

INCLUSION OF SPECIAL POPULATIONS TRAINING

KENTUCKY DEPARTMENT OF EDUCATION
OFFICE OF ASSESSMENT AND
ACCOUNTABILITY

2016



INTRODUCTION, BACKGROUND AND PURPOSE

- Success with ALL students
- Who is covered in this document?
- Accommodations provide support



Things to remember about accommodations:

- ❖ Do not reduce learning
- ❖ Are not a substitute for instruction
- ❖ Individualized and designed to aid learning
- ❖ District plan on how to fade or reduce accommodations, as appropriate

SUMMARY OF STANDARDS FOR INCLUSION

- All students with disabilities shall participate in the state-required Assessment and Accountability Program.
- A small percentage will participate in the Alternate Assessment.
- Students with a 504 Plan, Program Services Plan (PSP), Home/Hospital
- Students selected for National Assessment of Educational Progress (NAEP)



INCLUSION OF SPECIAL POPULATIONS REGULATION CHANGE

- 703 KAR 5:070
- Student-Initiated has been removed from the regulation
- Cease the practice of student-initiated when using accommodations on state-required assessments

GENERAL CONDITIONS FOR USING ACCOMMODATIONS

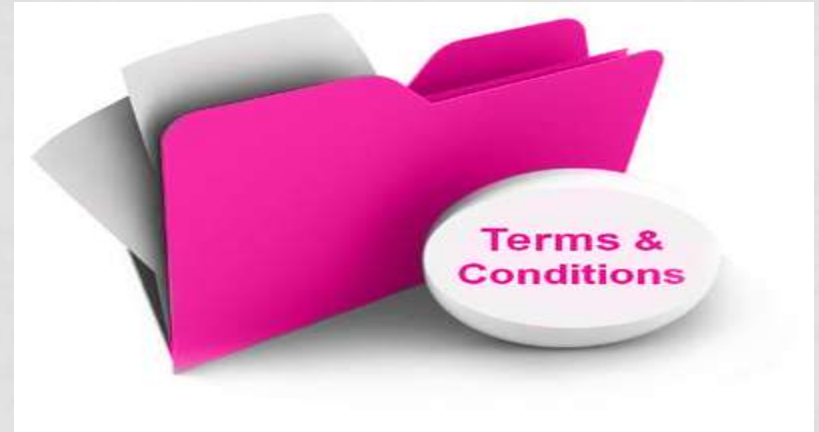
1. Accommodations serve as transitional strategies that should be faded, as appropriate
2. Cannot impact content validity
3. Age-appropriate and clearly described
4. For the purpose of student access to general ed curriculum
5. Based on individual needs
6. Not a substitute for high-quality instruction

GENERAL CONDITIONS FOR USING ACCOMMODATIONS

7. Based on evaluation information or on-going progress data
8. Part of the student's on-going instructional process
9. Caution around plan changes near testing window
10. Technology considered before adult-provided accommodations
11. Student and test administrators aware of which accommodations allowed
12. Changes in test administration or recording of student responses consistent with education plan and instructional strategies used

CONDITIONS FOR SPECIFIC ACCOMMODATIONS

- ✓ Not all accommodations are appropriate for state-required assessments
- ✓ Approved accommodations
 - ❖ Use of Assistive Technology
 - ❖ Manipulatives
 - ❖ Reader
 - ❖ Scribe
 - ❖ Calculator
 - ❖ Paraphrasing
 - ❖ Extended Time
 - ❖ Reinforcement and behavior modification strategies
 - ❖ Interpreter for students with deafness or hearing impairment



OPTIONS FOR INCLUSION

- Participate WITHOUT accommodations
- Participate WITH accommodations
- Participate in the Alternate Assessment



- Must have a CURRENT education plan
- Participation determination done on an individual basis
- Decisions based on student's present levels, evaluation information (progress monitoring) and work samples

SECTION 1 - INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND SECTION 3 - 504 PLAN

- Data analysis determines which accommodations improve student achievement toward independence
- Based on student need
- Incorporated into routine instruction
- Monitored for effectiveness and impact on independence
- When age appropriate, student involved in decision making

SECTIONS 1 AND 3 - CONTINUED

- Not intended to hamper or limit progress
- As skills increase, accommodations should be faded to be less intrusive
- Strategies in place as an alternative when accommodations are faded
- Working toward student knowing when, why and how accommodations benefit them (independence)



ASSISTIVE TECHNOLOGY

“An assistive technology device, as defined by (20 U.S.C. § 1401(1)), is any item, piece of equipment or product system whether acquired commercially, off the shelf, modified, or customized that is used to increase or improve functional capabilities of individuals with disabilities.”

