Bridging the Gap

Academic Strategies
for Individuals with Callosal Disorders
Ages 5-12
DEVICES WELCOME!!

https://todaysmeet.com/BridgeTheGap
1. What is this?

2. How would you classify it?

3. How would you use it?
1. How can you distinguish between the two?

2. How would you rate one over the other?

3. How would you modify or change the mood of one of the samples?
My Story

Parenting and teaching kids with special needs
Teaching Special Education
Today we will discuss:

- Where do I begin?
- What do I do?
- What if it’s not working?
- How do I put this together?

Cognitive Assessments
“Educational Diagnosis”

Instructional Strategies
“Resources”

Higher Order Thinking
“Methods”

IEP Process
“Blueprint”
Diagnosing the Problem

- Interpreting scores
- Diagnosis dilemma
- Using score data

What do I do?

What if it’s not working?

How do I put this together?

Cognitive Assessments
“Educational Diagnosis”

Instructional Strategies

Higher Order Thinking

IEP Process
DCC is a Spectrum Disorder

- Sensory, Motor, Coordination
- Cognitive, Educational, Developmental
- Social Skills and Pragmatics
- Emotional and Behavioral
- Language and Communication
- Physiological, Medical
Cognitive Load
Cognitive Assessment Measures

Understand the Norms

Fluid Reasoning

Short-Term Working Memory

Comprehensive Knowledge

Auditory Process

Cognitive Processing Speed

Long-Term Retrieval

Visual Processing

*Gf

Gwm

*Gc

Ga

Gs

Glr

Gv

Gwm
Medical vs. Educational

Having a physical disability does NOT guarantee educational services;

However, it does allow for protections under 504.
Where do I begin?

- Foundational skills
- Vertical alignment
- Reading, Writing, Math strategies

What if it’s not working?

Higher Order Thinking

How do I put this together?

Cognitive Assessments

Instructional Strategies
  “Resources”

IEP Process
Parent Organization
Knowledge Building Blocks

Behavior

Reading

Writing

Math
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(3) Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:</td>
<td>(3) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to:</td>
<td>(3) Number and operations. The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to:</td>
<td>(2) Number and operations. The student applies mathematical process standards to represent and use rational numbers in a variety of forms. The student is expected to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(A) partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words.</td>
<td>(A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.</td>
<td>(A) represent a fraction $\frac{a}{b}$ as a sum of fractions $\frac{1}{b}$, where $a$ and $b$ are whole numbers and $b &gt; 0$, including when $a &gt; b$.</td>
<td>(E) extend representations for division to include fraction notation such as $\frac{a}{b}$ represents the same number as $a \div b$ where $b \neq 0$.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(B) use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole.</td>
<td>(C) explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one part of a whole that has been partitioned into $b$ equal parts where $b$ is a non-zero whole number.</td>
<td>(B) decompose a fraction in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(D) explain that the more fractional parts used to make a whole, the smaller the part, the fewer the fractional parts, the larger the part.</td>
<td></td>
<td>(D) compose and decompose a fraction $\frac{a}{b}$ with</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Whole Language vs. Phonics Based Instruction
Stages of Reading Development

1. **Early Development**
   - "Learning to Read"

2. **Fluency**
   - "Ease of Reading"

3. **Comprehension and Vocabulary**
   - "Make Sense of Text"

4. **Reading Shift**
   - "Reading to Learn"
Once upon a time there was a merchant whose wife died, leaving him with three daughters.

The two older daughters were good-looking (but, stand, then) very disagreeable. They cared only for (until, themselves, himself) and for their appearance; they spent (palace, wicked, most) of the time admiring their reflections (in, of, turned) a looking glass.

