WHO ARE THESE R.S.P. STUDENTS AND WHAT ARE THEY DOING IN MY CLASSROOM???

Meeting The Needs Of The Learning Disabled Student Within The Regular Secondary Classroom

Submitted in Fulfillment of the requirements of EDUC 599

By Tamara L. Sell
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Meeting The Needs Of The Learning Disabled Student Within The Regular Secondary Classroom.

I. Rationale

Although it is now a requirement to take a mainstreaming course to gain a professional clear credential in the state of California, many teachers who have been in the field for some time have received little, if any, education in this area. Even teachers who have taken a mainstreaming course often report frustration at a lack of preparedness.

For my master's project I proposed to create a staff development seminar. This workshop, I entitled, Who Are These RSP Students And What Are They Doing In My Classroom: Meeting The Needs Of The Learning Disabled Student Within The Regular Secondary Classroom. The in-service includes information regarding the characteristics of exceptionalities, the Individualized Education Plan process, effective teaching methods, behavior management techniques, how to connect to the established in-school network to address concerns, and curriculum modifications that can help students with learning disabilities succeed.

The goal of this seminar is to promote an increased comfort level amongst the staff in dealing with learning disabled students.
Literature:

The movement towards mainstreaming and inclusion in recent years without adequate support negatively impacts both regular education teachers and learning disabled students. In order to guarantee a free and appropriate public education for learning disabled students, it is essential that all classroom teachers receive "adequate preparation and sufficient professional support" (NEA, 1992). Due to this need presently not being met, "teachers in traditional high schools are, as a group, unresponsive to individual differences among students and are unwilling to accommodate learning disabled adolescents" (Zigmond, Levin, and Laurie, 1985, as cited in Thompson 1992). Resistant teachers, as a result of inadequate preparation and professional support, contribute to the frustration and pain experienced by many learning disabled students (Wagner, 1990). These findings are supported by the conclusions of Halpern and Benz (1987) which find that two of the fundamental problems of mainstreaming are the regular teachers' lack of skills to modify instruction and lack of desire to teach LD students.

Teachers face frustration as a result of a lack of effective means to serve an increasingly diverse population of mainstreamed students (Baker & Zigmond, 1990). Thompson (1992) asserts that much of the problem stems from a lack of
knowledge among regular education teachers of their legal responsibilities, their perception of the LD classification, and their role in the IEP process. Studies, however, have shown that once teachers receive the necessary staff development a positive attitude is more likely to result (Dickens-Smith, 1995; Miller & Savage, 1995). Support is necessary to develop teacher confidence (Williams & Algozzine, 1979). According to Leyser (1990) there is a need for greater dissemination of information and opportunities for school faculties to participate in activities and programs that offer information about learning disabilities. Regular teachers need training in a wide variety of instructional methods and coping skills to help them meet the needs of LD students (Pattavina & Ramirez, 1980; Shepard, 1987).

Providing teachers with interventions to use reduces their anxiety in dealing with special needs (Reisburg & Wolf, 1986). Further, instruction regarding disability characteristics, behavior management, effective teaching methods, and Public Law 94-142, is essential to assisting teachers dealing with LD students (Dilev and Meloy, 1990). Siperstein and Goding (1985) found that developing awareness is a "viable strategy for promoting behavior change among teachers" (p.139).

Not only do teachers need to be supportive of meeting the needs of learning disabled students, they must also have the necessary skills. Training must encompass enacting
curricular and instructional changes, reviewing grading procedures, and considering alternative forms of assessment (Taggart & Burke, 1994).

Procedures and Methods:

There exists a large amount of published information about learning disabilities and related issues. Due to this surplus of information and in respect to the time limitations for staff development, it was necessary to focus on only the most pertinent issues. It was also important to consider the interests and concerns of the intended audience. In order to properly address these issues it was necessary to gain staff input through a questionnaire. Further, consideration was given to brevity and ease of completion to ensure a greater rate of return.

Once information was gathered from surveying the faculty the actual planning could begin. It was assumed the training would begin with factual information such as characteristics of learning disabilities and an overview of the IEP process. The second part of the workshop would focus more on solutions i.e. effective teaching methods, behavior management techniques, connecting to existing services within the school, and curricular modifications. I also planned on assembling a student panel who would be willing to discuss their experiences as learning disabled students in the regular secondary classroom.
A survey was provided to the faculty. Staff members were given the option to identify themselves as a teacher, administrator, or support staff and to report their subject area as well as years in education. Of approximately 90 surveys handed out, thirty-two were returned within the week as requested.

Although teachers did state they would like more information on each of the areas listed (P.L. 94-142, How To Refer Students, Rights of LD Students, IEP Process, Curriculum Modifications and Characteristics of Disabilities.) By far the two areas that teachers most wanted more information on were curriculum modifications and characteristics of learning disabilities. Interestingly, of the teachers who responded twice as many of them had been teaching five years or less when compared to teachers teaching 6-11 years and those who had been teaching over twenty years.

When teachers were asked to rate themselves on their knowledge of Public Law 94-142, IEP Process, Learning Disabilities, and Accommodations very few felt that they were very knowledgeable. Most teachers rated themselves as having some to no knowledge. Few teachers saw themselves as being a part of the IEP process. Newer teachers were more likely to express a desire to become more a part of the process.
In planning for staff development, the survey proved to be a valuable tool. Responding staff indicated not only that they had an interest in gaining more knowledge in this area, but also that they would like knowledge in specific areas.

It was determined that the needs of the faculty would be most appropriately met through a comprehensive, though teacher friendly, reference manual presented within the context of an activity based inservice. The manual would then serve as a continuing reference for teachers following the in service presentation. In addition, the activity based format of the in service would provide an opportunity to demonstrate recommended teaching strategies, (cooperative grouping, adapting text, and creating study guides) and also allow for simulation activities that would give participants a better idea of the challenges a learning disabled student faces in school.

CREATING A MANUAL

In the creation of a reference manual feedback from the teacher questionnaire proved to be an invaluable resource. In response to teacher interest it was determined that the bulk of the manual would focus on what a learning disability is and how to effectively work with students with learning disabilities. Supplementary information would also be included on laws, the referral process, parent rights, the IEP, and common acronyms. A glossary would be included as a reference.
In order to effectively meet the needs of learning disabled students, it is imperative that teachers understand what a learning disability is and what a learning disability is not. According to the federal definition, a learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations" (Public Law 94-142). A learning disability may be evidenced through problems in the areas of visual processing/perception, auditory processing, language development, sensory integration/association, haptic processing, or attention (Sarkees & Scott, 1986). The federal definition also warns that a learning disability is not a result of mental retardation, emotional disturbance, visual, motor or hearing disabilities, and further, that a learning disability is not a result of environmental, cultural or economic disadvantage. According to Sarkees and Scott (1986), learning disabled students may exhibit some of the following characteristics: poor coordination, impulsive behavior, attention difficulties, low frustration tolerance, inconsistent performance, slow rate of work completion, difficulty understanding and following directions, average to above average intelligence, negative self concept, behavioral problems due to frustration, difficulty reading, writing, and/or doing math, poor motor skills, among other
characteristics. Some students with learning disabilities may also exhibit behaviors associated with Attention Deficit Disorder (CEC, 1996).

