

A photograph of three young children in a classroom setting. They are gathered around a computer monitor, looking intently at the screen. The child in the foreground is pointing at the monitor. The background shows a green chalkboard and colorful posters on the wall.

THE UTAH SPECIAL EDUCATOR

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PROVIDING ACCESS TO THE GENERAL CURRICULUM:

Are we ready to meet the challenge?

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Letters To the Editors

Controversy exists and opposing opinions or feelings are valued.

Therefore, the Editors of *The Utah Special Educator* are encouraging letters from readers related to your perspectives concerning the articles or topics in our publication.

Writers are encouraged to identify themselves, but letters will remain anonymous at the writer's request.

The Editors of *The Utah Special Educator* reserve the right to limit the number of the letters published.

Ensuring Access

to the General Education Curriculum

From The Editors

The 1997 *Reauthorization of the Individuals with Disabilities Education Act (IDEA)* calls for providing the greatest possible access to the general education curriculum as a means for improving educational results for students with disabilities. We might think that this new emphasis on participation in the general education curriculum will result in more paper work and expanded IEPs. However, it was not the intent of Congress to result in major expansions in the size of the IEP of dozens of pages of detailed goals or objectives in every curricular content standard or skill. Rather, the new focus is intended to produce attention to the accommodations and adaptations necessary for disabled children to access the general curriculum and the special services that may be necessary for appropriate participation in particular areas of the curriculum due to the nature of their disability. (S. Rep. No.105-17, p. 20 (1997)).

What is the Difference between Accommodations and Adaptations?.....

In education, we often hear the words “accommodation” and “adaptation” used in reference to our students, many times used synonymously. In practice, the terms have different meanings. The term *accommodation* is used to refer to modifications that are documented by the eligibility process and are specified in a student’s IEP. Accommodations are changes others make to assist the student. They are provided to enable the student to gain access to the classroom or curriculum. Examples of accommodations include allowing the student extra time to finish work or providing the student with a quiet place to take a test.

Adaptations, on the other hand, are changes to the learning task requirements, such as changes to instructional content, materials or teaching methods, or the physical environment. *Continued pg. 4*



Cheryl Hostetter, Editor
Tracy Knickerbocker, Co-Editor

Adaptations might include teaching a student to use a calculator instead of written computations or learning functional reading words instead of the seventh grade Science vocabulary from chapter 7.

Every lesson or classroom activity has many elements that can be adapted so that a student with a disability can have access to and participate in the general education curriculum. In passing IDEA '97, Congress recognized that in many cases children with disabilities will need appropriate supports in order to successfully progress in the general

curriculum. To meet IDEA's goal of access to the general education curriculum, educators must provide useful alternatives in both curricular materials and instructional delivery. This latest issue of *The Utah Special Educator* provides not only promising research and development in using strategies to ensure curriculum success but also practical, practitioner based ideas. We hope this issue provides you with useful information as you try to meet the intent of the law in ensuring curriculum access to those students you work with. ■



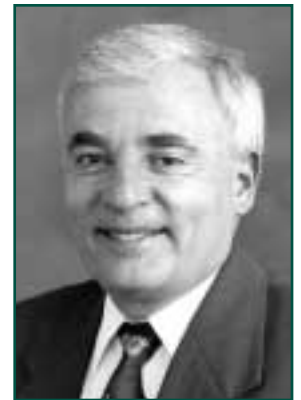
BRING YOUR HEART TO WORK

Scott Whipple • Granite Education Foundation

Please-never forget the Special in Special Education. YOU ARE SPECIAL and the reason kids succeed! Without you many children would be lost-they would struggle and lose hope. You are in the most important profession on this planet and you are special because you work with kids who are special. Your importance in the lives of your students is beyond expression. Thank you for choosing to teach and for teaching those with special needs! Remember this statement from Chardin, "The future belongs to those who give the next generation reason for hope." Your future will be very bright because you give hope to your students every day.

If you're normal you'll have days when you wonder why you chose this profession and if you are making a difference and why you must do all this paper work and why some parents won't work with you or their child. You work hard and yet you can't get everything done and no one seems to care or understand. Stress...Stress...Stress.

May I suggest two ways that you can enjoy coming to work every day...? Two ways you can deal with the stress...Two ways you can bring your heart to work with you. When you work with your heart...you enjoy your work and many of the stresses are eliminated.



Fill your heart with appreciation and share it with others.

William James shared this powerful, insightful statement, "The deepest principle in human nature is the craving to be appreciated." Robert McNamara, former U.S. Secretary of Defense, said this, "Brains, like hearts, go where they are appreciated." So if we want our students to learn from us, appreciate them. If we want our supervisors, our patrons, and our friends to understand and learn from us, appreciate them. Our fun opportunity is to look for the good in others and to tell them about it. It must be from the heart, sincere, and then the magic, even miracles will come. "John, I have been watching your improved hand writing and I want to compliment you on your hard work." "Mrs. Jones, you should be so proud of your daughter and her ability to be working so hard on her assignments in class. She gives her very best and I'm so fortunate to have her in my class." "Mr. Sharp, your keen interest in my special students is noted and greatly appreciated. They love to see you in the halls because you always have time to say hello and to acknowledge them."

We are all so busy that we sometimes forget to tell others how much we appreciate them and all they mean to us. When we tell others sincerely how much we appreciate them, their work and attitude improves because it is appreciated. We also benefit because we like our work and ourselves when we compliment and recognize the good in others. It is so simple yet a true principle. In a study by Glenn Tobe and Associates they asked employees and supervisors to rank their top motivators in their workplace. For employees

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appreciation was clearly number one, but for supervisors it ranked near the bottom of the list. Employees and everyone everywhere want to be appreciated.

Donald Peterson, the CEO of Ford Corporation during the 1980's, was credited with the turnabout of that great company. His secret was this; "I jot positive messages to associates every day. I just scribble them on a memo pad or a corner of a letter. The most important ten minutes of your day are those you spend doing something to boost the people who work for you. We forget that human beings need positive reinforcement-in fact, we thrive on it." Wow, the power of a positive note! Mark Twain said, "I can live for two months on a good compliment." How many have we sent lately...this week...this month? If it is so successful for others, why not make it a priority each day like Donald Peterson did? You will see wonderful results like he did. Here, then, is the challenge: to give ten minutes each day to others-telling them how much you appreciate them verbally or even better in a note. You'll enjoy your work more than ever before and those around you will be more productive and happier.

Let me share a story to illustrate. John had suffered for years with severe bouts of depression and anxiety. He lost his job, then his marriage and family. He had tried different counselors, medications and therapy to no avail. Finally a friend, after listening to his woes said, "You need to be more appreciative, more grateful for life and those about you. I challenge you to write a few letters to those who you appreciate, those who have touched your life over the years." John was very upset at first and snapped back at his friend. "That's the craziest idea I've ever heard. You don't know a thing about what I need." He later decided to give his friend's challenge a try. He first wrote a short note to a former teacher he had had some 30 years ago. He told her how much he appreciated her for giving him a love of poetry and good literature and how that had had a positive effect on his life. Within a few days he received a reply from his teacher that said this, "In the forty years I taught I never received a positive note like this. It means the world to me. How can I ever thank you?" John was so touched he decided to write another and then another until he had written over 500 letters in a few months. His depression was gone and he was returning to a normal life because he had learned to appreciate those around him and to thank them. You will not only help others when you acknowledge them, but it will be a great blessing to your life.

Smile and enjoy a good laugh as often as you can each day.

How much do we smile and how often do we laugh? The answer is probably not enough and yet we love to be around those who smile and those who help us enjoy life. You've heard the saying; "A day without laughter is a day wasted." As we share a smile or a laugh it also lifts our own well being. Did you know that stress affects the immune system for one day, but a good laugh or positive feeling will affect the immune system for three days? So let's laugh and smile our way to good health and spread sunshine to others.

**They might not need me, yet they might.
I'll let my head be just in sight.
A smile as small as mine might be,
Precisely their necessity.
Emily Dickinson**

How important is a smile? A number of years ago a very depressed young man jumped from the Golden Gate bridge in San Francisco and took his life. This note was found in his room after his suicide. "I am going to walk to the Golden Gate Bridge and if no one gives me a smile or hello along the way, I am going to jump." The sad part of the story is this young man lived two miles from the bridge and probably passed hundreds of people who were too busy to share a smile or a hello. We never know who will be helped or lifted by our smile but as Emily Dickinson said it might be just what someone needs to brighten their day.

Let's bring our heart to work today by appreciating those around us and by sharing a smile or a good laugh. It will help those we come in contact with and it will also help us to have a great day. As the song says, "Love makes the world go round." Let's make a better world by giving ten minutes a day to writing a note to someone we appreciate. This month's recommended reading: *The Art of Happiness*, H.H. Dalai Lama, Riverbed Books, 1998. ■



What's The Big Idea?

Access to the General Curriculum

Elena M. Gallegos • Utah State University

In 1997, Congress re-authorized and amended the Individuals with Disabilities Education Act (IDEA). On July 1, 1998, the new Individualized Education Program (IEP) requirements went into effect. These IEP requirements embodied a new philosophy and inclusive approach to educating students with disabilities. Specifically, Congress sought to ensure that, whenever possible, students with disabilities be instructed in the general curriculum (i.e., the same curriculum as for non-disabled children).

The IEP requirements are filled with statements regarding involvement and progress in the general curriculum. The Senate and House committee reports explain the intent:

The new focus is intended to produce attention to the accommodations and adjustments necessary for disabled children to access the general education curriculum and the special services which may be necessary for appropriate participation in particular areas of the curriculum due to the nature of the disability (**S. Rep. No. 105-17, p. 20; H.R. Rep. No. 105-95, p. 100 (1997)**).

This does reflect a major shift from past practice which viewed special education curricula as materially different from general curricula. In years past, many teacher training institutions did not even require that students majoring in special education take courses in the general curriculum. One thing is clear, all special education teachers must be knowledgeable about the general curriculum in their state, and be able to provide instruction in the general curriculum:

The committee wishes to emphasize that, once a child has been identified as being eligible for special education, the connection between special education and related services and the child's opportunity to experience and benefit from the general education curriculum should be strengthened. The majority of children identified as eligible for special education and related services are capable of participating in the general education curriculum to varying degrees with some adaptations and modifications. This provision is intended to ensure that children's special education and related services are in addition to, and are affected by, the general education curriculum, not separate from it (**S. Rep. No. 105-17, p. 20 (1997)**).

Congress believes that instruction in the general curriculum will improve the quality of education for students with disabilities, and increase student performance. This belief is reflected in the Senate committee report for the re-authorization of IDEA:



This committee believes that the critical issue now is to place greater emphasis on improving student performance and ensuring that children with disabilities receive a quality public education. Educational achievement for children with disabilities, while improving, is still less than satisfactory. This review and authorization of the IDEA is needed to move to the next step of providing special education and related services to children with disabilities: to improve and increase their educational achievement (**S. Rep. No. 105-17, p. 3 (1997)**).

Statement of the Child's Present Levels of Educational Performance

As always, the IEP must be based on information obtained through individual evaluation. Therefore, the evaluation should be functional in nature, and should provide information related to the student's ability to be involved and progress in the general curriculum. When conducting a full and individual evaluation, school districts must:

use a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the parent, that may assist in determining whether the child is a child with a disability and the content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities (**Emphasis added**) (20 U.S.C. §1414(b)(2)(A)).

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As part of the IEP, IDEA now requires that the statement of present levels of educational performance include:

(I) how the child's disability affects the child's involvement and progress in the general curriculum; or

(II) for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities **(Emphasis added) (20 U.S.C. §1414(d)(1)(A)(I))**.

