

# Meeting the Needs of Special Education Students

## In the FCS Classroom

- Identify students within special populations each semester, and request information special education teachers or coordinator that suggest possible teaching strategies.
- Coordinate with IEP case manager and assess the characteristics of students using interest inventories, learning style assessments, or similar instruments.
- With input from all stakeholders, develop, implement and monitor the IEP...
- Participate on the IEP Team for students enrolled in CTE courses, as needed, in the development and implementation of the CTE and transition components of the IEP.
- Coordinate special services for special populations students.
- Maintain a CTE resource library for members of special populations.
- Assist with transition services for special populations students.

### INTEREST INVENTORY CHARACTERISTICS

- **Realistic** - practical, physical, hands-on, tool-oriented
- **Investigative** - analytical, intellectual, scientific, explorative
- **Artistic** - creative, original, independent, chaotic
- **Social** - cooperative, supporting, helping, healing/nurturing
- **Enterprising** - competitive environments, leadership, persuading
- **Conventional** - detail-oriented, organizing, clerical

### LEARNING STYLE CHARACTERISTICS

#### Auditory Learner

- **Reading** - enjoys dialogue, plays, avoids lengthy description, unaware of illustrations, and moves lips or sub vocalizes.
- **Spelling** - uses a phonic approach.
- **Handwriting** - has more difficulty learning in initial stages, tends to write lightly.
- **Memory** - remembers names, forgets faces, and remembers by auditory repetition.
- **Imagery** - sub vocalizes, thinks in sounds, details are less important.
- **Distractibility** - easily distracted by sound.
- **Problem Solving** - talks problems out, tries solutions verbally, talks self through problem.

- **Period of Inactivity** - hums, talks to self or to others.
- **New Situations** - talks about situation pros and cons, what to do.
- **Emotionally** - shouts with joy or anger, blows up verbally but soon calms down, expresses emotions verbally and through change in tone, volume or pitch of voice.
- **Communication** - enjoys listening but cannot wait to talk, descriptions are long and repetitive, likes hearing self and other talk, uses words such as listen, hear, etc.
- **General Appearance** - matching clothes not so important, can explain choices of clothes.

### **Visual Learner**

- **Reading** - likes description, sometimes stops reading to stare into space and imagine what has been read, has intense concentration.
- **Spelling** - recognizes words by sight.
- **Handwriting** - tends to be good.
- **Memory** - remembers faces, forgets names, writes things down, and takes notes.
- **Imagery** - vivid imagination, thinks in pictures, visualizes in detail.
- **Distractibility** - generally unaware of sounds, distracted by visual disorder or movement.
- **Problem Solving** - deliberates, plans in advance, organizes thoughts by writing them, list problems.
- **Period of Inactivity** - stares, doodles, and finds something to watch.
- **New Situations** - looks around, examines structure.
- **Emotionally** - somewhat repressed, stares when angry, and cries easily, beams when happy, facial expression is a good index of emotion.
- **Communication** - quiet, does not talk at length, becomes impatient when extensive listening is required, may use words clumsily, describes without embellishment, uses words such as see, look, etc.
- **General Appearance** - neat, meticulous, likes order, may choose to not vary appearance.

### **Kinesthetic Learner**

- **Reading** - prefers stories where action occurs early, fidgets when reading, handling books, not an avid reader.
- **Spelling** - often is a poor speller, writes words to determine if they 'feel' right.
- **Handwriting** - good initially, deteriorates when space becomes smaller, pushes harder on writing instrument.
- **Memory** - remembers best what was done, not what was seen or talked about.

- **Imagery** - imagery not important, images that do occur are accompanied by movement.
- **Distractibility** - not attentive to visual, auditory presentation, seems distractible.
- **Problem Solving** - attacks problem physically, impulsive, often selects solution involving activity.
- **Period of Inactivity** -fidgets, finds reasons to move, holds up hand.
- **New Situations** -tries things out, touches, feels, manipulates.
- **Emotionally** -jumps for joy; hugs, tugs and, pulls when happy; stomps, jumps, and pounds when angry.
- **Communication** - gestures when speaking, does not listen well, stands close when speaking or listening, quickly loses interest in detailed verbal disclosure, uses words such as get, take, etc.
- **General Appearance** - neat but soon becomes wrinkled through activity.