- *Assistive technology should be considered as an early accommodation, before adult-provided accommodations, to foster independence.
- *Beginning assistive technology at an early age will allow the student to grow over time and become as independent as possible.



ASSISTIVE TECHNOLOGY

Pencil grip, amplification equipment, noise buffers, magnifying devices, communication boards, word processors, audio file of state-required assessments, abacus, FM trainer, refresher Braille are some examples of various assistive technology students might use during instruction.

For written work, the student may use a Non-Standard Response template during instruction, as well as on the state-required assessment.

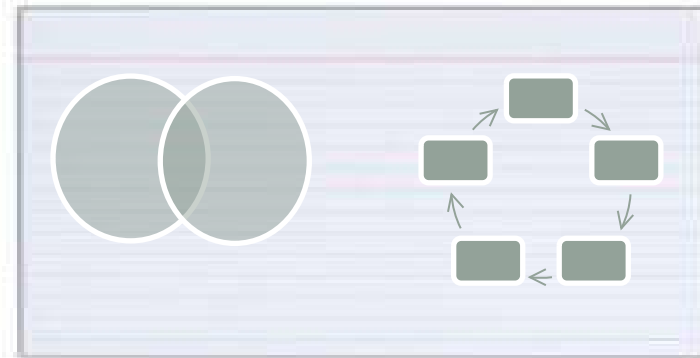


Check your knowledge:

In one class, seven students have a reader listed on their IEPs. The teacher assigns an adult reader to each of the students throughout the year. For the end of the year assessment the teacher gives the students the Audio CD version of the test because they are short on proctors. Okay/Not Okay? Why or why not?

MANIPULATIVES

One 3x5 notecard with blank graphic organizers drawn on it is allowable. Students with a visual impairment may enlarge the 3x5 card.

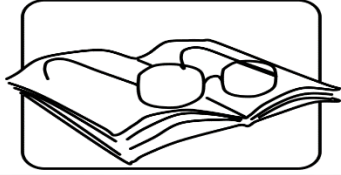


MANIPULATIVES

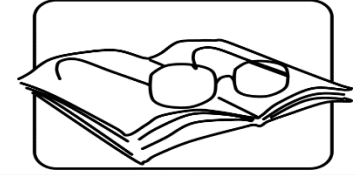
- Shall in no way lead a student to an answer
- Student access, not placed on his desk
- Free of writing

Check your knowledge:

Joey has manipulatives marked on his IEP and uses several regularly to solve problems. During instruction he routinely goes to pick out the ones he needs. During K-PREP the teacher hands him the three that he uses regularly for use on the mathematics test. Okay/Not Okay? Why or why not?



READER



Documentation over time shows that with intervention and high quality instruction, the student continues to be unable to access the reading assessment without the use of a reader.

- Used on all parts of the state-required assessment
- Does not lead a student to an answer
- Read directions, prompts, situations and passages as written
- Re-read only if specifically requested by the student



READER



Check your knowledge:

1. Student has a reader on his IEP but opts not to use the reader on Reading Part A. Once Reading Part B begins, he asks for a reader. Allowed/Not Allowed? Why or why not?
2. A student with a reader on her IEP is read all of Reading Part A. After the 5th question she appears to be struggling with which answer is correct. The proctor asks if she would like to have the question re-read for her? Allowed/Not Allowed? Why or why not?



SCRIBE

Evaluation and progress data show student's performance is significantly and consistently below same age peers in written expression; student is unable to translate thoughts into written language, unable to print, use cursive, or technology.

- Write word for word what the student says
- Format, capitalize and punctuate as directed by student
- Give written product to student to review and direct edits to be made

SCRIBE

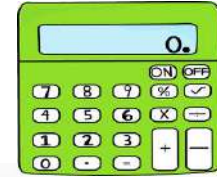


Check your knowledge:

1. A student has received a scribe all year long. On the second day of testing his annual review is held and he no longer qualifies for services. He finishes out the testing week using the IEP he had as testing began. Right/Wrong? Why or why not?



