# Agenda

- Examples of checklists and forms

# General Education Goals and Outcomes

Date: _____ Setting: _____ *Student(s): _____ Support Staff: _____

## General Education Classroom
## Goals & Desired Outcomes

| SUPPORT STAFF | CLASS TEACHER |
|---|---|
| **Support Role** | **Class Membership/Teacher Ownership** |
| Arrives on time | Talks to the *Ss throughout class |
| Helps ALL students | Shares information to help others understand differences |
| Supports & Fades, roving room whenever possible | Highlights what *Ss do well, strengths |
| Helps all *Ss follow teacher directions, expectations | **Seating/Physical Class Arrangement** |
| Takes initiative to help where needed | Seats *Ss next to peers not other *Ss |
| Shares information to help describe differences | Directs/praises peers to work with & help *Ss |
| Helps highlight *Ss strengths, be seen as able | Seats *Ss near teacher & compassionate peers who help |
| Interprets unusual *S behavior, S differences & actions | Rotates peers to work with *Ss |
| **Peer Support** | **Active Participation** |
| Talks to peers, establishes meaningful relationships | Calls on the *Ss during class discussions |
| Recruits peers to help *Ss | Assigns *Ss class role, responsibilities |
| Tells peers how to help *Ss "Show __ how to" | Finds ways to help the student participate |
| **Active Participation** | Provides activity based learning tasks |
| Helps simplify work, develops adaptations, make changes | Helps simplify/modify activities, homework, tests for *Ss |
| Assists *Ss to raise hand, give answers, contribute | **Direct Instruction to *Ss** |
| **Direct Instructions to *Ss** | Praises *Ss often for desirable actions, behavior, success |
| Praises *Ss often for desirable actions, behavior, successes | Helps the *Ss with class activities, content |
| Focuses on supporting and teaching *Ss IEP goals | Checks *Ss work frequently |
| Attends to *Ss checking in regularly | Knows, teaches & reinforces IEP goals to *Ss |
| Helps *Ss interact with peers, class teacher | **Collaboration With Support Staff** |
| Tracks student performance (data, work samples) | Assigns support staff to lead small groups |
| **Collaboration With Class Teacher** | Directs support staff to meet *S & class needs |
| Connects with class teacher | Identifies *Ss at risk for support staff to help |
| Advocates for *Ss make suggestions, intervenes, responds | |
| Takes initiative to find out about class activities, homework, tests, field trips, projects, presentations | Acknowledges support staff as another "teacher" in the classroom |
| **Positive Staff Contributions:** | **Positive Teacher Contributions:** |

| *STUDENTS | PEERS |
|---|---|
| Talks to peers | Talks to *Ss |
| Talks to class teacher | Helps *Ss |
| Participates actively in class activities, groups, pair work | Acts in a positive, respectful way toward *Ss |
| Works on IEP goals | Initiates including *Ss in class activities |
| Practices academic skills with class activities | Includes *Ss in conversations and discussions |
| Uses choice boards, picture routines as needed | Finds ways to help *Ss complete class work |
| Uses learning materials to acquire academic skills | Accepts *Ss differences |
| Works as independently as possible | Multiple peers support *Ss |

**\*S = Students with disabilities**

**Comments:**

Kathy Doering, California Research Institute, 2005

# Modification Ideas: Across Subject Areas

## Adaptation Ideas

To assist you and your team members to identify possible adaptations for use with the student you are supporting, refer to the list of suggestions provided below. Remember, as discussed in the video, be sure to provide adaptations only when needed by the student. And, be sure to consider the student's IEP goals and objectives, as well as the student's strengths, interests, and needs.

### Reading Adaptations

- Teacher/peers read aloud
- Videos, filmstrips of same material
- Books on tape
- Alternative books with same/similar concepts and content at easier reading level
- Highlight key words and/or important sections
- Visual aids such as pictures, photos, graphs and diagrams
- Main ideas on index cards (words & pictures)
- Place holders to track (index cards, ruler or bookmark)
- Object box to provide visual and tactile representation
- Student- made books

- Pocket charts to match pictures and/or words while being read by teacher/peers
- Enlarged print
- Summaries made by peers
- Limit amount to be read
- Allow extended time
- Use computer (i.e., for reading text or use of CD ROMs)
- Use storyboards and puppetry
- Adapted stories (e.g., same pictures – simplified text, words paired with picture symbols, etc.)
- Communication boards specific to a story/novel to answer questions

## Math Adaptations

- Use math or other manipulatives
- Use templates
- Cooperative groups
- Calculator to compute and check work
- Color coding
- Graphic organizers
- Use personal and real world examples
- Group similar problems together
- Use computer – math programs and activities
- Use number stamps, number tiles or peel-off labels to indicate answers
- Touch Math

- Number lines at desks
- Draw problems
- Use arithmetic board
- Talking calculator
- Use overhead projector (and overhead calculator)
- Reduce # of problems – overall (to be completed) and (visually) on one page
- Show only 1 problem at a time
- Graph paper (regular or enlarged) to assist in placement/alignment of #s
- Use addition, multiplication and division charts
- Give directions in small, succinct steps; break problems into smaller steps
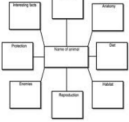
## Discussion Adaptations