Statement of Measurable Annual Goals, Including Benchmarks or Short-term Objectives

The IDEA further requires that there be "measurable annual goals, including benchmarks or short term objectives" related to:

(I) meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum; and

(II) meeting each of the child's other educational needs that result from the child's disability **(Emphasis added) (20 U.S.C. §1414(d)(1)(A)(ii))**.

Although most state curricula are long, it is not the intent of Congress that IEP be significantly longer:

The new emphasis on participation in the general education curriculum is not intended by the committee to result in major expansions in the size of the IEP of dozens of pages of detailed goals and benchmarks or objectives in every curricular content standard or skill. The new focus is intended to produce attention to the accommodations and adjustments necessary for disabled children to access the general education curriculum and the special services which may be necessary for appropriate participation in particular areas of the curriculum due to the nature of the disability **(S. Rep. No. 105-17, p. 20 (1997))**.

How Do These Requirements Impact the Composition of the IEP Team?

The new IDEA says that in addition to "at least one special education teacher, or where appropriate, at least one special education provider" of the child, the IEP team must include the child's regular education teacher "if the child is or may be participating in the regular education environment," **(20 U.S.C. §1414(d)(1)(B)(ii))**.

The regular education teacher's role is specifically mentioned two times in connection with the development and revision of the IEP:

REQUIREMENT WITH RESPECT TO REGULAR EDUCATION TEACHER.-The regular education teacher of the child, as a member of the IEP team, shall, to the extent appropriate, participate in the development of the IEP of the child, including the determination of appropriate positive behavioral strategies and the determination of supplementary

aids and services, program modifications, and support for school personnel consistent with paragraph **(I)(A)(iii) [relating to the IEP elements]. (20 U.S.C. §1414(d)(3)(C))**.

REQUIREMENT WITH RESPECT TO REGULAR EDUCATION TEACHER.-The regular education teacher of the child, as a member of the IEP team, shall, to the extent appropriate, participate in the review and revision of the IEP of the child **(20 U.S.C. §1414(d)(4)(13))**.

Is This Emphasis on the General Curriculum a Mandate For Inclusion?

The least restrictive environment (LRE) mandate, that students with disabilities be educated with their non-disabled peers "to the maximum extent appropriate," remains in the statute, 20 U.S.C. §1412(a)(5). School districts must continue to ensure "that a full continuum of alternative placements is available to meet the needs of children with disabilities for special education and related service." 34 C.F.R. §300.551 (a). When students with disabilities are provided access to the general curriculum throughout their education, their ability to be successfully educated in the regular classroom is enhanced. Special education becomes less of a one-way street. The emphasis on the general curriculum is intended to promote inclusion.

This language [regarding the general curriculum] should not be construed to be a basis for excluding a child with a disability who is unable to learn at the same level or rate as nondisabled children in an inclusive classroom or program. It is intended to require that the IEP's annual goals focus on how the child's needs resulting from his or her disability can be addressed so that the child can participate, at the individually appropriate level, in the general curriculum offered to all students.

Prior to the enactment of PL 94-142 in 1975, the opportunity and inclination to educate children with disabilities was often in separate programs and schools away from children without disabilities. The law and this bill contain a presumption that children with disabilities are to be educated in regular classes. Therefore, the legislation requires that the IEP include an explanation of the extent, if any, to which a child with a disability will not participate with non-disabled children in the regular class and in the general education curriculum including extra-curricular and non-academic activities **(S. Rep. No. 105-17, p. 20 (1997))**.

In order to embrace this new emphasis on the general curriculum, a partnership between regular and special educators must be formed. Historically, curriculum specialists within a school system have had little involvement with special education. Special education teachers have traditionally not attended staff development programs regarding the general curriculum. Under the 1997 amendments to IDEA, these separations must be eliminated. Initially, school districts may need to provide additional staff development to special education teachers who have not had adequate training in the general curriculum. As a unified school district, under one curriculum, we can work to realize Congress' goal of improving student performance and ensuring that children with disabilities receive a quality public education. ■



Giving students with disabilities quality access to the general education curriculum?

Can we really do it well?

M. Winston Egan • Brigham Young University

Providing a free and appropriate public education (FAPE) for students with disabilities in the State of Utah and throughout the country is an enormous challenge. The operative word in the FAPE acronym is appropriate written large. What does it really mean to provide an appropriate education for children and youth with disabilities? For years, general and special education professionals have discussed and debated the meaning of this word appropriate. Many of these discussions and debates have centered on other terms and concepts associated with mainstreaming, integration, and now inclusion. Moreover, with the passage of the IDEA '97 amendments, both special and general educators are now responsible for determining how students with disabilities will be involved in the general curriculum and how their progress in this curriculum will be assessed. The term general curriculum, as used in IDEA '97 amendments, refers to the curriculum that is offered to non-disabled students'.

Those cynics among us, including myself at times, ask what is special about the general curriculum? Or even, what is special about special education? With regard to the latter question, my professorial response has generally been that special education is an education that meets the needs of children or youth with disabilities, moves them in the direction of realizing their potential, and prepares them for appropriate (that word again) participation in the community, joining with others in working, recreating, and enjoying life's satisfactions, and also dealing effectively with life's inevitable challenges. I also add a proviso to this description of special education, particularly if it is to be delivered inclusively: that it is must be appropriate (that word again) to students' needs and delivered with the desired intensity so these students with disabilities realize the goals established for and sometimes with them through the IEP process.

Historically, the general curriculum has been provided by individuals not designated as special educators. In Utah, these educators are the early childhood, elementary, and secondary teachers who are responsible for all children and youth in their

classrooms with or without disabilities. And increasingly, these educators are experiencing pressures from parents, legislators and public entities to be accountable for the achievement of all these children and youth. Some legislators have even proposed grading schools and awarding resources based on the achievement test scores of all students. This is a topic for another *The Utah Special Educator*. However, this accountability thrust plays a quintessential role in what general education teachers are willing to give their time and talents to, not the least of which may be having students with disabilities in their classrooms and having them take the same district or state assessments their non-disabled students complete, with the teacher's performance being measured, graded, and publicly posted in local newspapers.

Most teachers with whom I am familiar would welcome greater accountability regarding their teaching performance if they had the resources, preparation, expertise, and support to provide an appropriate education for all students. Providing this special education or general education, however one frames it, is an enormous undertaking even with the best of conditions in place. These conditions include adequate funding and support for special and general education; competent and caring teachers and, of course, related personnel (speech clinicians, psychologists, etc.); optimal classroom sizes and teaching loads; commitment to collaboration; and availability of systems of care that are family-centered and diversity-sensitive.

Now we return to the title of this brief article: Giving students with disabilities quality access to the general education curriculum Can we really do it well? The answer to this question is a resounding yes! We have completed research in Utah County to support this assertion, even with youth with severe behavior disorders. However, the yes to this question is conditional. It hinges on having conditions that enable competent and caring teachers and related support personnel to do their work,

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to work together, and to respond to the needs of children and youth with disabilities, connecting with their families and communities in ways that allow these children and youth to pursue their full potential. Hence, two important questions must be addressed “Are the conditions in place in Utah to give students with disabilities quality access to the general curriculum?” “Are we providing access to the general curriculum in ways that really benefit Utah’s students with disabilities?”

Unfortunately, many of the conditions that I have identified are not in place. For example, many secondary teachers, both preservice and inservice, have little if any preparation in special education. Expecting these educators to understand their collaborative role in serving youth with disabilities and assuming that they will perform well in delivering appropriate, IEP-centered services is extremely optimistic.

Some progress has been made in recent years in funding education in Utah, reducing class sizes and increasing incrementally the salaries of educators; however, the conditions for providing quality access to the general/special curriculum are poor in many schools. Comparatively speaking, the weighted pupil unit for general and special education in Utah is near and/or at the bottom nationally depending on the year of analysis. This lack of suitable funding manifests itself in huge case loads for special educators and other related services personnel, high class sizes or teaching loads in our schools, and a lack of competitive salaries.

Using an agricultural metaphor, farmers (competent and caring teachers) rarely if ever produce quality crops (diverse, capable students) without adequate water (solid instructional materials), reasonably good soil (supportive instructional environments), environmentally-friendly fertilizers (positive reinforcement and supplementary aids), appropriate herbicides or other natural protection against predators (positive behavior supports), sufficient sunshine (solid administrative, parental, and community support), and other helping hands (related service personnel, tutors, trackers, etc.). Moreover, we do not expect great yields or demand great accountability from farmers who do not have the necessary resources to produce quality crops.

In the coming years, I hope that we will commit ourselves to putting in place the conditions that will allow us to provide an appropriate education for all children, giving them access to a general education that is really special for all children and youth. This will require many of us to become much more politically and educationally active than we have been in improving our teacher education programs at Utah’s universities, in creating better induction systems for all teachers and support personnel, in developing collaborative systems of care for children and their families, in building strong relationships with opinion-shaping media, and in getting to legislators before they get to us. ■

How Can Special Education Students Access the Utah Core Curriculum?.....

Linda Alder • Utah State Office of Education

Special Education teachers and regular classroom teachers have the common goal of providing learning experiences for students designed to help them achieve their maximum potential. This goal is shared by parents, community members and legislators, all of whom have high expectations of achievement for all Utah students. The emphasis of the State Board of Education policy and new legislation is clearly on providing high standards of knowledge and skills to all students. In addition, recent changes in national legislation suggest that special educators and regular classroom educators must begin to work together in new ways to insure that high standards are achieved.

But what is the Core Curriculum and what is the learning expectation for all students? What actions are needed now to assist every student, including special education students, in achieving Core standards? How might special education teachers and classroom teachers work together in meeting our common goals? Following are a few ideas from members of the State Office of Education Curriculum Section staff to begin a discussion around these and other critical questions.

What is the Core Curriculum?

Action by the State Board of Education in January 1984 established a policy requiring the identification of specific Core Curriculum standards, which must be completed by all students K-12 as a requisite for graduation from Utah’s schools. This action was followed with years of intensive work involving all levels of the education family in the process of identifying, trial testing, and refining the Core Curriculum standards for Utah’s Schools. Revision of the Core Curriculum continues on a regular basis in response to experience, new research and political developments.

The Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, skills and attitudes that provide a foundation upon which subsequent learning may be built. The Core is intended to describe the minimum to be taught, but is not everything that may be taught. It contains content and process, but does not prescribe teaching strategies. It is meant to be assessed through multiple measures.

The passage of House Bill 177 in the 2000 legislative session has brought additional importance to the goal of providing standards of learning for all students. The bill created the Utah Performance Assessment System for Students (U-PASS). U-PASS includes the



instructional arrangement, changing the lesson format, changing the teaching style, changing the classroom environment or changing instructional materials.

- All activities should be designed to be meaningful to students. Students are more likely to gain lasting understanding when they know the need for particular knowledge and find it interesting.

- Curriculum goals can be modified to relate to the same content but be less complex. Learning products can be modified to match individual skills.

How might special education teachers and classroom teachers assist each other in meeting common goals?



Although there are many people who have recommendations for what should happen in schools, teachers are the experts.

- All teachers should seek opportunities to share information and learn from each other. Regular classroom teachers have years of training in and experience with the Core Curriculum; special education teachers are experts in accommodating activities to meet the individual learning needs of students.

- Modifications in teaching strategies should be developed jointly using the expertise of all teachers. Special education teachers should recommend instructional adaptations; regular classroom teachers should take an active role in the IEP development process.

- Regular classroom teachers and special education teachers should work together to create schedules that allow students to participate in their individual classrooms for all Core instruction, particularly in Language Arts and Mathematics.

