SPED 455

**Special Education Supplement
to the Student Teaching
Field Experience Handbook**

Revised 11/02

SPECIAL EDUCATION SUPPLEMENT
TO THE
STUDENT TEACHING FIELD EXPERIENCE HANDBOOK

TABLE OF CONTENTS

FOREWORD

This supplement has been prepared to assist cooperating professionals and teacher candidates in understanding and implementing those requirements of the field experience which are unique to the Special Education program. It should be used in conjunction with the Clarion University Guidelines for Student Teaching Handbook to determine the roles, expectations and guidelines for fulfilling the requirements of the student teaching experience. The forms included in this supplement are to be reproduced and used by the teacher candidate when submitting products for evaluation.

DEPARTMENT:	Special Education	**INSTRUCTOR:**	
COURSE NUMBER:	SPED 450	**OFFICE:**	SPED Center
TITLE:	Student Teaching	**PHONE:**	393-2325
CREDIT HOURSE:	6-12	**OFFICE HOURS:** Posted	

CATALOG DESCRIPTION

Observation and participation in teaching students with disabilities and in activities related to the performance of teacher's work. Prerequisites: SPED 320, 415, 420, and 425. Completion of all required courses in the certification area with a minimum grade of "C" and a cumulative QPA of 3.0, as well as the issuance of required state clearances.

Note: Students will be supervised by certified special education teachers and faculty from the Department of Special Education and Rehabilitative Sciences at Clarion University of Pennsylvania. Two field assignments provide experience with different disabilities, age groups and ability levels.

TEXTS

Required

Clarion University Guidelines for Student Teaching
Special Education Supplement

Suggested
Rosenberg, M., O'Shea, L. & O'Shea, D. (1998). *Student Teacher to Master Teacher.* New York: Macmillian
      Publishing Co.

1.0 PROGRAM OBJECTIVES
    This course directly addresses the following program objectives of the Department of Special Education:
    1.2 Skills
        1.2.1   Communicate effectively in spoken, written, and nonverbal forms
        1.2.2   Analyze information and use effective problem solving approaches when involved in decision-making with students, staff, parents and community service personnel
        1.2.3   Adhere to the Professional Code of Ethics and Standards for educators of exceptional persons
        1.2.4   Select/adapt, administer and interpret information from formal and informal assessment measures
        1.2.5   Integrate and translate assessment information into program goals
        1.2.6   Select and modify curricula to coincide with instructional goals
        1.2.7   Select, create and/or adapt, and evaluate materials and resources for instructional purposes
        1.2.8   Plan, implement, and evaluate instructional strategies/programs for the acquisition, maintenance and generalization of skills
        1.2.9   Plan, implement, and evaluate classroom and individual behavior management strategies/programs
        1.2.10 Adapt equipment, materials, and the classroom environment to manage the medical and physical needs of learners
        1.2.11 Analyze assessment procedures, program goals, instructional and behavioral strategies, and services to assure that they safeguard the legal rights of learners and their families

2.0 COURSE OBJECTIVES

    2.1   PROFESSIONAL ROLE

            2.1.1   Demonstrate effective interpersonal skills when interacting with students, staff, and parents of various cultural, racial and economic backgrounds

2.1.2 Interacts in the classroom and school setting in a positive and enthusiastic manner
2.1.3 Demonstrates respect for multicultural differences among students, staff and parents
2.1.4 Participates in faculty meetings, in-services, MDTs whenever possible
2.1.5 Accepts and completes responsibilities assigned by cooperating professional within time lines
2.1.6 Accepts professional role by adhering to local policies regarding absences, hours, dress.

2.2 COMMUNICATION SKILLS
    2.2.1 Communicates effectively in writing as evidenced by:
        a) boardwork and all written material given to students
        b) written communications to parents, classroom aides, and other professionals
        c) maintaining accurate plans and records of student progress
    2.2.2 Communicates effectively orally as evidenced by:
        a) clarity of thought and speech
        b) use of appropriate pace, tone, and volume
        c) use of appropriate questioning skills
        d) use of appropriate listening skills
    2.2.3 Communicates effectively nonverbally as evidenced by:
        a) Appropriate posture, gestures, proximity, etc.
        b) Appropriate facial expressions

2.3 INSTRUCTIONAL PLANNING
    2.3.1 Selects, adapts or prepares and administers assessment procedures appropriate for a given skill area and purpose for testing
    2.3.2 Interprets and integrates test results with other assessment data to determine goals and objectives for academic and/or behavioral programs
    2.3.3 Writes goals and objectives which are observable and measurable
    2.3.4 Writes units and daily lesson plans based on goals and objectives of the academic/behavioral program
    2.3.5 Individualizes instruction for each learner
    2.3.6 Plans a variety of instructional activities
    2.3.7 Develops lessons in a sequential manner
    2.3.8 Provides for flexibility in and transition between lessons
    2.3.9 Use effective grouping and/or scheduling to maximize instructional time
    2.3.10 Plans for effective use of classroom aide

2.4 INSTRUCTIONAL STRATEGIES IMPLEMENTATION
    2.4.1 Organizes materials and arranges classroom environment, including instructions to classroom aide, prior to lesson implementation
    2.4.2 Consistently implements lesson plans and/or behavioral programs
    2.4.3 Provides appropriate reinforcement:
        2.4.3.1 Consistently provides reinforcers according to instructional program
        2.4.3.2 Provides reinforcers which are both immediate and contingent
        2.4.3.3 Uses both tangible and non-tangible reinforcers
        2.4.3.4 Provides reinforcers on a group and/or individual basis when possible
    2.4.4 Effectively uses promoting procedures:
        2.4.4.1 Employs stimulus and response
    2.4.5 Provides timely and appropriate feedback:
        2.4.5.1 Uses error correction prompts
        2.4.5.2 Provides corrective feedback in a descriptive, timely and non-threatening manner
    2.4.6 Maintains high levels of engaged-time
    2.4.7 Paces and modifies lesson to maximize use of instructional time
    2.4.8 Provides clear and concise directions and requests

2.4.9   Evidences command of subject content in lesson presentation and feedback

2.5   INSTRUCTIONAL MATERIALS AND RESOURCES
    2.5.1   Uses materials and resources which are chronologically age appropriate
    2.5.2   Uses materials and resources which are appropriate for the academic level of the learner
    2.5.3   Uses a variety of instructional materials:
        2.5.3.1   Uses commercially prepared materials
        2.5.3.2   Uses manipulatives when appropriate
        2.5.3.3   Uses audio-visual materials when appropriate
        2.5.3.4   Uses computer-assisted instruction for simulations and drill and practice
        2.5.3.5   Uses a variety of reinforcing independent-practice activities
    2.5.4   Adapts existing classroom materials:
        2.5.4.1   Uses existing classroom materials in new/creative manner
        2.5.4.2   Adapts existing classroom materials to the age and academic level of the learner
    2.5.5   Constructs original materials which are appropriate for the learner's age and academic level
    2.5.6   Utilizes resources from outside the classroom
        2.5.6.1   Uses library and professional resources in selecting and adapting lessons and materials
        2.5.6.2   Uses community resources (staff, facilities, and materials) in lessons and unit plans
    2.5.7   Uses classroom aids in lessons

2.6   INSTRUCTIONAL EVALUATION
    2.6.1   Devises, implements, and interprets direct behavior observation systems using appropriate data collection techniques
    2.6.2   Devises, implements, and interprets curriculum-based assessments
    2.6.3   Collects, graphs, and interprets daily academic and/or behavioral performance data for each student
    2.6.4   Administers and scores tests without error
    2.6.5   Interprets and uses assessment data on an ongoing basis to modify instructional programs.
    2.6.6   Summarizes and communicates evaluation data as appropriate
    2.6.7   Provides feedback as needed to classroom aide

4.0 INSTRUCTIONAL METHODS/MATERIALS

4.1   METHODS   4.2   MATERIALS
Projects
Field experiences
Logs/Journals

5.0 EVALUATION PRODUCTS
Schedule
Student Matrix
Daily Lesson Plans
Formal and Informal Assessment and Summary Report
Unit Plan
Individualized Education Plan (IEP)
Behavioral Plan
Daily Log/Journal

6.0 GRADE SCALE AND DISTRIBUTION

Student teaching performance will be evaluated according to the criteria specified in the Special Education Supplement. All products will be graded on the degree to which they are complete and adhere to the specified format. An independent, separate grade will be determined for each placement.

