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Aligning IEP's into the Regular Education Curriculum

An Educators Guide for Teaching Students Receiving Special Education Services

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Section A

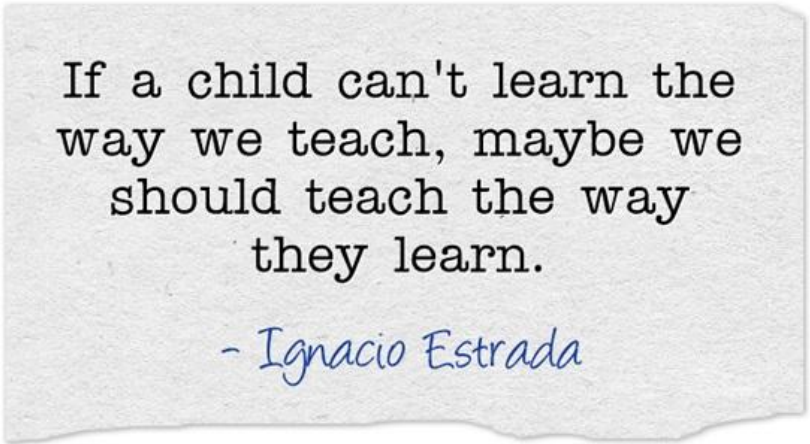
Introduction

The purpose of creating *Aligning IEP's into the Regular Education Curriculum: An Educators Guide for Teaching Students Receiving Special Education Services* is targeted for pre-service, first year, and veteran educators with individuals with IEP's in their regular education classroom. The guide provides the reader with multiple approaches as well as perspectives for educators with limited experiences working with students with IEP's to make sure their students learning needs are met though differentiated learning strategies as we know education is not a one size fits all approach.

There will be several examples used in this guide and the names have been changed to Charlotte and Bartholomew to protect student's identity. I choose the name Charlotte, after my grandmother who meant a lot to me that passed away July 2015. Bartholomew was chosen because in my Classroom Management 1 class my instructor would always use that name when he would tell us stories as examples in class.

At the end of each section there will be a list of additional resources for the reader to check out for information and inspiration.

Please visit my website or scan the QR code for lessons I have created that are free for the public to use, additional information about technology and how to incorporate it into the classroom, additional teaching resources, and the latest version of this guide to bookmark and share with colleagues: www.msnowakhomeroom.com.



Section 1

What is special education?

A brief overview of what is special education

According to Individuals with Disabilities Education Act (IDEA) special education is defined as:

> *Specially designed instruction, at no cost to parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institution, and in other settings; and instruction in physical education* (Section 300.39).

Each state within the United States must provide all students who receive special education services ages 3-21 with disabilities have access to the following:

1) Free Appropriate Public Education (FAPE)

   According to IDEA, appropriate education is defined as:

   > *An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions, and may be accompanied by related services such as speech therapy, occupational and physical therapy, psychological counseling, and medical diagnostic services necessary to the child's education* (Section 504).

   An appropriate education will include:

   - Education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met.
   - The education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability.

- Evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services.

- Establishment of due process procedures that enable parents and guardians to:

  - ✓ receive required notices;
  - ✓ review their child's records; and
  - ✓ challenge identification, evaluation and placement decisions.

    - ❖ Due process procedures must also provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure (http://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html).

💻 Additional resource about FAPE: https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/at-a-glance-free-and-appropriate-public-education

2) Appropriate Evaluation

Before a student can receive special education services, an evaluation must be conducted to determine if the student has a disability and if the disability inhibits progress in the general education curriculum.

- Not every child with learning and attention issues qualifies for special education services under IDEA.

  - ✓ If, for example, a student has ADHD but is doing well in the regular education curriculum, they might not be covered by IDEA.

- A child must be found to have one of the 13 kinds of disabilities that IDEA covers. They are:

• Autism	• Deaf-blindness	• Deafness
• Hearing impairment	• Intellectual disability	• Multiple disabilities
• Other health impairment (including ADHD)	• Specific learning disability (dyslexia, dyscalculia, and dysgraphia)	• Speech or language impairment
• Visual impairment, including blindness	• Emotional disturbance	• Orthopedic impairment
• Traumatic brain injury		

- For eligibility forms in Spanish and Hmong visit WI DPI: http://sped.dpi.wi.gov/sped_eligibility

3) Individualized Education Program (IEP)

If the evaluation results in the need of special education services, then an individualized education program (IEP) must be created. An IEP is a legal written document that states how and where education services will be provided.

The IEP will be further explained in Section 2.

4) Least Restrictive Environment (LRE)

Least restrictive environment is defined as:

> *To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily* (Section 300.114).
> (http://idea.ed.gov/explore/view/p/,root,statute,I,B,612,a,5)

When educators discuss LRE placements, two types of educational setting usually get confused as the same type but they are very different: Mainstream classroom (mainstreaming) and Inclusive classroom (inclusion).

- Mainstream classroom: Is the general education classroom.
  - ✓ Mainstreaming: is putting a student with special education needs in the general education classroom for *some* or *most* of the day. The child will also have instruction in a special education classroom.
    - ❖ An example would be that the student with an IEP would receive social studies, science, and specials in the regular education classroom but receive literacy and math in the special education setting as well as specifically designed physical education separate from their non-disabled peers.
    - ❖ A student with an IEP would not be participating 100% with non-disabled peers.

- **Inclusive classroom**: Is a general education classroom that has students who receive special education services.
  - ✓ Inclusion: is a teaching approach that focuses on including students with special education needs in the school community.
    - ❖ An example would be that the student with an IEP would be in the regular education classroom for all subjects taught and does not receive an alternative curriculum.
    - ❖ A student with an IEP would be participating 100% with non-disabled peers including extracurricular activities.

The inclusive classroom includes students with significant disabilities and they have been successfully educated in the general education classroom when the appropriate supports have been put in place. Additional time and creativity will be required at first when learning how to make adaptations but the ultimate reward will be that lessons will be created so all students can learn and achieve more.

- Additional resources for LRE: https://www.understood.org/en/school-learning/special-services/special-education-basics/least-restrictive-environment-lre-what-you-need-to-know

5) Procedural Safeguards

According to the *Center for Parent Information and Resources*, procedural safeguards are described as:

> *These safeguards are designed to protect the rights of parents and their child with a disability and, at the same time, give families and school systems several mechanisms by which to resolve their disputes* (http://www.parentcenterhub.org/repository/parental-rights/).

- Procedural safeguards must be in the native language of the parents.
- Parents must be provided with written notice and consent before any action is taken with regard to the education of their child with a disability.

- Visit WI DPI for Spanish and Hmong forms: http://sped.dpi.wi.gov/sped_pcrights

- Additional information on procedural safeguards: http://idea.ed.gov/download/modelform_Procedural_Safeguards_June_2009.pdf

- WI FACETS- WI Family Assistive Center for Education, Training, and Support: http://www.wifacets.org/links
- Alianza Latina Aplicando Soluciones (A.L.A.S.): http://www.alianzalatinawi.org/ALAS.htm
- Wisconsin DPI Special Education: https://sped.dpi.wi.gov/sped_dueproc

What is People First Language?

Educators have great influence to impact the actions, attitudes, and language of their students, colleagues, and families. Words are influential and can foster positive images and abilities or perpetuate negative connotations. Being aware of and using people first language is the easiest way to define a student's value and potential and not define them as their disability.

Let's be honest, no one is perfect in any way, shape, or form. For example, I wear glasses, I am clumsy, sometimes I get tongue tied when speaking, I easily get lost when driving somewhere new, and I probably made a few errors while writing this guide. Yet, these are just a small set of secondary characteristics that I would use to describe myself. The primary characteristics I use to describe myself would be: human, female, tall, blue eyes, long brown hair, and Caucasian. These are parts of me that are concrete and observable within one second of meeting me. People are not perfect and we don't like to be referred to by our secondary characteristics. When I go to a networking event with my husband, he would never introduce me by saying, "This is clumsy Jeanette", "I would like you to meet forgetful J", or "Please meet grammatically incorrect JJ." So why is it acceptable to refer to an individual with a disability with their disability characteristics label first? Well, it is not!

Our students are people first and their type of disability is a secondary characteristic. Each student has many wonderful primary characteristics and when people, especially educators, use a student's disability when primarily describing them during formal and informal conversations is unjust and implies that the student has extraordinary limitations on what they can and cannot achieve.

The Center for Disease Control (CDC) has defined people first language as:

> *People first language is used to speak appropriately and respectfully about an individual with a disability. People first language emphasizes the person first not the disability. For example, when referring to a person with a disability, refer to the person first by using phrases such as: "a person who ...", "a person with ..." or, "person who has..."* (http://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf)

Here is a list from the Georgia Counsel on Developmental Delays with people first language that we should be using with the sentence starter of: *"a person who …", "a person with …" or, "person who has…"*

People-First Language Preferred Expressions:

Say/Write…	Instead of…
Child with a disability	handicapped child or disabled
Individual with cerebral palsy	palsied, CP or spastic
Person who has….	Afflicted, suffers from, victim of
Nonverbal (with speech)	mute or dumb
Child(ren) with autism	autistic
Developmental delay	slow or retarded
Emotional disorder/mental illness	crazy or insane
Deaf or has a hearing impairment	deaf and dumb
Communicates with sign language	signer
Uses a wheelchair	confined to a wheelchair
Has a cognitive or intellectual disability	retarded
He has epilepsy	epileptic
Adult with Down syndrome	mongoloid, suffers from Down syndrome
Has a learning disability	is learning disabled
Has a physical disability	is physically disabled/crippled
Non-disabled; with disabilities	normal, healthy
Congenital disability	birth defect
Condition	disease (unless it IS)
Seizures	fits
Cleft lip	hare lip
Has mobility impairment	lame or crippled
Paralyzed	invalid or paralytic
Has quadriplegia	quadriplegic
Has paraplegia	paraplegic

Source: http://gcdd.org/news-a-media/people-first-language.html

- The Office of Disability Rights has another list with more terms to check out: http://odr.dc.gov/page/people-first-language

Section 2

What is an Individualized Education Program?

A brief overview of what is included in an Individualized Education Program

An Individualized Education Program, more commonly referred to as an IEP, is a legal document that is created for any student between the ages of 3 and 21 that has been evaluated appropriately as needing special education services to allow progress in the general curriculum and needs the student's individual learning needs. There are two essential roles that the IEP addresses. First, the IEP describes a student's special education program for one year, which has several education and/or functional goals for improvement as well as how the school and other educators will help the student achieve the goals. Second, the IEP is a communication tool between legal caregivers and educators as to how the student will grow and succeed within the educational setting.

The IEP is a personal roadmap for a student's success with their education and should be taken seriously by all who interact with the student so that they can achieve their goals and gain greater independence once they transition into adulthood.

There is a team of individuals that are involved in creating the IEP and they include:

- The legal guardians of the student with a disability.
- At least one regular education teacher if the student receives services in the regular education class.
- At least one special education teacher or provider.
- A representative of the local education agency (LEA) who is qualified to provide the provision of special education for the student (usually a principal, vice or assistant principal).
- An individual who can interpret evaluation results (can be one of the individuals listed above).
- Other individuals who have knowledge or special expertise regarding the student per the parents or schools request (therapists, other family members, health care professionals).
- The student whenever appropriate, but is always invited (IDEA, Section 300.231).

- ✓ If the student attends the IEP meeting, have them contribute as much as possible. There is a great resource for students available from *I'm Determined* that allows students to create a mini presentation, assist in creating goals, and give an overview of who they are: http://www.imdetermined.org/quick_links/student_involvement/

The IEP has several components within the legal document that are important to understand and then implement into instruction so the student can be successful within the regular education classroom:

1) **A statement of the student's present levels of academic achievement and functional performance.**

   - ✎ Describes how the disability affects the student's involvement and progress in the general education curriculum or how the disability affects participation in appropriate activities
   - ✎ If the student takes alternative assessments along with the scores if needed.
   - ✎ A description of short-term objectives and/or benchmarks.

