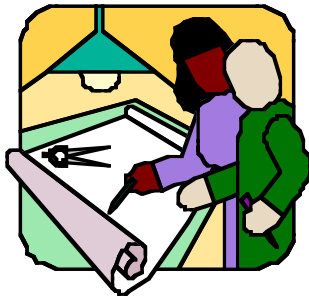


Accommodations and
Modifications for
Students with Disabilities
in Vocational Education and
Adult General Education

Accommodations



Modifications

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Reprinted 2002

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Accommodations and Modifications for Students with Disabilities in Vocational Education and Adult General Education

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2001

Florida Department of Education

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Table of Contents

Chapter 1 Important Information	1
Educational Programs	2
Definitions	4
Legal Basis	5
Eligibility	6
Decisions about Accommodations and Modifications	9
Student Responsibilities	11
Summary	12
Chapter 2 Instructional Strategies	13
Understanding the Needs of Individuals with Disabilities	13
Managing Time and Classroom Activities	14
Teaching Techniques	16
Assessment Practices	22
Summary	23
Chapter 3 Accommodations	25
General Factors	25
Assistive Technology	26
Instruction and Assessment	26
Learning and Work Environment	35
Job Requirements	37
Summary	41
Chapter 4 Modifications	43
Impact of Modifications	43
Modified Occupational Completion Points	44
Summary	46
Chapter 5 Getting Started	47
Start with the Individual	47
Anticipate Students' Needs	48
Plan for Each Activity	49
Collaborate with Others	51
Where to Go from Here	52
Appendices	53
Appendix A—State Board of Education Rules	55
Appendix B—Resources	67
References	75

Chapter 1

Important Information

Educational Programs

Definitions

Legal Basis

Eligibility

Decisions

Student Responsibilities



Many youth and adults with disabilities are enrolled in vocational education and adult general education programs offered in high schools, technical institutes, adult and community education centers, and community colleges. This manual is written to help instructors in these programs understand two important features of services available to students with disabilities: accommodations and modifications.

Simply stated, *accommodations* are changes to the way the student is expected to learn or how he or she is tested. *Modifications* are changes to the outcomes or what the student is expected to learn.

In this manual, you'll learn more about these two words. You'll see many examples of accommodations and learn about the role and impact of modifications. You'll also read about how determinations are made about the students' needs for accommodations and modifications. Finally, you'll learn about the importance of continuous planning and collaboration to prepare students for success.

This chapter provides a brief explanation of the vocational education and adult general education programs available for youth and adult students with disabilities. Definitions are used to clarify the difference between accommodations and modifications. The legal basis, eligibility, and the decision-making process are described.

Educational Programs

Youth and adults with disabilities have access to a wide range of secondary and postsecondary education programs. Many are enrolled in traditional

Important Information

college preparatory programs in high school and go on to a community college or university to earn degrees. Students may choose to pursue a vocational goal that begins in high school and continues in a vocational-technical institution or community college. Adult students with disabilities may also choose to further their education and enhance their optimal functioning by enrolling in an adult general education or a specialized program. Both high school and adult students with disabilities who are enrolled in secondary and postsecondary programs must be provided the accommodations, aids, and services they need.

Vocational Education

Vocational education provides a range of programs for students with and without disabilities. These programs begin with exploratory instruction with courses at the middle school level to give all students exposure to occupations and assist them in preparing their academic and career plans. In high school, practical arts courses are offered to help students develop generic skills that apply to many occupations. High schools also provide job-preparatory instruction to prepare students for effective entry into an occupation. These programs may include work experience, directed study, on-the-job training, and leadership skills. Involvement in a career and technical student organization is an integral part of this instruction.

At the postsecondary level, courses and programs of study enable students to master vocational competencies needed for entry into specific occupations or for advancement within an occupation. Students in both high school and postsecondary levels may be enrolled in a course or a program of study leading to an occupational completion point, a vocational certificate, an applied technology diploma, or an Associate of Science (A.S.) degree. Occupational completion points (OCPs) represent established groups of competencies and skills designed for a specific occupational outcome.

Secondary students with disabilities may enroll in regular vocational education programs, specialized vocational courses for students with disabilities, or exceptional student education (ESE)/vocational courses. The regular job preparatory curriculum may be modified for secondary students with disabilities resulting in an individualized program leading to specific jobs. These curriculum modifications, known as modified occupational completion points (MOCPs) only apply to secondary students with disabilities (including those who are dually enrolled), whether they are pursuing a standard or special diploma. MOCPs may not be used in programs requiring licensure or certification.

Adult General Education

Adult general education programs are comprehensive instructional programs designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English for Speakers of Other Languages, vocational preparatory instruction, and instruction for adults with disabilities. Four of the programs authorized by Florida's Program Plan for Adult Education and Family Literacy are described. Literacy completion points (LCPs) are used to document student improvement and represent a student's attainment of academic and workforce readiness skills, which qualify a student for further basic and/or vocational education and employment.

Adult Basic Education (ABE) includes courses for academic instruction in reading, mathematics, and language, and workplace readiness at a grade level equivalency of 0-8.9. Each course has LCPs corresponding to grade-level equivalencies. The outcomes that must be mastered for the LCP for adult students with disabilities must be specified in the student's Adult Individual Education Plan (AIEP). The components of the AIEP are similar to those of the K-12 Transition Individual Educational Plans (TIEPs).

The Adult High School Credit Program provides courses of study leading to completion of credits and passing of state-mandated assessments necessary to qualify for a standard, adult education, or special diploma. Students who are currently enrolled in a 9-12 high school program may take courses in the Adult High School Credit Program. Completion of LCPs in this program means that the student has mastered competencies to earn .5 credits in an academic discipline. Special needs of students with disabilities are specified in their IEPs, AIEPs, or 504 plans.

The Vocational Preparatory Instruction Program is an adult education program through which individuals acquire academic and workforce readiness skills at a functional literacy level of 6.0-8.9 grade level or higher. This program prepares individuals to pursue a certificate or higher-level career education. LCPs are achieved when a student masters the basic skills requirements for completion of the vocational certificate program in which the student is enrolled.

The General Educational Development (GED) Testing Program is designed to prepare students to take the GED Tests and earn a state of Florida high school diploma. LCPs can be awarded after students have taken instruction and passed any subtest of the official GED Test. Test accommodations are allowed for individuals with disabilities and include flexible scheduling, flexible setting, flexible recording of answers, use of mechanical aids, revised format, and flexible timing.

Definitions

In the past, the term “modifications” was used to describe changes to instruction and assessment as well as changes to educational outcomes. Now, the term “accommodations” refers to changes to the way an individual is expected to learn and work or how he or she is tested. “Modifications” are changes to outcomes or what an individual is expected to learn. Individuals with disabilities frequently require only small changes in the way their work is accomplished or in their instruction or training program. These accommodations can “level the playing field” and remove barriers to successful adult living and employment.

Accommodations

Accommodations involve a wide range of techniques and support systems that help individuals with disabilities work around limitations that result from their disability. Persons who are blind may need to use braille books or books-on-tape. Persons who use wheelchairs may need a ramp or elevator to be able to move independently around the community or in buildings. Individuals who are deaf or hard-of-hearing may need to have a sign language interpreter. Accommodations remove barriers to assure individuals with disabilities the opportunity to fully participate in vocational education and adult general education programs and ultimately complete requirements for a specific occupation, diploma, or certificate.

Accommodations provide access for individuals with disabilities to educational and training programs and to opportunities for successful employment. Expectations and performance standards do not have to be lowered when accommodations are provided. For example, a student who is deaf or hard of hearing may need an interpreter to sign directions for a test. Another student with disabilities may need to be given more time to complete course requirements for a specific occupational training program. Individuals with disabilities often require accommodations in three general areas.

- instruction and assessment
- learning and work environment
- job and task requirements

Chapter 3 describes each of these types of accommodations in more detail and gives specific examples of needs of individuals with disabilities.

Modifications

Modifications are different. They involve changes to program outcomes that relate to the specific content, level of skill, or number of skills required by the program.

Requirements for academic or basic high school courses may not be modified for students with disabilities if the courses are to be used to meet the graduation requirements for a regular (standard) diploma. Rule 6A-6.0312(1) FAC states that “[m]odifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards.” If a student is working toward a special diploma, modified academic courses are acceptable.

Vocational courses are different at the high school level. State Board of Education Rule 6A-6.0312(1) FAC authorizes the use of modifications for vocational education programs. MOCPs may be developed for students in conjunction with their Transition IEP. Each district must develop an approach that meets the needs of their local communities and students. Secondary students, including those who are dually enrolled, may use modified vocational courses to meet requirements of a standard diploma.

Course outcomes and student performance standards may not be modified for students enrolled in postsecondary vocational education or Adult General Education. However, when students are enrolled in Vocational Education for Students with Disabilities, Supported Competitive Employment for Adults with Disabilities, or Adult General Education for Adults with Disabilities, the particular outcomes and student performance standards which the student must master for an LCP or OCP must be documented in the student’s AIEP.

Legal Basis

Over the past 25 years, educational institutions and communities have opened their doors to individuals with disabilities in many ways. To ensure that individuals with disabilities have access to an appropriate educational program and are able to participate fully in all aspects of society, federal and state laws and regulations have been adopted.

- The *Individuals with Disabilities Education Act* (IDEA, 1997) provides a clear mandate for identifying, assessing, and serving all students with disabilities ages 3 - 21. Students who meet eligibility criteria for one or more of the disabilities defined in the act must be provided special education and related services and supplementary aids and program modifications at no cost to the parents or student.
- *Section 504 of the Rehabilitation Act of 1973* guarantees that a person with a disability will not be discriminated against in any program, educational service, or activity receiving federal funds. The educational institution must provide the supplementary aids and services needed by the person with a disability. These rights extend to all students with disabilities as defined by Section 504 and ADA.

Important Information

- The *Americans with Disabilities Act of 1990 (ADA)* reemphasizes the protections of Section 504. ADA also expands the scope of Section 504 to enable individuals with disabilities to participate fully in all aspects of society. This full service act prohibits discrimination in employment and requires reasonable accommodations in hiring practices, access to training and programs, and promotion policies that apply to individuals with disabilities. Auxiliary aids and services, such as interpreters, adapted equipment, and taped texts must be provided when necessary. ADA also addresses the accessibility of services, commercial buildings and operations, and telecommunications.
- Florida's state laws and regulations support the mandates of the federal laws. State Board of Education Rule 6A.6.0312, FAC, Course Modifications, Rule 6A-1.0943, FAC, Statewide Assessment for Students with Disabilities, and Rule 6A-1.0943, FAC, 6A-1.09431 Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities Seeking a Standard High School Diploma, specify allowable accommodations and modifications in public school programs. The Florida Educational Equity Act, section 228.2001, Florida Statutes, and State Board of Education Rules, Chapter 6A-19 prohibit discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in the state system of public education and support equal access to programs. (See appendix A).

Eligibility

The criteria used to determine eligibility for aids and services for an individual with disabilities differs for students in K-12 and adult programs. In K-12 programs, students must meet the eligibility criteria for one or more of the categories specified in State Board of Education rules to be eligible for exceptional student education (ESE) programs under IDEA, 1997 or be determined to have a physical or mental impairment according to the definition in Section 504 and ADA. In postsecondary programs including vocational education and adult general education, students must request accommodations and may be asked to provide supporting documentation of their eligibility under Section 504 and ADA.

Disability Categories under IDEA

A brief description of the categories used in K-12 exceptional student education (ESE) programs funded under IDEA, 1997 in Florida is provided below to clarify terminology and acronyms.

Specific Learning Disabilities (SLD)

By definition, students who have specific learning disabilities have normal intelligence. As a result of their difficulties with psychological or information processing, they may have significant problems in learning basic skills. These students may be quite capable in some academic or skill areas but have significant deficiencies in others.

Mentally Handicapped (MH)

Students who have significant cognitive disabilities are classified as mentally handicapped. They have difficulty learning the necessary skills and behaviors needed for daily living. Students with mild cognitive deficits are classified as educable mentally handicapped (EMH). They are generally able to learn basic academic and employment skills and ultimately will be able to function fairly independently as adults. Students with moderate cognitive deficits are classified as trainable mentally handicapped (TMH). They are generally able to learn basic daily living skills, but will require ongoing support and supervision throughout their lives. Students with severe cognitive deficits are classified as profoundly mentally handicapped (PMH). These students are able to participate in life's activities, but will require extensive assistance and support throughout their lives.

Emotionally Handicapped (EH)

Students with significant behavioral and emotional dysfunction are included in this category. Often these students have normal intelligence, but their lack of self-control or poor mental health inhibits their success in an academic environment. Students who are severely emotionally disturbed (SED) require a comprehensive therapeutic educational program.

Deaf or Hard-of-Hearing (DHH)

Students with substantial hearing impairments are classified as deaf or hard of hearing. These students may require the use of sign language or a total communication system to be able to obtain information that others gain by listening. Individual students may need technology such as real-time captioning, amplifiers, or hearing aids. Students who are deaf or hard-of-hearing often have difficulties with reading, writing, and communication skills that are related to their hearing loss.

Blind or Visually Impaired (VI)

Students who are blind or visually impaired have significant loss in the use of their functional vision. These students may need to use braille, large print, or magnification for reading and writing or learn how to rely on other types of technology or assistance to help them obtain information. Orientation and mobility training is also critical for students with visual impairments so they are able to move and travel independently.

Important Information

Physically Impaired (PI)

Students with physical disabilities or motor impairments may require the use of a wheelchair or walker to get around in school. Some students with motor disabilities require the use of special assistive technology to be able to write and communicate. Students with traumatic brain injury or other chronic or acute health impairments who require special education services are also included in this category.

