



A Supplement for Special Education

Louisiana Teacher Assistance and Assessment Program

Louisiana Department of Education

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Note: The web sites and links in this document were checked and found to be accurate and available as of September 2003.

PREFACE

Purpose of the *Strategies for Effective Teaching for Special Educators*

The long-range goal of Louisiana's teacher professional accountability programs is to enhance student learning by providing opportunities for teachers to strengthen skill areas and by identifying those aspects of teaching performance that may need improvement. This approach to professional development is the key to improving teacher performance.

Strategies for Effective Teaching in the 21st Century is intended to be used by school administrators, in collaboration with classroom teachers, to improve specific teaching skills. The strategies to be utilized should be discussed by the teacher and the principal (in collaboration with an assistance and/or assessment team, if appropriate) and mutually agreed upon. *Strategies*, which provides suggestions and resources for improvement, is keyed to the *Louisiana Components of Effective Teaching* and is used as a resource by teachers as they prepare for assessment.

Strategies for Effective Teaching for Special Educators, a supplement to *Strategies for Effective Teaching in the 21st Century*, focuses on the particular needs of teachers in special education and provides suggestions and resources for improvement.

Format of the Supplement

This Supplement is indexed by the attributes of the *Louisiana Components of Effective Teaching*. Each attribute is accompanied by suggested **Strategies, Evidence of Completion, and Resources**. Attributes are included under their respective *Components*.

The **Strategies** are specific suggestions for gaining knowledge about and practicing teaching skills, and a variety of activities are included.

Reading activities direct teachers to the research on teaching effectiveness. These activities encourage teachers to review and think about critical teaching concepts and principles.

Observational activities permit teachers to view alternative teaching strategies and behaviors as demonstrated by peers or allow peer teachers to observe what is taking place in another's classroom. (A *peer* teacher may be any teaching colleague who possesses the desired teaching behavior and is willing to share his or her knowledge with others.) When the observations are summarized and discussed, they provide the teacher opportunities for reflective practice.

Implementation activities are classroom-based suggestions that teachers can immediately try out in daily instruction.

All strategies are proactive. The strategies are things teachers can do, either alone or in collaboration with the principal or colleagues. The strategies presented are not meant to be comprehensive. They may serve as starting points for developing other strategies. A particular strategy may be modified to suit the needs of the principal and the teacher. A strategy may also be repeated.

The selection of strategies must also be appropriate for the developmental level of the students in the teacher's classroom. Extra care should be taken in selecting strategies to be implemented in classrooms with very young children or children with special needs.

The suggested **Evidence of Completion** consists of observable means by which teachers and principals can document professional development activities. Principals can use the evidence as a record of progress for Professional Growth Plans.

The **Resources** section of the *Strategies for Effective Teaching* manual lists those materials and persons essential for the successful completion of the activity. The principal and the teacher should be jointly responsible for ensuring that the necessary resources are available for selected professional development activities. Under no circumstances should a strategy be chosen that necessitates a teacher spend personal funds for materials unless the teacher willingly agrees to participate.

Many of the journal articles and books listed in the **Resources** column are easily obtainable from state, local or university libraries. Materials that are not available on-site can be requested through interlibrary loan. Appendix M at the back of the original *Strategies for Effective Teaching* manual gives directions on how to contact appropriate library personnel. Materials that are available through the Regional Service Centers are listed in Appendix K of the manual. For a review of how to retrieve ERIC documents from the ERIC database, see Appendix U of the manual.

A number of strategies presented in this manual require that peer teachers conduct observations or be observed. This type of teacher collaboration for professional improvement may require use of "release time." Principals are encouraged to provide release time when warranted. However, the extent to which release time is provided must be determined by the principal, based on the resources available at the building level. An alternative to release time is the use of videotape or tape recording. Peer teachers can "observe" each other's classrooms through the use of well-placed video cameras or audio tape recorders. Then the tapes can be reviewed and feedback given, as time warrants.

General Resources for Working with Teachers

It is suggested that every special education teacher have access to a copy of *Strategies for Effective Teaching in the 21st Century* as well as this supplement. Numerous strategies in the general manual can be adapted for use in the special education classroom. In addition, the Appendices in the manual contain many aids that special educators will find useful.

As principals work collaboratively with classroom teachers they should seek to build a core of professional reading and teaching materials. A number of available professional books and videotapes are good general resources for working with teachers on the development of teaching skills. A partial list would include:

Acheson, K. A., and Gall, M.D. (1992). *Techniques in the clinical supervision of teachers* (3rd ed.). New York: Longman.

Blasé, J., and Kirby, P.C. (1992). *Bringing out the best in teachers*. Newbury, CA: Corwin.

Glickman, C.D. (1990). *Supervision of instruction: A developmental approach* (2nd ed.). Boston: Allyn and Bacon.

Gordon, S. (1991). *How to help beginning teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hofmeister, A., and Lubke, M. (1990). *Research into practice: Implementing effective teaching practices*. Boston: Allyn and Bacon.

Hunter, M. (1993). *Enhancing teaching*. New York: Macmillan.

Newbert, G.A. (1988). *Improving teaching through coaching*. Bloomington, IN: Phi Delta Kappa. (Fastback #277).

Opening doors: An introduction to peer coaching (Video). Alexandria, VA: Association for Supervision and Curriculum Development.

Reyes, R. (1991). *The ten commandments for teaching*. Washington, DC: National Education Association.

Robbins, P. (1991). *How to plan and implement a peer coaching program*. Alexandria, VA: Association for Supervision and Curriculum Development.

Schell, L.M., and Burden, P. (1992). *Countdown to the first day of school*. Washington, DC: National Education Association.

Shuman, R.B. (1989). *Classroom encounters: Problems, case studies, and solutions*. Washington, DC: National Education Association.

Silverman, R., Welty, W.M., and Lyon, S. (1992). *Case studies for teacher problem-solving*. New York: McGraw-Hill.

Wong, H.K., and Wong, R.P. (1991). *The first days of school: How to be an effective teacher*. Sunnyvale, CA: Wong Publications.

In addition to the references listed above, special education resource books can offer a multitude of teaching and planning suggestions. A few recent titles include:

Gable, R.A., and Warren, S.F. (1993). *Strategies for teaching students with mild to severe mental retardation*. Baltimore, MD: Brookes.

Louisiana Department of Education. (2001). *General education access guide*. Baton Rouge: Louisiana Department of Education.

Putnam, J.W. (1993). *Cooperative learning and strategies for inclusion*. Baltimore, MD: Brookes.

Ryndel, D. L., and Alper, S. (1996). *Curriculum content for students with moderate and severe disabilities in inclusive settings*. Upper Saddle River, NJ: Putnam.

Westling, D. L., and Fox, L. (2000). *Teaching students with severe disabilities*. Needham Heights, MA: Allyn and Bacon.

Many other excellent titles are available. Check with the special education supervisor or with your Regional Service Center to get other titles on special education topics.

The National Education Association offers numerous publications and videotapes on topics such as classroom management, teaching methods, and special education. Phi Delta Kappa (PDK) makes available the "Fastback," research-based summaries of educational topics including teaching techniques.

Performance Domain I: Planning		
Component A. The teacher plans effectively for instruction.		
I.A.1. Specifies learner outcomes in clear, concise objectives		
Strategy 1	Evidence of Completion	Resources
<p>Clear concise objectives stem from goals that clearly target individual student needs in a variety of current and future environments.</p> <p>Select one student from your class roll. Meet with the student’s instructional team and discuss goals and objectives/skill areas that would be relevant for the student in each curriculum area (e.g., English Language Arts, Mathematics, Science, Social Studies, Self-help, Social, Vocational.)</p> <p>Complete an Alternate Assessment: Student Planning Matrix. With the IEP team, prioritize your skill areas to target for the student’s IEP.</p>	<p>Completed Alternate Assessment: Student Planning Matrix</p> <p>IEP objectives linked to/reflect needs from planning Matrix</p>	<p><i>General Education Access Guide (2001), Section II: Curriculum Issues for Students in Alternate Assessment</i> (refer to the Matrix and Coaching Sheets) available through special education directors/supervisors and http://www.louisianaschools.net</p> <p>Sample completed Alternate Assessment: Student Planning Matrix and Instructions for Completing the Alternate Assessment Matrix (Appendix A)</p> <p>Sample Coaching Sheets (Appendix B)</p> <p>IEP team</p> <p>Mentor</p> <p>Seyler, A.B., Buswell, B.E. (2001). <i>IEP: Involved Effective Parents</i>, PEAK Parent Center (www.PEAKparent.org)</p>

Deleted:)

Component A. The teacher plans effectively for instruction.		
I.A.2. Includes activity/environments that develop objectives		
Strategy 1	Evidence of Completion	Resources
<p>Plan at least two activities each for two different objectives from your students' IEPs. Identify your next steps by using the following questions when reviewing the activities with your peer and/or mentor:</p> <ul style="list-style-type: none"> • Is this activity directly related to the objective? • Will this activity help the student make progress toward the objective? • Is the activity appropriate for the student? • Is the activity age-appropriate? • Does the activity promote student dignity? • Have accommodations, modifications, and supports been incorporated in activity? • Have nondisabled peers been incorporated in the activity? • Has assistive technology (both low and high tech) been incorporated into the activity as needed? • Have opportunities for repeated practice been built into the activity? • Have opportunities for generalization been incorporated into the activities? • Is this an activity a non-disabled student would select? 	<p>Original and rewritten activities</p>	<p>Peer teacher</p> <p>Mentor</p> <p>Students without disabilities</p> <p>Castagnera, E., Fisher, D., Rodifer, K., Sax, C. (2003). <i>Deciding What to Teach and How to Teach It: Connecting Students Through Curriculum and Instruction</i> (www.PEAKparent.org).</p>

Component A. The teacher plans effectively for instruction.		
I.A.3. Identifies and plans for individual differences		
Strategy 1	Evidence of Completion	Resources
<p>Select an activity appropriate for at least three of your students. Complete an Ecological Inventory for each student. Use the “Nine Types of Adaptations” to modify the activity for each student.</p> <p>Share the Ecological Inventories with a peer teacher/mentor.</p>	<p>Completed Ecological Inventories</p>	<p>Sample Ecological Inventory (Appendix D)</p> <p>“Nine Types of Adaptations” (Appendix E)</p> <p>Peer teacher/mentor</p> <p>Paraeducator</p>
Strategy 2	Evidence of Completion	Resources
<p>With the assistance of an experienced peer teacher/mentor complete Section V (General Supports) of the <i>Best Practice Checklist for Students with Low Incidence Disabilities</i>. Identify areas to target for improvement and plan accordingly.</p>	<p>Completed Checklist</p> <p>Plans for Improvement</p>	<p>Peer teacher/mentor</p> <p><i>Best Practice Checklist for Students with Low Incidence Disabilities</i> (Appendix F)</p>
Strategy 3	Evidence of Completion	Resources
<p>Select an activity in a general education class appropriate for at least one student. Complete an Ecological Inventory and specify how you will incorporate peers and other natural supports in the column labeled “Instructional Strategies/Adaptations.” Share your Ecological Inventory with the general education teacher and solicit feedback.</p>	<p>Completed Ecological Inventory with peers and other natural supports specified in column labeled “Instructional Strategies/Adaptation”</p>	<p>Sample Ecological Inventory (Appendix D)</p> <p>General education teacher</p>

Component A. The teacher plans effectively for instruction.		
I.A.4. Identifies materials/equipment/resources/adaptations, other than standard classroom materials, as needed for lesson/activity		
Strategy 1	Evidence of Completion	Resources
<p>Compile a list of all materials and equipment available to you for teaching. Include personal resources and materials that can be borrowed/obtained from other sources (e.g., other teachers, library, Pupil Appraisal, media center, and community).</p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> • Are your materials chronologically age-appropriate for the students in your class? • Do students without disabilities of the same age use the materials? • Do the materials support instruction of the students' IEP goals and objectives? • Do the materials support participation in general education settings? • Do the materials reflect students' preferences? • Do you have access to the same materials/resources to which general education teachers have access? <p>Have peer teacher/mentor give you feedback on your responses. Make a list of materials that are not suitable and a list of those that should be added. Generate ways/ideas to secure the materials.</p>	<p>List of materials and equipment that are not suitable for your class and a list of those materials that should be added</p> <p>List of two ideas for obtaining new materials</p>	<p>Peer teacher</p> <p>Mentor</p> <p><i>Strategies for Effective Teaching in the Twenty-first Century</i> (2001), Louisiana Teacher Assistance and Assessment Program, List of Aids and Materials (Appendix O)</p>

Component A. The teacher plans effectively for instruction.		
I.A.5. States method(s) of evaluation to measure learner outcomes		
Strategy 1	Evidence of Completion	Resources
<p>Daily classroom observation/ assessment gives teachers useful feedback on whether their teaching method(s) are effective. Effective teachers assess student progress continuously so that they can adjust their teaching and ensure that students are learning.</p> <p>Select one student. List ways you plan to evaluate the student's progress on each IEP objective. Have a peer teacher/mentor review the list to see whether you are utilizing a variety of ways to evaluate student performance.</p>	List of ways to evaluate objectives	<p>Peer teacher</p> <p>Mentor</p> <p>Daily informal observation</p> <p>Alberto, P. and Troutman, A. (1999). <i>Applied Behavior Analysis for Teachers (5th ed.)</i>. Columbus, OH: Charles E. Merrill Publishing Company.</p> <p>Snell, M.E. and Brown, F. (2000). <i>Instruction of persons' with severe disabilities (5th ed.)</i>. Columbus, OH: Charles E. Merrill Publishing Company.</p>
Strategy 2	Evidence of Completion	Resources
<p>Teachers must be aware of and utilize ongoing data collection in order to evaluate student progress and make informed decisions regarding the effectiveness of the instructional program. This requires that teachers have a structured plan to evaluate student progress on a regular basis.</p> <p>Select one student. Develop a chart indicating the schedule for evaluating student progress on objectives (e.g., days of the week you will assess student performance, across which specific objectives).</p>	Completed chart indicating schedule of assessing student performance	<p>Peer teacher</p> <p>Mentor</p> <p>Alberto, P. and Troutman, A. (1999). <i>Applied Behavior Analysis for Teachers (5th ed.)</i>. Columbus, OH: Charles E. Merrill Publishing Company.</p> <p>Snell, M.E. and Brown, F. (2000). <i>Instruction of persons with severe disabilities (5th ed.)</i>. Columbus, OH: Charles E. Merrill Publishing Company.</p>