The third and youngest (once, daughter, gate) was quite different from the other (him, two, beast). She was beautiful—so beautiful that (I, loved, she) was known as Beauty. She was (also, ago, dream) good and kind. Everyone loved Beauty, (changed, by, except) for her sisters, who were jealous (handsome, of, from) her. They hated her.
# Early Stages of Reading

“Learning to Read”

## Pre-reading
- Phonological Awareness - rhyming, syllables, blends
- Phonemic Awareness - cat = “c - a - t”
- Graphemes - letters represent sounds

## Decoding
- Letter naming (upper and lowercase)
- Consonant sounding (long, short, blends)
- Vowel sounding (long, short, diphthongs)
- R- and L-controlled
- Multisyllabic decoding

## Fluency
- Speed
- Expression
- Intonation
- Phrasing
- Automaticity
- Prosody
- Accuracy
Higher Level Reading Processes

- **Vocabulary**
  - Similes and Metaphors
  - Idioms
  - Sarcasm
  - Inferences and drawing conclusions
  - Themes and morals
  - Character traits

- **Comprehension**
  - Annotating and outlining
  - Graphic Organizers
  - Read aloud
  - Preview questions

**Sample Character Traits**

<table>
<thead>
<tr>
<th>able</th>
<th>demanding</th>
<th>hopeless</th>
<th>restless</th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
<td>dependable</td>
<td>humorous</td>
<td>rich</td>
</tr>
<tr>
<td>adventurous</td>
<td>depressed</td>
<td>ignorant</td>
<td>rough</td>
</tr>
<tr>
<td>affectionate</td>
<td>determined</td>
<td>imaginative</td>
<td>rowdy</td>
</tr>
<tr>
<td>afraid</td>
<td>discouraged</td>
<td>impatient</td>
<td>rude</td>
</tr>
<tr>
<td>alert</td>
<td>dishonest</td>
<td>impolite</td>
<td>sad</td>
</tr>
<tr>
<td>ambitious</td>
<td>disrespectful</td>
<td>inconsiderate</td>
<td>safe</td>
</tr>
<tr>
<td>angry</td>
<td>doubtful</td>
<td>independent</td>
<td>satisfied</td>
</tr>
<tr>
<td>annoyed</td>
<td>dull</td>
<td>industrious</td>
<td>scared</td>
</tr>
<tr>
<td>anxious</td>
<td>dutiful</td>
<td>innocent</td>
<td>secretive</td>
</tr>
<tr>
<td>Text Structure</td>
<td>Signal Words</td>
<td>Visual</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>for example, for instance, characteristics include, specifically, in addition</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sequence &amp; Order</strong></td>
<td>before, in the beginning, to start, first, next, during, after, then, finally, last, in the middle, in the end</td>
<td>![1 2 3]</td>
<td></td>
</tr>
<tr>
<td><strong>Compare &amp; Contrast</strong></td>
<td>similar, alike, same, just like, both, different, unlike, in contract, on the other hand</td>
<td>![Venn Diagram]</td>
<td></td>
</tr>
<tr>
<td><strong>Cause &amp; Effect</strong></td>
<td>since, because, if, due to, as a result of, so, then, leads to, consequently</td>
<td>![cause and effect]</td>
<td></td>
</tr>
<tr>
<td><strong>Problem &amp; Solution</strong></td>
<td>problem, issue, cause, since, consequently, therefore, as a result, because of, leads to, due to solve, so, then</td>
<td>![problem and solution]</td>
<td></td>
</tr>
</tbody>
</table>
Summary Template for Fiction

**Fiction Summary**

- **Somebody wanted**
  - _______________________
  - _______________________
  - _______________________

  but
  - _______________________
  - _______________________
  - _______________________

- **So**
  - _______________________
  - _______________________
  - _______________________

- **Then**
  - _______________________
  - _______________________
  - _______________________

---
Comprehension Strategies

Singer & Donlan’s Story Grammar template

1. Who is the story about?
2. What does he or she want to do?
3. What happens when he or she tries to do it?
4. What happens in the end?