2) **A statement of measurable annual goals, including academic and functional goals designed to:**

   - ✎ Meet the students learning needs to make progress in the curriculum, and
   - ✎ Meet each of the students other educational needs.
     - ✓ These goals must be observable and measurable.
       - ❖ For example, "*Charlotte will understand subtraction"* is not observable because one cannot see a student understand but rather provide evidence of their work. A better goal would state "Charlotte will write correct answers to subtraction problems." One can now observe the students actions and measure their work that is written.
     - ✓ Written in a way that does not include specific curriculum use because students can move and not all schools have the same instructional programs.
     - ✓ Written in a way that anyone, including strangers, can read the IEP for the first time and be able to implement, observe and measure the desired goal.
     - ✓ Some school districts are including the standards for the goal but don't select the standard just because it is one that might fit because you have to add it.
       - ❖ Make sure the standard and the goal are cohesive.

3) **A description of how the students progress toward meeting the annual goals will be measured and when periodic reports on the student's progress will be provided.**

4) A statement of the special education, related services, and supplementary aids and services, based on peer-reviewed research, to be given to the student that will:

   - Advance the student toward attaining the annual goals.
   - To be involved in and make progress in the general education curriculum.
   - To participate in extracurricular that are not required by state curriculum standards such as basketball, dance, cross-country, safety or cadet club, and school clubs.
   - To participate in other non academic activities that are part of the school day but not directly related to the curriculum such as breakfast, lunch, recess, school assemblies, or class celebrations.

5) An explanation of the extent, if any, to which the student will not participate with non-disabled same age peers in the regular education class and in extracurricular and other nonacademic activities.

6) A statement of any individual appropriate accommodations that are necessary to measure academic achievement and functional performance of the student on state and district-wide assessments, and if the student should take an alternative assessment.

   - Describes why the student cannot participate in the regular assessment.
   - Describes which alternate assessment has been selected as appropriate for the student.

7) The projected date for the beginning of the IEP as well as the frequency, location, and duration of the services and modifications selected for the student to be successful.

8) In Wisconsin, transition services will begin at the age of 14 and will be updated annually to meet most current needs and interests of the student.

   - Appropriate measurable post-secondary goals for training, education, employment, and if appropriate independent living skills.
   - Any courses of study that the student must take to reach the goals.
   - One year before the student reaches age 21, a statement that the student has been informed of the rights that will transfer them reaching the age of majority (Idea, Section 300.320).

- **Transition information from Autism Speaks:** https://www.autismspeaks.org/sites/default/files/docs/wisconsin.pdf
- **Wisconsin Department of Public Instruction:** https://sped.dpi.wi.gov/sped_transition
- **Cardinal Stritch University class project for transition services:** https://docs.google.com/document/d/1KCAA-POUa3mS71ZtBlgMFTxoEKZlujHm3Np8AiQ5GN0/edit?usp=sharing

What is the difference between academic achievement and functional performance?

Academic achievement is gaining requisite skills and knowledge for success in school that are foundation for achievement in other academic content areas such as science, health, and social studies. These include:

- Reading
- Writing
- Math

Functional performance is applying knowledge and skills to meet everyday needs. More commonly functional performance is referred to as life skills and include but not limited to:

- Feeding
- Dressing oneself
- Shopping for groceries
- Engaging in healthy relationships
- Participating in recreational activities
- How to manage money
- Requesting breaks
- Coping strategies
- Safety awareness

What is the difference between accommodations and modifications?

Accommodations and modifications are also known as adaptations and are not interchangeable with their meaning.

Accommodations are supports and services provided to help a student access the regular education curriculum and validly demonstrate learning. Accommodations do not affect a student's grade or credits. Uses of accommodations are on the lower end of the continuum for support which is the least restrictive.

Some types of accommodations are:

- *Time*- extended time to take a test, finish an assignment, or complete an activity
- *Setting*- take tests in areas that are distraction free or preferential seating
- *Level of support*- paraprofessional or peer
- *Sensory items*- fidgets to help students focus or use as calming tools
- *Visual schedules*- helps students know routines and expectations

Modifications are individualized changes made to the content and performance expectations for students. Modifications can, but not always, affect a student's grade. Changes are made to the materials passed out by the general education teachers that meet the student's learning needs. Must consider what you want your student to get from the content being taught.

Some types of modifications are:

- *Quantity*- modify the number of items that the child is expected to learn or complete
- *Output*- how a student responds to instruction
- *Alternate goals/standards*- use the regular education curriculum while adapting the goal or outcome expectation

Remember that one student with an IEP has a completely different learning needs and goals from another student in the same classroom with an IEP and should not be treated the same.

- Richmond school has an excellent guide to possibly implement in your classroom (or school) with assignments and grading policies: http://web.richmond.k12.va.us/Portals/47/assets/Accommodations_and_Modifications_Guide.pdf

- Common Modifications and Accommodations: https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations

- Parent Center Hub has a great resource for additional adaptation ideas: http://www.parentcenterhub.org/repository/accommodations/

Section 3

How do I prepare for teaching a student with an IEP in my regular education classroom?

This section will provide suggestions, examples, and additional resources of how to prepare before the school year begins

No two schools are run the same and neither are the types of support educators get in the regular education classroom from administration and/or the special education teacher. Regardless of the caliber of collaboration between the regular education teacher and other professionals in the school building, the student should be supported as described in their IEP with the appropriate modifications and accommodations also known as adaptations.

Now that you have your classroom list of students, you realize you will be responsible for have at least one student with an IEP. Here is a list of suggestions that will help you prepare for teaching a student who receives special education services in your classroom *before* the start of the school year.

- Get the full copy of the student's IEP, not the IEP at a Glance or any other shortened form.
- Mail home or email a survey that asks the caregivers to provide more information about their child. This is important because they know their child best and over the summer many changes could have occurred that would not be stated on the IEP such as interests, family changes, or behaviors:

Student Survey

- Student's name
- Student lives with
- Other family members
- Pets
- Medical/Health concerns
- Student's likes/ Special interests
- Student's Dislikes
- Student's Strengths/ Successes
- Student's Challenges

Dreams for your child…

- Short Term (middle school years)
- Long Term (high school years)
- Long Term (post high school years)
-

✎ Meet with the special education teacher and other service professionals (speech therapist, occupational therapist, physical therapist) the student works with to discuss what day and time would be best to collaborate at least every week to go over lesson plans, adaptations to materials, progress monitoring, updates, etc.

💻 Collaboration between General and Special Education Teachers article: http://www.ericdigests.org/1998-1/general.htm

✓ If possible, include the paraprofessional or support staff in this meeting as they work closely with the student too.

✓ Knowing what the student is doing in other services would benefit the student because applying their goals across multiple environments increases growth and progress and can help with creating appropriate planned supports as described in the IEP.

✎ Research online and/or get various books from your local library about the disability listed on the students IEP to get the most relevant and up-to-date information about the specific disability and learn teaching techniques from other educators that have shared their experiences.

✎ Sign-up to various special education newsletters to receive current ideas, tips, and information about working with students who receive special education services.

💻 Understood: https://www.understood.org/en
💻 Education Week: http://www.edweek.org/ew/index.html
💻 Autism Society: http://www.autism-society.org/
💻 Center for Parent Information and Resources: http://www.parentcenterhub.org/
💻 National Center for Learning Disabilities: http://www.ncld.org/

✎ Learn about local agencies in the area that provide resources for individuals with disabilities for all ages. For Milwaukee, WI:

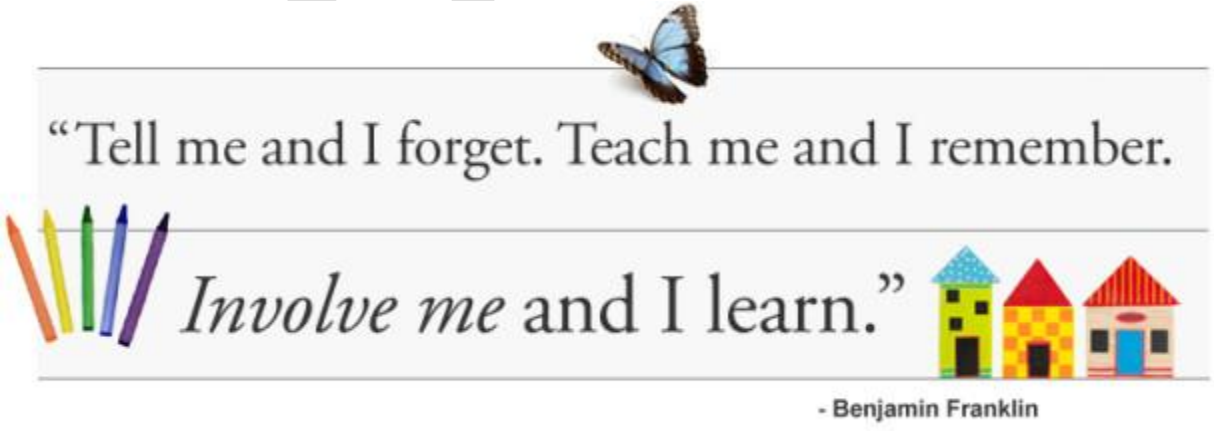
💻 Milwaukee County: http://county.milwaukee.gov/OPD#.VlECyOLavYg
💻 IndependenceFirst: https://www.independencefirst.org/home
💻 Milwaukee Center for Independence: http://www.mcfi.net/MCFI.htm
💻 Creative Employment Opportunities: http://www.ceomke.com/

- Check to see if the school and classroom is accessible by law for the student and their mobility needs.
- Is there space in the classroom for sensory integration if the student needs breaks and/or movement?
  - Sensory Integration in Classrooms: http://tccl.rit.albany.edu/knilt/index.php/The_Importance_of_Sensory_Integration_in_the_Classroom
  - Additional sensory suggestions: http://sensorysmarts.com/working_with_schools.html
- Are the appropriate assistive devices, if needed, updated and programmed for the student to use the first day of school and do you know how to use them?
- Acquire a large binder with page dividers that will house the students IEP, work samples, weekly progress monitoring forms, research-based data, and other pertinent information about the student that is in one location that can be used for meetings, IEP meetings, and conferences.
  - Student Data Binder Free Forms: http://www.thecurriculumcorner.com/thecurriculumcorner123/2014/07/24/student-data-binder/
- Contact the caregivers to see if they would like to come to the school for a tour or bring school supplies before the formal all school open house date to have more time to discuss the student's needs that is in a confidential setting so other parents or students do not overhear sensitive information.
- If the student is going to switch classrooms and other regular education teachers are involved in the student's learning journey, meet with them before the start of school to collaborate strategies about classroom expectations, grading policy, and other related topics so that the student receives the same positive and negative consequences across learning environments.
  - ✓ Then, collaborate at least once a month as a team to discuss the student's progress, share strategies that have worked, and adjust any expectations or routines as needed for the student to be successful across all learning environments.
  - ✓ Consistency across environments is crucial especially if the student shows signs of frustration verbally, physically, and emotionally.
    - Tips on grading: http://www.ldworldwide.org/pdf/journal/2010/09-10_Jung.pdf
  - ✓ The goal is to keep the student in the classroom as much as possible even if undesired behavior occurs and to celebrate positive behavior often.

- Meet with the student's previous regular education teacher to discuss any advice that they have but also keep in mind that the information they relay is from their perspective and if they did not have a positive experience, don't get discouraged because it did not work for them.

  - ✓ If the student transferred from another school, you should definitely conference with their regular and special education teacher to learn more about the strategies they put in place but also keep in mind any negative remarks are from their perspective and maybe just did not work for them. Your school that they will be attending is a new environment with a fresh start and promising opportunities for growth and success.

  - ✓ Also obtain copies of Progress Monitoring documents from the first few weeks and the last few weeks that the previous teacher collected. This is important to know what type of progress has been made toward the IEP goals because we do not want to see them stuck on the same IEP goals for years if they have made progress. Then proper changes can be made to continue to support and challenge the student appropriately.



