

# IEP REFLECTIVE FRAMEWORK

## ACCOMMODATIONS AND MODIFICATIONS

### A UTAH STATE BOARD OF EDUCATION TECHNICAL ASSISTANCE GUIDE



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## ACCOMMODATIONS AND MODIFICATIONS

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The Reflective Framework for Individualized Education Program, depicted in the image above, has the central purpose of providing equitable access to grade-level content for students with disabilities. This purpose is supported by six surrounding components:

1. Present Levels of Academic Achievement and Functional Performance
2. Special Factors
3. Individualized Education Program Goals
4. Specially Designed Instruction and Service Time
5. Accommodations and Modifications
6. Transition

The purpose of this document is to review the requirements for accommodations and modifications, as well as to give specific examples of how to implement these requirements.

### REQUIREMENTS

Requirements for accommodations and modifications are outlined in [the Utah State Board of Education's Special Education Rules](#). According to section III.J.2.e. the IEP must include:

e. A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:

- (1) To advance appropriately toward attaining the annual goals;

(2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and

(3) To be educated and participate with other similar-aged students with disabilities and nondisabled students in the activities described in this section;<sup>1</sup>

And, according to section III.J.2.g, the IEP must include a statement of:

(1) Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on all grade-level State- and LEA-wide assessments; and

(2) If the IEP Team determines that the student must take an alternate assessment instead of a particular regular State- or LEA-wide assessment of student achievement, a statement of why:

(a) The student cannot participate in the regular assessment; and

(b) The particular alternate assessment selected is appropriate for the student<sup>2</sup>

## DEFINITIONS AND PURPOSE

### ACCOMMODATIONS

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Accommodations are practices and procedures that provide equitable access during instruction and assessments for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of a student's disability without reducing learning expectations. Supports and accommodations should enable a

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<sup>1</sup> Dickson, S. and Voorhies, L. (August 2020). Section III.J.2.e. In *Special Education Rules*. Utah State Board of Education. Retrieved from: <https://www.schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c>

<sup>2</sup> Ibid III.J.2.g.

student to advance appropriately toward attaining their annual IEP goals. This should include the student making progress in their grade-level general education curriculum, participating in extra-curricular activities, and being educated and participating in activities with other similar-aged non-disabled peers.

The most appropriate approach to determining accommodations is to focus on the students' identified needs to access their grade level instruction and curriculum. Typically, accommodations do not begin and end in school. Students who use accommodations may also need them at home, in the community, and, as they get older, in post-secondary education and at work. Accommodations for instruction and assessment are integrally intertwined. In the area of accommodations, more is not necessarily better, and providing students with accommodations that are not truly needed may have a negative impact on access to instruction and performance.

Accommodations provided for a student align with classroom instruction, classroom assessments, and local education agency (LEA) and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment because they may invalidate the construct of what is being assessed.

Instructional accommodations are generally grouped into four categories:<sup>3</sup>

- The **presentation** of materials or instruction (e.g., providing access to class reading materials through audiobooks, supplying a student with an enlarged print book, etc.).
- Different student **response** modes for completing assignments or activities (e.g., providing access to a pencil grip for writing, student writes a reading comprehension assignment through a speech to text app, communication board, etc.).
- Adjustments for **time and schedule** expectations (e.g., giving a student extended time on assignments, allowing student to come in to take a test at a different time, etc.).

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<sup>3</sup> U.S. Department of Education. (n.d.). *Standards and Assessment*. Retrieved June 23, 2022, from the U.S. Department of Education website: <https://www2.ed.gov/policy/speced/guid/nclb/standassguidance03.pdf>

- An alternate instructional **setting** or location is provided to meet individual needs (e.g., allowing a student to complete an assignment in a separate location).

## MODIFICATIONS

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Modifications are changes in instruction and assessment conditions that fundamentally alter learning expectations and test score interpretation and comparability. Modifications or alterations refer to practices that change, lower, or reduce learning expectations and can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Providing modifications to students can be appropriate and necessary to help students gain access to grade level instruction and curriculum. Some modifications may have the unintended consequence of reducing a student's opportunity to learn critical content and can interfere with the curriculum sequencing strategy. This could later result in students having even greater gaps in prior knowledge that could adversely affect students throughout their educational career.

Examples of modifications include:

- Requiring a student to learn less material (e.g., fewer objectives, shorter units, or lessons).
- Altering the depth, breadth, and complexity of assignments or assessments (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four, or changing the expectation of content for the student).
- Giving a student hints or clues to correct responses on assignments and tests.
- Providing a student with a tool/accommodation (e.g., spell-checker, calculator) for an instructional activity or assessment item when this tool changes the underlying skill or concept being taught or assessed.
- Allowing the use of an accommodation on an assessment that is not approved.