Claim and Evidence

1. Theme or Claim
2. Evidence
3. Elaboration and connection
4. Global reason for importance
Reading Shift

“Reading to Learn”
<table>
<thead>
<tr>
<th>Identify text</th>
<th>Verb</th>
<th>Topic</th>
<th>Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this article,</td>
<td>the writer <strong>examines</strong></td>
<td>our global economy</td>
<td>and <strong>explains</strong> how it’s a result of communication and transportation innovations.</td>
</tr>
<tr>
<td>In the article, “The Story Behind the Switch,”</td>
<td>the writer <strong>explains</strong></td>
<td>electricity</td>
<td>and its benefits.</td>
</tr>
</tbody>
</table>
Writing

- Handwriting
- Typing
- Templates
- iPad apps (pdf writer)
Math

- Charts (multiplication, place value, keywords)
- Calculator
- Individual Performance Tracking
- Word problem strategies
- Online supports (WolframAlpha)
Behavior

- First/Then (cause and effect)
- Visual schedules and checklists
- MUSIC!!
- OT exercises
- Structure, Structure, Structure!!
- Chart and graph behavior sheets for IEP meetings
- Consider all motivators (food, stamps, stickers over activities)
Processing Difficulties

Where do I begin?

What do I do?

Higher Order Thinking
“Methods”
- Thinking Theories and Blooms Taxonomy
- Sample Test Questions
- Teaching Models and Techniques

How do I put this together?

IEP Process

Cognitive Assessments

Instructional Strategies
Types of Instructions

- Direct Instruction/Whole Class
- Co-teaching, Parallel Teaching, Small Group Pull-Out
- Precision Teaching (Lindsley (1992) Morningside Academy)
- Self-Management and PSI
- DTT
Theories of Thought

“As students become aware of their thinking processes, they realize how their own personal makeup can play a role in how they make their choices and interpret situations.”

-Jacobs, 1994; Tversky & Kahneman cited in Ohio State University, n.d.; Kahnemann, Slovic & Tversky, 1982

• Piaget’s Developmental Stages (1936)
• Bloom’s Taxonomies (1956)
• Bruner’s Simultaneous Cognitive Development (1966)
• Vygotsky’s Cognitive Development Stages and ZPD (1980)
• Gardner’s Types of Intelligence (1983)
• Marzano’s Dimensions of Thinking (1997)
1. What is this?
2. How would you classify it?
3. How would you use it?
4. How can you distinguish between the two?
5. How would you rate one over the other?
6. How would you modify or change the mood of one of the samples?
## Bloom’s Taxonomy

### 3 Broad Taxonomies:
- **Cognitive**
- **Affective**
- **Psychomotor**

### Alignment of Taxonomies

<table>
<thead>
<tr>
<th>Cognitive Domain</th>
<th>Cognitive Domain Revised</th>
<th>Mathematics</th>
<th>Language Arts</th>
<th>Depth of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Remembering</td>
<td>Level One</td>
<td>Level One</td>
<td>Level One</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memorize</td>
<td>Memorize,</td>
<td>Recall and</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understanding</td>
<td>Level Two</td>
<td>Level Two</td>
<td>Reproduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perform</td>
<td>Perform</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Applying</td>
<td>Level Three</td>
<td>Level Three</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate</td>
<td>Generate,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding of Mathematics</td>
<td>Create, Demonstrate</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyzing</td>
<td>Level Four</td>
<td>Level Four</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conjecture,</td>
<td>Analyze,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyze,</td>
<td>Generalize,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Proof</td>
<td>Prove</td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td>Evaluating</td>
<td>Level Five</td>
<td>Level Five</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solve</td>
<td>Evaluate,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Routine</td>
<td>Integrate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problems,</td>
<td>Evaluate,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make</td>
<td>Integrate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Creating</td>
<td>Level Five</td>
<td>Level Four</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creating</td>
<td>Extended</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problems,</td>
<td>Thinking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make</td>
<td>Strategic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connections</td>
<td>Thinking</td>
<td></td>
</tr>
</tbody>
</table>
## Bloom’s Level Question Stems

### Lower-Order Thinking Skills

1. **REMEMBERING**
   - What is ...?  
   - How is ...?  
   - Where is ...?  
   - When did ______ happen?  
   - How did happen?  
   - How would you explain ...?  
   - How would you describe ...?  
   - What do you recall ...?  
   - How would you show ...?  
   - Who (what) were the main ...?  
   - What are three ...?  
   - What is the definition of ...?