Section 4

What do I do the first two weeks of school?

This section will provide ideas, suggestions, and examples of data tracking forms for progress monitoring of student's IEP growth as well as explain the hidden curriculum

It is the first week of school and your main focus is to present and practice classroom routines, talk about expectations of students academic and behavior with consequences, implement community building activities to get to the know students, review the syllabus if you use one, and slowly introduce content toward the end of the week. Awesome! As hectic as this first week of school will be, be mindful of observing your student with an IEP in how they interact individually, with their peers, with other educators, and how they respond to changes and the classroom routines and expectations. In addition, how does the hidden curriculum affect the student? Below are some ideas, suggestions, and examples to get to know your student with an IEP in your regular education classroom.

To keep track of your observations, take anecdotal notes during the first week of school and review them as soon as possible so that you can implement any changes for the second week of school. A form like the one below that I created can be utilized to make it easier to record data. If needed, use this for the second week if you feel you need to observe the student in the daily routines before implementing adaptations or programs.

(Student's name) First Week Observation Form

Week of: _____

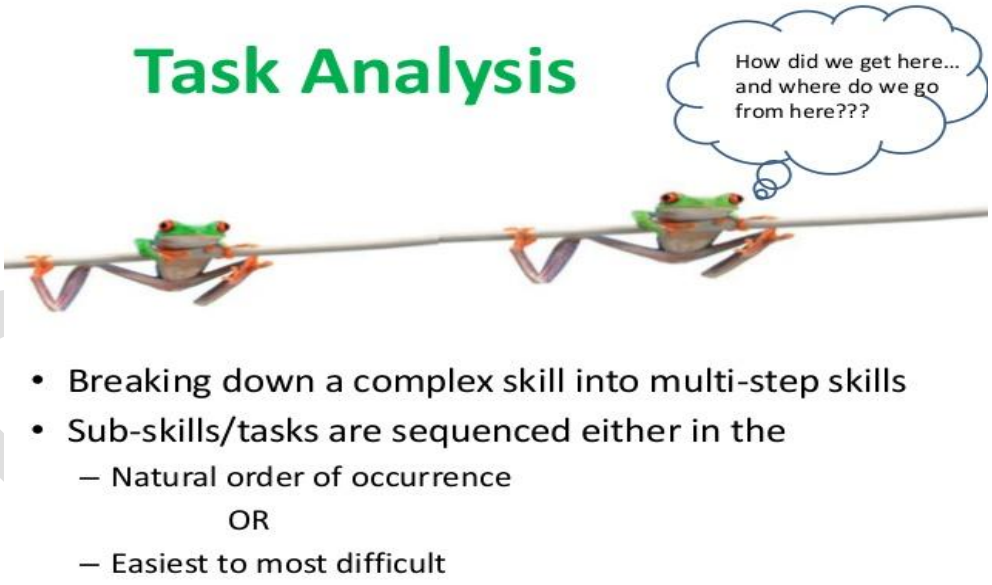
	Monday	Tuesday	Wednesday	Thursday	Friday
Entering the classroom start of the day					
Prepared with classroom materials					

Behavior tracking: *Antecedent-* *Behavior-* *Consequence-* *Duration/Frequency-*					
Transitions from class to class					
Working individually					
Working with peers					
Classroom participation					
End of day routine					

Now that it is the second or possibly the third week of school and you have gathered information from the parents, other educators, observational notes, met with colleagues and the special education teacher, it is time to discuss how you will keep track of the student's progress toward their IEP goals. In order to know if your student with an IEP is moving toward achieving their IEP goals, some sort of document should be created to record results and the student should be assessed at least once a week and/or collect work samples with rubrics that align with their IEP goal.

When creating a progress monitoring form make sure to include the following:

- The IEP goal(s) word for word
- If any content area standard(s) are being used, keep note of it on the form in the note section and record what part of the standard the student was able to do well or need improvement
- Record students verbal and non-verbal responses on the form to see if there is a pattern with correct and incorrect student responses
    - ✓ Can the IEP goal be broken down into task analysis steps if it requires multiple targets



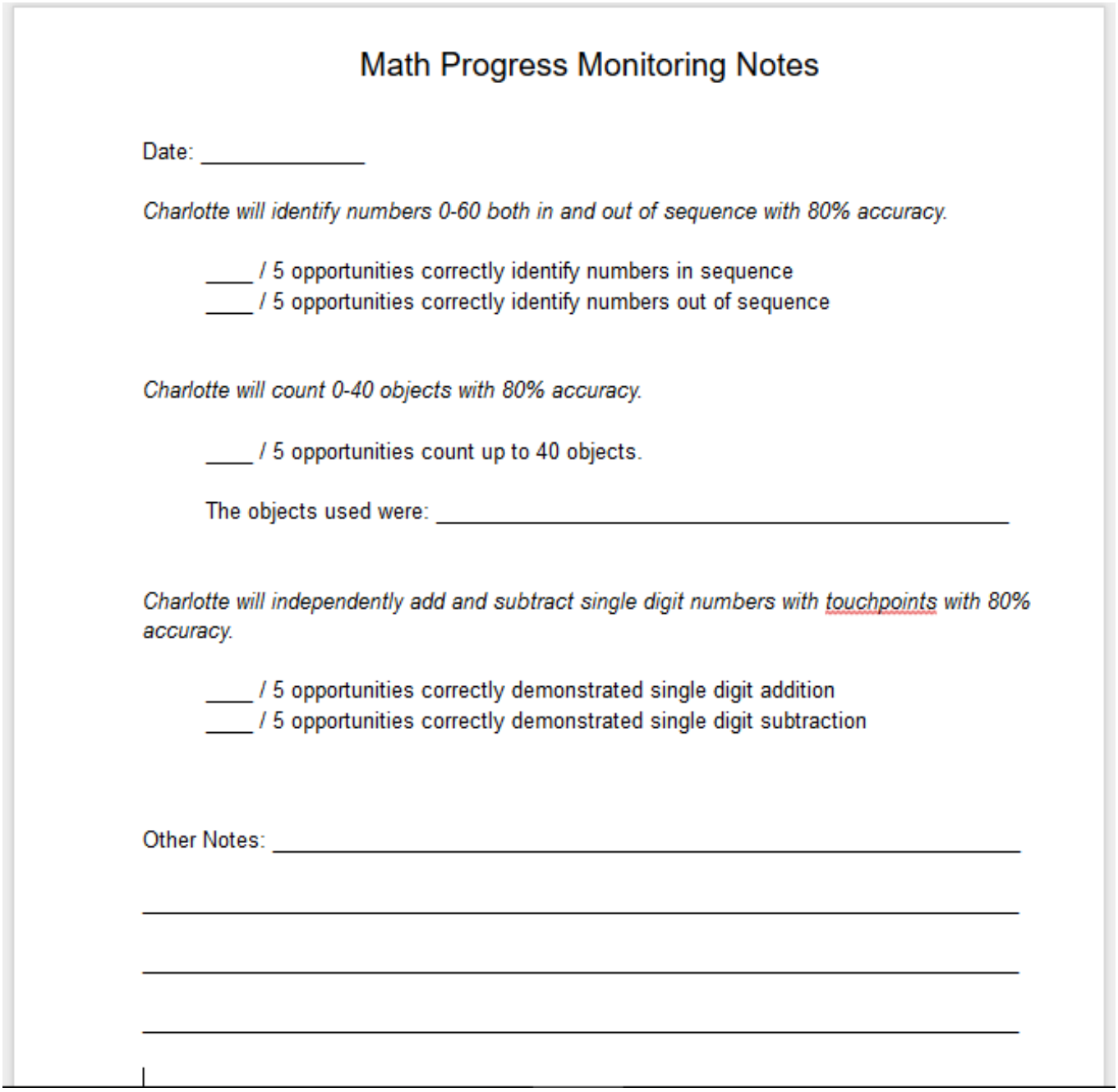
💻 More information on task analysis:
http://www.behavioradvisor.com/TaskAnalysis.html

- A list of planned supports or space to document the ones that the student used
- If needed, a place to record behavior what would be used to support if in the future a Functional Behavioral Assessment (FBA) should be created for the student

💻 IEP tool box with premade progress monitoring forms and graphic organizers:
http://www.onsetasc.org/resources.cfm?subpage=830112

Below are sample IEP goals from students I have worked with and multiple forms I have created to keep track of their IEP goals in math, writing, and behavior.

- Please keep in mind I did not write the IEP goals and some of them lack key components for an effective IEP goal that is observable and measurable but I did change the student's names.



Math Progress Monitoring Notes

Date: _____

Charlotte will identify numbers 0-60 both in and out of sequence with 80% accuracy.

____ / 5 opportunities correctly identify numbers in sequence
____ / 5 opportunities correctly identify numbers out of sequence

Charlotte will count 0-40 objects with 80% accuracy.

____ / 5 opportunities count up to 40 objects.

The objects used were: _____

Charlotte will independently add and subtract single digit numbers with touchpoints with 80% accuracy.

____ / 5 opportunities correctly demonstrated single digit addition
____ / 5 opportunities correctly demonstrated single digit subtraction

Other Notes: _____

_____

_____

_____

For this example I did a simple task analysis to separate how well they demonstrate each task required in the IEP goal. This is important because now I could adjust my instruction to provide multiple opportunities of engagement with areas of improvement if they struggle with subtraction but consistently show mastery of addition.

Math Progress Monitoring Notes

Date: _____

EE7.NS.3 Charlotte will identify the name and value of a penny, nickel, dime, and quarter with 70% accuracy.

____ / 10 opportunities correctly identify the name of coins.
(use a tally for which coins were identified)

Correct Coins:	Missed Coins:
Quarters:_____	Quarters:_____
Dimes:_____	Dimes:_____
Nickels:_____	Nickels:_____
Penny:_____	Penny:_____

____ / 10 opportunities correctly identify the value of coins.
(use a tally for which coins were identified)

Correct Coins:	Missed Coins:
Quarters:_____	Quarters:_____
Dimes:_____	Dimes:_____
Nickels:_____	Nickels:_____
Penny:_____	Penny:_____

EE7.SP.1-2 With support, Charlotte will collect, sort, and count data (items), and answer more or less questions.

____ / 5 opportunities with support correctly demonstrate **sorting** items
____ / 5 opportunities with support correctly demonstrate **counting** items
____ / 5 opportunities with support correctly demonstrate **more** questions
____ / 5 opportunities with support correctly demonstrate **less** questions

Other Notes: _____

_____

With this example, I did a task analysis of the IEP goal because there are so many steps involved with knowing the names and values of coins. I wanted to make sure I could pin point the exact area of the content the student continues to answer incorrectly. For example, if the student can name and identify the value of a penny and quarter every single time but struggles with nickels and dimes, I can form specific lessons with this information that target the area of improvement to help them become successful to identify all the names and values of coins as stated in the IEP goal. Otherwise, the student would not make progress toward meeting the goal as a whole.

The task analysis also shows me where the student's strengths are with the content and if they continue to demonstrate it long term. Task analysis is helpful especially with students who have been identified as having a cognitive disability. Knowing where student is not connecting consistently or, if at all, with the content material will provide me with ideas, strategies, planned supports, as well as incorporates student interest to the lesson that will really help them become successful with their learning to achieve the IEP goal.

Math Progress Monitoring Notes

Date: _____

EE7.NS.2.a Bartholomew will demonstrate his multiplication fact fluency by solving multiplication problems up to 12 x 12 with 90% accuracy.

____ / 10 opportunities correctly answered multiplication problems

EE7.SP.1-2 Bartholomew will answer questions about data collected from an experiment and explain or demonstrate the result- level 4. (Currently level 2- collect data to answer a question)

____ / 5 opportunities correctly answer/demonstrate questions about data collected

EE7.NS.2.b Bartholomew will solve division problems without remainders with 90% accuracy. (currently not yet introduced)

____ / 10 opportunities correctly answered division problems without remainders

Other Notes: _____

_____

_____

_____

For this example, I chose at least 10 opportunities but could have also written out of 20 opportunities for the student to demonstrate their multiplication facts.