Speech and Language Impaired (SLI)

Students with speech and language impairments may have problems articulating sounds and words and using fluent speech. Some students have more severe receptive and expressive language disorders. Students with speech and language disorders may have difficulty saying what they mean or understanding what has been said. For some students, these impairments also affect their ability to read and write.

Autistic

Students with autism generally exhibit impaired social interaction skills and impaired communication skills, and they engage in activities, behaviors, and interests that are repetitive, restricted, and stereotyped. In addition, they often experience unusual reactions to sensory stimuli. The majority of students with autism also exhibit significant cognitive disabilities (mental handicaps), although some have normal or above normal intelligence.

Disabilities under Section 504, ADA, and the Florida Education Equity Act

Two federal laws, Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act, ensure the rights of individuals with disabilities regarding access to programs and prohibit discrimination on the basis of the disabling condition. The Florida Education Equity Act supports the provisions of these laws. Some students with disabilities may not meet the eligibility criteria under IDEA but are qualified under Section 504 and ADA. Section 504 and ADA require that all students with disabilities be provided a free, appropriate public education in the least restrictive environment. A person with a disability under Section 504 and ADA is any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

Students may have a disability according to both definitions (IDEA and Section 504 and ADA) but do not require special education. For example, some students who use wheelchairs require only special accommodations under Section 504. The educational institution develops 504 plans for these students. Copies of these plans are maintained for the student. Teachers may obtain information about these plans from the exceptional student

education or student services department, or coordinator for services for students with disabilities.

Like IDEA, Section 504 requires identification, evaluation, provision of appropriate services, notification of parents for students under the age of 18, an individualized accommodation plan, and procedural safeguards. These activities must be performed in accordance with Section 504 regulations, which have some requirements that differ from those of IDEA. The definition of disabilities specified by the Florida Education Equity Act is consistent with the ADA and Section 504.

Any person who has a physical or mental impairment which substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment. Rule 6A-19.001(6) FAC.

Individuals with disabilities include persons with conditions, diseases, and infections, such as orthopedic, visual, speech, and hearing impairments; mental retardation, mental illness, specific learning disabilities; epilepsy, muscular dystrophy, multiple sclerosis; cancer, heart disease; diabetes; and infections with the human immunodeficiency virus (HIV).

Decisions about Accommodations and Modifications

Students with disabilities are eligible for accommodations and modifications. In K-12 programs, a team of professionals, family members, and the student develop an individual educational plan (IEP) or a 504 plan. If you are a teacher who is responsible for teaching a student with disabilities, you may also be a member of the team. Your knowledge of the requirements of your program is very important. The team decides what accommodations or modifications the student needs for his or her educational program and for the state and district testing programs. In elementary and secondary programs, teachers or other school specialists arrange the support services for students.

If adults with disabilities meet the admissions standards of an education program, they must be ensured equal opportunity for participation in the program. This includes program accessibility, use of auxiliary aids and services, and academic accommodations. Adults with disabilities must provide notice of their need for services based on their disability and assist in identifying needed accommodations. The educational institution may request documentation of the disabling condition, including diagnostic test results and professional prescriptions for auxiliary aids. The student must give permission to request confidential records from previous institutions that provide information about the student's learning needs. Adult students must directly notify the disabled student coordinator or 504/ADA

Important Information

coordinator that they have a need for certain accommodations. In addition, the institution may obtain its own professional determination of whether the requested aids or services are necessary.

Ideally, a student's need for accommodations is addressed shortly after admission. The student can be directed to sources of aids and assistance. However, adult students are not required to reveal their disability. They may want to see if they are able to succeed without any special assistance. They may later self-identify and request services.

Adult Individual Education Plans (AIEPs) are required for adult students with disabilities who participate in specialized vocational job preparatory programs, specialized adult general education, or supported employment. AIEPs are also required for adults with disabilities who participate in specially funded programs for adults who do not have work as their goal. Other postsecondary programs incorporate a planning process similar to the IEP for adult students. Whether a formal document, such as an AIEP or 504 plan, exists or not, it's a good idea to discuss the need for accommodations with each student with disabilities. In a private conference with the student, you may discuss the student's personal goals, strengths, and needs for accommodations. Students also need to learn about the particular course or program requirements and the typical methods used for instruction and assessment. Remember that all information about the individual needs of a student with disabilities must remain confidential.

Here are some questions that may be discussed.

1. *What prerequisite skills and background are necessary for this course or program? Which skills are critical for success in this program? In what areas will the student need additional work or support?*
2. *Will specialized or adapted equipment and tools be needed by the student?*
3. *What accommodations have been successful in the past?*
4. *What assistance will the student need to obtain resources and complete assignments?*
5. *How well can the student stay on track and adapt to routines and changes?*
6. *Can the student use the same kind of books, tools, and instructional resources as other students?*
7. *Will the instructional organization and management system in the program require adaptations to support the student's need for structure and limits?*

Decisions about accommodations for an individual student should be based on the following principles:

- Accommodations must be necessary for the student to be able to participate in and benefit from the educational programs, services, and activities.
- Accommodations should be based on documented individual needs.
- Accommodations should not compromise the essential requirements of a course or program.
- Accommodations must not provide the student with an unfair advantage or interfere with the validity of tests. Changes to any standardized test procedure must only include those explicitly allowed in the test manual.

Generally, students with disabilities require the same types of accommodations for both instruction and assessment. For example, if the student needs extended time in the regular classroom to complete assignments and tests, then it is appropriate to use the same type of accommodation for the assessment program. Accommodations allowed on standardized tests or professional exams are governed by the test developers. It's a good idea to find out what accommodations are allowed on certification or licensing exams and assist students to request accommodations if needed.

Student Responsibilities

All students need to be able to stand up for themselves, to express their needs and desires, and to function independently as adults. Students with disabilities, just as their nondisabled peers, need to understand their own strengths and weaknesses and learn how to apply their strengths to their learning and performance on the job. Students with disabilities must become aware of effective coping mechanisms and accommodations that can help them succeed. Most important, they must know when and how to communicate their needs when making decisions and when functioning in the learning or employment environment. These self-advocacy skills are critical for all students.

High school students with disabilities are responsible for participating in their own IEP meetings, beginning the year they turn age 14. The IEP team develops an annual plan that documents the decisions made about the student's progress and need for special education and related services made at the meeting. The right to participate on the team as an adult and act on their own behalf is transferred to students with disabilities who have reached the age of 18.

Adult students have greater responsibilities. They must advocate for their own needs. Some adult students may be reluctant to talk about their learning needs. They may not even be aware that accommodations can be

Important Information

provided in postsecondary programs. Admissions counselors, coordinators of services for students with disabilities, and instructors need to make all students aware of the availability of services for students with disabilities. They must also assure students that personal information will remain confidential.

After admission to the institution, adults are responsible for maintaining their own records that document their disabling condition and allow access to information that is maintained by other agencies.

Summary

Individuals with disabilities are entitled to full participation in all aspects of society, including education and employment. They have the right to reasonable accommodations to assist them to work and learn successfully. Remember that the IEP, AIEP, or 504 plan addresses accommodations or modifications needed by an individual student. You may determine that from time to time, additional accommodations are needed for specific assignments or learning activities. You are encouraged to provide additional accommodations, as long as they fit within the decision-making principles described in this chapter.

Chapter 2

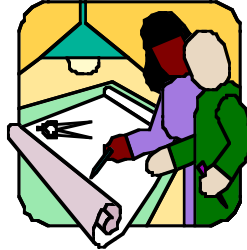
Instructional Strategies

Understanding the Needs of Individuals with Disabilities

Managing Time and Classroom Activities

Teaching Techniques

Assessment Practices



All students in vocational and adult general education programs benefit from the use of effective instructional practices. This chapter describes general techniques and strategies for instruction that have been proven to be effective with diverse groups of learners. Students with disabilities, students with limited English proficiency, and others who need accommodations to ensure their access to educational opportunities can profit from these strategies. While these strategies may be beneficial for students with disabilities, they can not be used as substitutes for the specific accommodations needed by an individual student. These practices are drawn from a broad base of research and investigation.

This chapter also describes assessment practices that are required in vocational and adult general education. Accommodations, alternate assessment procedures, and exemptions are discussed.

After reading this chapter, you may want to examine your own teaching and assessment practices. You may find that you are overlooking some of these techniques. You may also feel there is not enough time to use all of these strategies. However, the opposite is true. When you incorporate these techniques into your daily teaching activities, you will find that more students are able to succeed. You will spend less time reteaching.

Understanding the Needs of Individuals with Disabilities

While much attention is paid to the unique characteristics of students with disabilities, it is also important to remember that students with disabilities have the same basic needs and desires as students without disabilities. They need to be challenged, to be accepted, and to be successful. They do not

Instructional Strategies

wish to be stereotyped or singled out because they have a disability. If teachers have not had much experience with individuals with disabilities, here are some tips from a handbook from the Erwin Technical Center in Hillsborough County Schools.

- Many people feel awkward or uncomfortable when they interact with persons with a disability. The best way to handle these fears is to accept people for who they are and use common sense and courtesy.
- It's a good idea to avoid calling unnecessary attention to disabilities. Some students with disabilities are uncomfortable being identified and labeled as being different. Offer help when asked or when the need seems obvious, but don't insist. Do not promote helplessness. Support the student's use of critical thinking skills and self-initiative.
- Use "person first" language. Avoid saying things like "a learning disabled student." Instead say, "a student with learning disabilities." References to the blind, the deaf, or the retarded are considered to devalue the person and may be offensive.
- Speak directly to someone who is deaf or hard of hearing or visually impaired. Don't shout. Speak clearly.
- Give all students in your classes an opportunity to discuss any special needs privately at the beginning of the term. As the class progresses, monitor their progress, and address concerns individually.

Learning Styles

Many instructors find it helpful to use learning style inventories to identify individual preferences of all students. These inventories can help both instructors and students to understand why certain kinds of learning experiences are more difficult than others. A wide variety of instruments are available commercially. Some have been specifically designed for adolescent and adult learners. In general, the assessments help to identify preferences for sensory input (auditory, visual, and kinesthetic), mode of expression (oral or written), and social and environmental characteristics (alone or in a group, room and workspace design, lighting and sound, time of day, and temperature). Many teachers have found success using instructional practices that address a variety of learning styles. A list of instruments is included in appendix B of this manual.

Managing Time and Classroom Activities

Many teachers feel that having students with disabilities increases their workload. You may worry that you don't have enough time to attend to individual needs and to provide the one-on-one assistance. You will find

that employing the following management techniques can help students assume more responsibility for their own learning.

Routines and Structure

Use regular instructional routines and structure to provide a predictable learning environment and increase independence of students. For example, using consistent beginning and ending procedures helps students know what to expect and how to proceed. Giving students a voice in making class rules and setting up routines can help to increase ownership and cooperation.

Some vocational classes can be run like a business, with a chief executive officer (CEO) and support staff with identified job requirements and descriptions. Students switch leadership positions so they have an opportunity to learn and practice all essential skills.

Individualized Responsibilities and Schedules

Individualized learning enables you to provide challenging activities for advanced learning along with remedial activities. Students can work on their own when class assignments are provided on an individual basis. Students will need to be able to access learning materials and supplies independently. Computer-assisted learning programs may be available to supplement instruction and practice opportunities.

Students will need opportunities for individual feedback and progress reports. You may wish to provide students with a checklist of curriculum framework competencies for the specific occupational program or a list of skills and concepts for an academic course. Students can keep track of their own accomplishments.

Cooperative Learning and Teaming

Allowing students to work in pairs, small groups, or teams is an effective way of managing a class with diverse learners. Buddies can contact each other for support or help to reinforce what has been taught. Volunteers may also be used to provide tutoring or additional practice.

Physical Layout

Flexible use of classroom space helps to provide individuals with quiet areas or special corners for group cooperative learning. Arranging independent work areas so that materials and equipment are readily available can facilitate the flow of instruction and practice activities.

Safety issues are critical in programs where the use of power equipment and tools or chemicals is required. Students must be taught the proper

Instructional Strategies

procedures for the use, maintenance, and storage of these properties. Individual accommodations may be needed for certain tasks. Warning lights may need to be supplemented with auditory or vibrating signals. Poison signs may need to be color coded or provided in braille. Storage areas with clearly marked containers or outlines showing where particular tools should be hung on the wall are easier for students to manage.

Teaching Techniques

You can increase the effectiveness and efficiency of instruction by using the techniques described in this chapter. These descriptions generally follow the categories described by Kaménuí and Carnine in their book, *Effective Teaching Strategies That Accommodate Diverse Learners* (1998). A variety of specific instructional techniques are described for each category. These techniques have been proven to increase the likelihood that all students, including those with disabilities or those who are at risk for failure, will have a more successful learning experience.