Component A. The teacher plans effectively for instruction.		
I.A.6. Develops/implements an Individualized Education Program (IEP) and/or Individualized Family Service Plan (IFSP), when appropriate.		
Strategy 1	Evidence of Completion	Resources
<p>Development of IEPs, IFSPs requires careful thought and planning. Use an IEP Review Checklist to make sure the IEP meets state guidelines.</p> <p>Then have a peer teacher review your IEP and the completed IEP Review Checklist.</p>	<p>Completed IEP Review Checklist</p>	<p>IEP Review Checklist (Appendix G)</p> <p>Peer teacher</p>
Strategy 2	Evidence of Completion	Resources
<p>Review an IEP that you have recently written to see how well the IEP reflects parent concerns and priorities. Utilize the “Parent/Caregiver Survey” to gain additional information about the student and to solicit input from parents. Write the next IEP, using the survey results. Highlight the sections of the IEP that were influenced by the survey results and share with your mentor or principal.</p>	<p>Survey results, highlighted IEP</p>	<p>Parent/Caregiver Survey (Appendix P)</p> <p>Principal</p>

Performance Domain II: Management		
Component A. The teacher maintains an environment conducive to learning.		
II.A.1. Organizes available space, materials, and/or equipment to facilitate learning		
Strategy 1	Evidence of Completion	Resources
Evaluate the current arrangement of your classroom. Is it safe? Is it practical? Is it arranged so that students can function to the best of their abilities? Is there room for all needed equipment? Is it neat and attractive? Diagram two or three alternative arrangements and note pros and cons for each in terms of safety and practicality. Have your mentor assist you in this evaluation.	Written evaluation of current classroom arrangement, diagrams of alternative arrangements with written comments	Mentor Minner, S., and Prater, G. (1989). "Arranging the physical environment of special education classrooms." <i>Academic Therapy</i> , 25, 91-96.
Strategy 2	Evidence of Completion	Resources
Review and complete Section I (Physical Setting) of the <i>Best Practices Checklist for Students with Low Incidence Disabilities</i> . Visit two classrooms where students with significant disabilities are taught (preferably general education classrooms). Note the physical arrangement. How would these classrooms rate on the Checklist? Note in writing any alterations to the environment that could/should be made in your classroom.	Completed Checklist Summary of classroom alterations	Section I of the <i>Best Practices Checklist for Students with Low Incidence Disabilities</i> . (Appendix F)

Component A. The teacher maintains an environment conducive to learning.		
II.A.2. Promotes a positive learning climate		
Strategy 1	Evidence of Completion	Resources
<p>Ask a peer teacher/mentor to observe you as you work with your children. The peer teacher/mentor should note the ways that you promote a positive learning climate in your classroom. This may include using student names, maintaining eye contact while speaking to a student, speaking with a positive tone of voice, smiling, laughing, and touching students.</p> <p>Discuss the observation with the peer teacher/mentor and list several other ways that you could have demonstrated a positive climate in your classroom.</p>	<p>List of additional ways to demonstrate a positive classroom climate</p>	<p>Peer teacher</p> <p>Mentor</p> <p>Shapiro, S. (1993). “Strategies that create a positive classroom climate. <i>The Clearing House</i>, 67, 91-97.</p>
Strategy 2	Evidence of Completion	Resources
<p>Ask a peer teacher/mentor to observe you as you work with your children and other related and support staff. Ask the observer to complete Section II (Social Climate) of the <i>Best Practices Checklist for Students with Low Incidence Disabilities</i>. Make note of areas that you would like to improve upon and plan accordingly.</p>	<p>Completed Checklist</p> <p>Plans for improvement</p>	<p>Section II of the <i>Best Practices Checklist for Students with Low Incidence Disabilities</i>. (Appendix F)</p> <p>Peer teacher</p> <p>Mentor</p>
Strategy 3	Evidence of Completion	Resources
<p>A positive learning climate is characterized by high expectations, sensitivity to the needs and feelings of others, equality, treatment of all persons with dignity and respect, and enthusiasm for teaching and learning.</p>	<p>Videotape</p> <p>Written review of videotape</p> <p>List of additional ways to address indicators</p>	<p>Video camera, videotape, VCR</p> <p>Mentor</p>

Strategy 3 (cont'd.)	Evidence of Completion	Resources
<p>Arrange with your mentor to have someone tape your classroom teaching for a 1 ½ hour block.</p> <p>Review the videotape and record instances in which the above indicators were addressed. List additional ways that you might have demonstrated these indicators. Discuss the list with your mentor.</p>	<p>See previous page.</p>	<p>See previous page.</p>
Strategy 4	Evidence of Completion	Resources
<p>Students should receive positive feedback in an age-appropriate manner. Practice using the phrases on the list of <i>Ways to Say "Good."</i> Make the phrases more specific to the student and the situation so that the student clearly understands the behavior(s) to which you are referring.</p> <p>Ask a peer teacher/mentor to observe you as you provide feedback to your students</p> <ul style="list-style-type: none"> • Is your feedback positive? • Is your feedback age-appropriate? • Is your feedback specific? • Is your feedback varied? 	<p>Feedback from peer teacher/mentor</p> <p>Written plan for improvement as needed</p>	<p><i>Ways to Say "Good"</i> (Appendix O)</p>

Component A. The teacher maintains an environment conducive to learning.		
II.A.3. Promotes a healthy, safe environment		
Strategy 1	Evidence of Completion	Resources
<p>Use the General Safety Checklist to complete a safety check of your classroom. Note any unsafe areas.</p> <ul style="list-style-type: none"> • Are electric plugs covered? • Is there any furniture that might cause injuries? • Are there any pieces of furniture or objects that might tip over if children pulled on? • Is there bleach solution available for disinfecting materials/ equipment? • Are there soap and running water available for washing hands? • Is the diaper changing area sanitary (and does it provide for student privacy)? 	<p>Completed safety checklist</p>	<p>General Safety Checklist (Appendix H)</p> <p>Louisiana Department of Education, Office of Special Education. (1997). <i>Guidelines for training: noncomplex health procedures.</i></p> <p>American Red Cross. <i>Scrubby Bear Handwashing Program.</i> Santa Ana, CA: Orange County Chapter, American Red Cross</p> <p>Aronson, S. (1993-94). Early childhood safety checklists. <i>Child Care Information Exchange.</i></p> <p>[#1 Emergency preparedness – Sept/Oct 1993, pp. 73-74; #2 – Toys and equipment – Nov/Dec 1993, p. 48; #3 – Kitchen and food preparation – Jan/Feb 1994, pp 78-79. #4 – General indoor areas – Mar/Apr 994, pp. 90-92. #5 – Playgrounds – Sept/Oct 1994, pp 64-66.]</p> <p>Classroom safety checklist (1993) <i>Scholastic – Early Childhood Today</i>, 8, 38.</p> <p>Connecticut Department of Education. (1992). <i>Serving Students with Special Health Care Needs.</i> Hartford, CT: Office of Public Information, CDE.</p>

Component B. The teacher maximizes the amount of time available for instruction.		
II.B.1. Manages routines and transitions in a timely manner		
Strategy 1	Evidence of Completion	Resources
<p>Special education teachers have many demands placed upon them while trying to meet the educational, physical, and emotional needs of students. Visit peer teachers who are effective in managing daily routines in a timely manner. List the effective procedures used by the peer teacher.</p>	List of procedures	Peer teachers
Strategy 2	Evidence of Completion	Resources
<p>Difficulties during transition periods and excessive downtime deprive students of instructional time. Students are more likely to engage in inappropriate behavior during transitions or downtime.</p> <p>One strategy is to alternate non-preferred activities with activities that students like. Also, instructional time is maximized when students understand your expectations and have routine transitions.</p> <p>Review a daily schedule and instructional plan for an individual student.</p> <ul style="list-style-type: none"> • Are non-preferred and preferred activities alternatively scheduled? • Are transitions scheduled so that they are routine and expected? <p>Does the student have an age-appropriate schedule (e.g., written, picture, object) to which he/she can refer?</p>	Revised daily schedule and/or instructional plan	Peer teacher Mentor

Strategy 2 (cont'd.)	Evidence of Completion	Resources
<ul style="list-style-type: none"> • Is the student taught to follow the schedule? • Does the student have an opportunity to participate in a variety of instructional arrangements across the day? • Does the student have an opportunity to work with a variety of persons (e.g., peers, instructional personnel) across the day? <p>Modify the student's daily schedule and/or instructional plan as needed.</p>	See previous page.	See previous page.

Component B. The teacher maximizes the amount of time available for instruction.		
II.B.2. Manages and/or adjusts time for activities and provision of auxiliary services		
Strategy 1	Evidence of Completion	Resources
<p>Compile a chart indicating the schedule of each child's auxiliary/related services. Post the chart in your classroom so that you can easily monitor the times that your students will be receiving the services. If scheduling problems exist, confer with an auxiliary/related service provider to remedy the problems.</p>	<p>Chart of auxiliary/related services</p> <p>Notes from any conferences held</p>	<p>Giangreco, M.T., Edelman, S., and Dennis, R.E. (1991). "Common Professional Practices that Interfere with the Integrated Delivery of Related Services." <i>Remedial and Special Education</i>, 12, 16-24.</p>
Strategy 2	Evidence of Completion	Resources
<p>Every activity should have three components: preparation, core, and closure. Review Appendix I that provides information on this topic.</p> <p>Review two activities selected randomly from a student's schedule. Identify in writing how you will address the three components in each activity. How can you adjust the time for an activity by adjusting one or more of the components?</p> <p>Solicit feedback from a peer teacher/mentor.</p>	<p>List of possible adjustments to activity components</p> <p>Feedback from peer teacher/mentor</p>	<p><i>Structuring Activities: Preparation, Core, and Closure</i> (Appendix I)</p> <p>Peer teacher</p> <p>Mentor</p>

Component C. The teacher manages learner behavior to provide productive learning opportunities.		
II.C.1. Establishes expectations for learner behavior		
Strategy 1	Evidence of Completion	Resources
<p>Work with a peer teacher who has good classroom management. Develop classroom rules and consequences. An emphasis should be placed on <u>positive</u> consequences appropriate for your students. Along with the instructional team, develop individual positive behavior support plans for students as needed. Discuss the rules and consequences with students. Send home copies of the rules and consequences for parents to sign and return. Post rules in your classroom. Be consistent: follow your rules and consequences every time.</p>	<p>Chart of rules and consequences</p> <p>Signed and returned rules and consequences</p> <p>Individual behavior support plans developed as needed</p>	<p>Peer teacher</p> <p>Mentor</p> <p>Instructional team</p> <p>Poster or bulletin board paper</p> <p>Alberto, P. and Troutman, A. (1999). <i>Applied behavior analysis for teachers</i>. Columbus, OH: Charles E. Merrill Publishing Company.</p> <p>Burke, J.C. (1992). <i>Decreasing classroom behavior problems: practical guidelines for teachers</i>. San Diego, CA: Singular Publishing Company.</p> <p>Jackson, L., and Leon, M. (1998). <i>Developing a Behavior Support Plan: A Manual for Teachers and Behavior Specialists</i>. PEAK Parent Center (www.PEAKparent.org)</p> <p>Jackson, L., and Panyan, V.M. (2001). <i>Positive Behavioral Support in the Classroom Principles and Practices</i>. Baltimore, MD: Paul H. Brookes Publishing Co.</p>

Component C. The teacher manages learner behavior to provide productive learning opportunities.		
II.C.2. Uses monitoring techniques to facilitate learning		
Strategy 1	Evidence of Completion	Resources
<p>Read at least one professional publication on classroom management and preventive discipline in special education. Summarize the article, and select an idea about monitoring techniques to use in your classroom. Write a paragraph detailing which idea you used and the results.</p>	<p>Summary of reading</p> <p>Paragraph detailing results</p>	<p>Mentor</p> <p>Alberto, P. and Troutman, A. (1999). <i>Applied Behavior Analysis for Teachers (5th ed.)</i>. Columbus, OH: Charles E. Merrill Publishing Company.</p>
Strategy 2	Evidence of Completion	Resources
<p>Ask an experienced peer teacher/mentor to observe you. Ask him/her to complete Section IV (Positive Behavior Supports) of the <i>Best Practices Checklist for Student with Disabilities</i>. Identify areas in which you would like to make improvements and plan accordingly.</p>	<p>Completed Checklist</p> <p>Plans for improvement</p>	<p>Peer teacher/mentor</p> <p>Section IV of the <i>Best Practices Checklist for Students with Low Incidence Disabilities</i> (Appendix F)</p>
Strategy 3	Evidence of Completion	Resources
<p>Some students with disabilities exhibit a variety of challenging behaviors. Strategies for addressing these behaviors must begin with a thorough examination of the behaviors.</p> <p>Select a student with a challenging behavior who is in need of a positive behavioral support plan. Describe the behavior in observable, measurable terms by explaining how the behavior is performed.</p>	<p>Description of behavior</p> <p>List of two alternative or replacement behaviors, specific plans to teach and reinforce the replacement behaviors, and procedures for monitoring and evaluating the intervention</p>	<p>School Psychologist</p> <p>Instructional team</p> <p>Parent</p> <p>Jackson, L., and Leon, M. (1998). <i>Developing a Behavior Support Plan: A Manual for Teachers and Behavior Specialists</i>. PEAK Parent Center (www.PEAKparent.org)</p>

Strategy 3 (cont'd.)	Evidence of Completion	Resources
<p>Make note of the behavior's frequency, duration and intensity. Also note any other factors that may affect the behavior such as medication, diet, activities, routines, amount of rest, time of day, other individuals present, and other environmental factors.</p> <p>Determine what function the challenging behavior is serving for the students. Is the behavior used as a means to:</p> <ul style="list-style-type: none"> • escape an activity/situation? • get attention from someone? • get something? • gain sensory feedback? <p>List two alternative or replacement behaviors which serve the same function as the target behavior. What strategies will you use to teach and reinforce the replacement behaviors? How will you monitor and evaluate your intervention?</p>	<p>See previous page.</p>	<p>O'Neill, R., Horner, R., Albin, R., Sprague, J., Storey, K. and Newton, (1997). <i>Functional Assessment and program Development for Problem Behavior: A Practical Handbook</i> (2nd ed). Wadsworth Publishing.</p> <p>Turnbull, A., and Turnbull, R (2001). <i>Families, Professionals, and Exceptionality: Collaborating for Empowerment</i> (4th edition). Upper Saddle River, NJ: Prentice-Hall, Inc.</p> <p>Carr, E.G., Lewis, L., McConnachie, G., Carlson, J.I., Kemp, D.C., and Smith, C.E. (1994). <i>Communication-based Intervention for Problem Behavior: A Users' Guide for Producing Positive Change</i>. Baltimore, MD: Paul H. Brookes Publishing Co.</p> <p>Alberto, P. and Troutman, A. (1999). <i>Applied Behavior Analysis for Teachers</i> (5th ed.). Columbus, OH: Charles E. Merrill Publishing Company.</p>

