

IDEA

INDIVIDUALS WITH

DISABILITIES

EDUCATION

ACT

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for NC TEACH

North Carolina State University

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ACT

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Infants and toddlers with disabilities (birth-2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3-21) receive special education and related services under IDEA Part B.

US Department of Education

TRUE OR FALSE

1. Anyone can receive an IEP?
2. An IEP only has to be reviewed upon the request of the parent?
3. A student automatically qualifies for services if they have a documented disability?
4. An IEP is a legal and binding document?
5. There is little money for regular education programs due to the cost of Special Education services.

TRUE OR FALSE

6. A student can be placed on a waiting list for Special Education services.
7. Regular educators are not responsible for the implementation of IEP goals.
8. To be eligible for services a student's identified disability does not have to have an adverse affect on his education.
9. Gifted students come under the "umbrella" of Special Education.
10. A student doesn't have to use the accommodations as designated in the IEP on a regular basis to receive them on standardized testing.

The “Language” of Special Education

What do they all mean???

LRE -

ADD

FBA

FAPE

SLD

DEC

AU

TBI

ESY

NVLD

IDEA

What do they Mean???

LRE - Least Restrictive Environment

ADD – Attention Deficit Disorder

FBA – Functional Behavior Assessment

FAPE – Free Appropriate Public Education

SLD – Specific Learning Disabled

DEC – Department of Exceptional Children

AU – Autistic

TBI – Traumatic Brain Injury

ESY – Extended School Year

NVLD – Non-Verbal Learning Disorder

IDEA- Individual with Disabilities Education Act

Identified Areas of Disabilities in North Carolina

- AU – Autism Spectrum Disorder
- DB – Deafness-Blindness
- DD- Developmental Disability
- DF – Deafness
- ED – Serious Emotional Disability (SED)
- HI – Hearing Impaired
- ID – Intellectual Disability
- MU – Multiple Disabilities

Continued

- OHI – Other Health Impaired
- OI – Orthopedic Impairment
- SI – Speech an/or Language Impairment
- SLD –Specific Learning Disability
- TBI – Traumatic Brain Injury
- VI – Visual Impairment – including blindness

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LEAST RESTRICTIVE ENVIRONMENT

- The least restrictive environment in the school setting is the regular education classroom.
- The LRE is determined for a student with identified disabilities by an IEP team, a 504 committee or a committee who has determined Limited English Proficiency.
- LRE allows a student to function and gain benefit from their educational program “to the maximum extent appropriate”. This environment is one in which a child’s academic (learning) and physical needs can be met.

LEAST RESTRICTIVE ENVIRONMENT

- **Mainstreaming** is the process where a special education student attends the same class/academic track as their non-disabled peers.

Inclusion classrooms include both children who are special needs and their non-disabled peers. Usually an inclusion classroom is led by both "regular" and special ed teachers, and there may also be para-professionals (classroom aids). The term inclusion is not used at all in the IDEA, though often times its used with it.

The IDEA calls for children with disabilities to be educated **to the maximum extent appropriate** in the least restrictive environment (LRE) which is implied to be the "regular-ed" classroom. The keywords above is appropriate.

Accommodations/Modifications

What are Testing Accommodations?

What are Instructional or Testing
Modifications?

Which Students are eligible for accommodations?

- A student with identified disabilities who has been determined to be eligible for an/a

Individualized Education Program (IEP) or
Section 504 Plan

- A student who has scored below superior in reading on the most recent IPT administration and is identified as LEP (Limited English Proficiency)

What Are Testing Accommodations?

- Variations in the administration of a teacher made assessment or a standardized assessment.
- Legitimate accommodations do not change the intended purpose of an assessment nor the significance of the scores.
- Accommodations are use to “level the playing field” for those identified with disabilities – not to give them an advantage.

Testing Accommodations (continued)

- Allows students to gain access to regular/standard test administration
- Accommodations must be identified in a student's IEP , Section 504 Plan or LEP Plan (Limited English Proficient documentation)
- Accommodations must be used regularly during instruction and by the student and on similar tests given throughout the year.

Determination of Accommodations

- Student with disabilities

IEP team determines which accommodations are appropriate and necessary

Section 504 committee

A student who has been identified as Limited English Proficient:

School-based team/committee

Documentation of Accommodations

- For Student with Disabilities:
IEP
Section 504 Plan
- For Student identified as limited English proficient:
LEP documentation (created by LEA)

Testing vs. Instructional Accommodations

Testing

Mark in book
Extended time
Large Print
Separate
Setting
Read Aloud
Multiple test
session

Instructional

Graphic Organizer
Peer tutor
Teacher or Peer Notes
Preferential seating

Types of Accommodations

- Assistive Technology Devices
- Modified Tests
- Separate/Distinct Environments



Assistive Technology Devices and Special Arrangement

Accommodation	Students with Disabilities	Students Identified as LEP
AT Devices	X	
Dictation to Scribe	X	
English/native Language Dictionary or Electronic Translator		X
Interpreter/Transliterators Signs/Cues Test	X	
Student Marks Answers in Test Book	X	
Student Reads Test Aloud to self	X	X
Test Administrator Reads Test Aloud	X	X