## **DEFINITIONS OF DISABILITY CATEGORIES**

(1) **Autism**, sometimes called autism spectrum disorder: a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability.

(2) **Deaf-blindness**: hearing and visual impairments that occur together, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

(3) **Deafness**: a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the child's educational performance.

(4) **Developmental delay**: a child aged three through seven, whose development and/or behavior is delayed or atypical, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who, by reason of the delay, needs special education and related services.

(5) **Serious emotional disability** (hereafter referred to as emotional disability):

(i) A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to make educational progress that cannot be explained by intellectual,

sensory, or health factors.

- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) Serious emotional disability includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

(6) **Hearing impairment:** an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

(7) **Intellectual disability:** significantly sub-average general intellectual functioning that adversely affects a child's educational performance existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

(8) **Multiple disabilities:** two or more disabilities occurring together (such as intellectual disability blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.

(9) **Orthopedic impairment:** a severe physical impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures, etc.).

(10) **Other health impairment:** having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--

(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, Hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette's Syndrome, etc.; and

(ii) Adversely affects a child's educational performance.

(11) **Specific learning disability:**

(i) General. Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the impaired ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and

developmental aphasia.

(ii) Disorders not included. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of serious emotional disturbance, or of environmental, cultural, or economic disadvantage.

**(12) Speech or language impairment:**

(i) A communication disorder, such as an impairment in fluency, articulation, language, or voice/resonance that adversely affects a child's educational performance.

(ii) Language may include function of language (pragmatic), the content of language (semantic), and the form of language (phonologic, morphologic, and syntactic systems).

(iii) A speech or language impairment may result in a primary disability or it may be secondary to other disabilities.

**(13) Traumatic brain injury:** an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

**(14) Visual impairment** including blindness: an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. A visual impairment is the result of a diagnosed ocular or cortical pathology.

**Educational Setting.** Laws require that students with disabilities be educated along with regular students to the maximum extent appropriate to the needs of the disabled students. This means that disabled students must be assigned to regular courses or classes if able to meet the student's needs. Decisions on academic placement must be based on an individual student's needs. Students with disabilities may be placed in a separate class or facility only if they cannot be educated satisfactorily in the regular educational setting with the use of supplementary aids or services.

**Hidden Disabilities.** Hidden disabilities are physical or mental impairments that are not readily apparent to others. They include such conditions and diseases as specific learning disabilities, diabetes, epilepsy, and allergy. A disability such as a limp, paralysis, total blindness or deafness is usually obvious to others. However, hidden disabilities, such as, low vision, poor hearing, heart disease, or chronic illness may not be obvious. A chronic illness involves a recurring and long-term disability such as diabetes, heart disease, kidney and liver disease, high blood pressure, or ulcers.

## **SUGGESTIONS FOR WORKING WITH STUDENTS WITH SPECIAL NEEDS**

### **Specific Learning Disabled:**

- Communicate to students the class rules and expectations.

- Establish regular routines in an organized structure.
- Maintain an organized atmosphere.
- Provide a classroom climate of warmth, attention, and emotional support.
- Demonstrate how something is to be done alone with verbal directions.
- Plan activities in which students can not fail.
- Identify the strong learning mode for each student (visual, auditory, kinesthetic, or tactile).
- Allow students to take tests orally, if needed.
- Present new information in small amounts.
- List assignments in steps.
- Task analysis can be used to lower the frustration level.
- During lectures, write on the board or use transparencies.

### **Intellectually Disabled:**

- Introduce new material in small amounts.
- Use a step-by-step approach while introducing new material to be learned.
- Demonstrate in a hands-on manner.
- Consider the reading levels of the student before assigning textbook work or handouts.
- Develop a task analysis for each main objective to be learned.
- Allow learners to progress at their own pace.
- Provide adequate time for the completion of assignments.
- Provide positive reinforcements upon the completion of a task.

### **Serious Emotionally Disabled:**

- Be consistent in classroom standards and expectations.
- Firmly establish class rules and consequences for inappropriate conduct.
- Be consistent and immediate in dealing with discipline problems.
- Plan behavior modification techniques for the classroom setting.
- Provide positive reinforcement for positive behavior.
- Seat students away from visual or auditory distractions when possible.
- Reduce the length of assignments.
- Give oral as well as written directions.