Performance Domain III: Instruction		
Component A. The teacher delivers instruction effectively.		
III.A.1. Uses technique(s) which develop(s) lesson/ activity objective(s)		
Strategy 1	Evidence of Completion	Resources
<p>The “how” of teaching students with significant disabilities is a critical component in ensuring meaningful student outcomes. Teaching methods must be based on the unique needs and abilities of each student. Generally, there are three options for instruction: teach, adapt, or support.</p> <p>Select a student’s IEP or daily schedule of instruction at random from your classroom group. Meet with the instructional team and discuss <u>how</u> each activity on the IEP or schedule will be taught. Write <i>teach</i>, <i>adapt</i> or <i>support</i> next to each activity.</p> <p>Revise the IEP or daily schedule of instruction if necessary.</p>	<p>IEP or daily schedule of instruction with instructional options noted</p> <p>Revised IEP/daily schedule of instruction</p>	<p>Instructional team</p> <p>Westling, D.L., and Fox, L. (2004). <i>Teaching Students with Severe Disabilities</i> (3rd ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.</p> <p>Castagnera, E., Fisher, D., Rodifer, K., Sax, C. (2003). <i>Deciding What to Teach and How to Teach It: Connecting Students Through Curriculum and Instruction</i> (www.PEAKparent.org).</p>
Strategy 2	Evidence of Completion	Resources
<p>Become adept at using a new and effective instructional strategy. Select a strategy with which you are unfamiliar (e.g., time delay, backwards chaining, most-to-least intrusive prompts). Incorporate the strategy into an activity. Self-evaluate your use of the strategy and/or the effectiveness of the procedure.</p>	<p>Daily schedule of instruction reflecting use of instructional strategy and instructional data</p>	<p>Snell, M.E. and Brown, F. <i>Instruction of persons with severe disabilities</i> (4th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.</p> <p>Alberto, P. and Troutman, A. (1999). <i>Applied Behavior Analysis for Teachers</i> (5th ed.). Columbus, OH: Charles E. Merrill Publishing Company.</p>

Component A. The teacher delivers instruction effectively.		
III.A.2. Sequences lesson/ activity to promote student learning/ development		
Strategy 1	Evidence of Completion	Resources
Choose one activity from the IEP/ daily schedule of instruction for each student. Conduct a task analysis for each activity. Review your analysis with a peer teacher to ensure its appropriateness.	Completed task analysis	<p>Sample Task Analysis (Appendix J)</p> <p>Peer teacher</p> <p>Snell, M.E. and Brown, F. <i>Instruction of persons with severe disabilities (4th ed.)</i>. Upper Saddle River, NJ: Prentice-Hall, Inc.</p>

Component A. The teacher delivers instruction effectively.		
III.A.3. Uses available teaching material(s), equipment, and environment to achieve lesson/ activity objective(s).		
Strategy 1	Evidence of Completion	Resources
<p>Materials selected for instruction should be chronologically age-appropriate, “real” and reflective of student needs and interests. Equipment should be safe, should be in good working order and should enhance student learning. Activities designed to achieve meaningful student outcomes should occur in the classroom, on campus, and in the community.</p> <p>Identify one activity for each student. Next to each activity, list materials, equipment, any needed adaptations, and the environment in which the learning will occur. Review your list. How can you vary your list to select the full range of possible materials, equipment, adaptations and environments? Revise your list accordingly.</p>	<p>Identified activities with revised list</p>	<p>Activities List (Appendix C)</p> <p>Nine Types of Adaptations (Appendix E)</p> <p>Strategies for Effective Teaching in the Twenty-first Century (2001), Louisiana Teacher Assistance and Assessment Program, Appendix O (List of Aids and Materials)</p> <p>Snell, M. and Brown, F. (2000). <i>Instruction for Students with Severe Disabilities</i> (4th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.</p> <p>Hamill, L.B., and Everington, C. (2002). <i>Teaching Students with Moderate to Severe Disabilities: An Applied Approach for Inclusive Environments</i>. Upper Saddle River, NJ: Prentice-Hall, Inc.</p>

Component A. The teacher delivers instruction effectively.		
III.A.4. Adjusts lesson/ activity when appropriate		
Strategy 1	Evidence of Completion	Resources
<p>Choose one activity from a daily schedule of instruction that you have recently written. Ask yourself the following questions:</p> <ul style="list-style-type: none"> • How will baseline data be collected and recorded? • What error correction procedures will be utilized during instruction? • How will progress data be collected and recorded? <p>Share your responses with a peer teacher/mentor and then have him/her observe your instruction of the activity.</p> <ul style="list-style-type: none"> • How can your baseline and progress data be utilized to adjust your instruction? • Did your data influence your error correction procedures? <p>Use what you have learned to plan another activity.</p>	<p>Responses to questions</p> <p>New daily schedule of instruction</p>	<p>Peer teacher</p> <p>Mentor</p> <p>Snell, M. and Brown, F. (2000). <i>Instruction for Students with Severe Disabilities</i> (4th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.</p> <p>Alberto, P. and Troutman, A. (1999). <i>Applied Behavior Analysis for Teachers</i> (5th ed.). Columbus, OH: Charles E. Merrill Publishing Company.</p>
Strategy 2	Evidence of Completion	Resources
<p>Before you teach a lesson, meet with your mentor to make a list of possible complications that may arise. Determine what strategies can be used to adjust the activity to solve each complication. Teach the lesson. Did you have to use any of your adjustment strategies? If so, how did it impact the lesson?</p>	<p>List of complications and adjustment strategies</p>	<p>Mentor</p>

Component A. The teacher delivers instruction effectively.		
III.A.5. The teacher integrates technology into instruction		
Strategy 1	Evidence of Completion	Resources
<p>Students with significant disabilities frequently rely on assistive technology equipment and devices to meet basic life skills such as mobility and communication. It is important for the special education teacher to have a working knowledge of the assistive technology devices used by his/her students.</p> <p>Meet with the Assistive Technology team for your school. Request an inservice on the use of assistive technology devices used by your students. Obtain contact phone numbers for the person to call should repairs or service to the equipment become necessary.</p>	<p>Notes from meeting with Assistive Technology contact person</p> <p>List of contact persons and phone numbers</p>	<p>Pupil Appraisal personnel Adaptive P.E. Teacher Parents</p> <p>Same as above</p>
Strategy 2	Evidence of Completion	Resources
<p>Meet with the school Speech Therapist to learn how to use the Augmentative Communication Devices used by your students. Make notes of instructional methods for prompting the regular use of the devices.</p>	<p>Notes from meeting with Speech Therapist</p>	<p>Speech Therapist</p>

Component B. The teacher presents appropriate content.		
III.B.1. Presents functional content appropriate to the learners' capacities		
Strategy 1	Evidence of Completion	Resources
<p>For students with significant disabilities, curriculum content based on the development age of the student is often inappropriate. Routines and activities should be chronologically age appropriate and based on student needs and interests.</p> <p>Select a student and examine the instructional objectives targeted on his/her IEP. For each objective, ask the following:</p> <ul style="list-style-type: none"> • Does the activity increase student independence? • Would parents rate the activity as a high priority? • Is the activity chronologically age appropriate? • Does the activity promote a positive view of the student? • Is the activity one that the student would self-select, if able? • Do students without disabilities typically participate in the activity? <p>Share your responses with a peer teacher or your mentor. Adapt or replace any activity that received a "no."</p>	<p>Responses to questions</p> <p>Revised objectives, if necessary</p>	<p>Peer teacher or mentor</p> <p>Hamill, L.B., and Everington, C. (2002). <i>Teaching Students with Moderate to Severe Disabilities: An Applied Approach for Inclusive Environments</i>. Prentice-Hall Inc., Upper Saddle River, New Jersey.</p> <p>Westling, D.L., and Fox, L. (2004). <i>Teaching Students with Severe Disabilities</i> (3rd ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.</p> <p>Snell, M. and Brown, F. (2000). <i>Instruction for Students with Severe Disabilities</i> (4th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.</p> <p>Castagnera, E., Fisher, D., Rodifer, K., Sax, C. (2003). <i>Deciding What to Teach and How to Teach It: Connecting Students Through Curriculum and Instruction</i> (www.PEAKparent.org).</p>
Strategy 2	Evidence of Completion	Resources
<p>Research various developmental scales that could be used in targeting your very young students' functional levels. (Some suggestions include HELP for</p>	<p>Completed developmental scales for three students</p>	<p>Developmental scales</p> <p>Mentor</p>

Strategy 2 (cont'd.)	Evidence of Completion	Resources
<p>Special Preschoolers, the Learning Accomplishment Profile, the Hawaii Early Learning Profile and the Diagnostic Inventory of Early Development. Consult your mentor if you need help.) Select one and use it to determine the skill level in cognitive, motor, self-help, and social areas for three of your students.</p>	<p>See previous page.</p>	<p>See previous page.</p>
Strategy 3	Evidence of Completion	Resources
<p>Arrange for an experienced peer teacher or your mentor to observe you. Ask the teacher to complete Section III (Curricular) of the <i>Best Practices Checklist for Students with Low Incidence Disabilities</i>. Make note of the areas that you would like to improve upon and plan accordingly.</p>	<p>Completed Checklist Plans for improvement</p>	<p>Peer teacher Mentor Section III of the <i>Best Practices Checklist for Students with Low Incidence Disabilities</i> (Appendix F)</p>

Component B. The teacher presents appropriate content.		
III.B.2. Presents relevant subject matter/curriculum content in appropriate settings		
Strategy 1	Evidence of Completion	Resources
<p>Instruction in a variety of environments is a necessary condition for relevant instruction for students with significant disabilities. For older students at the secondary level, instruction should also occur in multiple settings within the community.</p> <p>Review your upcoming lesson plans for a minimum of two weeks for two students. For each student, make a three-column list. In the first column list each activity taught. In the second column, list <u>where</u> the activity occurred. In column three, list at least two other environments/ settings where this learning could have taken place.</p> <p>Revise your lesson plans so that the activities reflect a variety of appropriate settings for achieving meaningful student outcomes.</p>	<p>Completed three-column list</p> <p>Revised lesson plans</p>	<p>Hamill, L.B., and Everington, C. (2002). <i>Teaching Students with Moderate to Severe Disabilities: An Applied Approach for Inclusive Environments</i>. Upper Saddle River, NJ: Prentice-Hall, Inc.</p>
Strategy 2	Evidence of Completion	Resources
<p>Select a student with a disability who will participate in a general education setting for all or part of the day. Complete the “IEP Grid” to ensure that the IEP objectives are appropriately targeted for instruction across the daily routine.</p>	<p>Completed IEP Grid</p>	<p>IEP Grid and Instructions for IEP Grid (Appendix K)</p> <p>Fisher, D., Frey, N., and Sax, C. (1999). <i>Inclusive Elementary Schools: Recipes for Success</i>. (www.PEAKparent.org).</p>

Component B. The teacher presents appropriate content.		
III.B.3. Illustrates applications of content through examples, unexpected situations, and other means		
Strategy 1	Evidence of Completion	Resources
<p>Visit a peer teacher who works with students with disabilities and who connects instruction to functional, real-applications. Note instances in which the teacher uses relevant examples, unexpected situations, or current events to introduce content, extend learning, or enrich learning. How do these instances make learning individualized and meaningful?</p> <p>Incorporate some of what you have observed into a lesson plan.</p>	<p>Notes from visit to peer teacher</p> <p>Lesson plan incorporating new techniques</p>	<p>Peer teacher</p>
Strategy 2	Evidence of Completion	Resources
<p>Develop and implement a plan to provide instruction of a skill across multiple settings, a variety of persons, and using different materials. Collect instructional data to document when a student has generalized skill in various situations. Modify your instructional strategies as needed to support student generalization of skill.</p>	<p>Instructional plan and student performance data across multiple situations</p>	<p>Snell, M. and Brown, F. (2000). <i>Instruction for Students with Severe Disabilities</i> (4th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.</p>

Component C. The teacher provides opportunities for student involvement in the learning process.		
III.C.1. Accommodates individual differences		
Strategy 1	Evidence of Completion	Resources
<p>A variety of strategies are available to accommodate individual differences in students with significant disabilities. MAPS (McGill Action Planning System) is a means of getting to know the individual and creating a vision for the student's life.</p> <p>Refer to Appendix L and read about how to conduct a MAPS session. Following MAPS, meet with the IEP team to identify ways to use the information gathered (e.g., developing IEP goals and objectives, formulating inclusion plans, etc.).</p> <p>Revise IEPs/daily schedule of instruction to reflect the team's recommendations.</p>	<p>Notes from MAPS</p> <p>Revised IEPs/daily schedule of instruction</p>	<p>MAPS (Appendix L)</p> <p>Instructional team</p> <p>Parents</p> <p>Student's friends/peers</p>
Strategy 2	Evidence of Completion	Resources
<p>Using a previously taught lesson, analyze how each student was involved in the activities presented.</p> <ul style="list-style-type: none"> • Were there activities presented that were appropriate for each student's level of learning? • Were there any students who did not participate? • Were students provided the accommodations and modifications needed to participate and benefit from the activity? 	<p>New lesson with activities noted/modifications and supports identified</p>	<p>Mentor</p>

Strategy 2 (cont'd.)	Evidence of Completion	Resources
<ul style="list-style-type: none"> • Were students provided the communication supports needed? <p>Target students who did not participate or who had unmet support needs in your next lesson. Develop strategies to facilitate their active involvement in subsequent activities/revise activities as needed.</p>	See previous page.	See previous page.