Unique Testing Environments

Accommodation	Students with Disabilities	Students Identified As LEP
Home/Hospital Testing	X	
Multiple Test Sessions	X	X
Scheduled Extended time	X	X
Testing in Separate Room	X	x

Most Commonly Used Accommodations For Testing

- Scheduled Extended Time
- Read aloud (English I EOC cannot be read)
- Testing in Separate Room
- Students Marks Answers in Test Book
- Multiple Test Sessions

Commonly Used Instructional Accommodations

- Peer notetaker/copy of teacher notes
- Preferential seating – student is seated within the classroom in a location based on their needs.
- Graphic Organizers
- Study Guides
- Read aloud
- Oral testing
- Dictation to scribe
- Extended time on assignments
- Extended time on tests/quizzes

MULTIPLE TEST SESSIONS

- Does the student require additional time to complete assignments or tests or a period of several periods or days?
- Does the student have difficulty focusing for lengthy periods of time?

Multiple Test Sessions

- Document how test administration is to be divided in separate sessions:
- Frequent breaks – amount to time, how many over multiple days – how many
- If Schedule Extended Time is not written in the IEP, 504, or LEP then the student is only to granted the amount of time as designated by the testing manual.

Multiple Testing Sessions

- A student is not permitted to look back over completed work which was completed in a previous session.
- Before ending a session the testing administrator is to tell the student to review their work and that they will not be able to change any responses in following sessions.
- A teacher can divide the test into sections, may have one item per page (depending on the student) thus preventing the student from viewing the entire test.

Multiple Test Sessions (continued)

- If a test is to be completed over multiple days or with lengthy breaks a student may participate in classes if the general testing is completed. (Teacher assessment or state test)
- A student may not return to any section of the test to complete any unanswered questions once the test is completed.

TESTING IN SEPARATE ROOM

- Does the student demonstrate behaviors that would distract other students?
- Does the student require frequent redirection to complete a task?
- Is the student impacted by noises/distractions from outside sources?

Testing in Separate Room

- One –on- one of small group
(must be designated in students plan)
- It MUST be used if the student has the following additional modifications
 - Assistive Technology that reads the test aloud(without a headset)
 - Student reads aloud to self
 - Administrator reads test aloud

Testing in Separate Room

One – on - One

- In a one-on-one situation the student, an administrator and a proctor will be present. (State Testing)
- In the classroom setting a student can be supervised by only one person
- There is only one student per test setting/location.
- This modification is used if:
 - dictation to scribe
 - student reads test aloud to self
 - Assistive Technology that reads test aloud(without headphones.

Testing in Separate Room

Small Group

- The size of the group is to be designated in the student's plan.
- If the student receives the following accommodations they must use testing in separate room.
 - Student reads aloud to self
 - Tests administrator reads test aloud
 - Assistive technology device is used without headphones

MARK IN BOOK/ON TEST

- Does the student have documented difficulty with visual motor skills? (letter reversal)
- Does the student have difficulty with visual tracking?
- Does the student have difficulty transferring information?
- Does the student have difficulty staying focused? (ADD/ADHD)

Student Marks in Book

- Student does not utilize a scantron/ bubble sheet.
- During testing the student should not have the answer sheet.
- Omit directions on filling in the answer sheet.
- Explain that they are to circle the letter of their choice of response.

Student Marks in Book (continued)

- Once testing is completed:
 - A staff is to transcribe the student's answers to the answer sheet.
 - A second staff member must follow up and check that the first transcription is correct.
 - Each staff member must sign the outside of the test booklet.

The above steps should occur in a secure location.

Student Reads Aloud to Self

- Student should be given a quiet location in which they are able to read aloud to self without causing a disruption to other students.
- If the test is state mandated the student will be in a one-on-one situation. No other students are allowed in the room.
- An administrator is not to correct a student if they mispronounce a word.

DICTATION TO SCRIBE

- Does the student have a physical disability that prevents them from writing their own answers?
- Has the student been identified as having ADD/ADHD?
- Does the student have an inability to write legibly?
- Does the student have significant discrepancy between written language products and oral language?

Dictation to Scribe

- Student will dictate their answer to a scribe.
- The scribe is to write down exactly what the student states to them.
- Student is to proofread the answers.
- Dictation to a scribe requires a different set of guidelines for state testing.

READ ALOUD

- Does the student have poor decoding skills?
- Does the student have difficulty processing information?
- Does the student have poor reading fluency skills?
- Is the student identified as having ADD/ADHD.
- Has the student been identified as having discrepancies between their reading achievement levels and ability levels?