- Regular classroom teachers and special education teachers should collaborate on learning management strategies to insure continuity of expectations for each student.

- All teachers and administrators should be aware of the social implications of being labeled in any way and collaborate on strategies to minimize the negative impact on students who are identified for special help.

Some of the suggestions listed above may be simple to implement and others may be difficult, particularly if they involve a change in behavior on the part of teachers. Some of these suggestions may be personally challenging for teachers because they require giving up traditional approaches and trying new ones. However, we have a mandate from the State Board and the Utah Legislature to make the Core accessible to all students. Our task is to begin with some strategies like the ones above and collaborate in developing others, then assess the outcomes and try again until we can take pride in our results. In other words, our challenge is to do what we ask of students every day-Learn something new. ■

Statewide Testing Program using the Stanford Achievement Test which mandates participation of all students with accommodations prescribed by IEP committees at grades 3, 5, 8 and 11. In addition, U-PASS requires a Core Assessment Program for elementary and secondary Reading/Language Arts, Mathematics and Science. Results of all these tests will be reported to legislators and school patrons at the school level. Beginning in the 2003-04 school year and subsequent years, schools not achieving state-established acceptable levels of student performance will be identified.

State Board policy and legislation clearly support, in fact mandate, the teaching of the core to all students.

What actions are needed now to assist every student, including Special Education students, with achievement of the Core standards?



Many of the school improvements discussed in the press and recommended by interested community members require systemic changes, but there are also adaptations that can be more easily made at the district and school level.

- All teachers should understand the expectations of the Core Curriculum. Staff development opportunities should be made available for both special educators and classroom teachers to learn about standards, objectives and recommended teaching strategies together.

- All activities, whether presented in small groups or large groups, inside or outside the regular classroom, directed by the classroom teacher or the special education teacher, should be focused on Core objectives. Students who need help compensating for intellectual, physical, sensory, or behavioral challenges are especially in need of targeted activities presented at a challenging pace and focused on the essentials of the Core.

- Teaching strategies should be designed to meet individual learning needs. Adaptations might include changing the



Access To The General Curriculum For CD/LD Kids

By now you should have all heard about the new Individualized Education Program (IEP) requirement to address access to the general curriculum to the greatest extent possible, but have you thought about what that may mean for specific categories of disability, such as Communication Disorders (CD) or Specific Learning Disabilities (LD); perhaps not, unless you are a speech-language pathologist (SLP) or a resource teacher. Well, I thought it timely to write an article that might shed some light on the subject.

Speech-language pathologists (SLPs) and resource teachers have historically been attempting to relate IEP goals/objectives and lesson plans for their students to general classroom curriculum, sometimes successfully, and sometimes not. However, with the new requirement to do so, as stated on page 46 of our new Utah Special Education (Golden) Rules, June 2000, these and other IEP team members must refine their IEP-writing skills to ensure that students with communication disorders or learning disabilities are involved in and progress in the general curriculum to the greatest extent possible.

Most students with CD/LD spend the majority of their school-days in general education classrooms, with supplemental IEP-driven services from the SLP and/or the resource teacher. So the general curriculum should be the focus of most, if not all IEP goals/objectives for these students. However, the IEPs for those few students with severe CD/LD or multi-disabilities educated in a more self-contained special education environment, and provided a more functional curriculum, must state the extent to which those students will participate in the general curriculum, and what, if any, educational needs that will NOT be met through involvement in the general curriculum. Some goals and objectives for these students should be designed toward acquiring precursor skills that will be necessary to increase the level of the students' general education (curriculum) involvement.

Since most communication disorders and learning disabilities are language-based, and since most general education curricula are language-based, SLPs and resource teachers should be working in very close tandem with general educators to ensure collaborative



and effective efforts toward achieving students' skills in the general curriculum; hence, the intent of the new IDEA-97 requirement to include a general education teacher in all IEP meetings. Although this new requirement is inconvenient and difficult for schools to logistically manage, the benefits for students with CD/LD are huge. IEP goals/objectives, teacher/SLP lesson plans, etc., should be much better coordinated and supportive, enabling students to more fully realize their potential in the general curriculum.

Since the general education teacher's involvement in the IEP process is now required, and critical to the success of the collaborative efforts between the SLP/resource teacher/general education teacher, I thought it would be helpful to include in this article a few strategies that districts and schools around the country have been using:

- Plan as much as possible before the IEP meeting.
- Make a checklist of things that participants need to bring to the meeting for that particular student.
- Have an agenda (see suggestions below).
- Have the general education teacher address the meeting as soon as possible. Then, ask the parent(s) if they approve of the teacher leaving the meeting.
- Coordinate with administration to free-up general education teachers using a variety of staff supports to cover the teachers' classrooms during the busiest IEP meeting times, e.g., paraprofessionals, substitute teachers (paid or volunteer), retired teachers (paid or volunteer), other special and general education staff not involved in the meeting, etc. (Using special education paraprofessionals for such purposes appears to be permitted as a legitimate special education expense.)

An important ingredient to any successful meeting, including an IEP meeting, is a well-organized agenda. Important and required elements of the IEP meeting can easily get overlooked without an agenda. Following is a sample agenda which I think includes most, if not all required elements to a successful IEP meeting (adapted from a sample agenda appearing in "General Curriculum: Key to New IEPs," *The Special Educator @ Bonus Report*, LRP Publications, 1998):

- Welcome, introductions.
- Determine those in attendance required by law.
- State the purpose of the meeting.
- Confirm student demographics: Home address, phone numbers, transportation pick-up and drop-off locations.
- Explain due process rights (procedural safeguards)
- Explain extended school year.

- In a case where the parents have indicated their inability to attend but gave their permission for the meeting to proceed, clarify the efforts that were made to involve the parent(s) and not that their permission to proceed was granted.
- Review the educational assessment report (if reevaluation).
- Discuss the student(s) current program, in total, and include parent comments.
- Review the qualified examiner's assessment report (if reevaluation).
- Review the current IEP and mastery of goals and objectives.
- Make decisions regarding:
 - identification of eligibility according to Utah Special Education Rules
 - educational impact of disability
 - educational strengths and needs
 - transition services
 - goals and objectives linked to strengths and needs
 - access to general education curriculum
 - intensity of services needed
 - least restrictive environment (LRE)
 - percentage of time in general education
 - type of special education setting
 - program determination, including location or request for review if necessary
 - test accommodations for regular testing and/or statewide assessments
 - related services (Braille instruction, mobility training, assistive technology, etc., as needed)
 - supplemental aids/services (including modifications in regular classroom)
 - extracurricular activities
 - behavioral intervention planning, if necessary
 - extended school year eligibility (if eligible, goals and objectives of IEP, LRE, types and amount of services needed, duration and location)
 - compensatory education, if needed
 - development of reevaluation plan (if appropriate)
 - obtain parent signature for due process notification.
 - assign responsibilities for follow up (referrals, file transmittal, etc.).
 - check that necessary parent signatures have been obtained.

Hopefully, through proper collaboration and planning between SLPs, resource teachers, general education teachers, etc., students with communication disorders and/or learning disabilities will more fully access the general curriculum. ■

When I was first asked to write an article on how the therapists in Weber School District assist students with disabilities to access the general curriculum, I was a little intimidated. After all, what does an occupational therapist know about the general curriculum? The more I thought about it, the more I realized that even though I don't know the curriculum offhand for many of the students I work with, communication with the teachers gives me access to the students' curriculum on a regular basis. Yes, our most effective service delivery pattern is consultation (I think the new buzz word is actually "collaboration", but I still use consultation). Somehow, when used in the same sentence as occupational therapy or physical therapy, the term "consultation" has gotten a bum rap. People seem to think that this term was invented by districts with too many kids and too few

Enough of my opinionated ranting and raving. Here are the hands on ideas you have all been wanting and waiting for. Just remember, there are two distinct ideas to keep in mind when adapting the general curriculum for students with disabilities. For some of the students, we are adapting the curriculum to compensate for decreased motor skills. However, for many of the



Mona Oversteg • OTR/L

Motor Skills & the General Curriculum: A Great Pair!

therapists. Well, I beg to differ. Consultation is what allows us as therapists to implement a very much needed intervention on a regular basis. If we can train school personnel to incorporate needed motor activities into the daily routines they are already using to improve academic skills, then the child might actually make progress in several areas. A therapist coming to the school once or twice a week and working with a child in isolation does not provide enough repetition to allow the child to acquire the new motor patterns. But, if they are done on a daily basis, are part of naturally occurring routines, and are paired with something that has meaning for the student, then WOW, they might actually have a chance of becoming part of the child's motor repertoire.

Now one might ask what does consultation have to do with the topic of "accessing the general curriculum?" Well, it is what allows us to communicate with the teachers and actually see what the child is doing throughout the day at school. Actually seeing the child in the regular classroom is what allows me to brainstorm activities that are as close as possible to what his or her peers are doing. Effective consultation cannot occur if the child is not observed in their natural setting (i.e., the regular education classroom). The regular education teachers need to be given concrete ideas for dealing with motor delays in the children with special needs in their classrooms. Keep in mind, that for many regular educators who are overwhelmed by teaching all the other children in their classrooms, trying to develop or adapt curriculum for students with special needs might just put them over the edge. It is our responsibility as special educators to provide regular educators with the theory, ideas, and hands on materials for adapting the general curriculum.

students, we are modifying the way they perform the activities in the general curriculum in order to 1) improve motor skills, 2) allow more active participation in the activities which stimulates motivation and attending and 3) make the curriculum more concrete for students with cognitive deficits by providing manipulatives. So, keeping both of these approaches in mind, here is a very small representation of the type of things that can be implemented in the general curriculum for students with motor delays. Hopefully these examples will stimulate new ideas from your team.

Handwriting

- Use an easel at approximately a 40-45 degree angle to support the student's wrist.
- Use color coded paper to help the student with letter formation-the middle space is green for "grass", the lower space is brown for "dirt", and the upper space is blue for "sky." Teach letters in groupings-"grass letters", "dirt letters," "sky letters."
- Allow student to trace spelling words if they are unable to write them. If they are on a different reading program such as *Edmark*, make sure to use those words for practice instead of the regular spelling words that have no meaning for them.
- Use labels printed with their name using a dashed font that allows them many times to practice it. Every time there is a classroom paper, put the label on and have them trace it. ("School Fonts", Mayer Johnson)
- Use the "hands on font" from "School Fonts 7" to write the student's name in the 125 pt. Size. The Lakeshore letters correspond directly to this size. Have the students match the actual letters over the written letters as the first step in sequencing their name before learning to write it.

Math

- Use calculator with very large buttons. Talking calculators are very motivating for some students.
- An on-screen calculator is available for students with very limited motor control that can access the computer via a mouse, trackball or joystick.
- Use a vertical number line rather than a horizontal one to teach math facts. This type is more concrete for students (numbers get higher toward the top and can be compared to a stack of blocks that you build higher and higher).
- Use manipulatives for all math activities you do to make them more concrete.
- Use number stamps for children who can identify letters but are unable to write.

Reading/English/Spelling

- Use an easel in an upright position to make it easier for students with physical disabilities to see the print.
- Use magnetic letters on a cookie sheet to spell words if they can't write.
- Sort letter stickers attached to small bingo chips, or form words or their name using this method. The student can then put the chips into a piggy bank.
- A variety of simple word processors are available for students with good cognition but poor handwriting skills. These include Dreamwriters and Alpha Smart keyboards.
- Put paper clips on laminated papers with words or letters and have a student with severe physical disabilities use a magnetic wand to "pick up" the correct ones.