Component C. The teacher provides opportunities for student involvement in the learning process.		
III.C.2. Demonstrates ability to communicate effectively with students.		
Strategy 1	Evidence of Completion	Resources
<p>Students with disabilities frequently have problems with communication skills. Some individuals have difficulty understanding what is said (receptive communication ability), in making their needs and wants known (expressive communication skills), or both. Teachers must develop skills that will allow them to identify and utilize alternative communication modes in order to enhance students learning.</p> <p>Select a student with communication challenges. Complete a Communication Analysis Form. Meet with the student's parents to solicit their input. When completed, meet with the speech and language pathologist (SLP) on your instructional team. Review the form and ask for suggestions in improving communication between you and the students.</p> <p>With support from the SLP/instructional team/parent(s), write a plan describing the techniques, adaptations, and/or assistive technology that you will utilize. Schedule weekly meetings with the SLP and/or instructional team for follow-up and revision as needed.</p>	<p>Completed Communication Analysis Form</p> <p>Written plan for adaptations</p> <p>Dates of meetings with SLP and/or instructional team and/or parent(s)</p>	<p>Communication Analysis Form (Appendix M)</p> <p>Speech and Language Pathologist</p> <p>Instructional team</p> <p>Parent(s)</p>

Strategy 2	Evidence of Completion	Resources
<p>Have a peer teacher or mentor observe a lesson and focus on students whose behavior would suggest that they do not understand what you expect them to do. Discuss the results and identify several ways to make your instructions clearer.</p>	<p>List of ways to make instructions clearer</p>	<p>Peer teacher Mentor</p>

Component C. The teacher provides opportunities for student involvement in the learning process.		
III.C.3. Stimulates and encourages independent performance and optimal levels of thinking		
Strategy 1	Evidence of Completion	Resources
<p>Many special education teachers focus their energies on teaching students new skills. It is critical, however, to assure that the student becomes <i>proficient</i> or <i>fluent</i> in an activity and that the student will be able to perform the activity over time (maintenance) and under different conditions (generalization).</p> <p>Read one professional publication that addresses the issues of proficiency, maintenance, and generalization of skills. Plan ways to incorporate key points in an instructional unit.</p>	<p>Summary of key points</p> <p>Evidence of key points incorporated into a lesson plan/activities/evaluation</p>	<p>Alberto, P.A., and Troutman, A.C. (1999). <i>Applied Behavior Analysis for Teachers</i> (5th ed.) Columbus, OH: Charles E. Merrill Publishing Company.</p> <p>Snell, M. and Brown, F. (2000). <i>Instruction for Students with Severe Disabilities</i> (4th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.</p> <p>Westling, D.L., and Fox, L. (2004). <i>Teaching Students with Severe Disabilities</i> (3rd ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.</p>
Strategy 2	Evidence of Completion	Resources
<p>Read at least one professional publication on stimulating independent performance. Make a list of possible techniques to incorporate into your teaching. Use one idea in a lesson plan. Share the results with your mentor.</p>	<p>List of possible techniques</p> <p>Lesson plan</p>	<p>Sainato, D. (1990). Classroom transitions: "Organizing Environments to Promote Independent Performance." <i>Education and Treatment of Children</i>, 13, 288-297.</p> <p>Mentor</p>

Component C. The teacher provides opportunities for student involvement in the learning process.		
III.C.4. Promotes student participation		
Strategy 1	Evidence of Completion	Resources
<p>Students with disabilities will have more opportunities to participate when they have membership in general education classrooms. Strategies that promote inclusion in a variety of settings should be employed in order to facilitate learning, achieve positive student outcomes, and enhance an individual's quality of life.</p> <p>Select one student who will participate in a general education classroom. Using the Inclusion Planning Sheet found in Appendix O, document the student's performance and support needs. Confer with the instructional team in this effort.</p>	<p>Completed Inclusion Planning Sheet</p> <p>Provision of needed modifications and supports</p>	<p>Instructional team</p> <p>Inclusion Planning Sheet (Appendix N)</p> <p>Inclusive Education Video Programs (Appendix Q)</p> <p>Fisher, D., Frey, N., and Sax, C. (1999). <i>Inclusive Elementary Schools: Recipes for Success</i>. (www.PEAKparent.org).</p>
Strategy 2	Evidence of Completion	Resources
<p>Visit a peer teacher who is known for promoting student participation in a variety of activities, with an emphasis on those that occur in inclusive settings. Make a list of strategies that he/she uses to elicit participation. Try at least two of these strategies with your students and summarize the results.</p>	<p>List of strategies</p> <p>Summary of results</p>	<p>Peer teacher</p>

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.		
III.D.1. Consistently monitors ongoing performance of students		
Strategy 1	Evidence of Completion	Resources
<p>The ongoing monitoring of student performance is a critical element of the instructional process. Frequent and meaningful data collection allows the teacher to effectively design, evaluate, and modify instruction. In addition, data collection can also serve as a measure for accountability for a teacher and may also be an effective strategy for providing feedback to parents and students.</p> <p>Select a method and format for collecting data on classroom activities.</p> <p>Collect data on one student for all activities for two weeks. Review the data with the instructional team or a peer teacher. With their input, answer the following questions:</p> <ol style="list-style-type: none"> 1. What do the data mean? 2. What changes should/will I make? 3. Why? 	<p>List of techniques</p> <p>Lesson plans</p>	<p>Instructional team or mentor</p> <p>Cooke, N.L., Heward, W.L. and Test, D.W. (1991). Measurement and evaluation of student progress. <i>Teacher Education and Special Education, 14</i>, 155-161.</p> <p>Snell, M. and Brown, F. (2000). <i>Instruction for Students with Severe Disabilities</i> (4th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.</p>

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.		
III.D.2. Uses assessment technique(s) effectively		
Strategy 1	Evidence of Completion	Resources
<p>With an instructional team or a peer teacher, brainstorm all the informal and formal assessment techniques that can be used on a daily basis in the special education classroom.</p> <p>Use three of the techniques in upcoming lesson plans.</p>	<p>List of techniques</p> <p>Lesson plans</p>	<p>Instructional team or mentor</p> <p>Cooke, N.L., Heward, W.L. and Test, D.W. (1991). Measurement and evaluation of student progress. <i>Teacher Education and Special Education, 14</i>, 155-161.</p> <p>Herman, J., Aschbacher, P., and Winters, L. (1992). <i>A Practical Guide to Alternative Assessment</i>. Alexandria, VA: ASCD</p>

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.		
III.D.3. Provides timely feedback to students, caregivers, parents, and appropriate professional personnel		
Strategy 1	Evidence of Completion	Resources
<p>Administer the Parent Preferences for Home/School Communication survey.</p> <p>Develop a written plan for providing feedback to each student's family for one month. Keep a record/log of how and when you provide feedback.</p> <p>Examine the log with your mentor. Make notes of any patterns that appear in your style of communication with parents.</p>	<p>Completed surveys</p> <p>Copy of plan and log of communications</p> <p>Recommendations from mentor</p>	<p>Parent Preferences for Home/School Communication Survey (Appendix P)</p> <p>Mentor</p>
Strategy 2	Evidence of Completion	Resources
<p>Videotape a lesson/activity and listen objectively to the feedback that you gave students. Make a list of the feedback statements and the responses from the students (verbal and nonverbal).</p> <p>Summarize how you can improve your feedback.</p>	<p>Videotape</p> <p>List of feedback and responses</p> <p>Written summary</p>	<p>Videotape, video camera, VCR</p>

Component D. The teacher demonstrates ability to assess and facilitate student academic growth.		
III.D.4. Produces evidence of student academic growth under his/her instruction		
Strategy 1	Evidence of Completion	Resources
<p>Students with significant disabilities often make incremental gains in learning that are not always readily observable. Therefore, it is important to keep accurate records of growth toward target objectives. Special Education teachers use a variety of progress charts and reporting systems to document gain/regression in learning.</p> <p>Ask a peer teacher to examine one of your data collection methods to be sure that it is an appropriate tool for measuring the objectives you have targeted for one of your students.</p> <p>Examine the data collected and see if the selected student is showing a steady line of progress. If not, examine the objectives for that student and determine if the objective should be rewritten into smaller steps or if there is another reason why your student has not made a steady line of progress (i.e., absenteeism, poor health)</p>	<p>Notes from meeting with peer teacher</p> <p>Notes regarding gains in learning or plans to rewrite objectives into smaller steps</p> <p>Goals/Objectives that have been rewritten</p> <p>Explanation of regression, if any</p>	<p>Peer Teacher</p> <p>Mentor</p> <p>Copy of IEP goals and data sheets used to determine student progress</p>

Appendices

Note: The web sites and links in this document were checked and found to be accurate and available as of September 2003.

Appendix A: Alternate Assessment Planning Matrix

The *Alternate Assessment: Student Planning Matrix*, comprised of five pages, is to be used in planning for a student's IEP, specifically as it relates to helping a student access the general education curriculum. The *Matrix* should be completed prior to an IEP meeting; input should be sought from instructional team members, including parents.

- Complete pages one through five for each student. Do not include information related to multiple students on one form.
- Complete the identifying information at the top of the page (student name, date, grade, teacher). The teacher's name should be that of the teacher with IEP authority.

Note: Directions for completing pages one through four of the *Matrix* are provided below.

Considerations: Review the three columns in this section and use the information in discussing the student's program.

Foundation Skills: These apply to all students in all disciplines.

- Essential Issues: These are critical issues that are to be considered in the context of a student's program.
- Standards: These are the standards that will likely be assessed in LEAP Alternate Assessment.

Planning: The two columns in this section are to be completed based upon the discussion of the first three columns.

- Write the student's current strengths that are related to the content areas. While strengths related to **each** foundation skill, essential issue, and standard need **not** be listed, IEP teams should address those that are most critical to a particular student.
- Write possible IEP needs related to the content area. Although needs for **each** foundation skill, essential issue, and standard need not be written, the student's needs related to the content area should be noted. Use the information from these pages in writing the student's IEP.

Note: Directions for completing page five of the *Matrix* are provided below.

Additional Educational Needs is similar in format to the previous planning pages, but is not referenced to a content area. This form is to be used to ensure that all needs of a student, including those that may not flow directly from a content area, are addressed.

- Review the first three columns that fall under the heading of *Additional Educational Needs* (Foundation Skills, Essential Issues, Educational Needs). The *Educational Needs* printed on the page correspond to those listed on the IEP. Discuss the information presented in this section and determine whether there are any additional areas that must be addressed in planning the student's IEP.
- If additional areas should be addressed, complete the columns under the *Planning* section (Student Strengths and Potential IEP Needs). Use the information from this page in writing the student's IEP.

Alternate Assessment: Student Planning Matrix

Content Area: *English/Language Arts*

Student Ken Date 9/20/00 Grade 6th Teacher K. Kody

CONSIDERATIONS			PLANNING	
Foundation Skills (across <u>all</u> standards)	Essential Issues (across <u>all</u> standards)	Standards	Current Strengths Related to English/Language Arts	Possible IEP Needs Related to English/Language Arts
Communication Problem Solving Resource Access and Utilization Linking and Generating Knowledge Citizenship	ability to contribute age-appropriateness assistive technology community access friendships future-oriented generalization inclusion instruction in multiple settings meaningful skills partial participation positive behavioral support self-determination student dignity student preferences vocational training/employment	<ul style="list-style-type: none"> ● Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes. ● Students write competently for a variety of purposes and audiences. ● Students demonstrate competence in speaking and listening as tools for learning and communicating. ● Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge. ● Students read, analyze, and respond to literature as a record of life experiences. ● Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing. 	comprehends simple commands follows simple verbal directions recognizes name and sight words writes first name listens attentively expresses himself verbally using one to three word sentences talks about personal experiences gains information through videos and pictures	increase reading of sight words increase expressive and receptive vocabulary follow verbal directions write personal information (name, phone #, address) using a model tell a story, using prompts to stay in sequence communicate his wants, needs, and preferences individually and in group situations check-out videos from a library browse through magazines at a library answer comprehension questions identify the main idea of a story (literature or newspaper) <p>Note: Consider how needs can be addressed in the general education environment.</p>

Refer to directions for completion of form.
page 1 of 5

Alternate Assessment: Student Planning Matrix

Content Area: *Mathematics*

Student Ken Date 9/20/00 Grade 6th Teacher K. Kody

CONSIDERATIONS			PLANNING	
Foundation Skills (across <u>all</u> standards)	Essential Issues (across <u>all</u> standards)	Standards	Current Strengths Related to Mathematics	Possible IEP Needs Related to Mathematics
Communication Problem Solving Resource Access and Utilization Linking and Generating Knowledge Citizenship	ability to contribute age-appropriateness assistive technology community access friendships future-oriented generalization inclusion instruction in multiple settings meaningful skills partial participation positive behavioral support self-determination student dignity student preferences	<p>Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationships within that system using a variety of techniques and tools.</p> <p>Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.</p> <p>Data Analysis, Probability, and Discrete Math: In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical-thinking skills in order to make informed decisions.</p> <p>Patterns, Relations, and Functions: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.</p>	matches numbers to sample corresponds one item to another makes choices understands cause and effect	use a calculator to add up to five items use basic measuring concepts (empty/full; more/less) respond to community directional signs (caution, do not enter, danger, push/pull) tell time to the hour (associate with school schedule) money skills (See potential needs listed in Economics in Social Studies.) <p>Note: Consider how needs can be addressed in the general education environment.</p>

Refer to directions for completion of form.
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Alternate Assessment: Student Planning Matrix

Content Area: Social Studies

Student Ken Date 9/20/00 Grade 6th Teacher K. Kody

CONSIDERATIONS			PLANNING	
Foundation Skills (across <u>all</u> standards)	Essential Issues (across <u>all</u> standards)	Standards	Current Strengths Related to Social Studies	Possible IEP Needs Related to Social Studies
Communication Problem Solving Resource Access and Utilization Linking and Generating Knowledge Citizenship	ability to contribute age-appropriateness assistive technology community access friendships future-oriented generalization inclusion instruction in multiple settings meaningful skills partial participation positive behavioral support self-determination student dignity student preferences vocational training/employment	<p>Geography: Students develop a spatial understanding of earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.</p> <p>Civics: Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.</p> <p>Economics: Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.</p> <p>History: Students develop a sense of historical time and perspective as they study the history of their community, state, nation, and world.</p>	friendly negotiates school knows places in the community follows school rules with support participates in cooperative groups with support very aware of others' feelings follows routine schedules makes choices understands concepts of money in terms of cause/effect - purchase power uses predetermined dollar amount to make purchases understands concept of working for pay knows immediate family members follows schedule with assistance	negotiate community with friends (cross street safely) negotiate extra-curricula environments (football stadium, gym, etc) manage own behavior participate in a club maintain personal belongings use monopoly and/or real money to purchase items obtain campus job purchase items from a vending machine/convenience store with prompts and assistance name/identify the town in which he lives (geography and history) demonstrate "flag behavior" (hand over heart, etc.) recognize names and faces of his teachers follow schedule independently with self-monitored prompts <p>Note: Consider how needs can be addressed in the general education environment.</p>

Refer to directions for completion of form.
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Alternate Assessment: Student Planning Matrix
Content Area: Science

Student Ken Date 9/20/00 Grade 6th Teacher K. Kody

CONSIDERATIONS			PLANNING	
Foundation Skills (across <u>all</u> standards)	Essential Issues (across <u>all</u> standards)	Standards	Current Strengths Related to Science	Possible IEP Needs Related to Science
Communication Problem Solving Resource Access and Utilization Linking and Generating Knowledge Citizenship	ability to contribute age-appropriateness assistive technology community access friendships future-oriented generalization inclusion instruction in multiple settings meaningful skills partial participation positive behavioral support self-determination student dignity student preferences vocational training/employment	<p>Life Science: Students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>Science and the Environment: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.</p>	desires to appear well groomed recognizes that plants and animals need help and care to survive	care for self (vitamins, medicine) communicate that he is sick care for plants and/or pets with regard to sexuality, keep his hands to himself independently dress appropriately for the weather fix simple snacks select items for balanced meal respond to environmental emergency procedures (e.g., fire, tornado, hurricane, storm) <p>Note: Consider how needs can be addressed in the general education environment.</p>

Refer to directions for completion of form.
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Alternate Assessment: Student Planning Matrix

Additional Educational Needs

Student Ken Date 9/20/00 Grade 6th Teacher K. Kody

ADDITIONAL EDUCATIONAL NEEDS			PLANNING	
Foundation Skills (across <u>all</u> standards)	Essential Issues (across <u>all</u> standards)	Educational Needs	Student Strengths	Possible IEP Needs
Communication	ability to contribute	___Academic/Cognitive	Participates in the same sports with peers	Increase sustained ability to participate in a sport activity: from ten minutes to twenty minutes
	age-appropriateness	___Motor	Endurance and stamina are much less than that of peers	
	assistive technology	___Vocational		Implement the positive behavioral support plan developed by the PBS team
Problem Solving	community access	___Behavior	Enjoys basketball more than any other sport	
	friendships	___Self-help		Gain peer attention by asking a greeting question (e.g., "What are you doing?" or "Can I play?")
	future-oriented	___Communication	Likes peers and values their attention	
Resource Access and Utilization	generalization	___Social	Wants to be a part of group activities	
	inclusion		Communicates by following simple oral directions and is able to articulate ideas by speaking in one to three word sentences	Engage in sustained communication with peers for a minimum of ten minutes by asking/answering their questions
	instruction in multiple settings			
Linking and Generating Knowledge	meaningful skills			Participate in 4-H Club
	partial participation			
	positive behavioral support			Serve as manager of the boys basketball team
	self-determination			
Citizenship	student dignity			
	student preferences			
	vocational			Note: Consider how needs can be addressed in the general education environment.