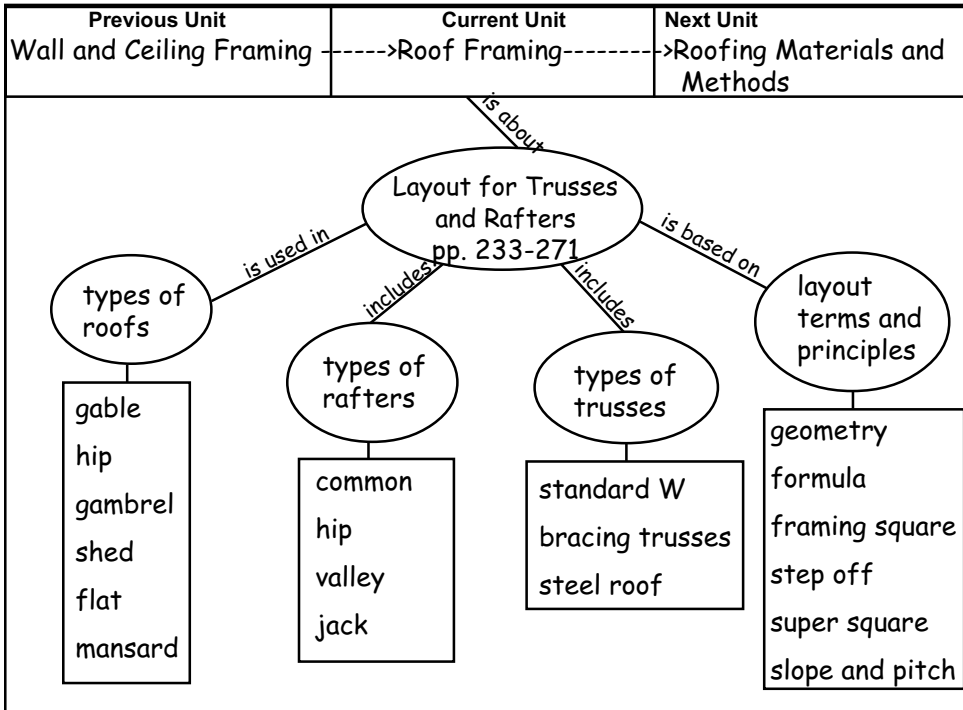
Focus on the Essentials

The terms “key concepts” or “essential skills” are sometimes used by educators to convey the importance of helping students to learn concepts and skills that will generalize and serve as links to future learning. You can use the concept of essential skills to plan instruction more efficiently. Ask, “What must ALL students know or be able to do?”

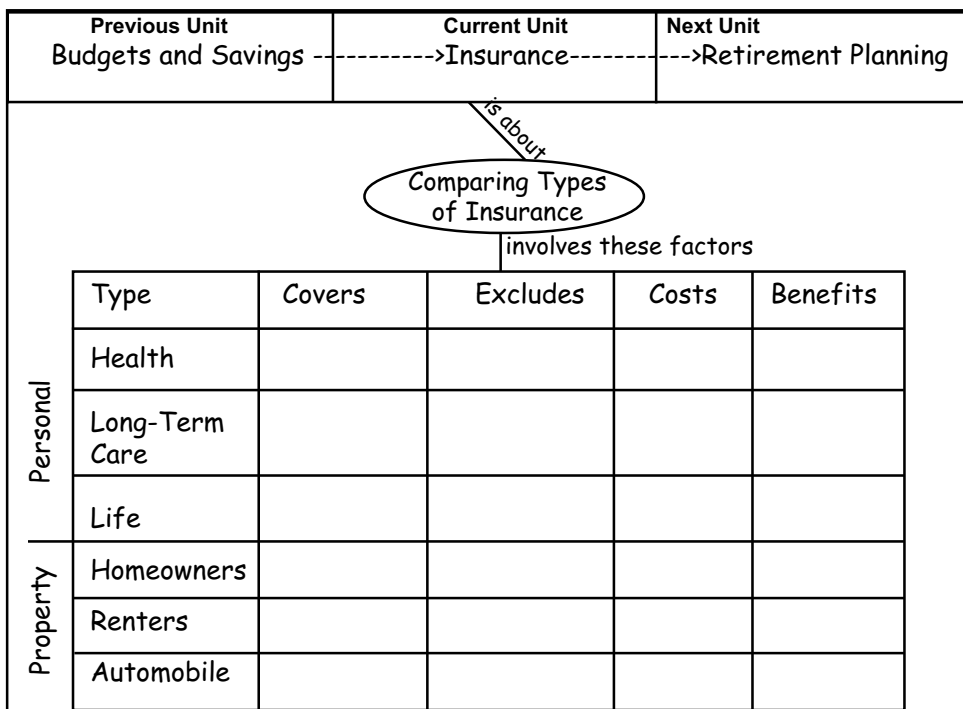
Once you have answered this question, you can plan learning activities that will help all students meet this expectation. In Florida, the Sunshine State Standards (1996) describe what students must learn and be able to do in the K-12 program. Curriculum frameworks with student performance standards are provided for vocational education and adult general education programs.

Focussing on the essentials of learning begins with the planning process used by the teacher. The Center for Research on Learning at the University of Kansas has developed three planning routines that use a combination of graphic organizers and specific implementation strategies (Lenz, 1997). These help secondary teachers lay out the key concepts and critical skills as they plan a whole course (Course Organizer), a unit of instruction (Unit Organizer), or a single lesson (Lesson Organizer). Students use the graphic organizers to guide their learning and monitor their understanding of the instructional content. Examples of Unit Organizers shown on the next page illustrate how this can be used in both vocational education and adult general education programs.

This diagram is part of a unit organizer for learning about trusses and rafters adapted from one used by Diane Roberts from Manatee County.



By laying out the important ideas and critical details graphically, you can help students see how the ideas are connected to each other. Don't forget to label the lines between the ideas to show how the ideas link together.



Instructional Strategies

Instructional Strategies

Use Explicit Strategies

You can also help students learn a new concept or skill more easily by teaching them to follow a set of procedures or steps. The steps should reflect an efficient and effective way to complete a task or apply a concept, much as an expert would do. For example, if you want students to learn how to enter data into an accounting system or how to develop plans for constructing a roof, teach them a set of steps or procedures to follow using vocabulary they can understand. As appropriate, start with a concrete model and demonstrate and describe how each step is accomplished.

When a new concept or procedure is introduced, the steps should be modeled using a think-aloud technique in which you describe the mental processes and physical actions. As students are expected to apply the new learning, the steps can be prompted by using a cue card, a verbal reminder, or job aid.

Some steps and strategies are too broad. Telling students to “brainstorm before writing” does not provide enough guidance. A more useful strategy provides specific direction in determining the purpose of the communication, using different ways to generate ideas, applying techniques for elaboration, and evaluating the writing plan.

You will need to look at your own instructional materials and methods and evaluate the use of explicit steps and strategies. If explicit strategies are included, are they clearly described? Do they have narrow or broad applications? Think of the needs of new students. Would they be able to use the strategies that are included? Would they need more assistance? You may need to modify the instructional materials and add steps and strategies, or you may need to change the ones that are included. Finding strategies that are just right is not an easy task. Try them out with students, and revise them if they don't work.

The Center for Research on Learning at the University of Kansas has developed the Strategic Instruction Model that includes Content Enhancement Routines and Learning Strategies to help teachers and students. Several routines center around the learning of concepts (e.g., Concept Diagram, Concept Comparison, Framing Routine), while others help teachers learn how to make information easier to remember (e.g., First Letter Mnemonic, Recall Enhancement). Students can also be taught strategies to help them with writing assignments (e.g., Sentence Writing, Paragraph Writing, Error Monitoring), reading comprehension (e.g., Paraphrasing, Self-Questioning), and tests (Test Taking). These routines and strategies can work well in both vocational and adult general education programs. Contact your local Florida Diagnostic and Learning Resource System (FDLRS) Associate Center for more information about obtaining training.

Provide Temporary Support

The term “scaffolding” has been used by educators to describe the types of support needed when students are first acquiring new knowledge and skills. In the same way scaffolding is used in the building industry, scaffolding in learning provides temporary structure and support for the learner until the concept or competency is completely mastered. Scaffolding for learning may be provided through verbal prompts and cues, visual highlighting and diagrams, or other types of assistance used by students to begin to build their knowledge and proficiency. Students need support to help them perform until they are able to use the knowledge and skills on their own. The key to the use of scaffolding in teaching is that it is temporary. Prompting and guidance needed at the beginning must be removed if students are to be more independent.

Use a continuum of maximum/minimum to think about scaffolding and support. A maximum amount of support is provided when students are given total physical assistance or completed copies of assignments. For motor skills, this is quite often the case. You might position a student’s arm and guide it through the correct movements for hammering a nail. New computer users may need physical assistance in getting the mouse to move the cursor in the desired direction. Giving the students copies of the lecture notes instead of requiring them to take notes is another example of providing maximum support.

As students gain more proficiency, the amount of support can and should be reduced. Providing outlines for note taking or study guides, identifying the page numbers for the answers to textbook questions, or showing students examples of expected responses are types of minimum support.

Modeling provides minimum support. You may frequently use examples in your instructions to model the expected responses for students. Students can make effective use of a model if they are able to identify the key features or critical processes used to perform the skill or understand the concept exemplified in the model. Modeling can be used, for example, to teach students the steps for calling an employer if they are not coming to work or how to conduct oneself in a job interview.

Here are additional examples of scaffolding techniques:

- Provide starters or incomplete statements and have the students add the rest.
- Give students an outline, diagram, or study guide.
- Use structured patterns or plans to help students learn.
- Use oral reading and embedded questions to help students process material in textbooks.

Instructional Strategies

- Identify page numbers where topics are discussed or answers to questions can be found.
- Use color-coding or underlining to highlight important ideas or key steps.
- Use peer tutoring or cooperative learning to provide support for students.
- Incorporate activities that provide guided practice before expecting students to perform skills or use knowledge independently.

Prime Background Knowledge

The ability to learn new information often depends on how easily and effectively students are able to relate it to what they already know. Helping students to see how the new knowledge or skills fit with what they have previously learned makes it much easier to learn. These techniques can be used to help students make associations with what they already know.

- Use a synonym or antonym to make comparisons.
This is the same as... This is the opposite of...
- Use simple or extended comparisons.
A life cycle is just like the...
- Give symbolic examples to help form a mental image.
The Food Guide Pyramid represents one way to plan what we eat.
- Use a personal example or story to make associations.
I first began to understand the value of savings when...
- Relate the topic to a current or past event that the students already know about.
Public awareness of the need for voting reform in the United States was heightened when the Florida recount delayed the presidential election results in 2000.
- Relate the concept to a fictional story or scenario.
The story of Romeo and Juliet helps us to understand how family conflicts can...

Relating to prior knowledge is sometimes difficult for students. They may have difficulty remembering what they have learned. They may not understand how to connect their new learning with what they already know. If students lack the necessary background knowledge, then you must provide instruction and experiences so that students will have the critical prerequisites.

Review for Fluency and Generalization

The need for review is very critical for students with disabilities. Students need a variety of opportunities to practice what they have learned. Many students may have difficulty generalizing newly acquired knowledge and skills in subsequent classroom situations and in situations outside the classroom. Here are guidelines about the importance of review.

<i>Conduct multiple performance reviews.</i>	Observations and assessments of student competencies must occur all along the way. Students become more aware of what they are doing correctly and what they need to change.
<i>Provide guided and independent practice.</i>	Students must have opportunities for guided and independent practice. Guided practice involves the use of prompts and assistance to help students remember what they are supposed to do.
<i>Work towards mastery.</i>	Be sure to give corrective feedback and reduce the use of prompts or reminders when students are ready to perform independently.
<i>Give meaningful feedback.</i>	Feedback helps students become aware of what they are doing correctly and what needs to be changed. Feedback also helps students learn how to detect and correct their own errors independently.
<i>Practice skills in a variety of contexts.</i>	To help students achieve the necessary fluency and proficiency in use of competencies, opportunities must be provided to promote generalization in different settings as well as maintenance of the desired level of proficiency and fluency. Single exposures are never sufficient.

Important Information

Assessment Practices

The development and monitoring of appropriate vocational education or adult general education programs for individuals with disabilities requires the use of effective assessments. Traditional assessment practices may not be appropriate for individuals with disabilities because of their unique needs. Accommodations are permitted for assessments used in these programs. They may include flexible scheduling, flexible setting, flexible recording of answers, use of mechanical aids, revised format, and flexible timing. In chapter 3, accommodations for testing procedures are discussed further.

Students with disabilities should have every opportunity to discuss their needs for accommodations for testing. Documentation of the need for specific accommodations should be maintained in the student's confidential records and revealed only on a need-to-know basis.

Vocational Education

Curriculum-Based Vocational Assessment (CBVA) is one approach that has been successfully implemented in Florida's high school vocational programs for students with disabilities. CBVA is a process for determining career development and vocational instructional needs of students based on their performance in existing courses and curriculum. CBVA helps to identify the student's skills and preferences and provides information about work-related behaviors, generalized instructional outcomes, and specific skill outcomes. The information gathered through CBVA can be used for evaluation and planning purposes. CBVA data can also be used in conjunction with other assessment information in the development of a Transition IEP for high school students or for individual plans in vocational or adult education programs. CBVA also serves as a performance-based method to assess a student's need for modified occupational completion points (MOCPs) and to document mastery.

Students who are enrolled in a postsecondary vocational certificate program must complete a basic skills examination within the first six weeks after admission. In addition to the adult basic skills assessment instruments listed for Adult General Education, the Computerized Placement Test (CPT) or Multiple Assessment Placement Service (MAPS) (as authorized) may be used. Accommodations for students with disabilities are permitted for these assessments. Alternate assessment instruments may be used if the above testing instruments are not appropriate for an individual adult student.

The basic skills requirement for vocational certificate programs are exit requirements. A student may enter the program before reaching minimum basic skills levels. Students who complete OCPs that are not the highest or last OCP of a program are exempt from meeting the basic skills exit

requirement. Adult students with disabilities may also be exempted from this requirement in accordance with local testing policies.

Some vocational programs require certification and/or licensure examinations to meet state or national regulations for employment (e.g., nursing, cosmetology, real estate). The specific agency responsible for administering the examinations authorizes the provision of reasonable and appropriate accommodations for individuals with documented disabilities who demonstrate a need for an accommodation.

