if s/he hasn't had one of these experiences, to reflect on a particular student and the placement decision - how did the team make the decision?

INSTRUCTIONS:

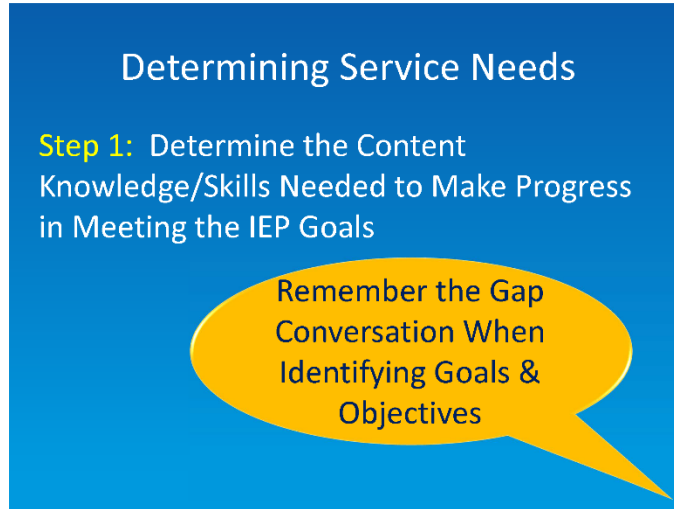
Step 1: Ask participants to individually write a list for item 1 (2 minutes)

Step 2: Ask participants to individually write a list for item 2 (2 minutes)

Step 3: Ask for volunteers to share (2 minutes)

Approximate Total Time: 6 minutes

Notes: _____



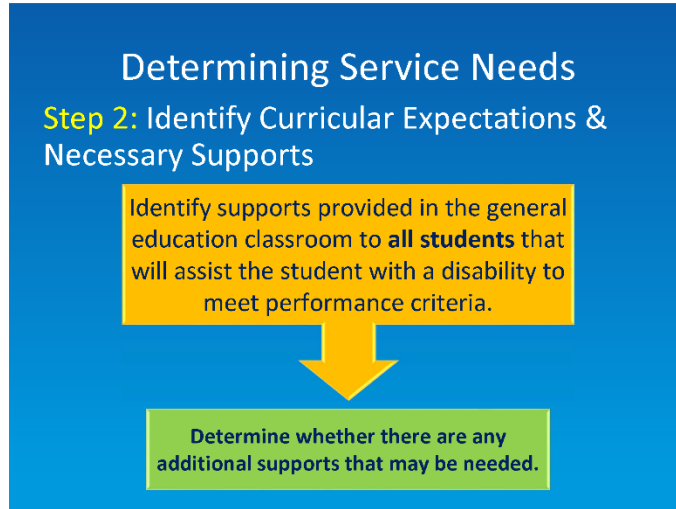
Point of slide – provide an overview of the critical steps for determining special education services needed

NOTE to PRESENTER – decide when to click to make reminder box appear

PRESENTER: *use content below to frame discussion of material*

- Start with a general summary of the content knowledge/skills the student is expected to learn, rather than assume services are provided in a certain place
- Remind participants that this conversation has been ongoing throughout the meeting, especially when instructional needs and educational need areas were discussed – so this is a review and means of validating previous decisions before documenting on the IEP form in SER

Notes: _____



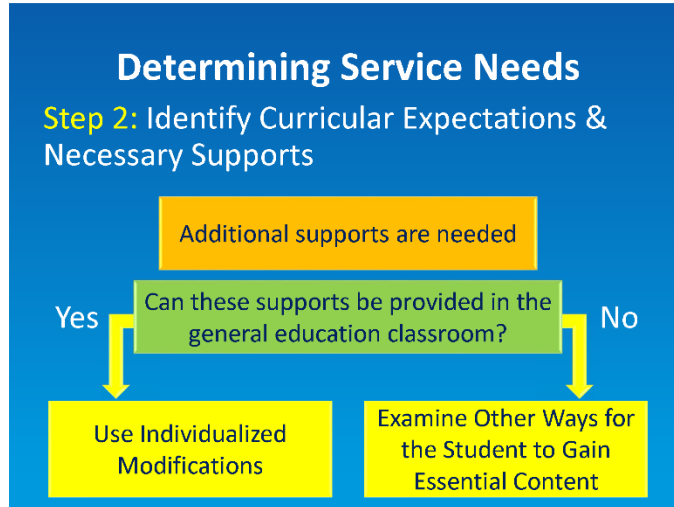
Point of slide – provide an overview of the critical steps for determining special education services needed

