

Special Education 101



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

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

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

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

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

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

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

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

–Rita Pierson

Disability Categories

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

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

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

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

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

SPECIFIC LEARNING DISABILITY

FACT SHEET

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

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

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

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

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

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

TEACHING TIPS/INSTRUCTIONAL STRATEGIES

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

This information developed from the following resources:

- National Dissemination Center for Children and Disabilities (NICHCY)
www.nichcy.org
- National Center for Learning Disabilities (NCLD)
www.nclld.org
- Bright Hub Education
www.brighthubeducation.com
- LD Online
www.ldonline.org

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

Access to Educational Records

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

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

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



OKLAHOMA TIERED INTERVENTION SYSTEM OF SUPPORT (OTISS)

OKLAHOMA STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES



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

IEP Components

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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

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

PARENT(S): _____

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

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

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

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

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

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

Current Assessment Data	Objective Statements
Current Assessment Data	Objective Statements

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

OSDE IEP Form 7 Present Levels Page

Present Levels

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

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

Documentation may include:

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

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

Student's Strengths

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

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

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

Educational Need

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

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

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

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

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

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

Anticipated Effects:

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

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

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

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

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

Whether this child requires assistive technology devices and service

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

Parent Concerns for Enhancing the Child's Education:

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

OSDE IEP Form 7 Strengths/Needs Page

Student Specific Goals developed by IEP team based on Academic Standards

IEP Goals

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

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

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

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

IEP - Goals Page

NAME OF CHILD: _____ FIRST _____ MIDDLE _____ LAST _____

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

GOAL # _____

Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe how often this will occur and what methods will be utilized.	Record the extent of progress toward achieving the annual goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).					
	DATE	DATE	DATE	DATE	DATE	DATE (ESY)

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

GOAL # _____

Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe how often this will occur and what methods will be utilized.	Record the extent of progress toward achieving the annual goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).					
	DATE	DATE	DATE	DATE	DATE	DATE (ESY)

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

GOAL # _____

Parents are to be informed of progress in annual goals, in addition to general education academic performance reports. Describe how often this will occur and what methods will be utilized.	Record the extent of progress toward achieving the annual goals by the end of the year (i.e., one-half, two-thirds, fifty percent, passing grades in general curriculum).					
	DATE	DATE	DATE	DATE	DATE	DATE (ESY)

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

COMMENTS:

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

OSDE IEP Form 7 Goals Page

Services

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

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

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

Examples of special education services:

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

IEP - Services Page

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

Special Education Services: List each special education service.