Below is a table of differences between accommodations and modifications:

| <b>ACCOMMODATION</b><br>(Changes how the student learns)                  | <b>MODIFICATION</b><br>(Changes what the student learns)                   |
|---|--|
| Enlarged print book   | Below grade-level book   |
| Math manipulatives used during appropriate age and grade level assignment | Different math assignments with below grade-level and grade-level problems |
| Extra time to learn to play an instrument in music                        | May not require student to read music                                      |
| Extra time to run laps in P.E.  | Alternate cardiovascular activity from non-disabled peers                  |

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## IMPLEMENTATION

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## INSTRUCTION

Recent and ongoing advances in technology are changing the ways in which a lot of accommodations may be provided instructionally. Some resources that once were available only as accommodations are now Universal Design for Learning (UDL) practices and tools available to all students. Teachers deliver effective instruction for all students through UDL and differentiated instruction. These teaching strategies provide different avenues for teaching and learning. Presentation of information, materials used, and learning activities are adjusted to meet students' strengths and needs. How students acquire content, make sense of ideas, and demonstrate knowledge are flexible so that all students within a classroom can learn regardless of differences in ability. A student with a disability should not be removed from regular classrooms that are appropriate age and grade level solely because of needed modifications in the general education curriculum.<sup>4</sup>

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<sup>4</sup> Dickson, S. and Voorhies, L. (August 2020). Section III. Q. In *Special Education Rules*. Utah State Board of Education. Retrieved from: <https://www.schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c>

Accommodations and modifications are not based on the student's disability category. The student's IEP team selects individualized supports through information provided by teachers, parents, the student, and related service providers. The best place to document how and where accommodations and modifications need to occur would be in the PLAAFP. It is important to document what has been successful for the student with a disability, how accommodations and modifications have been implemented, along with any information that would help others successfully support this student. When instructional supports are outlined in the IEP, educators are required to provide them as defined. If a teacher, student, parent, or another member of the IEP were to determine if or when a student may use a modification or accommodation, it may be considered a unilateral decision and could lead to the denial of FAPE. For some students, accommodations and modifications are recommended for just one or two classes, subjects, or activities; for others, they are needed for all. It is federally mandated that educators do not withhold students with disabilities from participating in any curricular or extra-curricular events due to the accommodations and supports needed for them to actively participate.

## CONSIDERATIONS

Individualized and effective supplementary aids, services, program modifications, or supports should align with the student's IEP and must be data-driven with a sound rationale. When considering accommodations and modifications it is important to ensure the following components all align and support the reasoning of the student's accommodations and modifications. The alignment should be clearly identified in the following sections of the IEP:

- Documentation in the students' PLAAFP section must include students' strengths and needs and where they will need the support provided
- IEP goals and specially designed instruction (SDI) needed to achieve grade-level content standards
- Academic, behavior and social barriers that interfere in learning
- Modalities (e.g., visual, auditory) that work best for the student

- Previous or current accommodations that have been successful or unsuccessful
- Challenges presented using the accommodation or modification
- Student recommendations, acceptance, and use of the accommodation or modification for program design
- Accommodations or modifications used in the home

## FREQUENCY

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When determining the frequency for accommodations and modifications as an IEP team, consider the following:

- What data supports the frequency of supplementary aids, services, and program modifications across settings (how, when, and why)?
- In what circumstances the student will need the accommodation(s) or modification(s)?
- Use caution when selecting “as needed.”
  - This opens the possibility for individual team members to decide whether a particular support is needed, thus making a unilateral decision.
  - If using “as needed,” specify which situations the support would be provided.
    - For example: “Access to speech-to-text when writing more than 1 paragraph—As Needed.”
- Consider using frequencies that are less open to interpretation, such as “daily.”

Accommodations and modifications should be evaluated on a regular basis and should not be an automatic continuation from year to year. At a minimum, these supports should be reconsidered annually during the IEP meeting. Teams should consider the continued need for the accommodation or modification, the effectiveness of the accommodation or modification, and the student’s input regarding the accommodation or modification. Implementing accommodations and modifications that are no longer necessary can hinder a student’s progress and success in their education and post-secondary life.



## SUPPLEMENTARY AIDS AND SERVICES IN NONACADEMIC AND EXTRACURRICULAR ACTIVITIES

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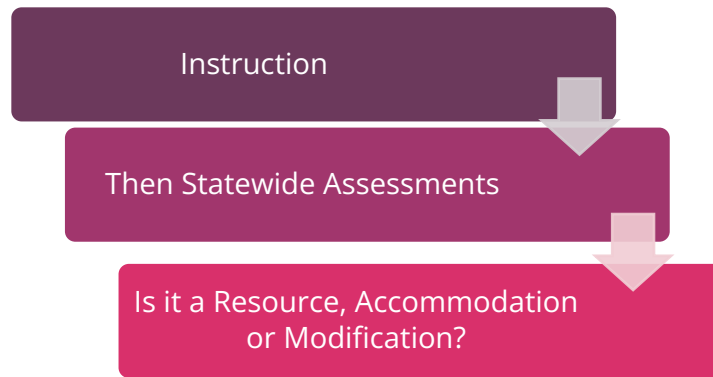
As a team, consider how your LEA/school supports students with disabilities to enable them to participate with their non-disabled peers in non-academic and extra-curricular activities to the maximum extent appropriate. Some considerations may include:

- Student's interests
- If accommodations provided in academic settings are needed in nonacademic and extracurricular activities
- Assistive technology in nonacademic and extracurricular activities
- Supports and scaffolding to students in nonacademic and extracurricular activities
- Support to classroom teachers on field trips
- Transportation to access nonacademic and extracurricular activities
- How to provide accommodations and modifications in nonacademic and extracurricular activities
- How to ensure that those implementing the IEP in nonacademic and extracurricular activities are aware of their duties
- How to include the student in all general education classroom activities with accommodations and modifications as appropriate

### ASSESSMENTS

Necessary instructional accommodations are the first consideration for determining assessment accommodations. IEP teams need to identify the required accommodations that the student needs in the following order:

1. Instruction
2. Statewide assessment
3. Resource, accommodation, or modification



Federal and State laws require that all students enrolled in public schools are included in all general State and district-wide assessments with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEP. “A State (or, in the case of a district-wide assessment, an LEA) must provide guidelines for the provision of appropriate accommodations. The State (or, in the case of a district-wide assessment, the LEAs) must have guidelines that identify only those accommodations for each assessment that do not invalidate the score; and instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.”<sup>5</sup>

IEP teams must actively engage in a planning process that addresses:

- The need for accommodations to provide access to grade-level instruction and statewide assessments, and
- The use of alternate assessments for students with significant cognitive disabilities that require measurement of instructional achievement to be based on the alternate achievement standards, Essential Elements (EEs).

It is the responsibility of IEP teams to be familiar with the allowable and non-allowable accommodations for each LEA and statewide assessment. When a student’s instructional accommodation is not an allowable accommodation in a statewide assessment, it becomes a modification to the assessment and will alter the construct and validity of the student's score. If a student is administered a modified assessment, the student's score will not be compared to scores of like

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<sup>5</sup> 34 CFR § 300.160 and UCA 53E-5-202

peers and will be counted as a non-participant and non-proficient test taker for state and federal reporting.

IEP teams should only use allowable accommodations on statewide assessments for the student's score to be comparable to their grade level peers' performance. However, the IEP team does have autonomy to determine that a student could participate with modifications, knowing that students' scores can now only be compared to their own performance.

IEP teams must determine if a student will participate in statewide and district assessments through standard administration, with accommodations, with modifications, or with an alternate assessment, which is documented in the IEP through the Assessment Addendum.

IEP teams can find specific information regarding all statewide assessments and their allowable accommodations in [the Utah's Participation and Accommodations Policy](#).

## ALTERNATE ASSESSMENT PARTICIPATION

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Alternate assessments are for students with the most significant cognitive disabilities who cannot participate in regular assessments, even with accommodations, as indicated in their IEPs. IEP teams must inform parents and provide a clear explanation of the differences between regular assessments based on grade-level academic achievement standards (Utah's Core Standards) and alternate assessments based on alternate academic achievement standards (Essential Elements). The information shared must include any effects of State and local policies on a student's education resulting from taking an alternate assessment, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma. Participating in an alternate assessment does not preclude a student with the most significant cognitive disabilities who takes an alternate assessment from attempting to complete the requirements for a regular high school diploma. The criteria for participation in alternate assessments can be found in [the Alternate Assessment Participation Guidelines](#).

## ASSESSMENT ADDENDUM

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The assessment addendum outlines accommodations from the services, accommodations, program modifications, and support page to include what the student is using for instruction, LEA/school assessments, and statewide assessments. The IEP team will then determine if the student is participating in statewide assessment through the following options:

- Standard Administration (SA) embedded accessibility resources
- Participate with Accommodations (PA) accommodations vary for each assessment
- Participate with Modifications (PM) using non-allowable accommodation(s) which does not count toward participation and proficiency
- Participate in the Alternate Assessment (AA) based on Alternate Achievement Standards the Essential Elements

This is documented for each assessment the student is required to participate in based on their enrolled grade level.

If the student has a significant cognitive disability and will participate in alternate assessment(s), the IEP team must also answer each of the following questions with a yes, then the student may participate in the alternate assessment as determined by the IEP team.

- Does the student have a significant cognitive disability that significantly impacts their intellectual functioning and adaptive behavior?
- Does the student require extensive individualized, modified instruction and supports to achieve measurable gains?
- Is the student receiving the student's grade level instruction in the Utah Core Standards through the support of Utah's alternate achievement standards (i.e., The Essential Elements)?

After considering the questions above, the IEP team MUST provide a statement explaining why the student cannot participate in the regular assessment AND why the alternate assessment is appropriate for the student (statement must contain both parts).

An example of such a statement is as follows:

[Student name] cannot participate in the regular assessment RISE because they have a significant cognitive disability that requires instructional support using the alternate achievement standards, therefore it is more appropriate for them to participate in the alternate assessment DLM (Dynamic Learning Maps).

For further guidance, see the [USB E Model Forms for Assessment Addendum - 6f](#).