NOTE to PRESENTER – click to show first “if the same” – second click shows the second “if the same”

PRESENTER: *use content below to frame discussion of material*

- Consider what is being taught in the general classroom and how it compares to what the student needs to learn
- Consider first adding accommodations or supports in the general classroom
- Remember the bottom line: we want students to access and make progress in the general curriculum

Notes: _____



Point of slide – provide an overview of the critical steps for determining special education services needed

NOTE to PRESENTER – click to show first “if different” – second click shows the second “if different”

PRESENTER: *use content below to frame discussion of material*

- When knowledge/skills are different, consider alignment with what is being taught in the general curriculum.
- If student needs intensive or specialized instruction outside of the general classroom, consider scheduling that allows student to receive instruction in other critical areas

Notes: _____

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

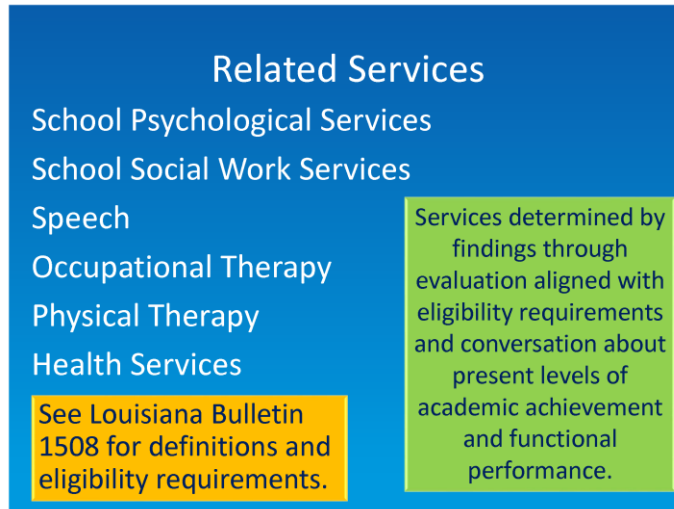
Point of slide – to introduce consideration of related services as the final step in determining service needs

NOTE to PRESENTER – click to reveal related services information box

PRESENTER: *use content below to frame discussion of material*

- Related services
 - are services that help a child benefit from special education
 - are not provided unless a child is eligible for special education
 - can be useful in supporting a student’s ability to access general curriculum.
- Adding a related service is based on evaluation results and appropriate assessments.

Notes: _____



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.

Point of slide – provide a brief overview of the types of related services most commonly used

PRESENTER – Learner Handout packet, p. 20-22

PRESENTER: *use content below to frame discussion of material*

- Most common related services are described in handout.
- Also see Louisiana Bulletin 1508


Notes: _____

**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



Point of the slide –opportunity for reflection and application of information.

NOTE to PRESENTER – click to reveal what to review, reflect, discuss, and decide

Separate Case Study handout packet – blank Program Services and Services/Placement pages of the IEP

INSTRUCTIONS:

Step 1: Individual Activity:

- a) Take out the case study materials you used in Module 1 (1 minute)
- b) Spend 5 minutes re-familiarizing yourself with the case study student (5 minutes)

Step 2: Small Group Activity

- a) Form IEP Team groups of at least 4 for Elementary and 6 for Secondary Case Study (2 minutes) – Handout IEP pages packet
- b) Take a role: ODR, parent, special educator, general educator (both groups); for secondary group – counselor and student (3 minutes)
- c) Talk among yourselves about the program and services the student needs (15 minutes)
- d) Complete the IEP pages (4 minutes)

Step 3: Whole Group Activity

- a) Bring attention of group back to presenter (1 minute)
- b) Ask IEP Teams to share (5 minutes)

NOTE to PRESENTER: The timing above is based on modules running consecutively – so there is a need for a short amount of time in Step 1. If this is done as a standalone module – allow 10 – 15 minutes for Step 1 (a – 2 minutes; b – 10-15 minutes) Step 2 c may also need 15 minutes.