CALCULATOR



- Allowed on ALL subjects and parts of the state-required assessment
- Documentation showing impact on mathematics calculation and reasoning
- Not used as a replacement for mathematics instruction

Check your knowledge:

A student has a calculator on his desk for the mathematics portion of the test. Instead of using the calculator he opts to do the work on paper, but appears to be struggling. The proctor walks over and taps the calculator on the student's desk. Acceptable/Not Acceptable? Why or why not?



PARAPHRASING



- Not used as a replacement for reading, listening or oral communication instruction
- Think Thesaurus not Dictionary!
- Paraphrasing is not allowed on test questions

Limited to directions ONLY:

- ✓ breaking directions into parts or segments
- ✓ using similar words or phrases in directions
- ✓ repeating or rephrasing directions



PARAPHRASING

Does not include:

- X defining words or concepts
- X teaching vocabulary
- X telling a student what to do 1st, 2nd, etc.

Check your knowledge:

A student with paraphrasing on his IEP asks the proctor to paraphrase question #6 because he does not understand what is being asked. The proctor says she is not able to do that and the student should do his best. Right/Wrong? Why or why not?

EXTENDED TIME

- Student must use regular time appropriately and have made progress during regular time in order to use the extended time
- Regular time, time and a half or double time is allowable (**no unlimited time any more**)

EXTENDED TIME



Check your knowledge:

1. Frances receives extended time per her IEP and has used it fairly regularly during instruction. On the first day of testing she sits staring out the window during the 60 minute session and then asks for extended time when the proctor says time is up. Allowed/Not Allowed? Why or why not?
2. Sarah receives extended time as an accommodation. During her ARC the teachers discuss that they allow her to use as much time as she needs to finish work. During the end of year assessment Sarah is allowed to work all day on one test section. Right/Wrong? Why or why not?

REINFORCEMENT AND BEHAVIOR MODIFICATION STRATEGIES

FOCUS Observation Chart

Date: _____

Behavior Name	Time	Focus on	Focus on	Focus on	Focus on	Focus on	Focus on	Focus on	Focus on	Focus on
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										

* Highlight the appropriate happy face(s) to indicate the child's behavior during the 100-second interval.
 * Record on the Focus of Form.
 * A total of 100 happy faces indicates mastery of FOCUS.

Name: John Domo Date: Sept 7

My Expanded Behaviors Check-in Chart A - DDAARLY

My Schedule	Expanded Behaviors	I did my best	Fast paths	Fast	Fast	Fast
Check-in #1 (1) 1 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0
Check-in #2 (1) 1 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0
Check-in #3 (1) 1 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0
Check-in #4 (1) 1 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0
Check-out Total	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0	1 (1) 1 0

ETHAN'S BEHAVIOR CHART

activity	mon	tue	wed	thu	fri	sat	sun
I behave well today							
I read please to thank you							
I was nice to my brother today							
I did not whine today							
I was very quiet at bedtime today							

HUDSON'S BEHAVIOR CHART

activity	mon	tue	wed	thu	fri	sat	sun
I behaved well today							
I read please to thank you							
I was nice to my brother today							
I did not whine today							
I was very quiet at bedtime today							

If I earn 7 happy faces ☺ for the week I may choose a reward card

Can include:

- ✓ verbal, tangible or tactile reinforcements for on-task behavior
- ✓ use of technology to focus attention or reduce stress
- ✓ testing in a separate location

REINFORCEMENT AND BEHAVIOR MODIFICATION STRATEGIES

Cannot:

X influence the performance of another student

Check your knowledge:

A student with known behavioral outbursts during stressful times uses a sticker chart for behavior reinforcement to help him know when he is behaving appropriately. He gets extended time with extra breaks during long assignments per his IEP. He is tested with the other extended time kids until his first outburst then removed to a separate setting. Appropriate/Inappropriate? Why or why not?

INTERPRETERS FOR A STUDENT WITH DEAFNESS OR HEARING IMPAIRMENT

Allowed when:

- ✓ verified hearing loss is to the degree that development of language is significantly impacted
- ✓ student uses sign language as the normal mode of communication due to his or her hearing loss



Shall not:

- X indicate correct answers
- X define words, provide content or teach vocabulary or concepts

SECTION 2 – ENGLISH LEARNERS (EL)



All ELs must participate in:

- Annual English language proficiency assessment
- Mathematics test for participation only at the appropriate grade level if they are a first year EL
- Science test for participation only at the appropriate grade level if they are a first year EL
- All state-required assessments after one full year of enrollment



READER



A reader accommodation is not used as a replacement for reading instruction. Documentation shows the impact of English language proficiency on reading.