In the second IEP goal, there is not a quantity of questions the student must answer so I use 5 opportunities as my go to method of measurement if not explicitly stated.

Math Progress Monitoring Data

Date: _____

Lesson Objective:

Learning Goal:
EE6.EE.3-4 Charlotte will increase her money counting skills by counting and matching different ways to make the same value at a level 1 independently with 80% accuracy.
Example: 2 quarters= 5 dimes.

_____ / 5 opportunities correctly demonstrated money matching skills
_____ / 5 opportunities correctly demonstrated money counting skills with same coins
_____ / 5 opportunities correctly demonstrated money counting skills with various coins

Correctly identify the name of:

Penny _____/5 Nickel _____/5 Dime _____/5 Quarter _____/5

Correctly identify the value of:

Penny _____/5 Nickel _____/5 Dime _____/5 Quarter _____/5

Able to demonstrate the correct Touch Points on coins:

Penny _____/5 Nickel _____/5 Dime _____/5 Quarter _____/5

Other Notes:
_____
_____
_____

For this student, I did a task analysis because there are two goals in one statement. How I would track the progress for this student would be over a span of two days each week. Each Wednesday we will work 1:1 to identify the name and values of coins as well as touch points. Then every Friday, we will work 1:1 to focus on an activity of counting and matching same coins. After 1:1 assessment, I would have them individually count and match various coins using a game I created while I check in on them every few minutes to record the incorrect matching pairs and give immediate error correction feedback. Having a weekly routine can make it easier to track progress of IEP goals.

The foldable to the left is a great modified study tool for learning vocabulary. I created this one using the print features on Quizlet. Quizlet.com also can create quizzes, provide multiple study options, and is easy to use with voice options.

Progress Monitoring Data Form

Week of: _____

- *Will demonstrate self-advocacy by identifying and asking her teachers when she needs to take a break 2/4 (50%) opportunities. Currently 0/4.*

  _____/4 demonstrated self-advocacy for a break

- *Will fill in her own assignment notebook ⅘ days per week. Currently 0/5.*

Monday	Tuesday	Wednesday	Thursday	Friday

- *Will complete at least 70% of her assignments per week. Currently 50%.*

	Monday	Tuesday	Wednesday	Thursday	Friday
DOL _____ Writing _____ Social Studies					
RTI					

- *Will decrease length of time to use coping skills from 1 hour to 15 minutes*

	Monday	Tuesday	Wednesday	Thursday	Friday
Antecedent					
Behavior					
Consequence					
Duration					

Notes:

This student's IEP goals focus on functional rather than academic goals because of the need to get them to vocalize their need for a sensory break. There is an academic goal but it is very generic because getting the student to engage in daily learning tasks is a difficult challenge but not impossible with the appropriate token economy implemented.

Writing Progress Monitoring

Week of _____

- *Will produce an organized written paragraph with a minimum of 5 sentences in a time efficient manner. Currently 3 sentences with additional time.*

	Monday	Tuesday	Wednesday	Thursday	Friday
Duration on ind. work					
Number of sentences written					
Number of sentences with Chromebook					
Goal met?					

Notes:

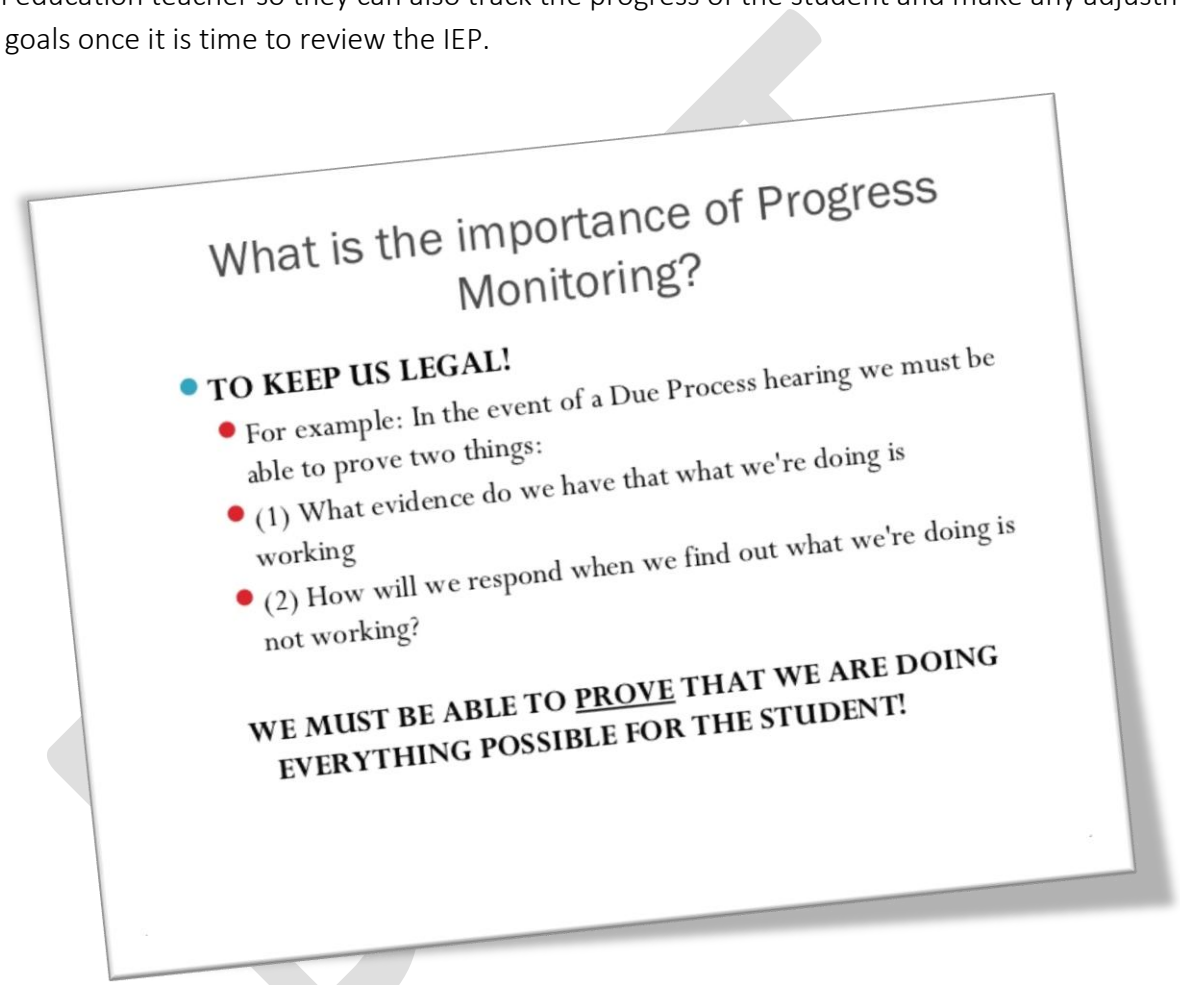
Planned supports:

- Visual organizer
- Word bank
- Breaks
- Extra time
- Word prediction on device
- Graphic organizer
- Read directions
- Modified spelling lists
- Chromebook for all written work greater than 1 sentence

For this student, I would have them work at their desk and just start the timer on my wristwatch to keep track of duration of individual work time after I released the students from large group instruction. Then, I would have the student share their Google Doc with me at the end of class so I could count the number of sentences typed or make a copy of their written work. I would circle the planned supports used for the lesson and make copies if needed of the planned supports. I would staple the writing progress monitoring form to the student work sample. Lastly, I would put this form and the work sample in my binder for my student I have created to keep track of all their documents.

Each week I would select a day and set aside 10-15 minutes during individual or group work time to pull my student aside at a work table within the classroom and work 1:1 with them to target one of their IEP goals on the progress monitoring form. If appropriate and time allowed, I could assess all their goals as described on the form. After reviewing the students IEP assessment to determine how I could continue to help them meet their goals or what changes to instruction could be made, I would then add the form to my binder I have created for my student to keep track of all documents.

At the end of each week, I would make copies of the progress monitoring forms and give them to the special education teacher so they can also track the progress of the student and make any adjustments to the goals once it is time to review the IEP.



- Wrights Law provides more information about progress monitoring: http://www.wrightslaw.com/info/progress.index.htm

- Speech Language Communication forms: https://www.teacherspayteachers.com/Product/Teacher-Communication-Forms-for-the-SLP-Editable-1966347

- Community building activities: http://www.kidactivities.net/category/Connecting-Kids-to-Kids-Building-Program-Community.aspx

What is the hidden curriculum and how does it play a role in my classroom?

The hidden curriculum is a topic that is rarely openly discussed or even recognized among the majority of educators but is unknowingly taught in the majority of classrooms across the United States. The hidden curriculum can affect all students but it especially affects students who are minorities, students who are economically disadvantaged, as well as students with disabilities because the hidden curriculum is not something that is explicitly taught through the formal curriculum of math, literacy, social studies, or science. The hidden curriculum is rather implied and assumed that every single student should already know and practice the class majority of cultural values, attitudes (for example obedience to authority figures, punctuality, and delayed gratifications), engage in competition among peers, and display what respect looks like when at school. The hidden curriculum is not what the student knows academically with memorizing concrete facts but rather their overall conduct in the school setting, how they transition from classroom to classroom or task to task, what objects are categorized for males or females, what specific parts of the curriculum should be taught over other crucial aspects that cater to the population of students in the class, or how the student responds to given prompts (verbal or non-verbal) by the teacher. In the article, *Navigating the Social World The Importance of Teaching and Learning the Hidden Curriculum*, by Judy Endow, she writes,

> *In fact, whenever you think or say things like "everybody knows…," "Common sense tells you…," "it is quite obvious that…." Or "I shouldn't have to tell you, but…," that is the hidden curriculum (http://www.autism-society.org/wp-content/uploads/2014/04/hidden-curriculum.pdf).*

Judy Endow, an adult with autism, could not have said it better with the common phrases that educators say all day long and when their students look back at them confused, verbally state their frustration, display avoidance behavior, or become physically agitated, that is the student not understanding the assumptions of why they are being reprimanded or threatened with consequences for the unspoken socially accepted behavior that is projected by that specific teacher.

Philip Jackson describes three aspects of the hidden curriculum in his 1968 book *Life in the Classroom.* Jackson states,

> *Three aspects of the hidden curriculum: crowds, praise, and power. In classrooms, pupils are exposed to the delay and self-denial that goes with being one of a crowd; the constant evaluation and competition with others; and the fundamental distinction between the powerful and the powerless, with the teacher being effectively the infant's first boss.*

(https://books.google.com/books?id=2zr_AwAAQBAJ&pg=PA305&lpg=PA305&dq=Philip+jackson+life+in+the+classroom+three+aspects&source=bl&ots=NywGfSCiGa&sig=LWRGfIWAXClHG8uld3ATveAROwo&hl=en&sa=X&ved=0ahUKEwjZ_5qBpaTJAhXCRyYKHQuSAKoQ6AEINjAE#v=onepage&q=Philip%20jackson%20life%20in%20the%20classroom%20three%20aspects&f=false)

The hidden curriculum has created a confusing place for students who do not automatically "get it" and their perceptions of what is socially acceptable have been constantly reshaped since their early years of school. Every year the hidden curriculum changes from teacher to teacher, supportive staff, and administrators across all learning environments including interaction with peers.

An example with peers would be if a group of students are playing a physical game of tag on the playground. They all have a slightly different perspective of what "safe" means because of what their interactions with that specific word means based on previous experiences. At no point did the group of students discuss what the rules of the game would be before playing, they collectively just decided that they wanted to play a game of tag and assumed everyone knew the same set of rules and expectations. Then, one student grabs the other student's shirt a little too aggressive and pushes them a bit too forcefully. The student who had the physical touch may feel like the other student was not playing safe because they did not use a light touch even though it was not clearly communicated what "safe" means. The other student is not going to know or think they did anything wrong because that was their idea of a safe touch. Then the students tattle on one another to an adult and usually the student who pushed a little too aggressively (in the adults opinion) would have some sort of consequence all because the rules and expectations were not explicitly stated from the beginning to make it a fair playing field for all.