Strategies for working with learning disabled students are often associated with practices already in use by effective teachers. Effective teachers allow for differences in learning styles (Polloway, et al., 1989), put thought into classroom arrangement (Sprick, 1985), and demonstrate a willingness to make accommodations for learning disabled students (Vaughn, Schumm, and Kouzekanani, 1993). Accommodations are defined as being tools for students to use in an effort to compensate for their disabilities without "watering" down concepts or substantially altering standards. Rogan and Havir (1993), advocate accommodations such as books on tape, videocassettes, use of word processors, typing services, proofreading/editing services, transcription services, spell checkers, alternative testing arrangements, note taking services, taping lectures, cooperative learning, and calculators among other tools. Research suggests that teaching students to take notes, providing guided notes, or allowing peer note takers is an effective method for working with learning disabled students who experience difficulty taking organized and complete notes (Hughes & Suritsky, 1993). Poorly organized texts or those written at a difficult level can be supplemented effectively by teacher created study guides or graphic organizers (Lovitt & Horton, 1994). According to research, once teachers are taught how
to develop study guides and carry out other similar types of modifications they find that it is not as difficult or as time consuming as they previously imagined it to be (Lovitt & Horton, 1994). Additional teaching strategies that have been shown to be effective include those pertaining to teacher behavior; pacing instruction, actively involving all students in learning, using error correction procedures, implementing effective classroom management plans, and using cooperative learning (Rieth & Polsgrove, 1994). Cooperative learning, according to Slavin (1994) is an effective learning method when it provides equal opportunities for success, allows for individual accountability, and promotes group or team rewards. Learning disabled students benefit from outcomes such as an increased individual student achievement, improved inter group relations, the promotion of the acceptance of others, and increased self esteem (Slavin, 1994).

As teachers become more aware of current research on learning styles, multiple intelligence's, they become more open to alternative forms of assessment. Instead of traditional tests or written reports, teachers are beginning to accept multimedia presentations (Speziale, 1993), the use of models in science (Woodward, 1994), and other nontraditional forms of presentation. Just as there are many types of knowledge, there are many ways a student can demonstrate that they have acquired knowledge in a given area.
According to the National Joint Committee on Learning Disabilities (1993), in excess of 90% of all learning disabled students are served in the regular education classroom for some part of the school day. It is imperative that the teachers in those classrooms are prepared with not only knowledge about what learning disabilities are, but also that they are prepared to implement strategies to reach a diverse student population. School district mission statements such as All Children Can Learn pervade across the country, however, these types of goals remain rhetoric until everyday teachers in classroom are given the knowledge and strategies they need to reach all students.
Topic: Meeting The Needs Of Learning Disabled Students Within The Regular Secondary Classroom

1. (Optional) Circle One: Teacher Administrator Support Staff
   Subject Area ____________________ Years in Education ___________
   Do you come into contact with RSP students on a regular basis? Y N

2. Please rate yourself in the following areas:
   3= very knowledgeable
   2= some knowledge
   1= little or none
   a. Public Law 94-142 1 2 3
   b. IEP Process 1 2 3
   c. Learning Disabilities 1 2 3
   d. Accommodations 1 2 3

3. Do you consider yourself to be a part of the IEP process? Would you like to be more involved? In what way?

4. What do you do to help LD students be successful in your class?

5. What does Special Ed do that you like or find helpful?

6. What could Special Ed do to help you better meet the needs of your students? Do you feel that you are getting adequate support? What specifically could be improved?

7. Do you feel that the Regular Ed staff is adequately prepared to meet the needs of learning disabled students? Explain.

8. What areas would you like more information on:
   P.L. 94-142 IEP Process
   How To Refer Students Curriculum -- Modifications
   Rights of LD Students Characteristics of Disabilities
   Other ____________________________

9. Is there any topic that I have not covered that you feel should be included in staff training about this topic?
REFERENCES


WHO ARE THESE R.S.P. STUDENTS AND WHAT ARE THEY DOING IN MY CLASSROOM???

Staff Manual

Developed By
TAMARA SELL
Fall 1996
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THE LAW SAYS . . .

"Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have problems that are primarily the result of visual, hearing, or motor disabilities, or mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage." (Public Law 94-142)

WHICH MEANS . . .

A learning disability is determined if a child is found to have a severe discrepancy between their achievement and ability in one or more of the following areas:

- oral expression
- written expression
- reading comprehension
- mathematics calculation
- basic reading skill
- listening comprehension
- mathematics reasoning

Typically, LD students have an average-to above average IQ. Common learning disabilities often affect a students' ability when it comes to speaking, listening, reading, writing, and numbering; as well as basic learning functions such as collecting, sorting, storing, and expressing information. Learning disabilities can range from mild to severe.
A Learning disabled student may exhibit some or many of the following characteristics:

- has difficulty reading
- has poor coordination
- is frequently impulsive
- has problems paying attention
- displays a lack of perseverance
- behavior problems due to frustration
- shows signs of immaturity
- difficulty writing correctly
- unable to discriminate between objects
- illegible writing
- average to above average intelligence
- frequent mood changes
- slow in completing work
- may be disorganized
- problems understanding verbal directions
- difficulty beginning and/or completing tasks
- negative self-concept
- difficulty speaking correctly
- gap between ability and performance
- difficulty completing and understanding math
- performs inconsistently
- may be hyperactive
... which can result in a discrepancy between ability and achievement in one or more of the following areas:

- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skill
- Reading Comprehension
- Mathematics Calculation
- Mathematics Reasoning
- Organizational Skills
- Time Perception
- Social Skills
Learning disabilities may be evidenced through problems in one or more of these areas:

- **VISUAL PROCESSING/PERCEPTION**
  - difficulty recognizing letters and figures
  - problems with left-to-right progression
  - reverses letters in words (was for saw, b for d)
  - difficulty reading and comprehending written directions
  - difficulty interpreting words (the word engine might appear to be sninc)
  - difficulty remembering what was read
  - difficulty judging distance or size
  - looks up frequently when copying from the board
  - avoids close desk work
  - can follow verbal directions but has difficulty with written instructions
  - forgets things that have been seen (e.g., demonstrations in class)
  - repeats or omits words when reading and confuses words that look alike.

- **AUDITORY PROCESSING**
  - difficulty recognizing sounds
  - difficulty understanding verbal directions
  - difficulty remembering what was heard
  - difficulty comprehending a series of directions
  - difficulty remembering what was discussed in class
  - seems overly attentive when verbal instructions are given
  - gives inappropriate or wrong answers to clear questions
  - understands better on a one-to-one level
  - cannot follow oral directions and often asks that instructions be repeated
  - cannot distinguish between similar sounding words or numbers

- **LANGUAGE DEVELOPMENT**
  - poor grammar
  - poor sentence structure
  - difficulty understanding time
  - limited verbal speech patterns
  - difficulty putting concepts or thoughts into words
• SENSORY INTEGRATION/ASSOCIATION
visual-motor: weaknesses in fine motor and cognitive integration
visual-vocal: evidenced through difficulty with describing what is seen
auditory-motor: difficulty performing when given verbal directions
auditory-vocal: weaknesses in retelling what was heard

• HAPTIC PROCESSING (KINESTHETIC OR TACTILE)
- lack of balance
- awkwardness when completing tasks
- lack of coordination
- poor gross and/or fine motor abilities
- difficulty telling between left and right (orientation)
- saying and writing the same thing repeatedly
- poor tactile discrimination
- inaccuracy in reaching for and grasping objects
- writing or drawing problems
- slow to finish written work - the finished product is sloppy, with heavily
drawn letters, either very small or very large
- inability to organize, has no pattern in keeping a notebook, filing papers
- shows no definite hand preference but first uses one hand then the other