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## STUDENT EXAMPLES

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Teams must consider accommodations and modifications that are necessary to ensure that a student can appropriately advance towards their IEP goals and be involved and make progress in grade level curriculum. To accomplish this, the team may use the questions provided in the [Reflective Framework for IEP Development](#).

Case study examples using this framework have been provided below. Please note that these examples are intended to illustrate possible discussion topics across a variety of situations; discussions should be individualized based on the student's strengths and needs.

### 4TH GRADE STUDENT: SPECIFIC LEARNING DISABILITY

#### CURRENT PERFORMANCE AND BASELINE DATA: 4<sup>TH</sup> GRADE STUDENT

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Jill is a 4th grade student who has a specific learning disability in reading fluency. Jill prefers using text-to-speech accommodation rather than having the teacher read material aloud as it draws less attention to her disability. When given a list of 3rd grade level words, Jill can read the list with 68% accuracy. She can read the 2nd grade list with 77% accuracy and the 1st grade list with 89% accuracy. Jill can read 52 wpm with 89% accuracy on a 2nd grade level and 65 wpm with 92% accuracy on a 1st grade level.

According to oral reading fluency assessments given over four weeks, Jill is currently reading an average of 24 wpm with 75% accuracy on a 4th grade level. The spring benchmark for 4th grade is 115 wpm with 98% accuracy. Jill completed the LEA-wide reading benchmark assessment and scored in the "needs intervention" range.

A possible relationship has been identified between her word reading accuracy and oral reading fluency in observing Jill's reading patterns. Jill could benefit from additional phonics instruction to increase her oral reading fluency.

### IMPACT OF THE DISABILITY: 4<sup>TH</sup> GRADE STUDENT

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Jill's disability impedes her progress in the general curriculum. At this time, she does not read fluently and accurately and is unable to read and comprehend grade-level material in all academic areas independently. As a result, Jill has difficulty reading directions, worksheets, and completing assignments in a timely manner.

### ANNUAL IEP GOAL EXAMPLE

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When given a 4th grade level oral reading fluency assessment, Jill will read with sufficient accuracy and fluency to support comprehension by reading 60 wpm making no more than three oral reading errors by the end of the IEP year.

When given a list of twelve decodable words from one of the six syllable types (closed, vowel-consonant -e, open, vowel digraph, consonant -le, and r-controlled), Jill will read a word list of twelve words with no more than one error on four assessments over a grading period.

### EXAMPLE OF SERVICE TYPE, LOCATION, AND FREQUENCY

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| Special Education Service | Location          | Frequency            |
|---------------------------|-------------------|----------------------|
| Reading                   | General Education | 120 minutes per week |

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EXAMPLES OF SPECIALLY DESIGNED INSTRUCTIONAL STRATEGIES: 4TH GRADE STUDENT

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| Instructional Strategy   | SDI – Instruction that Supports the IEP Goal  |
|--|---|
| <p><b>Explicit Instruction</b> provides a series of engaging instructional supports or scaffolds-first through the logical selection and sequencing of content, and then by breaking down that content into manageable instructional units based on students’ cognitive capabilities <sup>6</sup>.</p> | <p>When working with Jill on decoding skills, the teacher will teach Jill to tap out the individual sounds in words with four to five sounds, including digraphs and blends, and blend sounds to read whole words. The teacher will provide immediate error correction to ensure the student is practicing correct letter sounds and pronunciation.</p> |
| <p>The <b>Dyad Reading</b> strategy consists of two students, or a student and a teacher that share one text, sit side-by-side, and read together aloud. They follow the word smoothly with their fingers, keeping their eyes on the words and talk about the unknown words.</p>                       | <p>To increase Jill’s fluency skills, the teacher will implement the dyad reading strategy with Jill by pairing her with a paraeducator who can provide a model of correct reading intonation, pronunciation, tone, and expression of the reading selection.</p>  |
| <p>The <b>Choral Reading</b> strategy is where a group or a whole class of students are reading aloud in unison. Choral reading helps build a student's fluency, self-confidence, and motivation.</p>  | <p>When working with Jill and other students during reading practice, the teacher and students will read in unison to model correct intonation, pronunciation, tone, and expression of the reading selection to increase Jill’s vocabulary and confidence.</p>  |

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<sup>6</sup> Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and Efficient Teaching*. New York, NY: Guilford Publications.

## IEP TEAM ACCOMMODATION DISCUSSION

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The following are questions that the IEP discussed to determine appropriate accommodations for Jill and how often they would need to be utilized in order to meet the IEP goals.

