

Special Education 101: Professional Development Module



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Overview

Professional development modules developed by the OSDE-SES are intended to assist local educational agencies (LEAs) in providing professional development for educators. Each module includes relevant background information, activities/materials, and a scripted PowerPoint presentation for a particular topic area. These modules are intended for use in a workshop or other professional development setting (e.g. faculty meeting, PLC meeting). Presenters are free to use the modules in whichever way they choose.

The Special Education 101 Professional Development Packet assists educators in the knowledge and application of high quality classroom instruction for all students, including students with disabilities. It is intended to provide an overview of Special Education for participants unfamiliar, new, or needing a refresher on the provision of special education services.

Background Information

Special Education 101 includes a variety of topics related to special education. The topics addressed include:

- Individualized Education Program (IEP) & Section 504 Plan
- Referral/Eligibility
- Least Restrictive Environment
- Accommodations
- Universal Design for Learning
- Instructional Techniques
- Behavior
- Assessment
- Additional Resources

IDEA Regulations

The IDEA is a law ensuring services to students with disabilities throughout the nation. The IDEA governs how states and public agencies provide early intervention, special education and related services to infants, toddlers, children, and youth with disabilities.

Topics addressed in the SpEd 101 Packet include the six principles of the IDEA:

1. A Free Appropriate Public Education (FAPE) [§300.17](#)
2. Appropriate Evaluation [§300.15](#)
3. An Individualized Education Program (IEP) [§300.22](#)
4. Least Restrictive Environment (LRE) [§300.114](#)
5. Parent and Student Participation in Decision Making [§300.322](#)
6. Procedural Safeguards [§300.504](#)

Materials/Resources

Copies of materials for the presentation are found in a separate file.

PowerPoint Presentation

This presentation is intended to engage staff in meaningful professional development. Presenters should become familiar with the PowerPoint notes and other materials/resources included in this module, as well as additional resources related to the topic. There is space after each slide's presentation where the presenter may note any additional information related to LEA/school expectations or procedures.

Slide operation: Slides load completely. No clicks are necessary (except to advance to the next slide). Under each slide are presenter discussions, questions to draw in the audience and activity opportunities. Some slides may include video. Audio speakers will be necessary to listen to the provided video examples. Internet accessibility will be necessary for the videos. It may be helpful to download all video files in advance of the presentation.

Presentation Length

It is estimated that this module will take 2.5 hours with video. The optimal delivery method for the presentation would be to offer the professional development at the beginning of each school year to create a solid foundation for the provision of special education services. Additional time will need to be added if any additional activities are utilized. The presentation can be shortened to a 1.5 hour or a 45 minute time allotment. The same content is addressed, however the shortened presentations omits certain slides in the interest of time. Shorter versions are outlined in (2) and (3) below and the corresponding PowerPoints can be downloaded on the Professional Development webpage.

Presentation Activities

Pretest

This short pretest can be given orally prior to the presentation, as an ice-breaker and to assess audience knowledge.

Activities

These are listed here in the order they appear in the presentation.

- 1) SpEd 101 Presentation (2.5 hours) PowerPoint
 - a. Handout: SpEd 101
 - b. Video with audio: Emiliann's IEP Team (Slide 9)
 - c. Handout: OSDE Continuum of Student Needs (Slide 19)
 - d. Handout: OSDE Co-Teaching Framework (Slide 20)
 - e. Video with audio: Thasya (Slide 26)
 - f. Video with audio: Including Samuel (Slide 27)

- g. Handout: Collaborative Planning Sheet (Slide 28)
 - h. Handout: OSDE Basics of Co-Teaching (Slide 34)
 - i. Handout: OSDE Accommodations Synopsis (Slide 42)
 - j. Video with audio: Learner Variability (Slide 55)
 - k. Handout: UDL Synopsis (Double sided) (Slide 57)
 - l. Video with audio: Universal Design for Learning (Slide 69)
 - m. Handout: UDL Guidelines (Single sided, color copies, laminated or cardstock) (Slide 70)
 - n. Video with audio: Classroom Representation Example (Slide 71)
 - o. Video with audio: Classroom Action & Expression Example (Slide 73)
 - p. Video with audio: Classroom Engagement Example (Slide 76)
- 2) SpEd 101 Presentation (1.5 hours)
- Slides omitted from 2.5 hour PowerPoint include: Slides 23-27, 31, 38, 53, 55-56, 60, 63-68, 71-77, 86-87, 91-93, 95, 98.
- a. SpEd 101 Presentation PowerPoint
 - b. Handout: SpEd 101
 - c. Video with audio: Emiliann's IEP Team (Slide 9)
 - d. Handout: OSDE Continuum of Student Needs (Slide 19)
 - e. Handout: OSDE Co-Teaching Framework (Slide 20)
 - f. Handout: Inclusion Planning Sheet (Slide 23)
 - g. Handout: OSDE Basics of Co-Teaching (Slide 28)
 - h. Handout: OSDE Accommodations Synopsis (Slide 35)
 - i. Handout: UDL Synopsis (Double sided) (Slide 45)
 - j. Video with audio: Universal Design for Learning (Slide 52)
 - k. Handout: UDL Guidelines (Single sided, color copies, laminated or cardstock) (Slide 53)
- 3) SpEd 101 Presentation (45 minutes)
- Slides omitted from 2.5 hour PowerPoint include: Slides 8-9, 14, 23-27, 29, 31-32, 36, 38-39, 43, 48-51, 53, 55-57, 60, 63-69, 71-78, 82-83, 86-87, 89-93, 98.
- a. SpEd 101 Presentation PowerPoint
 - b. Handout: SpEd 101
 - c. Handout: OSDE Continuum of Student Needs (Slide 16)
 - d. Handout: OSDE Co-Teaching Framework (Slide 17)
 - e. Handout: Inclusion Planning Sheet (Slide 20)
 - f. Handout: OSDE Basics of Co-Teaching (Slide 23)
 - g. Handout: OSDE Accommodations Synopsis (Slide 28)
 - h. Handout: UDL Synopsis (Double sided) (Slide 32)

- i. Handout: UDL Guidelines (Single sided, color copies, laminated or cardstock) (Slide 38)

Materials/Handouts

Writing Tool (for each participant)

White Paper 8.5 x 11" (2 sheets for each participant)

Video files (preloaded)

Projector with audio

White board with dry erase marker or chart paper with marker (whole group discussions)

Handout: OSDE Continuum of Student Needs

Handout: Inclusion Planning Sheet

Handout: OSDE Basics of Co-Teaching

Handout: OSDE Co-Teaching Framework

Handout: UDL Guidelines (Laminated or on cardstock) for each participant

Handout: Educator Worksheet (one copy for each participant)

Handout: Paper wheel (Laminated or on cardstock) with one gold brad for each participant

Scissors (one for each participant)

Additional Resources

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

Oklahoma State Department of Education Documents

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

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

Iris Modules

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

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

Special Education 101 PowerPoint

Slide 1:



Presenter:

Hello! Welcome to the session entitled Special Education 101. This presentation will cover the basics of special education services. It is intended to help teachers understand the terms related to special education, educator responsibilities, teaching tips, and helpful resources.

Notes:

Slide 2:



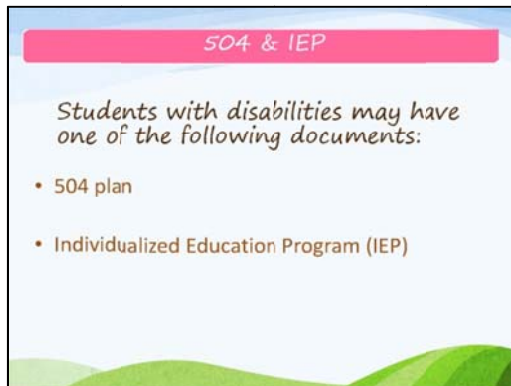
Presenter:

Topics include: 504 & IEP, Referral/Eligibility, Behavior, Accommodations, Least Restrictive Environment, Universal Design for Learning, Assessment, Instructional Techniques, Additional Resources.

Notes:

504 & IEP

Slide 3:

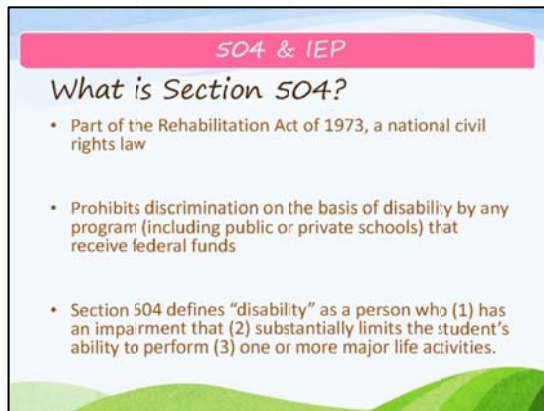


Presenter:

Students with disabilities may receive accommodations through a Section 504 plan or accommodations and services through an Individualized Education Program. If a student has a 504 plan or an IEP, you should become familiar with the services and accommodations available to them.

Notes:

Slide 4:



504 & IEP

What is Section 504?

- Part of the Rehabilitation Act of 1973, a national civil rights law
- Prohibits discrimination on the basis of disability by any program (including public or private schools) that receive federal funds
- Section 504 defines "disability" 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.

Presenter:

The term "Section 504" refers to a specific part of the Rehabilitation Act of 1973 (amended in 2008), a national civil rights law that prohibits discrimination against people with disabilities. Section 504 defines "disability" 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. In order to qualify as a person with a disability who may be entitled to Section 504 services, a student must meet all three parts of the disability definition.

Under Section 504, the focus is primarily on *equal access*.

The complete Section 504 Regulations (34 C.F.R. § 104) can be found online:
<http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html>.

Notes:

Slide 5:

The Individuals with Disabilities Education Act (IDEA) of 2004

- A federal law which created and governs special education.
- Entitles eligible children with disabilities to the specially designed instruction and individualized services and supports they need to benefit from a free public education.
- The six principles of IDEA include:
 1. A Free Appropriate Public Education (FAPE)
 2. Appropriate Evaluation
 3. An Individualized Education Program (IEP)
 4. Least Restrictive Environment (LRE)
 5. Parent and Student Participation in Decision Making
 6. Procedural Safeguards

Presenter:

Individualized Education Programs (IEPs) are defined through the Individuals with Disabilities Education Act (IDEA). The IDEA is a law ensuring services to students with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to infants, toddlers, children, and youth with disabilities.

The six principles of IDEA are listed on the slide. They include:

1. A Free Appropriate Public Education (FAPE)
2. Appropriate Evaluation
3. An Individualized Education Program (IEP)
4. Least Restrictive Environment (LRE)
5. Parent and Student Participation in Decision Making
6. Procedural Safeguards

Notes:

Slide 6:

504 & IEP

Eligibility for Special Education Services under the IDEA

1. Student has a disability
2. The disability has an adverse impact on the student's education
3. The student has a need for special education services

*Note: Upon eligibility determination an Individual Education Program (IEP) can be developed.

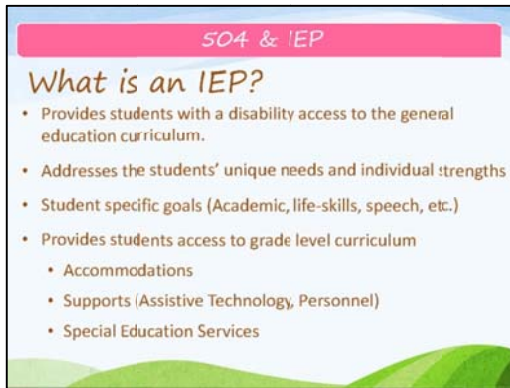
Presenter:

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.