Music

- Adapt handles on musical instruments so they are easier to hold.
- A variety of switches are available for students to use to



turn on tape recorders with music (Ablenet). They can control these to lead the group or to assist the teacher.

- "BIGmack" switches allow a recorded message to be played every time the student hits it (Ablenet). If the group is singing, the student with the disability can "sing" the refrain that has been recorded for him by accessing the switch.

Art

- Adapt paint brushes with large handles.
- Use easels for finger painting.
- Use switch hooked up to a "Spin Art" for student with physical disabilities.
- Hook switch to electric scissors; non-disabled peer cuts with the scissors while the student with disabilities controls the on/off with a switch (Ablenet).
- Allow students to glue or color already cut out work.

Computer

- A variety of access methods are available for the computer: track ball or joystick replaces the mouse. "Big Keys" keyboard is a larger and more colorful keyboard that is easier for young kids to use (Don Johnston). A keyguard that goes over the keys allows the student to rest their hand on it and then isolate a finger to push the key. A "Touch Window" mounts directly to the screen and allows the user to touch the desired object to select it (Don Johnston). An "Intellikeys" keyboard is a membrane keyboard that can be programmed in a variety of ways by creating custom overlays for it (Intellitools). These can be letters or numbers, or custom ones corresponding directly to a particular program. The access pads on the keyboard can be made very large, or strategically positioned anywhere on the keyboard to accommodate motor needs.
- Reader Rabbit Toddler is my favorite computer program to teach mouse use. It allows the student to engage in activities by just moving the mouse but not having to click it yet.

PE

- Lower targets or increase target size.
- Reduce the distance required, reduce the playing area, decrease speed of ball, direct ball directly to the student.
- Reduce the weight and/or size of implements, balls, bats, or projectiles.
- Allow students to sit while playing.
- Decrease activity time or increase rest time.
- In striking and kicking, use stationary balls.
- Change the rules, allow extra points for more difficult skills.
- Prepare the students without disabilities. ■

Equal Access to the General Curriculum

Melinda Snow • Viewmont Elementary

Equal access to the general curriculum for all students (and parents) is made easy by “Mapping the Curriculum”. Mapping is a key term for designing and posting an outline of core curriculum expectations, including content, skills, and assessments that students will experience during a school year.

Content is what is being taught to the students. How it is structured on a map should be student centered, by creating a “flow” of connected topics. *Skills* are what the students are doing (always a verb, a learning action) to learn the content. These processes and skills assist students in acquiring knowledge. *Assessment* is the accountability or “proof” of learning/teaching. How do you know the kids are getting it? How do the kids know that they are getting it?

Mapping is a communication tool between teachers in a building, teachers in feeding and receiving sites, for parents, and for students. Maps can be posted outside classrooms, on websites, and sent home with each child at the beginning of each school year. General Education teachers exchange copies of their maps for a better understanding of what the students were focused on the previous year and/or to better understand what will be expected of them the next year. Special Education teachers are given copies of each grade level map to assist them in organizing their more specific instruction to accommodate and support students by being involved in the same content, skills, and similar assessments, as their peers.

The primary process of mapping is “elementary” for teachers. Begin with the end in mind—looking at the State Core Curriculum: what expectations are required by law? Decide what logical time frame is best per content area. Then begin to “schedule” the content portion of the map in an order that will allow accomplishment of the essentials (plus) within 180 school days.

Skill development expectations are similar for most students. Classifying, comparing, sequencing, predicting, writing, and reading, are just a few of the life skills that students are expected to acquire during their

tenure in school. All learners must practice some or all of these skills to acquire knowledge in any content area.

The corresponding assessments demonstrate retrieval, recall, and accuracy of skill performance. Teachers should select a form of assessment that matches the age and stage of the learner’s development. As students develop in cognitive, affective, and physical areas of their lives, there is an increase in the level of complexity of skill acquisition and potential. There should be a deliberate attempt to design a corresponding level of complexity in the nature of the assessment product and or performance (Jacobs, 1997).

Mapping increases teacher success, it gives teachers ownership of the curriculum, a “road map” ready for use. Students perform at higher levels. They (and their parents) know far in advance what is expected of them. What we are teaching and what children are expected to learn, is not a secret. The more organized we are with what we are teaching/learning, the more time we have allowed for practice. So, why map? Why not....?



TIME FRAME	CONTENT	SKILLS	ASSESSMENT
Sept./Oct.	<p>Topic: Utah Plant & Animal life 3040-01 Students will analyze the diversity of plant and animal life in Utah.</p> <ul style="list-style-type: none"> • Describe Utah biomes • Relate plants & animals to a given biome. • Describe past Utah biomes. • Develop and use a classification system for Utah plants or animals. • Use an existing classification scheme. 	<p>Compare/contrast Describe Identify Research Classify</p>	<ul style="list-style-type: none"> • Biome charts (performance) • Slip books • Flip Books • Mini books • Models-fish & insect • Report/mini report • Classification charts • Quizzes & unit tests
Nov./Dec.	<p>Topic: Utah Rocks and Minerals Students will examine and categorize a variety of Utah rocks and minerals</p> <ul style="list-style-type: none"> • Identify properties of rocks and minerals. • Categorize rocks and minerals according to observed properties. • Discuss and draw the rock cycle • Discuss the value of rocks and minerals to Utah's economy • Collect and analyze data about Utah fossils and infer how fossils are formed. • Explain how Utah Fossils can be used to draw inferences about Earth's history. 	<p>Identify Categorize Draw and label Evaluate Collect/analyze data Make inferences Formulate hypotheses and compare them to accepted scientific theories Describe Research</p>	<ul style="list-style-type: none"> • Slip Books • Mini Books • Mineral testing (performance) • Identification of rocks & minerals (performance) • Rock cycle charts • Models-earth layers/volcano/fossils • Music • Fossil digs • Mining books • Cookie mining (performance) • Quizzes & unit tests • Venn diagram: rocks & minerals
Jan./Feb.	<p>Topic: Utah Soils 3040-05 Student will explore and classify a variety of Utahs soils.</p> <ul style="list-style-type: none"> • Gather data on the components of soil. • Determine soil types such as sand, clay, and silt. • Research and communicate the economic value of soil. 	<p>Estimate Determine soil types Analyze Compare Categorize Research Observation</p>	<ul style="list-style-type: none"> • Soil profile • Samples: evaluate texture and plant seeds for observation • Pie graphs • Dirt shakes • Cereal molds (performance) • Quizzes & unit tests
March	<p>Topic: Water 3040-03 Students will explain the water cycle.</p> <ul style="list-style-type: none"> • Explain the process of melting, precipitation evaporation, condensation, percolation and erosion. • Construct a chart or drawing of the water cycle 	<p>Collect & record data Explain Model or simulate Writing</p>	<ul style="list-style-type: none"> • pie graphs • Water cycle poster • Water booklet • Assimilate water cycles • Water cycle bracelets • Water cycle game • Story of the hydrological cycle • Quizzes and unit tests
April/May	<p>Topic: Atmosphere and Weather 3040-06 Students will observe, record, analyze and predict weather.</p> <ul style="list-style-type: none"> • Identify the elements of weather. • Measure and record elements of weather. • Predict weather based on qualitative and quantitative observations. 	<p>Identify Measure & record Relate air & air movement to weather Describe effects Predict Collect and record data Design and construct Evaluate Writing</p>	<ul style="list-style-type: none"> • Charting weather • Models of instruments • Measuring various elements (performance) • Convection Poster * Cloud poster/story • Internet weather station • Quizzes and unit tests

Utah's School-to-School Project:

AIMing for Student Success

Get in gear—a paradigm shift is in order! With the advent of IDEA '97, no longer are student successes or failures the responsibility of one sole educator or department: *A student's educational progress in the CORE curriculum is a responsibility to be shared by all parties involved.*

This concept is at the heart of the School-to-School Project, a joint effort by Jordan School District and the Utah State Department of Education, which began in August of the 1999-2000 school year. The goal of the project is to provide educators with the resources, including tools and professional development, that can assist them as they try to reach the learning needs of **ALL** of their students, including those in special education and other programs. For special education students, this means infusing the general education requirement into the IEP process. IDEA '97 requires that all students have the opportunity to access and progress in the general education curriculum.

In August of 1999, a task force was formed consisting of regular and special educators, related service personnel, principals, teacher specialists and curriculum directors. It was our task to determine project goals, set procedures, and develop teacher-friendly tools. The tools were piloted in several schools in Jordan, after which changes and revisions were made according to input from the teachers who participated in the pilot.



The result of the work of the task force and teacher input is "*AIMs* for Success! Handbook for Teachers*" (*Accommodations, Interventions, and Modifications) for Jordan elementary teachers. The elementary edition of the handbook, with accompanying inservice, is being given to requesting elementary schools in Jordan. Each teacher and administrator at the school will receive a personal copy of the handbook.

The tools included in the *AIMs for Success!* handbook provide assistance in areas that can help teachers and teams provide for the learning needs of struggling students. Implementation of the tools will also serve as a

Pat Beckman • Project Facilitator

means of documentation of the efforts that have been or are being made to help individual students. These areas include:

- **AIMs Process:** This process was developed to ensure that any struggling student, whether or not in special ed, would receive appropriate AIMs to help him/her make progress in the CORE. In order to do that, the process facilitates (1) increased teacher understanding of the student’s learning deficits and strengths; (2) knowledge of what AIMs are effective with the student; and (3) improved ongoing assessment to ascertain student progress. The AIMs process encourages increased parental involvement by inviting the parent to be a part of the learning needs identification. This occurs prior to any decision about referring the student to the At Risk Team (ART) for evaluation and possible special education testing. When this process is followed, only those students who show inadequate progress after the implementation of appropriate AIMs will be referred to ART.

- **Factors in Learning:** A “Factors in Learning” page is completed by the teacher at the beginning of the AIMs process. With parent input, the teacher indicates the student’s strengths and needs, then prioritizes those needs as deemed most critical for making progress in the core curriculum.

- **Student Information Pages:** Teachers can access these various pages to (1) indicate student academic and behavioral strengths and needs, (2) obtain important student information and insights from parents; (3) gain ideas for and site the effectiveness of specific accommodations, interventions and modifications provided the student; and (4) understand the guidelines for the participation of students in statewide testing programs as well as receive suggestions for informal and ongoing assessments.

- **CORE Standards Grids:** These pages are included in the *AIMs for Success!* handbook to serve as tools in helping teachers and their students place increased focus on the core standards for the subject/skills in which they are involved. Teachers/schools can use these grids in creative ways to accomplish this objective.

Another result of this past year’s work by the task force is the development of district inservice classes under the new category of “*Factors in Learning.*” A few areas that are

addressed are promoting independent learning skills, improving memories, teaching study skills, and helping students reach core standards through AIMs.

There is much more to accomplish this year. The task force is currently working on a secondary edition of the handbook, which should be ready for dissemination by January of 2001. Also in the works is the updating of the School-to-School web site, devising tools for special educators to help them in the IEP process, and, eventually, making the School-to-School products available statewide.

Several positive outcomes of the School-to-School project are foreseen by those involved in its activities. They include (1) fewer referrals to the At Risk Team (only those students with severe needs that appear to be beyond the scope of the classroom teacher); (2) empowerment of teachers to make instructional decisions concerning a student’s progress *before* meeting with ART; (3) increased awareness by teachers of the diverse learning needs of their students; (4) improved communication and camaraderie between parents and teachers; and (5) more students doing better on statewide assessments.