- **What accommodations could be provided, tapping into a student's strengths, that would allow involvement in the general education class?**
  - What accommodations and modifications does Jill currently use?
    - Jill has been utilizing text-to-speech accommodation when class work and assignments are on a digital platform.
    - She uses human read aloud for class work and assignments that are not on a digital platform.
- **What data supports the frequency of supplementary aids, services, and program modifications across settings (how, when, and why)?**
  - Was assistive technology considered as a special factor by Jill's IEP team?
    - Yes, Jill's IEP team considered assistive technology as a special factor.
    - They determined that Jill requires text-to-speech accommodation in all academic areas.
    - They also determined she would need this technology at home to complete homework assignments.
    - The LEA's AT team agreed to provide Jill with a laptop to take home and train Jill and her parents in how to use the technology.
- **What input has the general education teacher provided about the interventions and support available for the student in the general education setting?**
  - The team discussed adding the use of extended time as an accommodation due to Jill's difficulty reading directions, worksheets and completing assignments in a timely manner.
  - Jill's general education teacher brought up that the use of the text-to-speech and read aloud accommodation may result in needing more



time to complete assignments and possibly assessments, the team agreed.

- **How has “as needed” under frequency been documented, how will it be determined, and how will it be communicated to service providers?**
  - Is there times Jill should not be able to utilize an accommodation?
    - The team discussed whether extended time is needed on in-class assignments, group work, homework, assessments, and how much extended time is appropriate.
    - They also discussed how this accommodation would be communicated to each of her content teachers.
    - If Jill is working on an assignment or assessment that is measuring her reading fluency, extended time should not be allowed.

## DETERMINATION OF APPROPRIATE ACCOMMODATIONS

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After discussing Jill’s present levels and her strengths and needs, the IEP team determined which accommodations are appropriate, and when and how often they would be needed to support Jill in progressing towards her goals.

These accommodations are listed in the table below:

| <b>Accommodation, Modification, Support, Supplementary Aid, or Service</b> | <b>Frequency</b> |
|--|------------------|
| Text-to-speech   | Daily            |
| Read aloud (when text-to-speech is not available)                          | Daily            |
| Extended time for assignments  | Daily            |
| Extended time for assessments (double the amount of time)                  | Daily            |

## DETERMINATION OF ASSESSMENT ACCOMMODATIONS

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Based on the accommodations Jill will be utilizing in academic, non-academic, and extra-curricular settings, the team then determined that the following accommodations would need to be available for Jill on standardized assessments:

- **LEA Selected Assessments**

- Acadience Reading—Standard Administration (SA)
- Acadience Math—Standard Administration (SA)
  - Extended time and text-to-speech are not allowable accommodations for Acadience Reading and Math.
  - If used on these assessments, the assessment becomes modified, and the score cannot be reported.
- Note: Acadience Reading and Math assessments in grade 4 are not required by the State; that is why this is listed under the LEA selected assessments section.

- **Statewide Assessments**

- RISE—Standard Administration (SA)
  - The test is not timed, all students are allowed the amount of time they individually need to complete the test.
  - Text-to-speech is an embedded resource in the test for all students where applicable.
    - Where text-to-speech is not available, it is not allowed.

## 7<sup>TH</sup> GRADE STUDENT: SIGNIFICANT COGNITIVE DISABILITY

### CURRENT PERFORMANCE AND BASELINE DATA: 7<sup>TH</sup> GRADE STUDENT

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Sophie is a 7th grade student with a significant cognitive disability and approximately 85% of her math instruction is provided through small groups with three to four other students. Sophie’s parents indicate that Sophie uses eye gaze at home as her primary mode of communication and would love to see Sophie increasing her use of eye gaze during instruction. Sophie has been receiving explicit

instruction with number sense vocabulary and demonstrates that she can use eye gaze or gestures to match or identify groups of up to five tangible objects representing “more” and “less” in 8/20 (40%) opportunities. Sophie non-verbally matches or identifies the meaning of “same” or “equal” with 98% accuracy when provided with visual or tactile groups of objects or items. Sophie has also been working on geometry vocabulary and demonstrates the ability to identify basic geometrical shapes (i.e., square, triangle, circle) with 95% accuracy when using picture representations of those shapes. She has also been working on generalizing her ability to recognize shapes to items in her environment. Sophie is currently able to generalize shapes to real objects in 12/25 opportunities when the real item is paired with the visual item.

Although Sophie identifies “more” and “less” with approximately 40% accuracy, she still needs to build that academic language to a point where she can be proficient with that terminology. Sophie really benefits from integrating math concepts with vocabulary. Vocabulary like “more” and “less” is also used to integrate Sophie’s number sense and knowledge of geometric shapes. Sophie currently identifies through pointing and gesturing to numbers up to 10 with 78% accuracy but identifies numbers 1–5 with 100% accuracy. During instruction, numbers (1–5) or shapes (square, circle, or triangle) that she is known to be proficient in are often used to practice or teach the concepts of “more” and “less.” Once Sophie identifies “more” and “less” with more accuracy, she will then need to be able to classify, group, or pair items together based on whether the characteristics are “same/equal” or “more/less.”

Based on the Personal Preference Indicators assessment completed with Sophie’s parents on 3/20/22, Sophie enjoys being around people and lively activities. She enjoys being outside, swimming, listening to music, playing with her dog, and watching videos of animals. She does not like being left alone and will gesture when she wants attention. Sophie makes food choices by pointing but does not currently make choices about what she wears or watches on her iPad. Life Skills Assessment: Self Reliance, completed with her parents on 3/15/22, indicates that Sophie can recognize pictures of items she wants to play with but is not consistently making choices in her environment. She is flexible and can move from one activity to the next easily. She is currently not using a switch or communication device for communication or choice-making at school or home. For Sophie to be more self-

determined, she needs to be able to make consistent choices and indicate her wants and needs.