Upon eligibility determination that a student qualifies for special education services, an Individual Education Program (IEP) can be developed addressing the student's current strengths and needs, specific goals and access to grade level curriculum through accommodations, supports or special education services.

Notes:

Slide 7:



504 & IEP

What is an IEP?

- Provides students with a disability access to the general education curriculum.
- Addresses the students' unique needs and individual strengths
- Student specific goals (Academic, life-skills, speech, etc.)
- Provides students access to grade level curriculum
 - Accommodations
 - Supports (Assistive Technology, Personnel)
 - Special Education Services

Presenter:

An IEP addresses the students' unique needs and individual strengths. Specific goals for the student are identified including academic, life-skills, occupational therapy, physical therapy or speech. An IEP provides students with a disability access to the general education curriculum through accommodations, supports, and special education services.

Notes:

Slide 8:

Side-by-Side Comparison

	<i>Section 504</i>	<i>IDEA</i>
Eligibility Determination	General disability definition	Disability categories & need for special education and related services
Plan	504 Plan	Individualized Education Program
Enforcement	Office for Civil Rights	Office of Special Education Programs (Federal) Oklahoma State Department of Education

Presenter:

The chart on this slide further outlines some of the differences between Section 504 and IDEA.

1. **Eligibility Determination:** The definition of an eligible child with a disability is different under Section 504 and IDEA. The IDEA eligibility criteria is more strict than Section 504.
2. **Plan:** The Office of Civil Rights (OCR) recommends a written plan to ensure equal access to the student with a disability. Under the IDEA, a written Individualized Education Program (IEP) is required.
3. **Enforcement:** The Office for Civil Rights (OCR) enforces schools' compliance with Section 504. The state education agency enforces districts' compliance with the IDEA with regard to individual students.

Notes:

Slide 9: (You will need internet access to view this video)



Presenter:

This video is an example of an IEP meeting addressing the needs of an elementary student name Emiliann.

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

Notes:

Slide 10:

IEP Forms: Present Levels

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Present levels serves as a foundation for other components in the IEP:

- Evaluation/assessment data
- Educational needs identified
- Goals
- Services
- Accommodations

Current Assessment Data

Presenter:

The Present Levels of Academic Achievement and Functional Performance lays the foundation for other components included in the IEP. There is a correlation between recent evaluation and current assessment data, the educational needs identified, the goals, services and accommodations determined to be necessary for student achievement.

In developing the present levels of academic achievement and functional performance statement, the IEP team should consider several aspects of the student's abilities and disabilities including:

- How the most recent evaluations relate to current functioning
- How the student is currently performing in his or her classes, including data in the areas of need
- How the student performed on recent statewide and district-wide assessments
- The student's skill level in nonacademic areas (communication, fine and gross motor, behavior, and socialization)
- Transition assessment results

Notes:

Slide 11:

IEP Forms: Strengths/Needs

Strengths and needs are identified through:

- Initial Evaluation
- Reevaluation Data
- Existing Data

Student's Strengths

Student's Educational Needs

Strengths identified through initial evaluation

Strengths identified through reevaluation data

Strengths identified through existing data

Additional information:

Presenter:

Identification of student strengths, including a description of the anticipated effects on the student's participation in the general curriculum, is listed in this area of the IEP. Documentation of student strengths are identified through the initial evaluation for eligibility, reevaluation data, and existing data.

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 student's ability level (minimize frustration level) and areas where educational personnel can help address the areas of need to ensure academic success.

Notes:

Slide 12:

IEP Forms: Goals

Measurable Annual Goals:

- Provide basis for instruction
- Educational needs related to the disability
- Related to present levels of Academic performance
- Meaningful and measurable

Student Specific Goals developed by IEP team based on Academic Standards

Goal	Present Level	Annual Goal

Presenter:

Measurable annual goals provide the basis for instruction, describing what a child needs related to his or her disability. There must be a direct relationship between the needs identified in the present levels of academic achievement and functional performance (PLAAFP) and the annual goals. Goals must be meaningful and measurable in order to be used for decision making.

- An annual goal is **meaningful** when the expectation is reasonable, the skill or knowledge the goal represents is necessary for success in school, and the family believes the accomplishment of the goal is important.
- A goal is **measurable** when it reflects a skill or behavior that can be observed and recorded in some manner. A goal should describe what a student can be reasonably expected to accomplish within a year.
- Each goal should **align with the Oklahoma Academic Standards** for the grade in which the student is enrolled.


Notes:

Slide 13:

IEP Forms: Services

IEP Services Page:

- Type of Service
- Person Responsible
- Duration
- Frequency
- Accommodations and Supports



Presenter:

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 of services will be listed along with the title of the person responsible for providing the service. The duration and frequency will be listed.

Notes:

Slide 14:



Presenter:

Examples of the types of special education services include:

Monitoring: The student receives primary instruction from a general education teacher. The special education teacher monitors the performance of the student in the LRE to ensure appropriate access to the curriculum and progress toward annual IEP goals.

Consultation: The student receives primary instruction from a general education teacher. The special education teacher consults with general education teachers on a regular basis to provide input on student's specific needs related to accommodations.

Collaboration: The student receives primary instruction from a general education teacher and the special education teacher reinforces the direct instruction of the general education curriculum. This may occur inside or outside of the general education classroom.

Co-teaching: The student receives primary instruction from both a general education teacher and a special education teacher within the general education classroom. Teachers have an equal partnership in the responsibility.

Direct Instruction: The student receives primary instruction from a highly qualified special education teacher outside of the general education classroom.

Related Services: Related services are provided to support special education services. Examples of related services include: speech/language, occupational therapy, physical therapy, orientation and mobility training, and transportation.

Notes:

Referral/Eligibility

Slide 15:



Referral/Eligibility

Eligibility for Special Education Services

- Request made for evaluation
- Review of Existing Data (RED)
- Determination:
 - If the student qualifies for special education services under a disability category;
 - The present levels of performance and educational needs of the student; and
 - Whether the student needs special education and/or related services.

Presenter:

School personnel or parent(s) can request a student be considered for an evaluation for special education services. When a request has been made for an initial evaluation of a student, the Local Education Agency (LEA) staff must conduct a Review of Existing Data (RED, OSDE Form 3). On the basis of the RED, there must be a determination of whether or not additional data will be needed in order to determine:

- If the student qualifies for special education under a disability category;
- The present levels of performance and educational needs of the student; and
- Whether the student needs special education and/or related services.

Initial evaluations must be conducted within 45 school days. This timeframe begins upon the receipt of parental consent to conduct the evaluation, and ends with the eligibility decision by the team.

Notes:

Slide 16:



Referral/Eligibility

Eligibility for Special Education Services

- Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS)
- Student determined eligible
 - + Disability + Need = IEP developed
- Student determined not eligible
 - + Disability – Need = Consider Section 504 Eligibility
 - - Disability + Need = Consider Educational Needs

Presenter:

The Multidisciplinary Evaluation and Eligibility Group Summary documents the full comprehensive and individual functioning and needs of the student (including evaluation information, evaluation procedures, and results). It is also used to document the eligibility determination.

If a student is determined eligible for special education services, an IEP must be developed and evaluation results translate into the present levels of academic achievement and functional performance (Form 7 – Individualized Education Program). If a student meets the definition of a disability category but does not need special education services, she/he will not be determined eligible for special education.

If the student has a need for special education services but does not meet the definition of a disability category, the IEP team should consider the education need(s) of the child. When a student is not eligible for a disability category under the IDEA a referral for a Section 504 of the Rehabilitation Act evaluation should be considered.

Notes:

Least Restrictive Environment

Slide 17:

Least Restrictive Environment

(i) To the maximum extent appropriate, children with disabilities are educated with children who are not disabled; and

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

34 C.F.R. §300.114(a).

Presenter:

The definition under the Individuals with Disabilities Education Act (IDEA) of Least Restrictive Environment is included on this slide which basically means children with disabilities must be included with nondisabled peers to the maximum extent appropriate.

Notes:

Slide 18:

Least Restrictive Environment

Placement Decisions

- LRE decisions are made individually for each student.
- The LRE is the appropriate balance of settings and services to meet the student's individual needs.
- The district should have an array of services and a continuum of educational setting options available to meet the individual LRE needs of each student.

Presenter:

Students with disabilities may receive accommodations through a Section 504 plan or accommodations and services through an Individualized Education Program. If a student has a 504 plan or an IEP, you should become familiar with the services and accommodations available to them.

Notes:

Slide 19: Refer participants to handout *Continuum of Student Needs*.



Presenter:

A student with an IEP plan may be placed in a variety of placements with a varying degree of supports/personnel. A continuum of supports for students based on their disability is represented here in this graphic. On one end of the spectrum a student may be in a general education classroom with accommodations or monitor/consult services from a special education teacher. On the opposite end a student may receive services in an alternate location including a self-contained classroom or homebound services. In the middle can be a blend of special education support and classroom accommodations. For example, a student may receive instruction in math in the general education setting and go to a resource room for English Language Arts.

Electronic Copy of document <http://ok.gov/sde/least-restrictive-environment>

Notes:

Slide 20: Refer participants to handout OSDE Co-Teaching Framework



Presenter:

Examples of the continuum of placement of special education services includes:

- Full time regular education classes (monitor/support from the special education staff)
- Part time special education (21-60% of the day)
- Full time special education (More than 60% of the day)
- Shortened day
- Homebound services
- Other placements including hospital, institutions or residential facilities and special schools.

Notes:

Slide 21:

Least Restrictive Environment

Types of Services

Monitoring
The special education teacher monitors the child in general education classroom.

Consultation
The special education teachers meets with the regular education teacher on a regular basis.

Collaborative Teaching
Co-teaching. Two teachers of equal licensure provide instruction.

Direct Instruction
The special education teacher provides direct instruction.

Presenter:

The types of services provided to students with disabilities can include a varying degrees of support from special education personnel. Examples of each are listed on this slide. They include:

Monitoring: The special education teacher monitors the child in general education classroom including attendance, progress, grades, and behavior.

Consultation: The special education teacher meets with the special education teacher on a regular basis.

The general education teacher has the primary instructional responsibility.

Collaborative Teaching: Co-teaching implies a partnership in the classroom of two teachers of equal licensure providing instruction in the academic setting.

Direct Instruction: Special Education teacher provides direct instruction to the student in the area of need.

Notes:

Slide 22:

Least Restrictive Environment

Inclusion

Students with disabilities are supported in chronologically age-appropriate general education classes in their home schools and receive specialized instruction delineated by their individualized education programs (IEP's) within the context of the core curriculum and general class activities.

Halvorsen, A.T. & Neary, T. (2001). Building inclusive schools: Tools and strategies for success. Needham Heights, MA: Allyn & Bacon.

Presenter:

Simply put, kids, regardless of their ability level should be in class with kids their same age whenever possible.

Notes:

Slide 23:

Least Restrictive Environment

What it might look like.....



- General education setting
- Print rich room
- Cooperative learning groups
- Hands on activities and centers
- All students actively engaged
- Use of technology
- Room arranged for easy accessibility
- Room where adaptive equipment is utilized
- General education and special education setting

Presenter:

Students included in the general education setting may experience a setting which may include:

- Print rich room
- Cooperative learning groups
- Hands on activities and centers
- All students actively engaged
- Use of technology
- Room arranged for easy accessibility
- Room where adaptive equipment is utilized

The setting environment is purposeful to meet the needs for a variety of learners.