**Hearing Impaired:**

- Stand, when possible, in close proximity of the student.
- Maintain eye contact.
- Seat student to ensure the best visual input.
- Seat student in the best lighting condition.
- Arrange for a note taker.
- Use concrete examples whenever possible.
- Encourage the buddy system.
- Give positive reinforcement.
- Constantly check for understanding.
- Write key words, expressions, etc., prior to the lesson.

**Academically Disadvantaged:**

- Review available information, such as assessment data.
- Help the student to make realistic goals.
- Focus on the student's strengths and abilities.
- Consider the learning styles of these students when introducing new information to be learned.
- Use hands-on activities as much as possible.
- Make students aware of their progress.
- Give oral and written directions.
- Provide positive reinforcement.
- Allow smaller assignments for lower functioning students.

**LEP:**

- Assign a peer tutor to the student.
- Label regularly used items in the classroom.
- Have the LEP student make flashcards using pictures or student's own native language.
- Use a hand-on approach as much as possible.
- Identify the main concepts of a lesson.
- Identify essential vocabulary within the lesson.
- Rewrite main ideas.

- Use visuals as often as possible.
- Introduce the student to the SQ3R method – skimming, questioning, reading, reciting, and reviewing.
- Prepare tests that reflect the new vocabulary taught.
- Give shorter assignments.
- Give oral and written directions.
- Constantly check for the understanding of directions.

### **Development of the IEP:**

Career and Technical Education teachers, Special Education Coordinators, and Special Education Teachers should work cooperatively when planning Career and Technical Education services to be provided to students with disabilities. The **Perkins Act of 2006** and **IDEA 2004** mandate equal access to CTE programs and services for students with disabilities.

- Career and technical courses may be considered as part of the student’s education plan when developing a student’s IEP. These courses can provide the student with knowledge and skills to enter the workforce or pursue postsecondary training or education. Appropriate placement for the student is important to ensure the safety, success and satisfaction of the student in the program.
  - Weigh the following steps during IEP development when considering a CTE course for the student:
    1. What are the student’s interests? What are the student’s plans after graduation? What are the student’s career goals?
    2. What is the student’s ability level? CTE courses involve both hands-on activities and varying levels of reading, math and technology, and can be found in the course description. Consideration should also be given to the student’s level of independence with regard to safety issues. Students may be required to pass a safety test before working and using tools in a lab/shop area. The IEP team should choose the an appropriate program for the student based on interest, ability and readiness of the student to not only master the safety test but to participate in class without compromising the student’s or classmates’ safety. Will a one-on-one aide reduce or eliminate the safety concern?
    3. A member of the IEP team (career and technical instructor, school counselor, special education teacher) should be present and able to adequately describe the course considered for the student.
    4. The IEP team should look at the competencies listed for the course and determine which will be included in the student’s IEP once the course is determined.
    5. The IEP team should determine modifications, if any, that should be made for the student based on the competencies the student will work toward mastering.

### **Individualized Education Program (IEP)**

IEP means a written statement for each child with a disability that is developed, reviewed, and revised in an IEP team meeting.



The IEP must include:

- A statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children);
- A statement of measurable annual goals, including academic and functional goals designed to:
  - Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum, and
  - Meet each of the child's other educational needs that result from the child's disability;
- A description of how the child's progress toward meeting the annual goals will be measured; and that periodic reports on the progress the child is making toward meeting the annual goals will be provided concurrent with the issuance of report cards;
- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:
  - To advance appropriately toward attaining the annual goals,
  - To be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities, and
  - To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;
- An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class;
- A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments;
- If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why:
  - The child cannot participate in the regular assessment,
  - The particular alternate assessment selected is appropriate for the child,
  - The projected date for the beginning of the services and modifications,
  - The anticipated frequency, location, and duration of those services and modifications;

### **IEP Team**

The LEA must ensure that the IEP Team for each child with a disability includes:

- The parent(s) of the child;
- Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;

- A representative of the LEA who:
  - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities,
  - Is knowledgeable about the general education curriculum, and
  - Is knowledgeable about the availability of resources of the public agency.
- An individual who can interpret the instructional implications of evaluation results;
- At the discretion of the parent(s) or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and;
- Whenever appropriate, the child with a disability.