• ATTENTION
- hyperactive or hypoactive
- inappropriate reactions to frustrating situations
- inability to stay with one task or activity
- difficulty developing positive peer relationships
- inability to shift from one activity to another with ease
- lack of emotional stability
- short attention span
- low self concept
- insecurity
- over dependence on others
- difficulty developing appropriate problem-solving skills
The ADD/ADHD Student

Characteristics

Inattention
- often fails to finish things he/she starts
- often seems not to listen
- has difficulty concentrating on schoolwork or other tasks
- has difficulty sticking to a play activity

Impulsivity
- often acts before thinking
- shifts excessively from one activity to another
- has difficulty organizing work
- needs a lot of supervision
- frequently calls out in class
- has difficulty awaiting turn

Hyperactivity (not always present)
- runs about or climbs on things excessively
- difficulty sitting still or fidgets excessively
- difficulty staying seated
- moves about excessively during sleep
- is always "on the go"

<table>
<thead>
<tr>
<th>Helpful Suggestions in Dealing With ADD/ADHD Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO</strong></td>
</tr>
<tr>
<td>establish clear behavior guidelines/consequences</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>make directions clear and concise</td>
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<tr>
<td></td>
</tr>
<tr>
<td>provide structure</td>
</tr>
<tr>
<td>allow extra time for certain tasks</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>assign one assignment at a time</td>
</tr>
</tbody>
</table>
VISUAL LEARNERS

- provide students with written directions for assignments.
- have student outline information
- allow written reports or projects in place of oral presentations
- use flash cards printed in bold bright colors
- have student close their eyes and visualize words or information
- allow students to read information needed for assignments rather than relying on oral presentations.

Visual learners benefit from use of:

VCR, overhead projector, computer software, globes and maps, books and pictures, diagrams, bulletin boards, posters, task cards, charts, and filmstrips.

KINESTHETIC LEARNERS

- use classroom demonstrations
- role-play or simulations
- use manipulative objects
- use individual chalkboards
- build models instead of reports
- teach student to take notes
- allow student to doodle in class

Kinesthetic learners benefit from:

manipulative vocabulary games, construction projects, manipulatives for math.

DIFFERENT KIDS, DIFFERENT LEARNING STYLES

AUDITORY LEARNERS

- give verbal and written directions
- tape important reading materials
- give student oral rather than written tests
- use published audio tapes with the student
- have student drill aloud to himself or another student

Auditory learners benefit from:

oral reports, taping stories or facts to replay as needed, one to one interviews, group discussions, plays, singing, etc.
Classroom Arrangement Considerations

- seat the student near the teacher
- seat the student near a positive role model
- increase the distance between desks
- stand near the student when giving directions
- avoid placing the student near distractions:
  - doorways
  - next to interesting equipment
  - beside talkative friends
  - in front of windows
  - heavy traffic areas
Assignment Suggestions

**Clarify and Communicate Expectations**

- provide an example of the assignment
- provide course syllabus/outline
- spot check student use of assignment sheet
- regularly communicate with student, parent, RSP regarding progress
- make sure student understands the directions
- reduce reading level on directions or instructions
- post assignments for the week, month, or semester
- brief student on key points before starting review
- give instructions verbally and in written form

**Consider Allowing Modifications**

- hand out one worksheet at a time
- do not grade down for spelling on non-spelling assignments
- collect assignments daily
- check out textbooks for home use/RSP
- give extra time to complete tasks
- allow compensatory devices such as calculators, dictionaries
- reduce homework load
- emphasize quality rather than quantity
- allow student to dictate answers to another
- allow extra credit/outside activities
- allow typewritten or computer printed assignments
- simplify complex instructions
- provide study aids or guides to direct student study
- break large assignments into smaller segments
- use high interest materials
- tape important reading materials
- use different formats to teach same content
- reduce written work
- underline/highlight major points
Creating Assignments

Design

- avoid confusing diagrams and over detailed maps
- limit number of activities on one page
- limit volume of materials presented
- provide clear examples
- avoid visual distraction
- provide adequate white space
- avoid overcrowding the page
- use good organizational flow
- avoid students flipping from page to page
- provide clear, easy to read copies

Directions

- use familiar terms
- avoid complex sentence structure
- avoid extraneous information
- provide clear, adequate directions and examples
- limit number of steps
Teaching Strategies

There are many ways of presenting content information rather than the classic lecture style:

<table>
<thead>
<tr>
<th>Presenting Information</th>
<th>Modifying Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>- provide clear objectives</td>
<td>- break assignment into short tasks</td>
</tr>
<tr>
<td>- use good organization, pacing, and sequential planning</td>
<td>- provide content appropriate for the student's level and ability</td>
</tr>
<tr>
<td>- provide skill mastery needed to succeed and pass class</td>
<td>- assign appropriate reading level materials and amount to read</td>
</tr>
<tr>
<td>- do not emphasize rote memory responses</td>
<td>- emphasize students strengths rather than weaknesses</td>
</tr>
<tr>
<td></td>
<td>- give specific questions to guide reading</td>
</tr>
<tr>
<td></td>
<td>- show paragraphs where information can be found</td>
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<tr>
<td></td>
<td>- reduce amount of work or fewer number of problems</td>
</tr>
<tr>
<td></td>
<td>- choose content for educational value not time filler</td>
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</tbody>
</table>

role-play characters  
create learning centers  
labs  
debate topic  
show demonstrations  
incorporate audiovisuals  
pair students to check work  
write key points on the board  
include a variety of activities  
break lecture into segments  
provide written outlines  
allow tape recording of lectures  
use multi-sensory modes  
have students orally review  
use computers  
incorporate peer tutors  
cooperative grouping  
use charts and pictures  
brainstorm  
use problem solving steps  
build models  
provide tape-recorded material  
use study guides for text  
provide a copy of class notes  
use a fill-in outline  
invent games  
review daily  
use hands-on materials  
have students interview  
maintain journals  
high interest topics/materials  
students create projects
DEVELOP a visual timeline of an event or period in history

ILLUSTRATE A sequence of events or experiments

SELL a book, idea, or concept to the rest of the class

PAINT a mural depicting a series of events

NEWS STORIES in newspaper format with headlines and by lines

POETRY Write an original poem about the event, problem, character or idea

CONSTRUCT a collage or mobile using pictures or characters from text to depict main ideas

RADIO BROADCAST with students acting as newscasters as they broadcast exciting events

PANEL DISCUSSION formed by students reporting on the same topic

LETTERS to authors, athletes, politicians and local leaders.

BUILD a model of an atom, molecule or diorama

CREATE a crossword puzzle and give to class with oral report

PRODUCE a videotape and show it

COOK a dish native to the region or mentioned in the novel

DEMONSTRATE an experiment and document each phase

A TRADITIONAL REPORT OR...

MANY LEARNING STYLES, MANY WAYS TO LEARN
Cooperative Learning

Cooperative Learning - a variety of teaching methods in which students work in small groups to help one another learn academic content.

WHY??
- increases student achievement
- improves inter group relations
- promotes acceptance of others
- increases self esteem

EFFECTIVE COOPERATIVE LEARNING INCORPORATES:
- Group/Team Rewards
- Individual Accountability
- Equal Opportunities for Success

think - integrate and apply knowledge and skills - solve problems
Student Teams - Achievement Divisions (STAD)
1. Students are placed in heterogeneous groups of four.
2. Teacher presents lesson.
3. Students work together to ensure all students master content.
4. Students take individual quizzes without help from teammates.
5. Individual scores are compared to students' past performance.
6. Group and individual points are awarded based on the degree to which students meet or exceed their past performance.