2. **UNDERSTANDING**
   - How would you classify the type of ...?  
   - How would you compare ...? contrast ...?  
   - How would you rephrase the meaning ...?  
   - What facts or ideas show ...?  
   - What is the main idea of ...?  
   - Which statements support ...?  
   - How can you explain what is meant ...?  
   - What can you say about ...?  
   - Which is the best answer ...?  
   - How would you summarize ...?

3. **APPLYING**
   - How would you use ...?  
   - What examples can you find to ...?  
   - How would you solve ______ using what you have learned ...?  
   - How would you organize ______ to show ...?  
   - How would you show your understanding of ...?  
   - What approach would you use to ...?  
   - How would you apply what you learned to develop ...?  
   - What other way would you plan to ...?  
   - What would result if ...?  
   - How can you make use of the facts to ...?  
   - What elements would you choose to change ...?  
   - What facts would you select to show ...?  
   - What questions would you ask in an interview with ...?

### Higher-Order Thinking Skills

4. **ANALYZING**
   - What are the parts or features of ...?  
   - How is ______ related to ...?  
   - Why do you think ...?  
   - What is the theme ...?  
   - What motive is there ...?  
   - What conclusions can you draw ...?  
   - How would you classify ...?  
   - How can you identify the different parts ...?  
   - What evidence can you find ...?  
   - What is the relationship between ...?  
   - How can you make a distinction between ...?  
   - What ideas justify ...?

5. **EVALUATING**
   - Why do you agree with the actions? The outcomes?  
   - What is your opinion of ...?  
   - How would you prove ...? disprove ...?  
   - How can you assess the value or importance of ...?  
   - What would you recommend?  
   - How would you rate or evaluate the ...?  
   - What choice would you have made ...?  
   - How would you prioritize ...?  
   - What details would you use to support the view ...?  
   - Why was it better than ...?

6. **CREATING**
   - What changes would you make to solve ...?  
   - How would you improve ...?  
   - What would happen if ...?  
   - How can you elaborate on the reason ...?  
   - What alternative can you propose?  
   - How can you invent ...?  
   - How would you adapt ______ to create a different ...?  
   - How could you change (modify) the plot (plan) ...?  
   - How could be done to minimize (maximize) ...?  
   - What way would you design ...?  
   - What could be combined to improve (change) ...?  
   - How would you test or formulate a theory for ...?  
   - What would you predict as the outcome of ...?  
   - How can a model be constructed that would change ...?  
   - What is an original way for the ...?
Bloom’s Level 1 “locate/show”

- Words
- Picture
- Minimal distractors
- 1 possible choice
Bloom’s Level 2
“compare/contrast”

- More information
- Discriminate between 2 pictures

### Presentation Instructions for Question 2
- Present Stimulus 2a and 2b. Communicate: Here is more of the article “A Bridge for Waco.”
- Direct the student to Stimulus 2a. Communicate the text.
- Direct the student to each answer choice in Stimulus 2b.
- Communicate: Find how people crossed the river before the bridge was built.

#### Stimulus 2a
In 1866 the town leaders in Waco, Texas, decided to build a bridge over the Brazos River. Before the bridge was built, people had to take a ferry boat to cross the river.

#### Stimulus 2b

![Image of the bridge and ferry boat]

### Scoring Instructions

<table>
<thead>
<tr>
<th>Student Action</th>
<th>Test Administrator Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the student finds the ferry boat in Stimulus 2b,</td>
<td>➡️ mark A for question 2 and move to question 3.</td>
</tr>
<tr>
<td>If the student does not find the ferry boat in Stimulus 2b,</td>
<td>➡️ model the desired student action by finding the ferry and communicate “People crossed the river on a ferry boat before the bridge was built”; and replicate the initial presentation instructions.</td>
</tr>
<tr>
<td>After teacher modeling, if the student finds the ferry boat in Stimulus 2b,</td>
<td>➡️ mark B for question 2 and move to question 3.</td>
</tr>
<tr>
<td>After teacher modeling, if the student does not find the ferry boat in Stimulus 2b,</td>
<td>➡️ mark C for question 2 and move to question 3.</td>
</tr>
</tbody>
</table>
Bloom’s Level 3
“organize/sequence”