Notes:

Slide 24:



Least Restrictive Environment

What it might sound like....



- Dual teacher instruction
- Students communicating and helping each other
- Team work
- Assistive technology
- Soothing music

Presenter:

A classroom which utilizes two teachers teaching simultaneously in a co-teaching environment may sound like:

- Dual teacher instruction
- Students communicating and helping each other
- Team work
- Assistive technology
- Soothing music

Notes:

Slide 25:



Least Restrictive Environment

The general feeling of the room....



- Mutual respect
- A safe place to take chances and explore
- Caring, friendly environment
- Family like atmosphere

Presenter:

A general education classroom that includes special education students has an atmosphere which includes:

- Mutual respect
- A safe place to take chances and explore
- Caring, friendly environment
- Family like atmosphere

Notes:

Slide 26: (You will need internet access to view this video)



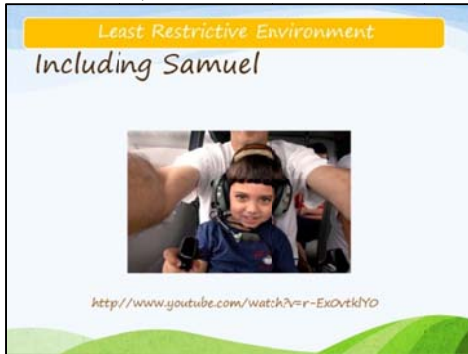
Presenter:

The next two video segments reflect students with disabilities that are included with peers in the general education classroom. As you watch these videos look for the different instructional strategies being used and teacher and administrator attitudes. The first video is an elementary classroom of a student named Thasya.

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

Notes:

Slide 27: *(You will need internet access to view this video)*



Presenter:

This video excerpt comes from a larger documentary of Including Samuel.

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

Notes:

Slide 28: Refer participants to Collaborative Planning Handout.

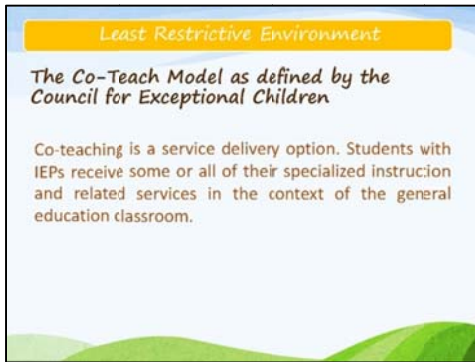


Presenter:

As students are included in the general education setting they may have specific educational needs that need to be addressed in the general education environment in order for the placement to be successful. The template provided here is a lesson plan the general education teacher can share with the special education teacher. The special education teacher can use this tool to communicate back to the general education teacher specific accommodations for specific activities in the lesson to address the child's needs.

Notes:

Slide 29:



Presenter:


Teachers who deliver instruction in a co-teach delivery model provide students with disabilities specialized instruction or related services in the general education classroom. The definition of “co-teach” provided on this slide is provided by the Council for Exceptional Children.

Notes:

Slide 30:

Least Restrictive Environment

Co-Teach



- Both professionals participate fully, although differently, in the instructional process.
- General educators maintain primary responsibility for the content of the instruction.
- Special educators hold primary responsibility for facilitating the learning process.

Presenter:

Additional clarification of a “co-teach” model provided for students with disabilities is that:

- Two professionals participate fully, although differently, in the instructional process.
- General educators maintain primary responsibility for the content of the instruction.
- Special educators hold primary responsibility for facilitating the learning process.

Notes:

Slide 31:

Least Restrictive Environment

Co-Teach



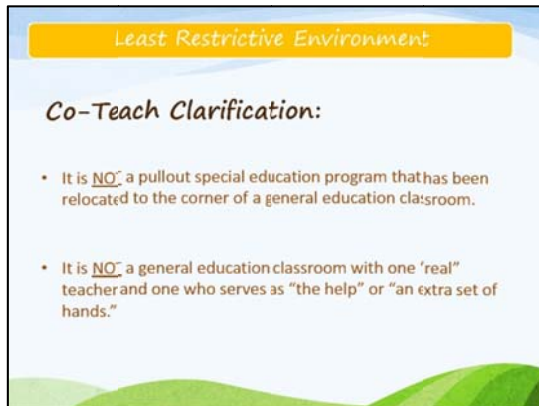
- The students are heterogeneously grouped as a class, and both teachers work with all students.
- Various combinations of students and group sizes are used.
- Each student's educational potential is realized.
- Co-teachers are firmly committed to "our" students, not "yours" and "mine."

Presenter:

The true key to success is the paradigm shift from YOUR KIDS and MY KIDS to OUR KIDS. Without that mindset the program will never work. There needs to be team/family approach. Teachers need to use each others' strengths to build a successful classroom where all students are treated equal and have equal opportunity to learn.

Notes:

Slide 32:



Least Restrictive Environment

Co-Teach Clarification:

- It is **NO**t a pullout special education program that has been relocated to the corner of a general education classroom.
- It is **NO**t a general education classroom with one "real" teacher and one who serves as "the help" or "an extra set of hands."

Presenter:

Co-Teaching can be a tough concept for teachers to get their heads around. As teachers we tend to be very possessive of our classes and often have a hard time letting others in. Again, it's another paradigm shift. The general education teacher can't see this as an intrusion or someone spying on them, but rather as an amazing opportunity to reach more kids through different teaching strategies. It involved more adults in the classroom that are equally trained but that bring different strengths to the table.

Notes:

Slide 33:

Least Restrictive Environment

Co-Teachers

Two or more professionals with equivalent licensure are co-teachers:

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

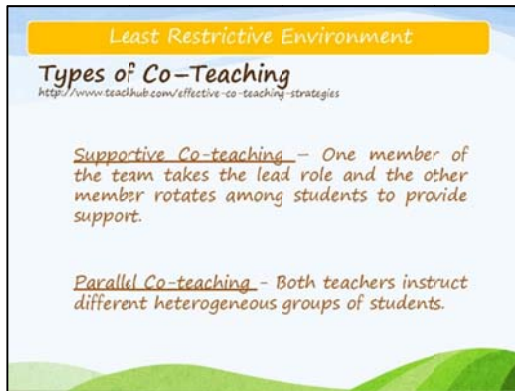
Presenter:

Co-Teachers are 2 or more professionals with equivalent licensure, such as one general educator and one special educator or specialist.

Paraprofessionals are an essential part to any program, but they are not co-teachers. Co-teachers can only be certified teachers.

Notes:

Slide 34: Refer participants to OSDE Basics of Co-Teaching handout



Presenter:

There are several models of co-teaching. They include:

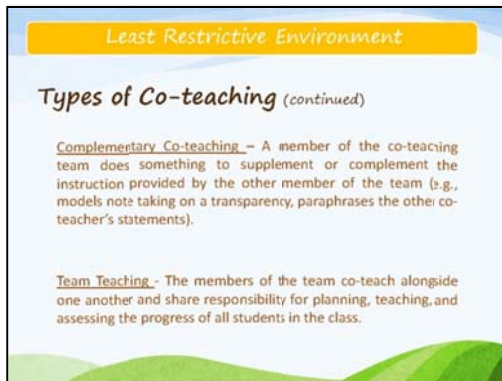
- Supportive
- Parallel
- Complementary
- Team Teaching

Supportive Co-teaching means one member of the team takes the lead role and the other member rotates among students to provide support.

Parallel Co-teaching means both teachers instruct different heterogeneous groups of students.

Notes:

Slide 35:



Presenter:

Complementary Co-teaching – A member of the co-teaching team does something to supplement or complement the instruction provided by the other member of the team (e.g., models note taking on a transparency, paraphrases the other co-teacher’s statements).

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

Notes:

Slide 36:



Least Restrictive Environment

Co-Teachers Planning Time

- Shared: daily or weekly mutual time
- Macro: period high quality meetings to plan 2-3 weeks at a time
- Compensatory time: after hours
- Use of substitute teachers
- Collaboration: working as a staff to build common time
- Schedules: such as common specials schedules

Presenter:

Presented on this slide are thoughts on how a school can try and manage mutual planning time for co-teachers. This is a tricky process for the most savvy schedule makers. Teachers need to be flexible and willing to be creative when finding planning time. It may be coffee before school a couple of days a week, it could be after school a couple of days a week. Maybe it would look like a common lunch time or even a 20 minute evening phone call.

Notes:

Slide 37:

Least Restrictive Environment

Co-Teachers Responsibilities

General Education Teacher comes prepared with themes, projects, student expectations and ideas about division of duties and co-teaching approaches	Special Education Teacher is responsible for collaborating about teaching responsibilities, completing significant adaptations and/or accommodations to the assignments for student success and discussing student expectations and desired outcomes
--	--

Presenter:

Presented on this slide are guidelines and not strict rules for the responsibilities of the general education and special education staff. The special education teacher could have a great theme planned with some amazing projects. It's all about working together.

Notes:

Slide 38:

Least Restrictive Environment

Co-Teachers Responsibilities (Continued)

<u>General Education</u>	<u>Special Education</u>
<ul style="list-style-type: none">• Begins with instruction, then assess the student(s).• Learning strategist• Content knowledge• Curriculum alignment• Content development	<ul style="list-style-type: none">• Begins with assessment, then instruction with the student(s)• Learning strategist• Has the techniques to motivate the exceptional child• Curriculum adaptation for diverse learners• Knowledge of disabilities

Presenter:

Again, the co-teacher responsibilities are just guidelines, not written in stone. If you have a special education teacher who is very strong in history, it may be decided that he takes care of the primary objectives for that class lesson, but will step back when it comes to science because that is the general education teacher's strength.

Notes:

Accommodations

Slide 39:



Presenter:

Please discuss with a table partner the two questions listed on the slide.

1. First, what is a definition of an accommodation?
2. Last, who would benefit from an accommodation?

I will give you several minutes to discuss and then we will share out our collective thoughts. You may use the paper in front of your to write your response. *Encourage participants to write their responses on the blank piece of white paper at their table. Allow ample time for reflection. They may share their answers with one another.*

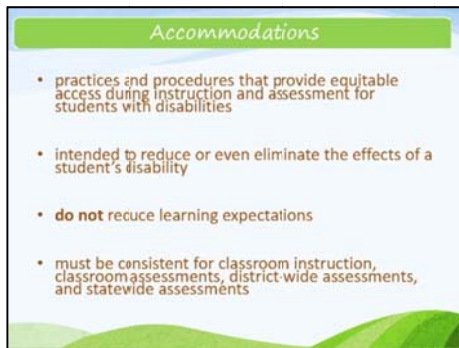
Ask:

First, what is a definition of an accommodation? *Pause. Call on audience members to share their definition. Possible answer: Accommodations are the changes in the way a student accesses instruction or assessment. Definition will be provided on next slide. Presenter does not need to clarify audience responses.*

Last, who would benefit from an accommodation? *Pause. Call on audience members to share their definition. Possible answer: Students with disabilities, struggling learners, individuals with a temporary impairment (i.e. arm in a cast).*

Notes:

Slide 40:



Presenter:

Accommodations are the changes in the way a student accesses instruction or assessment. A student may use a listening device to hear the teacher more clearly. He/she is provided an accommodation to hear the lesson, but is still responsible for the content and rigor of the lesson.

Accommodations alleviate the effects of a student's disability by allowing the student to hear or see the information in a way that enables them to access the content of the instruction. Accommodations allow barriers to be removed. It's like using glasses. Not everyone needs or wears glasses, but those that do benefit from wearing glasses to see the information more clearly.