Approximate Total Time: 50

Notes: _____



Point of the slide – transition & remind participants that these are additional plan components and they are related to the Case Studies

- Behavior Intervention Plan
- Individual Graduation Plan
- Secondary Transition Plan

PRESENTER: *use content below to frame discussion of material*

- Has been suggested that Case Study student Jack should have a BIP
- Case Study student Megan has a Secondary Transition Plan, she should also have an Individual Graduation Plan
- These components NOT the specific emphasis or focus of these modules, yet, need to remember them

Notes: _____

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

Point of slide – review Behavior Intervention Plans (BIP) as an extension of some IEPs.

NOTE to PRESENTER – click to reveal boxes

PRESENTER – [Learner Handout packet](#), pp. 23-29

PRESENTER: *use content below to frame discussion of material*

- A BIP is not specifically required by IDEA until carrying out disciplinary procedures, i.e. **suspension beyond 10 days* or expulsion**.
- In LA, a BIP is required for any student who meets eligibility criteria for emotional disturbance and for students who meet criteria for other health impairment or autism when behavior is a component or concern addressed in the evaluation process. In such situations, behavioral data have to be considered in the evaluation and eligibility process.
- A BIP is based on a functional behavioral assessment conducted to identify the function or underlying causes of the undesired behavior.
- Developing a BIP at the point where any behavioral concern is noted and in concert with the results of the FBA is best practice
 - If we wait until disciplinary action is needed, it is often too late.
 - Waiting is a reactionary practice that we have found to be less successful than proactive practices.
- If a student has goals on an IEP specific to addressing behavioral needs, then it is best for the IEP team to immediately consider conducting an FBA and developing a BIP.
- A BIP should be developed following an FBA whenever the student exhibits consistent and significant behavior problems that interfere with learning.

Notes: _____

Behavior Intervention Plan

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

Point of slide – describe content of a BIP

PRESENTER: *use content below to frame discussion of material*

- There is no approved state BIP form.
- Check with local district to see if there is a district form.
- Keep in mind – the BIP is a way to communicate with parents and teachers.
- The 8 items listed on this and the next slide are components that help support clear and consistent communication with all involved and are critical for developing effective and complete BIPs.

Notes: _____

Behavior Intervention Plan

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)



Point of slide – to describe content of a BIP

PRESENTER: *use content below to frame discussion of material*

- There is no approved state BIP form.
- The 8 items listed on slide are components that help support clear and consistent communication with all involved.

Notes: _____

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



Point of slide – Review of individuals involved in developing a BIP

PRESENTER: *use content below to frame discussion of material*

- Generally the whole IEP team is involved.
- Critical for anyone who is going to be involved in carrying out the plan (i.e., all general education teachers) to have input.
- Parents are an integral part of the development and implementation of the plan. They can provide consistency between home and school.
- The student’s involvement is integral to understanding the behavior from the student perspective and for helping to identify interventions or strategies appropriate for that student.

Notes: _____

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

Point of slide – remind participants of the importance of considering a student’s Individual Graduation Plan

PRESENTER – Learner Handout packet, p. 30


PRESENTER: *use content below to frame discussion of material*

- Middle school – consider the requirements for moving into the ninth grade and any transition needs.
- For struggling students in middle school, identify remediation and support needs.
- Determine placement (e.g., need for transitional 9th grade placement)
- Plan for student support
- Select appropriate curriculum

Notes: _____

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



Point of slide – review components of the secondary transition plan as part of the IEP

PRESENTER: *use content below to frame discussion of material*

- Required at least when a student turns 16 – IDEA requires a transition plan be in effect when a student turns 16. An IEP team can decide to develop a transition plan before 16 if they determine a need.
- Critical component of Individual Graduation Planning process (i.e., transition from 8th to 9th and potential need for transitional 9th)
- Best practices:
 - Have transition discussion beginning with the first IEP
 - Continue transition discussions as students move from grade to grade and from elementary to middle to secondary can be challenging