Adult General Education

Every adult student is assessed for placement into the appropriate literacy level according to the requirements of Rule 6A-6.014(4) FAC. Possible assessments include The Adult Measure of Essential Skills (AMES), Tests of Adult Basic Education (TABE)—Complete Battery or Survey, Tests of Adult Basic Education—Work-Related Foundation Skills (TABE-WR), and Wonderlic Basic Skills Tests (WBST). Accommodations for students with disabilities are permitted for these assessments. In addition alternate assessment instruments may be used if the above testing instruments are not appropriate for an individual adult student. Student progress on an LCP is documented by use of criterion and/or norm-referenced tests, checklists or inventories based on the Adult Basic Education (ABE) Curriculum Frameworks, or performance-based portfolios.

When assessing adults with developmental disabilities, other types of instruments must be used. The *Pre-Vocational Assessment and Curriculum Guide* (PACG) has norms for students with severe and profound disabilities. It pinpoints strengths and deficits leading to functioning successfully in sheltered workshops. The summary profile provides a percent of skills or behaviors achieved in comparison to workshop level standards. The *Vocational Assessment and Curriculum Guide* (VACG) has norms for students with moderate mental disabilities. It addresses entry-level expectations for light industrial, janitorial, and other service occupations. The summary profile provides a percent of competitive employment standards. Both the PACG and the VACG curriculum contain objectives that correlate with the assessment.

Summary

Teachers can increase the effectiveness and efficiency of instruction by using the techniques described in this chapter. These techniques have been proven to increase the likelihood that all students can achieve their goals. Using appropriate assessment procedures can help to ensure that the progress of students with disabilities is accurately and adequately documented.

CHAPTER 3

Accommodations

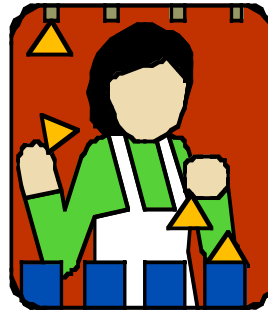
General Factors

Assistive Technology

Instruction and Assessment

Learning and Work Environment

Job Requirements



General Factors

Providing accommodations for individuals with disabilities means that changes may be needed in the way you teach or test. The student may need to use alternate instructional materials or require changes in the learning environment. When you think about accommodations for learning and working, it makes sense to consider these general factors (Deschenes, Ebeling, & Sprague, 1994).

INPUT	Can the individual learn from the same kinds of instruction and materials as his or her peers? <i>If not, how can the individual successfully acquire the information and skills to be learned?</i>
OUTPUT	Can the individual participate in activities and be evaluated in the same ways as his or her peers? <i>If not, how can the individual successfully participate and be assessed?</i>
RATE	Can the individual work and make progress as fast as the rest of the students or workers? Does the individual require the same amount of feedback and practice? <i>If not, how can the schedule and practice opportunities be adapted?</i>
SUPPORT	Can the individual manage independent and teamwork as well as his or her peers? <i>If not, what kinds of adjustments are needed?</i>

Accommodations

Assistive Technology

Implementing accommodations involves anticipating problems students with disabilities may have with instruction or assessment activities. Students may need to use some type of assistive technology to overcome or mitigate the effects of their disability. Assistive technology encompasses a wide range of tools and techniques. Some low-tech tools include pencil and tool grips, color-coding, or picture diagrams. High-tech tools include electronically operated equipment such as a talking calculator, computer with word prediction software, or variable speech control tape recorder for playing back audio-taped material. The need for specific types of assistive technology is determined through an evaluation process. In K-12 programs, this is addressed in the IEP. Specially trained personnel are available in the school district, FDLRS Associate Centers, and the Assistive Technology Educational Network (ATEN). In postsecondary programs, the student may assist in identifying needed technology with help from the institution. The Florida Alliance for Assistive Technology and Services (FAAST) is a private, not-for-profit corporation that provides a statewide system of technology-related assistance for individuals of all ages. There are many ideas for using assistive technology included in the examples of accommodations in this chapter.

It is important to remember that accommodations and use of assistive technology only change the way the student practices or demonstrates what has been learned. The expectations and criteria for evaluation of the final product or performance should be similar to what is used to evaluate the performance of individuals without disabilities.

Instruction and Assessment

The first step when considering accommodations for a student with disabilities is to think of how the student will be expected to learn and demonstrate new knowledge and skills. Frequently, small changes in the way instruction is delivered can have a powerful impact on student learning.

Suggestions for accommodations in specific areas of instruction and assessment are found on the following pages:

- reading (p. 27)
- listening (p. 28)
- writing (p. 29)
- mathematics (p. 30)
- completing assignments (p. 31)
- taking tests (p. 32-33)

Reading



Many students with disabilities do not read well. Some may still struggle with word identification or reading comprehension. Others may be able to understand information when they listen to it but cannot read materials required for class assignments. Some students have difficulty deciding what is important to remember in passages or textbooks they are reading. Students with sensory impairments have special needs related to reading.

Students who have reading disabilities may need

- √ books-on-tape or someone to make a recording or read the text aloud
- √ a card or frame to focus on the words and block out parts of the text
- √ assistive devices that translate text to speech—reading pen, Kurzweil reader, scanner with character recognition software
- √ videotapes or movies that present the same information
- √ interactive CDs or computer-assisted training with auditory and visual cues rather than written descriptions

Students who have difficulties understanding important ideas may need

- √ sticky notes or highlighter to mark key points in the textbook or manual
- √ a list of important vocabulary with definitions
- √ a demonstration of tools and procedures
- √ a study guide to follow for independent reading
- √ complex information divided into chunks or sections
- √ hands-on activities, visual aids, pictures, or diagrams to provide alternate ways of learning abstract concepts or complex information

Students who are blind or visually impaired may need

- √ books-on-tape or large-print versions of text
- √ speaking computers with books on disk
- √ books and instructional materials in braille
- √ class handouts and materials in an embossed format
- √ a special tilt-top desk or book stand to hold materials for easier reading
- √ specialized equipment—optical enhancer, magnifier, tape recorder

Accommodations



Listening

In many classrooms, teachers present instruction by lecturing or by facilitating discussion among students. Some students with disabilities may need accommodations due to difficulties with maintaining attention, following ideas, and interpreting information presented orally.

Students who have difficulty listening may need

- √ new vocabulary introduced prior to a lesson, a glossary of terms
- √ overviews of lesson or advance organizers
- √ material presented in a logical manner and with explicit cues to shift from one aspect to the next
- √ information broken down into steps or key components
- √ important ideas written on the board or overhead transparencies with different colors for emphasis or coding
- √ active involvement with the content through discussion, small group interaction, or problem solving activities
- √ repetition and summarization of important points, particularly at the conclusion of the lecture or discussion
- √ structured organizers for notetaking, such as a copy of overheads, outline of lecture, or graphic organizer
- √ copies of notes taken by other students in the class
- √ permission to tape record class lectures and discussions
- √ time to meet with the instructor after class for clarification

Students who are blind or visually impaired may need

- √ descriptions of demonstrations
- √ real-life examples and concrete materials
- √ permission to tape record the class lectures and discussions
- √ copies of class notes taken by other students in the class

Students who are deaf or hard of hearing may need

- √ messages conveyed through natural speech and nonverbal communications
- √ visual information (words, charts, graphics) and repetition
- √ a sign language interpreter or notetaker
- √ amplification or FM system

Writing

Some students need assistance with the small muscle coordination and control needed for handwriting. Others need accommodations in finding words, forming sentences, organizing thoughts, and using the standard conventions of grammar and spelling because they have expressive language disorders. When making decisions about accommodations for problems with writing, it is important to consider the causes of the problem.



Students with handwriting difficulties may need

- ✓ adaptive devices—pencil grips or special pen or pencil holders, erasable pens, or special paper with raised or color-coded line indicators
- ✓ worksheets and tests with ample space for writing answers
- ✓ two copies of a worksheet or test—one to work on as a draft and one to use as a final copy
- ✓ graph paper for writing to help align the numbers in computation problems or organize information
- ✓ access to word-processor or typewriter to prepare written assignments
- ✓ an assistant or classmate who will write down what the student dictates

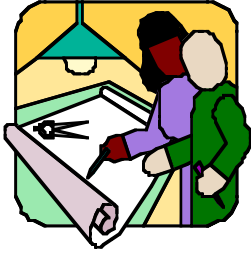
Students with expressive language difficulties may need

- ✓ a thesaurus to find words to write or say
- ✓ special word processing software that anticipates what the student is trying to write
- ✓ a structured outline or graphic organizer to plan written assignments or presentations
- ✓ permission to use demonstrations or video-recorded responses to classroom assignments

Students with grammar and spelling difficulties may need

- ✓ a spelling dictionary or electronic spelling aid with speech capabilities
- ✓ peer editing or teacher assistance in the revision process
- ✓ content and mechanics graded separately in assignments requiring written expression
- ✓ a chance to correct identified spelling and grammar errors

Mathematics



Some students with disabilities have problems with mathematical concepts and processes. They may use poor procedural skills and continue to rely on immature strategies, like counting on their fingers. Poor memory capabilities may result in problems retrieving basic facts. Many students with math disabilities also have reading disabilities and have trouble with instruction or problems presented in written form.

Students with difficulties in mathematics may need

- √ concrete materials and manipulatives or computer-based models to understand abstract math concepts
- √ calculator for computation tasks
- √ talking calculators or on-screen computer calculators
- √ flowcharts to plan strategies for problem solving
- √ assistance with specialized vocabulary and mathematical symbols
- √ additional examples and explanations
- √ use of graph paper or color coding to organize answers to math problems
- √ review within a day or two of the initial learning of difficult skills and supervised practice to prevent misconceptions
- √ practice of subskills explicitly related to the performance of the whole task and what the student has already learned
- √ additional independent practice until fluent responses are possible

Students who are blind or visually impaired may need

- √ special media, assistive technology, and materials

The American Printing House for the Blind Inc. [<http://sun1.aph.org>] provides the following at a nominal cost:

- Geometry Tactile Graphics Kit—raised-line drawings which depict concepts, figures, and relationships in geometry
- Graph Sheets —bold-line and embossed-line graph sheets.
- Abacuses
- Measurement Aids —braille rulers, glue-down rulers, flexible rulers, etc.
- Tactile Graphics Starter Kit

Completing Assignments

Completing assignments requires an array of skills and capabilities. Individuals must be able to follow directions, obtain resources, sustain effort, and monitor effectiveness.



Individuals with disabilities may have difficulty following instructions because they may not be able to understand the directions or are not be able to read fast enough. Some students may not be able to identify the critical behaviors when viewing a model or demonstration. Some individuals with disabilities have trouble sustaining the physical and mental effort needed to complete assignments. This may be because they work very slowly and run out of time. They may not be able to anticipate needed resources and materials. Students sometimes are reluctant to ask for help or they may lose interest and refuse to continue.

Students who have difficulty following directions may need

- √ an agenda or outline of the assignments for each day
- √ oral directions combined with pictures, words, or diagrams
- √ a description of critical features when watching a demonstration
- √ directions that are repeated or simplified
- √ step-by-step instructions with the steps outlined in writing or shown in picture sequences
- √ assistance from another student
- √ a description of expected behaviors or the criteria (rubric) to be used for evaluation

Students who have difficulty initiating and sustaining effort may need

- √ assignments divided into parts with corresponding due dates
- √ an individual responsibility checklist with checkpoints along the way
- √ a reward system to motivate assignment completion—let the student engage in an activity of choice following the completion of a required assignment
- √ access to learning resources and instructional materials outside of class
- √ flexible scheduling practices
- √ additional time for assignments and assessments
- √ assignments given ahead of time so the student can get started early

Taking Tests



In general, students with disabilities need the same types of accommodations for instruction and assessment. If a student needs extended time to complete assignments, he or she may also need extended time for classroom assessments.

Accommodations provided for standardized tests must be consistent with what is specified in the test manuals. This applies to tests such as the Florida Comprehensive Assessment Test (FCAT) for high school students or tests such as the Tests of Adult Basic Education (TABE) used to meet the

basic skills assessment requirement for students in postsecondary vocational and adult general education programs. Assessments such as the Tests of General Educational Development (GED) also allow accommodations for individuals with disabilities. The student must provide documentation of the need for such accommodations prior to test administration.

Alternate testing techniques may be needed to provide the opportunity for students with disabilities to demonstrate mastery of knowledge and skills without being unfairly restricted by their disability.

Students who have difficulty with reading may need

- √ test items read aloud or on audiotape, except for tests of reading skills
- √ repetition or paraphrasing of the directions during the test
- √ important words in the directions underlined or highlighted

Students who have difficulty with writing may need

- √ increased space allowed for test answers
- √ permission to dictate or tape record answers on a test
- √ a typewriter or word processor to write answers to the test items
- √ permission to write on the test itself instead of an answer sheet
- √ webs, diagrams, or charts and outlines to plan and respond to open-ended or essay questions
- √ alternate evaluations of knowledge and skills using products or demonstrations

Taking Tests, continued

Students who have difficulty within the required time or schedule may need

- √ additional time to complete tests
- √ the test separated into small sections and taken over a period of days
- √ breaks during the test period

Students who have difficulty working in large groups may need

- √ administration of the test individually or in a small group
- √ an enclosed study carrel to take the test

Students who have difficulty with specific types of test procedures may need

- √ extra examples for practice
- √ elimination of one of the choices in multiple-choice items
- √ fewer questions that measure all required content and skills
- √ grading of the student's response separately for content and mechanics
- √ open book tests unless memorization of content is required
- √ permission to use references such as a spelling dictionary
- √ a calculator to recheck or complete computations
- √ partial credit for answers that are partly correct

Students who are blind or visually impaired may need

- √ copies of the test on audiotape, in braille, or in large print format
- √ assistive technology for magnification
- √ use of a braille writer

Students who are deaf or hard of hearing may need

- √ assistive technology for amplification
- √ a sign language interpreter for oral directions or test items

Test Preparation

Many students feel anxious when they are being tested. Sometimes students worry about the score and its impact on their grade or passing the course. Students with disabilities need to learn how to take specific types of tests and how to deal with any special circumstances in the testing procedures that may be different from working on classroom assignments. Often students may be able to get help from the teacher or peer when working on a classroom assignment but are not allowed to ask for help when taking a test. Preparing students for tests can alleviate their anxiety. After testing is over, make sure students review how they did and identify any problem areas that need to be addressed.