EVALUATION OF STUDENT TEACHING

The SPED 450 course syllabus outlines the point distribution and percentage of products and performance contributing to the grade in each placement. A separate grade will be assigned for each placement; they are not dependent upon nor related to each other. The grading criteria for products will be applied by the university supervisor. The grade for teaching performance will be reviewed by the cooperating professional and university supervisor following the procedures outlined in the Student Teaching Field Experience Handbook and utilizing ratings from the Student Teaching Performance Rating Scales forms. A copy of 'Standards for Grades in Student Teaching' is provided to clarify the meaning of letter grades.

STANDARDS FOR GRADES IN STUDENT TEACHING

1. A Grade of A means the student teacher's performance is at an outstanding level. The lesson and unit planning for instruction are thorough, prompt, represent a variety of strategies and resources, and provide for individual needs and abilities. Assessment of pupil performance takes place continuously and through a variety of methods; instruction varies to correspond with the valuation data to meet individual needs. The student teacher shows the initiative to research the content and develop supplemental materials which reflect creativity and originality. The student teacher is self-directed in assuming professional responsibilities, participates in co-curricular events and the total school environment, and demonstrates maturity and leadership abilities. The required assignments and competencies have been achieved in an outstanding manner. The student teacher sows definite promise to be a highly effective beginning teacher.

2. A grade of B means the student teacher's performance is excellent. The lesson and unit planning are thorough, represent a variety of strategies and resources, and provide for individual needs and differences. Assessment of pupil performance takes place continuously and with a variety of methods; instruction is sometimes not modified to meet pupil needs and interests. The student teacher researches the content and develops supplemental materials that reflect creativity and originality, however some lessons show reliance on teaching manuals and the suggestions of the cooperating teacher and university supervisor. The student teacher has attended some co-curricular events and needs to become familiar with the total school environment. Maturity and leadership skills are evident. The student teacher completed all required assignments with varying degrees of promptness and thoroughness. The student teacher has mastered most, but not all, of the required competencies. The student teacher shows promise to be a highly effective beginning teacher.

3. A grade of C means the student teacher's performance is at a satisfactory level. The lesson and unit planning for instruction are adequate, often represent varying strategies and resources, and usually provide for individual needs and differences. Assessment of pupil performance takes place and with varying methods; instruction may not always meet pupil needs and interests. The student teacher often relies on the cooperating teacher and university supervisor for decision making, resources and content information. The student teacher has attended some co-curricular events and is somewhat lacking in insight to the total school environment. Maturity and leadership skills can be further developed. The student teacher has completed all required assignments adequately and with a minimal degree of promptness and thoroughness. All required competencies are met at a satisfactory or above level. The student teacher has the potential to be an effective beginning teacher provided

supervisory assistance and mentoring are provided. The student teacher is required to meet with the associate dean before proceeding with a second student teaching assignment.

4. A grade of D indicates that the student teacher's performance is at an unsatisfactory level. The instructional planning, assessment of pupil learning, and provisions for individual pupil needs and interests are performed at a marginal level. The student teacher depends upon commercial planning guides and materials and relies on the advice and supervision of the cooperating teacher and university supervisor in performing professional responsibilities. The student teacher has not completed all required assignments or demonstrated all required competencies at a satisfactory or above level. The student teacher is not eligible for certification and graduation in the degree program.

5.   A grade of E indicates that the student has not demonstrated most of the essential competencies for the professional role. There is evidence of minimal professional growth, lack of independence in performing professional responsibilities and a need for continuous supervision. The student teacher has failed to either complete all required assignments and/or demonstrate all required competencies. The student teacher is not eligible for certification and graduation in the degree program.

STUDENT TEACHING PRODUCTS

Each teacher candidate is required to prepare the following products to be used in EACH field placement:

> Schedule
> Journal
> Student Matrix
> Daily Lesson Plans
> Formal & Informal Assessment and Summary Report
> Unit Plan
> Behavioral Plan
> Individualized Education Plan (IEP)

A description of each product, the forms to be used or formats to follow for each, and the timelines for completion are provided in the following pages.

a. Schedule

The intent of this form is to aid the university supervisor in scheduling visits and observations so that the supervisor does not visit when the student teacher is not engaged in an instructional activity. The schedule should include class periods and/or activities conducted within a typical week. Beginning and ending times should be noted as well as planning periods, lunch, etc. The schedule should be presented to the university supervisor during Week #1 of each placement and updated weekly.

b. Journal

The journal is maintained to provide both the teacher candidate and the university supervisor opportunities for discussion during visitations. At least one journal entry per week must be made. Each entry should contain a reflection on a specific instructional experience or incident with particular students, and may include questions posed for the supervisor to address during the subsequent visit.

c. Student matrix

The intent of this form is to document that the teacher candidate has reviewed all students' IEPs prior to lesson planning and instruction in EACH placement. Due to the confidentiality of student records this form is NOT to leave the classroom and will be reviewed on-site by the university supervisor. The teacher candidate should review the IEPs during the first few days of the placement and have the matrix completed by the end of Week #1 of each placement. The purpose of the matrix is to provide a quick reference to assist in grouping students according to their instructional levels and needs. Individual differences of students reported on this matrix need to be reflected in daily instructional practice. The information contained in the matrix is handwritten using the form in appendix A.

d. Daily lesson plans

A detailed lesson plan following the enclosed format should be prepared by the teacher candidate for each lesson conducted. Each area as listed must be addressed. As experience in planning is gained, this format may be abbreviated and adapted to the classroom format upon a mutual decision by the cooperating professional and the university supervisor. All lesson plans must be submitted to and approved by the cooperating professional **AT LEAST ONE DAY IN ADVANCE** of lesson implementation or as determined by the individual cooperating teacher.
Copies of each lesson plan must also be available for review by the university supervisor during the site visit.

e. Assessment

Each teacher candidate is required to complete one formal assessment and one informal assessment to assist in the development of the IEP for a selected student as appropriate in each placement.