## IMPACT OF THE DISABILITY: 7<sup>TH</sup> GRADE STUDENT

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Sophie's disability impacts her ability to demonstrate a functional understanding of how math is used in the real world, and her ability to access the general education curriculum. Numbers, shapes, and visual/tangible manipulatives used in math are simply a representation of something else. For math concepts to be meaningful for Sophie, she needs to be able to develop language skills with math so she can group, categorize, and compare numbers, shapes, and manipulatives in a functional way.

## ANNUAL IEP GOAL EXAMPLE

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When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with an attribute of a circle, or a book with an attribute of a square) in 15 out of 15 opportunities.

### **Benchmarks:**

- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 8 out of 15 opportunities.
- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 12 out of 15 opportunities.

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## EXAMPLE OF SERVICE TYPE, LOCATION, & FREQUENCY

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| Special Education Service | Location          | Frequency        |
|---------------------------|-------------------|------------------|
| Math                      | Special Education | 45 minutes daily |

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## EXAMPLES OF SPECIALLY DESIGNED INSTRUCTIONAL STRATEGIES: 7<sup>TH</sup> GRADE STUDENT

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| Instructional Strategy   | SDI – Instruction that Supports the IEP Goal   |
|--|--|
| The <b>Discrete Trial Teaching</b> strategy is a one-to-one instructional approach used to teach skills in a planned, controlled, and systematic manner.   | In a one-on-one session, Sophie’s teacher will present Sophie with a series of structured trials to practice matching two-dimensional shapes with three-dimensional objects.   |
| The <b>Prompt Hierarchy</b> strategy involves establishing a sequence of instructional prompts ordered by the level of intrusiveness of the prompt (from least-to-most intrusive, or most-to-least intrusive). | The teacher will develop a prompt hierarchy, sequenced from least intrusive to most intrusive, to support Sophie in matching shapes. When given the opportunity to match, Sophie will first be given a few seconds to do so independently, followed by the next prompt in the hierarchy (e.g., gesture, modeling, partial physical guidance) until she is able to complete the task. |
| The <b>Naturalistic Teaching</b> strategy involves embedding opportunities to practice the skill in daily routines and interest-based activities.  | The teacher will incorporate opportunities to match a shape cutout with a real object during a variety of natural opportunities in routines across the day. For example, at lunch, Sophie’s teacher will add shape cutouts to a cafeteria tray so Sophie can place the cookie on the circle, the juice box on the rectangle, and so forth.   |

## IEP TEAM ACCOMMODATION DISCUSSION

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The following are questions that the IEP discussed to determine appropriate accommodations for Sophie and how often they would need to be utilized in order to meet the IEP goals.

- **What input has the team, including the parent and student, discussed about accommodations and modifications that have worked for the student in making progress toward the annual goals?**

- How is the team explicitly defining accommodations or modifications, and how and when they will be used (e.g., accommodations for assessment align to what is being used in daily instruction)?
  - Sophie’s team discussed her current use of eye gaze, pointing and gestures for communication and alternate response.
  - The team also reviewed that she is a student with a significant cognitive disability and will continue to be instructed through the support of the alternate academic achievement standards.
  - Sophie’s IEP team considered assistive technology as a special factor.
  - They determined that Sophie requires a picture communication system.
  - They also determined she would need this technology at home.
  - Parents will be provided with training in the picture exchange communication system.
- **What input about the student is being considered in program design?**
  - Sophie’s IEP team reviewed current data and shared that due to her communication methods she should be given:
    - Extended time on assignments and assessments,
    - Two to three choices for indicating answers so she can look at or point to the correct item, and
    - A picture communication system to make selections.
  - Sophie also needs text-to-speech or read aloud by a peer or an adult for relevant text (i.e., math word problems, instructions.)
- **What data supports the frequency of supplementary aids, services, and program modifications across settings (how, when, and why)?**
  - The team discussed if wait time for responses is needed during instruction and assessments for Sophie.
  - They also discussed how this accommodation would be communicated to each of her teachers.

## DETERMINATION OF APPROPRIATE ACCOMMODATIONS

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After discussing Sophie’s present levels and her strengths and needs, the IEP team determined which accommodations are appropriate, and when and how often they would be needed to support Sophie in progressing towards her goals.

These accommodations are listed in the table below:

| Accommodation, Modification, Support, Supplementary Aid, or Service | Frequency |
|---|-----------|
| Alternate response (e.g., eye gaze, gestures, pointing)             | Daily     |
| 2 - 3 choice options  | Daily     |
| Text-to-speech or read aloud by peer or adult for relevant text     | Daily     |
| Wait time for responses   | Daily     |
| Picture communication system  | Daily     |

## DETERMINATION OF ASSESSMENT ACCOMMODATION

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The IEP team discussed the following questions before determining that Sophie would better demonstrate her grade level knowledge and measure her academic achievement by participating in the Alternate Assessment.