To help students prepare for tests, teachers may need to provide

- √ instruction in test-taking skills—practice tests can help students learn some of the strategies effective test-takers use
- √ practice with the testing format—use sample questions and explain the scoring rubric or procedures
- √ study guides and review of the knowledge and skills to be tested
- √ lists of competencies for each instructional goal, such as occupational completion points or literacy completion points—have students check off and date as they accomplish a competency

To provide constructive feedback to students after tests, teachers may need to provide

- √ a review of corrected tests
- √ additional instruction on areas of need identified on the test
- √ assistance to help students evaluate their own performance on the test by asking themselves these questions:
 - *Did I study the right things?*
 - *Did I make use of clues in the test?*
 - *Did I survey the test and plan my response?*
 - *Did I use the time allowed effectively?*
 - *Did I answer the questions I knew first?*
 - *Did I correct mistakes?*
 - *Did I have to guess?*

Learning and Work Environment

Accommodations may be needed that involve changes to the physical features or organization of the school or classroom to assist students with disabilities. Changes to the learning environment may include alterations to the physical setting, grouping arrangements, or behavioral expectations and classroom management procedures.



Behavior Management

All students need clear rules and consistent enforcement in the classroom. Some individuals with disabilities need accommodations to assist them with controlling their own behavior. Individuals who have difficulty managing their own behavior may need positive behavioral supports. The use of predictable routines for daily activities is generally very helpful to such students. Special behavioral plans or counseling services might be needed for some students with disabilities. Accommodations for grouping arrangements may be needed for students who require increased personal attention and support from school personnel. Students may require additional assistance and guidance on tasks through small group instruction or tutoring.

Students who cannot work in groups may need

- √ an assistant who can help the student maintain attention and understanding
- √ a specific role and responsibility when working in a group

Students who are easily distracted or who have difficulty controlling their own behavior may need

- √ a copy of rules and expectations
- √ positive reinforcement for following class rules
- √ a hierarchy of consequences for rule infractions
- √ a person who can help the student when the teacher is unavailable
- √ a quiet area where the student may go when necessary
- √ a seat away from distractions such as windows, air vents, doors, resource areas, and other individuals who may disrupt the student
- √ a quiet place to complete independent work
- √ tasks that can be completed in short periods of time
- √ legitimate opportunities to get up and move

Accommodations

Physical Facilities

Accommodations may be needed that involve changes to the physical features of the school or workplace to assist individuals with disabilities. When an off-campus site is selected, it is important that students with disabilities be provided the opportunity for activities with nondisabled people.

An accessible or barrier-free environment is necessary to enhance the mobility of students with disabilities. Many buildings are well-equipped with nonslip surfaces, guide rails, ramps, elevators, and automatic doors for students who have difficulty getting around. Accessibility standards are included in the Americans with Disabilities Act (ADA) mentioned in the first chapter of this manual. The standards describe requirements for elements such as parking and exterior routes, entries into buildings and rooms, alarms, telephones, drinking fountains, and restrooms.

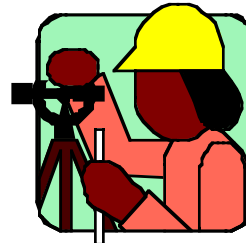
Some accommodations may be needed for individual students. Special lighting and tilt-top desks may be needed by students who are blind or visually impaired. Students who use wheelchairs may need to have raised desks or countertops. Students who are deaf or hard of hearing may need classrooms that have special acoustical treatments. Students with autism may need specialized visual supports, such as picture symbols or clear visual and physical boundaries, to help them make sense of their environment.

If a student with disabilities who needs these types of accommodations which are not readily available in the school, teachers must advocate for this student. The program may need to be moved to an accessible location. Have a meeting with the appropriate administrator to see what can be done. Teachers can also contact school staff for information and assistance.



Job Requirements

Job accommodations must be defined on an individual basis. Some accommodations involve simple adaptations, while others require more sophisticated equipment or adjustments to physical facilities. The instructor and employer will need to analyze job tasks, basic qualifications and skills needed to perform the tasks, and the kinds of adjustments that can be made to ensure that performance standards will be met.



A dynamic source of information is the Job Accommodations Network (JAN) at the University of West Virginia. The information provided in this section of the manual is adapted from materials available from JAN. This network is funded by the federal government to assist individuals throughout the country. Teachers can contact the network for assistance by calling 1-800-526-7234 or on the web <http://www.jan.wvu.edu>.

Job Accommodations Come in Groups of One*

Problem: A receptionist who is blind can't see the lights on the phone console.

Solution: The employer provided a light probe that detects a lighted button.

Problem: A grill cook can only recognize the first letter of words and can't read orders.

Solution: The condiment bins were coded with the first letter of the item and he was taught to recognize three key words, "only," "none," and "plain" using flash cards.

*Adapted from JAN

Job and Task Analysis

The first place to begin is to conduct a job and task analysis. Through this process, the purpose, essential tasks and functions, job setting, and worker qualifications are carefully analyzed. A job and task analysis describes the job, not the person.

Once the job and task analysis is complete, the instructor or potential employer can then identify ways to accommodate the needs of the individual with disabilities. Naturally, it doesn't end there. Ongoing monitoring and follow-up are necessary to evaluate the effectiveness of the accommodations and to determine if additional changes are required.

JOB AND TASK ANALYSIS*

Job Title: _____ Department: _____

General Description:

PURPOSE

- 1) What is the purpose of the job? How does it contribute to the overall objectives of the work unit?

TASKS AND FUNCTIONS

- 1) What activities or tasks actually constitute the job? Is each necessary?
- 2) What is the relationship between each activity or task? Is there a special sequence?
- 3) What capabilities does each activity or task require (e.g., standing, writing, talking, analyzing, etc.)?
- 4) Can other employees perform the same job functions?
- 5) How much time is spent on each function? How frequently are tasks performed?
- 6) What happens if a task is not completed on time?
- 7) Can the job be altered by removing or reassigning one or more of the tasks?

SETTING

- 1) Where are the essential functions of the job carried out?
- 2) How is the work organized for safety and efficiency? How do employees get equipment and supplies?
- 3) What movement is required to accomplish the functions of the job?
- 4) What are physical (temperature, indoor/outdoor, etc.) and social (alone, with others, supervision, deadlines, etc.) conditions of the job?

WORKER QUALIFICATIONS

- 1) What are the physical requirements (driving, lifting, cleaning)?
- 2) What general skills are required (reading, writing, typing, customer relations etc.)?
- 3) What specific training is necessary? Can it be obtained on the job?
- 4) What experience can replace or substitute for training requirements?

* Questions adapted from Job and Task Analysis, JAN.

The following examples of accommodations are taken from the Searchable Online Accommodation Resource (SOAR), a database available on the JAN website. You will notice that many of the job accommodations listed here may be useful for academic activities and were also included in previous sections.

Workers with reading difficulties may need

- √ locator dots to assist with identification of letters/numbers on keyboard
- √ voice output software that highlights and reads text on the computer screen
- √ an electronic reading pen
- √ tape recorded directives, instructions, and messages
- √ color-coded or highlighted manuals, outlines, and maps
- √ written materials in type or print—do not use cursive or italicized writing

Workers with writing difficulties may need

- √ speech recognition software that changes the user's voice to text on screen
- √ word processing software with spelling and grammar check
- √ form-producing software
- √ a copy holder with a line guide to help keep place

Workers with mathematics difficulties may need

- √ calculators, including those with specialized functions
- √ large screen displays for calculators and adding machines
- √ computer-assisted drawing (CAD) software for engineering

Workers with time management and organization difficulties may need

- √ labeling, color coding, checklists, flowcharts, or pictures to prioritize, sequence, and initiate tasks
- √ memory aids, checklists, prompts, or timers/watches
- √ directions and training given verbally, in writing, or by diagrams
- √ private work areas or panels that reduce audible and visual distractions
- √ watches and timers with prompts
- √ permission to listen to music or environmental sound machine

Accommodations

Workers who have difficulty completing projects and meeting deadlines may need

- √ daily to-do list
- √ calendars to mark meetings and deadlines
- √ personal digital assistants or electronic organizers
- √ tasks divided into smaller tasks and steps

Workers who have difficulty communicating with customers may need

- √ counseling or training on social skills
- √ models of appropriate communication
- √ mentor or job coaches

Workers who have difficulty communicating with supervisors may need

- √ communication on a one-to-one basis or through e-mail
- √ mediation and employee assistance
- √ regular meetings to discuss workplace issues and productivity

Workers who have fine motor limitations may need

- √ page turners and book holders
- √ grip aids or reachers
- √ filing modifications such as modified trays, lazy susan carousels, automated systems
- √ alternative telephone access (speaker phone, automated dialing)
- √ ergonomic workstation design, adjustable keyboard trays, glare guards, monitor risers, foot rests, adjustable chairs and workstations, antifatigue matting
- √ alternative input devices, ergonomic keyboards, one-handed keyboards, miniature keyboards

Workers who have difficulty maintaining stamina or working at full productivity may need

- √ self-paced work load, flexible hours
- √ longer or more frequent work breaks
- √ job sharing
- √ backup coverage for breaks

Workers may require personal assistant services for

- √ transportation
- √ sign language interpreting
- √ reader for the blind
- √ job coaching or supervision

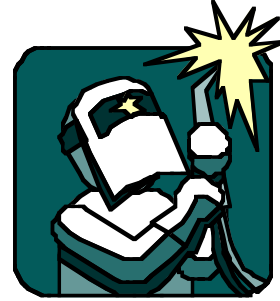
Summary

The accommodations described in this chapter are intended to help you identify ways to support the achievement of all students in your program, including those with disabilities. The value of any accommodation can be measured in terms of its impact on the performance and attitude of the student with disabilities in the classroom.

Accommodations

Chapter 4

Modifications



Impact of Modifications

Modified Occupational Completion Points

Modifications to the expectations or outcomes of the curriculum may be necessary for a student with disabilities. Three types of modifications may be used: 1) modified program or course requirements, 2) concepts or skills significantly below the targeted grade level, or 3) alternate curriculum goals. Modifications to curriculum outcomes should be considered only after all appropriate accommodations have been tried.

Impact of Modifications

When considering modifications, it is important to evaluate the long-range impact of changing expectations. Students with disabilities who are not challenged to reach the same level of achievement as their nondisabled peers may not be able to earn a standard diploma in high school or a certificate or degree from a postsecondary institution. They may also limit the types of careers and occupations in which they can find work.

Secondary Programs

In high school programs, academic or basic course requirements may not be modified if that course is required for a standard diploma. Requirements for a standard diploma include passing a set of regular education courses, having a “C” average, and passing the state’s graduation test. If the student is not working toward a standard diploma and the IEP team determines that the student will benefit from participating in the regular course, then requirements may be modified on an individual basis. A modified basic course will not meet graduation requirements for a standard diploma.

If a high school student with disabilities requires significant modifications in the curriculum, a special diploma may be a good choice. For a special diploma, the local school district specifies the required courses. Students must master the Sunshine State Standards for Special Diploma and may use modified courses to meet special diploma requirements.

Modifications

Postsecondary Programs

In general, requirements in postsecondary programs can not be modified. Districts and community colleges may vary up to ten percent of the intended outcomes for the frameworks for job preparatory programs, although this does not apply to frameworks requiring federal or state licensure or certification. Adult education program course standards may also vary up to ten percent of the intended outcomes. These changes, however, apply for all students, not just students with disabilities.

As described in the first chapter in this manual, there are a variety of programs for adults designed to address their learning needs. In specialized programs for adults with disabilities, student performance standards are selected on an individual basis for the customized program. Through the AIEP, the student's individual needs are identified and individualized goals and objectives are determined.

Modified Occupational Completion Points

Vocational programs are different at the high school level. The requirements may be modified as long as they are aimed at fulfilling the specific job preparation requirements selected by the individual student. Teams may modify the curriculum and identify a completion point that falls between established completion points (modified OCP). Modified occupational completion points (MOCPs) are selected sets of student performance standards within a vocational job preparatory program. These selected standards will enable the student to develop marketable skills leading to competitive employment.

Secondary students with disabilities, including those who are dually enrolled, who are pursuing a standard or special diploma are eligible for MOCPs. MOCPs for a student must be determined on an individual basis through the Transition IEP and reflected in the student's postschool outcome statement. The particular outcomes and student performance standards for the student must be specified on an individual basis and maintained in the student's file. MOCPs provide an opportunity to match the interests, abilities, and special needs of the student to a job in the community.

Districts have the option of developing MOCPs. Vocational and exceptional student educators must first establish a commitment of the district administration to implement MOCPs. They must develop district policy, procedures, and technical assistance materials related to the specific needs of students and the local community. District job charts/competency lists are also developed by a team with representation from vocational education, exceptional student education (ESE), business/industry, guidance, and vocational rehabilitation, as well as vocation evaluators, parents, and others to

reflect local job market needs. Licensure/certification vocational programs such as cosmetology, licensed practical nursing, and child care do not allow modified occupational completion points.