Standardized Test Administration

Each student is required to administer one (1) standardized, norm-referenced assessment instrument to the selected child. The administration should reflect the teacher candidate's facility in the following areas:

1)   Establishment of rapport with examinee
2)   Appropriate introduction to the test/purpose of testing session
3)   Use of correct starting points
4)   Accurate application of basals
5)   Accurate application of ceilings
6)   Adherence to standardized directions
7)   Administration of sample items
8)   Appropriate response to examinee request for item repetition
9)   Appropriate manner of asking examinee to repeat response
10)   Appropriate response to examinee modification of responses
11)   Avoidance of confirming and/or correcting examinee responses
12)   Appropriate reinforcement of examinee work behavior
13)   Appropriate use of encouragement for examinee responses
14)   Appropriate use of questioning (query)
15)   Avoidance of coaching behavior
16)   Smooth administration of items (pace, vocal quality)

17)   Smooth transition between subtests
18)   Verbatim recording of incorrect responses
19)   Accurate scoring of examinee's responses
20)   Familiarity with test manual and instrument

Assessment Protocol

The completed assessment protocol should be submitted to the university supervisor. The teacher candidate must demonstrate the ability to:

1)   Calculate chronological age
2)   Calculate raw scores
3)   Adhere to and identify starting points, basals, and ceilings
4)   Calculate derived scores
5)   Correctly use appropriate normative tables
6)   Complete score summaries, profiles, and/or error analyses.

Informal Assessment

In addition to formal assessment, each teacher candidate must also complete necessary informal assessments to determine instructional levels and needs. This may take a variety of forms including: criterion-referenced assessment, CBA, CBM, teacher-made tests, Brigance, informal reading inventory, ecological assessments, functional behavioral assessment, life skills evaluation, etc.

Table 1-1. A sampling of curriculum-based assessment models.

Term and Definition	Example
Precision teaching uses rate of student response, student self-recording, and standard logarithmic charts (Lindsley, 1990).	Students may correct their own spelling assignments, count the number of words spelled (or correct letter sequences) correctly, and graph their own data.
Curriculum-based measurement uses measurement of proficiency on outcomes toward the entire curriculum for that year, and CBM relies on standardized, prescriptive measurement methodology (Fuchs & Deno, 1991)	Spelling words for the current year are randomly selected to represent varied forms for CBM administration, students are given 2-minute assessments on the words during the week, weekly, or every 2 weeks, and student progress on the long-term goal is graphed and monitored.
Curriculum-based assessment uses test stimuli from the student's curriculum and repeated testing across time, and uses the information to make instructional decisions (Tucker, 1985).	Spelling words for a unit of instruction are quizzed periodically during a given unit of instruction, words correct are graphed, and changes in the instructional programming are made according to student progress.
Curriculum-based evaluation uses task analysis of curricula to provide information about the content of instruction (Howell & Morehead, 1987).	Spelling test results are analyzed for patterns of errors that lead to a following series of short-term instructional objectives or to a remediation unit for deficit spelling areas.

Note: From *Curriculum-based assessment in special education* (p. 9), by M.E. King-Sears, 1994, San Diego: Singular Publishing Group, Inc.

Table 2-1. APPLY as a framework for developing and using CBA.

1. *A* **NALYZE** the curriculum
2. *P* **REPARE** items to match curriculum objectives
3. *P* **ROBE** frequently
4. *L* **OAD** data using a graph format
5. *Y* **IELD** to results- revisions and decisions

Note: From *Curriculum-based assessment in special education* (p. 17), by M.E. King-Sears, 1994, San Diego: Singular Publishing Group, Inc.

Assessment Results Interpretation

Utilizing results from the formal and informal assessments, each teacher candidate must prepare a TYPED Assessment Summary Report. This summary report must include the following:

1)   Student information
2)   Table of test score results
3)   Summary of overall test results
4)   Interpretation of composite/domain scores
5)   Interpretation of subtest scores
6)   Identification of examinee's relative strengths and needs
7)   Identification of specific skills in need of remediation
8)   Visual and written summary of informal assessment results

NOTE:
These results are to be used in the development of the selected student's IEP:

- grade equivalent scores $\approx$ instructional levels
- average skills **A** $\approx$ present levels of performance
- strength skills **S** $\approx$ strengths (academic, social, behavioral)
- weak skills   **W** $\approx$ * needs (academic, social, behavioral)

*All needs identified by the assessment process must be identified on the needs section of the IEP. These needs must then become goals and objectives on the IEP.

Formal and informal assessment and assessment summary report are due Week #3.

f. Unit plan

The teacher candidate must develop a series of learning activities centered around a central topic (unit) in EACH placement. The unit may be developed exclusively for the instruction in the SPED classroom or in inclusive settings in conjunction with other instruction personnel. The topic of the unit may be selected from any area mutually agreed upon by the cooperating professional and the university supervisor. The unit plan must be formally submitted to the university supervisor and coop, utilizing the enclosed format, two weeks **PRIOR TO IMPLEMENTATION IN THE CLASSROOM**. Implementation will begin in Week #4. A typed copy of the final format including the critique and all unit lesson plans should be submitted to the university supervisor by the end of Week #6.

g. Behavioral plan

The teacher candidate must develop a program to modify the behavior/s of a student(s) in EACH placement. The target behavior/s must be agreed upon by the cooperating professional and the university supervisor and justified by supporting observational data. The target behavior need not be a 'deviant' behavior and may include academic behaviors such as on-task, task-completion, appropriate assistance seeking, self-checking, in-seat behaviors, etc. Target behavior selection and baseline data collection should be completed by the end of Week #2. The behavioral plan should be prepared according to the enclosed format and implemented beginning in Week #3. The final form, including evaluation of outcomes, should be TYPED and submitted to the university supervisor in Week #5.

h. Individual Education Plan (IEP)

Each teacher candidate is required to prepare one IEP in each placement. The student for whom the IEP will be prepared should be selected by the cooperating professional. The teacher candidate should begin conducting formal and informal assessments to determine the student's instructional levels and needs during Week #2. The IEP should be completed on the district IEP form, and presented to the university supervisor by the end of Week #5. The IEP must be handwritten, and developed in such a fashion as to be appropriate for an academic year.
(See appendix B)

LESSON PLAN COMPONENTS

I.   **Measurable Annual goal** – This may be a restatement of the annual goal from the IEP. The goal should specify what the student is to learn in general terms. This goal may cover many lessons. It must be written in observable, measurable terms. Reference the Pennsylvania standard by number in parentheses.

II.   **Short Term Objective** – This should state in behavioral terms what is to be achieved in the lesson for the day. It should include who, what, under what circumstances, and criteria. Short term objectives should be in the ABCD format and enable one to progress toward the annual goal. These objectives should be specific for the day's lesson and be reflective of what you wish to accomplish during that specific period of time only.

III. **Materials** – All equipment and supplies should be listed including any materials and/or media that will be used to achieve the lesson's purpose (pages or chapters in text, filmstrips, computer programs, films, guest experts, field experience, or AV equipment).

IV.   **Procedure** – This should provide a systematic, step-by-step presentation of the lesson. **Another individual should be able to follow this outline and teach a successful lesson**. The procedure should cover sequentially what happens during the lesson. It should consist of the following:

      I.   Introduction of Lesson
      II.   Describe and Model the Skill/Strategy
      III. Guided Practice and Interactive Discourse
      IV.   Independent Practice
      V.   Review

V. **Evaluation** – This section should demonstrate how the teacher is going to determine if the objective has been achieved. The evaluation may take many forms but must be measurable and documented. *A variety of evaluation procedures may be utilized, but should be appropriate to the type of objective and/or dimension of behavior (rate, duration, frequency, topography, latency).
It would be helpful to have the teacher candidates develop a monitoring system

VI. **Reference** – provide a reference as to why you've chosen to use the above techniques and/or strategies.

VII. **Critique** – The critique is written AFTER the lesson has been taught. It should give information on what went well, what should be revised, what discarded, and why. It should also refer to the students and their progress in achieving goals and objectives of the lesson. May address the value of the lesson as a learning experience and/or one's teaching performance. This critique may be handwritten.