Accommodations give equal access to learning without "watering down" the content, their learning expectations are not reduced. Accommodations are not provided for score enhancement, but to allow students to learn and demonstrate understanding without barriers due to their disability.

Accommodations must be aligned between classroom instruction, classroom assessments, district and state tests.

Notes:

Slide 41:

Accommodations

Accommodations and Modifications

- **Accommodations**- do NOT reduce learning expectations, but rather provide a student with access to the general curriculum and assessments.
- **Modifications**- change, lower, or reduce learning expectations. In addition, they increase the gap between achievement of students with disabilities and expectations for proficiency at grade-level.

Presenter:

The distinction between accommodations and modifications are listed on this slide. The biggest distinction is the question: are learning expectations or access to grade level expectations lowered?

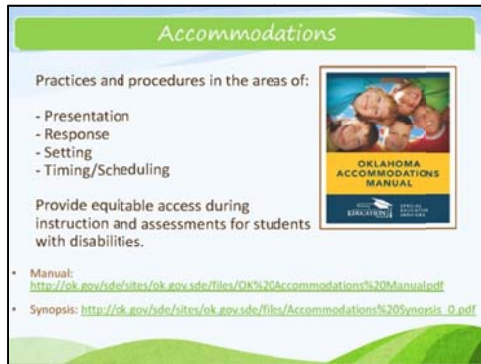
Accommodations **do not** reduce learning expectations. Accommodations provide students with access to the general curriculum and assessments. Teachers should always offer accommodations for students with disabilities rather than modifications. It is important students have access to grade level curriculum.

Modifications **change, lower, or reduce** learning expectations. Reduced learning expectations increase the chance for students to further increase the learning gap from where they currently function from where they should be performing on grade level.

Modifications should not be eliminated completely. It is appropriate to offer students material on their ability level, (especially when they are performing several grade levels below) to ensure opportunities for success and eliminate feelings of failure. Access to grade level curriculum and materials on ability level requires a student to have twice as much exposure to subject area material of demonstrated weakness. Learning opportunities on their ability level (present level of performance) and opportunities to learn curriculum at their grade level would be offered on a daily basis.

Notes:

Slide 42: Refer participants to the Accommodations Synopsis handout.



Accommodations

Practices and procedures in the areas of:

- Presentation
- Response
- Setting
- Timing/Scheduling

Provide equitable access during instruction and assessments for students with disabilities.

• Manual: <http://ok.gov/sde/sites/ok.gov.sde/files/OK%20Accommodations%20Manual.pdf>

• Synopsis: http://ok.gov/sde/sites/ok.gov.sde/files/Accommodations%20Synopsis_0.pdf

Presenter:

There are four areas of accommodation types. They are:

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

II. **Timing and Scheduling:** Change the allowable length of time to complete assignments, assessments, and activities, and may also 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 (auditory, multi-sensory, tactile, and visual).

The specific list of accommodations are listed in the Oklahoma Accommodations Manual. The URL is located at the bottom of the screen. The synopsis is a shorter document of the information included in the Accommodations Manual. It is helpful as a brief overview.

Notes:

Slide 43:



Presenter:

There are several areas to consider for appropriateness of accommodations. The first is the Present Levels of Academic Achievement and Functional Performance (PLAAFP). Where the student is currently performing. What is the student's ability level today, in each subject area?

Next, the team considers the annual goals included in the IEP. Based on the student's areas of weakness, annual goals are established based on grade level academic standards. Using information from the annual goals which resources are needed to help students reach their specific goals?

Finally, the team considers current accommodations to the general curriculum; areas of the student's success using previously prescribed accommodations, consideration of classroom barriers (such as student proximity), available resources, etc.

Notes:

Slide 44:

The slide features a green header with the word "Accommodations" in white. Below the header is a green box containing the text "Select accommodations for instruction and assessment for individual students." The main content area is light blue and contains a bulleted list. The first bullet point is "Accommodations must be selected on the basis of:", followed by two sub-bullets: "the individual student's needs, and" and "used consistently for instruction and assessment as documented in their IEP or 504 plan." The slide has a decorative green wavy border at the bottom.

Presenter:

An IEP or 504 team must select accommodations on the basis of the student's individual needs and once documented on the IEP or 504 plan, be used on a consistent basis for instruction and assessment.

Notes:

Slide 45:

Accommodations

Specific accommodations for each student are addressed on the Service page of the IEP under accommodations (or on the Assessment pages of the IEP) addressing the accommodations in each subject area.

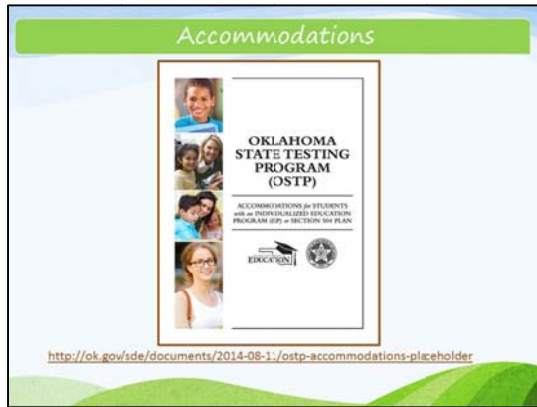
Presenter:

Specific accommodations for each student are addressed on the Service page of the IEP under accommodations (or on the Assessment pages of the IEP) addressing the accommodations in each subject area.

Accommodations should be addressed for each academic area. Any accommodations for State assessment must be addressed on the assessment page of the IEP. Some instructional assessments may be inappropriate for State assessments (i.e. math manipulatives such as plastic coins, rulers, or multiplication charts).

Notes:

Slide 46:



Presenter:

The Oklahoma State Testing Program Accommodations for students with an IEP or Section 504 Plan is a document that is included as part of the Test Administration procedures for the Oklahoma State Testing Program for administering specific accommodations. Reference to approved Oklahoma testing procedures is addressed, including standard accommodations (setting, timing/scheduling, response, and presentation) and nonstandard (unique, ELA/reading test read aloud). Any accommodations considered for assessment purposes should be done in conjunction with reference to this resource.

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

Notes:

Slide 47:

Oklahoma Approved Accommodations

Standard Accommodations	
I. Setting/Timing	Procedures & Guidance
S1. Individual, small group (5 or less), or separate location testing that will minimize student distractions.	This accommodation is required for many presentation or response accommodations. Students may use a testing cart, test in a special education resource room, or other location that maintains test security.
S2. Provide special lighting	Specify type (e.g., 75 Watt incandescent, light box, etc.)
S3. Provide adaptive or special furniture	Students may need these accommodations to provide better access (e.g., slant board, standst, etc.)
S4. 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.
T1. Flexible schedule same day (except ELA extended response sections)	Students are scheduled to allow for the best conditions/timing for their performance, and/or may be allowed to take the test during more than one sitting during a single day. Students are not allowed to study for tests they have already begun. This is not intended for lunch or recess break.
T2. Administer subject area test over several sessions (except ELA extended response sections).	The test may be separated into smaller sections and administered over several days within the state testing window. Student may only work in one separated section at a time and may not go to next test sections or work ahead.

Testing Accommodations for Students with an IEP or 504 Plan

Presenter:

A complete list of the approved accommodations for state assessments is located in the appendix of the testing manual. The options for classroom accommodations are limitless, but the accommodations for assessment purposes are only those that are listed on this document.


An exhaustive list of many different types of available accommodations (specific to disability categories) can be located in the Fact Sheet 1 section of the Oklahoma Accommodations Manual.

Notes:

Slide 48:

Setting Accommodations

- A change the location in which a student receives instruction, participates in an assessment, or the conditions of an instructional or assessment setting.
- Examples:
 - Individual administration
 - Small group administration



Presenter:

The first category of an accommodation type is setting. Setting accommodations change the location in which a student receives instruction, participates in an assessment, or the conditions of an instructional or assessment setting.

As you consider this accommodation category think of the question; will the student be in the general education setting with same age peers or will he/she work in a smaller group?

The necessity of a small group setting may come from the need to eliminate distractions, as in the case of a student with ADHD or Autism. A small group setting may benefit a student's ability to concentrate without the need to feel pressured to finish in the same amount of time as non-disabled peers. For example, a student with a slow processing speed.

As you can see on the slide examples of a setting accommodation include individual or small group administration.

Notes:

Slide 49:

Timing/Scheduling Accommodations

- Provides additional time to complete assignments and/or assessments or the way time is organized
- Examples:
 - Extra time
 - Frequent breaks
 - Time of day
 - Multiple test sessions
- Helpful for students who need time to process written text (slow readability), write (due to a physical limitation), use an assistive technology device, have limited attention, or low energy level

Presenter:

The second category of an accommodation type is timing/scheduling. Timing and scheduling accommodations change the allowable length of time to complete assignments, assessments, and activities, and may also change the way the time is organized. Timing accommodations give students the time and the breaks needed to complete activities, the time of day or number of days over which an activity, assignment or assessment takes place.

Extra time may be necessary for students who need time to process written text (slow readability), write (due to a physical limitation), or use an assistive technology device for communication purposes.

Frequent breaks may be appropriate for students with a limited attention span who cannot concentrate continuously for an extended period of time without coinciding feelings of frustration or unnecessary stress.

Scheduling changes or consideration of the time of day would be appropriate for students who concentrate better during certain times of day or coincide with a student's alertness based on his/her medication or energy level due to a health-related disability.


Multiple test sessions is an accommodation offering the test to be separated into smaller sections and administered over several days within the state testing window. Student may only work in one separated section at a time and may not go to previous sections or work ahead.

Notes:

Slide 50:

Response Accommodations

- An alternate method of responding from a typical pencil/paper format.



- Examples:
 - marking answers in the test booklet (grades 3-8) for later transfer by a Test Administrator to an Answer Document;
 - assistive technology communication device(s);
 - pencil grip;
 - utilize typewriter, word processor, or computer without the use of "help" features (spell check) (English II and writing test only).

Presenter:

Response accommodations benefit students who have difficulty with memory, sequencing, directionality, alignment, and organization. It is an accommodation type benefiting many students with a physical disability who struggle to provide documentation of their response from a typical pencil/paper format.

Examples of response accommodations include:


- marking answers in the test booklet (grades 3-8) for later transfer by a Test Administrator to an Answer Document;
- assistive technology communication device(s);
- pencil grip; and
- utilize typewriter, word processor, or computer without the use of "help" features (spell check) (English II and writing test only).

Notes:

Slide 51:

Presentation Accommodations

- Instructional or test materials presented in a different manner than standard print.



- Examples:
 - large print or Braille;
 - magnifier;
 - auditory amplification devices, such as hearing aids or noise buffers; and
 - read or sign test items if the test is not a reading test.

Presenter:

The last category of an accommodation type is presentation. The presentation accommodation allows students to access instruction and assessments in ways that do not require them to visually read standard print.

Examples include:

- large print or Braille;
- magnifier;
- auditory amplification devices, such as hearing aids or noise buffers; and
- text to speech, human reader or sign language interpreter

The presentation accommodations could be used for students who struggled with reading on a math assessment. The the math problems could be read aloud so students could focus on the math question rather than the readability of the story problem.

Notes:

Universal Design for Learning

Slide 52:



Presenter:

The first origins of Universal Design started in building architecture and thinking of the widest range of users that may need accessibility in and around the facility of the structure. The pictures here represent several designs that incorporated individuals accessibility around the structure.