Samples of locally developed MOCPs can be found in publications listed under the topic, Vocational Education, in appendix B, Resources, and on the Florida Department of Education, Division of Workforce Development website at <http://www.firn.edu/doe/workforce/>.

Planning for Individual Students

Deciding whether to modify the content of a student’s vocational job preparatory program must be based on a review of the student’s strengths, experiences, and needs. Review vocational evaluation information including academic levels as well as student progress in prevocational experiences, exploratory courses, practical arts courses, and work experiences. If prior vocational experiences are limited for students, give them opportunities to experience several training programs. Short-term career shadowing may be used, or students may experience a sample of assignments and activities in different areas of training within each program. The student’s program should be selected based on the results of the evaluations. Accommodations such as extended time, alternate instructional strategies, or other options should be explored before identifying MOCPs on the Transition IEP.

The decision to use MOCPs is usually made after the student is enrolled, based on evaluation of progress. The initial Transition IEP meeting may address generic competencies. The decision to use MOCPs may enable the student to participate in a regular vocational course rather than in a specialized course. When MOCPs are considered, it is important to obtain the expertise of vocational instructors.

A list of specific student performance standards to be mastered by the student each year should be developed, along with a plan for evaluating and documenting student progress. Documentation may include performance standards checklists, progress charts, district checklist, and Curriculum-Based Vocational Assessment (CBVA) rating forms.

Reporting

Students with disabilities may be reported as a “completer” of an OCP or MOCP. Students who demonstrate mastery of all of the intended outcomes and student performance standards identified in the curriculum frameworks for a particular OCP may be reported as a completer of that OCP. Students who demonstrate mastery of all of the intended outcomes and student performance standards identified through the Transition IEP process for that student’s MOCP may be reported as a completer of that MOCP.

Modifications

The district determines the type of certificate of vocational completion that is issued to students with disabilities who complete MOCs. You may find that completed CBVA rating forms are very useful in communicating an individual student's skills to a prospective employer.

Summary

Modifications in curriculum content or outcomes may be provided for students with disabilities. In high school programs, modifications to academic or core courses generally are associated with special diploma programs. Modifications to secondary vocational programs known as MOCs, can be made to regular vocational classes. In adult programs, modifications to program requirements are generally not allowed. Reasonable course substitutions may also be allowed. However, adults are also able to enroll in other types of programs, including specialized programs for adults with disabilities.

Chapter 5

Getting Started

Start with the Individual

Anticipate Students' Needs

Plan for Each Activity

Collaborate with Others



Providing accommodations and modifications for individuals with disabilities is not as complicated as it may seem. Once you become aware of the decisions about the individual's specific needs, you will make sure that these services are provided. You will also want to evaluate whether or not the accommodations and modifications are making a difference for the student.

Start with the Individual

For every K-12 student with disabilities, an IEP or "504 plan" includes a description of accommodations and modifications needed by the student. This is generally written on the pages of the IEP that describe the services needed by the student. The accommodations may be listed separately, or they may be included in statements describing program or course modifications, supplementary aids and services, and test accommodations. All teachers who have responsibility for educating the student can get a copy of the IEP and use the information to guide their plans. Forms used for IEPs in individual school districts vary in the way the information is documented.

Postsecondary and adult students with disabilities who request accommodations can be assisted through personnel from student services or the disabled student coordinator. Obtaining assistance does not follow the formal IEP process required for high school students. However accommodations requested by the student must be provided. An AIEP, a career plan, a 504 or accommodations plan, or a list of needed accommodations may document the student's needs.

The sample IEP for a high school student on the next page shows how accommodations are noted. Suzanne requires special education services to learn how to use organizational strategies, to learn how to control her own behavior, and to learn how to edit and revise written material. The accommodations are listed on the IEP.

Getting Started

Student Name Suzanne ID # 205-78-3498 Date 9/9/-- Page 5 of 6

EXCEPTIONAL STUDENT EDUCATION

Services and modifications relate to assisting the student to advance appropriately toward attaining annual goals, to be involved in and progress in the general curriculum, and to be educated and participate with other students with a disability and nondisabled students in activities.

**PROGRAM ACCOMMODATIONS/
SUPPORTS FOR SCHOOL PERSONNEL**

Dates: Initiation Duration Frequency Location

<i>Consultation with vocational teacher</i>	<i>9/9/--</i>	<i>9/8/--</i>	<i>monthly</i>	<i>vo-tech school</i>
<i>Repeated clarification of instructions</i>	<i>9/9/--</i>	<i>9/8/--</i>	<i>daily</i>	<i>vo-tech school</i>
<i>Assignments and tests presented orally</i>	<i>9/9/--</i>	<i>9/8/--</i>	<i>daily</i>	<i>vo-tech school</i>

SUPPLEMENTARY AIDS AND SERVICES

Dates: Initiation Duration Frequency Location

<i>Text-to-speech software</i>	<i>9/9/--</i>	<i>9/8/--</i>	<i>daily</i>	<i>vo-tech school</i>
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STATE AND DISTRICTWIDE ASSESSMENT MODIFICATIONS

Participation in state and districtwide assessment program(s) Yes ___ No ___ NA

If yes, describe needed modifications for each tests presented orally, except test of reading

The sample on this page is adapted from *Developing Quality Individual Educational Plans*, (2000) from the Florida Department of Education.

Anticipate Students' Needs

Once you have read the IEP, student record, or interviewed the student, you can use the information when you are planning instruction for your classroom. If more than one student with disabilities is enrolled in the same class, it is a good idea to make a chart for your plan book with the names of students and their accommodations. This will serve as an easy reference as you write weekly plans.

When planning individual lessons, projects, or large units of instruction, think about what students are expected to learn and what kinds of activities will be used. You also plan the types of tests or performance assessments to be used to measure student progress. As you make these decisions, you can check the accommodations chart to see what students will need to be

successful. It makes sense to write a note in your plans so you will have sufficient time to gather or prepare any special materials or equipment. If Suzanne, Tiffany, and Zeke were enrolled in a class, the teacher would need to make them a copy of any notes for the class, obtain the taped materials or arrange to have them recorded, and get the class handouts formatted in braille. The ESE or student services department should be able to provide assistance in these areas.

STUDENTS	ACCOMMODATIONS
Suzanne	Consultation-ESE staff and vocational instructors Oral presentation of assignments and tests Instructional materials on tape
Tiffany	Textbooks and class materials in braille and on tape Use talking calculator, Braille and Speak, tape recorder, and braillewriter Collaborative planning Assistance with instructional activities
Zeke	Copies of class notes, extra time to complete assignments

Plan for Each Activity

When planning instruction for students, you will need to consider the specific kinds of accommodations that will be needed. If you have already located alternate materials or equipment, you may only need to prepare study guides or cue cards. Many accommodations take no preparation at all. They only require that you remember to provide the prompts or assistance needed by the student.

Don't forget that many of the accommodations suggested in this manual may benefit other students in your class. Here's some help. As you look at the competencies and activities, ask the following questions:

- *How will instruction be delivered?*
- *What materials will students be expected to use?*
- *What kinds of activities will be used?*
- *What kinds of practice will students have?*
- *How will the students be assessed?*
- *What kind of learning environment will be needed?*

Getting Started

Once you are clear about your expectations and plans, you are ready to think about the accommodations.

Will the student with disabilities be able to participate in the activities and master the objectives of this lesson if I

- *change the way instruction is delivered?*
- *change the materials to be used?*
- *change the way the student must respond?*
- *increase support in the learning environment?*
- *change the physical features of the room?*
- *change the behavior management strategies?*
- *change the schedule or adjust time demands?*
- *change the assessment procedures?*

Reflect on the Impact

It is important to continue to monitor the effects of accommodations. Sometimes students will make such positive gains that the accommodations are no longer necessary. On the other hand, some students continue to have difficulty even with the accommodations. Here are some questions that can be used to reflect on the impact of accommodations.

- *Did the student actually use and take advantage of the accommodation?*
- *Was the student able to participate fully in the activity because of the accommodation?*
- *Was the student able to master the objectives of the lesson or course because of the accommodation?*
- *Did the accommodation help the student to feel that he or she belongs in the class?*

Are Modifications Needed?

In most cases, accommodations are sufficient for students with disabilities to be successful in the classroom or workplace. However, you may find that some students may need modified requirements or expectations. Remember that modifications can have a significant impact on the outcomes the student will be able to achieve.

Here's a process to follow if you think that a student with disabilities needs modified expectations.

1. If the student is in a K-12 program, check the student's IEP to see what kinds of modifications are needed for the curriculum. The student may be working below grade level or have other educational needs that must be addressed.
2. If the student is in an adult education program, confer with the student and consult with student services personnel in the school to find out whether modifications or other programs are appropriate for this student.
3. If modifications are needed, try to work them into the regular activities and experiences in your classroom. Help the student with disabilities to continue to feel part of the class.

Collaborate with Others

Collaboration is a must when working with individuals with disabilities. Responsibility for the student's educational program rests with many individuals. Some schools have special education teachers or learning specialists who provide consultation services. Other schools schedule common planning periods so teachers can work together. Professional support from staff in guidance, health, vision, or speech/language can be obtained, if needed.

Collaboration or consultation of professional staff and parents is sometimes identified on a K-12 student's IEP as a type of accommodation. This is intended to insure that these individuals meet or confer on a regular basis and are informed of the progress or needs of the student. Collaboration might be targeted toward general problem solving, identifying needed resources, or monitoring the effectiveness and impact of the instructional program and the accommodations. Documentation of the process and outcomes of collaboration must be maintained.

Support for school personnel may also be included on the K-12 student's IEP. Support may involve services that are provided directly to the regular teacher, special education teacher, or other school personnel to assist a student with a disability to be involved or progress in the regular curriculum. Support may include training or staff development activities to ensure that school personnel have the knowledge and skills needed to help the student. Support may include consultant services, collaborative teaching, or assistance from a paraprofessional or teacher aide. Special equipment or materials, such as a braille writer, may also be needed by school personnel to provide modifications needed by the student.

As the instructor, you have the expertise in academic or vocational education programs. Special education or student services personnel can help by identifying techniques that work with students with disabilities and identifying resources to help you as you teach.

In adult programs, support services are often more limited. Meetings about individual students occur on an as-needed basis. You may find assistance from other teachers in your program. You may also need to access community agencies such as Vocational Rehabilitation or mental health facilities.

Where to go from here?

The appendices in this manual provide additional sources of information and assistance for you.

Appendix A includes copies of the State Board of Education Rules that relate to accommodations for students with disabilities in Florida.

Appendix B contains a list of resources including publications, learning style inventories, sources of assistance for assistive technology, and special projects.

Appendices

Appendix A

State Board of Education Rules

Appendix B

Resources

Appendix A

State Board of Education Rules

6A-6.0312 Course Modifications for Exceptional Students.

6A-1.0943 Statewide Assessment for Students with Disabilities.

6A-1.09431 Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities Seeking a Standard High School Diploma.

Chapter 19, Educational Equity

6A-19.001 Scope, Coverage, and Definitions (excerpts)

6A-19.002 Treatment of Students

6A-6.0312 Course Modifications for Exceptional Students.

School boards shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study, as necessary, to assure handicapped students the opportunity to meet graduation requirements for a standard or a special diploma.

(1) Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.

(2) Modifications to basic or vocational courses may include any of the following:

(a) The instructional time may be increased or decreased.

(b) Instructional methodology may be varied.

(c) Special communications systems may be used by the teacher or the student.

(d) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC., to accommodate the student's handicap.

(3) When modifying basic courses, the school board shall use one of the following strategies:

(a) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the district pupil progression plan, or

(b) Assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality.

(4) The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual educational plan.

(5) Exceptional students enrolled in basic courses utilizing the strategy described in Rule 6A-6.0312(3)(a), FAC., shall be counted at exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.

(6) The school board's provisions for course modifications shall be incorporated in the district's pupil progression plan.

Specific Authority 229.053(1), 230.23(4)(m), 236.081(1)(c) FS. Law Implemented 232.246(5), 232.247 FS. History - New 4-30-85, Formerly 6A-6.312, Amended 4-23-87.

6A-1.0943 Statewide Assessment for Students with Disabilities.

(1) The Division of Public Schools and Community Education shall assure the inclusion of students with disabilities as defined by Section 228.041(18), Florida Statutes, in the statewide assessment program, develop the test instruments required herein and provide technical assistance to school districts in the implementation of the requirements of this rule including appropriate accommodations to instruments and statewide assessment procedures administered pursuant to Section 229.57, Florida Statutes. Students who are identified solely as gifted are not eligible for state assessment accommodations.

(a) The decision to exclude any student with a disability, as defined in Section 228.041(18), Florida Statutes, from statewide or district assessment programs is made by the Individual Educational Plan (IEP) team and recorded on the IEP. Students may be excluded from statewide or district assessment programs if the following criteria are met:

1. The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the Sunshine State Standards as incorporated by reference in Rule 6A-1.09401, FAC., even with appropriate and allowable course modifications, and

2. The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

(b) Students who are excluded from statewide or district assessment will be assessed through an alternate assessment procedure identified by the IEP team. The alternate assessment procedure shall be recorded on the student's IEP.

(c) Students who are excluded from the state-required graduation test using the criteria in paragraphs (1)(a) and (b) of this rule will not be eligible for a standard high school diploma.