Read Aloud

- When the entire test is be read aloud it can be read individually to a student or to multiple students at once.
- The test administrator should read the number of the question, the question and the corresponding answers etc.
- Give students time to answer and then move to the next question.
- Regular Educator is to provide the person reading the test a separate copy.
- Administrator is not to give hints or help to student(s)

Read at Student's Request

- Student should not be singled out within the regular classroom setting.
- Student and teacher should develop a system for the student to indicate when they need an item read.
- A student with this accommodation could have this accommodation delivered in a separate setting.
- Administrator is to read only the item as it is written.

EXTENDED TIME ON TESTS/Assignments

- Does the student have an inability to complete assignments within the allotted time?
- Does the student have an inability to complete assignments in the average time allowed non-disabled peers?
- Does the student demonstrate slow processing speed?
- Does the student have difficulty staying focused or on task? (ADD/ADHD)
- Does the student require frequent redirection to complete tasks or assignments?

Extended Time on Tests

- Must be documented in a student's IEP, LEP or 504 plan.
- Amount of time to be given must be documented and specific.
- Must/should complete on the same day unless student also has multiple sessions.
- Must be completed before the end of the school day. (unless otherwise specified

Extended Time (continued)

- Extended time does not require a separate setting.
- There is frequent confusion between extended time on tests and extended time for assignments etc.
- For instructional purposes extended time specifications are to be designated within the student's IEP, LEP or 504.

SPECIFIC LEARNING DISABILITY

- Student is easily frustrated with normal classroom assignments.
- May have difficulty finishing assignments.
- May have problems following directions and instructions.
- Performance is inconsistent
- May be fidgety or restless

Specific Learning Disabled (continued)

- Has difficulty making connections between similar concepts – ex: $6 \times 3 = 18$ but is unable to solve $3 \times 6 =$
- Has difficulty comparing, classifying, or sorting according to given criteria.
- Has difficulty managing their time. No concept of time.
- Has difficulty thinking in a logical manner.

Specific Learning Disability

- A student may have a learning disability in one specific area or in several areas.
- The criteria to be identified as Specific Learning Disabled varies from state to state.

SPECIFIC LEARNING DISABILITY

IDEA defines a Specific Learning Disability as a deficit or disorder in the following areas:

- Oral expression (Expressive Language)
- Listening comprehension (Receptive Language)
- Basic writing mechanics (Written Expression)
- Reading decoding (Basic Reading)
- Reading comprehension
- Math Calculations
- Math Reasoning (Problem Solving/Applied Problems)

Specific Learning Disabled (continued)

- May process information slowly.
- May have limited vocabulary.
- May have difficulty recalling information.
- May have difficulty comprehending given information or concepts.
- Requires repeated clarification.
- Lacks detail in their written products.
- Lacks knowledge of language mechanics.

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DIFFERENTIATED INSTRUCTION

Utilizing varied instruction and activities to teaching concepts based on the needs of students.

What, How, Why

What does the teacher need to differentiate?

How will the teacher differentiate?

Why will the teacher differentiate?

“The Differentiated Classroom” Carol Ann Tomlinson

WHAT, HOW, WHY

What – The content

The environment

How – The process – activities, strategies

Why – The product – assessment

Working with the LD Student

Be highly structured and predictable.
Always: explain the purpose of the lesson;
break down tasks into small, sequential
parts; present directions one step at a time,
using both oral and written directions. (This
does not mean fragmenting the subject but
teaching the subject in small segments.)

(<http://www.swadulsted.com/workshops/ld/esl-ld.html>)

Working with the LD Student

Include opportunities to use several senses and learning strategies. Always: provide auditory, visual, and concrete cues; use physical demonstration of abstract concepts, such as left/right; use color for visual impact; encourage the student to repeat verbal information; act out action verbs

(<http://www.swadulthood.com/workshops/ld/esl-ld.html>)

Working with the LD Student

Simplify language but not content; emphasize content words and make concepts accessible through the use of pictures, charts, maps, time lines, and diagrams. Always: use visual aids such as overhead projectors, films, videos, slides, chalkboards, flip charts, computer graphics, or illustrations; use games, songs, rhymes to help students listen to sounds.

<http://www.swadulsted.com/workshops/ld/esl-ld.html>

Working with LD Students

Provide constant structure and multi-sensory review. Always: preview and review major points, both orally and visually; ask the student to state in his/her own words what has been presented; make frequent eye contact to maintain attention and encourage participation

<http://www.swadulthood.com/workshops/ld/esl-ld.html>)

Working with the LD Student

Reinforce main ideas and concepts through rephrasing rather than through verbatim repetition. Always: provide intensive instruction until the materials is mastered; allow ample time for learning a task (a student with a learning disability will take longer to master new material; provide instruction to help transfer of learning from one task and setting to another; set up small discussion groups to allow time for each student to talk and use the language they have already developed

(<http://www.swadulsted.com/workshops/ld/esl-ld.html>)