Refer to directions for completion of form.

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Appendix B: Coaching Sheets
Content Area: *English/Language Arts 5-8*

Standard 1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Key Concepts: Sequencing, listening, expressive communication, associating stories to real-life experiences

Sample General Education Activities	Sample Evidence
<p>Students cut up vocabulary list for alphabetizing activity.</p> <p>Students use the dictionary to define words and compare own definitions with dictionary definitions.</p> <p>Students describe their favorite or most memorable part of a story and give reasons.</p> <p>Students rewrite the ending of a story including themselves in the plot.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • Indicate beginning, middle, and end of story • Indicate by pointing/eye gaze to the choice of book on tape to listen to • Prepare and share picture book report • Follow guided action in the “vocabulary charade” activity • Respond to yes/no questions • Maintain head in upright position while attending to a peer performance • Prepare a picture shopping list with peer assistance for community-based instruction • Cut out pictures/words and sort by categories • Make a collage of categories • Sort picture cards by categories • Complete a sentence referencing their daily schedule (e.g., “After lunch I will go to__.”) • Respond to signs in the school and community (e.g., boys/girls, men/women, exit) <ul style="list-style-type: none"> • Look at books/magazines as leisure activity • Identify sight words in the context of activity • Find a name in a phone book • Find a word in the dictionary • Use object representation system to sequence daily activities • Follow written/oral/picture directions to perform a task at school • Activate switch for various purposes (e.g., recite part in a play, listen to a story) • Listen to text and respond to comprehension questions • Smile in response to peer reading a story <p>Other Evidence:</p>

Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home

Content Area: *English/Language Arts 5-8*

<p>Standard 2: Students write competently for a variety of purposes and audiences.</p> <p>Key Concepts: Produce written communication, share personal experiences through written communication, demonstrate fluency of thought</p>		
Sample General Education Activities	Sample Evidence	
<p>Students create a daily schedule by listing activities in sequential order.</p> <p>Students divide a local newspaper into sections according to the intended purpose of the author (e.g., comics, to entertain; advertisements, to persuade).</p> <p>Students design a marketing strategy for a product of choice.</p> <p>Students recite and copy the pledge of allegiance and identify the meaning and symbolism of the words and the flag.</p> <p>Students exchange letters with class members describing qualities they appreciate.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • Sign name and write identifying personal information • Keep a journal (taped, pictorial) with peer assistance • Use picture symbols to convey a story to peer • Use personal name stamp to label work papers • Place icons on a page to represent activities completed for the day; copy and send home to parent for communication • Complete communication folder daily with parental assistance to indicate activities that were done at home • Choose picture or word icons to complete a social story prior to event • Follow social story cues during activity/event • Communicate need/request for a break • Locate sale items in newspaper to develop a shopping list • Use a computer to create a flyer 	<ul style="list-style-type: none"> • Use an object representation system to communicate wants/needs • Create a letter/note to peer/family (using words, pictures, etc.) • Activate switch to participate in a commercial with a group • Hold and release flash cards/sequence cards in response to peer/teacher prompt <p>Other Evidence:</p> <ul style="list-style-type: none"> • • •
<p>Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home</p>		

Content Area: *English/Language Arts 5-8*

<p>Standard 4: Students demonstrate competence in speaking and listening as tools for learning and communicating.</p> <p>Key Concepts: Verbally generate idea, sequence activities/stories, use correct grammatical syntax formation, develop listening skills, answer questions</p>	
Sample General Education Activities	Sample Evidence
<p>Students conduct a job interview for classroom jobs with criteria being the use of correct English pronunciation and fluency.</p> <p>Students record a message to a pen pal.</p> <p>Students restate, in own words, the rules and procedures for a familiar game.</p> <p>Students develop a career day in the classroom and invite guest speakers from different occupations.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • Listen and respond to questions about story • Use circular scanning device to identify classmates turn • Actively participate in a MAPS session • Smile in response to sensory input (e.g., auditory, tactile, visual) • Activate a switch to deliver a message (e.g., a prerecorded question for career day presentation, class presentation, rules of a game) • Listen, wait, and respond during a social interchange • Relate a personal experience (who, what, when, where) • Respond to oral directions - such as stop, wait, look - across environments • Initiate preferences • Record a message to a pen pal with peer assistance <ul style="list-style-type: none"> • Respond to systematic touch/movement cues • Make a choice using personal mode of communication (e.g., verbal, picture, object, eye gaze) • Ask for help/directions • Orient towards sound of peer/teachers= voice • Use appropriate behavior to signal a protest (“no”) in response to presentation of object/activity that is not preferred <p>Other Evidence:</p> <ul style="list-style-type: none"> • • •
<p>Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home</p>	

Content Area: *English/Language Arts 5-8*

Standard 5: Students will locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

Key Concepts: Locate information from different sources (e.g., library, electronic data, audio/video material), use variety of ways to communicate, use various strategies to organize day/activities

Sample General Education Activities	Sample Evidence	
<p>Students develop a library club.</p> <p>Students participate in a library scavenger hunt (e.g., using card catalog or electronic card catalog).</p> <p>Students use various graphics to chart and/or record progress of projects (e.g., planting seeds).</p> <p>Students discuss, investigate, and evaluate a current event.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • Locate/type in title of book in computer search system with model • Surf the Internet for topics of interest/class assignments • Hold head up to maintain attention with peer • Follow daily class schedule, using binder with sequence of class periods • Locate the library to attend the library club • Check out a preferred book or video from the library • Use a remote control device to locate the weather channel • Turn on a radio and select a channel • Load and remove a CD from the computer • Use a stick marker to indicate pattern of growth of plant; color in bar graph to show growth • Feel with hands (if blind) two or more objects prior to selecting one with which to interact 	<ul style="list-style-type: none"> • Orient toward sound of radio • Sort icons for shopping list according to departments (e.g., soft drinks, chips) • Use a modified calendar with picture symbols to select activity of preference • Use object representations in making choices <p>Other Evidence:</p> <ul style="list-style-type: none"> • • •
<p>Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home</p>		

Content Area: *English/Language Arts 5-8*

Standard 6: Students read, analyze, and respond to literature as a record of life experiences.		
Key Concepts: Read for meaning, read for leisure, recognize fiction versus non-fiction, recognize cultural differences		
Sample General Education Activities	Sample Evidence	
<p>Students develop a reading corner each month using books from home and supplemented with school library books.</p> <p>Student respond to literature by retelling through drama or by creating a story or poem.</p> <p>Students play classical music and write a response to the music.</p> <p>Students convert a short story to a play and enact one scene.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • Check out library books from reading corner • Listen to a book on tape • Use augmentative communication device to respond • Respond to classical music (verbal, change in facial expression, change in body movement) • Hold cue card during class play • Act out part in short play using peer assistance • Assist in the creation of scenery for class production • Use words and phrases in communication booklet to indicate choice of leisure reading material • Identify fact from fantasy in a folklore tale • Select item from restaurant menu • Watch film on ethnic biography • Browse through magazines in library as leisure activity 	<ul style="list-style-type: none"> • Share and describe family photographs • Use familiar objects to develop theme of literature selection • Orient towards sound of speaker • Use a calendar box as a means to follow schedule • Maintain head in upright position to attend to pictures in books/magazines <p>Other Evidence:</p> <ul style="list-style-type: none"> • • •
Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home		

Content Area: *English/Language Arts 5-8*

Standard 7: Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.	
Key Concepts: Comprehend, problem-solve, make connections to real-life situations	
Sample General Education Activities	Sample Evidence
<p>Students examine information regarding the recycling issues. Information sources include print and/or electronic media.</p> <p>Teacher assigns each group a product that they will have to “sell.” Students research for facts and formulate opinions.</p> <p>Teacher presents a current problem to student (societal, community, person). Students illustrate the problem and solution using pictures, dialogue, a comic strip, or filmstrip.</p> <p>Teacher plays a piece of music. Students write their impressions, thoughts, and feelings as they listen.</p> <p>Students describe something about themselves that defines their personality.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • Compare two items/activities and make choice • Predict end of story • Relate “what would you do if…” associated with a character in a story • Complete a social story by selecting the appropriate icon for that environment • Listen to various styles of music; peer monitors facial expressions to determine preferences • Press switch to share prerecorded feelings on preferences of music • Participate in a cooperative group activity (e.g., assign a product selection using eye gaze on choice board, pull selection out of hat) • Share opinion (likes, dislikes) of product • Verbalize a list of traits that describe themselves as individuals; verbalize positive traits about peers • Assist peers in creating a brochure (e.g., using computer, icons) <ul style="list-style-type: none"> • Follow list (e.g., picture, object, written) of “things to do” • Indicate hunger/thirst by pointing/body movement • Use a picture list to gather items for activity • Respond correctly to directional signs in the school (e.g., boys, girls, exit, enter, faculty) • Use touch or movement cues to indicate a preference for next activity • Select desired items from snack bar using personalized picture menu <p>Other Evidence:</p> <ul style="list-style-type: none"> • • •
Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home	

Content Area: Mathematics 5-8

Number and Number Relations: In problem-solving investigations, students demonstrate an understanding of the real number system and communicate the relationship within that system using a variety of techniques and tools.	
Key Concepts: Expressive/receptive understanding of numbers, 1:1 correspondence, ordering/sequencing	
Sample General Education Activities	Sample Evidence
<p>Students recognize and describe the dependency of one quantity on another.</p> <p>Students factor a set of numbers into primes.</p> <p>Students mentally estimate sums, differences, products, and quotients of rational numbers.</p> <p>Students translate among fractions, decimals, and mixed numbers. Students recognize what is most appropriate in a given context.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • Use means of communication (symbolic or nonsymbolic) to request <i>more</i> or <i>less</i> • Count change to purchase snacks • Use calculator to calculate numbers • Match number on worksheet to number on calculator • Sequence items according to 1st, 2nd, 3rd, etc. • Locate price of item on sale paper • Point to food icons to order at snack bar • Estimate number of utensils needed to set table for class • Estimate total cost of items (e.g., 2 items) • Serve equal portions of snack to classmates • Demonstrate turn-taking skills in recreation/leisure activities • Follow order of circuit training activity <ul style="list-style-type: none"> • Use picture icons in sequence to complete a task (e.g., feed the fish, wash hands) • Use match-to-sample “money card” to purchase items from vending machine • Shelf items in school library according to numerical coding system • Give <i>n</i> number of items to each classmate • Demonstrate an awareness of a succeeding step in an activity • Extend hand with money in it to peer to purchase snack <p>Other Evidence:</p> <ul style="list-style-type: none"> • • •
Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home	

Content Area: Mathematics 5-8

Measurement: In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.	
Key Concepts: Telling time, using measurement tools, reading temperature instruments, differentiating sizes	
Sample General Education Activities	Sample Evidence
<p>Students copy or construct figures from given specifications, using a ruler, and make simple scale drawings.</p> <p>Students estimate the measurement of real-world objects using tons, square inches, square feet, teaspoon, fluid ounces, etc.</p> <p>Students read Fahrenheit thermometer, chart for a week, convert findings to Celsius, and numerically compare.</p> <p>Students track a hurricane on a chart using latitude and longitude.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • identify times of day identified with specific routines • compare concepts using various measurement tools • dress appropriately for the weather • compare concepts (e.g., lots, little, empty, full, more, less) using manipulatives • match temperature on thermometer to typical weather conditions (e.g., 30° = snow/ice, 80° = flowers/beach) • match weather picture to appropriate clothing • tell time to the nearest hour, half-hour, quarter hour, and minutes • locate day, month, and year on calendar • weigh in, read scale, and chart weight <ul style="list-style-type: none"> • order small/medium/large drinks at restaurant • pour pre-measured ingredient for science experiment/recipe • match picture/object activity cue to time/schedule • reach and grasp measuring cup/spoon with physical assistance • differentiate among sizes (big, small, tall, short) • respond to systematic touch/movement cue as a signal to transition to new activity • divide item (e.g., sandwich) in half <p>Other Evidence:</p> <ul style="list-style-type: none"> • • •
Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home	

Content Area: Mathematics 5-8

Data Analysis and Probability: In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical-thinking skills in order to make informed decisions.