Some educators will be quick to make the paradigm shift. Many others understandably, will be hesitant to change gears-“Just one more thing to do!” However, all would agree that the **ABCs** of teaching require teachers to help students in becoming the best learners and citizens they can be.

For more information, please contact Pat Beckman at pat.beckman@m.jordan.k12.ut.us or 801-565-7343. ■

Factors in Learning

Check off that apply, then list 3 or 4 of the student's most significant needs in the box below.
Focus on these needs as you access the other tools in the AIMs for Success Handbook.

Student _____ Grade/Track _____
Teacher _____ Date _____

Academic Skills*			Independent Learning Skills (Cont.)			Personal Characteristics**		
Skill	S	N	Skill	S	N	Characteristic	S	N
Reading Accuracy/Fluency			Is self-directing			Attends school regularly		
Reading Comprehension			Uses strategies			Is punctual		
Listening Comprehension			Has good study skills (takes notes, keeps a planner)			Is prepared		
Oral Expression			Works without prompts			Is an independent learner		
Written Expression			Knows own learning style			Persists		
Math: Computation			Compensates for learning deficits			Cooperates		
Math: Applications			Self-advocates			Appears confident		
						Is flexible and resilient		
						Focuses on tasks		
						Is compliant		
						Is self-motivated		
						Reacts appropriately to frustration and conflict		
						Has a positive attitude		
						Is organized		
						Health Issues _____		
						Medications _____		
						Vision _____ Hearing _____		

Independent Learning Skills

Skill	S	N
Listens/follows directions		
Prioritizes		
Locates information		
Organizes materials		
Asks questions for clarification		
Forecasts, anticipates		
Problem Solves		

Modified Student Needs

1. _____
2. _____
3. _____
4. _____

*Use skills checklist in handbook.
**Use behavior checklist, if needed.

S = Strength N = Need

Accommodations: One Size Fits All?

CASE STUDY: Using standardized assessment data to determine required accommodations for accessing the general curriculum.

Andrew is a student who qualified as an individual with Emotional Disturbance (formally Behavioral Disorders). The IEP team conducted a Functional Behavior Analysis (FUBA), and hypothesized that many of Andrew's behavior problems were the result of his inability to perform in the general curriculum. Andrew was re-assessed with the WJ-R as suggested in this article, and the pertinent data was transferred to the Student Performance Summary (SPS) chart.

The team discussed the formal and informal assessment data, and hypothesized why Andrew evidenced behavior problems when asked to perform in cognitive areas that were limitations for him. Several team members were surprised at the severity of his limitations, as he appeared to be "bright", and they had not considered that the behavioral triggers might be due to cognitive limitations. Based on these data, the IEP team determined that functional limitations in Short-Term Memory and Comprehension-Knowledge were severe enough to warrant accommodations and compensations. They hypothesized that by providing reasonable accommodations; many of his behavior problems in mainstream classes would disappear. The team explained the assessment findings to Andrew and his parents, and proposed the following to assist him in accessing the general curriculum. The team would monitor Andrews' behavioral and academic progress and adjust these accommodations as necessary.



Michael Herbert • ULRC

To accommodate for functional limitations in Short-Term Memory, the following accommodations were proposed:

- Place Andrew at the front of the room, and secure his attention before giving oral directions. Encourage him to take only minimal notes (he is a visual-auditory learner who has difficulty transferring information from the board or lecture to notes).
- Write the steps to a new task on the board, and encourage Andrew to ask for help when needed. A peer buddy would be ideal.
- Provide Andrew with peer generated notes from each class session.
- Assist Andrew to identify pertinent information from notes, and transfer data to color-coded note cards for additional study (his visual processing is a strength, and he likes to draw and color).

To accommodate for functional limitations in Comprehension-Knowledge, the following accommodations were proposed:

- Limit sentence length and complexity when speaking to Andrew, and allow sufficient wait time for oral responses. Encourage him to ask for instructions or steps to be repeated.
- Encourage Andrew to help design performance activities so that he can transfer new information into

long-term memory. He can draw pictures relating to the information, collect additional information from the Internet, or perform a skit or play.

- Provide Andrew with a list of new content vocabulary words, and teach to mastery.
- Teach and encourage Andrew to paraphrase new information for mastery of understanding.

- Teach and encourage the use of learning strategies in the general curriculum (i.e. PLEASE strategy for paragraph writing (acronym based strategy) or listening and note-taking strategies.
- Do not require Andrew to read or respond out loud, but call on him if he volunteers.

STUDENT PERFORMANCE SUMMARY: WJ-R COGNITIVE

NAME: Andrew S
 DATE OF BIRTH: 11/02/1988
 DATE OF EVALUATION: 05/05/2000
 AGE: 11.2
 GRADE: 4.8

COGNITIVE FACTOR	AE	GE	PR	RMI	STRENGTH	AVERAGE	WEAKNESS	FUNCTIONAL LIMITATION
Oral Language Aptitude								
Oral Language	10.8	5.4	63	93		105		
BROAD COGNITIVE ABILITY (BCA)	9.4	3.0	35	87		94		
Long-Term Retrieval	6-9	1.4	18	61			86	
Short-Term Memory	5-9	1.4	4	66				74
Processing Speed	9-9	4.4	42	88		97		
Auditory Processing	16-4	10.7	84	96	115			
Visual Processing	12-9	7.0	79	94	112			
Comprehension Knowledge	6.1	1.0	6	69				78
Fluid Reasoning	8-4	3.0	26	75		91		

ONLY AS SPECIAL AS NECESSARY: Data based accommodations for accessing the general curriculum.

There are many reasons to consider providing accommodations to students with disabilities in general education settings. The most appropriate reason should be that the student actually **REQUIRES** the accommodation, due to physical, behavioral or cognitive disabilities. The worst reason would be that the student or parent demands the accommodation, or that it is easier for school personnel if expectations are lowered. The professional literature is clear; good teachers maintain high expectations for their students. Accommodations are provided only to level the playing field or reduce barriers due to individuals' disability.

Teachers (like parents) are helpers. They teach because they believe that an education is important to success in life. They teach students with disabilities

because they know that all students can learn, and that all students deserve to learn skills necessary for maximizing life, liberty, and the pursuit of happiness. Sometimes helpers can become so narrowly focused on assisting a student with a skill or lesson or passing a class, that they provide overservices (providing more services than are necessary). This may create unnecessary dependencies and cause inequities in attention or services for some students. Knowledgeable educators provide only those special services (accommodations) as necessary.

The role of assessment data in determining reasonable accommodations

Assessment data (formal and informal) should drive all instructional decisions. Students with

Continued pg. 22

disabilities should be afforded ONLY those accommodations or compensations that they actually REQUIRE, in order to access the general curriculum or to make progress toward their IEP goals.

Standardized assessment data should identify a student's strengths, average abilities, weaknesses and functional limitations. The Woodcock Johnson-Revised (WJ-R) provides practitioners with this information if the full cognitive battery is administered.

- **Strengths:** standard scores 111 or higher that indicate above average to very superior skills compared to same age peers. Do not provide accommodations for strengths. Whenever possible, use an individual's strengths to compensate or overcome weaknesses.



- **Average abilities:** are standard scores 90-110. Do not provide accommodations for areas of average performance, as the data imply that the student can perform in that task area without any assistance.

- **Weaknesses:** Teach learning and compensation strategies, and consider only mild accommodations as necessary. Do not consider MILD accommodations for areas of weakness (SS 89-89), with the understanding that areas of weakness will not qualify an adult for accommodations and that they will not receive this accommodation after completion of public education.

- **Functional Limitations:** This is the term used by the Americans with Disabilities Act (ADA) to identify those weaknesses that are so severe that they REQUIRE "reasonable accommodations". Functional limitations identified by the WJ-R are standard scores 79 or lower. The greater the weakness or limitation, the more pronounced the accommodation or compensation to be considered.

Recommendations:

- Conduct a complete assessment prior to providing significant compensations or accommodations. Best practice for the WJ-R would be to administer at minimum, Cognitive tests 1-14, 20-21, and achievement tests in areas of suspected weakness to identify intra-cognitive and achievement concerns.

- Transfer pertinent assessment data to the STUDENT PERFORMANCE SUMMARY Form (The Utah Special Educator September 2000, p.17-18).

- As a team, evaluate available assessment data, and brainstorm compensations or accommodations REQUIRED for accessing the general curriculum.

- Accommodate functional limitations, and look for strengths or areas of average performance as strengths to use to overcome or mediate limitations.

- Teach students (and their parents) about their learning and performance profile, and the need and rationale for "reasonable accommodations" that they would qualify for in public school and as an adult under ADA.

- Provide appropriate professionals working with the student with the rationale and support for the accommodation required.

- Collect data to assess success of accommodations and make ongoing adjustments as necessary. ■

R

Resources

Websites:

U.S. Department of Education <http://www.ed.gov> see also <http://www.ed.gov/offices/OSERS/OSEP>
Special Education Resources on the Internet <http://www.hood.edu-/seri/serihome.htm>
Council for Exceptional Children <http://www.cec.sped.org>
The National Resource Center for Children and Youth with Disabilities <http://www.nichcy.org>
Federal Resource Center for Special Education <http://www.dssc.org/frc>
IDEA Practices Home Page <http://www.ideapractices.org>
If you still experience information overload surf some local school district sites <http://www.provo.k12.ut.us>

Books:

Accommodating Curriculum: Integrated Thematic, and Multicultural Curricula

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Individualized Adaptations, Accommodations, and Alternative Instruction

- Elliott, J.R. (1996). Strategies for including students in elementary school programs. In L.A. Power-deFur & F.P. Orelve (Eds.), *Inclusive education: Practical implementation of the least restrictive environment* (pp 153-166). Gaithersburg, MD: Aspen Publishers.
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Resources

FAQ's:

Your Questions...Our Answers

Brenda Broadbent • State and Federal Compliance Officer
Deb Spark • Utah State Office of Education

What is all of this talk about special education and general education and access to the general curriculum? When the Individuals with Disabilities Education Act was reauthorized in 1997, the congress emphasized the need for students with disabilities to participate in and progress in the general curriculum. You will see this emphasis throughout the entire body of the federal regulations, and now also in our new state Special Education Rules (the “golden rules”). The following questions are a sample of the most frequently asked questions in relation to general curriculum.

Question: What is the “general curriculum” for children ages three through five?

Answer: The definition of general curriculum for preschool age students is appropriate activities. Appropriate activities is further defined on page 46 III.I .1.b. of the Utah Special Education Rules, as being age relevant developmental abilities or milestones that typically developing children of the same age would be performing or would have achieved. As you may be aware, the Utah State Office of Education does not have CORE Curriculum for preschoolers, but the curriculum department just recently published the Pre-K Standards (guidelines) that districts may find useful. Those guidelines can be requested through Teresa Oster in the USOE curriculum department.

Question: Can students be assessed out of level using the Utah CORE assessments?

Answer: Let's rethink the notion of “out of level” assessment. What we are really looking at is instructional level assessments, meaning that students are

being assessed in the general curriculum at the student's present level of day to day instruction. The Utah State Office of Education assessment department has given some guidance in assessing at the instructional level. If the student is receiving instruction/assessment 2-3 years outside of his/her typical peers, this would be considered an accommodation. If instruction/assessment in the general curriculum is more than 3 years outside of his/her typical peers, this would be considered a modification.



Question: What is the difference between accommodations and modifications in the general curriculum?