Notes: _____

Secondary Transition

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

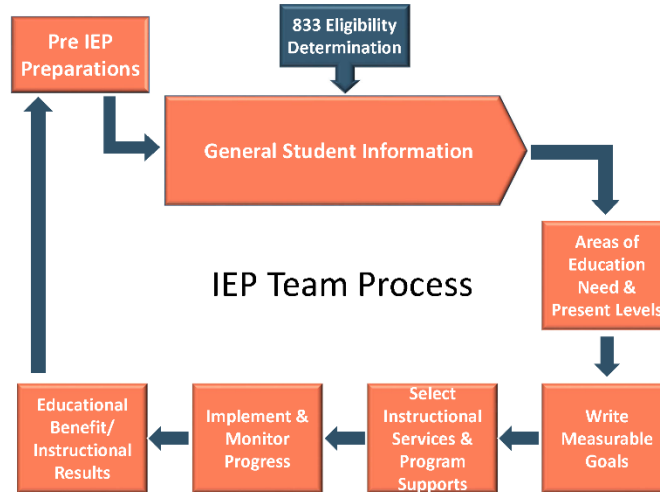
Point of slide – remind participants of the requirements for a secondary transition plan

PRESENTER – Learner Handout packet, p. 31

PRESENTER: *use content below to frame discussion of material*

- Good transition planning can influence more positive student postsecondary outcomes
- Regulations lay out the process or the components of the plan.
- Plan directs instructional needs to be included in the IEP goals and services. That is why even as we are discussing Secondary Transition Planning in this module, the transition planning conversation for a student 16 or older would have occurred along with the General Student Information conversation and before the identification of educational need area

Notes: _____



Point of the slide – provide a visual reminder of the process

NOTE to PRESENTER - Click to change appearance of slide

PRESENTER – use content below to frame presentation of material

- Emphasize - IEP conversation would not be complete if we didn't take time to mention implementing the IEP
- Now that the IEP is written, it is time to implement the IEP and monitor progress.

Notes: _____



Point of the slide – remind participants of the importance of communication among IEP Team members and the responsibility to report on a student’s progress

PRESENTER –use content below to frame presentation of material


- Reminder - The IEP meeting builds a communication channel between the family and school
- Ongoing communication among IEP Team members throughout the school year is important
 - As a living or dynamic document the IEP may need to be amended.
 - Changes in the IEP may need to be made because of progress exceeding what was initially expected or planned or because progress in one or more areas has lagged behind what was expected.
 - Allows for the evaluation of the instructional strategies, the settings in which services are received, and other data that will help to decide whether these are addressing that individual student’s needs.
- Progress reports must be provided to the family at least as frequently as they are provided for students without disabilities

Notes: _____

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



Point of slide – to emphasize that implementation of IEP involves everyone to be knowledgeable and responsible in the education of the individual student

PRESENTER: *use content below to frame discussion of material*

- Implementation does not occur on its own.
- Implementation is responsibility of all who are part of student’s education.
- Successful implementation requires communication and ensuring all have the necessary skills/supports to implement as intended.

Notes: _____

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



Point of slide – introduce universal design for learning (UDL) as an accommodation the benefits all students

PRESENTER – Learner Handout packet, p. 32

PRESENTER: *use content below to frame discussion of material*

- UDL is a benefit for all students and is a scientifically validated framework for guiding educational practices
- In many cases where UDL is common practice in the general classroom, specific accommodations or supplementary aids and services may not be needed.
- UDL may replace the need to delineate accommodations when used routinely by classroom teachers, ***e.g., all students receive teacher guide/notes, all teachers & students use graphic organizers.***

Notes: _____



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

Louisiana Assistive Technology Initiative - an Available Resource

Point of slide – introduce assistive technology as an accommodation or supplementary aid/service

PRESENTER – Learner Handout packet, p. 33

PRESENTER: *use content below to frame discussion of material*

First click: review the general definition of assistive technology (AT).

- Assistive technology does not always have to be an expensive gadget.
- Assistive technology can also serve as UDL

Second click: One exception to what is considered AT – excludes medical device surgically implanted or the replacement of such a device

Activity – Before clicking a third time, have participants generate a list of examples of AT they have used or with which they are familiar.

Third click: Show this list, ask participants to share other examples they have on their lists.