- Used on all parts of the state-required assessment
- Read directions, prompts, situations and passages as written
- Re-read only if specifically requested by the student



READER



Check your knowledge:

1. Juan has reader on his Program Services Plan (PSP) and has used it fairly regularly over the year when he felt he needed the support. For the state-required assessment the proctor automatically starts reading the entire test to him without his request. Right/Wrong? Why or why not?
2. Angelica is in her 5th year with a PSP and does not qualify for an IEP. She will likely exit from EL services next year. She still receives a reader on every part of the state-required assessment and during instruction. Appropriate/Inappropriate? Why or why not?

SIMPLIFIED LANGUAGE

Limited to:

- ✓ restating printed text or oral communication using simpler words without changing content
- ✓ breaking directions into parts or segments
- ✓ using similar words or phrases in directions
- ✓ repeating or rephrasing directions

Does not include:

- X defining words or concepts
- X teaching vocabulary
- X telling a student what to do 1st, 2nd, etc.



SIMPLIFIED LANGUAGE

Check your knowledge:

1. Jose has Simplified Language on his PSP and has used this throughout the year at times during instruction. On the state-required assessment he asks that a reading passage be simplified. Allowed/Not Allowed? Why or why not?
2. Juanita does not understand what the directions for Reading Part B is asking her to do when it comes to the word 'assessment.' The proctor replaces the word 'assessment' with the word 'test.' Allowed/Not Allowed? Why or why not?



EXTENDED TIME

- Student must use regular time appropriately and have made progress during regular time in order to use the extended time
- Regular time, time and a half or double time is allowable

Check your knowledge:

Enrique exited the EL program last year. This year at the end of April state-required assessments began and he asks if he can use extended time on Reading Part A. The proctor tells him yes. Right/Wrong? Why or why not?

ORAL NATIVE LANGUAGE SUPPORT



- Assistance with specific vocabulary or up to entire assessment
- Includes prompts, passages and stories as written
- Can include some simplification of language

*Same form of the test may be used to accommodate the shortage of interpreters available

ORAL NATIVE LANGUAGE SUPPORT

Check your knowledge:

1. Satou is in 8th grade and his 2nd year with a PSP. In his annual meeting in March he requests that he still be allowed to take his K-PREP test in his native language. Allowed/Not Allowed? Why or why not?
2. Pisgah Middle School has 7 students that need to have the K-PREP assessment translated into Burmese. In their area there is only one interpreter who services 6 counties. The school alters the students' schedules to meet the needs of the interpreter and forces them into one form of the test. Allowed/Not Allowed? Why or why not?

DICTIONARIES

- Bilingual or English
- Print or electronic
- Word to word translation
- No definitions allowed
- Electronic – make sure other capabilities are turned off (Internet, translating whole phrases and sentences, etc.)

Check your knowledge:

Paco has been using an electronic dictionary that accessed the Internet during instruction to figure out words he has not yet learned. For the K-PREP test he is able to use it the same as he has during instruction. Correct/Incorrect? Why or why not?



SCRIBE



- Given when student has not reached proficiency on the annual English language proficiency assessment
- Student unable to translate thoughts into written language, unable to print, use cursive or other technology
- Write word for word what the student says
- Dictation of responses will be transcribed into English



SCRIBE

Check your knowledge:

1. Angelina is a 3rd year EL student who has not yet mastered English. She is given a scribe who summarizes her words and writes out the answers for her. Appropriate/Not Appropriate? Why or why not?
2. Yamin is a 2nd year EL student who writes her answers to the state-required assessment in Burmese. A scribe then translates her answer, word for word, into English to put in the Student Response Booklet. Appropriate/Not Appropriate? Why or why not?

SECTION 4 - ALTERNATIVE PROGRAMS AND STATE AGENCY CHILDREN



- Students in alternative programs are included in the accountability program system
- Kentucky School for the Deaf and Kentucky School for the Blind
- State agency children are included in the same manner as all other children

SECTION 5 - HOME/HOSPITAL SETTINGS



School personnel determine on an individual basis how each participates.