Notes:

Slide 53:



Presenter:

The theory of Universal Design has several basic assumptions.

1. Offering variety benefits everyone.
2. Although retrofit may be a necessity, design with thoughtful execution from the very beginning.
3. Be mindful not to limit the access for certain individuals, access should be offered for the widest variety of individuals possible.

Notes:

Slide 54:



Presenter:

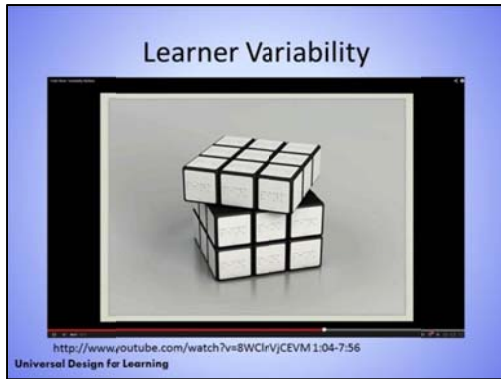
Pictured on this screen are several different items. Choose one item and discuss the consideration of user variability. Take a moment to discuss these questions with an elbow partner.

Ask:

1. How does the item address a specific need? **Ipad enlarges text for someone with a visual impairment.**
2. How does designing for specific individuals benefit others? **Ipad could help someone learning to read, recovering from eye surgery, or suffering from degenerative eye disease (glaucoma).**

Notes:

Slide 55: *(You will need internet access to view this video)*



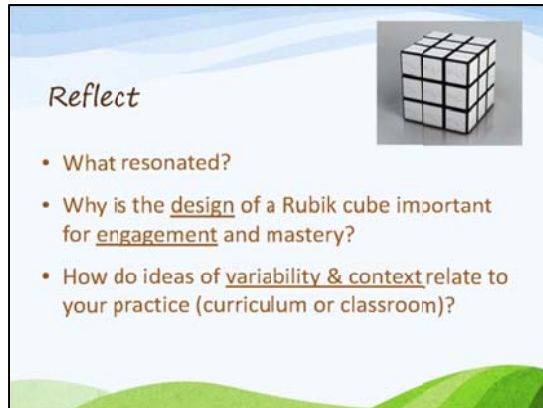
Presenter:

This is a video to emphasize learner variability and the unique needs that all individuals may have. Let's take a moment to watch this excerpt from Todd Rose in a presentation he did on Learner Variability.

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

Notes:

Slide 56:



Reflect

- What resonated?
- Why is the design of a Rubik cube important for engagement and mastery?
- How do ideas of variability & context relate to your practice (curriculum or classroom)?

Presenter:

With an elbow partner take a moment to reflect on the video clip we just saw. Some guiding questions for your discussion are listed on this screen.

Ask:

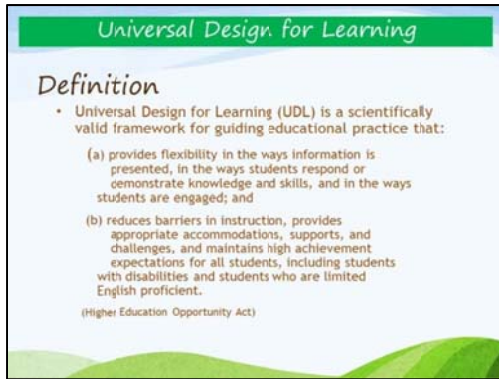
What resonated? **Answers will vary – encourage a short open discussion.**

Why is the design of a Rubik cube important for engagement and mastery? **A traditional Rubik cube requires the user to visually see the different colors.**

How do ideas of variability and context relate to your practice (curriculum or classroom)? **Students come to us with a variety of background experiences and ability levels. All students are not the same.**

Notes:

Slide 57: Refer participants to UDL Synopsis handout



Presenter:

The official definition of Universal Design for Learning is provided here by the Higher Education Opportunity Act.

Key highlights:

1. Scientifically valid
2. Flexible presentation, response and engagement
3. Reduces barriers to instruction, provides accommodations/supports, maintains high achievement expectations
4. Benefits students with disabilities and English Language Learners

Notes:

Slide 58:



Presenter:

Earlier we took a few moments to talk about Universal Design. Let's consider how this can be an effective strategy to consider in the context of the learning environment. Listed on this screen is a definition of Universal Design for Learning. It is a proactive design of curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning. *Refer participants to the UDL Synopsis handout.*

Notes:

Slide 59:



Presenter:

UDL can be confusing on how UDL was different from differentiated instruction. One of the visual examples that helped me with the clarification of the two was a resource from Georgia Department of Education by Cynde Snider. As shown on the slide, “Beware of Moose,” is provided in four different languages. Rather than planning instruction based on the specific learner types in the classroom, i.e. differentiating for them based on need, UDL provides representation for the widest variety of users from the very beginning. However, you can see in this sign that although it reaches a wide spectrum of users it is still not accessible for those that are visually impaired. Those instances represent a need to provide differentiation. Differentiation is still a valuable tool and shouldn’t be omitted from practice. It is an important consideration based on the specific needs of the learners.

Notes:

Slide 60:



Presenter:

This slide represents an additional understanding of Universal Design for Learning. UDL goes beyond the lecture format, provides quality design from the very beginning, offers multiple opportunities to learn and allow for participation through a variety of mediums.

Notes:

Slide 61:

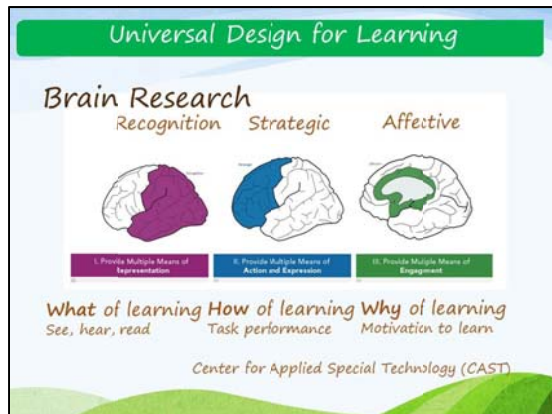


Presenter:

Take a few moments to look at this graphic. It is a good representation of UDL.

Notes:

Slide 62:



Presenter:

UDL is based on Brain research. The research began at CAST, the Center for Applied Special Technology, research that is on-going even on to this day. Based on research the brain is divided into three different regions, the recognition, strategic and affective. The recognition network accesses how information received is represented. It is the what of learning, what we see hear or read. The Strategic network access information that is received through action or expression. It is the how of learning. Finally, the middle of the brain is the affective region. This region acquires information through means of engagement. It is the why of learning and acknowledges our motivation to learn.

Notes:

Slide 63:



Universal Design for Learning

Why encourage UDL?

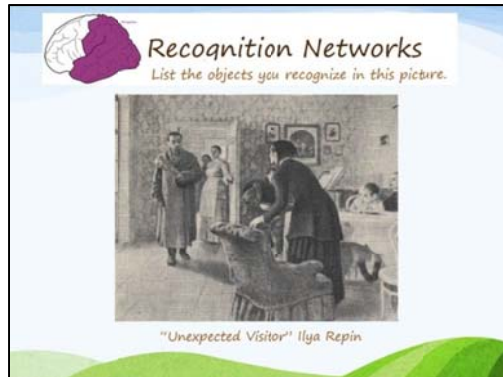
- *Benefit to all learners (ELL, gifted, special ed).*
- *Healthy learning environment (respect).*
- *Positive experiences conducive to learning.*
- *Learners acquire skills in a medium of their strength/interest.*
- *Lessons are designed with integrity from the onset. Long term benefit. Purposeful planning for all rather than consideration of a few for short term.*

Presenter:

So now that we know what UDL is, why is it important in the classroom? We know that it can benefit multiple learners, it creates a healthy learning environment, provides students access to areas of learning related to their strengths/interests, and there is evidence of the long term benefits of well designed lessons.

Notes:

Slide 64:



Presenter:

One of the ways to see how each region of the brain is activated is through a learning activity that utilizes each of the three networks of the brain.

For the first activity we will reflect on the recognition network of the brain. Share your findings with an elbow partner. *Allow time for participants to reflect.*

Ask:

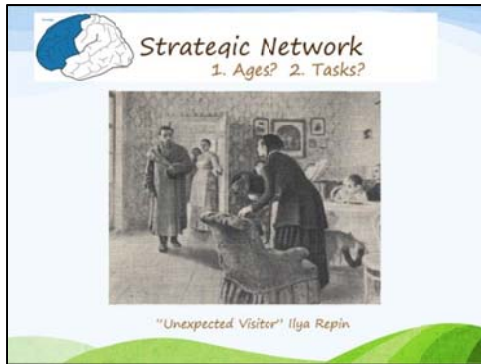
What objects did you see in the picture? **Chair, door, pictures, table**

Presenter:

You probably identified lots of objects including people, pictures, furniture, doorways, tables and chairs. Many of these objects are in poor light or only partially shown, yet your powerful recognition networks recognized them instantly.

Notes:

Slide 65:

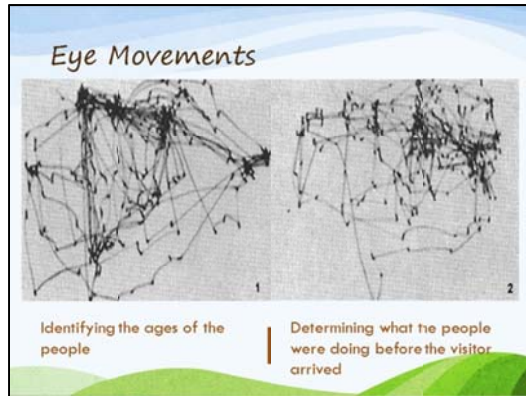


Presenter:

Look at the image for a specific purpose. First, identify the ages of the people in the image. Second, determine what the people were doing before the visitor arrived. Share your results with elbow partner. *Allow time for participants to reflect.*

Notes:

Slide 66:



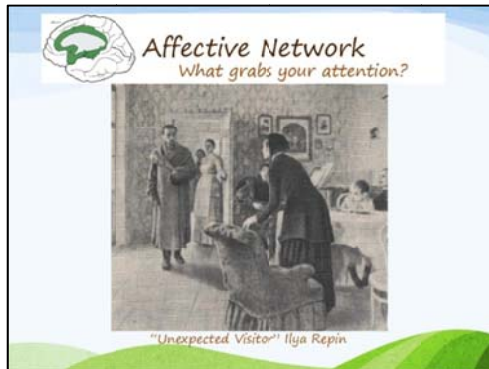
Presenter:

Look at these two images. They show the eye movements of the same person looking at the same image, the Unexpected Visitor, yet each one is different. Why? Like you, this viewer inspected the image with different goals each time. First, he was instructed to identify the ages of the people in the image. Second, he was asked to determine what the people were doing before the visitor arrived. Each new strategy resulted in a different pattern of eye movements.

When you looked at the picture with different goals, you probably looked at the parts of the picture in different orders and focused on different elements of the picture. Where did you look for each question? (Pause) Because you used different strategies to reach different goals, you looked at different parts of the picture each time.

Notes:

Slide 67:



Presenter:

Reflect on the affective network. What you see in the picture depends on your interests, background, and general state of mind. A psychologist might attend to the expressions on the people's faces, while an interior designer might take note of the room's decor. The mother of a toddler may be drawn to the child seated at the table, whereas a musician may first notice the piano. Someone who is tired or hungry may find little to notice at all!