Key Concepts: Directionality, organization of information, cause-and-effect, and choice making

Sample General Education Activities	Sample Evidence	
<p>Students solve real-world problems which involve elapsed time and other measurements (e.g., Bus pick up is at 7:55. It takes one hour and fifteen minutes to get ready and five minutes to get to the bus stop. What time do you need to set the alarm?)</p> <p>Students add and subtract like quantities represented by variables (e.g., $3x + 7x$, $8x - 2x$).</p> <p>Students analyze a set of data based on its range and how it is displayed (e.g., double bar graph depicting time spent on homework for two students).</p> <p>Students determine theoretical probability of an event by tossing a penny multiple times and recording outcomes.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • trace object on graph box for mathematics project • display data from class project on chart • use switch to activate tape recorder for class activity • select items from the cafeteria line • focus on time cue during transition periods (e.g., alarm clock, computer screen, icon) • organize icons into sequence to prepare snack/recipe • participate in cooperative group activity (e.g., toss coin for probability study) • touch computer window screen to initiate icon on computer • make choice of time to stop activity/time to take a break 	<ul style="list-style-type: none"> • use communication board to signal help for problem solving • locate necessary materials within work space • generalize the use of a switch to activate multiple devices • safely carry money in wallet/fanny pack • reach, grasp, hold, and release various objects used by peers in problem-solving activities <p>Other Evidence:</p> <ul style="list-style-type: none"> • • •
<p>Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home</p>		

Content Area: Mathematics 5-8

<p>Patterns, Relations, and Functions: In problem-solving investigations, students demonstrate an understanding of patterns, relations, and functions that represent and explain real-world situations.</p>		
<p>Key Concepts: Match to sample, sequence information, understand spatial concepts, differentiate between shapes</p>		
Sample General Education Activities	Sample Evidence	
<p>Students construct three-dimensional figures from two-dimensional patterns.</p> <p>Students copy a given figure using ruler, protractor, and/or compass.</p> <p>Students find centers, lines of symmetry, and angles of rotation by folding.</p> <p>Students recognize and describe patterns in objects, pictures, letters, words, geometric figures, and sequences of numbers.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • match coins to picture cards that illustrate item and amount needed • eye gaze/track sequential visual cues • identify patterns in the environment • name geometric shapes • fold flyers for mail out • sort utensils and dishes by size and shapes • wheel chair to right side of hallway • locate geometric figures in everyday object (e.g., stop signs) • stamp name in designated place • match item to picture symbol for purchase • place label on designated item 	<ul style="list-style-type: none"> • follow directions related to spatial concepts (e.g., over, under) within context of activity • pick up class materials and place in appropriate storage section according to shape, size, etc. • smile in response to touch/movement cue indicating anticipation of next activity • shelve items in the school library according to numerical codes • assist in layout/graphics of class newsletter • press to fold paper with peer assistance <p>Other Evidence:</p> <ul style="list-style-type: none"> • • •
<p>Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home</p>		

Content Area: Social Studies 5-8

Geography (Physical and Cultural Systems): Students develop a spatial understanding of Earth’s surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.	
Key Concepts: The world in spatial terms, places and regions, physical and human systems, environment and society	
Sample General Education Activities	Sample Evidence
<p>Students create a picture dictionary of Earth’s physical features.</p> <p>Students create and label a model of Earth with elevations.</p> <p>Students use a map to determine the different land masses.</p> <p>Students discuss ways in which people use their environment to construct shelters.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • transfer from class to class • check out book from public library • identify the state capital and major cities on map of Louisiana • read a rain gauge and chart monthly rainfall • participate in recycling project • cut out pictures of different types of terrain for class project • grasp and pull handle to crush aluminum in recycling project • manipulate clay to create a 3-D model of the earth • match festivals to icons (e.g., Mardi Gras beads/masks; Christmas tree) • locate areas of need on school campus (e.g., restrooms, water fountains) <ul style="list-style-type: none"> • tolerate a variety of positions (e.g., in prone stander, sidelyer, upright in wheelchair) to participate in learning activities • make a collage of Louisiana using tourist pamphlets • identify community sites through photographs • share magazines (e.g., <i>National Geographic</i>) • activate a switch or manipulate objects in theme related games • locate weather map in the newspaper <p>Other Evidence:</p> <ul style="list-style-type: none"> • • •
Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home	

Content Area: Social Studies 5-8

Civics (Citizenship and Government): Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.		
Key Concepts: Structure and purposes of government, foundations of the American political system, international relationships, roles of the citizen		
Sample General Education Activities	Sample Evidence	
<p>Students conduct a mock trial on teacher identified issue.</p> <p>Students define different forms of government.</p> <p>Students identify responsibilities of a citizen.</p> <p>Students establish two parties, define their platform, and hold an election.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • vote in class elections/decisions through personal communication system • use protocol to go through a checkout line • stand with hand over heart/eye gaze to flag for Pledge of Allegiance • recite role in mock trial by using a pre-recorded message (e.g., "Court will recess for 10 minutes."); use tape recorder to record mock court proceedings • take the newspaper from library/class to home • follow procedures when going through cafeteria line • place belongings in locker • solves conflicts with peers in appropriate manner 	
	<ul style="list-style-type: none"> • post current events in appropriate places • assume responsibility for personal belongings • demonstrate knowledge of governmental structure (e.g., president, governor) • fulfill the role of teacher selected position (e.g., line leader, errand runner) • adhere to classroom rules • create a slogan poster for candidate of choice within cooperative group <p>Other Evidence:</p> <ul style="list-style-type: none"> • • • 	
Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home		

Content Area: *Social Studies 5-8*

<p>Economics (Interdependence and Decision Making): Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.</p>	
<p>Key Concepts: Fundamental economic concepts; individuals, households, businesses, and governments; the economy as a whole</p>	
Sample General Education Activities	Sample Evidence
<p>Students calculate their shopping bill (e.g., price per pound) and determine the tax.</p> <p>Students create a budget.</p> <p>Students balance a checkbook with a predetermined amount of money.</p> <p>Students create and manage a class business.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • purchase choice of snack from vending machine • budget a set amount of money • identify the purposes of taxes • circle the price of an item in a weekly grocery circular • add prices of items to determine a total with peer assistance • check for change in a vending machine • sort and wrap coins earned in the class business • give purchased item to peer in class business • restock items in class business <ul style="list-style-type: none"> • hand cafeteria worker lunch card to scan • participate in age-appropriate school job/task (e.g., picking up sports equipment, shelving books in library, selling snacks at sports event) • use “next dollar” strategy when making a purchase <p>Other Evidence:</p> <ul style="list-style-type: none"> • • •
<p>Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home</p>	

Content Area: Science 5-8

Life Science: Students will become aware of the characteristics and life cycles of organisms and understand their relationship to each other and their environment.	
Key Concepts: Plants, animals, organisms, human body	
Sample General Education Activities	Sample Evidence
<p>Students illustrate and label plant and animal cells.</p> <p>Students plant seeds and chart growth.</p> <p>Students compare baby pictures with current pictures.</p> <p>Students smear chalk dust on hand, shake hands with next student, who turns, shakes hand with next student...</p> <p>Students chart inherited traits of students.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • sort picture cards of plants vs. animals • match pictures • use augmentative communication device to identify animals • refrain from putting inappropriate items (e.g., plant, soil) in mouth • eye gaze on plant or animal as requested • view cells through a microscope • attend to pictures related to theme • extend arm to shake hand, pass chalk, etc. • turn trunk/head to attend to different students • grasp and use tissues as needed • wipe hand • wash hands <ul style="list-style-type: none"> • cover hand over mouth/nose as appropriate • create graph of trait requested • identify most/least in graph presentations • take snapshot of family/friends • select picture of self from array • grow a plant from a seed • discuss body changes as one grows older <p>Other Evidence:</p> <ul style="list-style-type: none"> • • •
Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home	

Content Area: Science 5-8

Science and the Environment: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.

Key Concepts: Ecological systems and interactions, resources and resource management, environmental awareness and protection, personal choices and responsible actions

Sample General Education Activities	Sample Evidence	
<p>Plant identical plants in different types of soil; observe and record results of growth.</p> <p>Obtain several soil types; classify and label them with characteristics.</p> <p>Set up terrarium to observe, record, and compare difference variables (e.g., temperature, light, soil water content).</p> <p>Distinguish between renewable and nonrenewable objects.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • plant seeds • purchase supplies for class project • care for plant, given hand over hand assistance • measure seedling • eye gaze to plant • make traditional strip graphs • attend to speaker • toggle cassette player to on, off, record • use augmentative device to answer yes/no questions • utilize library references/resources • place phone call to invite guest speaker • dictate responses 	<ul style="list-style-type: none"> • assist in collection of samples • feel soil samples • match, by touch, various soil samples • place/affix labels as directed by peers • gather materials and supplies for experiment • use picture check list • sort items based on picture cues • grasp/release recyclable items to bins • identify potential pollution problems in the community • properly dispose of cleaning products <p>Other Evidence:</p> <ul style="list-style-type: none"> • •

Possible Instructional Environments: regular education class, library, gym, cafeteria, labs, school grounds, extracurricular activity sites, field trip sites, or home

Appendix C

Activities List

Alarm clock Dressing/undressing Choosing clothes Taking medicine Nail care	Listening to radio Using cassette/CD player Selecting and playing a video Using telephone directory Reading magazines/newspapers	Picking up personal belongings Cleaning up room Making bed Caring for clothes/shoes Doing laundry
Applying make-up Washing face/hands Brushing teeth Washing/drying hair Combing/brushing hair	Going to a park Climbing trees Skate boarding Jumping rope Jogging/running	Washing/drying dishes Putting away dishes Loading dishwasher Putting away food Taking out trash
Wearing glasses Wearing hearing aids Using braces/wheelchair Using communication devices Choosing menus	Playing catch Playing ball games Playing racquet games Participating on a team Karate/wrestling	Dusting/sweeping/vacuuuming Watching sibling Pet care Getting the mail Yard work
Helping cook Fixing snacks Clearing/setting table Packing lunchbox Using utensils	Swimming Bowling Skating Camping Fishing	Washing a car Household maintenance Getting school supplies Putting up/taking down chairs Erasing chalkboard
Choosing from cafeteria Ordering from menu Paying for meal Recycling trash Grocery shopping	Dancing Having a collection Skiing Horseback riding Weight lifting	Running school errands Helping in the cafeteria Library helper Peer tutor Custodial assistant
Using vending machines Using calendar Reading calendar Reading schedule Making an appointment	Playing computer games Playing board games Playing cards Doing puzzles Creating art projects	Hall/room monitor Paper route Babysitting Shoveling snow Raking/mowing lawn
Budgeting money Phoning friends Writing letter Doing homework Keeping diary	Needle crafts Woodworking Jewelry making Using a camera Making a scrapbook	Working in a store Helping with church services Visiting in a hospital Spending time with friends Managing a bank account
Phoning 911 Being home alone safely Riding the bus Riding a bike Walking to school, store	Flying kites Building models Singing Playing an instrument Having a pen pal	Attending a sporting event Doing a science experiment Learning a foreign language Having/going to a party Participating in holidays

Appendix D

Ecological Inventory

Student:	<i>Jane Doe</i>	Date:	<i>Sept. 15, 2003</i>
Teacher:	<i>Mr. Johnson</i>	Environment:	<i>School snack bar</i>

Activity Inventory	Skill Inventory	Discrepancies	Instructional Strategies/ Adaptations
Planned Activity: <i>Purchasing snack</i>			
Steps:			
1. Gather items (\$, wallet, purse)	-	Got purse, but not wallet	Teach skill
2. Go from class to snack bar	-	Turned down wrong hall	Use electric wheelchair with adapted switch, teach school layout
3. Wait in line appropriately	+		
4. Scan snack items	-	Needed prompting to scan shelves	Preselect items in class, teach locating skills
5. Request desired item	-	Needed point prompt	Voice output device with pictures
6. Hand money to student worker	-	Needed physical prompt	Use precounted \$ placed in envelope
7. Wait/receive change	-	Needed physical prompt	Teach skill
8. Wait/receive item	+		
9. Say "thanks"	-	Needed point prompt	Voice output device with pictures
10. Go back to class	-	Turned down wrong hall	Use electric wheelchair with adapted switch

Appendix E

Nine Types of Adaptations

1.	Size	Adapt the number of items that a learner is expected to learn or complete.
2.	Time	Adapt the minutes, hours, or days you allot and allow for task completion or testing.
3.	Input	Adapt the way information is delivered to the learner.
4.	Output	Adapt the way the learner can respond to instruction.
5.	Difficulty	Adapt the skill level or problem type according to the learner's need.
6.	Participation	Adapt the extent to which a learner is actively involved in the task.
7.	Level of Support	Increase the amount of human interaction with a particular learner.
8.	Alternate Goals	Adapt the outcome expectations while using the same materials.
9.	Modify Curriculum	Provide modified curriculum and instruction to meet a learner's individual goals.

Appendix F

Best Practices Checklist for Students with Low Incidence Disabilities

Mentor Information	Assigned Team		
<i>Name:</i>	<i>Contact Person:</i>		
<i>School System:</i>	<i>School System:</i>		
<i>Position:</i>	<i>School:</i>		
<i>School:</i>	<i>Telephone:</i>		
<i>Address:</i>	<i>Address:</i>		
<i>Phone:</i>	<i>Phone:</i>		
<i>Email:</i>	<i>Email:</i>		
<i>Additional activities planned (e.g., email, telephone, fax, video):</i>	<i>Team members completing Action Plan:</i>		
<i>Date of On-Site Visit:</i>			
SECTION I: Physical Setting Checkpoints	YES	NO	UN-CLEAR
1. Are the physical settings clean, appropriately lighted, and odor free?			
2. Is the temperature regulation in the environment adequate?			
3. Are the physical settings visually pleasant and appealing?			
4. Does the arrangement of the environment promote easy access for all individuals (e.g., work areas clearly marked, clearly delineated activity centers, work stations)?			
5. Are the settings arranged in a manner that facilitates needed support and supervision?			
6. Do the settings contain or provide interesting, age-appropriate, meaningful items and materials for students to use?			
7. Are the settings located and structured in a manner that promote and facilitate physical integration into the instructional setting?			

Best Practices Checklist for Students with Low Incidence Disabilities

SECTION II: Social Climate Checkpoints	YES	NO	UN-CLEAR
1. Is the number of people in the environment appropriate for its physical size and purpose?			
2. Do the people who share these environments get along with each other?			
3. Is the staff ratio in these environments adequate to meet the support needs of all the students at all times?			
4. Does the staff actively work to develop and maintain a positive rapport and relationship with the students?			
5. Does the staff promote and facilitate opportunities for social interaction with individuals who are not disabled?			
6. Is student dignity maintained in this setting?			
7. Are the students treated with respect?			
8. Is the student success acknowledged?			

Best Practices Checklist for Students with Low Incidence Disabilities

SECTION III: Curriculum Checkpoints	YES	NO	UN-CLEAR
1. Do students regularly participate and receive instruction (whether independent, supported or partial participation) in activities and tasks that are useful and meaningful to their everyday lives?			
2. Are these tasks critical for current and future participation in the community?			
3. When appropriate, do students participate in activities that occur in regular community settings outside of the home, school or workplace?			
4. Is the instruction that students receive individualized to meet the specific learner needs?			
5. Are the students' personal preferences and interests considered when determining the activities and tasks in which they participate and receive training?			
6. Do students in this setting have functional and appropriate means to communicate basic messages (e.g., requests, comments, rejections) to staff or others in the setting?			
7. Does the staff promote and reward communication?			
8. Are effective, efficient communication strategies being used by or taught to the students in this setting?			
9. Does the staff know the receptive language levels and skills of the students in this setting?			
10. Does the staff use appropriate means to communicate basic messages to the students in this setting?			
11. Does the curriculum reflect the general education curriculum?			
12. Have modifications/accommodations for access to the curriculum been utilized and clearly documented?			
13. If applicable, do students use assistive technology to access curriculum?			
14. Is self-management taught and incorporated throughout the day?			
15. Are transitions to post school environments planned and incorporated into the curriculum for students fourteen and older?			
16. Are related services integrated into the daily activities?			
17. Do students have access to meaningful materials from the general curriculum?			

