

# IEP Boot Camp Session 3

## Determination of Services



Sumner County Educational Services Int. 619  
December 4<sup>th</sup>, 2013

# Special Education Services

- Instruction to meet the unique needs of a student who is identified as having a disability.
- Adapting, as appropriate, to the needs of each student with a disability
  - the content,
  - methodology, or
  - delivery of instruction
- Ensure access to general education curriculum



# Frequency, Location, Duration

The law mandates that a student's IEP MUST have the:

- Frequency (How often-daily, weekly, ~~as needed~~,
- Location (where)
- Duration (how long)

Of the services (including accommodations), modification, and other supports for school personnel need to be documented on the student's IEP.

# Activity 1

- Identify frequency, location, duration

Tony will receive individualized reading and writing instruction in the resource room each day during the language arts block.

# Activity 2

- Identify frequency, location, duration

When the weekly math assessment equals to or exceeds 30 minutes in the general education classroom, Heather will have a 3 minute break for every 15 minutes of math assessment throughout the year.

# Activity 3

- Identify frequency, location, and duration

Kerry will receive reading and writing instruction in the resource room each day during the language arts block. She will not be participating with her peers in her regular 4<sup>th</sup> grade classroom during this block since she will be receiving individualized instruction in the resource room.

# Related Services



- Developmental, corrective, and supportive services that are required to assist a student identified with a disability to benefit from special education.



# Related Services List

- Transportation
- Assistive Technology
- Audiology
- Counseling Services
- Interpreting Services
- Occupational Therapy
- Orientation and Mobility Services
- Physical Therapy
- Speech/Language Services (if not SL)



# Supplementary Aids and Services

Supplementary aids and services, or other supports (including accommodations) are services provided in the general education classroom or other education related settings that enable the student to be educated with non-disabled students to the maximum extent appropriate.

# Accommodation/Modification Activity

# Accommodations

Accommodations (included supplementary aids and services) are small changes in procedures that DO NOT change what is being taught or measured. An example of an accommodation is a change in mode of instruction (e.g, visually, tactually, orally, etc.)

# Remember

## REMEMBER:

If a student uses an accommodation on a state or district wide assessment, that accommodation needs to be used in daily instruction also.



# Discussion

- What is the purpose of an accommodation?
- Who is responsible for the accommodation?
- Give an example of an accommodation that you have used.
- How are accommodations interpreted? By general ed? By special ed? By parents?

# Modifications

Modifications are changes in procedures that DO change what is being taught or measured.

- Examples

- is reducing the number of distractors for a multiple answer question on a course quiz
- Pass/no pass
- Word bank
- Projects

# Support for School Personnel

# Remember:

Remember:

If a student has other supports for school personnel identified on his/her IEP, the types of training and/or supports need to be documented on the student's IEP.





# PLAAFP

Zachary is taking 2 classes at ABC High School. He is taking a welding class at the local community college for combined credit. Zachary's strengths are his participation in class and his increased effort to complete work in a timely manner. He is a hands on learner and has a desire to get started on a career path, as demonstrated in his welding class at the community college.

Zachary's English teacher reports that Zachary has 1 missing assignments this quarter, although in the past this has been a problem. He would wait and start them late and not be able to get them finished in time. His participation in class has been excellent this last month and his performance on quizzes has been fair. He is currently using no accommodations or para support other than for a test (alternative setting, extended time). For writing assignments Zachary will require assistance for time management and organizing thoughts on extended writing assignments such as a research paper. His grade was a 43% first 9 weeks and is currently 81%. This class is required for graduation. He has one missing assignment in English.

In Government, Zachary has no missing assignments and participates well in class discussions, his daily work is decent and average on tests. He has gone to an alternative setting for tests. He has 1 MA in Government. Mother reports that Zachary has made good progress and she is pleased with his effort but would like to see some continued support available.

Impact of Exceptionality: Zachary's ADHD has contributed to his organizational challenge. In the past he has not begun assignments on time, worked in an organized way or gotten the assignments completed correctly and in a timely manner. This has affected Zachary's success in classes.

# Activity

- What services are needed?
- What accommodations are needed?
- What modifications are needed?
- Frequency, location, duration?
- Impact?
- What goals would you write?

# ESY

- Extended School Year
- Must document regression
  - Academics
  - Behavior
  - Related services

# Determining ESY

- Is a significant regression anticipated if ESY services are not provided? (How long will it take them to regain skills?)
- What is the nature and severity of the disability(ies)?
- Are instructional areas or related services needed that are crucial in moving toward self-sufficiency and independence?

# Documentation

The IEP Team could use the following information and data in determining the need for ESY services:

- a. Teacher assessment of the student's success with various instructional interventions;
- b. Criterion-referenced and standardized test data;
- c. Health and health-related factors, including physical and social/emotional functioning;
- d. Past educational history, as appropriate, including any ESY services;
- e. Direct observation of the student's classroom performance;
- f. IEP goals and objectives;
- g. Student performance (pretest and posttest data);
- h. Behavior checklists; and
- i. Parent interviews and student interviews where appropriate.

# ESY Information

- If you know a student does not need ESY, mark as No
- Number of students attending ESY should be a small percentage of students we serve
- Lists due by Friday, April 4th