(2) Each school board shall utilize appropriate accommodations to the statewide assessment instruments and procedures, within the limits prescribed herein. Accommodations are defined as adjustments to the presentation of the assessment questions, method of recording examinee responses to the questions, schedule for administration of the assessment, or use of assistive devices to facilitate administration of the assessment. Statewide assessment accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity. Accommodations shall be identified for each eligible student and recorded on the student's IEP or plan developed under Section 504 of the Rehabilitation Act. Allowable accommodations are those that have been used by the student in classroom instruction as long as the accommodations are within the limits specified in this rule. Such accommodations may include:

(a) Presentation. The student may be administered any statewide assessment through the following presentation formats:

1. Regular print versions of the test may be enlarged through mechanical or electronic means.

2. The district test coordinator may request large print versions.

3. Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted from the requirements of Section 229.57, Florida Statutes.

4. Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the student through visual or tactile means.

5. The student may use means to maintain or enhance visual attention to test items.

6. Presentation formats not covered by this rule may be requested through the Department of Education and will be provided, as appropriate, upon approval by the Commissioner of Education.

(b) Responding. The student may use varied methods to respond to the test, including written, signed and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.

(c) Scheduling. The student may be administered a test during several brief sessions allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.

(d) Setting. The student may be administered a test individually or in a small group setting. The student may be provided with adaptive or special furniture and special lighting or acoustics.

(e) Assistive devices. The student may use the following assistive devices typically used in classroom instruction.

1. If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.

2. Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.

3. Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Commissioner of Education before use.

(3) The preceding accommodations described in paragraphs (2)(a) through (e) of this rule are authorized, when determined appropriate by the school district superintendent or designee, for any student who has been determined to be an eligible student with disabilities

pursuant to Section 228.041(18), Florida Statutes, and Rule 6A-6.0331, FAC., and has a current IEP, or who has been determined to be a student with a disability pursuant to Rule 6A-19.001(6), FAC. Satisfaction of the requirements of Rule 6A-1.0942, FAC., by any of the above accommodations shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

(4) The need for any unique accommodations for use on state assessments not outlined in this rule must be approved by the Commissioner of Education.

(5) District personnel are required to implement the accommodations in a manner that ensures the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

(6) The test scores of students with disabilities, as defined in Section 228.041(18), Florida Statutes, will be included in the state's accountability system as determined by the Commissioner of Education.

(7) Procedures for exemption from the assessment required for graduation with a standard high school diploma due to extraordinary circumstances of a student with a disability, as defined in Section 228.041(18), Florida Statutes, are specified in Rule 6A-1.09431, FAC.

Specific Authority 229.57(3)(11), 232.246(8)(9) FS. Law Implemented 229.57(3)(11), 232.246(8)(9) FS. History – New 9-12-78, Amended 3-4-84, Formerly 6A-1.943, Amended 6-12-90, 9-17-2001.

6A-1.09431 Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities Seeking a Standard High School Diploma.

Students with disabilities, as defined in Section 228.041(18), Florida Statutes, are eligible for consideration of a special exemption from the graduation test requirement under extraordinary circumstances that create a situation where the results of administration of the graduation test would reflect a student's impaired sensory, manual or speaking skills rather than the student's achievement.

Such circumstances are defined as physical conditions that affect a student's ability to communicate in modes acceptable through accommodation of the statewide test. Extraordinary circumstances are events or conditions that prevent the student from physical. demonstrating mastery of skills that have been acquired and are measured by the test. Learning process deficits and cognitive deficits do not constitute extraordinary circumstances. A request may be made for an exemption from any or all sections of the test required for high school graduation.

(1) The Commissioner may exempt a student with a disability as defined by Section 228.041(18), Florida Statutes, from meeting the testing requirement for high school graduation with a standard diploma, as specified in Section 229.57(3)(c), Florida Statutes

(2) The procedure for consideration of this special exemption must originate with receipt of a written request from the district school superintendent at least one semester before the anticipated graduation date. This request must be due to extraordinary circumstances which would cause the results of the testing to reflect the student's impaired sensory, manual or speaking skills rather than the student's achievement. The Commissioner shall determine whether the exemption shall be granted based upon the documentation provided by the district school superintendent which shall include:

(a) Written description of the student's disabling condition, including a specific description of the student's impaired sensory, manual or speaking skills and the extraordinary circumstances for the exemption request;

(b) Written documentation of the most recent and other available re-evaluation or psychological reports and course transcript;

(c) Written description of the disability's effect on the student's achievement;

(d) Written description of accommodations or modifications provided in the student high school course of study;

(e) Written evidence that the student has had the opportunity to learn the skills being, tested, has been prepared to participate in the testing program and has been provided appropriate test accommodations as defined in Rule 6A-1.0943, FAC.; and

(f) Written evidence that the manifestation of the student's disability prohibits the student from responding to the written test even when appropriate accommodations are provided so that the result of the testing reflects the student's impaired sensory, manual or speaking skills rather than the student's achievement.

(g) Written description of academic accomplishments indicating mastery of skills assessed on the graduation test as described in Section 229.57(3), Florida Statutes.

(3) Upon receipt of the request for exemption, the Commissioner shall determine whether sufficient documentation has been provided and may request additional information.

(4) If the Commissioner determines that the criteria for an exemption have been met, the request for exemption from one or both parts of the test will be granted. Students granted a request for exemption from the graduation test must meet all other criteria for graduation with a standard diploma as outlined in Section 232.246, Florida Statutes

(5) Students who are not granted an exemption under this rule and who have not demonstrated mastery of the skills measured by the test for graduation continue to be eligible for the provision of a free appropriate public education until the age of twenty-two (22).

(6) Students with disabilities who do not meet the graduation criteria for a standard high school diploma may be eligible for a special diploma as outlined in Rule 6-1.0996, FAC.

Specific Authority 229.57 (3) (c), 232.246 (9), FS. Law Implemented 229.57, 232.246 (9), F.S., 20 USC 1412(a)(1)(B). History - New 9-17-2001.

Chapter 19 Educational Equity
6A-19.001 Scope, Coverage and Definitions.

Chapter 6A-19, FAC, implements Section 228.2001, Florida Statutes, which prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee in the state system of public education, as defined in Section 228.041(1), Florida Statutes. The following definitions shall apply.

(1) Activity. Any organized academic, vocational, athletic, co-curricular or extracurricular pursuit, undertaking or assignment conducted under the authority or direction of an institution within the state system of public education.

(2) Admission. Selection for part-time, full-time, special, associate, transfer, exchange or any other enrollment, participation or matriculation, in or at, an education program or activity conducted under the authority or direction of an institution within the state system of public education.

(6) Handicapped Person. Any person who has a physical or mental impairment which substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.

(a) Physical or mental impairment.

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular, reproductive, digestive, genito-urinary; hemic and lymphatic; skin; or endocrine; or

2. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

(b) Major life activities. Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working

(c) Has a record of such an impairment. Has a history of, or has been incorrectly classified as having, a mental or physical impairment that substantially limits one or more major life activities.

(d) Is regarded as having an impairment.

1. Has a physical or mental impairment that does not substantially limit major life activities but that is treated by an institution as constituting such a limitation;

2. Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others and, therefore, is treated by an institution as having such an impairment.

Specific Authority 228.2001(5), 229.053(1) FS. Law Implemented 228.2001, 229.053(1) FS. History - New 4-17-85. Formerly 6A-19.01

Chapter 19 Educational Equity
6A-19.002 Treatment of Students.

General. All guidance, counseling, financial assistance, academic, career and vocational programs, services and activities offered by each institution shall be offered without regard race, sex, national origin, marital status or handicap. There shall be no discrimination in recreational, athletic, co-curricular or extracurricular activities.

(1) Guidance and Counseling. Each institution shall assure that, in guidance and counseling practices, there is no discrimination on the basis of race, sex, national origin, marital status or handicap. Factors of race, sex, national origin, marital status or handicap shall not be used to encourage or discourage a student's enrollment in a particular program participation in a particular activity or to measure or predict a student's prospects for success in any career, occupation, program, course or activity.

(a) If particular programs or disciplines have disproportionate enrollments of male or female students, minority or nonminority students, or handicapped students, the institution shall examine its policies, procedures and practices to determine whether the disproportion is the result of discriminatory counseling activities.

(b) Qualified handicapped students shall not be counseled toward more restrictive care or academic objectives than nonhandicapped students with similar abilities and interest. This requirement does not preclude the providing of factual information, at the postsecondary level, about licensing or certification requirements that may present obstacles to handicapped persons in their pursuit of particular careers.

(c) Counselors shall communicate with national origin minority students having limited English-language skills and with students having hearing impairments. This requirement may be satisfied by having interpreters available.

(d) Counseling materials and other publications used by the institution shall not state or imply through text or illustration, that applicants, students or employees are treated differently on the basis of race, sex, national origin, marital status or handicap. This does not prohibit the inclusion of information designed to meet the needs of national origin minority students with limited-English-language skills, handicapped students needing special services or as may be appropriate for affirmative action purposes.

(e) Appraisal instruments selected by the institution shall not discriminate based on race, sex, national origin, marital status or handicap. Counseling tests and instruments, which result in disproportionate enrollment in any course or program, shall be examined by the institution for discrimination in the instrument or in its application. Institutions are not required to conduct additional examination of state-required instruments.

...

(2) Admission to Courses, Programs and Activities. Institutions shall not base admission decisions on race, sex, national origin, marital status or handicap. Special selection criteria for admission within the institution for participation in programs or courses shall be related to program standards or requirements. If it has been empirically demonstrated that a selection criterion which has an adverse impact is predictive of success during the program, course or activity, and that there has been a reasonable search for equally valid criteria which do not have a disproportionate adverse impact, or if the criterion is

required by law, then the criterion shall not be considered discriminatory. Selection criteria for admission, which are in use on the effective date of this rule, shall not be considered discriminatory if demonstrated to be predictive of success within one year from the effective date of this rule.

(c) Handicap. No qualified handicapped person shall be excluded from participation in, denied benefits of, or subjected to discrimination under any course, program, service or activity, operated under the authority or direction of an institution within the state system of public education solely on the basis of handicap. Each program, service and activity shall be operated so that the program, service or activity, when viewed in its entirety, is readily accessible to handicapped persons.

1. Qualified handicapped persons shall not be denied access to vocational, career or academic programs, courses, services or activities because of architectural or equipment barriers, or because of the need for auxiliary aids or related aids and services. Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Institutions need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

2. Access to vocational and academic programs or courses shall not be denied to qualified handicapped students on the basis that employment opportunities in any occupation or profession may be more limited for handicapped persons than for nonhandicapped persons.

3. In administering admissions policies, each institution shall assure that admissions tests are selected and administered so as best to ensure that, when a test is administered to an applicant who has a handicap that impairs sensory, manual or speaking skills, the test results accurately reflect the applicant's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the applicant's impaired sensory, manual or speaking skills, except where those skills are the factors that the test purports to measure. Admissions tests that are designed for persons with impaired sensory, manual or speaking skills shall be offered as often, and in as timely a manner, as are other admissions tests. Admissions tests shall be administered in facilities that, on the whole, are accessible to handicapped persons.

4. Institutions shall make such modifications to its academic requirements as are necessary to ensure that they do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by the student, or to any directly related licensing requirement, will not be regarded as discriminatory. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

5. Institutions shall not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the institution's education program or activity.

6. In course or program examinations, or other procedures for evaluating students' academic achievement in its program, the institution shall provide methods for evaluating the achievement of students who have a handicap that impairs sensory, manual or speaking skills which will ensure that the results of the evaluation represents the student's achievement in the course or program, rather than reflecting the student's impaired sensory, manual or speaking skills, except where those skills are the factors that the test purports to measure.

7. A postsecondary institution shall not make preadmission inquiry as to whether an applicant is a handicapped person except when the institution is taking remedial steps to increase the participation of handicapped persons in programs and courses in which handicapped students have been traditionally under represented as specified in Section 228.2001(4), Florida Statutes, and under those conditions all written and oral inquiries must make clear that the information requested is intended for use solely in connection with remedial steps; the information is being requested on a voluntary basis; the information will be kept confidential as required by federal law; and that refusal to provide such information will not subject the applicant to any adverse treatment. However, after admission, an institution may make inquiries on a confidential basis as to handicaps that may require accommodation.

8. Nonacademic, co-curricular, extracurricular and physical education services and activities shall be provided in such a manner as is necessary to afford handicapped students an equal opportunity for participation in such services and activities.

9. An institution that offers physical education or that operates or sponsors interscholastic activities, clubs, intercollegiate or intramural athletics shall provide an equal opportunity for participation to qualified handicapped students.

10. Physical education and athletic activities that are separate or different from those offered to nonhandicapped students may be offered only if the institution can show that this is necessary to meet the needs of the handicapped students. Qualified handicapped students shall be provided the opportunity to compete for teams or to participate in physical education courses or activities that are not separate or different.

11. In choosing among available methods to ensure that programs, services and activities are accessible, priority shall be given to those methods that offer programs, services and activities to handicapped persons in the most integrated setting appropriate.

12. Any facilities, services or activities that are identifiable as being for handicapped persons shall be comparable to other facilities, services and activities.

13. Access to information regarding admission to programs, courses and activities shall be provided to handicapped persons.

14. Any activity or program which is not operated by the institution but which is considered a part of, or equivalent to, an institution's program, shall be operated in a manner which provides equal opportunities to qualified handicapped persons.

Specific Authority 228.2001(5), 229.053(1) FS. Law Implemented 228.2001(2), 229.053(1), 240.203(2), 240.325(2)(5)(8) FS. History - New 3-11-85, Formerly 6A-19.02.

Appendix B

Resources

Accommodations

Adapting instruction to accommodate students in inclusive settings, Third edition.

Judy W. Wood. (1998). Upper Saddle River, NJ: Prentice-Hall.