The same goes with educators. Think of the school environment as a whole when working with other colleagues. For example, it is inservice day or professional development day and all of the staff are supposed to arrive by 7:30am. Do you feel agitated when others do not arrive on time? Distracted when other colleagues are engaging in side conversations when the principal or other individual is speaking? Upset that the person next to you is grading student work or responding to emails on the computer instead of listening? Frustrated that another person is not prepared for the meeting by not reading the article(s) ahead of time once it is time to reflect in small group? Feel left out when a staff member is disorganized by not having enough copies of distributed materials or fed up with another person near you who continues to vocalize off-topic rants? My first question, has the group as a whole discussed and approved explicitly what are the socially acceptable norms for what would be appropriate professional expectations when planning and attending a meeting? If no, then every staff member sitting in that meeting has a different perspective of what social norm is appropriate and having side conversations or grading student work is acceptable behavior in their opinion.

Do you see the parallels between educators at an all school meeting and students playing tag on the playground as it relates to the hidden curriculum in the classroom? If you answered yes, then you understand what the hidden curriculum is and will hopefully be aware of how your classroom management practices are implemented in the classroom and how they affect student's physical, emotional, and educational outcomes.

Remember, the hidden curriculum promotes sexism, racism, and class bias that reflect the larger society which we are a part of. To make sure educators are not promoting the exclusion of students, think about eliminating phrases like the ones that Judy Endow states, *"everybody knows…," "Common sense tells you…," "it is quite obvious that…." Or "I shouldn't have to tell you, but…"*

- Social Class and the Hidden Curriculum of Work: http://www.pasadena.edu/files/syllabi/mihogan_20068.pdf
- Making Sense of the Hidden Curriculum: http://www.education.com/reference/article/hidden-curriculum-school-asperger/
- Mining the Values of the Curriculum: http://www.ascd.org/publications/educational-leadership/nov93/vol51/num03/Mining-the-Values-in-the-Curriculum.aspx
- Culture in the Classroom: http://www.tolerance.org/culture-classroom
- Christopher T. Vang: http://files.eric.ed.gov/fulltext/EJ759642.pdf
- Gender in the Hidden Curriculum: http://thesocietypages.org/socimages/2012/11/16/gender-in-the-hidden-curriculum/

Section 5

How do I align IEP's into my regular education curriculum?

This section will provide ideas, suggestions, and examples as how to incorporate your students who have IEP's into daily lesson participation

When I did my special education student teaching placement in an urban school setting with students who have cognitive disabilities (or intellectual disabilities), I requested that I would like to become more involved with my students in the mainstream 7th grade science classroom. I already taught them math in a self-contained environment but I also wanted to make sure that their learning needs and IEP goals were continuing to be met among the regular education teachers.

I expressed explicitly to the regular education science teacher what the expectations were of my students who receive special education services as outlined by my cooperating teacher. The goal was for our students to be active participants in the regular education setting. What an active participant looked like for our students was to engage in learning activities and experiments with same aged non-disabled peers, to be accountable for their classroom materials (notebook, binder, assignment notebook, writing tools, and textbook), to participate in small and whole group discussions, to take notes when content is projected on the screen, and to study for quizzes and tests. Every Friday, I would meet with the regular education science teacher with my planner in tow for 20 minutes and they would share with me their lesson plans for the following week and provide me with the materials they were going to use. I would write down in my planner what the plan was for each day and discuss with them what the students would or would not be able to participate in or what adaptations should be made to the curriculum to meet their learning needs and IEP goals.

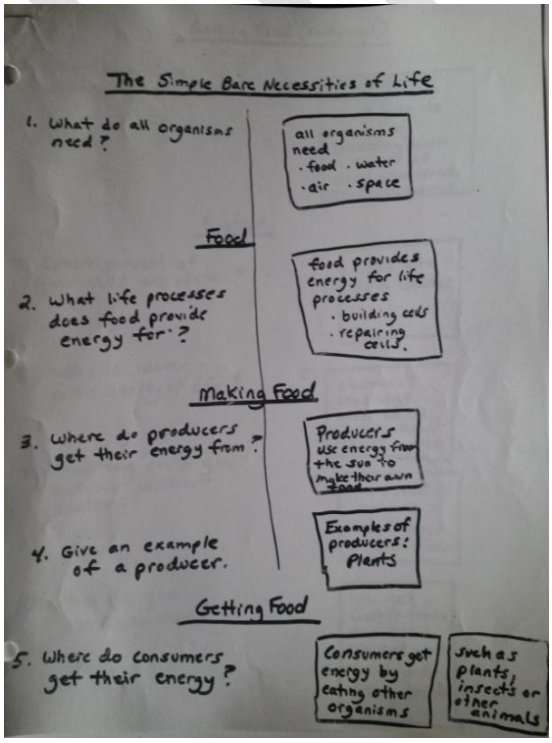
As we knew our students receive services such as therapy or engage in social activities outside of the school setting, we do not assign homework for our students to complete as it would take away from family time and/or other beneficial programs they are involved in. Explaining this to the science teacher, they now knew that homework would not be counted as part of their pass/fail grade. We also discussed the adaptations for students based on their specific IEP goals. One adaptation would be different from another student's adaptation because of learning needs but the core task would be the same.

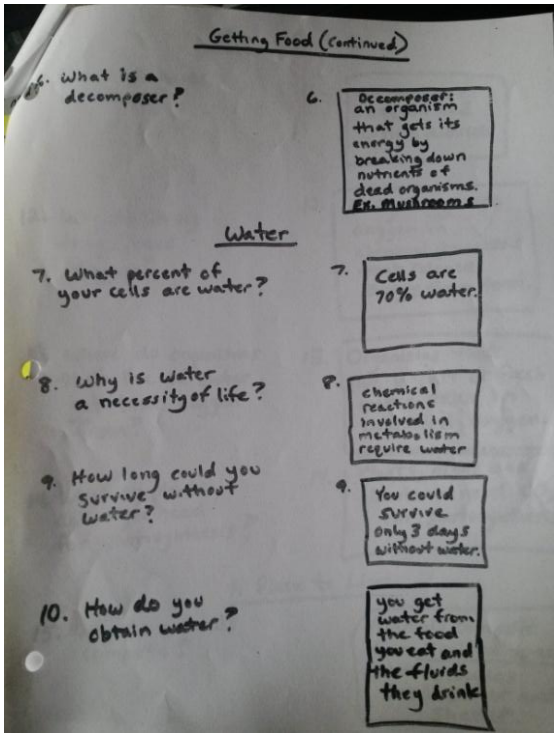
Once it is time to start planning for the lesson or unit, always have a hard or electronic copy of the student's IEP readily accessible to refer to. Start planning the lesson as usual or pull out the already created lesson that is used every year. After it is decided what the lesson objective(s) are, then making adaptations for the student who has an IEP will be easier because every lesson across all content areas require that a student listens, reads, writes, or communicates with a learning task. Whatever Bloom's Taxonomy Action Verbs used for the learning objective there is an academic or functional IEP goal as well as a planned support in the IEP that can be aligned with it.

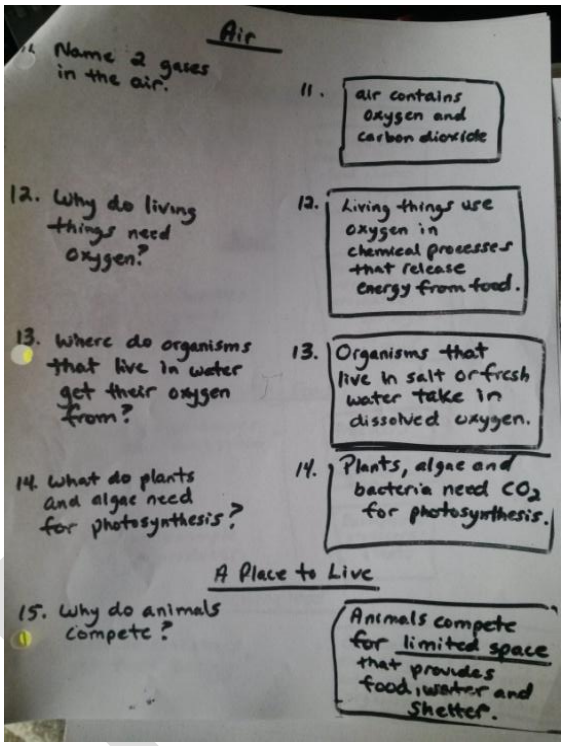
- Bloom's Taxonomy Action Verbs: (http://marquette.edu/assessment/includes/documents/BloomsTaxonomyActionVerbs.pdf)

For example, one lesson objective in science was for the students to create and organize question stems with answers on post-it notes in their spiral notebook from a section in the textbook. As one of my students was just beginning to recognize a handful of sight words and is learning how to write letters, this specific learning objective would be a very challenging task for them to achieve. One of my other students was an exceptional reader and could write and spell words well but they have difficulty comprehending text and independently organizing thoughts. Another student could read but would write very large and with no spaces between words. I took the transparency pages that the teacher had created that they would use when modeling how to create notes for the students' whole group and made copies of it. I then made adaptations based on the students learning needs and IEP goals so they could achieve the learning objective.

There was no doubt that my students would be able to meet the learning goal but how they would meet it requires a bit of extra work for them to be successful either independently or with support. Below is a copy of the transparency pages that the regular education teacher created and used for whole group instruction. The boxes on the right represent post-it notes.







Now that I know what the learning objective is, I can look through my students IEP's and determine which ones are the most appropriate for the learning task. Here are the following IEP goals that will be used for this specific learning objective that align with the academic writing goal they have in place:

- *Bartholomew will write to convey ideas and information including facts, details, and other information to a level 1. Level 1 states that a student will attempt to perform the task with support by participating in shared writing to convey ideas and information including facts, details, or other information.*

  - ✓ The following supports are needed for this student to be successful with the learning objective:

    - ❖ *Directions repeated, restated, or broken down*
    - ❖ *Preferential Seating*
    - ❖ *Sensory breaks*

- *Bartholomew will demonstrate understanding of conventions of standard English when writing. He is achieving this goal at a level 1 and will achieve to a level 2. Level 1 states that with support he will respond to simple questions and level 2 states that he will distinguish between question marks and periods in written text.*

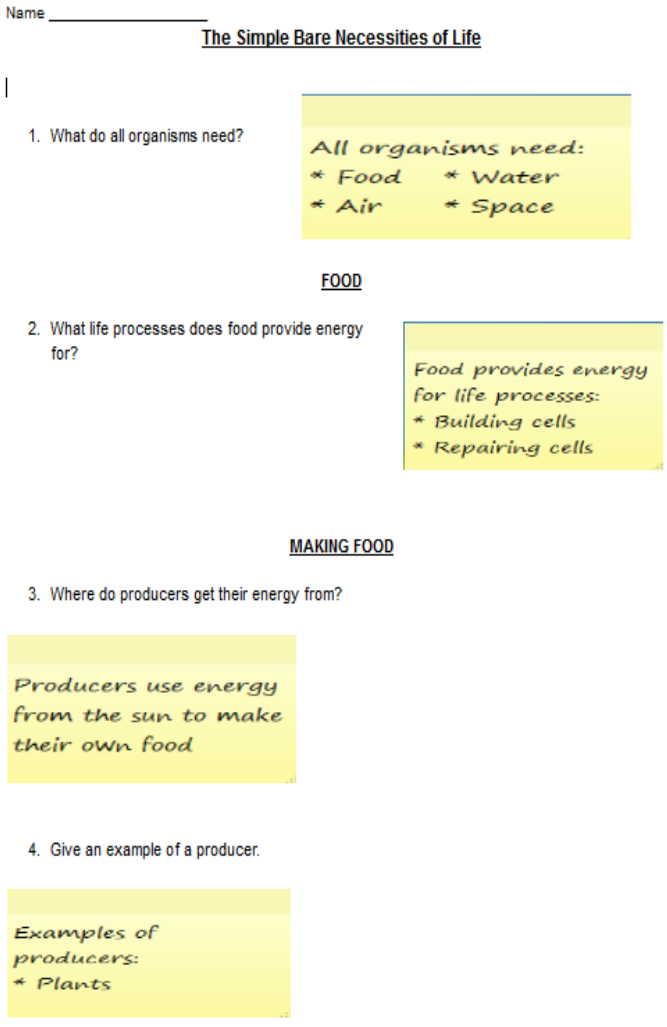
  - ✓ The following supports are needed for this student to be successful with the learning objective:

    - ❖ *Directions repeated, restated, or broken down*
    - ❖ *Copies of notes/fill in the blanks (receive a copy of all notes)*

- *Charlotte will write for purpose by writing letters and sentences independently, requiring no highlighting support provided by a teacher and or staff member at least 1 out of 4 opportunities when writing activities are present.*

- ✓ The following supports are needed for this student to be successful with the learning objective:
  - ❖ *Directions repeated, restated, or broken down*
  - ❖ *Modified assignments (modified to instructional level)*

Now that I know what my students' strengths and areas of improvement are along with the appropriate type of supports they will need, I can create a modified document that meets the learning objective and work on their IEP goal at the same time. Below are side by side comparisons of the two different variations I created for my students that would allow them to work independently and/or with support.



