

# **Developing Quality T/IEPs**

## **Services and Supports**

2012 - 2013

# Using the Problem-Solving Process to Address Services and Supports

## MTSS

Step 1. Problem Identification

*What's the problem?*

Step 2. Problem Analysis

*Why is it taking place?*

## T/IEP

- Present Level of Academic Achievement and Functional Performance

**Step 3.** Intervention Planning and Implementation

*What are we going to do about it?*

- Measurable Annual Goals
- **Special Education Services and Supports**

# Intervention Planning and Implementation

- u What type of intensive, individualized intervention will be provided?
  - ä Special education services and related services
- u What type of support?
  - ä Classroom and testing accommodations
  - ä Program modifications
  - ä Supplementary aids and services
  - ä Support for school personnel
- u When? Where? How often?

# Special Education Services

- u Specially designed instruction
- u Based on peer-reviewed research to extent practicable
  - ä *Examples*
    - | *Learning Support in Reading*
    - | *Learning Support in Writing*
    - | *Instruction in Self-Determination*
    - | *Instruction in Social Skills*
    - | *Instruction in Reading Braille*
  - (see checklist on Service page on PlanMaker)*

# Special Education Services

- u ESE services are based on the need(s) of the individual student.
- u Frequency and location do not determine the service the student is receiving (e.g., Co-teach and support facilitation could be daily. The coding attached to the course in TERMS indicates the service).
- u Choices listed in the Services value list generally should not to be edited.

# Related Services

- u Services the student needs to benefit from special education services
  - ä Speech/language pathology and audiology services
  - ä Physical and occupational therapy services
  - ä School health services
  - ä Transportation services and specialized equipment
  - ä Other

# Supplementary Aids and Services

- u Aids, services, and supports provided in regular education settings and other settings to enable involvement and progress
  - ä Sign language interpreters
  - ä Adapted science equipment
  - ä Note takers
  - ä Positioning assistance
  - ä Assistive technology

# Assistive Technology

- u Any piece of equipment or product that can increase, maintain, or improve the functional capabilities of a student with a disability.
- u Examples:
  - ä Augmentative communication system
  - ä Voice activated software
  - ä Word processor
  - ä Adapted computer mouse
- ◆ **Resources:** AT/CORE Team, ESE Wiki



# Do You Know the Difference?

- u **Supplementary aids and services**

- ä Provided in regular education classes or other education-related settings

- u **Related services**

- ä Provided to enable the student to benefit from special education services

# Documenting Decisions Regarding Services and Supports

u The team must clearly document the

ä **Projected date for initiation**

| Begin in a timely manner; consider other elements

ä **Expected duration**

| Base on student need; consider need for ESY services

ä **Location**

| Describe where provided; consider all settings

ä **Frequency**

| Amount of time each day; times per week or month or continuous; range of time (Hospital/Homebound Only)

## Modifications

(Applies only to students pursuing SSS Access Points)

## Accommodations

***Do not* fundamentally alter or lower expectations or standards in instructional level, content or performance criteria.**



**Change how a student accesses information and demonstrates performance.**



**Regardless of T/IEP, grading is the same.**

***Do fundamentally alter* or lower expectations or standards in instructional level, content or performance criteria.**



**Change what a student is expected to learn based on individual needs & abilities.**



**Grading is different.**

# Program Modifications

- u **General Education Courses**

Requirements may not be modified

- u **Career and Technical Courses**

Requirements may be modified on an individual basis through Modified Occupational Completion Points (MOCPs)

# Classroom Accommodations

## Changes to

- u **Presentation:** The way instruction is provided
- u **Response:** How student responds to assignments and assessments
- u **Setting:** Physical setting, grouping, behavioral expectations, classroom management procedures
- u **Scheduling:** Time demands (amount, structure of schedule)

# Selecting Classroom Accommodations

## Questions to Consider

- u What instructional and assessment tasks are difficult for the student to do independently? Are these difficulties documented in the present level statement?
- u Why are these tasks difficult for the student?
- u What accommodations will allow the student to access the information and demonstrate performance of the tasks?
- u How will the T/IEP team know if the accommodation is effective?

# Accommodations Key Points

- u Accommodations listed should be based on that student's individual needs and reflected in the PLS.
- u Accommodations and frequency should match actual delivery.
- u Accommodations delivery should be documented.
- u Accommodations listed for FCAT must also be needed in the classroom for instruction and listed on the Services page.