This book includes information and practical suggestions for providing appropriate services for students with disabilities and other at-risk students in K-12 settings. The first part of the book includes a discussion of the legal foundation, the responsibilities of the multidisciplinary team, the characteristics of students, and placement options. The second part introduces a systematic process for including students with a disability. Many suggestions are provided for adapting the environment, lesson plans, teaching techniques, content, media, and evaluation and grading.

Curriculum adaptations for students with learning and behavior problems: Principles and practices. John J. Hoover and James R. Patton. (1997). Reston, VA: Council for Exceptional Children.

This guide helps in adapting content and strategies for elementary and high school students with mild learning and behavior problems. Easy-to-use guides and checklists help the teacher determine what kind of adaptations are needed, adapt content and strategies used for instruction, and adapt learning strategies and study strategies used by the students.

Effective strategies that accommodate diverse learners. Edward J. Kaméenui and Douglas W. Carnine, Editors. (1998). Upper Saddle River, NJ: Prentice-Hall.

This book is about teaching strategies that work with diverse groups of students, including those at risk for failure in school. The text is organized around six principles of instruction and curriculum design, with explanations and applications for beginning reading, writing, mathematics, science, and social studies. The authors provide a synthesis of research and a conceptual framework.

Meeting the needs of students: Section 504 of the Rehabilitation Act of 1973. Florida Department of Education (1993). (ESE 309664). Tallahassee, FL: Bureau of Instructional Support and Community Services (Reprinted in 2000).

This manual provides information and guidelines for providing services for students with disabilities under Section 504 of the Rehabilitation Act of 1973. Sample forms and letters are included.

Become your own expert! Self-advocacy curriculum for individuals with learning disabilities.
Carpenter, W. D. (January, 1995). St. Paul, MN: Minnesota Educational Services.

This is a curriculum for teaching self-advocacy skills to secondary students with learning disabilities designed for a one-semester course. Topics include self-awareness, modality, learning styles, accommodations, practice-rehearse-role play, and becoming the expert. Unit and lesson plans and student handouts are included in this manual.

Instructional models: Curriculum and assessment review. Career Development and Transition Project. (February, 2000). Gainesville, FL: University of Florida.

An annotated list of curriculum and assessment materials for self-determination and self-advocacy for students with disabilities.

Learning Style Inventories

Academic Assessment Instrument for Literacy Students

This inventory is based on the Academic Styles Inventory developed by The Learning Disabilities Training Project in Cullowhee, North Carolina in 1989. It includes a series of questions to assess school and employment history and personal goals.

Reprinted in Seabrooks, Janice (1999). *Working with adults with learning disabilities in adult education programs, A guide for instructors.* Jacksonville, FL: Quality Professional Development Project, Florida Community College at Jacksonville.

Barsch Learning Style Inventory, Revised

This inventory is an informal, self-reporting instrument that provides the student with an individual assessment of relative strengths and weaknesses in learning through auditory, visual, tactile, and kinesthetic modalities. This criterion-referenced assessment can be completed in 5-10 minutes and is appropriate for ages 14 through adult.

Available from: Academic Therapy Publications
20 Commercial Boulevard
Novato, CA 94949
(800) 422-7249

The Gregorc Model

This instrument was developed to assess students 13 and older. The model divides learners into four groups. The terms “concrete,” “abstract,” “sequential,” and “random” are used to distinguish perceiving and processing.

Available from: The Learner’s Dimension
P.O. Box 6
Columbia, CT 06237
(203) 228-3786

The CITE Learning Style Instrument

This instrument was developed by Babich, Burdine, Allbright, and Randol at the Center for Innovative Teaching Experiences, Wichita Public Schools. The instrument is divided into three main areas: information gathering/receiving; social working conditions; and expressiveness preference.

Available from Piney Mountain Press (See address below.)

The Learning & Working Styles Inventory

This inventory was developed to assess learning styles and preferred working conditions. The Inventory consists of 75 statements involving Physical, Social, Environmental, Mode of Expressions, and Work Characteristic domains.

Available from: Piney Mountain Press (Attention: Sandy Jenkins)

P. O. Box 86
Cleveland, GA 30528
(800) 255-3127

The Learning Styles Inventory, Dunn and Dunn

This assessment was designed for grades 6-12. The instrument identifies how individuals prefer to function, learn, concentrate, and perform in their educational or occupational activities. It assesses environmental, emotional, sociological, and physical factors.

Available from: Learning Styles Network

Center for the Study of Teaching and Learning Styles
St. John's University
8000 Utopia Parkway S.
Jamaica, NY 11439
(718) 990-6161 Ex. 6412

Adult General Education Programs

Accommodating adults with disabilities in adult education programs. Institute for Adult Studies (1998). Lawrence, KS: University of Kansas Center for Research on Learning.

This document provides a range of materials for assisting adult students with disabilities in adult education programs. Materials for students and program administrators are included.

“Adult Basic Education Program.” Florida Department of Education. (2000). *Technical Assistance Paper*, Document No. ABE AEO 67. Tallahassee, FL: Adult General Education Taskforce of Practitioners, Division of Workforce Development.

This paper provides local adult education administrators and teachers with information to effectively implement Adult Basic Education (ABE) and Workplace Readiness Skills programs. It includes information about courses, student eligibility and assessment, literacy completion points, instruction, staff development, and suggested materials and resources.

“Adult High School Instruction Program.” Florida Department of Education. (2000). *Technical Assistance Paper*, Document No. GED AE064. Tallahassee, FL: Adult General Education Taskforce of Practitioners, Division of Workforce Development.

This paper provides local adult education administrators and teachers with information to effectively implement adult high school instruction programs. It includes information about credit requirements and courses, literacy completion points, and diploma options.

“General Educational Development.” Florida Department of Education. (2000). *Technical Assistance Paper*, Document No. GED AE065. Tallahassee, FL: Adult General Education Taskforce of Practitioners, Division of Workforce Development.

This paper provides local adult education administrators and teachers with information to effectively implement test preparation programs for the Tests of General Education Development (GED). It includes information about student eligibility, courses, literacy completion points, and the GED testing program.

The comprehensive adult education planner: Providing education for adult learners including those with learning and behavioral disorders. Mellard, D. & Scanlon, D. (1998). Lawrence, KS: University of Kansas, Division of Adult Studies.

This document provides information about the Proficiency Attainment Model for adult learners especially those preparing to take the General Educational Development (GED) Test. There are materials for using the model in adult basic and secondary education programs and presentation scripts. The model is designed to increase learners’ success and improve, through learning and self-management strategies, the quality of learners’ personal lives, work, and transition into the community.

“Vocational Preparatory Instruction Program.” Florida Department of Education. (2001). *Technical Assistance Paper*, Document No. VPI AE063. Tallahassee, FL: Adult General Education Taskforce of Practitioners, Division of Workforce Development.

This paper provides local adult education administrators and teachers with information to effectively implement vocational preparatory instruction programs for students seeking certificate or higher career education. It includes information about courses and literacy completion points.

Seabrooks, Janice (1999). *Working with adults with learning disabilities in adult education programs, A guide for instructors.* Jacksonville, FL: Quality Professional Development Project. Florida Community College at Jacksonville.

This manual was developed as a self-instructional guide with an accompanying video to help adult educators gain insight in the general characteristics of adults with learning disabilities and the instructional techniques and accommodations that will help these students be more successful.

Vocational Education Programs

A faculty guide to reasonable accommodations for students with disabilities. Erwin Technical Center (2000) Tampa, FL: Hillsborough County School District.

A guide for faculty on providing accommodations for students with disabilities that includes general information, frequently asked questions, and needs of adult students.

Modified occupational completion points in vocational education for students with disabilities with examples from automotive technology, commercial foods, data entry, and environmental horticulture. Florida Department of Education (under revision). Tallahassee, FL: Bureau of System Implementation and Technical Assistance, Division of Applied Technology, Adult and Community Education, and Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education.

This document is a general guide about the implementation of modified occupational completion points with an overview and examples in four vocational program areas.

Modified occupational completion points in vocational education for students with disabilities: Proceedings document, October 26-27, 1997, November 6-7, 1997, Tampa, Florida. Florida Department of Education (1998). Tallahassee, FL: Bureau of System Implementation and Technical Assistance, Division of Workforce Development, and Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education.

This document was produced in conjunction with a series of meetings designed to assist school districts in implementing modified occupational completion points. The document provides examples of implementation approaches used by Broward, Miami-Dade, and the Indian River, Martin, and St. Lucie consortium.

“Assessment of Adult and Vocational Education Students.” Florida Department of Education. (March, 1999). *Technical Assistance Paper*, DWD #1999-5. Tallahassee, FL: Bureau of Program Improvement and Accountability, Division of Workforce Development.

This paper clarifies the need for basic skills testing, explains placement in appropriate programs and literacy completion points (LCPs) for adult general education students, explains mastery of basic skills requirements for vocational students, recommends testing procedure modifications that may be needed by students with disabilities, describes allowable exemptions under vocational basic skills testing, and describes methods for determining progress for Adult General Education (AGE) students.

“Reporting and Awarding Credit to Secondary Students with Disabilities in Vocational Education.” Florida Department of Education. (November, 1999). *Technical Assistance Paper*. DWD #1999-47. Tallahassee, FL: Bureau of Program Improvement and Accountability, Division of Workforce Development.

This paper clarifies the course modifications rule for students with disabilities, provides examples of circumstances under which students with disabilities might enroll in the same course more than once in secondary or dual enrollment programs, and explains how to report and award appropriate credit to such students.

Curriculum-based vocational assessment in Florida. Pfenninger, P. and Stodden, R. (1999). Tallahassee: Bureau of Program Improvement and Accountability, Division of Workforce Development, and Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education, Florida Department of Education.

This document is a guide to assist districts in developing and implementing Curriculum-Based Vocational Assessment (CBVA) in career/vocational programs for students with disabilities. CBVA is a planned process for observing, collecting, and using information on students' performance within the curriculum, transition planning, and accountability. Sample rating forms and training materials are included.

“Basic Skills Tests, Academic Skills Tests for Adults, General Education Development (GED) Tests, Licensure Examinations, and Accommodations for Students with Disabilities.” Florida Department of Education. (January, 2000) *Technical Assistance Paper*, DWD #2000-2. Tallahassee, FL: Bureau of Program Improvement and Accountability, Division of Workforce Development.

This paper clarifies requirements for basic skills testing, describes requirements for accommodations for students with disabilities, recommends examples of testing accommodations that may be needed by some students with disabilities, and describes allowable exemptions for students with disabilities.

“Accommodations and Modifications for Students with Disabilities: Vocational Education and Adult General Education.” (Brochure). Florida Department of Education (2000). Tallahassee, FL: Bureau of Program Improvement and Accountability, Division of Workforce Development, and Bureau of Instructional Support and Community Services, Division of Public Schools and Community Education.

This brochure provides a chart of accommodations and modifications needed by students with disabilities in mainstream and specialized secondary and postsecondary vocational education and adult general education programs.

Assistive Technology Assistance

Assistive Technology Education Network (ATEN)

A FDLRS Specialized Center developed to promote, support, and coordinate statewide delivery of assistive technology services to Florida's students with disabilities. The Coordinating Center is located in Seminole County. Regional centers are located within the FDLRS Associate Centers to extend opportunities and support for consumers, educators, students, families, and agency personnel to receive training and demonstration in the latest assistive technology and to provide opportunities for individuals to gain awareness of assistive technology devices and services while investigating information and on-line resources in preview labs.

Florida Alliance for Assistive Services and Technology (FAAST)

FAAST is designed to provide a statewide system of technology-related assistance and systems change for individuals from birth to death. It is a private not-for-profit corporation. FAAST works with consumers, family members, caregivers, providers, and agencies to ensure that individuals continue to benefit from assistive technology as they move between home, school, work, and community. Regional Demonstration Centers are located in Tallahassee, Jacksonville, Tampa, and Miami in addition to ten satellite sites. Website: <http://www.faaast.org>

The Able Trust

This organization is also known as the Florida Governor's Alliance for the Employment of Citizens with Disabilities. It is a 501(c)(3) public-private partnership foundation established by the Florida Legislature in 1990. Its mission is to provide Floridians with disabilities fair employment opportunities through fundraising, grant programs, public awareness and education. Since its establishment, The Able Trust has awarded over \$ 9 million to individuals and nonprofit organizations, enabling over 2,000 Floridians with disabilities to enter the workforce each year. Website: <http://www.abletrust.org/>

Special Projects

Bridges to Practice, Dr. Rochelle Kenyon, Project Director

Through the Division of Workforce Development, the Florida Department of Education funds an Adult Education State Leadership Grant entitled "Bridges to Practice: Florida's Focus on Adults with Learning Disabilities." It is a statewide training project that includes the newsletter, "Practitioners' Points."

Website: <http://www.floridatechnet.org/bridges>

An additional amount of grant funds has been provided by the Arkansas Adult Learning Resource Center and the National Institute for Literacy (NIFL) to support interagency partnerships including a Bridges Train-the-Trainer workshop and five regional training workshops for state agency personnel.

Career Development and Transition, University of Florida, Gainesville, FL

This project assists school districts in providing programs and services to students with disabilities that will help assure a more successful transition from school to community living.

Website: <http://www.thetransitioncenter.org>

Transition to Independence Process (TIP) System. University of South Florida, Tampa, FL.

The project provides assistance to young people with emotional/behavioral difficulties in making a successful transition across all domains of employment, education, living situation, and community life. Pilot sites are currently instituting the TIP system in selected school districts in Florida.

Website: <http://www.fmhi.usf.edu/cfs/policy/tip>

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Florida Department of Education
Charlie Crist, Commissioner

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DWD # DD039