Notes:

Slide 68:

Activity Summary



Recognition
1. Provides Multiple Means of Representation

Strategic
2. Provides Multiple Means of Action and Expression

Affective
3. Provides Multiple Means of Engagement

- All three brain networks are working when you do something as simple as view an image.
- Each network contributes something vital to the task.
- This is true of everything we do and everything we learn.

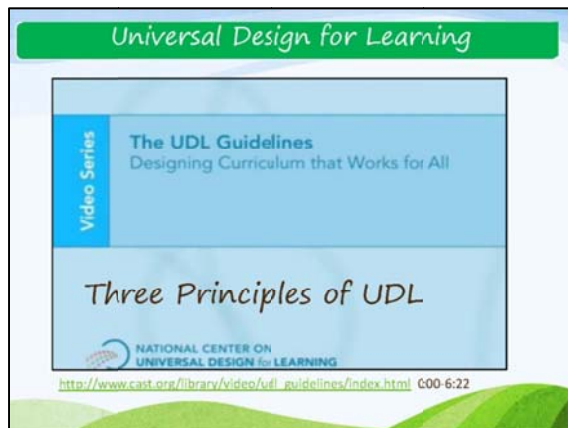
<http://www.cast.org>

Presenter:

The activity we just participated in activates all three different regions of the brain. They were activated for different purposes. Even something as simple as viewing an image allows us to utilize each of the three brain networks. Each area is activated for a specific task. Each area is activated not just for viewing images, but flows over into everything we do and everything we learn.

Notes:

Slide 69: (You will need internet access to view this video)



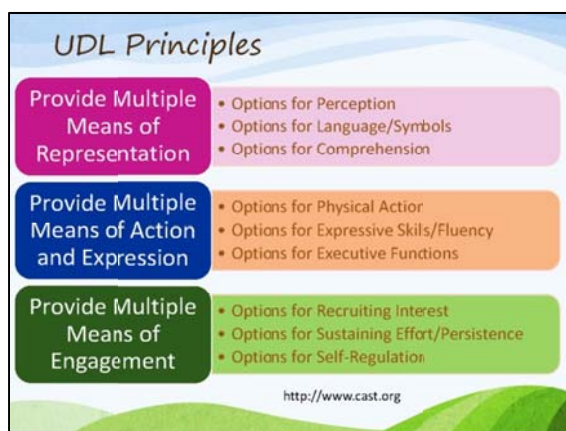
Presenter:

CAST put together a very clear description of the three learning networks. Here is a video describing the areas of learning in more detail.

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

Notes:

Slide 70: Refer participants to the UDL Guidelines Handout



Presenter:

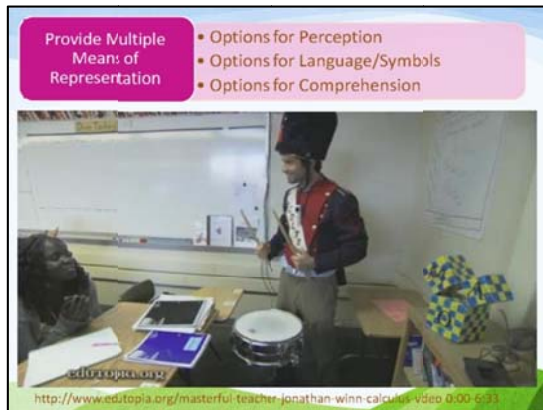
Based on the video we just watched, we were able to acknowledge that learning is acquired through:

- Multiple means of representation
- Multiple means of action and expression
- Multiple means of engagement

Examples of each are listed on the right.

Notes:

Slide 71: (You will need internet access to view this video)



Presenter:

Here is a second video demonstrating multiple means of representation with an excerpt specific to a high school classroom. As you watch this video, look closely at the multiple means of representation the teacher tries to convey to his students. Write down all forms that you see.

Recommendation: Ensure all participants have access to paper and writing tools.

Watch the video

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

Presenter:

Reflect for a moment with an elbow partner. Share with him/her the different forms of representation you each saw from the video. *Allow time for participants to reflect/discuss. Whole group share.*

Notes:

Slide 72:



Provide Multiple Means of Representation

Supporting Recognition Learning

Provide alternative formats for presenting information.

- ▣ Provide multiple examples
- ▣ Highlight critical features
- ▣ Provide multiple media and formats
- ▣ Support background context

<http://www.cast.org>

Presenter:

This slide highlights alternative formats for presenting information and its purpose for the learner:

- Multiple examples
- Highlights key terms or critical elements
- Provides multiple media
- Supports student background knowledge

Notes:

Slide 73: *(You will need internet access to view this video)*

Provide Multiple Means of Action and Expression

- Options for Physical Action
- Options for Expressive Skills/Fluency
- Options for Executive Functions

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

Presenter:

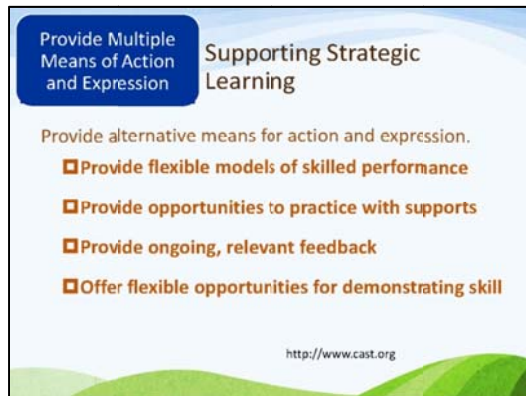
The organization of CAST produced a video of a middle school science classroom. This video highlights the strategic network of the brain, information acquired through multiple means of action and expression. As you watch this excerpt, think of your own classroom. How can students utilize different tools to acquire new skills and information?

Watch the video

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

Notes:

Slide 74:



Provide Multiple Means of Action and Expression

Supporting Strategic Learning

Provide alternative means for action and expression.

- ▣ Provide flexible models of skilled performance
- ▣ Provide opportunities to practice with supports
- ▣ Provide ongoing, relevant feedback
- ▣ Offer flexible opportunities for demonstrating skill

<http://www.cast.org>

Presenter:

Providing multiple means of action and expression addressed the “how” of learning. Given what we know about the uniqueness of each individual, we need to provide learners with multiple and varied ways for learning new strategies and for demonstrating skilled performance. The following methods are examples of how teachers can support strategic learning:

- Provide flexible models of skilled performance
- Provide opportunities to practice with supports
- Provide ongoing, relevant feedback
- Offer flexible opportunities for demonstrating skill

Notes:

Slide 75:

Provide Multiple Means of Engagement

- Options for Recruiting Interest
- Options for Sustaining Effort/Persistence
- Options for Self-Regulation



Presenter:

The third and final way the brain acquires information is through the affective network. Multiple means of engagement are means to recruit interest and sustain a student in the content of the lesson based on the learner's strengths/interests. Here is a picture of elementary students engaged in a lesson on classification and object attributes. Students have options for self-regulation, demonstrating their knowledge of the lesson through a variety of work stations.

Notes:

Slide 76: (You will need internet access to view this video)



Presenter:

This video clip represents a teacher providing multiple means of engagement in an English Language Arts high school classroom. As you watch this video make a comparison chart with the first column representing the specific examples you see in the video and the second column examples you offer or would like to offer in your own classroom of student engagement.

Recommendation: Ensure all participants have access to paper and writing tools. *Presenter may decide to make a summary of participants observations on whiteboard or chart paper representing the information from the two columns.*

Watch the video

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

Notes:

Slide 77:



Provide Multiple Means of Engagement Supporting Affective Learning

Provide alternative means for engagement.

- Offer choices of content and tools
- Offer adjustable levels of challenge
- Offer choices of rewards
- Offer choices of learning context

<http://www.cast.org>

Presenter:

As represented in the video several examples were provided of instructional approaches for helping students to love learning, the “why” of learning.

Our understanding of the relevance of the three networks clearly indicates that instruction needs to support affective learning. Motivation, interest, engagement, desire, curiosity, and preference are essential to learning.

Consider a discussion as a staff of UDL. Allow time for the staff at your school to brainstorm different ways for students to achieve the instructional goals, while supporting affective learning, share out brainstorm ideas, and post in a central location to maintain school-wide commitment to teach to learner variability.

Notes:

Slide 78:



Universal Design for Learning

- All 3 UDL principles are not intended to be incorporated into every lesson plan. Rather, they guide instruction over time.
- Some students may need additional support to meet an individual needs. Accommodations are still appropriate (i.e. Braille text).

Presenter:

Two important points require emphasis in regards to UDL. First, all three UDL principles are not intended to be incorporated into every lesson plan. Second, accommodations are still appropriate to offer students with specific needs. For example, even though a lesson may have been well designed from the beginning there may be specific needs of the learners that need to be addressed. A student who is blind may need Braille text, a consideration that is an accommodation for that specific student based on his/her needs.

Notes:

Instructional Techniques

Slide 79:



The slide features a blue header with the title "Instructional Techniques". Below the header, there is a list of four instructional techniques, each preceded by a bullet point. The background of the slide is light blue with a green wavy pattern at the bottom.

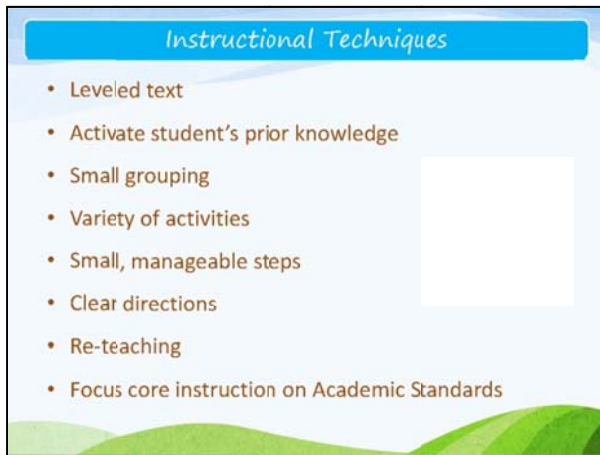
- **Universal Design for Learning:** choices of content delivery (oral, sight, listening, hands-on), choices of demonstrating knowledge of skill
- **Utilizing available resources:** leveled text, personnel, small grouping, variety of activities, small manageable steps, clear directions, re-teaching
- **Differentiated instruction** based on student's needs
- **Accommodations** including assistive technology

Presenter:

Effective instructional techniques all teachers should consider when working with students with disabilities include: Universal Design for Learning, Available Resources, Differentiated Instruction, and Accommodations.

Notes:

Slide 80:




Presenter:

Additional instructional techniques include:

- 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

Notes:

Slide 81:



Instructional Techniques

Expect students with disabilities to achieve grade-level academic content standards

- Ensure that students are working toward grade-level standards by using a range of instructional strategies based on varied strengths and student needs.

**OKLAHOMA
ACADEMIC STANDARDS**
OKLAHOMA STATE DEPARTMENT OF EDUCATION

- <http://ok.gov/sde/oklahoma-academic-standards>

Presenter:

The first step when considering accommodations is to expect students with disabilities to achieve grade-level academic content standards. Students with disabilities must be offered the opportunity to access standards on their grade level regardless of their ability level. Students can work on grade level standards through a variety of instructional strategies based on each student's individual strength, interest, and educational needs.

Students performing significantly below grade level in a content area can access material on their ability level. Below grade level material helps bridge the gap of where they are functioning and ensures opportunities for academic success. However, students still need exposure to grade level material to have opportunities to catch up with peers and create awareness of the grade level academic content that is addressed in the classroom. Specific information related to the Oklahoma Academic Standards and content for each grade level can be found at the web address located at the bottom of the screen.