Can participate in one of two ways:

- fully, taking all assessments
- medical non-participation



SECTION 6 – ALTERNATE ASSESSMENT

GENERAL CONDITIONS



1. Transitional strategies that should be faded, as appropriate
2. Cannot impact content validity
3. Age-appropriate and clearly described
4. For the purpose of student access to the general curriculum
5. Based on individual needs
6. Not a substitute for high-quality instruction
7. Based on evaluation information or on-going progress data
8. Part of the student's on-going instructional process
9. Caution around plan changes near testing window
10. Technology considered before adult-provided accommodations
11. Student and test administrators aware of accommodations allowed
12. Changes in test administration or recording of student responses consistent with education plan and instructional strategies used

CONDITIONS FOR SPECIFIC ACCOMMODATIONS IN ALTERNATE ASSESSMENT

- ✓ Not all accommodations are appropriate for state-required assessments
- ✓ Approved accommodations
 - ❖ Use of Assistive Technology
 - ❖ Manipulatives
 - ❖ Reader
 - ❖ Scribe
 - ❖ Calculator
 - ❖ Paraphrasing
 - ❖ Extended Time
 - ❖ Reinforcement and behavior modification strategies
 - ❖ Interpreter for students with deafness or hearing impairment



ASSISTIVE TECHNOLOGY



- *Assistive technology should be considered as an early accommodation before adult-provided accommodations to foster independence
- *Beginning assistive technology at an early age will allow the student to grow over time and become as independent as possible
- *Shall not lead the student to the correct answer

Check your knowledge:

According to Sandra's IEP, she uses a 4 button answer switch during class to do multiple choice questions. She is allowed to use this during her Alternate Assessment at the end of the year. True/False? Why or why not?

MANIPULATIVES

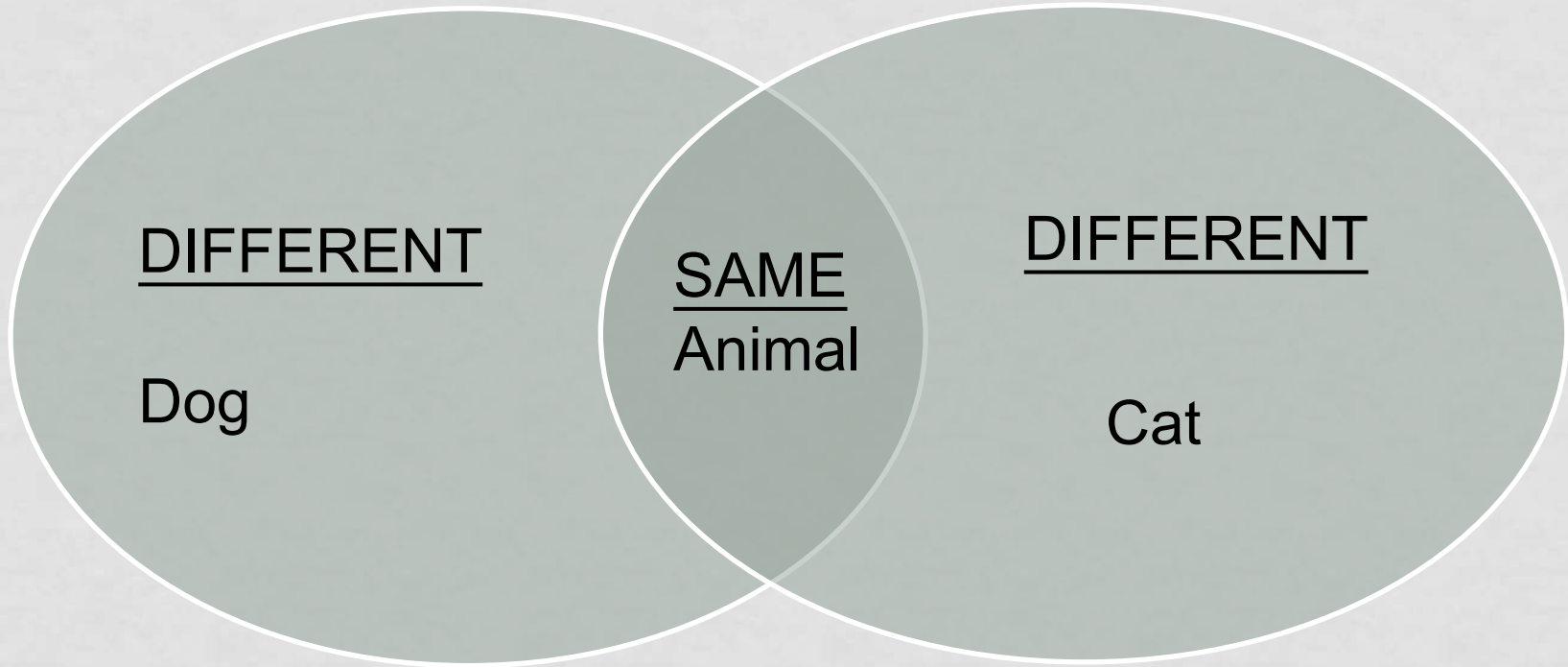
Shall in no way lead a student to an answer



- One 3 x 5 notecard with graphic organizers drawn on it
- Content free
- May have labels and written text to use as a trigger

MANIPULATIVES

Check your knowledge: Allowed/Not allowed? Why or why not?