Approved accommodations and modifications for students with disabilities must be consistent with instructional practices routinely used during instruction, and must be documented on the student's IEP. If a student has an accommodation or modification it must be followed the whole semester, not just at the end of course test time.

- A proactive procedure should be in place if the accommodation or modification is not being used, or if it is being refused by the student. The CTE teacher should discuss this concern with special education teacher when it first occurs.

## **MODIFICATION**

Modifications for a special populations student are items that are changed in order for the student to succeed in the regular classroom setting. They may be changes in the classroom environment, in the curriculum or in the method of testing.

## **CLASSROOM MODIFICATION**

The instructional environment may need altering to foster learning for each student's unique needs. Designing a classroom to meet the individual learning styles of students is a step toward providing a setting that is conducive for learning. At the end of the section on modifications is a sample modifications form.

Some appropriate classroom modifications may include the following:

- grading
- peer tutoring
- oral tests
- abbreviated assignments
- alternative materials
- extended test time
- interpreter
- use of native language - English dictionaries

Equipment modification is required when the student needs it to successfully participate in Career and Technical Education. Some appropriate equipment modifications may include the following:

- signals that use sound rather than sight for the visually impaired
- signals that use sight rather than sound for the hearing impaired
- special safety devices, such as guardrails around moving parts of machinery
- sensory devices
- sound amplification devices
- note taking systems (paper, computer, PDA, etc.)
- adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls or vice versa
- special desks and work tables for students in wheel chairs

### **CURRICULUM MODIFICATION**

Modifications and adaptations of curriculum and materials may be required to enable special needs students to succeed in regular Career and Technical Education programs. The curriculum is the content that the learner must master to reach the desired occupational goals. The CTE and academic essential standards must be integrated in the curriculum content.

Curriculum modification takes place when goals and essential standards are selected, changed, and met, and when there are choices in the method of presenting those goals and competencies. Successful modifications include:

- analysis of instructional materials for academic levels
- development of competency based materials related to specific job requirements
- analysis of curriculum for the purpose of determining student potential for success
- specially designed workbook and textbooks
- task analysis of occupations to identify possible modifications in curriculum, instruction, and material
- development and purchases of curriculum materials that are written on lower reading levels
- development of materials that are consistent with the student's learning style
- application of the latest technological advances to courses of instruction for special populations
- printed rather than verbal instructions for the hearing impaired
- sheltered language instruction to make language of the curriculum more accessible to limited English proficient students
- use native language - English dictionaries

Students who have a modified curriculum should be given an alternative assessment. This can be a portfolio, a test of information, or a practical assessment; it will vary from student to student. We are required to have a record of the type of assessment and the results on file. The teacher in cooperation with the special education staff may prepare this assessment.

### **Alternate Testing**

- Students following the standard course of study may not receive an alternate assessment if they are to receive a technical credit for the course or certification credentials.
- Occupational Course of Study students can be assessed using an alternate test if it is stated in the student's IEP.

### **ACCOMMODATION**

Defined as, a change in a procedure that does not change the measurement of work completed. They teacher may allow a student to take a test in a quiet room, such as the library or resource room, rather than in the classroom where there may be more distractions.

- Also includes allowing extra time to complete tests; or adjusting homework, such as completing every other problem.
- The accommodation will not, however, change the curriculum that is tested or how the test is graded.

### **TESTING ACCOMMODATION**

Be sure to get a list of accommodations from your special education staff early in the year so that teachers can begin using the accommodations as soon as students are enrolled. **Stress to your teachers that accommodations and modifications must be apply to all tests, not just end of course.**

### **Test Format**

- Braille Edition
- Large Print Edition
- One Item Per Page

### **Assistive Technology Devices and Special Test Arrangements**

- Braille Writer/Slate and Stylus
- Cranmer Abacus
- Dictation to a Scribe
- Interpreter/Translator, Signs/Cues Test
- Keyboarding Devices

- Magnification Devices
- Student Marks Answers in Test Book
- Test Administrator Reads Test Aloud

**Test Environment**

- Hospital/Home Testing
- Multiple Testing Sessions
- Scheduled Extended Time
- Testing in a Separate Room