# Two Categories of Accommodations

- u There are two types of accommodations: those allowed on FCAT and those that are not allowed.
- u To use accommodations not allowed on the FCAT, the parent/adult student **must** sign indicating that he/she understands this/these accommodations are not allowed on statewide testing.
- u Accommodations not allowed on FCAT cannot be implemented until the parent/adult student signs.



# Accommodations Not Allowed on FCAT

- u In order for students to be eligible for an FCAT waiver, there needs to be a reason why the student cannot demonstrate proficiency on the FCAT.
- u The reason is usually due to the student receiving accommodations in areas that are not allowed on the FCAT and could impact performance on the FCAT.
- u The T/IEP would include such accommodations in the “Additional Program Accommodations/Modifications Currently Not Allowed on Statewide Assessments” section of the Program Services page.

# Accommodations for State and District Assessment Programs

- u Allowable test accommodations
  - ä Change the way students read or respond to test items  
—NOT what the test measures
  - ä Are necessary, based on identified student needs
  - ä Align with classroom accommodations
  
- u Parent consent for use of non-allowed accommodations in classroom
  
- u Unique accommodations (must be pre-approved)

# Accommodations for Computer-Based Tests

- u CBT accommodated forms
  - ä Color contrast
  - ä Zoom
  - ä Screen reader
  - ä Large print
  - ä Assistive technology
  
- u Paper-based test (standard print and braille)
  
- u Other accommodations
  
- u *For more information about accommodations for computer-based tests, download the following resource from the Florida Department of Education: [Guide to Accommodations for Computer-Based FCAT, FCAT 2.0, and EOC Assessments](#) (Spring, 2012).*

# Waiver of FCAT or EOC Results

- u Students with T/IEPs working towards standard diploma
- u T/IEP team decides test cannot accurately measure student's ability, even considering all allowable accommodations
- u Student must meet specific criteria to qualify

# Supports for School Personnel

- ◆ Services provided to the teachers and other school personnel to assist a student with disabilities
  - *Training or staff development*
  - *Consultant services*
  - *Professional Literature/Resources*
  - *Paraprofessional Assistance*

# Placement Based on Time With Non-Disabled

- u This section in PlanMaker calculates based on the minutes per week indicated at the top right of the page.
- u You must type in your school's weekly minutes (e.g., bell to bell, starting time to ending time). This information comes from data entry.

# Extended School Year (ESY) Services

- u Special education and related services provided beyond the normal 180-day school year
- u In order for students to be eligible for ESY services, documentation must be provided throughout the year via the regression and recoupment form

# Extent of Participation in General Education Programs

- u An explanation is required of the **extent**, if any, **to which the student will not participate with nondisabled students** in the general education class
  - ä *The student requires:*
    - l *Individualized specially designed instruction to meet annual goals daily for 150 minutes per week, with peers with disabilities*
    - l *Speech therapy in a separate setting with peers with disabilities for 30 minutes, 3 times per week*

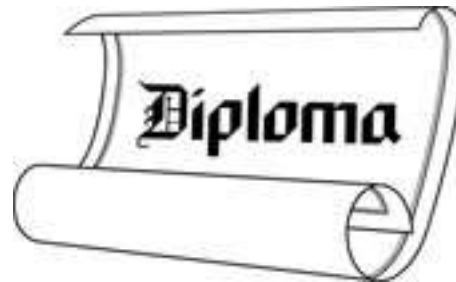


# Least Restrictive Environment

- ◆ The top box includes everything up to the current placement
- u States what settings the student has received ESE services and/or support
- u States the reasons for ESE services/support

# Diploma Options

- u If the student will turn 14 or will be in 8<sup>th</sup> grade (whichever comes first), the T/IEP must address whether the student is pursuing a course of study leading to a standard or special diploma.



# Transfer of Student Rights

- u Rights transfer on the student's 18<sup>th</sup> birthday.
- u During the T/IEP meeting when the student is turning age 16, the parent and student are informed that the rights will transfer at age 18 (unless the parent has had the student found legally incompetent to care for himself/herself).
- u The Transfer of Rights form is sent home about one month prior to the student turning 18.
- u Parents retain joint right of notification even when rights transfer.

# Matrix of Services/Funding

- u Reflects the services and supports documented in the T/IEP
- u Indicates the nature and intensity of services and supports
- u For the domains indicated on T/IEP