Name _____

The Simple Bare Necessities of Life

1. What do all organisms need?

All organisms need:
* Food * Water
* Air * Space

FOOD

2. What life processes does food provide energy for?

Food provides energy for life processes:
* Building cells
* Repairing cells

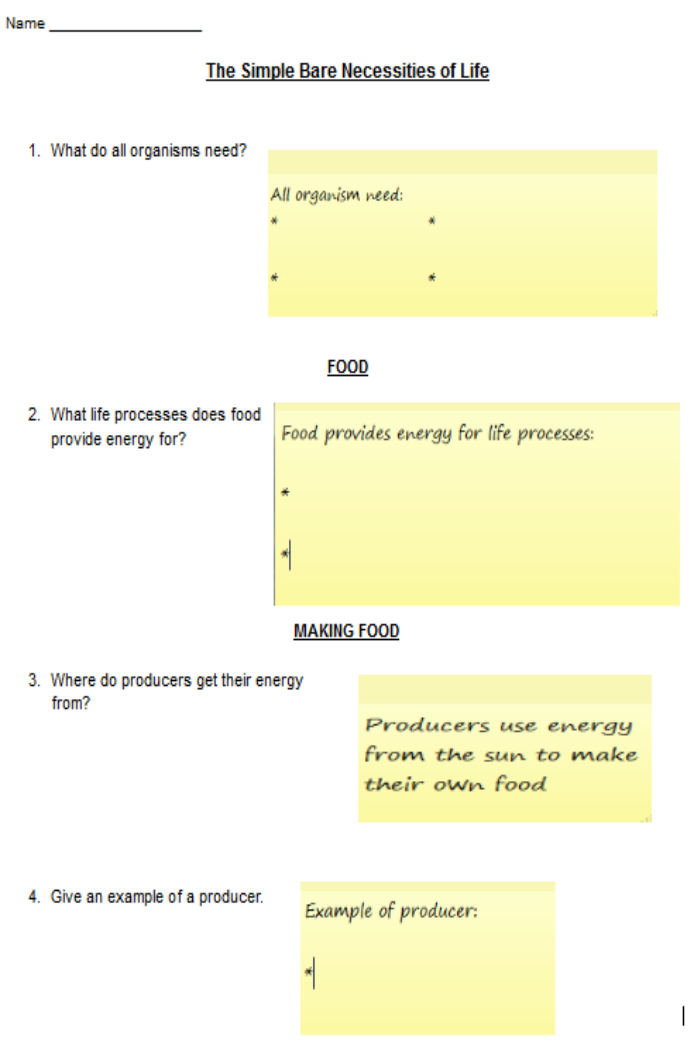
MAKING FOOD

3. Where do producers get their energy from?

Producers use energy from the sun to make their own food

4. Give an example of a producer.

Examples of producers:
* Plants



Name _____

The Simple Bare Necessities of Life

1. What do all organisms need?

All organism need:
* *
* *

FOOD

2. What life processes does food provide energy for?

Food provides energy for life processes:
*
*

MAKING FOOD

3. Where do producers get their energy from?

Producers use energy from the sun to make their own food

4. Give an example of a producer.

Example of producer:
*

Example 1 Continued

GETTING FOOD

5. Where do consumers get their energy?

Consumers get energy by eating other organisms such as:
* Plants * Insects
* Other animals

6. What is a decomposer?

Decomposer:
An organism that gets its energy by breaking down nutrients of dead organisms.

Example: mushrooms

WATER

7. What percent of your cells are water?

Cells are 70% water

8. Why is water a necessity of life?

Chemical reactions involved in metabolism require water

9. How long could you survive without water?

You could survive only 3 days without water

Name _____

The Simple Bare Necessities of Life

10. How do you obtain water?

You get water from the food you eat and the fluids they drink

AIR

11. Name 2 gases in the air.

Air contains:
* Oxygen * Carbon dioxide

12. Why do living things need oxygen?

Living things use oxygen in chemical processes that release energy from food

13. Where do organisms that live in water get their oxygen from?

Organism that live in salt or fresh water take in dissolved oxygen

Example 2 Continued

GETTING FOOD

5. Where do consumers get their energy?

Consumers get energy by eathing other organisms such as:

*

*

6. What is a decomposer?

Decomposer:
An organism that gets its energy by breaking down nutrients of dead organisms.

Example: mushrooms

WATER

7. What percent of your cells are water?

Cells are 70% water

8. Why is water a necessity of life?

Chemical reactions involved in metabolism require water

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The Simple Bare Necessities of Life

10. How do you obtain water?

You get water from the food you eat and the fluids they drink

AIR

11. Name 2 gases in the air.

Air contains:

*

*

12. Why do living things need oxygen?

Living things use oxygen in chemical processes that release energy from food

13. Where do organisms that live in water get their oxygen from?

Organism that life in salt or fresh water take in _____ oxygen.

Example 1 Continued

14. What do plants and algae need for photosynthesis?

Plants, algae and bacteria need CO2 for photosynthesis

A PLACE TO LIVE

15. Why do animals compete?

Animals compete for LIMITED SPACE that provides food, water and shelter

Example 2 Continued

14. What do plants and algae need for photosynthesis?

_____, _____ and _____ need CO2 for photosynthesis.

A PLACE TO LIVE

15. Why do animals compete?

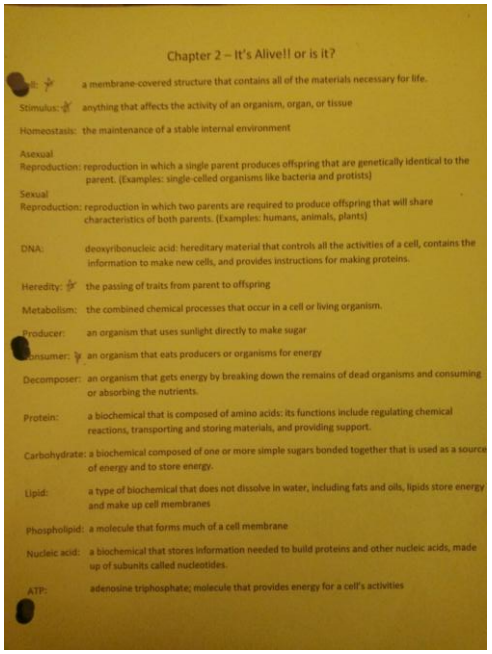
Animals compete for _____ that provides _____, _____ and _____.

Example 1 is the copy of the teacher created transparency page notes but in a fun way that gives the appearance that the student used post-it notes. Example 2 also incorporates the look of using post-it notes in addition to meeting the planned support of using fill in the blank options. Both examples meet the IEP goals for the students in the class as well as support them to be successful with completing the learning objective either independently or with support. In addition, example 2 can be used for intervention support for students who struggle in the science class but do not have an IEP.

Now that the documents are created, they can be useful for future use with other students and can be easily adjusted to meet additional learning needs. I created the documents using Google Docs, the post-it feature on the computer, and the Snipping Tool. I can then share the modified document with other educators, support staff, or to parents if the student will be absent for an extended period of time and request work sent home.

Another example of aligning IEP's into the regular education science curriculum would be with how to provide study tools to students. The regular education science teacher wanted the students to memorize 17 terms but that would be too many for our students to memorize. We settled on seven terms that would be relevant to them and found more commonly across multiple learning environments.

To the right is the vocabulary handout that the teacher gave to all the students in the class to study from.



Chapter 2 – It's Alive!! or is it?

Stimulus: anything that affects the activity of an organism, organ, or tissue

Homeostasis: the maintenance of a stable internal environment

Asexual Reproduction: reproduction in which a single parent produces offspring that are genetically identical to the parent. (Examples: single-celled organisms like bacteria and protists)

Sexual Reproduction: reproduction in which two parents are required to produce offspring that will share characteristics of both parents. (Examples: humans, animals, plants)

DNA: deoxyribonucleic acid: hereditary material that controls all the activities of a cell, contains the information to make new cells, and provides instructions for making proteins.

Heredity: the passing of traits from parent to offspring

Metabolism: the combined chemical processes that occur in a cell or living organism.

Producer: an organism that uses sunlight directly to make sugar

Consumer: an organism that eats producers or organisms for energy

Decomposer: an organism that gets energy by breaking down the remains of dead organisms and consuming or absorbing the nutrients.

Protein: a biochemical that is composed of amino acids: its functions include regulating chemical reactions, transporting and storing materials, and providing support.

Carbohydrate: a biochemical composed of one or more simple sugars bonded together that is used as a source of energy and to store energy.

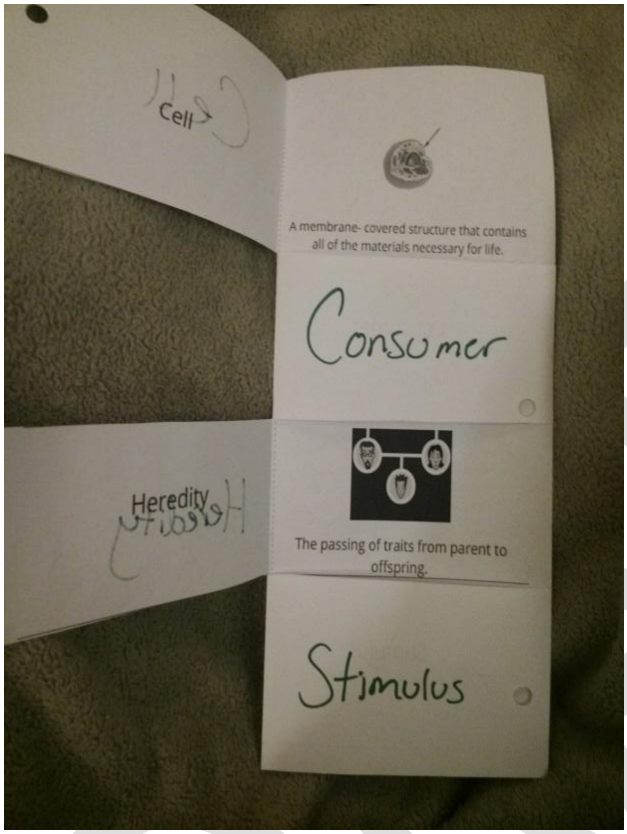
Lipid: a type of biochemical that does not dissolve in water, including fats and oils, lipids store energy and make up cell membranes

Phospholipid: a molecule that forms much of a cell membrane

Nucleic acid: a biochemical that stores information needed to build proteins and other nucleic acids, made up of subunits called nucleotides.