Teams - Games - Tournaments (TGT)
1. Students are placed in heterogeneous groups of four.
2. Teacher presents lesson.
3. Students work together to ensure all students master content.
4. Unlike STAD, tournaments replace quizzes.
5. Students leave home group to compete against classmates in homogeneous groups.
6. Students bring points back to home group.

Jigsaw II
1. Students are placed in heterogeneous groups of four.
2. Readings or project parts divided among group members.
3. Individuals become "experts" in their areas.
4. "Experts" meet together to discuss a common topic.
5. "Experts" return and share information with the home group.
6. All students take a quiz on all topics, scoring as in STAD.

Cooperative Integrated Reading and Composition (CIRC)
1. Students placed in heterogeneous pairs within groups.
2. Teacher presents instruction.
3. Group practices, in pairs students read, summarize, discuss vocabulary, comprehension questions, revise, edit etc.
4. Team undergoes pre-assessments.
5. Each student takes a quiz when teammates agree they're ready.

Team Accelerated Instruction (TAI) - Math
1. Students initially placed in groups according to placement test.
2. Students proceed at their own level within groups.
3. Within group students check each other's work, help each other.
4. Teacher works with individual groups.
5. Final unit tests are taken individually.
6. Individual points and team points are based on final tests with extra points awarded for perfect papers and homework.
On the bright side, we have found that when teachers are first assisted to develop study guides and carry out other modifications, they find it not as difficult nor as time consuming a process as they thought it might be. Lovitt & Horton, 1994

Study Guides

Study guides are questions or statements that help students learn content information during or after they have read a passage. A set of questions appearing in text immediately following a passage would be an example of a study guide.

Creating A Study Guide

1. **Analyze the material to be read for both subject matter and level of difficulty.**
2. **Select the content to be emphasized during the lesson.**
3. **Decide on the processes that students must use in acquiring that content (e.g., comprehending the material with respect to literal, interpretive, or applied responses).**
4. **Consider students' abilities to read, write, listen, and organize in relation to the content and processes to be emphasized. Vary the structure of study guides with respect to question type, format, and method of implementation to increase chances that the effects of treatment will generalize.**
5. **Make the study guides as aesthetically pleasing as possible (e.g., avoid overcrowding the print).**
Graphic Organizers

Graphic Organizers are visual arrangements of information, such as content and key vocabulary, connected graphically in a meaningful way.

Creating A Graphic Organizer

1. Select and divide the chapters to be modified into reading passages of about 1,500 words. Choose material that has been difficult for student's to understand, or that clearly lacks organization.
2. Construct an outline of the main ideas in the reading passage.
3. Select a graphic organizer format that matches the structure of the information; that is, top down/bottom up, compare and contrast, sequence, or diagram.
4. Prepare a teacher's version of the graphic organizer that includes all the information in the diagram, and a students version for which information from certain categories (e.g., superordinate-subordinate) is missing.

From:
Testing

Students with disabilities may receive testing accommodations as stated in their IEP providing that the accommodations do not lower or substantially modify standards.

(Rehabilitation Act of 1973, Section 504)

The following are examples of testing accommodations that may be **mandated** by a student's Individual Education Plan:

<table>
<thead>
<tr>
<th>Braille</th>
<th>Large Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers Recorded</td>
<td>Repeated Directions</td>
</tr>
<tr>
<td>Transcribed Answers</td>
<td>Extended Time</td>
</tr>
<tr>
<td>Test Read Aloud</td>
<td>Testing In A Quiet Setting</td>
</tr>
</tbody>
</table>

Optional accommodations for consideration:

- consider methods of authentic assessment rather than traditional paper and pencil tests
- oral tests given with language adjusted to students ability level
- giving frequent short quizzes, not long exams
- take home tests
- allowing open book exams
- pre/post test to determine progress
- project in place of a test
- students make up test questions
- oral exams
- allow use of memory aids and references
- do not grade down for spelling errors
Creating Tests

- type tests and provide readable copies
- avoid visual confusion caused by too many items on a page
- keep directions simple
- avoid transfer of answers to answer sheet
- test what was actually presented
- provide examples before or on the test
- use shorter sentences
- be aware of test anxiety
- begin with easy questions then towards more difficult ones
- limit time pressure
- reduce readability of questions
- avoid too many different types of questions
- measure content mastery, not readability
- be consistent in testing style throughout the year

Matching
- place all matching items and choice selections on the same page
- use small groups of matching questions
- have only one correct answer for each item to eliminate guessing

Multiple Choice
- arrange answer choices vertically on the page
- limit number of choices to three or four
- allow students to circle correct answer

Fill In The Blank
- blank size should match the response
- provide word banks for the test
- place a word in the bank as many times at it is used
- provide enough information to facilitate recall

True/False
- avoid trivial statements that do not assess students knowledge
- avoid stating questions in the negative
- allow students to circle their choice

Essay
- provide appropriate space for anticipated answer length
- allow students to omit or choose between essay questions
- provide alternatives to answering essay questions
- define compare and contrast and other directions
Behavior Management Techniques

PREVENTATIVE MEASURES

- Establish and post clear classroom rules and expectations. Reiterate rules often and reinforce students for following rules.

- Reinforce the student for demonstrating self-control in situations where they are likely to become upset or misbehave.

- Reinforce those students in the classroom who demonstrate self-control.

- Prevent frustrating or anxiety producing situations from occurring (assign tasks at the student's ability level, don't assign too many tasks at one time).

- Evaluate the appropriateness of the academic task at hand to determine: (a) if the task is too easy, (b) the task is too difficult, or (c) if the time allotted for the assignment is appropriate.

- Have the student question any directions, explanations, or instructions that they do not understand.

- Teach the student decision making steps.

- Maintain a positive/calm environment (positive comments, quiet communications, acknowledgment of successes).

- Maintain consistency in expectations and daily routine.

- Do not force the student to interact or remain in a group if they are likely to become easily angered or upset.
• Plan a full schedule of daily events. Prevent lag time which can invite disaster.

• Reduce the emphasis on competition and perfection. Repeated failure and frustration may cause outbursts.

• Try various groupings in order to determine the situation in which the student is most successful.

• Be mobile in order to be frequently near the student.

• Reduce activities that might threaten the student such as announcing test scores aloud and making students read aloud in class.

• Make the necessary adjustments in the environment to prevent the student from experiencing stress, frustration, and anger.

• Provide the student with feedback which indicates that they are successful, important, respected, etc.

DEALING WITH A PROBLEM STUDENT

• Speak to the student to explain what they are doing wrong and what they should be doing.

• Write a contract with the student specifying what behavior is expected.

• Communicate with parents and IEP caseload manager.

• Reinforce the student for demonstrating self-control based on the length of time they can be successful. Gradually increase the time required for reinforcement as the student demonstrates success.

• Communicate with parents, IEP case manager, in order to inform them of the problem, determine the cause of the problem, and work together to create solutions.
• Maintain maximum supervision of the student. Gradually decrease supervision over time as the student demonstrates self-control.

• Teach the student alternative ways to deal with situations.

• Provide a quiet place for the student to work independently, away from peer interactions. This is not to be used as a form of punishment, but rather an opportunity to increase the student's success.

• Separate the student from peers who may be encouraging the student.

• Allow flexibility in meeting academic demands (more time, modify assignments, provide more time) as perceived pressure may increase inappropriate behavior.

• Remove the student from the group or activity until they can demonstrate self-control (send outside, to RSP).