Best Practices Checklist for Students with Low Incidence Disabilities

SECTION IV: Positive Behavior Support Checkpoints	YES	NO	UN-CLEAR
1. Is behavior viewed as communicative?			
2. Is functional assessment of behavior an ongoing process?			
3. Are interventions based on a functional assessment of behavior and reviewed on an ongoing basis?			
4. Are environmental modifications in place if needed?			
5. Are antecedent strategies applied (e.g., remove triggers, more support, break down task)?			
6. Are instructional strategies such as replacement behavior(s), relaxation skills, sensory integration skills, communication skills, and self-management being taught?			
SECTION V: General Support Checkpoints	YES	NO	UN-CLEAR
1. Do students have a way of knowing and predicting what they will be doing and when (e.g., Are schedules clearly posted and systematically taught to the students)?			
2. Does staff prepare students in advance for changes in typical schedules or routines?			
3. Do students have opportunities to exercise choice in terms of what they will do, when, with whom, and what rewards they will receive?			
4. Are general transitions across grade levels and settings planned, coordinated, documented, and implemented (e.g., a "life history" notebook)?			
5. Does the staff have training opportunities (e.g., state training, Department of Education technical assistance and training) in supporting and educating students with low incidence disabilities? If no, what further training is needed?			
6. Have paraeducators been trained (as above) in supporting and educating students with low incidence disabilities? If no, what further training is needed?			
7. Are appropriate supports (visual, auditory, tactile, proprioceptive, and kinesthetic) prompts and cues used as needed?			
8. Have the sensory needs of the students been considered?			
9. Do students have access/options for sensory activities?			
10. If needed, is a sensory diet provided throughout the day?			
11. Does the school provide joint-planning time for teams?			
12. Does the team have a process for planning and problem-solving?			

Appendix G

IEP Review Checklist

1. Are the following blanks filled in?			
<input type="checkbox"/> System	<input type="checkbox"/> Student name	<input type="checkbox"/> Meeting Date	
<input type="checkbox"/> Date of Birth	<input type="checkbox"/> ID #	<input type="checkbox"/> Evaluation Date	
<input type="checkbox"/> Primary Exceptionality	<input type="checkbox"/> Secondary Exceptionality	<input type="checkbox"/> Homebased School	
<input type="checkbox"/> Other School	<input type="checkbox"/> Grade		
2. Is the type of IEP indicated?			
<input type="checkbox"/> Initial	<input type="checkbox"/> Review	<input type="checkbox"/> Interim	<input type="checkbox"/> Declassified
3. Was the IEP team properly constituted?			
<input type="checkbox"/> Parents	<input type="checkbox"/> Special Education Teacher (s)	<input type="checkbox"/> Regular Education Teachers	<input type="checkbox"/> Official Designee of System
<input type="checkbox"/> Student	<input type="checkbox"/> Evaluation Representative	<input type="checkbox"/> Others	
4a.) Is the general student information adequate to use as information for developing the student's program?			
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
4b.) Are the following issues addressed?			
▪ Student's strengths	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
▪ Student's support needs	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
▪ Concerns of the parents	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
▪ General concerns noted in the most recent evaluation	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
▪ Student's present levels of educational performance, including how the student's disability affects the student's involvement and progress in the general curriculum; and for preschool children as appropriate, how the disability affects the student's participation in appropriate activities	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
▪ As appropriate, the results of the student's performance on any general state- or district-wide assessment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
▪ By the time the student turns 14, a statement of transition program needs that focuses on the student's course of study	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
4c.) When appropriate, are the following special factors addressed?			
▪ Communication needs of the student; in the case of a student who is deaf or hard of hearing, the student's language and communication needs	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
▪ Assistive technology devices and services	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

<ul style="list-style-type: none"> ▪ Health needs <input type="checkbox"/> Yes <input type="checkbox"/> No ▪ Positive behavioral intervention strategies and support <input type="checkbox"/> Yes <input type="checkbox"/> No ▪ Language needs of the students with limited English proficiency <input type="checkbox"/> Yes <input type="checkbox"/> No ▪ Consideration of the use of Braille in the case of a student who is blind or visually impaired <input type="checkbox"/> Yes <input type="checkbox"/> No
5. Are areas in which special education is needed noted under "Education Needs"? <input type="checkbox"/> Yes <input type="checkbox"/> No
6. Reevaluation comments <input type="checkbox"/> Yes <input type="checkbox"/> No
7. Are needed educational areas addressed? <input type="checkbox"/> Yes <input type="checkbox"/> No
8. Does the Specific Current Performance information include the following? <ul style="list-style-type: none"> ▪ Specific current performance (i.e., more than just grade levels or test scores) <input type="checkbox"/> Yes <input type="checkbox"/> No ▪ When scores are used, the measurement tool or assessment instrument/method <input type="checkbox"/> Yes <input type="checkbox"/> No ▪ Description of behaviors <input type="checkbox"/> Yes <input type="checkbox"/> No ▪ Is the information specific enough to allow for projection of annual goals? <input type="checkbox"/> Yes <input type="checkbox"/> No
9. Do the annual goals include the following? <ul style="list-style-type: none"> ▪ Specific behavior expected <input type="checkbox"/> Yes <input type="checkbox"/> No ▪ Measurable goals <input type="checkbox"/> Yes <input type="checkbox"/> No ▪ Related service goal, if needed <input type="checkbox"/> Yes <input type="checkbox"/> No ▪ Access to the general education curriculum <input type="checkbox"/> Yes <input type="checkbox"/> No
10. What methods of measurement are utilized? <ul style="list-style-type: none"> <input type="checkbox"/> Criterion Referenced Tests <input type="checkbox"/> Behavioral Charting <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Other ▪ Are the methods of measurement appropriate for the goal? <input type="checkbox"/> Yes <input type="checkbox"/> No
11. If appropriate, are the dates that the goal was achieved/completed on the current IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No

12. Are the short term objectives:		
▪ Clearly written in specific observable and measurable student behaviors?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Major components that are part of an annual goal?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Include a description of specialized materials/adaptive equipment, if needed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Indicate the type of evaluation criteria included.		
<input type="checkbox"/> Performance Standard	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Terminal Point of View	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Are the objectives appropriate to the annual goal?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
13. Are the objectives numbered correctly, i.e., M1.1, H1.3?		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14. If the student is being screened for ESY using Regression Recoupment criteria, are the objectives targeted for ESY data collection circled?		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
15. If appropriate, are the date(s) the objectives were achieved/completed given?		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
16. Are all persons responsible for implementation specified?		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
17. How does the student participate in the Louisiana Educational Assessment Program?		
<input type="checkbox"/> LEAP/CRT/NRT	<input type="checkbox"/> Alternate Assessment	
If "alternate assessment" is checked, is a justification provided?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
18. Have accommodations needed for LEAP testing been identified?		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
19. Does the student participate in regular classes with nonexceptional students?		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If no, is a justification provided?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
20. Has a Modifications/ Accommodations form been completed?		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do the accommodations needed in the instructional day match those needed for LEAP testing?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
21. Does the student participate in activities with nonexceptional peers?		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If no, is an explanation provided?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22. Have supports needed for school personnel been documented?		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No

23. Are all applicable criteria for ESY screening checked?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
24. How many minutes are in the student's total instructional day?	_____	
Is it comparable to the length of the school day for nonexceptional students?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
25. Indicate the type of special education instruction listed on the IEP.		
<input type="checkbox"/> Date to Begin	<input type="checkbox"/> Duration	<input type="checkbox"/> Individual or Group
<input type="checkbox"/> Location/Minutes per day/Sessions per week		
26. Indicate any needed direct services that are included on the IEP.		
<input type="checkbox"/> Date to Begin	<input type="checkbox"/> Duration	<input type="checkbox"/> Individual or Group
<input type="checkbox"/> Location/Minutes per day/Sessions per week		
27. Indicate the criteria for the related services listed on the IEP.		
<input type="checkbox"/> Date to Begin	<input type="checkbox"/> Duration	<input type="checkbox"/> Individual or Group
<input type="checkbox"/> Location/Minutes per day/Sessions per week		
28. Do related service needs on the IEP match those of the evaluation report?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
29. Is special transportation required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, is a description of the transportation provided?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
30. Are the total number of minutes in a special setting per week listed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
31. Are any needed comments listed in the comments section?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
32. Is the placement based on the educational needs of the individual student in the least restrictive environment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the placement match the total number of minutes listed in item 30?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is placement less restrictive than last year's placement?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If the placement was not in a regular class setting, did the description indicate that:		
<input type="checkbox"/> Removing the student from the regular classroom setting would result in improved educational opportunities and		
<input type="checkbox"/> Necessary services provided in a separate class could not be provided in a less restrictive environment?		

33. Is the type of special education service model checked?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
34. How often are progress reports sent home to parents? _____		
35. Did the officially designated representative sign and date the IEP?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
36. Did the parents/guardian/surrogate parent/competent major/ student check that they received a copy of "Educational Rights of Exceptional Children," the SDE brochures on "Least Restrictive Environment," and "Extended School Year Fact Sheet"?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Were they given an opportunity for an oral explanation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
37. Did the parents/ guardian/surrogate parent/competent major/ student sign and date the IEP?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
38. If appropriate, was the section on Alternative to Regular Diploma Options completed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If so, did the parent/guardian/surrogate parent/competent major/student sign and date this section?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
39. Is the site determination completed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If not, has a site determination form been filled out and signed by the ODR?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
40. Are the objective pages numbered correctly (i.e., page 1 of 3, page 2 of 3)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

IEP REVIEW CHECKLIST -TRANSITION SERVICES FORM

Note: The Transition Services Form is to be completed for each student who is sixteen (16) or older, or when the student is younger, but receives Transition Services. For students 16 years of age or older, this page is completed first.

41. Are the following blanks completed?		
▪ System	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Student Name	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Anticipated Exit Date	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Meeting Dates	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Date of Birth	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Grade	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ ID#	<input type="checkbox"/> Yes	<input type="checkbox"/> No
42. Have the date and method of student invitation been listed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
43. Were the following considered in documenting the student's future vision/desired preferences and interests for post school outcomes?		
▪ Postsecondary Education	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Vocational Training	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Integrated Employment	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Continuing/Adult Education	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Adult Services	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Independent Living	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Community Participation	<input type="checkbox"/> Yes	<input type="checkbox"/> No
44. Was note made how the preferences and interests were obtained?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
45. Were school action steps identified for the following:		
▪ School	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Student	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Family	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Agency	<input type="checkbox"/> Yes	<input type="checkbox"/> No
▪ Will these action steps clearly promote achievement of the student's future vision/desired preferences and interests for postschool outcomes?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
46. If a participating agency did not attend, was documentation provided identifying other means taken to assure that any needed participation would occur?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Appendix H

General Safety Checklist

- STORE toxic or hazardous materials/cleaners in a locked area in original containers.
- ELIMINATE potentially harmful plants from the classroom.
- COVER electrical outlets with plugs.
- ELIMINATE any insects, rodents, or other pests.
- DISINFECT table tops, toys, and manipulatives at least once per week.
- DISINFECT daily items that children may place in their mouths.
- COVER trash cans.
- MOP floors with disinfectant daily.
- VACUUM carpeted areas daily.
- DISCARD broken toys, manipulatives, crayons
- INSPECT toys and manipulatives for loose parts.
- WEAR disposable gloves when dealing with body fluids or wastes.
- DISINFECT immediately any surface contaminated by bodily fluids or wastes.
- STORE medications under lock and key.
- SECURE shelving and furniture so that they cannot tip over.
- SANITIZE toilet training chairs after each use.
- RESTRICT diaper changing to a diaper changing area which is disinfected after each use.
- INSPECT playground areas and equipment.
- OTHER

Appendix I

Structuring Activities

The **preparation**, the **core**, and the **closure** play a vital role in the success of any activity. Consideration must be given to the following:

Preparation

Students with significant disabilities should know or be prompted about the schedule of the instructional day. Typical students, probably from the preschool years on, understand the routine of the day. Students with significant disabilities, however, may not easily recognize routines. Sometimes it is necessary to make adaptations to teach routines to students with disabilities. A student schedule of activities is one way that teachers can help students take command of a day's routine and prepare them for upcoming activities. With middle and high school students who are able to read, using the same type of wallet schedule as a typical peer is appropriate. For nonreaders, a small pictorial representative of the activity is appropriate. Other ways of preparing can include gathering materials needed for a certain activity or discussing the upcoming activity.

Preparation is a skill taught to typical students routinely and subtly. In fact, most teachers don't consciously think about preparation, but it is part of every appropriate instructional activity. Some examples of subtle preparation activities include: instructions for gathering materials for math, light blinks for changing activities, and a bell to signal change of classes.

Core

The second phase of an activity involves the activity itself and is referred to as the **core**. The core of an activity reflects exactly what has been set out to accomplish. For example, an activity-based goal may be for a student to walk to and from two different neighborhood convenience stores and purchase a snack under one dollar. The core of the activity involves two things. The first part is the actual walking to the store, which involves street crossing skills. The second part of the core activity involves purchasing the snack from the convenience store. Skills such as locating the item, choosing the item, maneuvering through the store with the item, and paying for the item are all part of purchasing.

Closure

The third and final phase of an activity brings closure to the activity. It lets the student know that the activity is over and it is time to move on to something else. For the activity of walking to and from a convenience store to purchase a snack under a dollar, an appropriate closure to that activity would be actually eating the snack. For some students, an appropriate closure to an activity is providing feedback on performance. For a seven-year-old who waters plants in the school library, several closures are possible. The librarian may thank him and tell him he did a good job, or he may get five minutes to browse around the library and/or read a book.

Some teachers refer to the student's schedule to close an activity. The student may have to remove the previous activity and identify the next one on the schedule. The student's assessment provides valuable information about the type of closure needed.

Appendix J

Sample Task Analysis

Student: _____
Teacher: _____
Site: _____

Planned Activity: <i>Hand washing</i> Steps:	Dates								
1. Turn on water.									
2. Wet hands.									
3. Pick up soap.									
4. Rub soap on tops and palms of hands.									
5. Put down soap.									
6. Rub hands together.									
7. Rinse off soap.									
8. Turn off water.									
9. Pick towel.									
10. Dry hands.									
11. Hang up towel.									

Appendix K

IEP Grid Directions

When planning the IEP and the subsequent schedule for a student, the instructional team may use the IEP grid to target daily or weekly opportunities to teach, support, or adapt activities and basic skills. This grid will help to organize the student's day and will ensure that all IEP objectives are addressed throughout the week. Completing the grid with other team members will help each person working with the student to focus on how, where, and when specific IEP objectives will be taught. The grid is organized in the following manner:

1. In the left column, list the student's daily schedule: for example, if the student is included in 2nd grade class for a full day, list all activities that occur in the class on a daily basis.
2. List the IEP objectives across the top.
3. Cross-match objectives with the class schedule. For each activity, ask "Can the listed objective/skill/activity be taught here?" If *yes*, place a check in the box. If *no*, leave the box blank.
4. Repeat this process until all objectives have been evaluated.
5. With team input, scan the sheet and evaluate whether or not all objectives are adequately covered within the activities scheduled. If a problem exists, the team should generate additional activities that address the objectives.