Answer: Having looked for clear definitions, we came across these offered by Miriam K. Freedman, Esq., that delineate the differences. Accommodations are the changes in the way things are usually done in school/class/assessment, in order to provide students an equal opportunity to participate, as long as those changes do not lower or substantially or fundamentally alter the school, district or state standards. Modifications lower or fundamentally or substantially alter the standards or requirements. These could be adapted programming, content, or instruction. Remember that both accommodations and modifications must be on the IEP as they relate to both instruction in the general curriculum and in state and district assessments. ■

Using Assessment to

Ensure Access to the General Curriculum

Sharon Neyme • Utah SIGNAL Project



Demonstrating growth in student academic performance is not a new requirement in education. Approach any group of educators, however, and mention “assessment,” or “accountability,” and the reaction is likely to be skepticism, fear or downright hostility. The current emphasis on standards-based reforms, accompanied by requirements for public reporting and the inclusion of all students in standardized testing, has many teachers and administrators confused and wary. As intimidating as the notion may be, timely and accurate assessment plays a critical role in ensuring that all students have access to and are making progress in the general curriculum.

Section 651 of the Individuals with Disabilities Education Act, (reauthorized 1997) states that educators must:

“...maintain high academic standards and clear performance goals for children with disabilities, consistent with the standards and expectations for all students in the educational system, and provide for appropriate and effective strategies and methods to ensure that students who are children with disabilities have maximum opportunities to achieve those standards and goals.”

To support this, the Utah Performance Assessment System for Students (UPASS) requires that all students, including students with disabilities, be included in statewide testing. Some testing accommodations and/or modifications may be permitted on the UPASS, and a very limited number of students will be eligible for participation in the Utah Alternative Assessment (UAA). All students, however, must now by law participate in standardized testing. The response to this mandate has been less than enthusiastic by some teachers and administrators. Why is this the case? There are many reasons. Being an educator today is not easy. Classes are large. Resources are scarce. Numbers of students who need additional support and assistance are growing. And teachers and administrators alike feel they are being

asked to take on increasing responsibilities for decreasing respect and compensation. Decisions as to which students will need testing accommodations and how those accommodations will be made take additional time and energy. Many educators fear that if low achieving students are included in school-wide accountability, test scores will plunge and criticism from the public will increase.

All of this puts additional strain on dedicated educators who are already feeling overwhelmed. Yet, if we as a nation are truly committed to educating all students, public accountability for all students is consistent with our beliefs. Including students with disabilities in district and state assessments can have a powerful and positive impact on teaching and learning. Thurlow and Johnson (1999) suggest six key benefits of inclusive testing. These include:

- **To obtain an accurate picture of education.** If students are being systematically excluded from testing, results do not give an accurate picture of how a district, school, or state education system is performing.
- **To make accurate comparisons.** Schools or districts that only test a portion of their students cannot be compared with accuracy to school communities who test all students.
- **For students with disabilities to benefit from reforms.** Testing results often influence important policy decisions. When some students are not included in assessments, key decisions that may affect their education are based on incomplete data.
- **To avoid unintended consequences of exclusion.** Student graduation rates, numbers of students being referred to special education and increased drop out rates may be influenced by excluding certain categories of students from the general testing.
- **To meet legal requirements.**
- **To promote high expectations.**

Taken as a whole, these reasons together articulate the larger goal, specifically, *to ensure that all students have access to and are making progress in the general curriculum.*

Accountability implies the use of systematic methods to provide information for educators and the public to know if schools are moving in the right direction (Erickson, 1997). McNeil, (2000) suggests that accountability means fulfilling a responsibility to a higher

authority. But, who is the higher authority? To whom are we accountable? What are we accountable for? As educators the answers to those questions are clear and straightforward. We are responsible to the public and our communities for the education of all students. If we are not systematically gathering relevant, accurate data and carefully examining that data for evidence of learning and areas for improvement, we are abdicating our responsibility.

Standardized test scores are certainly not the only measure of student achievement. In some cases they may not even be the most accurate measure. But systematically eliminating large numbers of students from whole school assessment skews the picture. Timely and accurate assessment forces us to evaluate our progress with all types of learners. Careful disaggregation of standardized testing data can help us identify areas of need and provide valuable programmatic information for students served under IDEA and 504, as well as for English Language Learners and other students who may “slip through the cracks.” Astute educators recognize the positive value derived from examining scores, looking for trends, and using that information as one of many tools to improve overall school effectiveness.

In 1953, Robert Hutchins stated in his book, *The Conflict of Education in a Democratic Society*, “Perhaps the greatest idea that America has given the world is the idea of education for all. The world is entitled to know whether this idea means that everybody can be educated or simply that everybody must go to school.” We, as educators, and the communities we serve are entitled to know how we measure up. By enthusiastically including all students in standardized testing, and actively using those results to improve programs we increase our accountability. ■

The Utah SIGNAL Project is currently funding three district wide projects to improve access to the general curriculum for all students. Additional funding will be available in the near future for Utah school districts. The SIGNAL Project seeks to promote comprehensive programs of professional development to ensure that all persons responsible for the education of children with disabilities are equipped with (a) content expertise and (b) pedagogically sound instructional skills to address the learning needs of an increasingly diverse student population. Projects funded by The SIGNAL Project must include a strong evaluation component with measurable outcomes for both students and the professional personnel targeted by project activities. Standardized test scores, now required by UPASS, in conjunction with other reliable student outcome data, help demonstrate student achievement and project effectiveness. School district proposals submitted for SIGNAL funding are strengthened by a strong evaluation component and invite funding.

A PARENT SLANT

On Accessing the General Curriculum



Jackie Pierce • Utah Parent Center

Recently I have had the opportunity to read the book of “golden rules”, otherwise and officially referred to as, Special Education Rules, published by the Utah State Board of Education in June, 2000. I did not accomplish this task in one sitting as the book’s soporific powers prevented long spells of reading. However, the “Rules” has proven to be a great resource in expanding a person’s knowledge in special education disability rights.

One area in the “golden” tome which could be informative for parents in helping the IEP team plan the student’s ongoing goals toward graduation from high school is found in Appendix C-Elementary and Secondary Program of Studies and High School Graduation. Because parents of children with disabilities need to look at the possible “whole picture” of their child’s educational experience and because the inclusion process provides access to the general curriculum, parents are best served by gaining an understanding of what the term

“general curriculum” means. Appendix C provides the following:

The Utah State Board of Education establishes minimum course description standards and objectives for each course in the required general core, which is commonly referred as the Core Curriculum.

Now let’s look at a specific example of general curriculum requirements at the middle school level, grades 7-8, which call for 12 units of credit, of which 1.5 units are electives. Appendix C is again the point of reference:

Language Arts	2 credits
Mathematics	2 credits
Science	1.5 credits
Social Studies	1.5 credits
The Arts	1.0
Information Tech	Credit Optional
Healthy Lifestyles	1.5
Applied Tech Ed.	1.0
Tech, Life & Careers	
Life Media Skills	

The child with disabilities is entitled to be educated in these areas although his plan will require modifications. Again quoting from Appendix C:

All handicapped students are required to demonstrate mastery of the core curriculum. If a student's handicapping condition precludes the successful demonstration of mastery, the IEP team, on a case by case basis, may exempt the student or modify the mastery demonstration to accommodate the student's handicap.

Unfortunately the above quote uses the term "handicap" three times instead of the more appropriate term in use today, "disability". Either way, we know who our children are!

If having access to general curriculum for students with disabilities is to work, parents need to monitor the progress their student is making. The parent knows their student better than anyone else. Within the context of IDEA '97, specific language states that the parent is an equal partner in the IEP process. An equal partner needs to be involved. An equal partner needs to ask questions regularly about the student's performance. And, an equal partner is entitled to answers and explanations. Many parents are reluctant to inquire about decisions

regarding their child's assignments for homework or about how their child is using her time during school hours. If a parent thinks their student can handle more homework they should contact the school and request a plan to address this issue. Sometimes educators and parents underestimate the potential of a student with disabilities.

When my son was in middle school, he was seldom given homework. When I expressed concern to his resource teacher, her response was, "Oh, I can't give him work to do at home because it's too stressful." I appreciated her concern but stressed to her that he had too much free time for the television and that I would appreciate some math worksheets. Eventually this teacher agreed but not willingly. She

warned me that I would regret this. In less than six months my son had moved ahead in his math skills, ready for another level. An added benefit was the less frequent intrusion of the television. Homework was not a panacea for him, but he did develop improved skills and learned to take more responsibility.

Having access to the general curriculum can be a mixed bag of tricks but it is one more glimmer of hope for parents who are struggling to raise a child with disabilities. We need all the hope we can find. When educators and parents really listen to each other, we can develop together realistic goals that will challenge our children to discover their hidden potential. It is worth the effort! ■



"We don't have a clue as to what people's limits are... When someone is pursuing their dream, they'll go beyond what seem to be their limitations. The potential that exists within us is limitless and largely untapped."

-Robert J. Kriegel, 1991

CHOOSING PRESCHOOL CURRICULUM



Valerie Scherbinske • Education Specialist-Preschool

Do you struggle with access to the general curriculum for preschoolers? Let's look at what the law requires as well as just what is general education curriculum for a preschooler.

What is now required in the Individualized Education Program (IEP) that affects curriculum for preschoolers?

The Reauthorization of the Individuals with Disabilities Education Act (IDEA) places greater emphasis on the participation of children with disabilities in the general education curriculum. The 1997 amendments to IDEA require that the IEP include a statement of the child's present level of educational performance including: 1) how the child's disability affects the child's involvement and progress in the general curriculum or 2) for preschool children, as appropriate, how the disability affects the child's participation in the appropriate activities.

What is the general education curriculum for preschoolers?

Curriculum is a series of planned, systematic learning experiences organized around a particular philosophy of education. It includes goals and objectives in specific content areas and is revised on an ongoing basis. For young children, the specific content areas (such as communication, science, math, preliteracy, etc.) are usually embedded in the activities that occur in learning centers - activities such as group or circle, art, blocks, science, small manipulatives, dramatic play and large motor.

The curriculum for young children with disabilities should provide experiences in a wide range of activities as well as provide opportunities to interact with the environment in a meaningful context. The functional

value of the skills presented by a particular curricular approach is a critical issue. This, coupled with program philosophy and beliefs about how young children learn, will greatly influence the curriculum selected for use.

All early childhood special education programs should have an appropriate curriculum aligned with the recently published Pre K Standards (guidelines). It is critical that prekindergarten programs provide the foundation for later school success.

The type of curriculum used in an early childhood program must respond to the strengths and needs of the individual children. When working with young children with disabilities, the instructional strategies and curricular focus must address the areas of strengths and needs for those children. There must be emphasis on communication and social skills development. However, this can occur within the broad context of appropriate learning environments for all young children. IEP goals and objectives can be built into a broader based curriculum that structures the overall learning environment. IEP goals and objectives represent a subset of the curriculum-an IEP is neither an individual curriculum in and of itself nor a lesson plan.

What should be considered when making curricular choices?

Selection or development of an appropriate curriculum model must be based upon sound principles of child development, program philosophy, developmental appropriateness and needs of the children in the program.

There are many ways to plan and develop curriculum. Curriculum can come from many sources, including commercially available resources and staff

development. Therefore, the outcomes can vary greatly. To plan a fully effective learning environment, the needs and interests of the children must be considered. This includes careful consideration of the diversity of the children. Curriculum must be relevant and meaningful to them. Typically, in early childhood programs, the curriculum is flexible to allow for individualization of activities to meet the needs of children. Clear goals and objectives for the learning environment help avoid a haphazard approach to lesson planning. Frequently, teachers pull activities together from a variety of sources for the day or week without a clear vision of what underlying purposes these activities have. This is a “cookbook approach” to curriculum planning. What results is a fragmented learning environment that misses opportunities to fully support how children learn. There may be an overemphasis on keeping busy with no goal or direction. Keeping children busy for the sake of keeping them busy is not appropriate.