---

Student Rewards

Tangible
  classroom privileges, passing out materials, five minutes free time, hall pass, etc.

Intangible
  praise, handshake, smile, etc.
RESOURCE

SPECIALIST

RESOURCE FOR:
STUDENTS
PARENTS
TEACHERS
ADMINISTRATORS
Utilizing The Resource Specialist Program

Resource Specialists CAN:

- listen
- involve you in the students' Individual Education Plan
- provide information, test scores etc., on a student
- assist in modifying materials or teach you how
- arrange conferences between school, teachers and parents
- classroom visitations
- provide limited classroom assistance
- consult on behavior problems
- provide extra help to students
- read tests/ assignments for students
- help students type reports
- provide conflict resolution
- act as a liaison between students and teachers
- provide help with projects
- provide a place for students to work
- teach students organizational skills
- require students to keep assignment sheets
- conduct regular progress checks
- assist with discipline
- communicate with parents
- provide extra tutoring
- proofread student work
- assist you in creating student contracts
- other...

HOW CAN YOU GET THESE AND OTHER GREAT SERVICES?

JUST ASK . . . . WE'RE HERE TO HELP
PLANNING INFORMATION FOR REGULAR TEACHER

Student: ___________________________ Date: ___________________

Special Education Staff Member to Contact: ________________________________

DEAR TEACHER: This student has been receiving help from the special education program. We want
to give you some information that may be of assistance to you in planning for this student. If you
have any questions or concerns, please get in touch with me. Thank you.

Most Recent WOODCOCK-JOHNSON Test Scores  (Scores indicate grade equivalency)
TEST DATE: Grade at time of test: ______

READING: _______ MATH: _______ LANGUAGE: _______

STRATEGIES which this student may benefit from (Please check those which apply):

<table>
<thead>
<tr>
<th>Tests Read Orally</th>
<th>Written Directions</th>
<th>Oral Directions</th>
<th>Additional Time on Tests/Projects</th>
<th>Check Points on Long-Term Projects</th>
<th>Group Activities</th>
<th>Working Independently</th>
<th>Creative Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
</tbody>
</table>

AREA OF STRENGTH (Please check those which apply):

<table>
<thead>
<tr>
<th>Assignment Completion</th>
<th>Group Participation</th>
<th>Cooperation</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

MEDICAL CONCERNS: NO ___ YES ___ : __________________________

OTHER: ________________________________

25
Each RSP student is assigned to a RSP teacher. That teacher is the student's case manager and they are responsible for handling concerns regarding that student.

To determine the case manager of a particular student consult your RSP Student List or call X3343.

<table>
<thead>
<tr>
<th>RSP Teacher Teams</th>
<th>Room</th>
<th>Extension</th>
<th>Voice Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Benavidez</td>
<td>317</td>
<td>3343</td>
<td>5196</td>
</tr>
<tr>
<td>Aide - K.B. Bedolla</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jim Bennett</td>
<td>322</td>
<td>3342</td>
<td>5199</td>
</tr>
<tr>
<td>Aide - Catherine Turner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trace Deneke</td>
<td>340</td>
<td>3353</td>
<td>5236</td>
</tr>
<tr>
<td>Aide - Diana Mascia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tamara Sell</td>
<td>237</td>
<td>3372</td>
<td>5207</td>
</tr>
<tr>
<td>Aide - Terry Fixsen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dennis Williams</td>
<td>320</td>
<td>3342</td>
<td>5209</td>
</tr>
<tr>
<td>Aide - Ery Morton</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The Law

In 1975 Public Law 94-142 went into effect ensuring a free and appropriate Education for all Handicapped Children. The Individuals with Disabilities Act (IDEA), based on the groundbreaking 1975 law, currently defines how things are done.

IDEA guarantees:

- the right to a free appropriate public school education for all students

- due process - the right of the parent to be fully informed and included in all decisions and the right to a hearing

- least restrictive environment - students must be educated to the maximum extent possible with their non handicapped peers

- appropriate, individualized education - each student must have an Individual Education Plan at least once a year

- nondiscriminatory testing - a child cannot be placed in special education on the basis of a single test, placement must be reviewed and a complete assessment must be completed every three years

At this time IDEA is currently in the process of re authorization. The U.S. Department of Education has proposed a number of changes. Proposed changes include increased professional development for all teachers and the requirement of regular education involvement in the IEP process.
Concerned about a student?

Before making a referral:

- try changing the student's seat
- provide extra help outside of class
- check to make sure student understands the directions
- call home and talk to parents
- talk to student to see if problems are academic
- other

When you've tried interventions to no avail:

Talk to the student's counselor to determine:
- are there non academic issues interfering with students performance
- is the student struggling in more than one class

The counselor will then determine if the student should be referred to special education and made a focus of concern.
STEP 1
Referral Made

STEP 2
Parents Notified

STEP 3
Case Reviewed

STEP 4
Consent Letter Sent

STEP 4A
Case Terminated

STEP 5
Further Evaluation Made

STEP 5A
Case Terminated or Appealed

STEP 6
Summary Written

STEP 7
Parents Noted

STEP 8
Planning Conference Set Up

STEP 9
Plan Reviewed by Parents

STEP 10
IEP Developed

STEP 10A
IEP Terminated or Appealed

STEP 11
IEP Approved or Refused by Parents

STEP 12
Plan Implemented

STEP 13
Parents Notified of Review

STEP 14
Program Reviewed
This is a summary of the procedural safeguards followed to protect parent and pupil rights under the law. For further details, please consult your district special education office.

I. GENERAL RIGHTS
   • All handicapped children have the right to a free and appropriate public education and have the right to an explanation of all of the program options available.
   • Individuals have the right to privacy and confidentiality of all educational records including the right to see, review and if necessary, challenge the records in accordance with the Family Educational Rights and Privacy Act of 1974.
   • Individuals have the right to review and/or obtain a copy of the educational records.
   • All handicapped pupils have the right to be educated in programs which promote maximum interaction with the regular school program in a manner beneficial to the handicapped pupil and pupils in the regular program, and the right to enjoy the same variety of programs as are available to the non-handicapped.
   • Individuals have the right to remain in the regular educational environment unless the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
   • Individuals have the right to receive a full explanation of all procedural safeguards and rights of appeal in a language understandable to them.
   • Individuals have the right to free or low cost legal and other relevant services upon request.

II. RIGHTS RELATED TO ASSESSMENT
   AS A PARENT/GUARDIAN YOU HAVE THE RIGHT TO:
   • Initiate a request for educational assessment to determine whether your child is eligible and requires special education services.
   • Be given, in writing, a proposed assessment plan within fifteen (15) days of the referral for assessment.
   • Give or withhold written consent for any proposed assessment activities.
   • Have fifteen (15) school days in which to give or withhold consent.
   • Request an independent educational assessment at public expense if you disagree with an assessment obtained by the school district. Have the assessment considered as part of the IEP process. If the school district shows that its assessment is appropriate, you will have to pay for the cost of the independent assessment.
   • An assessment that is designed to be free of racial, cultural, or sexual discrimination and will be conducted in the primary language or other appropriate mode of communication.
   • Have a description of the procedures and assessments to be used and to be fully informed of the assessment results.
   • Obtain, upon request, a copy of the findings of the assessment.
   • Be informed that under certain circumstances a student may be referred to County Mental Health, California Children's Services, or Regional Center for an assessment to determine the need for their services to benefit from special education.