Notes:

Slide 82:

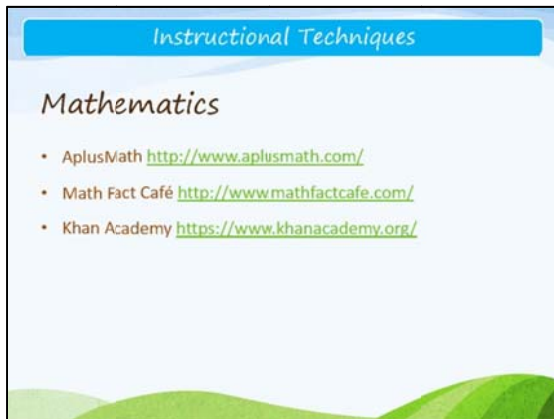


Presenter:

A few helpful reading resources are listed on this slide. They include: Get Ready to Read, Reading A-Z, and Florida Center for Reading Research.

Notes:

Slide 83:



Presenter:

Helpful math websites include:

- A Plus Math
- Math Fact Café
- Khan Academy

Notes:

Behavior

Slide 84:

Behavior

- Functional Behavior Assessment (FBA)
- Evaluation tool to identify behavior, triggers/causes, frequency and nature of behavior
- Used to establish appropriate goals to address specific areas of concern.
- Used as basis for establishing a Behavior Intervention Plan (BIP)
- Available upon request at any point during the year for student with an IEP.

Functional Behavior Assessment Interview/Information

This form is to be completed by the person who conducted the FBA. It is to be used to gather information for the IEP team. This form is to be completed by the person who conducted the FBA.

Student Name: _____

Teacher: _____

Behavior: _____

Frequency: _____

Location: _____

Time of Day: _____

Person(s) Present: _____

Duration of Behavior: _____

Intensity of Behavior: _____

Other Information: _____

Signature: _____

Date: _____

Form Number: FBA-101

Presenter:

Concerns regarding behavior can be addressed by having school personnel conduct a Functional Behavior Assessment (FBA). An FBA identifies the function of the behavior, triggers/causes, and the frequency and nature of the behavior. The FBA is a tool which allows school personnel to take into account multiple data to determine which interventions have been used to address the behavior and whether the interventions have been effective.

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

A student's BIP is part of his/her IEP along with individual behavior goals. If necessary, a FBA can be conducted and BIP developed at any point during the year. The results of the FBA, 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.

Notes:

Slide 85:

Behavior

Functional Behavioral Assessment process

1. Describe and verify the seriousness of the target behavior.
2. Refine the definition of the target behavior.
3. Collect information on possible functions of the target behavior.
4. Analyze information.
5. Generate a hypothesis statement regarding probable function of target behavior.
6. Test the hypothesis statement regarding the function of the target behavior.

Information provided by the Center for Effective Collaboration and Practice

Presenter:

There are 6 steps included in the process of developing a Functional Behavior Assessment:

1. Describe and verify the seriousness of the target behavior.
2. Refine the definition of the target behavior.
3. Collect information on possible functions of the target behavior.
4. Analyze information.
5. Generate a hypothesis statement regarding probable function of target behavior.
6. Test the hypothesis statement regarding the function of the target behavior.

Notes:

Slide 86:

Behavior

Questions to Address When Planning for a Functional Behavior Assessment

- How often does the target behavior occur & how long does it last?
- Where does the behavior typically occur/never occur?
- Who is present for the occurrence/nonoccurrence of the behavior?
- What is going on during the occurrence/nonoccurrence of the behavior?
- When is the behavior most likely/least likely to occur?
- How does the student react to the usual consequences that follow the behavior?

FSA information provided by Dr. Laura Riffel, Ph.D.

Presenter:

There are several questions that can be addressed when planning for a Functional Behavior Assessment:

- How often does the target behavior occur & how long does it last?
- Where does the behavior typically occur/never occur?
- Who is present for the occurrence/nonoccurrence of the behavior?
- What is going on during the occurrence/nonoccurrence of the behavior?
- When is the behavior most likely/least likely to occur?
- How does the student react to the usual consequences that follow the behavior?

Notes:

Slide 87:

Behavior

Outcome of a Functional Behavioral Assessment

A FBA should result in the following:

- An operational **definition(s)** of problem behavior(s);
- Identification of the **contexts** (locations, activities, routines, times of day, people) where the problem behavior(s) is most likely, and least likely;
- Identification of the **specific antecedent events** (setting events and discriminative stimuli) most likely to predict (occasion) the identified problem behavior(s); and
- Identification of the **consequence(s)** that maintain (reinforce) the problem behavior.

Presenter:

The outcome of a Functional Behavior Assessment should result in the following:

- An operational **definition(s)** of target behavior(s);
- Identification of the **contexts** (locations, activities, routines, times of day, people) where the problem behavior(s) is most likely, and least likely;
- Identification of the **specific antecedent events** (setting events and discriminative stimuli) most likely to predict (occasion) the identified target behavior(s); and
- Identification of the **consequence(s)** that maintain (reinforce) the target behavior.

Notes:

Slide 88:

The slide features a blue header with the word "Behavior" in white. Below the header, the title "Behavior Intervention Plan (BIP)" is written in a bold, dark font. The main text explains that the BIP addresses changes within the educational setting to improve student behavioral success. It lists three key components: environmental changes to prevent targeted behavior, teaching alternatives, and consequences for behavior.

Behavior

Behavior Intervention Plan (BIP)

Addressing the changes within the educational setting to improve the behavioral success of students. Changes include:

- how the environment will be changed to prevent occurrences of targeted behavior.
- describes the teaching that will occur to give the student alternative ways of behaving.
- describes the consequences that will be provided to (a) encourage positive behavior, (b) limit inadvertent reward of problem behavior, and (c) where appropriate, discourage targeted behavior.

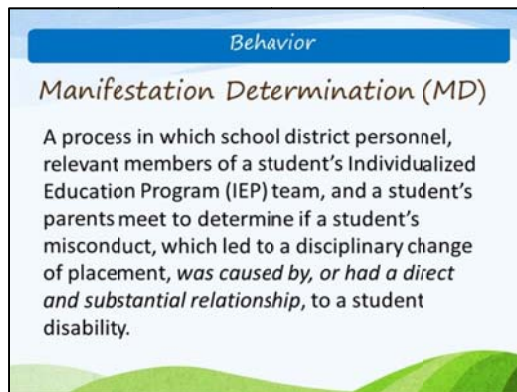
Presenter:

The behavior intervention plan addresses changes within the educational setting to improve the behavioral success of students. These changes may include:

- how the environment will be changed to prevent occurrences of targeted behavior;
- describes the teaching that will occur to give the student alternative ways of behaving; and/or
- describes the consequences that will be provided to (a) encourage positive behavior, (b) limit inadvertent reward of problem behavior, and (c) where appropriate, discourage problem behavior.

Notes:

Slide 89:



Behavior

Manifestation Determination (MD)

A process in which school district personnel, relevant members of a student's Individualized Education Program (IEP) team, and a student's parents meet to determine if a student's misconduct, which led to a disciplinary change of placement, *was caused by, or had a direct and substantial relationship,* to a student disability.

Presenter:

A **Manifestation Determination** is a process in which school district personnel, relevant members of a student's Individualized Education Program (IEP) team, and a student's parents meet to determine if a student's misconduct, which led to a disciplinary change of placement, *was caused by, or had a direct and substantial relationship,* to a student's disability.

Notes:

Slide 90:

Behavior

*Manifestation Determination:
Legal Basics*

- Long-term suspensions, suspensions over 10 consecutive days, and expulsions are *changes in placement* and, therefore, can not be used for disciplinary purposes unless the procedural safeguards of the IDEA are followed.
- A Manifestation Determination is a *required* procedural safeguard under the IDEA when a student's placement is changed because of disciplinary actions.

Presenter:

The legal provisions within manifestations determination include:

- Long-term suspensions, which are suspensions of 10 days or more. Expulsions are considered *changes in placement* and, therefore, can not be used for disciplinary purposes unless the procedural safeguards of the IDEA are followed.
- A Manifestation Determination is a *required* procedural safeguard under the IDEA when a student's placement is changed because of disciplinary actions.

Notes:

Slide 91:

Behavior

**Manifestation Determination:
Purpose**

- The primary purposes of a MD are to:
 - a) Determine if a student's misconduct was *caused by, or had a direct and substantial relationship to, his or her disability.*
 - b) Determine if a student's misconduct was the direct result of a school's *failure to implement his or her IEP.*

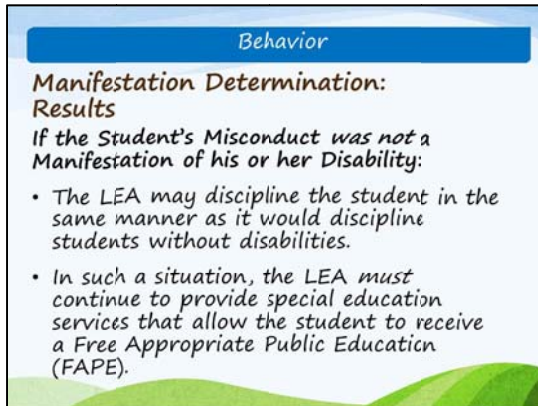
Presenter:

The primary purposes of manifestation determinations are to:

- a) Determine if a student's misconduct was *caused by, or had a direct and substantial relationship to, his or her disability.*
- b) Determine if a student's misconduct was the direct result of a school's *failure to implement his or her IEP.*

Notes:

Slide 92:



Behavior

**Manifestation Determination:
Results**

*If the Student's Misconduct was not a
Manifestation of his or her Disability:*

- *The LEA may discipline the student in the same manner as it would discipline students without disabilities.*
- *In such a situation, the LEA must continue to provide special education services that allow the student to receive a Free Appropriate Public Education (FAPE).*

Presenter:

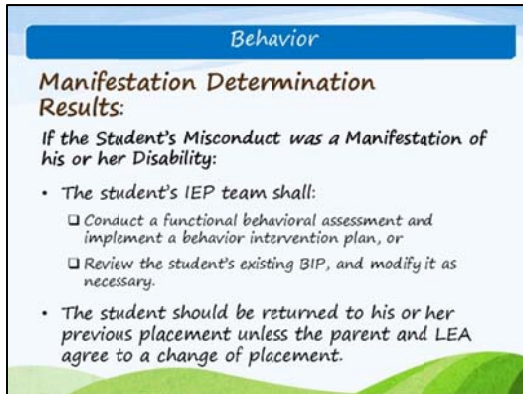
If the results of a manifestation determination result in the decision that the student's misconduct *was not* a manifestation of his or her disability:

The LEA may discipline the student in the same manner as it would discipline students without disabilities.

In such a situation, the LEA *must* continue to provide special education services that allow the student to receive a free appropriate public education (FAPE).

Notes:

Slide 93:



The slide features a blue header with the word "Behavior" in white. Below the header, the text "Manifestation Determination Results:" is followed by a bolded question: "If the Student's Misconduct was a Manifestation of his or her Disability:". This is followed by two bullet points. The first bullet point is "The student's IEP team shall:" and contains two sub-bullets: "Conduct a functional behavioral assessment and implement a behavior intervention plan, or" and "Review the student's existing BIP, and modify it as necessary." The second bullet point is "The student should be returned to his or her previous placement unless the parent and LEA agree to a change of placement." The slide has a light blue background with a green hill graphic at the bottom.