LESSON PLAN

Name:_____

       Subject:_____

       Student/s_____

       Date Taught_____

I. **Measurable Annual Goal**

II. **Short Term Objective**

III. **Materials**

IV. **Procedures**

    A. Introduction of Lesson

- Focus students' attention and prepare them for instruction; should relate to previous learning and students' prior knowledge
- Clearly inform students of the lesson objective (what to expect from the lesson and what they will be able to do at the end of the lesson); students should have a clear understanding of the content objective and the observable behaviors that will indicate learning

    B. Describe and Model the Skill/Strategy

- Planning and presentation of the information (lesson) that the students need in order to meet the objective; need to carefully plan what information is needed, how the students will get the information, and what the students will actually do in the classroom while this is taking place.
- Modeling (direct instruction) takes place through the teacher's demonstration of the skill/content to be taught; focus on the essential or critical elements.

- Utilize effective questioning strategies and continuously check for students' understanding throughout the teacher instruction; it's critical that the teacher check the students' acquisition of essential information, knowledge, or skills needed to reach the objective.

    C. Guided Practice and Interactive Discourse

- Provide observable practice tasks under direct teacher observation so students are accurate and successful; closely monitor students' work and practices; provide immediate corrective feedback; use questions frequently; check for understanding.

    D. Independent Practice

- Students practice the skill or use information and knowledge at a fairly accurate and successful level without major errors; students should be able to function in the content or skill area on their own, although they should still be monitored by the teacher.

    E. Review

- Lesson closure ensures students end the lesson clearly focused on the lesson's skills, information, or knowledge; remind students of the lesson objective and its utility. Students' attention at the end of the lesson is **directed toward the lesson** and not other distracting issues.

V.   Evaluation

- Must reflect how evaluation of the attainment of the objective has been measured for each student.

VI.   Critique

- Reflection on the lesson which follows instruction.
- Will you reteach?
- How?
- Move to next objective?
- What went well?
- What should be revised/discarded and why?
- Did students meet the goals and objectives of the lesson?
- What is your next step or objective?

UNIT PLAN FORMAT AND COMPONENTS

Subject:_____

Group:_____

Dates:_____

Name:_____

Subject: Choose a topic based on student IEP goals, particular areas of interest, resources, and in conjunction with the preferences of the cooperating professional.

I.   **Rationale –** This section should discuss your rationale for selecting the unit topic.

II.   **Measurable Annual Goal** – This goal should be general in scope and observable and measurable. It should state the goal of the ENTIRE unit and exactly what the intent of the unit will be. The unit plan should be approximately 2-3 weeks in length.

III.   **Short Term Objectives** – These objectives should be more specific as to the areas that will be covered in the unit. They should integrate IEP goals for all students in areas such as vocabulary, spelling, math, language arts, handwriting, domestic skills, community skills, recreation/leisure, or vocational/career skills.

IV.   **Materials –** ALL materials needed for the unit should be listed, including the use of charts, maps, graphs, props, AV equipment, or special projects. At least one interactive bulletin board related to the topic must be included.

V.   **Scope and Sequence -** The outline should detail the scope and sequence in which the unit will develop. It should NOT be a day by day listing of activities, but a detailed outline of the topics to be addressed.

VI.   **Evaluation** – You must document how you will evaluate student mastery of the unit objectives. This may include CBA, CBM, Pre-Post Test, Task Analysis, and Permanent Products

VII.   **Critique** – Analyze your unit; its strengths and weaknesses. What would you add, delete or change? How many of your students achieved the objectives of the unit?

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BEHAVIORAL PROGRAM GUIDELINES

I. **Description of Student(s)**

After reading this section of your report, a person who is not personally familiar with the student(s) in the program should have a good understanding of their general characteristics. Do not use full names or provide other personally identifiable information, but describe relevant characteristics of the student(s). Among relevant variables to consider describing are: age, gender, medical/physical conditions, diagnosis, major behavioral strengths and weaknesses, IQ, academic strengths and weaknesses, and levels of social, vocational, and self-care skills.

II. **Identification of Target Behavior(s)**

Provide an explicit definition for each target behavior. Be certain to define behaviors in specific, observable, measurable terms.

III. **Justification of Target Behavior Selection**

Provide the rationale for selecting the above target behavior(s). Explain why the program is important to implement in terms of anticipated benefits to the targeted student(s) and/or others.

IV. **Initial Assessment Considerations**

If your program is designed to increase behaviors, discuss whether or not student(s) have mastered the necessary preskills. Provide your task analysis and describe how preskills were assessed. Show raw data in Appendix A. Discuss potential reinforcers you are considering using and explain your rationale for their selection. Show raw data upon which your reinforcer identification is based in Appendix B.

If your program is designed to decrease behaviors, summarize the results of your functional behavioral assessment. Include outcomes of both indirect (behavioral interviews and questionnaires) and direct (ABC observations) assessments. At a minimum, summarize: antecedents and consequences that currently exist relative to the problem behavior(s), previous interventions that have been used and their efficacy, and identification of potential reinforcers. Show raw data upon which each of these items is based and label them.

V. **Data Collection Procedures**

Describe the situations in which data will be gathered. Explain the type(s) of data that will be recorded (event, rate, latency, duration, whole/partial interval, momentary time sampling, permanent product). Relate your data collection procedures to the definition of the target behavior(s). Provide a sample data collection form. Keep actual data gathered in a separate folder in the classroom so your supervisor may review it during classroom visitations.

VI. **Program Goals**

Considering the target behavior(s) previously defined, state the goals of the program that you plan to achieve by the time your current placement ends. Explain how you determined those goals.

Present what the goals would be if you were to carry out the program for an extended period of time. Again, explain how those goals were determined.

VII. Program Description

Provide a detailed step-by-step description of the program that will be implemented. Discuss all aspects of the program in sufficient detail so the program could be replicated by another person. Describe setting(s) in which the program will be implemented, contingencies that are planned to be used, and plans for promoting generalization and maintenance of anticipated behavioral improvements. Describe and provide the rationale for the design you will use to evaluate the program.

VIII. Program Implementation and Evaluation

Provide the graph(s) of the outcomes of the program including all baseline and treatment phases. Indicate on the graph any changes that were made to the originally planned program. Provide a narrative in which you describe any unanticipated issues/events (both favorable and not) regarding the program, modifications that were necessary (and how you decided they needed to be made), and overall evaluation of the program. To what extent did the results achieve previously stated goals? Comments related to practical issues associated with implementing and evaluating the program and student(s) personal reactions to the program are also appropriate to address. Evidence of generalized treatment effects and specific suggestions you would recommend to others working with the student(s) should also be addressed.

APPENDIX   A

STUDENT MATRIX

Student	Needs	Strengths	Achievement Levels	IEP Goals

Student Teacher_____   **Placement**_____

APPENDIX B

ANNOTATED IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Format
** **School Age**

IEP Team Meeting Date: _____

IEP Implementation Date (Projected Date when Services and Programs Will Begin): ____/____/____
                                                                          Mo Day Yr

Anticipated Duration of Services and Programs: ____/____/____
                                                   Mo Day Yr

Annotation: Dates
IEP Implementation Date (Projected Date when Services and Programs Will Begin)
The IEP shall be implemented as soon as possible but no later than 10 school days after its completion.
Anticipated Duration of Services and Programs:
Indicate the last day that the student will receive services and programs of this IEP. This date must not be more than one year. If the IEP implementation date is 12/14/01, the anticipated duration date must be no later than 12/13/02.