Sample IEP Grid

Student: <i>Tom Dixon</i>	Date: <i>10/11/03</i>
Classroom Teacher: <i>Mrs. Smith</i>	Support Teacher: <i>Mr. Jones</i>

Daily Schedule	Use Greetings	Follow Directions	1:1 Correspondence	Match Pictures/Letters	Improve Listening	Take Turns	Increase Vocabulary	Use Aug. Comm. Device	Bilateral Hand Coordination	Hygiene	Make Choices	Negotiate Environment	Sort
Arrival (bus)	x	x						x		x	x	x	
Breakfast	x	x					x	x	x	x	x	x	
Homeroom	x	x	x	x	x	x	x	x	x		x		
Language Arts		x		x	x	x	x	x	x		x		
Recess	x	x				x	x	x		x	x	x	
Math		x	x		x	x	x	x	x		x		x
Lunch	x	x		x			x	x	x	x	x	x	
Social Living		x	x	x	x	x	x	x	x		x		x
Music		x			x	x	x	x	x		x		
Art		x	x	x	x	x	x	x	x		x		x
Physical Education		x			x	x	x	x	x		x		
Library		x		x	x		x	x	x		x	x	
Departure	x	x						x		x	x	x	

Appendix L

McGill Action Planning System (MAPS)

The following planning system is intended to be conducted by the instructional team with input from a variety of persons significant in the life of the student with disabilities. MAPS is a planning system designed to assist the instructional team in "getting to know" the student or child with disabilities. MAPS is an opportunity for all persons relevant to the student's life to convene and share dreams, fears, expectations and ideas. MAPS helps to create a vision for a student's life and to confirm the commitment of all involved with the student to the vision of inclusion (O'Brien et al. 1989). While there are no hard and fast "rules" to the MAPS process, there are some guidelines for successful MAPS..

MAPS requires about 3-4 hours to complete and is often accomplished in two sessions. People are key to the success of a MAP. First, a **facilitator** is needed. If possible, a facilitator with group management experience is desirable. Sometimes groups are difficult to facilitate. Skills in managing discussions, dealing with dominant personalities as well as with drawing out participants who might be a bit passive are needed in a facilitator.

Second, there must be relevant people. The following people might be a part of a MAPS session:

1. **Family (extremely important!).** Family might include parents, siblings, grandparent, godmother, aunt, cousin, etc.
2. **Student.** The student with disabilities should be present. He or she should never be excluded because of the severity of his/her disability. MAPS operates under a zero-reject assumption. Find ways for the student to participate.
3. **Friends.** Typical peers can and should be a part of the MAPS process. To not include typical peers devalues the student whose MAP is being conducted. Typical peers can contribute information that is vital to the instructional program. Further, nondisabled students' participation in the MAP often results in increased social interactions both on and off the school campus (Vandercook and York, 1990).
4. **Teachers and other school personnel.** Teachers, both general and special education teachers should be included. Related service providers, paraprofessionals and administrators might also be key MAPS participants.
5. **Other key persons.** Other people who might participate in a MAPS include neighbors, sitters, minister, etc.

Third, ask key questions. There is no one procedure to follow here. Asking the questions depends a great deal upon the family situation, the family relationship with the teachers and instructional team, and the style of the facilitator. Answers to the questions are recorded on large sheets of paper (butcher paper works well) taped or affixed to the wall. Some of the key questions to be answered during a MAPS include:

1. **What is a MAP?**
Answering this question allows, especially young children, to have an opportunity to delineate and understand the purpose of the planning session.
2. **What is your child's history?**
The team should try not to be critical at a family's response to this question, even if the family members seem defensive. Accepting the responses of each participant as "valid" and "important" is critical to the MAP.
3. **What is your dream?**
Everyone should have an opportunity to respond to this question.
4. **What is your nightmare? What is your greatest fear?**
The answers should be accepted regardless of how they might sound to the listener. Words should be recorded as accurately as possible.
5. **Who is ---? What are his/her gifts, abilities and interests? What words describe--?**
6. **What does -- need the most? What kind of assistance would be best?**
Here participants might focus on either the future or the present. Team members should listen carefully and focus in on what is being said.
7. **What happens or do you see happening in the regular classroom? What is the ideal day? What is --'s day like now?**
This question sets the vision for inclusion. It also may identify some areas for the team to consider when planning modifications or other strategies.
8. **What ideas do we have for addressing each of ---'s needs?**
Here the team begins to generate strategies for implementing an inclusive program. Teachers, parents, peers, the student and others can begin to brainstorm ways to make inclusion work.

During the MAP, participants can take breaks, have a snack, sit on the floor, etc. At the end of the MAP, the facilitator should acknowledge each participant's contribution. The family should be thanked. Sometimes facilitators present the family with a small gift - a plant, a picture, box of candy, etc.

Following a MAP, the team should identify ways to use the information gathered. Certainly, the information can help with generating the IEP, although MAPS is not specifically used for IEP planning. Perhaps a series of additional meetings can be established. Or, a communication system among participants might be created. Students might make plans to connect with their classmates after school or on the weekend. MAPS should be conducted yearly to reexamine the vision of inclusion and to reaffirm the team's commitment to it.

Sample MAPS Discussion

The following is a brief excerpt from a MAPS session focusing on an 8 year old child with disabilities in an inclusive setting in a Louisiana school system. Participants in the MAPS session included the student, her parents, classmates, administrative staff, and both regular and special education personnel. The information derived from the MAPS session was used to guide the development of and enhance the student's overall educational program. In addition, this process helped to build team collaboration.

Dreams for Student

- Parent: Have choices and control over her life with supportive friends
- Teacher: Be able to communicate her choices
- Classmate: That she has more friends and learns to roller skate
- Classmate: That she lives anywhere she wants to live
- Principal: That she will be happy
- Speech Therapist: She will have companionship
- Paraprofessional: She will succeed in reading
- Supervisor: That she be accepted by all people
- Classmate: She be able to choose her friends

Nightmare for Student

- Classmate: She stays in the second grade all her life
- Classmate: She might be lonely
- Teacher: Being taken advantage of - being lead astray
- Teacher: No freedom, no independence
- Supervisor: After she exits school, she sits at home all day
- Parent: If something happened to parents, she would be institutionalized
- Paraprofessional: Not being accepted at whatever she decides she wants to do

Student's Gifts, Talents, and Abilities

- Classmate: She is fun to play with
- Classmate: She acts out movies real well
- Teacher: Has good sense of humor, funny
- Supervisor: Great with computers
- Teacher: Gentle with classroom pets
- Speech Therapist: She puts puzzles together well
- Classmate: She can create things
- Parent: When she is good at something, she is really good at it

Student's Needs

- Classmate: Read books instead of flipping pages
- Classmate: Needs to be loved
- Parent: Accepted in spite of her differences
- Paraprofessional: Not to get frustrated
- Teacher: Needs to communicate and express herself
- Classmate: Needs to learn new games
- Parent: Respond verbally to requests

The Ideal School Day

- Classmate: Would go to the bathroom/PE, etc., following the routine of the day
- Teacher: Put her things away
- Classmate: Gets respect like every other kid
- Classmate: Could go to reading club on Wednesdays
- Parent: More interaction

What It Would Take

- Parent: Bring her to school early, perhaps ride the bus
- Classmate: We could get her to say words, say it for her and ask her to repeat
- Classmate: Ask her what she wants to do
- Speech Therapist: Help her expand sentences - to make them longer - model sentences
- Classmate: People who are through with their work could help her
- Classmate: Talk to her and read a book with her
- Teacher: Re-work discipline program
- Speech Therapist: Chart/incentive program established
- Classmate: Show her by example how to follow class routine
- Classmate: Be patient with her

Appendix M

COMMUNICATION ANALYSIS FORM

Identify the communication methods used by the student.

Communication Method	Needs personal attention	Needs help or assistance	Wants preferred object, food, or activity	Needs a break	Needs aid to feel better	Needs information	Needs to be alone	Rejects activities or demands	Does not know answer/ can't perform
Single word speech									
Telegraphic speech									
Complete sentence speech									
Echolalia									
Nonverbal vocalizations									
Manual sign language									
Fingerspelling									
Typed, written, or drawn messages									
Tangible symbols, communication device									
Facial expressions									
Body movements with eyes or hands									
Movement patterns									
Behavior such as abuse, aggression									
Does nothing									

Appendix N

Inclusion Planning Sheet Directions

The Inclusion Planning Sheet is a tool designed to assist the instructional team in planning for the supports and modifications needed to ensure that a student with disabilities can meaningfully participate in the general education setting. In completing the form, a special education staff member would observe a student with disabilities in the general education setting as the student proceeds through the daily activities. It may take several pages of the form to document the student's schedule adequately across the entire day. The form is completed as follows:

Column 1: Classroom Activities/Routines

List/describe the general education activities/routines of the day as they occur across specific time periods (e.g., arrival on the bus, circle time, group reading, individual language arts activities).

Column 2: Observation Analysis

Observe and record the student's behavior/response during the corresponding activity/routine: for example, was the student able to complete the activity/routine unaided? Was he/she able to participate in a meaningful way? Were supports and modifications needed?

Column 3: IEP Objective

Place a check mark in this column if the student has a corresponding IEP objective for this activity/routine.

Column 4: Support/Modifications

Describe the necessary modifications or supports needed for the student to perform the activity. Input from the instructional team is needed to complete this section adequately.

Column 5: Action Steps/Timelines

Describe the steps that must be taken, as well as the time frame in which they must occur, to ensure that the student is appropriately supported in her/her program.

Inclusion Planning Sheet

Student:	Date:
Classroom Teacher:	Support Teacher:

Classroom Activities/Routines	Observation Analysis	IEP Obj.	Support/Modifications	Action Steps/Timelines

Inclusion Planning Sheet Sample

Student: <i>Travis</i>	Date: <i>9/10/2000</i>
Classroom Teacher: <i>Mrs. Marie</i>	Support Teacher: <i>Mr. Boudreaux</i>

Classroom Activities/Routines	Observation Analysis	IEP Obj.	Support/Modifications	Action Steps/Timelines
1. Arrival on bus	Couldn't mobilize his wheelchair		Duty teacher to supervise/two peers to assist	Mrs. Brown to arrange supervision at beginning of school year
2. Breakfast in cafeteria	Ate with his fingers/couldn't open milk	X	Para to support with peer socialization Use adapted spoon and provide physical assistance Use communication booklet with picture of drink and food	Mrs. Todd to arrange at beginning of school year Speech therapist to review/observe
3. Homeroom/Morning Meeting Announcements Roll call Assignments	Listened attentively Smiled when named Listened attentively	X X X	Press switch to signal a "here" or a "Good morning" Peers to support with jobs (e.g., water plants, feed fish)	Mrs. Green and speech therapist to arrange at beginning of school year Mrs. Green and Mrs. Brown to decide jointly on appropriate jobs and support needs
4. Writing Workshop Illustrating story	Couldn't identify written name when presented with two name cards Did not participate	X	Present two name cards with attached pictures (fade pictures) and provide name stamp to write name Para to provide physical assistance for cutting, give choices between pictures (yes/no response), and peers assist with gluing	Mrs. Brown at beginning of school year Mrs. Green to select and guide peers as needed

Appendix O

Ways to Say “Good”

These phrases and sentences can be used in class or written as words of encouragement on students’ papers. Make these feedback “starters” more specific by adding details about what the student did well.

I’m glad you brought that up.
You’re on the right track.
That’s fine.
That’s the way.
You’re a winner.
You may put yours on the bulletin board.
That’s the first time anyone has thought of that.
I have faith in you.
I appreciate what you have done.

I know it will work
Go ahead...try it.
I like that.
Good for you.
I never thought of that.
You can do it,
That’s fantastic.
I’m pleased with what you’ve done.
Keep up the good work.
Good responses.

Wonderful job.
Beautiful work.
A fine answer.
You’re thinking.
That’s really nice.
Excellent work.
Everyone is working so hard.
Thanks for your contribution.
I’m proud of you.

Very good, why not show the class?
Really sharp.
That’s really impressive.
That’s clever.
It looks as if you have put a lot of work into this paper/project/essay.
Now, you’ve got the hand of it.
Nice going.
That’s great.

Neat work.
You catch on very quickly.
I can tell you’ve been practicing.
You should be very proud of this.

That’s clever.
Thank you.
That’s a prize job.
That shows thought.
I like the way you explained that.
That’s quite an improvement.
Nice speaking voice.
It’s a pleasure having you as a student.
You make being a teacher very worthwhile.

You’re doing fine.
You do so well.
I’m pleased.
I’m glad you’re here.
You’re tops.
That shows a great deal of work.
That’s a good way of putting it.
That’s a feather in your cap.
That’s an excellent idea.
That’s well thought out.

Show us how.
You are improving.
This is the best yet.
That is very imaginative.
I like the way you’re working.
I appreciate your attention.
I appreciate your help.
That’s first-class work.
That sure looks like it’s going to be a great report.

Very creative.
Good thinking.
You’re on the right track.
Exactly right!
Superior work.
That’s a good observation.
That’s coming along nicely.
I agree.
I looked at that last night and really like it.

That’s a great idea!
I admire your work.
You certainly did well today.
Now, that’s what I call a good job.

Appendix P

Parent Preferences for Home/School Communication

Student's Name:	Person Completing this form:	Date:

What kinds of information would you like to receive from school?	How often would you like to have this information?		
	DAILY	WEEKLY	MONTHLY
<input type="checkbox"/> Progress on skills			
<input type="checkbox"/> Activities with nondisabled peers			
<input type="checkbox"/> Social habits/interactions			
<input type="checkbox"/> Eating habits			
<input type="checkbox"/> Bathroom habits			
<input type="checkbox"/> Sleeping habits			
<input type="checkbox"/> Difficult behaviors			
<input type="checkbox"/> Other _____			

What other types of information would you like to receive from school?

- Special accomplishments (as they occur)
- Special activities (assemblies, programs, class trips, etc.)
- Other (please specify) _____

How would you like to have this information shared?

- Notebook
- Brief phone call from school staff
- Brief phone calls to school staff
- Other (please specify) _____

What other types of communication would you be interested in?

- School visits
- Individual conferences
- Home visits
- Newsletters
- Other (please specify) _____

Appendix Q

Inclusive Education Video Programs

Title: “...with everybody else” (1992)

Source: Louisiana Department of Education, Division of Special Populations

Description: This video describes inclusive programs in Caddo, West Feliciana, and Lafourche Parish School Systems. Administrators, faculty, staff, and parents discuss the programs and the benefits of inclusion for students in these School Systems.

Title: *We learn from each other.* (1996)

Source: Louisiana Department of Education, Division of Special Populations

Description: This video program was designed primarily for an audience of instructional personnel and direct service personnel (e.g., special and general education teachers, paraprofessionals, related service personnel). The video program describes how inclusive schools in a number of school systems in Louisiana are operated.

Title: *Let the children show you the way.* (1996)

Source: Louisiana Department of Education, Division of Special Populations

Description: This video program was designed primarily for an audience of education administrative personnel (e.g., principals, special education supervisors, superintendents). The video program addresses administrative aspects of implementing a successful inclusive education program.

Title: *A reason to Look Up* (1997)

Source: Louisiana Department of Education, Division of Special Populations

Description: This video program was designed for audiences of both parents and professionals. The video program consists of a variety of individuals with disabilities and their family and friends giving their perspectives on inclusive education.