- Details
- Sequence of events
- Discriminate between 3 answer choices
Bloom’s Level 4
“why/evidence”

- Paragraph organization
- Sequence of events
- Justify answer
- Discriminate between 3 answer choices

Presentation Instructions for Question 4
- Present Stimulus 4a and 4b. Communicate: Here is the conclusion of the article “A Bridge for Waco.”
- Direct the student to Stimulus 4a. Communicate the text.
- Direct the student to the stem and each answer choice in Stimulus 4b. Communicate the text in the stem and each answer choice.
- Communicate: Find why the author put the events in the order they happened.

Stimulus 4a

More than 145 years ago, when the Waco Suspension Bridge opened, it was a toll bridge. People who used the bridge had to pay a fee to the owners. Even cattle drivers had to pay five cents for each cow that crossed the bridge. The bridge provided a safe way to cross the Brazos River not just for cattle but also for traders, travelers, and all people heading west. When the bridge was sold to the city of Waco, it became free for the public to use.

After many years of use, the bridge was rebuilt to support more cars and trucks. A walkway for people was also added. These changes allowed travelers to continue using the bridge for many more years.

Today the bridge is closed to cars and trucks. People walk across this bridge that connects two parks. The famous bridge still reminds people of the city’s history.

Stimulus 4b

The author put the events in the order they happened to —

- describe how the bridge helped the people who lived in Waco
- describe how the bridge has been used over time
- describe Waco before the bridge was built
Bloom’s Level 6
6th Grade Reading Sample
“conclude/evaluate”

18 The author’s use of the first-person point of view in this story enables the reader to —
F observe the actions of only the narrator
G understand the internal struggle of the narrator
H determine the reason why the narrator’s grandmother forgives the narrator
J focus on the relationship between the narrator and the other characters

19 Read these sentences from the story.

As I ran down the lane toward the road, it occurred to me that climbing over the fence and crossing the field would save some time, so I did just that. (paragraph 2)

This time I took the long way around by the road. (paragraph 9)

Based on these two sentences, the reader can conclude that the narrator —
A could not return home using the same path she had taken to the store
B realizes her grandmother is in a hurry to get the yeast
C feels satisfied with completing the errand for her grandmother
D is less eager to return home than she was to get to the store
6th Grade Math Test Sample

45. The pictograph below shows the number of packages of different brands of batteries that a store sold on Friday.

<table>
<thead>
<tr>
<th>Batteries Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand P</td>
</tr>
<tr>
<td>Brand Q</td>
</tr>
<tr>
<td>Brand R</td>
</tr>
<tr>
<td>Brand S</td>
</tr>
</tbody>
</table>

Each ■ represents 250 packages.

Which statement is best supported by the information in the pictograph?

A. The ratio of Brand P batteries to Brand Q batteries is 1:2.
B. The ratio of Brand R batteries to the total number of batteries is 5:1.
C. Of all the packages of batteries sold, 20% were Brand R batteries.
D. Of all the packages of batteries sold, 3% were Brand S batteries.

46. There are a total of 950 boxes of shoes at a store.

- Half of the boxes contain athletic shoes.
- Another 125 boxes contain dress shoes.
- Of the remaining boxes of shoes, 4 out of 5 boxes contain sandals.

Based on the expression below, how many boxes at the store contain sandals?

\[ 4(950 \div 2 - 125) \div 5 \]

F. 280
G. 355
H. 450
Bridging the Plan
Putting it all Together

Where do I begin?

What do I do?

What if it’s not working?