- Activate pre-recorded responses on tape recorder, Big Mack, or other voice-output device)
- Prepare student ahead of time with questions you will ask
- Partner-learning (think-pair-share)
- Student "calls on" other students to respond

- Select responses from pictures and/or objects
- Use Yes/No cards
- Choral responding
- Use games, review cards, songs, to review most important concepts
- Allow group presentations (with time for practice)
- Use communication board to respond to questions

## Miscellaneous Adaptations

- Create & follow routines (e.g., obtaining materials, directions, homework, class activities, etc.)
- Pass out/collect papers and/or materials
- Peer writes down page # - to assist in locating page
- Indicate page # next to questions (where to look)
- Loop handle scissors
- Color-coded system for organizing papers in notebook
- Picture and/or written daily schedule

- Use of communication boards, voice-output devices or other system to facilitate social interactions with peers and others and indicate choices
- Use stencils in art class
- Age-appropriate, high interest folder games or activities (when other work is completed)
- Separate pocket files or folders to organize homework and other papers

# Modification Ideas: Across Activities

| When the students are asked to… | Consider providing students… |
| --- | --- |
| Do a Lab | • Posted steps indicating the process<br>• Safety review<br>• Recorded directions at each station<br>• A variety of ways to record information<br>• Peer partners for support |
| Sit and Listen | • Visuals to look at<br>• Movement breaks<br>• Something to hold on to<br>• A FM system (that amplifies the teachers voice)<br>• An object to signify who is speaking (a talking stick etc.)<br>• Choice about where to sit<br>• A focus object about the subject to hold or manipulate<br>• A signal to start listening<br>• The book that is being read<br>• A topic bag- filled with objects that relate to the content |
| Present Orally | • Visuals<br>• A handout<br>• A tape recorder<br>• A video tape<br>• A microphone<br>• Power point<br>• Preprogrammed communication device |
| Take a Test | • A review of test strategies<br>• A review of the information<br>• A review sheet<br>• A practice test<br>• A double spaced test<br>• Easy questions first<br>• A reader for the test<br>• A reduced number of choices by eliminating one or two choices<br>• In matching, divide a long column into smaller section<br>• A computer<br>• As much time as needed<br>• An oral exam<br>• A performance based test<br>• The option of drawing or labeling<br>• Simplified language |
| Complete Worksheets | • A word bank<br>• Clear directions<br>• Answers on file folder labels students stick the answer on<br>• Highlighted directions<br>• Fewer problems or questions<br>• Choice about the type of writing instrument |
| Discuss | • A talking object<br>• Note cards with student's ideas written on them<br>• Peer support<br>• A preprogrammed communication device with questions on it<br>• A piece of paper to draw ideas or concepts<br>• Choice about how to participate in the discussion<br>• The text the students are discussing<br>• A highlighted section of the text – have the student read and others discuss |
| Take Notes | • A lecture outline to complete during the lecture<br>• A chart<br>• A graphic organizer<br>• The teacher's notes the day before<br>• An alphasmart<br>• Choice about how to take notes<br>• A copy of the teacher's notes with key words eliminated<br>• Lecture notes with pictures<br>• Photocopies or carbon copies from another student<br>• A lap top |
| Use a Computer | • A task card for how to start up the program<br>• Modified keyboard<br>• Enlarged font<br>• Intellikeys<br>• An adjusted delay on the mouse<br>• An alphabetical keyboard<br>• Large key board<br>• Choice about what to work on |
| Read a Text | • Book on tape<br>• Larger print font<br>• Highlighter<br>• Choral reading<br>• Background information about the text<br>• Bullets of the main ideas<br>• Post it notes to write questions on<br>• Reading light<br>• Choice about what to read |
| Be Organized | • Color coded folders<br>• A planner<br>• An agenda written on board<br>• Assignments written on the board in the same place<br>• Assignments that are already 3 hole punched<br>• A picture schedule<br>• A post-it on desk of things to do<br>• A homework folder<br>• A desk check<br>• Clock or timer on desk<br>• A verbal rehearsal of the schedule<br>• A consistent routine |

# A Deeper Dive

- For a more in-depth explanation of how to develop strength-based IEPs and supports, see Elder, Rood, & Damiani (2018).
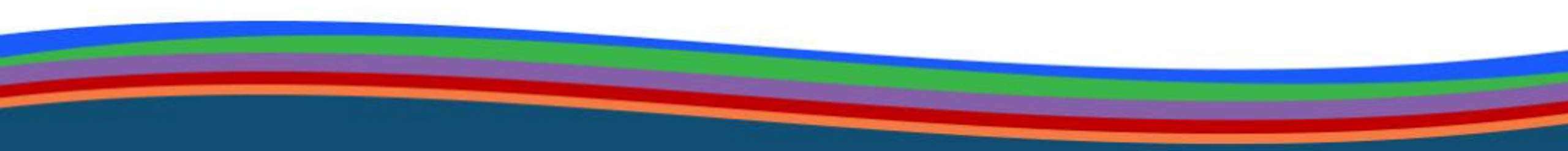
# References

Doering, K. (2005). General education classroom goals and desired outcomes. *California research Institute*.

Elder, B. C., Rood, C. E., & Damiani, M. L. (2018). Writing strength-based IEPs for students with disabilities in inclusive classrooms. *International Journal of Whole Schooling, 14*(1), 116-153.

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