Notes: _____

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

Point of slide – continue conversation about IEP team responsibilities for implementation; connects back to Module 1 – Team Member Roles

PRESENTER: *use content below to frame discussion of material*

- If only one general education teacher was able to be present, ensure all teachers who work with the student understand the expectations.
- It is best when each teacher can have a copy of the IEP so long as there is assurance that confidentiality will be maintained. If confidentiality is a concern, minimally access to the full IEP should be available to each teacher who is to implement any part of the IEP.
- Ensure each person clearly understands any accommodations, modifications or other implications the IEP decisions may have for him/her.
- If there are behavioral concerns and a BIP has been developed, ensure everyone understands the behavioral interventions and expectations.
- Clarify strategies for communicating and coordinating on an ongoing basis.
- Communicate any data collection expectations for monitoring results.

Notes: _____

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

Point of the slide – review progress monitoring (tie back to Module 3)

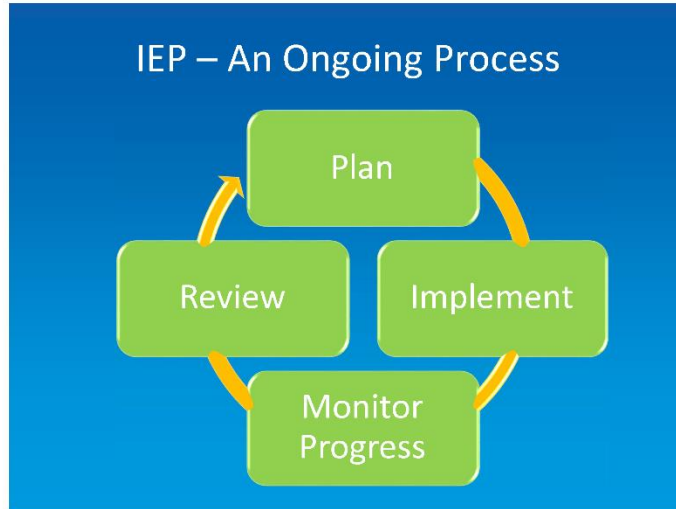
NOTE to PRESENTER – click to make text appear

PRESENTER – *use content below to frame presentation of material*

- Formative assessment is the language of current literature.
- Methods should align with formative assessment practices in the general classroom.
- Formative assessments take on many forms such as:
 - Benchmark Assessments
 - Tests and Quizzes
 - Projects
 - Written Reports
 - Class Assignments
 - Progress Monitoring

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class (<http://www.studentprogress.org/>).

Notes: _____



Point of slide – remind participants that the IEP is an ongoing cycle

PRESENTER: *use content below to frame discussion of material*

- Emphasize – the IEP is an ongoing process or cycle – not a one-time event – plan, implement, monitor progress, review and plan anew
- Minimally, a new IEP is developed once a year; IEPs can be updated or modified based on data as needs are noted.
- Data from implementation is used to inform the current and next IEP
- When to reconvene the IEP
 - No less than once a year
 - If progress is not being made and adjustments are needed
 - If progress is greater than anticipated and adjustments are needed
 - If significant changes occur in the student’s life

Notes: _____

The slide features a blue background with the word "Summary" at the top. Below it are three rounded rectangular boxes: a light green one for "Accommodations", an orange one for "Modifications", and a yellow one for "Supplementary Aids and Services".

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

Point of slide – review of Module 4

PRESENTER: *use content below to frame discussion of material*

Slides 8-11

Notes: _____

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?

Point of slide – review of Module 4

PRESENTER: *use content below to frame discussion of material*

NOTE to PRESENTER: Click to emphasize the last bullet

Slides 13-16

Notes: _____

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

Point of slide – review of Module 4

PRESENTER: *use content below to frame discussion of material*


Slides 22-31

Notes: _____

Summary

Some Students will have Additional Plans:

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



Point of slide – review of Module 4

PRESENTER: *use content below to frame discussion of material*

Slides 32-39

Notes: _____

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

Point of slide – review of Module 4

PRESENTER: *use content below to frame discussion of material*

Slides 41-47

Notes: _____



Purpose of the slide – cue participants to additional references and resources

PRESENTER – Learner Handout packet, p. 34, 35

Notes: _____



Point of the slide – continue emphasis on child and education for success

Notes: _____



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.

Notes: _____