- Does the student have a significant cognitive disability that significantly impacts their intellectual functioning and adaptive behavior?
  - Yes
- Does the student require extensive individualized, modified instruction and supports to achieve measurable gains?
  - Yes
- Is the student receiving the student’s grade level instruction in the Utah Core Standards through the support of Utah’s alternate achievement standards (i.e., The Essential Elements)?
  - Yes

Since the answers to these questions were all “yes,” Sophie can participate in the alternate assessment and the IEP team determined that would be most appropriate.

The IEP team then provided a statement explaining why Sophie cannot participate in the regular assessment AND why the alternate assessment is appropriate for Sophie:

- Sophie cannot participate in the regular assessment, RISE, because she has a significant cognitive disability that requires instructional support using the alternate achievement standards, Essential Elements, therefore, it is more appropriate for Sophie to participate in the alternate assessment, DLM.

Based on the accommodations Sophie will be utilizing in academic, non-academic, and extra-curricular settings, the team then determined that the following accommodations would need to be available for Sophie on standardized assessments:

- **Statewide Assessment**
  - Dynamic Learning Maps (DLM): Participate in the Alternate Assessment (PAA) based on Alternate Achievement Standards the Essential Elements
    - DLM allows for a great deal of flexibility in allowed accessibility supports.
    - All of Sophie’s accommodations outlined are considered accessibility supports not accommodations for DLM.

## 10TH GRADE STUDENT: OTHER HEALTH IMPAIRMENT

### CURRENT PERFORMANCE AND BASELINE DATA: 10<sup>TH</sup> GRADE STUDENT

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Matthew is a 10th grade student who has been diagnosed with anxiety and attention deficit disorder. Matthew does well in math, science, engineering, and art.



Matthew likes working with his hands and building things. He can write one to two short paragraphs with simple sentences with no introduction or conclusion.

According to the BASC 3 checklist completed by his mother and English teacher last month, Matthew scores in the clinically significant range for Internalizing Behaviors, such as anxiety. His teacher observes that when Matthew is anxious, he will fidget with something on his desk, look around the room, or scribble on his paper.

Matthew's mother notes that he can sit at the kitchen counter for over an hour and not write anything.

Matthew's average test score in English is 67%. His reading scores show he reads at an 11th grade level. Over the last four weeks, Matthew was given three curriculum-based writing assessments. He was asked to read a two-page text and then write a five-paragraph opinion essay. According to the writing rubric, his overall score was 65% on the first assessment, 72% on the second, and 55% on the third. Matthew has difficulty generating ideas, writing complex sentences, relating his sentences back to the text, and using correct grammar. When given a complex writing task, Matthew exhibits behaviors that may suggest an increase in anxiety.

In reviewing Matthew's academic patterns, a cyclical connection has been made between anxiety and executive function. Difficulty with executive functioning increases his anxiety, which results in an inability to begin or complete task demands. Matthew currently responds well to breaking large tasks into smaller, more manageable pieces. He could benefit from using a graphic organizer to guide his writing process.

Matthew is currently employed part-time at his uncle's law firm. Based on information from a 2/5/21 workplace interview with Matthew and his uncle, Matthew has demonstrated strengths in the workplace in answering the telephone and filing various legal documents. Based on the Your Future Interest Profiler Inventory from 12/16/20 and an Informal Student Interview, Matthew demonstrates a strong interest in becoming a high school teacher. Based on results from the 1/23/21 Self-Determination Checklist, Matthew can participate in his IEP meetings and express his interests and preferences. Based on student work samples and opportunities for classroom presentations, Matthew can access the computer by logging in and typing terms in the search bar for research with 100% accuracy.

Matthew can determine which links to access when a list is generated by the search 20% of the time independently. This difficulty with accessing research impacts Matthew's ability to obtain information on employment opportunities and colleges. It will affect his ability to conduct research information for college coursework when Matthew attends college. Matthew needs to be able to access research with 90% accuracy independently.

## IMPACT OF THE DISABILITY: 10<sup>TH</sup> GRADE STUDENT

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Matthew's disability inhibits his progress in the general curriculum. He has difficulty with written expression and completing his English assignments. Matthew often does not turn in his writing assignments because he either has not started them or they are incomplete. When given prompts and encouragement, he can write simple, short sentences, but he does not expand his writing to multiple paragraphs as required for 10th grade standards.

## ANNUAL IEP GOAL EXAMPLE

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### **Language Arts:**

- After reading a two-page text, Matthew will write or use text to speech to produce a five-paragraph essay using complex sentences, text evidence, and correct grammar and score a three or higher on a four-point grade-level writing rubric on three trials quarterly recorded by the teacher.

### **Executive Functioning:**

- Given instruction in task organization, Matthew will organize a complex task, including the materials needed, the steps to accomplish the task, and a time frame in which to complete the task, using a student picked Task Organizing Tool, with 90% proficiency by the end of the IEP year.