Behavior

Manifestation Determination Results:

If the Student's Misconduct was a Manifestation of his or her Disability:

- The student's IEP team shall:
 - Conduct a functional behavioral assessment and implement a behavior intervention plan, or
 - Review the student's existing BIP, and modify it as necessary.
- The student should be returned to his or her previous placement unless the parent and LEA agree to a change of placement.

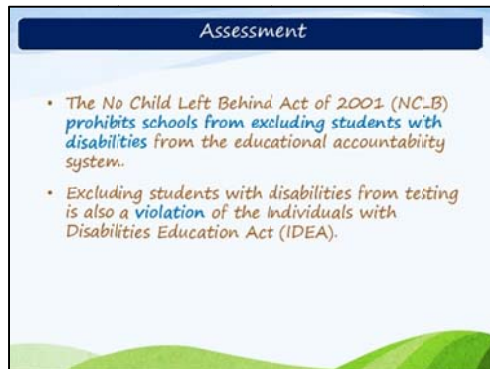
Presenter:

If the student's misconduct was a manifestation of his or her disability, the student's IEP team will conduct a functional behavioral assessment and implement a behavior intervention plan, or review the student's existing BIP and modify it as necessary. The student should return to his or her previous placement unless the parent and the LEA agree to a change of placement.

Notes:

Assessment

Slide 94:



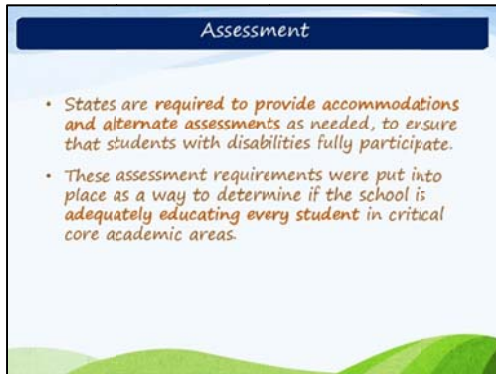
Presenter:

Once students have been provided effective instruction, students will be assessed on their grade level standards.

- The No Child Left Behind Act of 2001 (NCLB) **prohibits schools from excluding students with disabilities** from the educational accountability system.
- Excluding students with disabilities from testing is also a **violation** of the Individuals with Disabilities Education Act (IDEA).

Notes:

Slide 95:



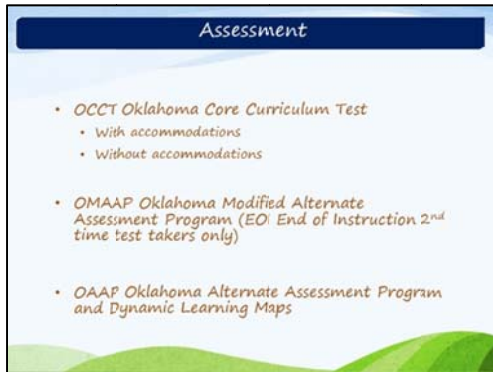
Presenter:

Additional information regarding assessment include:

- States are **required to provide accommodations and alternate assessments** as needed, to ensure that students with disabilities fully participate.
- These assessment requirements were put into place as a way to determine if the school is **adequately educating every student** in critical core academic areas.

Notes:

Slide 96:



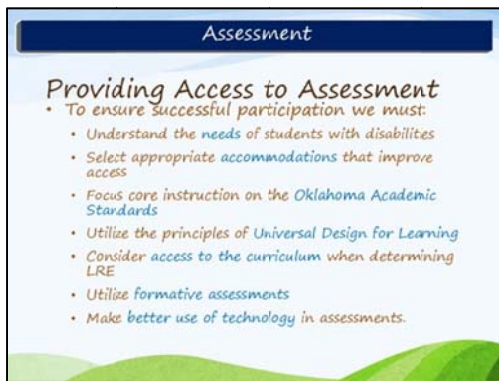
Presenter:

Assessment options for students with disabilities include:

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

Notes:

Slide 97:



Presenter:

To ensure successful for students with disabilities on assessments we must:

- Understand the needs of students with disabilities
- Select appropriate accommodations that improve access
- Focus core instruction on the Oklahoma Academic Standards
- Utilize the principles of Universal Design for Learning
- Consider access to the curriculum when determining the least restrictive environment
- Utilize formative assessments
- Make better use of technology in assessments

Notes:

Slide 97:

Assessment

Providing Access to Assessment

Providing students with disabilities with the tools necessary for success in the classroom and to show their knowledge and skills in a regular assessment format means that they are truly included in the world of education.

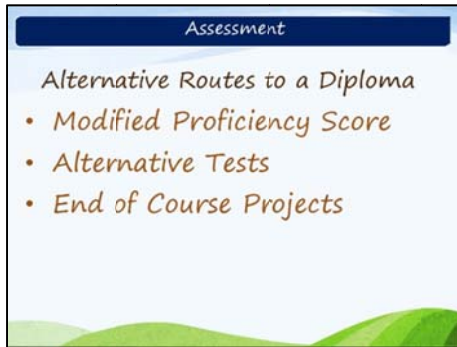
NICHY (2007). Assessment and Accommodations. Evidence for Education, 2(1), p. 10

Presenter:

Providing students with disabilities access to assessments means providing students with disabilities the tools necessary for success in the classroom and to show their knowledge and skills in a regular assessment format means that they are truly included in the world of education.

Notes:

Slide 99:



Presenter:

Let's look at the alternative routes to a diploma. It is not appropriate to change the type of assessment a student takes just to get a diploma. Oklahoma has other routes to help students get a diploma. Alternate tests should **ONLY** be taken as deemed appropriate by the criteria checklist for assessing students on state assessments.

Notes:

Slide 100:

Assessment
Modified Proficiency Score

Modified Proficiency Score Worksheet (for Students with IEPs Only)

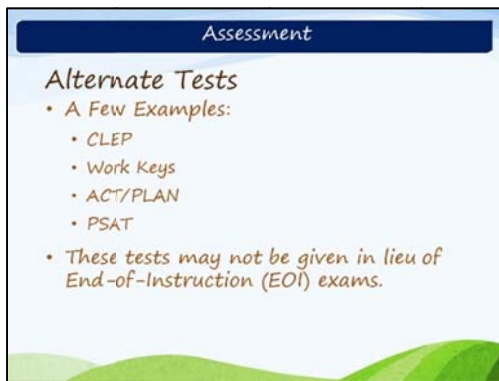
Student Name:		
Date:		
Teacher of Record:		
<input type="checkbox"/> Y	<input type="checkbox"/> N	Did the student score linked knowledge or satisfactory on the EOI?
<input type="checkbox"/> Y	<input type="checkbox"/> N	Did the student participate in offered accommodations resulting in a satisfactory score on the EOI? <small>(participants in YES/NO) (for students with IEPs to be considered for a modified proficiency score)</small>
<input type="checkbox"/> Y	<input type="checkbox"/> N	Did the student demonstrate progress on the EOI OPI score on a subsequent test? <ul style="list-style-type: none">• The OPI team must approve all requests due to absence if the student has demonstrated mastery of the required subject area.• Subject: _____ OPI score: _____ Initial OPI score: _____• The student has demonstrated an increase in the score on the same type of assessment: EOCI: increase in OPI score, OMSAP: increase in OPI score, OASAP: increase in raw score• If a general assessment was taken in the last administration then the general assessment would need to be administered again to be able to identify an increase in the score.• A third administration would be required if two different types of assessments were utilized.
<small>The IEP team cannot issue a modified proficient score unless the following criteria have been met by the student. Criteria include:</small>		
<input type="checkbox"/> Y	<input type="checkbox"/> N	Does the student have a <i>prerequisite</i> to the EOI course that was assessed?
<input type="checkbox"/> Y	<input type="checkbox"/> N	Does the student meet the district's attendance policy?
<input type="checkbox"/> Y	<input type="checkbox"/> N	Does the student's IEP team recommend the student for graduation?
<small>If the answers to all the above questions are YES, the student has been a score of 70 (proficient) marked on his/her Individual Campus Assessment Record for the Equivalent EOI Test.</small>		
<small>Any deviation from the standard conditions accommodations/proficiency score on the state assessment(s) must be established within the student's IEP and derived on the student's IEP Administration of History/Content Standard.</small>		
Signature of IEP Team Members:		Date:

Presenter:

A modified proficiency score may be necessary to demonstrate a student's improved test results on the same type of test when the student was unable to pass the end of instruction exam, yet improve on his/her past performance. The team can use this form to document the student's assessment results in order to meet Oklahoma graduation requirements for that subject area.

Notes:

Slide 101:



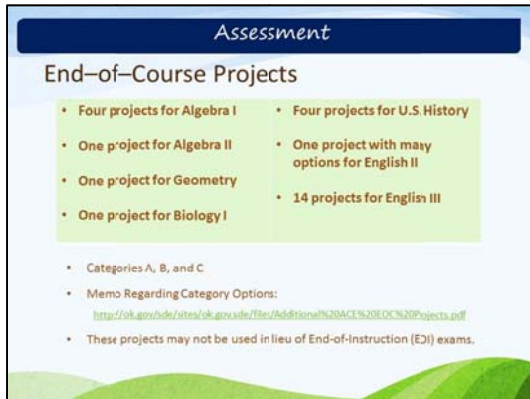
Presenter:

If a student is unable to pass an End of Instruction exam (including improved performance), a student may meet Oklahoma graduation requirements by taking an Oklahoma State Board of Education alternate test. A few examples are listed on this slide including:

- CLEP
- Work Keys
- ACT/PLAN
- PSAT

Notes:

Slide 102:



The slide is titled "Assessment" in a dark blue header. Below the header, the main title is "End-of-Course Projects". The content is organized into two columns of bullet points. The left column lists: "Four projects for Algebra I", "One project for Algebra II", "One project for Geometry", and "One project for Biology I". The right column lists: "Four projects for U.S. History", "One project with many options for English II", and "14 projects for English III". Below these columns, there are three additional bullet points: "Categories A, B, and C", "Memo Regarding Category Options: <http://ok.gov/osde/sites/ok.gov/osde/files/Additional%20ACE%20EOC%20Projects.pdf>", and "These projects may not be used in lieu of End-of-Instruction (EOI) exams." The slide has a light blue background with a green wavy border at the bottom.

Presenter:

Additional options for meeting Oklahoma graduation requirements may include End of Course Projects.

These projects may not be used in lieu of End-of-Instruction (EOI) exams, but as an option for students unable to pass the EOI exam in a particular subject area to meet graduation requirements.

All projects are available on the School District Reporting Site. Superintendents must sign an assurance statement for the district in order to get access to the projects. The assurance statement can be found on the Achieving Classroom Excellence (ACE) Resources page of the OSDE Web site.

Notes:

Additional Resources

Slide 103:



Presenter:

For additional questions related to special education we have three documents available:

- Policies
- Handbook
- Process Guide

All three documents are available at the URL listed on the 1st bullet on our website at <http://www.ok.gov/sde/special-education>

Additional resources are available at the Council for Exceptional Children (CEC) or Iris Peabody website at Vanderbilt.

Notes:

Slide 104:



Presenter:

I will pause a moment to ask you if you have any questions or comments over the information that was presented today.

-Pause-

Let me conclude today's presentation by thanking you for your time.

Notes:

Slide 105:



Presenter:

Here is the contact information for the Oklahoma State Department of Education. Please feel free to contact them if you have additional questions or concerns.

Notes: