Focusing on Supplementary Aids and Supports

Tips for Developing a Quality and Compliant IEP

Macomb Intermediate School District

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IDEA Defines
Supplementary aids and services

• *Supplementary aids and services* means aids, services, and other supports that are provided in ---

➢ *General education classes*

➢ *Special education classes*

➢ *Extracurricular and nonacademic settings*

FAPE

Must be available to any student with a disability who needs special education and related service.

Reminder – What is FAPE?

- Acronym which represents FREE and APPROPRIATE PUBLIC EDUCATION.

- Special Education and Related Services at public expense

- Modifications of curriculum

- Accommodations

- Measurable annual goals

- Provides an "'Educational Benefit"

- Specified in an IEP

- Provides Access

- Addresses student's unique educational needs

Accommodation vs. Modification

- *Accommodations* allow the student to complete the same assignment or test as the other students, but with a change in timing, formatting, setting, scheduling, response and/or presentation.

- *Modifications* are adjustments to an assignment or a test that changes the learning target or standard significantly or what the test or assignment is supposed to measure.

Table 1. Curriculum Components

	Instructional Accommodation	Instructional Modification
Explanation of Instructional Accommodations as compared with Modifications	Accommodations <u>DO NOT change what</u> the student is expected to master. The objectives of the course/activity remain intact.	Modifications <u>DO change what</u> the student is expected to master. Course/activity objectives are modified to meet the needs of the learner

Modification vs Accommodation - Texas Project FIRST.htm

Accommodations

- These do not change the WHAT, just the HOW!

- Provisions made for students to demonstrate how they access and demonstrate learning

- Provides equal access to the curriculum

- Provide equal opportunity to demonstrate knowledge

- Does not significantly change the instructional level, content, or the performance criteria

Data

- 70 to 80% of all Macomb IEPs list at least one Supplementary Aid or Support (excludes Related Services)

- OSEP reported 85% of all IEPs have a support, accommodation or related service

- 62% of those IEPs list "extra time to take tests"

- 35% list "have tests read" to the student

Evidence of Effectiveness

Nari Koga of Boston College and Tracey Hall, Ph.D. Senior Research Scientist, National Center on Accessing the General Curriculum,

Reviewed 17 studies that provided empirical evidence regarding the effectiveness of curriculum modification. Studies were grouped into three major categories:

1. *Designed for student learning*
2. *Designed for behavioral reasons*
3. *Designed for Inclusion*

What does this research tell us?

Review shows…

- Modified instructional units as opposed to teaching from a textbook was perceived by both the teachers and students as being more engaging, fun, complex and challenging;

- That integrating students' unique linguistic and cultural backgrounds into curriculum for ELL students may have enhanced instructional benefits;

- Providing preferred physical movement and choices improve behavioral change in students with emotional and cognitive impairments.

What does this research tell us?

Continued…..

- Conducting individual functional behavioral assessments may improve outcomes by
  - ➤ *Tailoring the curriculum,*
  - ➤ *Increasing interest, and*
  - ➤ *Differentially reinforcing desired behaviors.*

Outcomes
  - ➤ *Observe more on-task behavior,*
  - ➤ *Improved productivity, and*
  - ➤ *Less behaviorally disruptive.*

Modifications designed for inclusion

- Oftentimes, students are enrolled in courses or promoted to a new grade level without the having sufficiently strong prerequisite skills to achieve or master the curriculum at that level.

- The IEP team would provide a plan that may significantly modify the curriculum so that the course or class is meaningful.

- Inclusion of students in General Education with supports in order to optimize the student's physical, social, and instructional inclusion or integration.

Developing an IEP

The IEP team must review data gathered from a variety of sources that address:

- Student's educational needs

- Consider whether the student can be educated satisfactorily in the typical or a less restrictive classroom environment

- Determine which supports and/or accommodations will need to be in place

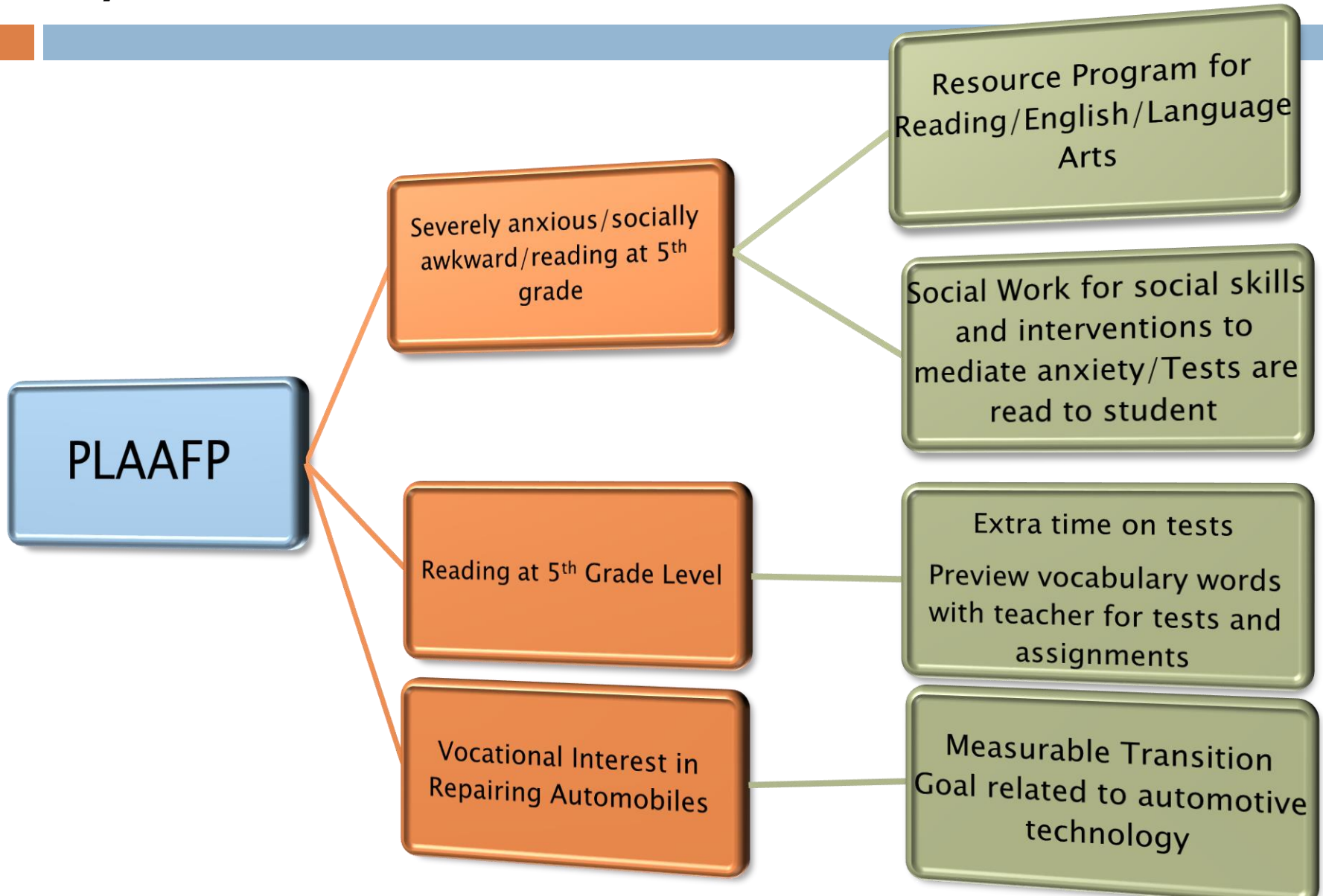# Many Solutions to Address Needs Identified in PLAAFP
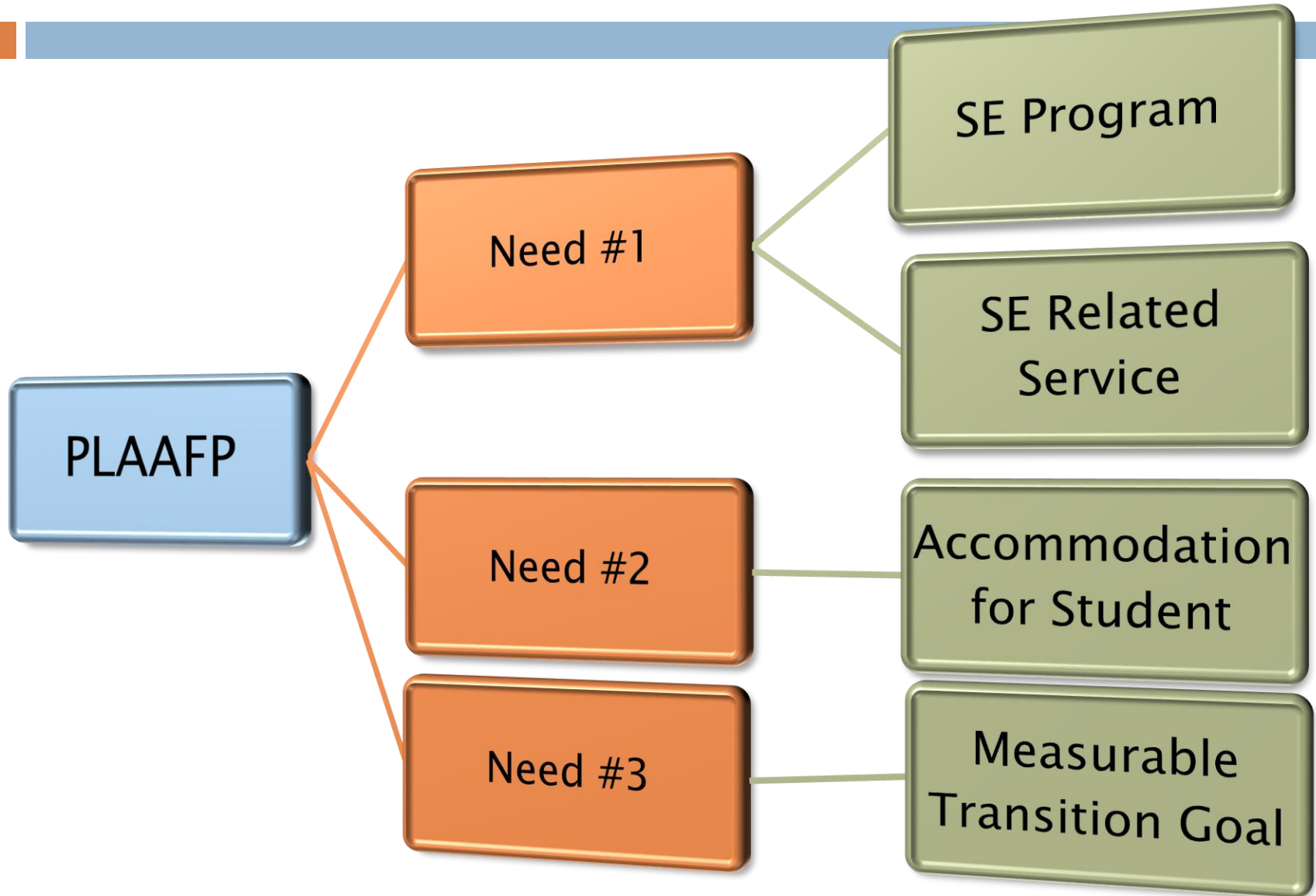
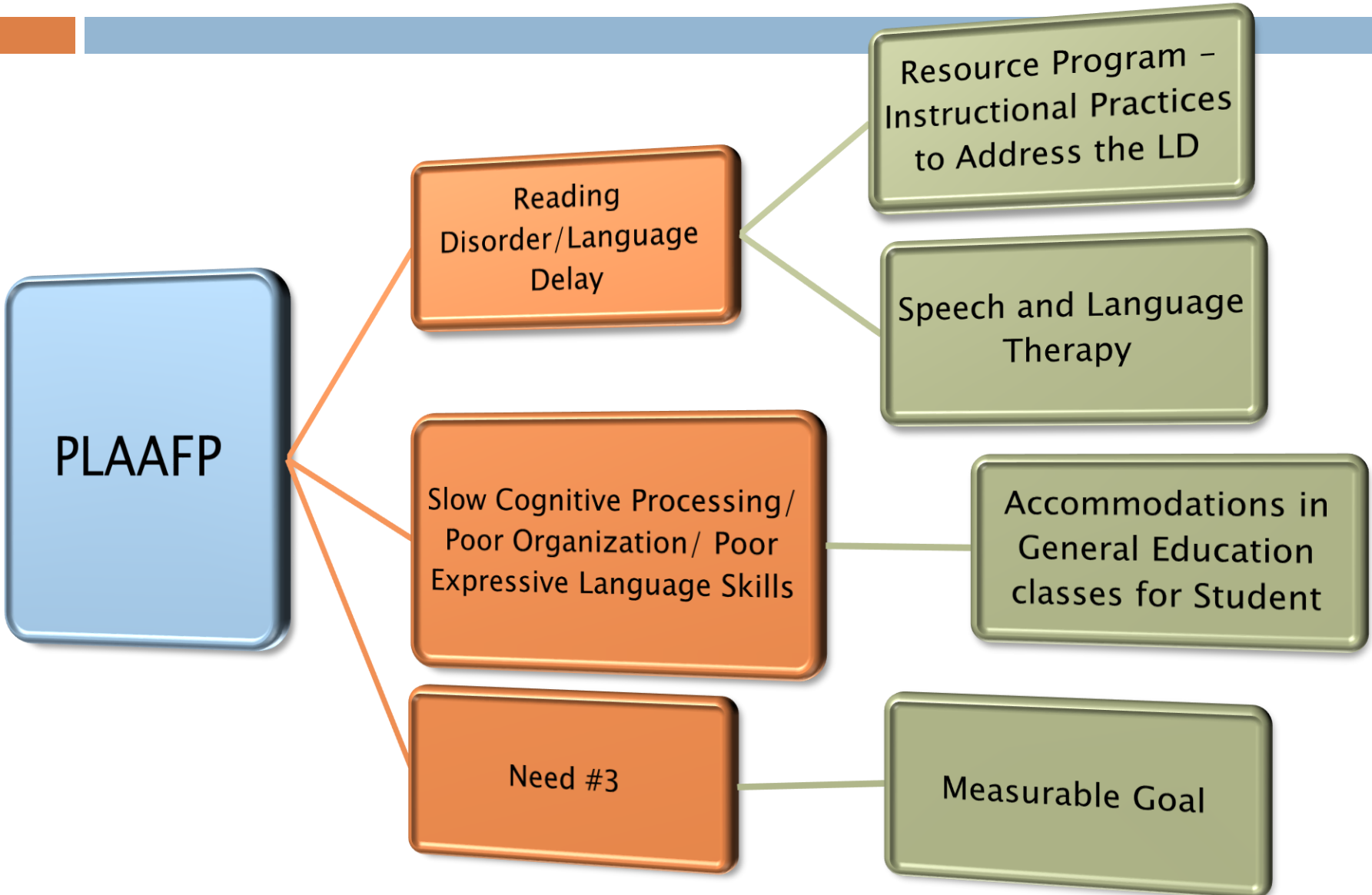# Scenario – 16 yr. old with a Disability

Four Needs reported in PLAAFP

- Severely anxious and socially awkward

- Reading skills – 5th grade

- Difficulty reading tests

- Vocational interest in repairing automobiles

Many Solutions to Address Needs Identified in PLAAFP

PLAAFP

- Severely anxious/socially awkward/reading at 5th grade
  - Resource Program for Reading/English/Language Arts
  - Social Work for social skills and interventions to mediate anxiety/Tests are read to student
- Reading at 5th Grade Level
  - Extra time on tests
  - Preview vocabulary words with teacher for tests and assignments
- Vocational Interest in Repairing Automobiles
  - Measurable Transition Goal related to automotive technology

Many Solutions to Address Needs Identified in PLAAFP

PLAAFP

Reading Disorder/Language Delay
- Resource Program – Instructional Practices to Address the LD
- Speech and Language Therapy

Slow Cognitive Processing/ Poor Organization/ Poor Expressive Language Skills
- Accommodations in General Education classes for Student

Need #3
- Measurable Goal

The IEP form requires the team to explicitly describe the following:

1. Explicit description of the accommodation;

2. Frequency, conditions or circumstances when the accommodation should be implemented;

3. Location or setting of implementation; and

4. Start and end dates (if different from the IEP dates).

What are the conditions that "**trigger**" the employment a specific accommodation?

□ It helps to know exactly what is required.

Educationally-related "Triggers"

- What conditions, frequency, or circumstances will require some accommodation or modification?

- The IEP must be clear so that everyone will know when "IT" should be done.

Should "accommodations" be SMART?

S = Specific

M = Measurable

A = Attainable

R = Realistic & Relevant

T = Time-bound (time limited)

What would a SMART accommodation look like?

Explicit

During reading block, the student will utilize a graphic organizer which includes vocabulary words embedded in the material and their definitions.

Not Explicit

Use graphic organizer for vocabulary words.

Frequency, Conditions, Circumstances

- Given a student-initiated request

- During transition periods

- During social conversation

- During structured conversation

- During class discussion

- When reading a story

- When given 10 problems, questions....

- When prompted (Identify and specify type)

- When provided a visual schedule

Prompts or cues: *on teacher's oral request ...*

Structure: *using a pre-printed graphic organizer*

Location: *in hallways during passing time…*

Content specific: *In math class ...*

What about consultation?

Sometimes staff have been directed to list consultation services in the Supplementary Aids and Supports section.

- Is consultation a method to support accommodations, modifications, or goals?

- Is staff training necessary to provide the correct accommodation or modification?

- Do staff need to write a goal for consultation?

Writing consultative services into the IEP

Is the consultation directed toward…	Does the consultation support…	Where might the consultative service be written in the IEP…
	Achievement of an Annual Goal or Short Term Objective?	Related Services section?
STUDENT?	Implementation or use of a particular supplementary aid or service?	SAS section?
STAFF?	Implementation or use of a particular supplementary aid or service?	SAS section?
	Improvement of adult skills, understanding or communication?	SAS section?

Considerations for Consultation

Supplementary Aids

- Short-term

- Infrequent

- Support to Staff

- Support to Parent(s)

- Not easily tracked

  in TIEnet

Related Services

- Longer-term

- Frequent

- Support to student

- Need to track in TIEnet

These are just considerations, not absolute rule!

What about progress reporting?

Progress reporting is required for Goals and Objectives

- If the accommodation is used to address a goal or objective, then YES, but the outcome is the focus not the accommodation.

- If the accommodation is used to assist the student to obtain access, probably not unless it is a goal or objective in the IEP.

- Nevertheless, if the accommodation is not implemented, will the student meet the goal?

Progress Monitoring and Evaluation of the Efficacy of the Accommodation

Purposes for Evaluation or Data Collection

1. Progress monitoring

   ➢ *Compliance – was "IT" provided?*

   ➢ *Student's utilization of accommodation*

   ➢ *How effective is the accommodation?*

Strong Example of Accommodation

Area	Aids or Supports	Frequency/ Conditions/ Circumstances	Location/ Setting
Written Assignments	On hand-written assignments requiring more than a paragraph consisting of 5 sentences, the student will be provided the opportunity to utilize assistive technology to complete the assignment.	For all general and special education classes when the assignment requires more than a paragraph consisting of 5 sentences.	General Education, Special Education Classrooms, and off-site learning experience.

Weak Example of Accommodation

Area	Aids or Supports	Frequency/ Conditions/ Circumstances	Location/ Setting
Written Assignments			

Weakest Example of Accommodation

Area	Aids or Supports	Frequency/ Conditions/ Circumstances	Location/ Setting
Written Assignments			

"Only the Strong Survive" Examples of Accommodations

	Area	Aids or Supports	Frequency/ Conditions/ Circumstances	Location/ Setting
STRONG	Written Assignments	During the reading block, the student will utilize a graphic organizer, which includes vocabulary words embedded in the material and their definitions.	During instruction and assignments completion when vocabulary recall is connected to the task	General Education and Special Education classroom settings, and off-site learning experiences
WEAK	Written Assignments	During the reading block, the student will use a graphic organizer.	Daily in all general and special education classrooms	Classroom setting
POOR	Written Assignments	Graphic Organizer	As needed	In School

Printable Summary Form from TIEnet

Documentation of the Provision of Supplementary Aids and Supports
SUMMARY FORM

Student Name: Don Sample | Grade: Sixth grade | Teacher: _____ | School: Bozymowski | Date: _____

Area	SaS #	Aids or Supports	Frequency/Conditions Circumstances	Location/Setting	Start Date (if different from IEP)	End Date (if different from IEP)
Presentation of Instruction and Assessment	1.	The teacher will provide a visual prompt such as a anticipated words encountered in reading passages.	When reading level exceeds his reading level (4.5 grade level).	Special education classroom		
Setting of Instruction and Assessment	2.	Accommodated seating arrangement to allow for closer access to teacher for the explicit purpose of providing visual prompts.	When reading level exceeds his reading level (4.5 grade level).	Special education classroom		
Environment in the Classroom	3.	Prompt student to keep workspace clear of unrelated materials so that the student may remain better focused and organized.	To complete assessments, assignments and activities during all core academic and elective classes.	General and special education classrooms		

SaS #	What percent of time was the SaS provided?	If not 100%, please check the boxes below indicating why it was not given 100% of the time.	Please select an option below indicating your opinion of the Aid or Support.
		☐ Teacher determined it was not warranted. ☐ Student determined it was not warranted. ☐ Aid/Support needs clarification. ☐ Student declined it. ☐ Training for Aid or Support not provided. ☐ Other:	☐ Aid or Support is working well. ☐ Aid or Support is working somewhat, requires adjustment. ☐ Aid or Support has minimal impact. ☐ Aid or Support is not working. ☐ Aid or Support is resisted by student. ☐ Other:
		☐ Teacher determined it was not warranted. ☐ Student determined it was not warranted. ☐ Aid/Support needs clarification. ☐ Student declined it. ☐ Training for Aid or Support not provided. ☐ Other:	☐ Aid or Support is working well. ☐ Aid or Support is working somewhat, requires adjustment. ☐ Aid or Support has minimal impact. ☐ Aid or Support is not working. ☐ Aid or Support is resisted by student. ☐ Other:
		☐ Teacher determined it was not warranted. ☐ Student determined it was not warranted. ☐ Aid/Support needs clarification. ☐ Student declined it. ☐ Training for Aid or Support not provided. ☐ Other:	☐ Aid or Support is working well. ☐ Aid or Support is working somewhat, requires adjustment. ☐ Aid or Support has minimal impact. ☐ Aid or Support is not working. ☐ Aid or Support is resisted by student. ☐ Other:

How to use the TIEnet Supplementary Aids and Support Summary Form

- Automatically populates document

- Staff must print and distribute

- This is a "summative" assessment of the implementation of the accommodations listed in the IEP.

- Should be used by general or special education teachers and staff to check for both compliance with implementation and the effectiveness of the accommodation

How to use the TIEnet Supplementary Aids and Support Summary Form - 2

- The data collected will be used to determine the effectiveness of an accommodation.

- Team should periodically request staff to complete and discuss.

- It is an IMPERFECT collector!

- But it does provide more relevant data for decision-making

Ways to Document Compliance

- Make a short note in a log

- Use a seating chart

- Comment in Grade Book

- Document on Assignment and retain

- Have student document in log

- Use TIEnet Summary Form

- Other…..

THANK YOU FOR YOUR ATTENDANCE AND PARTICIPATION.