Teachers sometimes make mistakes by not planning enough to stimulate children’s learning, and children are, therefore, bored. Another problem that may occur is that teachers do not adapt for individual differences and interests because the daily activities are overly dictated by the plans.

Strict adherence to curricula that are not flexible enough to allow for individualization or to daily plans that do not meet the children’s interests and needs is also not appropriate. Without a defined framework that allows for individualization, teachers may fail to provide the opportunity for rich conceptual development.

How are curriculum issues dealt with for children who will receive their Early Childhood Special Education (ECSE) services itinerantly?

Communication with the childcare center, Title I or Head Start where the child is receiving his/her ECSE services is the key for successful itinerant services.

Ongoing communication with the family is also critical. The district responsible for the development of the IEP must be aware of the curriculum used at the site where the child will receive services and develop an IEP that is aligned with that curriculum. In instances where there is no curriculum, the district must be prepared to use an appropriate curriculum for IEP development.

For children who receive itinerant services at home, the IEP must reflect a connection with the general education curriculum for that district. Or, the IEP must reflect appropriate activities for pre-school children without disabilities who are in home environments.

How can the curriculum be modified to meet the needs of all the children in the program?

Curricula are modified when instruction is systematic and individualized, and when carefully designed learning experiences are incorporated into the overall instructional plan. No curriculum should be used “as is.” In practice, this means that:

- there is ongoing assessment of strengths and needs based upon a variety of measures such as curriculum-based assessment, play-based assessment, developmental checklists, parent reports, etc.;
- assessment is an ongoing process throughout the year;
- there is identification of adaptations or alternative instructional strategies needed for specific children;
- adaptive or alternative instructional strategies are incorporated into daily routines and activities; and that
- there is ongoing evaluation of achievement related to identified IEP goals and objectives.

What are some examples of general education curricula or sources of appropriate activities?

There are a number of effective, developmentally appropriate curricula for early childhood education. Many districts in Utah use teacher-made curricula, creative curriculum or the cognitively oriented curriculum (High/Scope). Several districts incorporate all or parts of PECS (Picture Exchange Communication System), TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children), and principles of ABA (Applied Behavior Analysis).

The directory of Early Education Program for Children with Disabilities (EEPCD) projects also lists nationally validated curricula designed specifically for young children with disabilities. These curricula would be used in instances where a general education curriculum is not appropriate to meet the specific needs of the early childhood special education program.

Adapted from: Show Me How @ Technical Assistance Bulletin from Missouri Dept. of Elementary and Secondary Education. ■

Accessing General Curriculum: Another Paradigm Shift

Peggy Milligan • Utah Federation Council for Exceptional Children • Past President

The requirement that students with disabilities have access to general curriculum and be included in national and state assessments compels us to examine or re-examine our current paradigm-traditional pull out model of service delivery. To begin let's review current documents that guide our service delivery.

First, the general curriculum or Utah State Core Curriculum (the Core) which is guided by the Utah State School Board of Education and State Legislature presents the Core as follows:

- The Core represents those standards of learning that are essential for all students. They are the ideals, concepts, and skills that provide a foundation on which subsequent learning may be built.
- The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals.
- The Core must be completed by all students K-12 as a requisite for graduation from Utah's secondary schools. (Utah LINK-Utah core Curriculum Course Descriptions, Revised Date: Aug. 1993).

Second, the IDEA (Individuals with Disabilities Education Act) and Utah's Rules III.3.a-r adds, for students with disabilities:

- a student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum;
- to the maximum extent appropriate students with disabilities are educated with students who are not disabled;
- each student with disabilities will participate with non disabled students, to the maximum extent appropriate to the needs of that student...;



The Council for Exceptional Children

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LuAnn Hill

Utah Federation Membership Chairperson

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roberth@trisys.com

- this must include instruction in regular classes.... and make provision for supplementary services (such as resource room or itinerant instruction) be provided in conjunction with regular class placement;
- and must be specifically addressed in the student's IEP (Individual Education Program).
- All students will be included in national and statewide assessments.

Based on these sources of information, we know we must shift our paradigm and bring together the best of two worlds for the benefit of our students. We must provide access to the general core curriculum and identify appropriate accommodations/modifications and supports to each student. In addition, we must address concerns about assessment in general education classes, in national and statewide tests; and report progress to parents at least as often as non disabled students.

In order to do this, we may need tools to guide our thinking. The matrix below was adapted from one used by the SCIP (School, Community Inclusion Project) from the University of Utah to consider inclusion activities for a child. It is adapted here for the purpose of considering a student's needs in accessing the general education curriculum.

Use the mnemonic **GO-ASAP**, to help remember the steps.

- G= Goal** - from IEP (Individual Education Program)
- O=Objective** - from IEP
- A=Accommodations/modifications** needed in each class
- S=Supports** needed in each class
- A=Assessment** - how the child is to be assessed (accommodations/modifications) in each class which will also carryover to the national and statewide assessments
- P=Progress** - report progress to parents

Process for using the matrix.

- Step I** Write class or activity in each box across top.
- Step II** List IEP goals or objectives in the boxes to the left and down.
- Step III** Note accommodations/modifications for each class, including in-class assessments/quizzes/tests.
- Step IV** List level, frequency, and from whom supports (peers, paraeducator, special education teacher, or other) will be provided.
- Step V** Note SAT and Core Assessment accommodations/modifications or alternate assessment status, if appropriate. Must be the same as in Step III).
- Step VI** Note frequency and method of reporting progress to parents (at least as often as non-disabled students).

Accessing General Education Curriculum Matrix

This matrix could be created with the general education teacher who participates in the student's IEP and shared with all others. It is an easy way to address and document your efforts toward accessing general curriculum. As we make our paradigm shift we will need tools to help us. Perhaps this will work for you. (*Continued pg. 34*)

Remember this too! Special Education Works. CEC Makes It Happen.

Bibliography

- Utah LINK-Utah core Curriculum Course Descriptions, Revised Date: Aug. 1993.
- Utah's @Golden Rules III.3.a-r
- SCIP (School, Community Inclusion Project). University of Utah (1995).

Based on these sources of information, we know we must shift our paradigm and bring together the best of two worlds for the benefit of our students.

Accessing General Education Curriculum Matrix

	Class/ Activity	1st Reading	2nd Science	3rd Math	Lunch/Breaks Recess	4th Social Studies	5th Art	6th Music
G	<u>Goal/Obj.</u> Jody will write sentences with subj. verb agreement	✓	✓	✓	=	✓	=	=
O	<u>Goal/Obj.</u> Jody will calculate to nearest 1000th	=	✓	✓	=	=	✓	✓
-	<u>Goal/Obj.</u> Jody will initiate "small talk" with peers...	✓	✓	✓	✓	✓	✓	✓
A	Accommodations/Modifications	Reduced # of assignments /items, longer time, grade on work completed	Reduced # of assignment, longer time, grade on work completed Repeat instr verbally, demonstrate visually	Reduced # of assignment, longer time, grade on work completed Repeat instr verbally, demonstrate visually	=	Reduced # of assignment, longer time, grade on work completed Repeat instr verbally, demonstrate visually	None	None
S	Support	Paraeducator monitor 2xwk	Paraeducator monitor 2xwk	Sp Ed teacher co-teach	Peer tutor will prompt first topic	Paraeducator monitor 2xwk	Peer in class	Peer in class
A	Assessment/ Quiz/Tests	Same plus read Q.	Same plus read Q.	Same plus read story problems	=	Same plus read Q.	Reduce # of assignments / items, extend times, grade on items completed	Reduce # of assignments/ items, extend time, grade on items completed
P	Report progress to parents	2 x term	2 x term	2 x term	2 x term	2 x term	2 x term	2 x term

Children's Art Contest: HOW DOES ART SHAPE YOUR WORLD?

Julie Newland • Programming Coordinator • VSA Arts of Utah (Art Access)



VSA arts of Utah is excited to invite your participation in a national call for children's art. The call encourages participation by children ages K-12. The title of the contest is "How Does Art Shape Your World?" It is sponsored by VSA arts, our national organization, which is an affiliate of the John F. Kennedy Center for the Performing Arts in Washington D.C.

The goals of this contest are to: recognize that works of art can be valued in many different ways; explore alternative art forms and activities that allow for participation by children with and without disabilities; understand the role of artists and their relationship to the community; and learn about institutions and communities that support and influence the arts.

Incentives for participants include: certificates of participation for all who enter; a final exhibit in Washington D.C. for two Utah artists as well as a mention in gallery catalog on the Internet.; and travel to Washington D.C for 5 finalists nationwide.

Eligibility

Visual art created by students grades K-12 throughout the 50 states and the District of Columbia. Submissions must be juried by the VSA arts affiliate in each state. Two pieces from each state will be sent to the national competition in Washington D.C.

Entry Guidelines

- All submissions should relate to the theme "How Does Art Shape Your World".
- Only visual art will be accepted. Submissions must be accompanied by a signed entry form.
- Artwork must be original and attributable to the artist(s)
- Recommended media include crayon, tempera, pen, ink, oil (on stretched canvas), acrylic, finger paint, fired clay, textile. The following are not recommended for art submissions: macaroni art, bleach bottle figures, charcoal, pastel.
- Two-dimensional works can range in size from 3x5 inches to a maximum of 18x24 inches. Three-dimensional works should not exceed 18x18x18 inches.
- Art submitted becomes the property of VSA arts and will not be returned. Please photograph your submission for your records prior to shipping it to the address below:



For more information please visit:

<http://www.vsarts.org/gallery/callsforart/childrens/index.html>

VSA arts of Utah is committed to providing quality arts activities for adults and children with disabilities, as well as for those who represent other underserved communities. We seek to create enthusiasm for, understanding of, and awareness of the importance and benefit of the arts for all persons. The arts are truly a universal and essential language that challenge people to look beyond themselves and celebrate their diversity. We believe that participation in the arts promotes acceptance and inclusion in all aspects of life. ■

To enter, please contact:
VSA arts of Utah • Julie Newland
339 West Pierpont Avenue
Salt Lake City, Utah 84101
juhe@accessart.org
801-328-0703

Utah

Professional Development

Calendar 2000-2001*

November 2000

- 2 LEAD meeting. Jones Center, Salt Lake City, Utah.
Contact Tom Walker (435) 586-2804.
- 3 Consortium. Airport Hilton, Salt Lake City, Utah.
Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.
- 3-4 6th Annual Paraeducators Conference. Provo Marriott Hotel, Provo, UT.
Contact Marilyn Likins, (801)-273-1843.
- 3-4 Annual LD Conference at Park City Marriott.
Contact Dale Sheld, (801)-538-7707.
- 8 Pre-conference for State Wide Inclusion Conference.
- 9-10 State-wide Inclusion Conference. Snowbird Ski Resort, Snowbird, UT.
Contact Loydene Hubbard-Berg. (801)-538-7567.
- 15 Mentor Training. West Coast Hotel, Salt Lake City, Utah.
Contact ULRC (801) 272-3431 or (800) 662-6624.
- 16-17 BEST. Sheraton City Center, Salt Lake City, Utah.
Contact Natalie Allen (801) 538-7571.

December 2000

- 7-10 2000 Annual International DEC Conference. Hyatt Regency, Doubletree, and LaPosada Hotels, Albuquerque. NM. Contact Lorraine Birks, DEC Conference Office (410) 269-6801.
- 15 Consortium. Airport Hilton, Salt Lake City, Utah.
Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.