Student Name: _____ DOB: _____ Age: _____

Grade: _____   Anticipated Year of Graduation: _____
_____

School District: _____

Parent Name: _____

Address: _____   Phone: (H)_____
              _____   (W)_____
              _____

County of Residence: _____   Other Information:_____

Annotation: Demographic Information
Complete the items included above. Additional information that the district has found to be useful may also be included. For example, if a language other than English is spoken in the home, it could be included under **Other Information**. If there is nothing to include in this space write "none".

IEP TEAM/SIGNATURES*
The Individualized Education Program (IEP) Team makes the decisions about the student's program and placement. The student's parent(s), the student's regular teacher and a representative from the local education agency are required members of this team. A regular education teacher must also be included if the student participates, or may be participating in regular education. Signature on this IEP documents attendance, not agreement.

NAME (typed or printed)	**POSITION** (typed or printed)	**SIGNATURE**
_____	Parent	_____
_____	Parent	_____
_____	Student*	_____
_____	Regular Education Teacher	_____
_____	Special Education Teacher	_____
_____	Local Ed. Agency Rep. (Chair)	_____
_____	Community Agency Rep.**	_____
_____	Vocational Teacher (if appropriate)	_____
_____		_____

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Format
** **School Age**

IEP Team Meeting Date: _____

IEP Implementation Date (Projected Date when Services and Programs Will Begin): ____/____/____
                                                                             Mo Day Yr

Anticipated Duration of Services and Programs: ____/____/____
                                                    Mo Day Yr

---

Annotation: Dates

IEP Implementation Date (Projected Date when Services and Programs Will Begin)
  The IEP shall be implemented as soon as possible but no later than 10 school days after its completion.
Anticipated Duration of Services and Programs:
  Indicate the last day that the student will receive services and programs of this IEP. This date must not be more than one year. If the IEP implementation date is 12/14/01, the anticipated duration date must be no later than 12/13/02.

Student Name: _____ DOB: _____ Age: _____

Grade: _____   Anticipated Year of Graduation: _____

School District: _____

Parent Name: _____

Address: _____   Phone: (H)_____
               _____   (W)_____
               _____

County of Residence: _____   Other Information:_____

Annotation: Demographic Information

Complete the items included above. Additional information that the district has found to be useful may also be included. For example, if a language other than English is spoken in the home, it could be included under **Other Information**. If there is nothing to include in this space write "none".

IEP TEAM/SIGNATURES*

The Individualized Education Program (IEP) Team makes the decisions about the student's program and placement. The student's parent(s), the student's regular teacher and a representative from the local education agency are required members of this team. A regular education teacher must also be included if the student participates, or may be participating in regular education. Signature on this IEP documents attendance, not agreement.

NAME (typed or printed)	**POSITION** (typed or printed)	**SIGNATURE**
_____	Parent	_____
_____	Parent	_____
_____	Student*	_____
_____	Regular Education Teacher	_____
_____	Special Education Teacher	_____
_____	Local Ed. Agency Rep. (Chair)	_____
_____	Community Agency Rep.**	_____
_____	Vocational Teacher (if appropriate)	_____
_____		_____

   * The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.   ** As determined by the LEA as needed for transition services.

PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the *Procedural Safeguards Notice.* The District has informed me whom I may contact if I need
 more information.

Signature: _____   Date Received: _____

**I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY
FACTORS CHECKED MUST BE ADDRESSED IN THE IEP.**

Is the Student Blind or Visually Impaired?
_____   No
_____   Yes - Team must provide for instruction in Braille and the use of Braille unless the IEP Team determines,
            after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing
            media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille),
            that instruction in Braille or the use of Braille is not appropriate.

Annotation: Is the Student Blind or Visually Impaired?

The IEP team must provide Braille and Braille instruction to any student who is identified as having visual impairment unless the team determines that Braille is not appropriate for the student. This provision is new to IDEA '97 in that it requires the IEP team to provide information on why Braille should **not** be taught to a student with visual impairment.

A learning media assessment is one way to come to this decision. The IEP team could then incorporate the results of the learning media assessment into the IEP, documenting the students present need for Braille and the likelihood of future need.

The learning media assessment is part of the functional vision assessment and uses a variety of indicators in assisting the team to determine which methods of reading and writing will be appropriate for the student with visual impairments both now and in the future. The learning media assessment includes clinical information which documents medical information about the student's medical condition and visual prognosis, a functional vision assessment which assess the student's use of vision, indicates the student's use of sensory channels to acquire information, and assessments of the student's ability to read, write and compute.

The IEP team should adopt a systematic method of documenting this information for all students with visual impairments, including children with multiple disabilities, when visual impairment is present.

QUESTIONS IEP TEAM MIGHT ASK:
- Is there a pattern of reliance on vision, touch or other sense to gather information?
- Is the student able to read own handwriting?
- Does the student have a portable method of reading and writing?
- Is the student's academic progress impeded by the current method of reading?
- Is there a prognosis for continued vision loss or is the vision stable?

Is the Student Deaf or Hearing Impaired?

_____ No

_____ Yes - Team must consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode in the development of the IEP.

Annotation: Is the Student Deaf or Hearing Impaired?

For students who are deaf or hard of hearing, considerations must be made considering the communication and language needs of the student and the student's opportunities for direct interaction with peers and educational personnel in the student's own language and communication mode. Opportunities for direct interaction (without the need for an interpreter) in the student's won language and communication mode must also be considered. All student show use manual communication (American Sign Language, Manually Coded English, or Total Communication) as their primary method of communication should be given consideration for placement into a classroom or program in which the teacher, other students, and the ancillary support services providers understand and use the appropriate form of non-verbal communication.

QUESTIONS IEP TEAM MIGHT ASK:
- What is the student's typical mode of communication?
- Is an interpreter or transliterator needed for the student to participate in and benefit from classroom instruction an/or social interaction?
- What opportunities exist to foster communication with the general population?
- What opportunities exist for direct instruction (without interpreter support) in the student's language and communication mode?
- Does the student require assistive devices to assist in the development and use of meaningful language used in direct instruction?
- What other considerations (e.g. mode of communication used at home) should be addressed?

____ COMMUNICATION NEEDS.

Annotation: Does the Student Have Communication Needs?
The team must give special consideration to the communication and language needs of the student. This is determined by observations of daily interactions with a variety of communication partners (professionals and peers) in a variety of settings. Consideration should also be given to the mode(s) of communication used by the student to receive information and/or provide information (communicate) to others. Family input is critical to comprehensive communication considerations.

QUESTIONS IEP TEAM MIGHT ASK:
- What is the student's typical mode of communication?
- What opportunities exist for foster communication with the general population?
- Does the student's communication skills impact upon learning?
- Does the student require assistive devices to assist in the development and use of meaningful language used in direct instruction?
- What other considerations (e.g., mode of communication used at home) should be addressed?

____ ASSISTIVE TECHNOLOGY, Devices and /or Services

Annotation: Does the Student Require Assistive Technology Devices and/or Services?
Assistive technology device means any item, piece of equipment, or product system whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain or improve the functional capabilities of a child with a disability. Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition or use of a device. This includes any special equipment or technology that students may need to help them participate in school including state and district-wide assessment and the services required for assessment and implementation of these devices.

QUESTIONS IEP TEAM MIGHT ASK:
- Does the student need assistive technology to be in the least restrictive environment?
- Does the student need assistive technology to access the general curriculum?
- Does the student need assistive technology to participate in activities?
- Does the student need assistive technology to access educational/print materials?
- Does the student need assistive technology to access auditory information?
- Does the student need assistive technology for written communication/computer access?
- Does the student need assistive technology for augmentative communication?\
- Does the student need assistive technology to participate in state and district-wide assessments?