III. INDIVIDUALIZED EDUCATION PROGRAM (IEP)
   AS A PARENT/GUARDIAN YOU HAVE THE RIGHT TO:
   • Be notified prior to, and to participate and/or be represented at all IEP meeting(s).
   • Have the student participate in the IEP meeting(s) as appropriate.
   • Have the IEP meeting within fifty (50) days from date of receipt of signed consent.
   • Have the IEP meeting conducted in your primary language/communication mode.
   • Give written agreement to the IEP as written.
   • Give written consent for the special education placement or revoke consent at any time.
   • Have at least an annual review of the Individualized Educational Program or whenever the parent believes the pupil is not making appropriate progress (limited to 2 per school semester).
   • Appeal the decision of the IEP team by requesting due process hearing concerning the identification, evaluation, educational placement or provision for a free appropriate educational program.
IV. RIGHTS RELATED TO APPEALS

If your concerns are not resolved, the district administrator of special education and/or the district superintendent are available to discuss your concerns.

A. DUE PROCESS HEARING

AS A PARENT/GUARDIAN YOU HAVE THE RIGHT TO:

- File a written request for a due process hearing with the state superintendent with a copy to the district superintendent.
- Be advised that they may use informal conference and/or mediation to resolve issues (see below).

1. Informal Conference

   - Meet informally with the director of special education or superintendent to resolve any issue(s) relating to the identification, assessment, education and placement of the child or the provision of a free appropriate public education to the child.
   - Be accompanied by a representative(s).

2. Mediation Conference

   - Request a mediation conference be held within fifteen (15) days of State Superintendent's receipt of written request for due process hearing.
   - Be accompanied by a representative(s).
   - Examine pupil records and have copies of any educational documents contained within and maintained by the public education agency.
   - Be informed by the district of available free or low cost legal or other relevant services within three (3) days of the receipt of written notification requesting a due process hearing from the State Superintendent/designee.
   - Have the student remain in his/her present educational placement pending all appeals except in those situations under Ed. Code 48915 (expulsion).

- To attend a hearing to be held at a time and place of mutual convenience and within forty-five (45) days following receipt of written requests.
- Be informed of all rights and procedures related to the due process hearing.
- Receive ten (10) days notice prior to hearing date, the notice to include date, time and place of hearing.
- Examine all school records of the child and receive copies within (5) days of making such request.
- Present evidence, written arguments and oral arguments.
- Be accompanied and advised by counsel and individuals with special knowledge or training relating to the problems of handicapped children.
- Present evidence, cross examine and compel the attendance of witnesses.
- Receive a written or electronic verbatim record of the hearing.
- Prohibit the introduction of any evidence at the hearing that has not been disclosed five (5) days before the hearing.
- Receive a written finding of the facts and the decision within forty-five (45) days.
- Either party may appeal the decision to court.
- Under certain circumstances parents may be entitled to attorney's fees and legal costs if they prevail in court.

V. RIGHTS RELATED TO COMPLAINTS

AS A PARENT/GUARDIAN YOU HAVE THE RIGHT TO:

- File a written complaint with the State Superintendent regarding the public agency's alleged violation of federal or state law or regulation.
- Specify all relevant facts in your possession and provide any additional information believed to support the complaint.
- Request a copy of investigative report.
- Appear at a hearing before the local board of education.
WHAT IS AN IEP?

Individual education plan (IEP) for each handicapped child.

IS AN IEP MANDATED?

Yes, by both state and federal laws.

WHAT MUST BE INCLUDED IN AN IEP?

1. A statement of the child's present level of educational performance.

2. A state of annual goals, including short-term instructional objectives.

3. A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs.

4. The projected dates for initiation of services and the anticipated duration of the services.

5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

6. The IEP must be signed by the parent, guardian or surrogate and school district staff.

WHO MUST TAKE PART IN AN IEP MEETING?

1. A representative of the school district, other than the child's teacher, who is qualified to provide special education.

2. The child's teacher, i.e., regular, special or therapist.

3. One or both of the child's parents.

4. The child, where appropriate.

5. Other individuals at the discretion of the parent, or district.

WHAT STEPS MUST BE TAKEN TO INSURE PARENT PARTICIPATION?

1. Notify parents well in advance. Include purpose, time, location and who will attend.

2. Schedule meeting at a mutually agreed time.

3. If parent cannot attend, conduct telephone conference and obtain parent signature.

4. If parent cannot attend, a record must be kept of one or more of the following: (a) telephone calls made or attempted and the results, (b) copies of correspondence, and (c) detailed records of visits to home.
WHERE MUST AN IEP BE COMPLETED?

The school district shall insure that to the maximum extent appropriate, handicapped children are educated with children who are not handicapped.

DESIGNING AN IEP, WHERE SHOULD THE STUDENT RECEIVE HIS NON-ACADEMICS?

Non-academic and extracurricular services and activities, including meals, recess period, etc. should take place with non-handicapped children to the maximum extent possible.

WHAT HAPPENS IF THE CHILD DOES NOT ACHIEVE THE GROWTH PROJECTED IN THE ANNUAL GOALS AND OBJECTIVES?

No agency, teacher or other person may be held accountable.

HOW OFTEN MUST YOU REVISE AN IEP?

At least annually or more frequently if conditions warrant, or if the child’s parent or teacher requests.

HOW DO WE KNOW IF WE ARE DOING A GOOD JOB IN WRITING IEP’S?

The state and federal personnel will audit our files to assess compliance. A random sample will be drawn and reviewed using a checklist.

WHAT WILL HAPPEN IF WE DO NOT COMPLETE AN IEP?

State and federal funds would be withheld from the school district.
NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION
SAN DIEGO COUNTY, CALIFORNIA
INDIVIDUALIZED EDUCATION PROGRAM

SSN 123-45-6789
NAME Student
DOB 1-1-80
GRADE 10
SEX F

PARENT/GUARDIAN Mr. and Mrs. Student
ADDRESS 123 Longhorn Drive
CITY Vista
STATE CA
ZIP 92083
PHONE ((619)) 123-4567

RESIDENT DISTRICT Vista Unified
ATTENDING DIST Vista Unified

FROM 10-1-96
MEETING INFORMATION

DISTRICT VSUSD

<table>
<thead>
<tr>
<th>SERVICES RECEIVED AT RBVHS</th>
<th>DATES</th>
<th>AGENCY SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeschool</td>
<td>3-15-96</td>
<td>CCS</td>
</tr>
</tbody>
</table>
| Homeless
|                              | 10-01-96 | Rehab          |
| Hospital (Medical)
|                              | 10-2-96  | Mental Hth     |
| Nonpublic                  | 10-1-97  | Req. Center    |
| Resource Spec              | 10-01-94 | Social Svs.    |
| Spec Res. Outside CA       |         | Other          |

HANDICAPPING SPEC

<table>
<thead>
<tr>
<th>CONDITION</th>
<th>SPEC ED PLACEMENT</th>
<th>DECIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>MR</td>
<td>1 Regular Ed</td>
<td>Regular</td>
</tr>
<tr>
<td>VHI</td>
<td>2 Special Day Class</td>
<td>Modified</td>
</tr>
<tr>
<td>VI</td>
<td>3 Resource Spec</td>
<td>Specially Designed</td>
</tr>
<tr>
<td>SEI</td>
<td>4 Nonpublic School</td>
<td>Regular</td>
</tr>
<tr>
<td>SED</td>
<td>5 Nonpublic Residential CA</td>
<td>Modified</td>
</tr>
<tr>
<td>OI</td>
<td>6 Nonpublic Res. Outside CA</td>
<td>Specially Designed</td>
</tr>
</tbody>
</table>

VOCATIONAL EDUCATION

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>SERVICES PROVIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>Home/Hospital</td>
</tr>
<tr>
<td>Modified</td>
<td></td>
</tr>
<tr>
<td>Specially Designed</td>
<td></td>
</tr>
</tbody>
</table>

PERCENT OF SCHOOL DAY FOR INTEGRATION: 84%

Justification for Placement:
Joe demonstrates difficulty with visual processing which hinders his academic achievement and necessitates the need for RSP assistance in a small group setting.