January 2001

- 4 LEAD meeting. Jones Center, Salt Lake City.
Contact Tom Walker (435) 586-2804.
- 5 Consortium. Airport Hilton, SLC, Utah. Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.
- 18-19 BEST. Location to be announced. Contact Natalie Allen (801) 538-7571.
- 25-26 12th Annual Mentor Conference. West Coast Hotel, Salt Lake City, Utah.
Contact ULRC (801) 272-3431 or (800) 662-6624.

February 2001

- 1 LEAD Meeting. Location to be announced.
Contact Tom Walker (435) 586-2804.
- 2 Consortium. Airport Hilton Salt Lake City, Utah.
Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.
- 15 State Transition Roundtable. Location to be announced.
Contact Nan Gray (801) 538-7757.
- 15-16 Inclusion Network Support Teams. Contact Danelle Keith (801) 538-7716.
- 22-23 Mentor Training. West Coast Hotel, Salt Lake City, Utah.
Contact ULRC (801) 272-3431 or (800) 662-6624.
- 22-23 BEST, location to be announced. Contact Natalie Allen (801) 538-7571.

March 2001

- 15-16 BEST. Ogden Marriott. Contact Natalie Allen (801) 538-7571.
- 16 Northern Region Transition Conference. Ogden Eccles Conference Center, Ogden, UT. Contact Sue Loving (435) 830-6577.
- 22-23 Mentor Training. West Coast Hotel, Salt Lake City, Utah.
Contact ULRC (801) 272-3431 or (800) 662-6624.
- 28-30 SARS Week
- 29-31 21st Annual National Conference, American Council on Rural Special Education. Town and Country Resort Hotel, San Diego, California.
Contact ACRES Headquarters, (785) 532-2737.

April 2001

- 17-22 CEC Annual Convention & Expo. Kansas City, MO.
Contact CEC (888) 232-7733.
- 23-24 Inclusion Network Support Teams. Contact Danelle Keith (801) 538-7716.
- 27 Color Country Transition Conference. College of Eastern Utah, Price, Utah.
Contact Tony Done (435) 678-1222

May 2001

- 3-4 LD Conference. Park City Marriott, Park City.
Contact Dale Sheld (801) 538-7707.
- 3 LEAD meeting. Jones Center, Salt Lake City.
Contact Tom Walker (435) 586-2804.
- 4 Consortium. Airport Hilton, Salt Lake City, Utah.
Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.
- 17-18 Mentor Training. West Coast Hotel, Salt Lake City, Utah.
Contact ULRC (801) 272-3431 or (800) 662-6624.
- 17-18 BEST. Prospector Square, Park City, Utah.
Contact Natalie Allen (801) 538-7571.

*This information is provided as a service. We believe it to be accurate, but it is important to confirm with the contact listed. To obtain additional information and to supply important upcoming dates, please contact us at the number below. Current information is also available at the ULRC web site www.ulrc.org. (801)-272-3431 or (800)-662-6624.

*We have to turn inward, to look into ourselves;
look into this container which is our soul;
look and listen to it.
Until you have listened to that thing which
is dreaming through you, in other words, answered
the knock on the door in the dark,
you will not be able to lift this moment in time
in which we are imprisoned,
back again into the level where
the great act of creation is going on.*

*Sir Laurens van der Post
Explorer, writer and film maker*

Service Directory.....

Utah State Office of Education

Special Education Services

- Mae Taylor • Director, At Risk and Special Education Services.....538-7711 • mtaylor@usoe.k12.ut.us
- Nan Gray • Coordinator of Special Education/Specialist, Transition.....538-7757 • ngray@usoe.k12.ut.us
- Brenda Broadbent • Specialist, State and Federal Compliance.....538-7708 • bbroadbe@usoe.k12.ut.us
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- Cal Newbold • Specialist, Fiscal and Data Issues, Charter Schools..538-7724 • cnewbold@usoe.K12.ut.us
- Dale Sheld • Specialist, Learning Disabilities/Communication Disorders/Assistive Technology
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- Bruce Schroeder • Specialist, Comprehensive System of Personnel Development (CSPD)
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- Deb Spark • Specialist, Assessment and Monitoring.....538-7576 • dspark@usoe.K12.ut.us
- Jocelyn Taylor • Specialist, OHI, TBI, Autism538-7726 • jtaylor@usoe.K12.ut.us

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- Peggi Baker • Project Specialist.....538-7846 • pbaker@usoe.k12.ut.us
- Angela Green • Project Specialist.....538-7644 • agreen@usoe.K12.ut.us

Utah Learning Resource Center

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- Sharon Neyme.....sharonne@provo.k12.ut.us

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- Loydene Hubbard-Berg • Project Specialist, UPI.....274-5825 • loydeneh@provo.k12.ut.us

Utah Parent Center

2290 East 4500 South, #110, Salt Lake City, Utah 84117 • 272-1051

- Helen Post, Director.....upc@inconnect.com

Back Cover Photos:

The Utah Learning Resource Center spent a day in Centerville Elementary School (Piute School District) training on Interpretation of Assessments and the Computerized IEP. The worms happened to be a big money making venture. A great transition opportunity!

Letters to the Editor

This is the first time in years I have read *The Utah Special Educator* from cover to cover in one sitting. I took notes and underlined-it is one of the best I have read in a long time. Thanks for your help.

Tammy Pettigrew
Cache School District

Kudos on the new look and the fine work on *The Utah Special Educator*!

Betty Ashbaker
Ph.D, Counseling
Psychology & Special
Education Dept.
Brigham Young University

The new look of *The Utah Special Educator* really caught my eye. Thanks for the continued valuable information and the attractive format.

Sarah Rule, Director
Affiliated Center for Persons with
Disabilities • Utah State University

Winston Announces New Directory

More than 1,420 mass media resources that serve people with disabilities are contained in the 2000-2001 edition of America's Telability Media, the nation's first disability media directory, published by the National Media Center in Columbia, MO. The directory provides current information resources that benefit the disability community and the rehabilitation industry.

The 360-page book is based on an annual nation-wide survey which collects data on the growth and development of telability media and offers the only national view of America's newest field of journalism.

Again this year, the directory will be available **free of charge** to anyone on the internet at www.freedomforum.org. The website is provided in partnership with NTMC by the First Amendment Center at Vanderbilt University, a fully funded program of the Freedom Forum, one of the nation's leading foundations concerned with media and press freedom.

America's Telability Media is available in print or on disk in Word format. The price is \$40. per copy. Mailing labels can be purchased on disk or through e-mail, with unlimited use for \$150. Checks or money orders should be made to Telability Media, P. O. Box 1488, Columbia, MO 65205-1488. You may telephone 573-445-7656 for more information.

Call For Articles

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The Utah Special Educator publishes articles and announcements that are of interest to our readers by special education oriented organizations and educational institutions within the State of Utah. Announcements limited to one half page in length. Articles and announcements must be received by the following dates for publication:

December: Behavior-Due November 7th
February: Language Acquisition-Due December 20th
March: Reading-Due February 9th
May: Math-Due March 30th

Contact Cheryl Hostetter, Editor, Utah Special Educator, 2290 E. 4500 S., #220, Salt Lake City, Utah 84117,
(801) 272-3431 or (800) 662-6624 in Utah.

The Utah Special Educator is a symbol of the leadership of Dr. R. Elwood Pace
Whose vision made the Consortium, the ULRC and this journal possible.

Announcing the 2001 UAAACT Conference

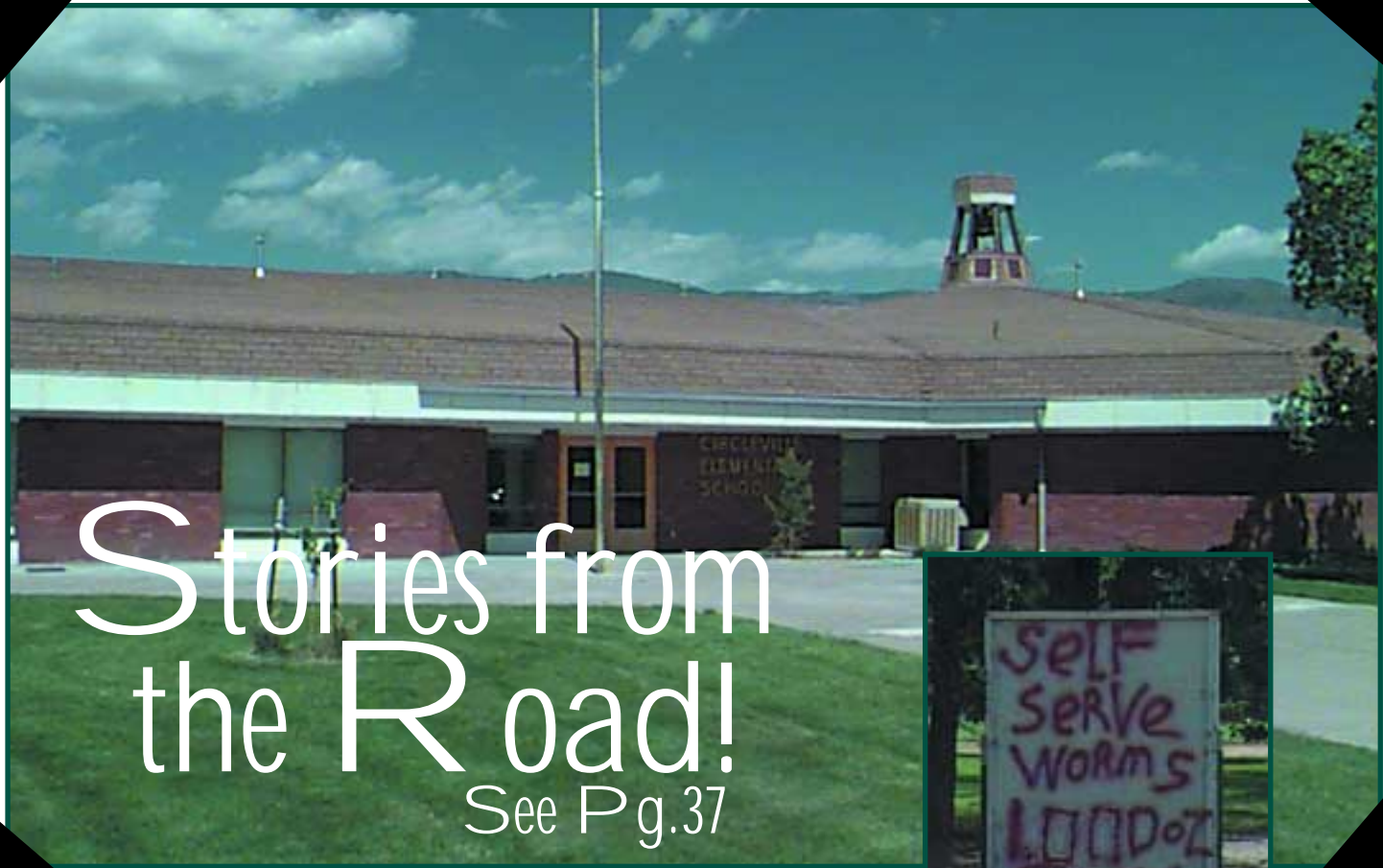
February 8-9th, 2001

**Ogden Marriott Hotel
247-24th Street, Ogden, Utah**

•
**Learn about Augmentative
Communication Tools and Strategies**

•
**Attend Assistive Technology Workshops
Enjoy the Hands-on Computer Lab**

•
**If you have questions, contact Craig Boogaard
at 887-9533 or toll free at 888-866-5550.**



Stories from the Road!

See Pg.37



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ADDRESS CORRECTION REQUESTED