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

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

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

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

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

Continuum of Placement: drop down box

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

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

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

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

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

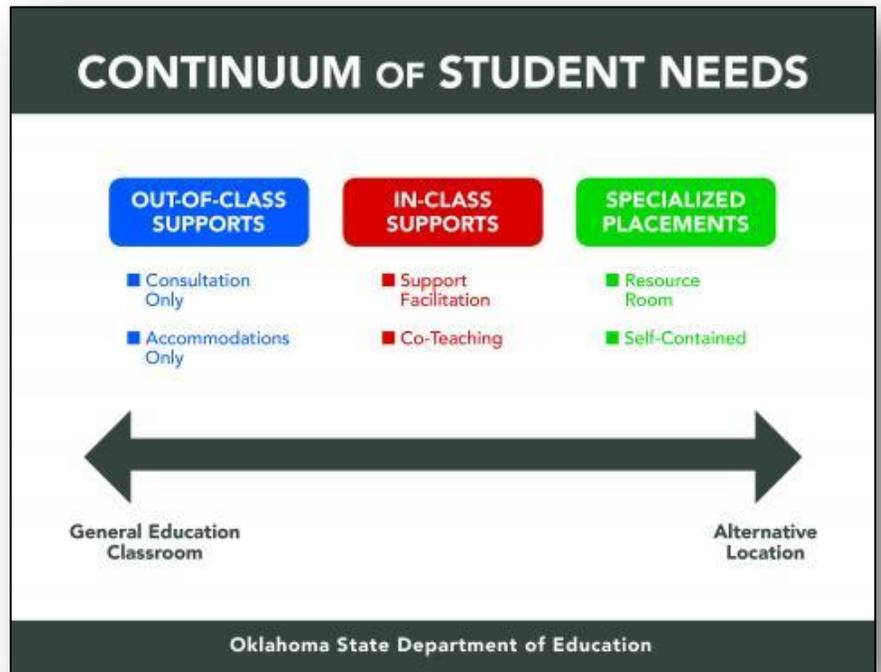
OSDE IEP Form 7 Services Page

Least Restrictive Environment

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

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

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



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

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

Teacher Collaboration

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

Types of Co-Teaching

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

Parallel: Both teachers instruct different heterogeneous groups of students.

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

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

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

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

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

Supplementary Aids & Services, Accommodations, Supports for Personnel

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

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

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

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

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

IEP – Services Page

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

Special Education Services: List each special education service.					
Type of Service(s)	Amount of Services (Time and Frequency)	Starting Date	Ending Date	Person Responsible (Title)	
Related Services: List each related service necessary for the child to benefit from special education.					
Type of Service(s)	Location of Services	Amount of Services (Time and Frequency)	Starting Date	Ending Date	Person Responsible (Title)

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

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

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

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

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

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

OSDE Form 7 Initial IEP Date _____ Inactive IEP Date _____ Subsequent IEP Date _____ Page __ of __

OSDE IEP Form 7 Services Page

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

OSTP Accommodations for students with an IEP or 504 Plan

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

Accommodations are practices and procedures in the areas of presentation, response, setting and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

I. Setting: Change the location in which a test or assignment is given or the conditions of the assessment setting.

II. Timing and Scheduling: Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

III. Response: Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using an assistive device or organizer.

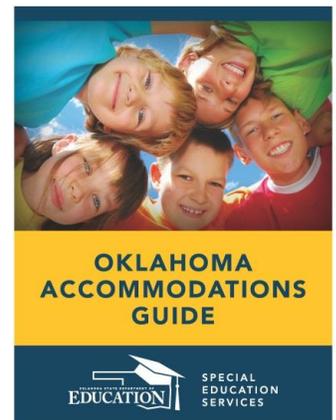
IV. Presentation: Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations, including large print.

Manual: <http://ok.gov/sde/documents/2014-08-07/oklahoma-accommodations-guide>
 Synopsis: <http://ok.gov/sde/sites/ok.gov.sde/files/Accom%20Synopsis%20with%20state%20approved%20accom.pdf>

Accommodations

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

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



Behavior Support

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

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

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

Behavior Intervention and Support Plan (BISP)

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

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

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

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

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

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

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

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

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

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

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

Other: _____

Form Revised: February 14, 2012

Behavior Intervention Plan (BIP) form in SEAS

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

Resources to address behavior

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

Effective Classroom Practices

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

Universal Design for Learning

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

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

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



Reading Supports

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

Math Supports

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

Assessment

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

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

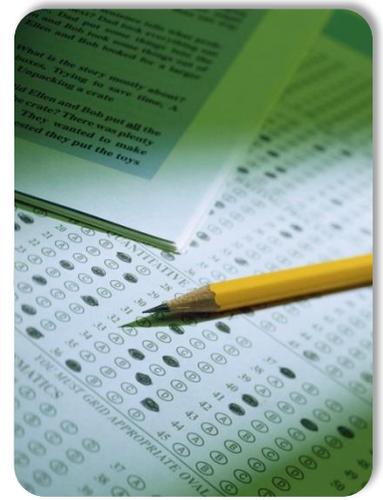
Oklahoma State Assessment Options:

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

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

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

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



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

Graduation

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

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

Oklahoma Resources

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

Alternate Routes to a Diploma

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

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

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

Special Education Trainings/Events



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