FREQUENCY OF SP. ED. SUPPORT:
One hour a day, five days a week

SPECIAL INSTRUCTIONAL MEDIA & MATERIALS NEEDED:

PROGRAM LOCATOR 13-235

DESIGNATED INSTRUCTION AND SERVICES

85 Vocational Counseling

From 10-2-96 To 10-11-97

The following were participants in the development of the Individualized Education Program:

Student 10-1-96

The Individualized Education Program was prepared and reviewed with me in understandable language native to my home. Opportunity has been given to me to provide input and modify this program. I also understand that this program is reviewed annually and that I may request a reassessment or change of educational program for my child (see Parent Rights).

I do ( ) I do not agree with this Individualized Education Program.

I do ( ) I do not agree with placement of my child in the program stated above, effective 10-1-96.

Parent rights have been explained and a copy received.

Parent Guardian/Attorney

NCCSE 11a
Revised 9/94

34
Student: Joe  
Date: 10/1/96

PRE-ACADEMIC/FUNCTIONAL SKILLS
(Include readiness skills, reading, reading comprehension, written language, and mathematics)

Reading and Written Language - Recent Woodcock-Johnson testing (9/96) places Joe's Letter-Word Identification skills at 6.2 and his Reading Comprehension at 10.2. Joe's English needs are currently being met within the regular English program with support from RSP. Joe is able to write in complete sentences and demonstrates proper use of punctuation and capitalization. Joe's English teacher reports that he needs extra help with writing a 3-5 paragraph essay. Letter reversals affect spelling.

Math - Joe can add, subtract, multiply, and divide whole numbers, decimals, and fractions. His needs are currently being met within his Algebra 1 CPM class with support from RSP as needed.

ORAL LANGUAGE/COMMUNICATION SKILLS (Include expressive, receptive, and speech skills)
Joe's English teacher reports that Joe expresses adequate communication skills and participates actively in class discussions.

HEALTH
(Include date of last hearing and vision screening or testing, general health and developmental information)
Hearing is within normal limits as of testing 8/29/96.
Joe wears corrective lenses. With correction Joe's vision is 20/20 in both eyes (8/29/96).
Currently Joe takes Ritalin for ADD.

GROSS AND FINE MOTOR ABILITIES
Joe has been active on the football team at Rancho. His coach reports that his gross motor skills are excellent. Fine motor skills, as evidenced through handwriting are fine.

SELF HELP SKILLS / PREVOCATIONAL / VOCATIONAL
Joe will continue exploring future career options this year with the assistance of Sp/Voc Counseling. Joe enjoys working with his hands fixing bikes. In school Joe has had some difficulty with keeping track of assignments and completing classwork.

SOCIAL, EMOTIONAL-BEHAVIORAL
Joe has made friends with other members of the football team. He seems to get along well with others according to reports from his teachers.
NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION
SAN DIEGO COUNTY, CALIFORNIA

ANNUAL GOALS AND OBJECTIVES

Name: Joe Student
Date: October 1, 1996

Area of Need: VOCATIONAL SKILLS
Position Responsible: Joe - RSP

Annual Goal: DEVELOP CAREER PLANS AND SKILLS FOR THE FUTURE

Current Baseline: Joe is in the process of exploring future career options.

<table>
<thead>
<tr>
<th>NUMBERED SHORT-TERM INSTRUCTIONAL OBJECTIVE(S)</th>
<th>Start Date</th>
<th>Review Date</th>
<th>PERFORMANCE LEVEL OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will identify a career interest area using the career center - Eureka Career Computer and develop a job profile with 80% accuracy as documented by Sp/Voc Counselor records.</td>
<td>10/96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBERED SHORT-TERM INSTRUCTIONAL OBJECTIVE(S)</th>
<th>Start Date</th>
<th>Review Date</th>
<th>PERFORMANCE LEVEL OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will review and update post high school plans and training as well as update career objective on resume with 80% accuracy as documented by Sp/Voc Counselor records.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Area of Need: LANGUAGE ARTS SKILLS
Position Responsible: Joe - RSP

Annual Goal: To improve writing skills/essay skills

Current Baseline: Joe experiences difficulty with spelling and essay writing.

<table>
<thead>
<tr>
<th>NUMBERED SHORT-TERM INSTRUCTIONAL OBJECTIVE(S)</th>
<th>Start Date</th>
<th>Review Date</th>
<th>PERFORMANCE LEVEL OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given a classroom prompt, the student will write a 3-5 paragraph essay (including introduction, body and conclusion), with 80% accuracy as measured by performance-based assessment.</td>
<td>10/96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBERED SHORT-TERM INSTRUCTIONAL OBJECTIVE(S)</th>
<th>Start Date</th>
<th>Review Date</th>
<th>PERFORMANCE LEVEL OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will type type class assignments on the the computer when possible using computer spellcheck capabilities with 80% accuracy as determined by teacher observation.</td>
<td></td>
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</tr>
</tbody>
</table>
**NORTH COASTAL CONSORTIUM FOR SPECIAL EDUCATION**  
**SAN DIEGO COUNTY, CALIFORNIA**

**ANNUAL GOALS AND OBJECTIVES**

**Name:** Joe Student  
**Date:** October 1, 1996

**Area of Need:** STUDY SKILLS  
**Position Responsible:** Joe - RSP  
(Refer to Present Levels of Performance NCCSE 11B)

**Annual Goal:** Improve Study Skill strategies

**Current Baseline:** Joe has difficulty keeping track of and turning in assignments.

<table>
<thead>
<tr>
<th>NUMBERED SHORT-TERM INSTRUCTIONAL OBJECTIVE(S)</th>
<th>Start Date</th>
<th>Review Date</th>
<th>PERFORMANCE LEVEL OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will record daily assignments using an assignment sheet/log/planner. 80% of the time as measured by daily record and student performance.</td>
<td>10/96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Area of Need:**  
**Position Responsible:**

(Refer to Present Levels of Performance NCCSE 11B)

**Annual Goal:**

**Current Baseline:**

<table>
<thead>
<tr>
<th>NUMBERED SHORT-TERM INSTRUCTIONAL OBJECTIVE(S)</th>
<th>Start Date</th>
<th>Review Date</th>
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STUDENT INFORMATION

Student: Joe

School: RBVHS

IEP TEAM RECOMMENDATION

1. Placement Recommendations:

2. Remain in present program: RSP

3. Transfer from: (special education program) to: (special education program)

4. Transfer out of special education programs:

5. Refer for regional program consideration:

COMMENTS

This meeting was held to review Joe's current performance and implement goals for the next year. Joe is currently passing all of his classes although he has had some problems with assignment completion. Throughout the year Joe is eligible for modifications made to mainstream course work and tests may be taken in the resource room. Course requirements and/or materials may be modified to the appropriate level necessary. Joe is appropriately placed in the RSP program. He is aware of school rules and agrees that he is capable of following them. Joe's mother would like his RSP teacher to notify her immediately if Joe's grades drop.