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## EXAMPLE OF SERVICE TYPE, LOCATION, & FREQUENCY

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| Special Education Service    | Location          | Frequency           |
|------------------------------|-------------------|---------------------|
| Language Arts                | General Education | 60 minutes per week |
| Executive Functioning Skills | Special Education | 60 minutes monthly  |

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EXAMPLES OF SPECIALLY DESIGNED INSTRUCTIONAL STRATEGIES: 10<sup>TH</sup> GRADE STUDENT

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| Instructional Strategy  | SDI – Instruction that Supports the IEP Goal  |
|---|---|
| The <b>Think-Pair-Share</b> strategy requires students to think individually about a topic or answer to a question and share answers with classmates.   | After receiving the assignment and reading the text, Matthew will formulate ideas about his writing assignment. The teacher will facilitate a discussion with Matthew and a peer to help develop ideas, draw conclusions, and receive feedback.       |
| The <b>Direct Instruction</b> approach is structured, sequenced, and led by the teacher.  | The teacher will provide Matthew with direct instruction in using a graphic organizer, writing complex sentences, referencing a text, and revising his work.  |
| With the <b>Multiple Opportunities with Content</b> approach, students will be provided with structures to varied approaches and strategies to develop and demonstrate their knowledge over time. | Matthew will receive multiple opportunities to practice and demonstrate his knowledge through writing two, three, and four paragraph essays that include an introduction, complex sentences, transition words, and a conclusion with teacher support. |
| The <b>Chunking Content</b> strategy involves taking the content and breaking it down into smaller, more manageable pieces.   | When Matthew is given a five-paragraph essay to compose, the teacher will teach him how to break the task into manageable steps and create a time frame to complete the assignment.   |

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IEP TEAM ACCOMMODATION DISCUSSION

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The following are questions that the IEP discussed to determine appropriate accommodations for Matthew and how often they would need to be utilized in order to meet the IEP goals.

- **What input from the student is being considered in program design?**
  - Matthew discussed with his IEP team that he responds well to breaking large tasks into more manageable pieces.
  - Matthew fidgets with things on his desk when experiencing anxiety, giving him a socially appropriate fidget was also discussed with the IEP team.
- **What accommodations could be provided, tapping into the students' strengths, that would allow involvement in the general education class?**
  - Matthew's IEP team discussed that he could benefit from using a graphic organizer to guide his writing process.
  - Alternate modes (other than writing) for demonstrating knowledge will help reduce anxiety while giving him the opportunity to participate in instruction and assessment.
  - The team discussed access to a school counselor to help with anxiety.
  - The team also discussed that because of Matthew's Attention Deficit Disorder he would benefit from extended time for assignments and assessments.
  - They determined that Mathew requires a speech-to-text and word prediction accommodation for complex writing assignments.
  - They also determined he would need this technology at home to complete homework assignments.
  - The LEA's AT team agreed to provide Matthew with a laptop and access to speech-to-text and word prediction software.
- **How are the supplementary aids, services, and program modifications being addressed across settings to ensure student access and involvement?**
  - When Matthew is participating in a standardized assessment, he will be limited in using various methods of demonstrating knowledge.

## DETERMINATION OF APPROPRIATE ACCOMMODATION

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After discussing Matthew’s present levels and his strengths and needs, the IEP team determined what accommodations are appropriate, and when and how often they would be needed to support Matthew in progressing towards his goals.

These accommodations are listed in the table below:

| Accommodation, Modification, Support, Supplementary Aid, or Service  | Frequency |
|--|-----------|
| Extended time for assignments  | Daily     |
| Extended time for assessments (one and half time)  | Daily     |
| Use of Graphic Organizers  | Daily     |
| Fidgets (small non-distracting item)   | Daily     |
| Alternate methods for completing complex writing assignments (e.g., speech-to-text, predictive text, and verbal responses) | Daily     |
| Access to the school counselor   | Weekly    |

## DETERMINATION OF ASSESSMENT ACCOMMODATION

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Based on the accommodations Matthew will be utilizing in academic, non-academic, and extra-curricular settings, the team then determined that the following accommodations would need to be available for Matthew on standardized assessments:

- **Statewide Assessment**
  - Utah Aspire Plus: Participate with Accommodations (PA)
    - Extended time is an allowable accommodation but will need to be set at 1.5-time, double-time, or triple time.
      - This should match what was outlined for extended instructional time.
    - Graphic organizers are not allowed for assessment.

- Matthew can replicate a graphic organizer on a blank sheet of paper.
- Fidgets are allowed if they are not distracting to other students.
- Utah Aspire Plus does not assess writing.
  - Matthew could use scribe/speech to text if necessary.

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## RESOURCES

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The following is a list of resources previously mentioned that support the development and determination of accommodations and modifications.

[Utah's Participation and Accommodations Policy](#)

[Alternate Assessment Participation Guidelines](#)

[USB E Model Forms Assessment Addendum - 6f](#)