____ LIMITED ENGLISH PROFICENCY

Annotation: Does the Student Have Limited English Proficiency?
Consideration of the language needs of all special education students with limited English proficiency (LEP) must be given "as such needs relate to the student's IEP."

QUESTIONS IEP TEAM MIGHT ASK:
- Has the student been assessed in the native language?
- Is the disability present in the native language?
- What was the first language the student learned to speak?
- What language does the student speak most often at home? With friends? With neighbors?
- What language(s) is spoken most often in the home?
- Was the ESL/Bilingual/Migrant teacher a member of the IEP team?
- How will the team determine how to assess the progress in the general education curriculum?
- How will services be coordinated(i.e., special education and ESL)?
- What accommodations for LEP are necessary for instruction and participation in the PSSA/PASA?

____ BEHAVIORS THAT IMPEDE HIS/HER LEARNING or that of OTHERS

Annotation: Does the Student Exhibit Behaviors that Impede His/Her Learning or That of Others?

For a student whose behavior impedes his or her learning or that of others, the IEP team shall consider strategies and supports, including positive behavior interventions, to address that behavior.

QUESTIONS IEP TEAM MIGHT ASK:
- Does the student's challenging behavior persist despite implementation of informal behavior change strategies?
- Do assessment results indicate that deficits in communication and/or academic skills contribute to challenging behaviors?
- Has the student lost access to instructional time due to in-school disciplinary referrals and/or suspension from school?
- Has the student's behavior contributed to consideration for a more restrictive placement?

____ TRANSITION SERVICES

Annotation: Transition Services

Beginning at age 14 (or younger if deemed appropriate by the IEP team), a statement of the transition service needs of the student must be written as part of the IEP. This means that the IEP team must address the student's course of study (such as participation in advanced-placement courses or a vocational education program).

Beginning at age 16 (or younger if deemed appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages must be developed. This is the part of the IEP labeled Transition Planning (see section VII).

It is recommended that the post-school outcomes be developed prior to determining course of study and developing goals and objectives.

____ OTHER (Specify)_____

Annotation: Other

The IEP team should address whether there are any other considerations to take into account when developing an IEP for a student with a disability. For example, for students who turn 18 during the term of this IEP, the team could address voter registration as required as part of the IEP process.

II. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

STUDENT'S PRESENT LEVELS OF EDUCATIONAL PERFORMANCE:

_____
_____
_____
_____
_____
_____

HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM (Include the child's strengths and needs which will effect the student's involvement and progress in the general curriculum.):

_____
_____
_____
_____
_____
_____
_____
_____

Annotation: II. Present Levels of Educational Performance

This section includes a statement of the student's present levels of educational performance, the student's strengths and needs, and how the student's disability affects the student's involvement and progress in the general curriculum. This information should come directly from assessment results.

STUDENT'S PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

This section should provide a snapshot of the student's performance in his/her current educational prog4ram and indicate the student's instructional level. The information should be stated in clear, objective concreter terminology. The method for determining the instructional level should relate to the day-to-day instruction and include a description of the student in all relevant areas and subjects. If the student is currently in special education, information about the student's progress on his/her IEP should be included. If the student has limited English proficiency, a statement of native language performance and of English proficiency level should be included here. All information contained in this section should support the rest of the IEP. The information should be related to recommendations from the Evaluation Report and/or assessment results. If the student is 14 years old or older, this section must be related to the student's post-school outcomes.

HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN GENERAL EDUCATION CURRICULUM (including strengths and needs)

This section also includes statements as to how the student is doing regarding his progress in the general education curriculum, and how he interacts with the curriculum in many locations throughout the school The information should be clear enough to support the continuation, elimination or need for services included in the student's IEP. The IEP team must determine how the student will be involved in and make progress in the regular education curriculum. This determination should be based on assessments that have been made directly in the general curriculum and programs, and is then reflected in the IEP statement of the student's present levels of educational performance. This determination will drive the development of the remainder of the IEP.

Also included in this section is a description or listing of what the student does relatively well. This area should address skills and knowledge that the student demonstrates in relevant areas and subjects. Include information about procedures and instructional practices found to be successful in educating the student. For a student who is transition age, include information about the student's interests and preferences.

Include information about the needs the student is experiencing. The needs that are identified must be addressed in the rest of the IEP. This information should support any services included in the IEP.

III. GOALS AND OBJECTIVES: *(Use as many copies of this page as needed to plan appropriately).*

MEASURABLE ANNUAL GOAL: _____

_____

_____

Annotation: III. Goals and Objectives: (Use as many copies of this page as needed to plan appropriately for the student).
MEASURABLE ANNUAL GOAL(S)
Annual goals are statements in measurable terms that describe what reasonable expectations can be accomplished within a twelve month period. In order for a goal to be measurable, the team must be able to answer the following two questions: What do you want the student to do? How well? There must be a direct relationship between the annual goals and the present levels of performance.

The team should not include annual goals that relate to areas of the general curriculum in which the student's disability does not affect the ability to be involved in and progress in the general curriculum.

NOTE: Specially designed instruction may be listed with each goal/objective and/or listed in Section IV.

SHORT TERM OBJECTIVE/BENCHMARK	EXPECTED LEVEL OF ACHIEVEMENT	METHOD OF EVALUATION
_____	_____	_____
_____	_____	_____
_____	_____	_____

Annotation: Short-Term Instructional Objectives/Benchmarks
Once the IEP team has developed measurable annual goals, the team must short-term objectives/benchmarks which serve as a plan for reaching annual goals and a means for measuring progress toward meeting the annual goals. They provide a mechanism for determining whether the student is progressing during the year, to ensure that the IEP is consistent with the student's instructional needs, and if appropriate, to revise the IEP. The team must indicate the expected level of achievement. This may be indicated by a percentage score, number of correct responses, etc. The method of evaluation must also be indicated on the IEP. List the specific ways in which achievement will be measured and documented.

Note: Specially designed instruction may be listed with each goal/objective and/or listed in Section IV.

REPORT OF PROGRESS ON ANNUAL GOALS

How goals will be measured: _____

How progress will be reported: _____

1	2	3	4	OTHER IF APPLICABLE
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

MEASURABLE ANNUAL GOAL: _____

_____

IV. SPECIAL EDUCATION/RELATED SERVICES:

<table>
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Annotation: IV Special Education/Related Services

The IEP must include a statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student. In addition, a statement of program modifications or supports for school personnel that will be provided to the student to:

- Advance appropriately toward attaining the annual goals;
- Be involved and progress in the general education curriculum; and
- Be educated and participate with other children with disabilities and nondisabled children in the activities described in the previous sections.

</td></tr>
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A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION: _(Specially designed instruction may be listed with each goal/objectives.)_

<table>
<tr><td>

Annotation: A. Program Modifications and Specially Designed Instruction

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and to ensure access to the general education curriculum so that he or she can meet the educational standards.

It is important that the IEP team develop specially designed instruction from the assessment information for a particular student inconsideration of the student's specific needs and the PA academic standards.

</td></tr>
</table>

B. RELATED SERVICES: List the services that the student needs in order to benefit from or access his/her special education program:

Service	Location	_Projected*_ _Beginning Date_	Frequency	_Anticipated*_ _Duration_
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

*Include only if differs from IEP beginning and/or duration dates.