COMMITTEE SIGNATURES

Parent/Guardian/Surrogate: 10-1-96

Principal: 10-1-96

RSP Teacher: 10-1-96

Teacher: 10-1-96

Student: 10-1-96

**This form shall be used when it is important to record IEP recommendations that are not a part of the student’s IEP.**
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
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<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
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<tr>
<td>CEC</td>
<td>Council for Exceptional Children</td>
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<td>FAPE</td>
<td>Free Appropriate Public Education</td>
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<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
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<tr>
<td>ITP</td>
<td>Individual Transition Plan</td>
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<tr>
<td>LD</td>
<td>Learning Disability</td>
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<tr>
<td>LDA</td>
<td>Learning Disabilities Association of America</td>
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<td>LEA</td>
<td>Local Education Agency</td>
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<td>LEP</td>
<td>Limited English Proficiency</td>
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<td>LRE</td>
<td>Least Restrictive Environment</td>
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<td>NCCSE</td>
<td>North Coastal Consortium for Special Education</td>
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<td>OHI</td>
<td>Other Health Impaired</td>
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<tr>
<td>RSP</td>
<td>Resource Specialist Program</td>
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<tr>
<td>SDC</td>
<td>Special Day Class</td>
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<tr>
<td>SED</td>
<td>Seriously Emotionally Disturbed</td>
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<tr>
<td>SLD</td>
<td>Specific Learning Disability</td>
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</table>
Accommodations - Techniques and materials that allow individuals with LD to complete school or work tasks with greater ease and effectiveness. Examples include spell checkers, tape recorders, and expanded time for completing assignments.

Assistive Technology - Equipment that enhances the ability of students to be more efficient and successful. Examples include computer grammar checkers, an overhead projector used by the teacher, etc.

Attention Deficit Disorder - A severe difficulty in focusing and maintaining attention. Often leads to learning and behavior problems at home, school, and work.

Attention Deficit Hyperactivity Disorder - A severe difficulty in focusing and maintaining attention accompanied by hyperactivity.

Brain Injury - The physical damage to brain tissue or structure that occurs before, during, or after birth that is verified by either computerized axial tomography (CAT) or magnetic resonance imaging (MRI) or similar examination, rather than by observation of performance.

Collaboration - A program model in which the RSP teacher demonstrates or team teaches with the general classroom teacher to help a student with LD be successful in a regular classroom.

Developmental Aphasia - A severe language disorder that is presumed to be due to brain injury rather than because of a developmental delay in the normal acquisition of language.

Direct Instruction - An instructional approach to academic subjects that emphasizes the use of carefully sequenced steps that include demonstration, modeling, guided practice, and independent application.
Dyscalculia - A severe difficulty in understanding and using symbols or functions needed for success in mathematics.

Dysgraphia - A severe difficulty in producing handwriting that is legible and written at an age appropriate speed.

Dyslexia - A severe difficulty in understanding or using one or more areas of language, including listening, speaking, reading, writing, and spelling.

Dysnomia - A marked difficulty in remembering names or recalling words needed for oral or written language.

Dyspraxia - A severe difficulty in performing drawing, writing, buttoning, and other tasks requiring fine motor skill, or in sequencing the necessary movements.

Learned Helplessness - A tendency to be a passive learner who depends on others for decisions and guidance. In individuals with LD, continued struggle and failure can heighten lack of self-confidence.

Learning Modalities - Approaches to assessment or instruction stressing the auditory, visual, or tactile avenues for learning that are dependent on the individual.

Learning Styles - Approaches to assessment or instruction emphasizing the variations in temperament, attitude, and preferred manner of tackling a task. Typically considered are styles along the active/passive, reflective/impulsive, or verbal/spatial dimensions.

Locus of Control - The tendency to attribute success and difficulties either to internal factors such as effort or to external factors such as chance. Individuals with learning disabilities tend to blame failure on themselves and achievement on luck, leading to frustration and passivity.

Metacognitive Learning - Instructional approaches emphasizing awareness of the cognitive processes that facilitate one's own learning and its application to academic work assignments. Typical metacognitive techniques include systematic rehearsal of steps or conscious selection among strategies for completing a task.
Perceptual Handicap - Difficulty in accurately processing, organizing, and discriminating among visual, auditory, or tactile information. A person with a perceptual handicap may say that "cap/cup" sound the same or that "b" and "d" look the same. However glasses or hearing aids do not necessarily indicate a perceptual handicap.

Prereferral Process - A procedure in which special and regular teachers develop trial strategies to help a student showing difficulty in learning remain in the regular classroom.

Resource Program - A program model in which a student with LD is in a regular classroom for most of each day, but also receives regularly scheduled individual services in a specialized LD resource classroom (RSP).

Self-Advocacy - The development of specific skills and understandings that enable children and adults to explain their specific learning disabilities to others and cope positively with the attitudes of peers, parents, teachers, and employers.

Special Day Class - A program model in which special education students are in a regular classroom for less than half of the school day (SDC)

Specific Language Disability (SLD) - A severe difficulty in some aspect of listening, speaking, reading, writing, or spelling, while skills in other areas are age appropriate. Also called Specific Language Learning Disability (SSLD).

Specific Learning Disability (SLD) - The official term used in federal legislation to refer to difficulty in certain areas of learning, rather than in all areas of learning. Synonymous with learning disabilities.

Subtype Research - A recently developed research method that seeks to identify characteristics that are common to specific groups within the larger population of individuals identified as having learning disabilities.

Transition - Commonly used to refer to the change from secondary school to post secondary programs, work, and independent living typical of young adults. Also used to describe other periods of major change such as from early childhood to school or from more specialized to mainstreamed settings.
Resources

Children with Attention Deficit Disorders (C.H.A.D.D.)
499 N.W. 70th Ave., Suite 308
Plantation, FL 33317
(305) 792-8100

Division for Learning Disabilities
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

National Attention Deficit Disorder Association (ADDA)
P.O. Box 488
West Newbury, MA 01985
(800) 487-2282

National Center for Learning Disabilities (NCLD)
99 Park Avenue, 6th Floor
New York, NY 10016
(212) 687-7211

Orton Dyslexia Society
724 York Road
Baltimore, MD 21204
(800) 222-3123
I have been teaching learning disabled students at the secondary level for the past six years. Through the development and presentation of my master's project I have had the opportunity to evaluate my role as a "resource specialist" and define for myself what that role should entail. Two questions, "who am I a resource for?" and "what am I a specialist in?" guided and prompted me as I sought to assess myself in the context of education.

Traditionally special educators have served as a resource for students. However, as trends in education alter, so must the roles of the teachers. As learning disabled students are increasingly served in the regular education classroom the role of the special educator must expand to become a resource for the regular education teacher as well as the student. In addition, the special education teacher plays an important role in facilitating parent communication and involvement within the educational realm. Serving as a resource to students, teachers, and parents enables the special education teacher to better meet the needs of the students with whom they work.

Admittedly, the term "specialist" is a daunting one. In truth, until after I had completed my master's project, I had not envisioned myself as a "specialist." Through my own research in the areas of learning disabilities and effective teaching strategies I have gained a greater depth of
knowledge and the skills necessary to confidently act as a "resource specialist." Through the presentation of my research project to my faculty, my fellow teachers not only learned new knowledge and skills, they also learned where they can go for assistance.

A resource specialist does not play a single role, they play many: as an advocate, a mentor, a consultant, a teacher, and as a liaison. They advocate, mentor, consult, teach and act as a liaison to students, teachers, administrators, and parents. Resource specialists, like myself, are both a resource and a specialists.