ATP: adenosine triphosphate; molecule that provides energy for a cell's activities

The next step I took was to modify the vocabulary handout for my students because it lacked visual representations of the terms and definitions for my students to be able to pair with. I wanted my students to have some sort of concrete understanding rather than an abstract term. I created a foldable study tool for my students. A foldable is a great tool because it self-corrects, uses larger print, includes images, and is a fun manipulative for students to interact with.



The foldable to the left is a great modified study tool for learning vocabulary. I created this one using the print features on Quizlet. Quizlet.com also can create quizzes, provide multiple study options, and is easy to use with voice options.

All throughout the science semester, students would be quized weekly on vocabulary, especially Latin terms. Just like the science vocabulary, the regular education teacher and I decided which four out of the 10-12 terms a week would be most appropriate for the students to learn that they would see most often in their natural environment. I created a modified quiz for the science vocabulary and Latin terms because on the IEP, all my students require a modified quiz with extra time.

I choose the following student's IEP goals that would align with comprehending vocabulary terms:

- *Complete assigned tasks independently with 2 or less verbal/picture prompts from adult, 4 out of 5 opportunities.*

- *Charlotte will determine the meaning of words and phrases as they are used in informational text at a level 3- currently level 2 (Level 3 states that Charlotte will demonstrate the content knowledge and skills by determining the meaning of words and phrases as they are used in an informational text).*

- ✓ The following supports are needed for this student to be successful with the vocabulary learning objective:
  - ❖ *Use of graphic organizers*
  - ❖ *Modified quizzes and tests in alternate setting*

Here are two different examples of modified quizzes used for vocabulary and Latin terms for the students. The pictures especially help those who have a difficult time reading and can pair the vocabulary word with a visual and recall key words in the definition that allows them to be successful. There are dozens of different ways to modify quizzes but for my students who have significant cognitive disabilities, this was the style that they were most successful with.

Latin Root Words Quiz Example

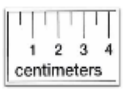
Name _____

Date _____

7th Grade Science Root Words Quiz # 2

Directions: Draw a line from the Word to its Definition and Example.

Each correct Definition to the Word is worth 1 point and each correct Example to the Word is worth 1 point for a total of 8 points.

Definition	***Word***	***Example***
Two	**Cardio**	Biology 
Heart	**Cent**	Cardiovascular/ Cardiologist 
Life	**Bi**	Centimeter/ Centipede 
100	**Bio**	Bicycle 

Science Vocabulary Quiz Example

Name _____

Date _____

Directions: Put the letter in the box that best represents the vocabulary words definition.

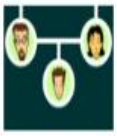
4 Matching questions

Show images Print test

1. Stimulus
2. Heredity
3. Cell
4. Consumer

a 

An organism that eats producers or organisms for energy.

b 

The passing of traits from parent to offspring.

c 

A membrane- covered structure that contains all of the materials necessary for life.

d 

Anything that affects the activity of an organism, organ, or tissue.

When it comes to in class lab activities, I typically do not modify any of the worksheets used in class because the goal is for the students to interact with their classmates in a partner or small group activity. However, I choose the following IEP goals that would be targeted when the students were participating with same aged peers who were non-disabled and would track the observations on a progress monitoring form:

- *Bartholomew will participate in collaborative discussions to a level 1. Level 1 states that a student will attempt to perform the task with support.*

- *When provided with minimal to no verbal cues/reminders, Bartholomew will increase his functional communication skills during classroom activities and reciprocal discussions with peers and adults by achieving 2 or more of the following objectives listed below.*

  - ✓ *Initiate comments or questions that are directly related to the current topic or activity during at least 3 out of 5 opportunities.*

  - ✓ *Will remain on topic for 1-2 conversational turns with familiar adults or peers during at least 4 out of 5 opportunities, given 1 reminder or less.*

- *Charlotte will increase her social/attending skills in a variety of areas of school environment based on the benchmarks below:*

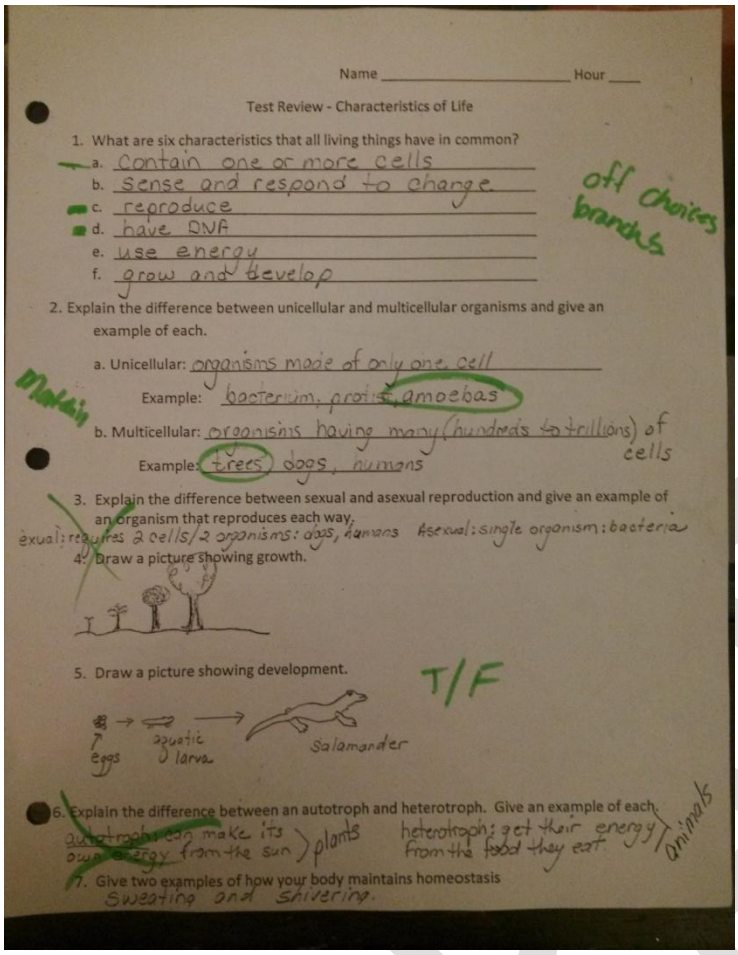
  - ✓ *Participate and engage in group activities 4 out of 5 opportunities.*

- *When provided with minimal verbal cues, Charlotte will increase her functional conversational skills by participating in reciprocal conversation of at least 2 turns with a peer about a mutually shared topic during at least 3 out of 5 structured opportunities.*

The last example of aligning IEP's into the regular education science curriculum would be with how to modify a unit test. During our weekly meeting we looked over what the regular unit test looked like and together decided what to leave out and what to include on the test for my students. Taking into consideration the strengths of the students, the modified content they had learned during the quarter, and the lab activities they participated in, an appropriate study guide and modified test could be created. The next few pages are examples of select pages from the original study guide and test with a side by side comparison of the modified foldable study guide and paper pencil test. The green marks are from when I collaborated with the regular education teacher to decide what would be included in the modified version.

Original Study Guide

Modified Foldable Study Guide



Name _____ Hour ____

Test Review - Characteristics of Life

1. What are six characteristics that all living things have in common?
   a. Contain one or more cells
   b. Sense and respond to change
   c. reproduce
   d. have DNA
   e. use energy
   f. grow and develop

off choices branches

2. Explain the difference between unicellular and multicellular organisms and give an example of each.
   a. Unicellular: organisms made of only one cell
      Example: bacterium, protist, amoebas
   b. Multicellular: organisms having many (hundreds to trillions) of cells
      Example: trees, dogs, humans

Mitosis

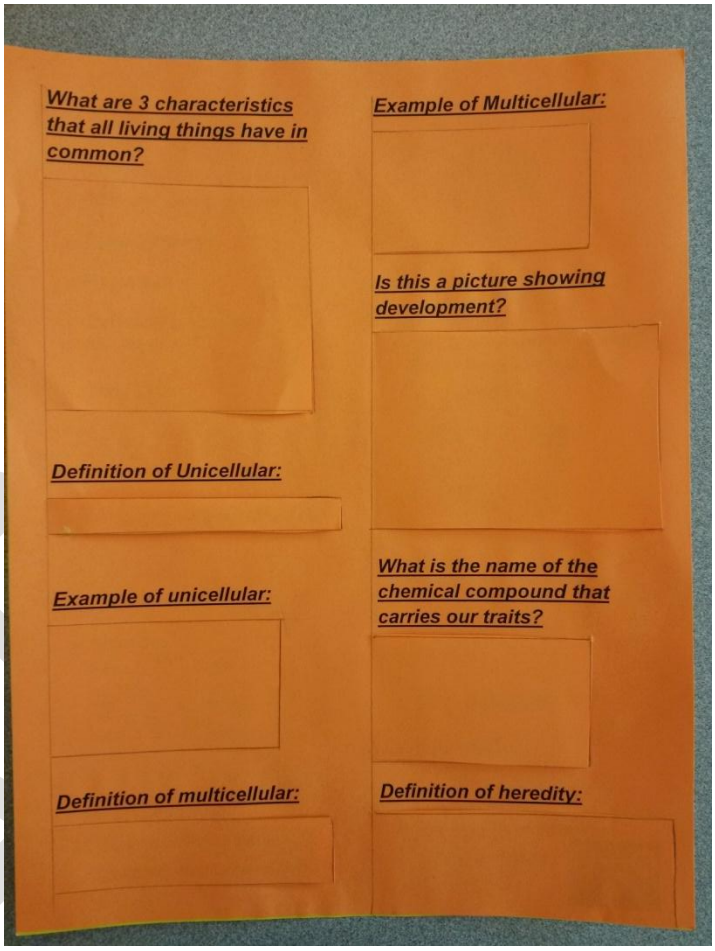
3. Explain the difference between sexual and asexual reproduction and give an example of an organism that reproduces each way.
   sexual: requires 2 cells/2 organisms: eggs, humans Asexual: single organism: bacteria
4. Draw a picture showing growth.

5. Draw a picture showing development.

T/F

eggs → aquatic larva → Salamander

6. Explain the difference between an autotroph and heterotroph. Give an example of each.
   autotroph: can make its own energy from the sun) plants heterotroph: get their energy from the food they eat animals
7. Give two examples of how your body maintains homeostasis
   sweating and shivering.



What are 3 characteristics that all living things have in common?

Example of Multicellular:

Is this a picture showing development?

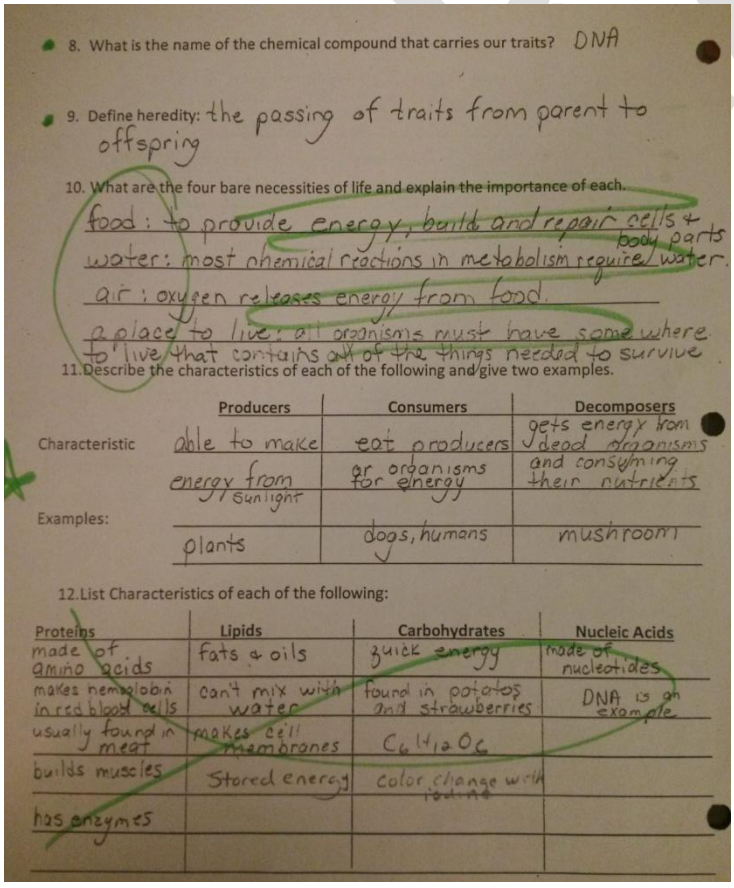
Definition of Unicellular:

Example of unicellular:

What is the name of the chemical compound that carries our traits?