<table>
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Annotation: B. Related Services

Related services (including supplementary aids and services) refer to transportation and any developmental, corrective or other supportive service needed to assist a student with a disability to benefit from special education.

Examples of related services include: medical services for diagnosis or evaluation purposes, early identification and assessment of disabilities in children, speech/language pathology, physical and occupational therapy, audiology services, social work services in schools, psychological services and orientation, job coaching and mobility services. Other examples may include: school health services, parent counseling and training, recreation, counseling services, including rehabilitation counseling services. There could never be a complete listing of possible related services since related services must be developed on an individual student basis.

</td></tr>
</table>

Annotation: Report of Progress on Annual Goals (include schedule and method of reporting to parents).
Under the reauthorization of the IDEA, a regular, periodic reporting process at least equal in frequency to traditional report cards issued to regular education students must be described.

How Goals will be Measured

The IEP team must decide how the annual goals will be measured. Progress can be measured by looking at the individual short-term objectives or through some other independent measure. This measurement can be done through formal or informal assessment tools such as rubrics, teacher observation, student self monitoring, teacher-made tests, chapter tests from textbooks, checklists, inventories, and teacher probes. This will be determined by the IEP team. Progress monitoring is linked to the day-to-day instructional and assessment process. Progress monitoring means that both special and regular education teachers of students with disabilities should assess students as often as students without IEPs.

How Progress will be Reported

Next, the IEP team must decide how the progress on those annual goals will be reported to parents. As stated above, this reporting must be done as often as progress for students who are not disabled. Progress can be reported through report cards, addenda to report cards, special progress reporting instruments, by duplicating the goals and objectives page of the IEP to send home to parents, through documented phone conferences with parents, or other means the IEP team decides.

Using the IEP Grid to Report Progress

The IEP grid is to be completed as a progress monitoring device. It is not to be completed when the IEP is being developed. It may be helpful to write the date for when progress will be reported. When using the grid above to report progress, information (via grades, comments, or rubrics, etc.) may be written into boxes of this grid each marking period. Then this page, containing the IEP goals and objectives, can be duplicated and sent home to the parents as the progress reporting instrument. If the team has determined that the progress reporting will be done via scheduled phone conferences with the parent(s), the grid provides a place for that documentation. A detailed example is included in Eddie Carlson's sample IEP.

NOTE: Specially designed instruction may be listed with each goal/objective and/or listed in Section IV.

If the IEP team determines that a student has an educational need for a service in order to benefit from education, then it must be provided. For each service, the team must indicate the location and the frequency that the service will be provided. Location refers to where the student will be receiving the service. Frequency refers to how often the student will be receiving the related service.

The beginning date and the duration of the service must be provided if they are different from the beginning and duration dates of the IEP. Duration refers to the anticipated ending date for service.

C. SUPPORTS FOR SCHOOL PERSONNEL RELATED TO STUDENT'S NEEDS:

_____
_____
_____
_____
_____

Annotation: C. Supports for the Child Provided for School Personnel
If school personnel such as regular educators need supports to implement the IEP, it should be noted in this section. This section provides an opportunity for the team to discuss and articulate what specific supports or training are necessary for school personnel to provide FAPE. This could include any aids, resource materials, training or equipment.

D. **EXTENDED SCHOOL YEAR:** The IEP Team has considered and discussed ESY services, and determined that:

_____

_____

_____

_____

_____

Annotation: D. Extended School Year The IEP Team has considered and discussed ESY services, and determined that: ESY <u>MUST</u> be considered for all students with disabilities. The IEP team shall determine eligibility for ESY services and if there is a need for such services, the team must determine the services to be provided.

In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors, however, no single factor will be considered determinative:
Regression—whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming.
- Recoupment—whether the student has the capacity to recover the skills or behavior patterns in which regress occurred to a level demonstrated prior to the interruption of educational programming.
- Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.
- The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
- The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
- The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
- Whether the student's disability is severe, such as autism,/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and server multiple disabilities. Reliable sources of information regarding a student's educational needs, propensity to progress, recoupment potential and year-to-year progress may include the following: ▪ Progress on goals in consecutive IEPs.
- Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
- Reports by parents of negative changes in adaptive behaviors or in other skill areas.
- Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
- Observations and opinions by educators, parents and others.
- Results of tests including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.

The need for ESY services will not be based on any of the following:
- The desire or need for day care or respite care services.
- The desire or need for a summer recreation program.
- The desire or need for other programs or services which, while they may provide educational benefit, are not required to ensure the provision of a free appropriate public education.

ESY should not be confused with meeting all goals. Some personnel and parents think that if all goals are not met during the year, ESY is provided to meet the objectives listed. This is incorrect. The annual goals are predictions of where the child will be based on current performance. With appropriate data collection and progress monitoring, parents will be aware of student's performance. If the prediction was incorrect, the data collection procedures will provide the information necessary to review and revise the IEP.

V. PARTICIPATION IN STATE AND DISTRICT-WIDE ASSESSMENTS

Annotation: V. Participation in State and District-Wide Assessments

It is required that all students participate in state and district-wide assessments. The IEP team must make several decisions about the student's participation in state and district-wide assessments. The team must first determine if the student can participate with no accommodations needed in the assessment. If the answer to this questions is "yes" then the student will participate in the assessment without accommodations.

The team may decide that the assessment is appropriate for the student to take, but that certain accommodations that are used in the classroom during instruction and/or assessment are needed. These accommodations must be listed on the IEP. These accommodations must be allowable for the assessment and should not be something that would give the student an unfair advantage.

The third choice that the team may make is that the student is unable to take the assessment even with accommodations. If this is the decision made, then the reason for this decision must be indicated on the IEP. In addition, an alternate assessment must be indicated. For the statewide assessment, the PSSA, the alternate must be the state alternate assessment, PASA. For a district-wide assessment, the team must indicate how the student will be assessed.

STUDENT PARTICIPATION – STATE ASSESSMENTS

**This section applies to student's age/grade eligible for the PSSA/PASA
(Reading, Math-grades 5, 8, 11; Writing-grades 6, 9, 11)**

_____ Student will participate in the PSSA without accommodations.

OR

_____ Student will participate in the PSSA with the following accommodations:

PSSA Reading (grades 5, 8, 11) _____
PSSA Math (grades 5, 8, 11) _____
PSSA Writing (grades 6,9, 11) _____

OR

_____ Student will participate in the Pennsylvania Alternate System of Assessment (PASA). (Effective beginning the 2000-01 school year, the alternate assessment in Pennsylvania is PASA).

If the IEP Team has determined it is not appropriate for the student to participate in the PSSA, the team must explain why the PSSA is not appropriate:
_____
_____

Choose how the student's performance on the PASA will be documented:

_____Videotape (which will be kept confidential as all other school records)

_____Written Narrative (which will be kept confidential as all other school records)

STUDENT PARTICIPATION – DISTRICT ASSESSMENTS

_____ Student will participate in the District assessments without accommodations.

OR

_____ Student will participate in the District assessments with the following accommodations:

_____

OR

_____ If the IEP Team has determined that it is not appropriate for the student to participate in the district-wide assessment they must explain why the assessment is not appropriate for the student and how the student will be assessed.

_____

_____

VI. LEAST RESTRICTIVE ENVIRONMENT (LRE)

EDUCATIONAL PLACEMENT (Type of Service, Type of Support, ex: Full-time learning support)
_____

Annotation: Educational Placement: (Type of Service and Type of Support ex: Full-time learning support)

Type of Service: The type of service refers to the amount of special education instruction. The types of service and descriptions are indicated below:

1. Itinerant
Regular classroom instruction for most of the school day with special education services and programs provided by special education personnel inside or outside of the regular class for part of the school day.