SCRIPTED ASSESSMENT



Students completing an Alternate Assessment will be provided a picture-based assessment conducted in a one-to-one setting. The assessment is scripted for the test administrator to follow.

Check your knowledge:

Tristan's IEP states that he stares out the window when he does not know an answer as his signal to have something re-read. The proctor waits 15 seconds in between readings and automatically re-reads each question. Tristan then answers the question. Allowed/Not allowed? Why or why not?



SCRIBE



Evaluation and progress data show student's performance is significantly and consistently below same age peers in written expression, student is unable to translate thoughts into written language, unable to print, use cursive, or technology.

- Write word for word what the student says or indicates
- Format, capitalize and punctuate as directed by student
- Give written product to student to edit

SCRIBE

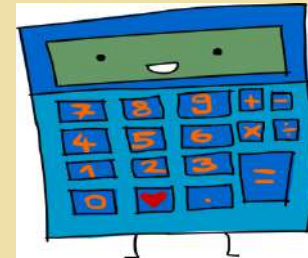


Check your knowledge:

A student uses a button system to answer questions. The questions are read to the student and he pushes a button to signify answer A, B, C, or D. The proctor records his answers exactly as he answers the questions for the assessment. Allowed/Not Allowed? Why or why not?

CALCULATOR

- Allowed on all subjects and parts of the state-required assessment
- Documentation showing impact on mathematics calculation and reasoning
- Not used as a replacement for mathematics instruction



PARAPHRASING



Not used as a replacement for reading, listening or oral communication instruction

Limited to directions only:

- ✓ Breaking directions into parts or segments
- ✓ Using similar words or phrases in directions
- ✓ Repeating or rephrasing directions

PARAPHRASING

Does not include:

- X Defining words or concepts
- X Teaching vocabulary
- X Telling a student what to do 1st, 2nd, etc.
- X Cannot influence another student's test

Check your knowledge:

Mona is not answering a question. The teacher re-reads the question. Mona still doesn't answer so the teacher starts paraphrasing parts she thinks Mona might not understand. Acceptable/Not Acceptable? Why or why not?

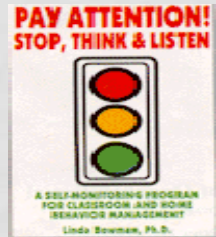
REINFORCEMENT AND BEHAVIOR MODIFICATION STRATEGIES

Can include:

- ✓ Verbal, tangible or tactile reinforcements for on-task behavior
- ✓ Use of technology to focus attention or reduce stress
- ✓ Testing in a separate location

Check your knowledge:

Mike is given time to work on his iPad during classroom instruction after 30 minutes of work due to frustration and behavior issues as he gets stressed. During the Alternate Assessment the teacher makes him work through until he finishes an entire subject regardless of how long it takes him. Only then is he allowed to work on the iPad. Correct/Incorrect? Why or why not?



INTERPRETERS FOR A STUDENT WITH DEAFNESS OR HEARING IMPAIRMENT

Allowed when:

- ✓ Verified hearing loss is to the degree that development of language is significantly impacted
- ✓ Student uses sign language as the normal mode of communication due to his or her hearing loss

Shall not:

- X Indicate correct answers
- X Define words, provide content or teach vocabulary or concepts
- X Can in no way lead the student to the correct answer



INTERPRETERS FOR A STUDENT WITH DEAFNESS OR HEARING IMPAIRMENT

Check your knowledge:

Toby is deaf and uses an interpreter to translate the test into sign language for him. The proctor signs the words of the test as she reads each question aloud to him. Toby then responds as he does by pointing to A, B, C, or D on his iPad screen. Allowed/Not Allowed? Why or why not?



CONTACT INFORMATION

Office of Assessment and Accountability

Division of Support and Research

(502) 564-4394

dacinfo@education.ky.gov