Definition of multicellular:

Definition of heredity:

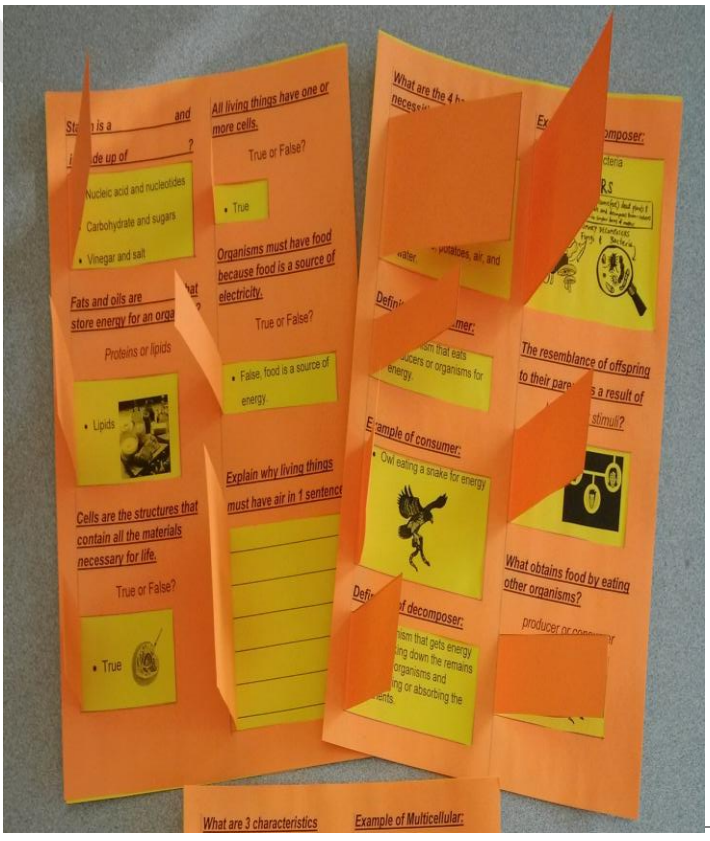


8. What is the name of the chemical compound that carries our traits? DNA
9. Define heredity: the passing of traits from parent to offspring
10. What are the four bare necessities of life and explain the importance of each.
    food: to provide energy, build and repair cells & body parts
    water: most chemical reactions in metabolism require water.
    air: oxygen releases energy from food.
    a place to live: all organisms must have some where to live that contains all of the things needed to survive
11. Describe the characteristics of each of the following and give two examples.

	Producers	Consumers	Decomposers
Characteristic	able to make energy from sunlight	eat producers or organisms for energy	gets energy from dead organisms and consuming their nutrients
Examples:	plants	dogs, humans	mushroom

12. List Characteristics of each of the following:

Proteins	Lipids	Carbohydrates	Nucleic Acids
made of amino acids	fats & oils	quick energy	made of nucleotides
makes hemoglobin in red blood cells	can't mix with water	found in potatos and strawberries	DNA is an example
usually found in meat	makes cell membranes	$C_6H_{12}O_6$	
builds muscles	Stored energy	color change with iodine	
has enzymes			



All living things have one or more cells.

True or False?

Organisms must have food because food is a source of electricity.

True or False?

Explain why living things must have air in 1 sentence

Cells are the structures that contain all the materials necessary for life.

True or False?

What are 3 characteristics

Example of Multicellular:

Original Test

Name _____ Hour ____

Test - Characteristics of Life

1-6. What are six characteristics that all living things have in common?

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____

7-10. Explain the difference between unicellular and multicellular organisms and give an example of each.

a. Unicellular: _____

Example: _____

b. Multicellular: _____

Example: _____

11. Which type of organism from above can live independently or on its own?

_____ (unicellular or multicellular)

12. Which organism from above cannot live independently or on its own?

_____ (unicellular or multicellular)

13-16. Explain the difference between sexual and asexual reproduction and give an example of an organism that reproduces each way.

a. Sexual Reproduction: _____

Example: _____

b. Asexual Reproduction: _____

Example: _____

30. Which necessity can you only live three days without? _____

Match the following with the characteristics below: Producers, Consumers, Decomposers

_____ 31. Bacteria is an example

_____ 32. Uses sunlight to make sugar

_____ 33. Eats other organisms for energy

_____ 34. Breaks down dead tissue

_____ 35. An oak tree is an example

_____ 36. A timber wolf is an example

_____ 37. Fungus is an example

Match the following: **Proteins, Lipids, Carbohydrates, and Nucleic Acids**

_____ **38. Cannot mix with water**

_____ **39. Caused a color change with Iodine solution**

_____ **40. Is a source of quick energy**

_____ **41. Fats and oils make up this nutrient**

_____ **42. Most commonly found in meat**

_____ **43. Are considered to be stored energy**

_____ **44. Are found in fruits and vegetables**

_____ **45. $C_6H_{12}O_6$.**

_____ **46. Builds muscle tissue**

_____ **47. Makes up hemoglobin in red blood cells**

_____ **48. Makes up the cell membranes**

_____ **49. Are compounds made up of nucleotides**

_____ **50. Are made up of smaller units called amino acids**

Modified Paper Pencil Test

Name_____ Date_____

Test- Characteristics of Life

Directions: Please read the prompts for each question and follow directions as how to answer appropriately. There are 28 questions for a total of 35 points.

Directions: Please circle the 3 letters that best represent the question. (3 points)

1) What are 3 characteristics that all living things have in common?

a) Contain 1 one or more cells

b) Speak gibberish

c) Reproduce

d) Eat snickers bars like Ms. Nowak

e) Have DNA

Directions: Questions 2-15; please circle either True or False that best represents the statement. (1 point each question)

2) Definition of Unicellular: Organisms made of only 1 cell.

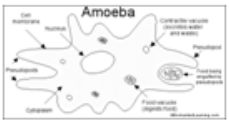
a) True

b) False

3) Example of unicellular: Amoebas

a) True

b) False



1

Name_____ Date_____

Directions: Questions 15-20; please circle the letter that best represents the question. (1 point each)

15) What is the name of the chemical compound that carries our traits?

a) Windex

b) DNA 

c) H2O (water)

16) What are the 4 bare necessities of life?

a) Food, water, air and shelter

b) Cell phones, cars, movies, and dancing.

c) Cat videos, potatoes, air, and water.

17) The resemblance of offspring to their parents is a result of?

a) Heredity

b) A mirror

c) Stimuli

18) What obtains food by eating other organisms?

a) Producer

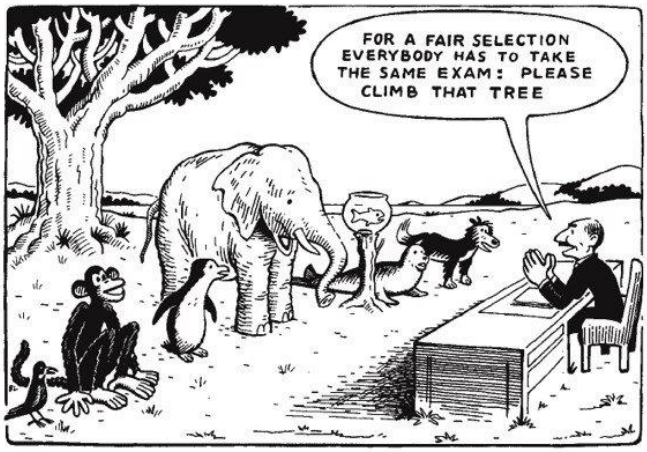
b) Consumer

c) A pencil

- ✓ The following supports are needed for this student to be successful with taking a test:
  - ❖ *Read aloud the test questions and answers to Charlotte while pointing to the section being read*
  - ❖ *Modified quizzes and tests in an alternate quite setting*
  - ❖ *Reduce the number of questions on tests and quizzes*
  - ❖ *Allow for breaks if needed*
  - ❖ *Provide multiple choice or fill in the blank options*

✎ Tips for Teachers: Teaching Students with Disabilities: http://www.schoolmentalhealth.org/Resources/Educ/Tips%20for%20Teachers.pdf

This is a cartoon that describes why it is important to make adaptations for our students with an IEP



One Page IEP Learning Target Sheets

Being explicit with students and their IEP goals by including them with their learning process helps a student become self-determined to advocate for their own learning needs as well as be accountable for achieving their IEP goals as well. When I taught math, I created a one page IEP learning target sheet for each student and gave it to them at the start of each class. The one page IEP learning target sheet served as a visual reminder of what they were going to work on for that day. It was also very helpful when creating lessons and a great tool to keep in the substitute teacher folder so they are aware of the learning targets for specific students.

The one page IEP learning target sheet can be used for all learning environments that the student is being taught. Make sure the laminate the sheet so it can be preserved for a longer period of time and to use dry erase markers on for the addenda section. On every one page IEP learning target page I included the following information:

- First and last name with personalization of a few graphic images
- Any username and password information for all accounts they use
- Content Learning Target (usually a "I can" statement)
- Content IEP goals in kid friendly language
- Agenda with a menu of options that serves as a visual schedule that can be circled for daily lessons
- Laminate to preserve for extended period of time

Below are examples of the one page IEP learning target sheets that I created for the students to use each:

Charlotte

Google
charlotte@student.example.com
charlotte1234

Language Arts Learning Target: I can increase my LA skills by working on my individual IEP goals.

My Language Arts Goals Are:[1]

1. Increase Reading Skills (Letter-Word Identification) (Goal: 2.5).
2. Demonstrate Basic Writing Skills (complete sentence).
3. With Assistance, stay on topic to discuss one paragraph. (scribed)

Agenda: Today I can complete _____ LA tasks.

1. Reading A-Z Activity
2. Moby Max (_____ lessons)
   a. *I can complete _____ lessons*
3. RAZ Kids (_____ books)
   a. *I can complete _____ books*
4. Read books out loud (book bucket) _____*books*
5. LLI Program (_____*books)*
6. Playaway book (____*chapters)*

*Title:*_____

[1] Updated 8/28/15

Bartholomew

GOOGLE **IXL.com**

Login:

Password:

Math Learning Target: I can increase my math skills by working on my individual IEP goals.

[11]My math goals are:

1. Independently determine which sign to use for addition and subtraction story problems.
2. Count groups of coins that include 3 different types of coins.
3. Tell time to the minute.
4. Solve addition and subtraction problems involving regrouping.

Agenda: Today I can complete _____ math tasks.

1. Life skills notebook
2. Moby Math (____ lessons)
    a. *I can complete ____ lessons*
3. IXL Math (____ lessons)
    a. *I can complete ____ lessons*
4. Monthly IEP Goal Packet page ____
5. Teacher created workshop
6. Free choice

[11] Updated 8/28/15

Section 6

Conclusion

I hope that this guide will serve you well for those teachers who are just beginning their career in education or for those who are now beginning to work with students who receive special education services in their classroom. I know that every educator is faced with dozens of different scenarios with their students and demands can change daily. In addition, we don't all work in the same structure or have access to the same materials. The purpose of this guide is to provide ideas and support that is not always found in text books or maybe be scattered through multiple books. I wanted to provide a central place for ideas and references.

I will continue to update this guide as I progress so please bookmark my website www.msnowakhomeroom.com for the latest version and to use my free interactive internet based lessons as well as check out other current information about special education.

My next goal will be to create a guide on how to construct websites to use as in instructional tool in and out of classrooms using Universal Design for Learning (UDL) guidelines.

- Understanding UDL: http://www.cast.org/our-work/about-udl.html#.VmAzq-LavYg

Thank you!

Jeanette Nowak

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