2. Resource
Regular classroom instruction for most of the school day, with special education services and programs provided by special education personnel in a resource classroom for part of the school day.

3. Part-time special education class in the regular school
Special education services and programs are provided outside of the regular classroom but in a regular school for most of the school day, with some instruction provided in the regular classroom for part of the school day.

4. Full-time special education class
Special education classes are provided for the entire school day, with opportunity for participation in non-academic and extra-curricular activities to the maximum extent appropriate, which may be located in or outside of a regular school.

Type of Support: Students are assigned to type of support according to their learning needs and age. This support may differ from the disability category that was used for determination of eligibility. There are nine possible types of support.
- Autistic Support
- Blind or Visually Impaired Support
- Deaf or Hard of Hearing Impaired Support
- Emotional Support
- Learning Support
- Life Skills Support
- Multiple Disabilities Support
- Physical Support
- Speech and Language Support

The chronological age ranges of the students in each class must not exceed three years for grades K-6 and four years in grades 7-12. Exceptions may be made by the IEP team for an individual student based upon the student's needs and must be justified in the IEP.

Explanation of the extent, if any, the student **will not participate** with non-disabled children in the regular class and in the general education curriculum:

_____

_____

_____

_____

Annotation: Explanation of the Extent, if any, the Student will <u>Not</u> Participate with Non-Disabled Children in the Regular Class and in the General Education Curriculum

The IEP must include an explanation and a description of those activities, if any, where the student will **not** participate with nondisabled children within the regular education class and school activities. These required IEP statements should be based on current assessments and evaluations that have been performed with full consideration of the least restrictive environment (LRE) intent, including the provision of the full 4range of supplemental aids and services within the regular education curriculum.

It is the responsibility of each public agency to insure that to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other car facilities, are educated with children who are not disabled. 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 is such that education in regular classes **even with** the use of supplementary aids and services cannot be achieved satisfactorily.

Percentage of time the student receives special education <u>outside</u> of the regular education classroom:

_____ Less than 21% outside of the regular education classroom

_____ 21-60% outside of the regular education classroom

_____ 61% or more outside of the regular education classroom

Annotation: Percentages of time the student receives special education outside the regular education classroom.

This section applies to students with disabilities receiving special education outside their regular education classroom <u>in regular schools with non-disabled students</u>.

Indicate which of the three categories best represents the percentage of time the student receives special education outside the regular classroom.
-Public Separate Facility (Non Residential), e.g., Special education center
-Private Separate Facility (Non Residential), e.g., Day student in an APS
-Public Residential Facility, e.g., State operated residential facility
-Private Residential Facility, e.g., Residential student in an APS
-Hospital, e.g., Long-term admissions
-Correctional Facility, e.g., Students receiving services while incarcerated
-Out of State Facility
-Instruction in the Home, e.g., IEP Team placements

The information on percentage of time the student receives special education outside of the regular education classroom should be listed on PennData.

Location of Program: _____

VII. TRANSITION PLANNING

1. Will the student be 14 years of age or older during the term of this IEP?

     _____ No - (Not necessary to complete this Section)

     _____ Yes - Team must address the student's courses of study and how the course of study applies to components of the IEP.

Student's courses of study:
    _____
    _____
    _____

2. Will the student be 16 years of age or older during the term of this IEP or is the student younger and in need of transition services as determined by the IEP Team?

_____ No - (Not necessary to complete this Section)

_____ Yes - Team must address and complete this Section

Annotation: Will the student be 16 years of age or older within the duration of this IEP or is the student younger and in need of transition services as determined by the IEP team?
For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services, including, if appropriate, a statement of the interagency responsibilities or any needed linkages must be included.

DESIRED POST-SCHOOL OUTCOMES: Define and project the desired post-school outcomes as identified by the student, parent and IEP team in the following areas. State how the services will be provided and person(s) responsible for coordinating these services.

SERVICE	HOW SERVICE IS PROVIDED	PERSON RESPONSIBLE
Post Secondary Education/Training	_____	_____
Employment	_____	_____
Community Living	_____	_____
a)Residential	_____	_____
b)Participation	_____	_____
c)Recreation	_____	_____

Annotation: DESIRED POST-SCHOOL OUTCOMES
Transition should be an outcome-oriented process. Desired post-school outcomes are a required part of the IEP. These outcomes should guide the IEP process and the student's educational program.
Using the Grid (boxes may need to be enlarged):
1. 1. In the first column labeled "Service", the IEP team must address the outcome areas and indicate the services needed by the student based upon his/her needs, interests and preferences. The IEP team must list activities and services for the coming year to support the outcome. These services and activities may include instruction and related services, community experiences, acquisition of daily living skills, functional vocational evaluation or adult living. If the student plans to attend community college upon graduation, possible responses for this column may include visiting campuses, orientation to the campuses, applying to the colleges, etc. The following questions may help to guide the decision-making process to determine outcomes or services.
QUESTIONS IEP TEAM MIGHT ASK:
Post Secondary Education/Training
- Does the student want or need post secondary or training programs?
- What subject major is the student interested in studying to prepare for future employment?
- Can the student express his or her need for support services and accommodations if needed?
- What type of accommodations will the student need in a post secondary setting?
- Does the student need assistance in selecting an institution and/or filing applications/financial aid forms?
- Does the student need assistance from an adult agency to attend a post secondary institution?

STATEMENT OF COORDINATED TRANSITIONAL SERVICES AND ACTIVITIES NEEDED TO SUPPORT DESIRED POST-SCHOOL OUTCOMES:

The instructional areas should support the desired post-school outcomes. The following instructional areas should appear in the IEP as annual goals, short-term instructional objectives or benchmarks, and/or specially designed instruction. For example (if appropriate):

Instruction and Related Services
Community Experiences
Acquisition of Daily Living Skills
Functional Vocational Evaluation
Adult Living

_____
_____
_____
_____

Annotation: Statement of Coordinated Transitional Services and Activities Needed to Support Desired Post-School Outcomes
The statement of *long-term,* integrated activities and services that are needed to help the student progress to reach his post-school outcomes. This section is for looking farther ahead at future services or needs of the student. An example may be "Activities for selecting a college and program will be reviewed with the student prior to senior year. The student will visit campuses and contact college personnel to find out about student supports that are available."

LINKAGES

List the agencies, which may provide services/support (before the student leaves the school setting):

_____
Agency Name   Phone Number

_____
Responsibilities/Linkages

_____
Agency Name   Phone Number

_____
Responsibilities/Linkages

_____
Agency Name   Phone Number

_____
Responsibilities/Linkages

Annotation: Linkages

Collaboration and linkages with community agencies are important when the student and his/her IEP team is planning for and implementing Post Secondary Transition. IEP teams must: (1`) identify the appropriate and necessary community agencies, (2) invite their participation as active members of the transition IEP team, and (3) monitor the fulfillment of community agency commitments made as a part of the transition IEP planning process.

The intent is to:
- Identify any and all community agencies that can assist in ensuring the successful transition of an eligible student based on the selected outcome(s).
- Provide students and families with information regarding available community agency resources and how to access them as a part of post secondary transition.
- Utilize the services of community agencies to enhance transition programs, services, supports, and assessments that are or will be provided by the school district.

It is important that the linkages be clearly specified in the IEP, and that these linkages be stated in a collaborative process. It is important for the IEP team to understand that the school district is responsible to provide items specified in the IEP.