- Qualifying areas
- Parts of the IEP process
- Accommodations
- Goals, data, and ESY
Section 504
- Civil Rights Law
- Protects individuals from discrimination
- Ensures equal access to education
- Not eligible for services under IDEA
- Offers allowable accommodations to access the curriculum

Special Education
- Also protected under 504
- Must have a disability that adversely affects educational performance to be eligible for services under IDEA
- Ensures that individuals with disabilities receive FAPE

504 vs. Special Education
<table>
<thead>
<tr>
<th>13 Qualifying Areas under IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism (AU)</td>
</tr>
<tr>
<td>Deaf-Blind (DB)</td>
</tr>
<tr>
<td>Deafness (D)</td>
</tr>
<tr>
<td>Emotional Disturbance (ED)</td>
</tr>
<tr>
<td>Hearing Impairment (HI)</td>
</tr>
<tr>
<td>Intellectual Disability (ID, formerly MR)</td>
</tr>
<tr>
<td>Multiple Disabilities (MD)</td>
</tr>
<tr>
<td>Orthopedic Impairment (OI)</td>
</tr>
<tr>
<td>Other Health Impairment (OHI)</td>
</tr>
<tr>
<td>Specific Learning Disability (SLD)</td>
</tr>
<tr>
<td>Speech or Language Impairment (SI)</td>
</tr>
<tr>
<td>Traumatic Brain Injury (TBI)</td>
</tr>
<tr>
<td>Visual Impairment (VI)</td>
</tr>
<tr>
<td><strong>Developmental Delay (DD, also known as NCEC)</strong></td>
</tr>
</tbody>
</table>
SLD - Specific Learning Disabilities

- Reading Comprehension
- Listening Comprehension
- Math Calculations
- Math Problem Solving
- Oral Expression
- Written Expression
- Basic Reading Skills
- Reading Fluency Skills
8 Main Parts of the IEP Process

1. Review Assessment, Qualifying Area
2. Present Levels and Goals and Objectives
3. Services (schedule, accommodations, state assessments)
4. Consideration of LRE
5. ESY and Graduation (transition by age 14)
6. Supplements (personal care, Autism, AT)
7. Deliberations
8. Consensus

Ask for a draft/conference before the meeting!
Accommodations vs. Modifications

Struggling

PLAAFP
Current Performance Level

Participating

STANDARD
Grade level expectation

Accommodations
Common Accommodations

- Retest for full credit
- 2nd check on tests and quizzes
- Oral administration (technology vs. teacher)
- Reduced assignments
- Copy of notes
- Extra time (specify the amount)
  - Reduced homework
- Accommodated vs. Modified work, tests, quizzes, and projects
- Calculator, Multiplication Chart, Place Value Chart, Conversion Chart
- Chunking
- No penalty for spelling
- Use of a calendar/planner
- Access to a computer
Goals and Data Collection

- Goals and Objectives
- Goals measure task, time frame, criteria, accuracy, and frequency
- Regression Data
- Frequency and format of home communication
- Home collection, making graphs and scatterplots
DEA opinion letter in 2002:

In Texas, ESY determination is based on:

- Regression of skills
- Time it takes to recoup skills (some districts spell out timeline)

Today we discussed:

1. Cognitive Assessments
   “Educational Diagnosis”
2. Instructional Strategies
   “Tools”
3. Higher Order Thinking
   “Theory-based Methods”
4. IEP Process
   “Blueprint”

Questions?
## Cognitive Assessments
Study the subscores
Align accommodations with weaknesses to act as a bridge between deficits and goals

## Instructional Strategies
Build solid foundational skills
Organize educational documents into a binder or filing system

## Higher Order Thinking
Teach cognitive organization
Explicit teaching is best!
Be mindful of questioning, mix and vary

## School
Ask about teaching styles and approaches
Include accommodations that give access, not enable

## IEP Process
Bring your own school-based data
Prepare a parent checklist following the main 8 IEP areas
Ask for a draft and conference ahead of time!

## Support Groups
Partner with other parents for support and advice along the way
Don’t be afraid to use an advocate or other legal supports