B

Supplementary Aids and Services (SaS) Consideration Toolkit

COMPONENT B:

Student Profile: Summary of Strengths, Needs and Learning Characteristics

COMPONENT B assists teams in organizing student specific information in a format designated to facilitate instructional planning and problem-solving to support inclusive practices.

--Review COMPONENT A *prior* to the use of any other SaS Toolkit components.
--Refer to COMPONENT B *throughout* the use of the SaS Toolkit

- The Supplementary Aids and Services Toolkit guides teams through steps that lead to the identification of services and supports to enable a student with a disability to learn and succeed within general education classroom settings.

- The SaS Consideration Toolkit consists of five components that are packaged separately to facilitate ease of use.

- PaTTAN and Intermediate Unit consultants have been trained in the use of these tools, and are available to provide on-site support to IEP teams as they become familiar with the process.

Using the SaS Toolkit Components

A sequence is outlined to guide teams through the SAS Consideration Process. In practice, the use of the tools is an interactive rather than linear process, with two exceptions:

- Learning about the use of the tool is a necessary *first* step
- Creation of the student profile is a critical *second* step

The remaining steps build upon this foundation. The entire process is summarized in the table below.

Implementation Sequence	*Suggested Personnel*	Toolkit Component(s)	
Learn About the SaS Consideration Toolkit and Process	*Special education administrators, PaTTAN and IU Technical Assistance personnel (TaC) serve as resources to IEP team*	Overview and Preparation for Use	SAS Self Check
Compile and organize information about the student	*All team members*	Student Profile	
Create profile of general education setting(s)	*General and special educator compile information and share with team*	SaS Consideration Tool, Step 1	
Identify potential barriers to learning and curriculum access in the general education classroom	*All team members*	SaS Consideration Tool, Step 2	
Identify strategies and services to eliminate barriers	*All team members; specialists as needed to supplement team expertise (e.g., AT specialist, behavior specialist, PaTTAN/IU consultants)*	SaS Consideration Tool, Step 3 A Quick Guide to Supplementary Aids and Services	
Discuss and analyze appropriate SAS options and determine viable alternatives for implementation	*All team members and consultants*	SaS Consideration Tool, Step 4	

Student Profile: Summary of Strengths, Needs, and Learning Characteristics

IEP teams use a variety of strategies to share information with each other as they begin the program planning process. For example, one person may summarize information shared during the team's discussion by recording it on flip chart paper. Alternatively, a note taker may record information shared and compile it for team members as part of the meeting minutes. The tables that comprise this component of the SaS Consideration Toolkit provide a structure in which information shared to support program planning can be summarized and organized in a way that facilitates the identification of services and supports that are needed to support learning and curriculum access within the general education classroom for a student with a disability. Team members may be generating this information at different times/meetings, but the forms provided in this component of the Toolkit allow you to compile relevant information to guide your current discussion about supplementary aids and services.

Directions for Use: This tool can be used as a recording format during team meetings, or as a tool to use after a meeting to synthesize information that has been shared by all team members. This document can then become a reference as teams begin to consider the instructional, social, and physical characteristics of a general education classroom in light of individual student needs.

Student Name:	Date:

Student Strengths and Interests: *What student interests can be used to support the instructional process?*
                              What are the student's strengths?

Strengths	Interests

Sensory, Motor, and Processing Considerations: *What, if any, sensory, motor, and processing characteristics of this student need to be considered when identifying instructional support needs?*

Sensory	**Vision**	**Hearing**
Motor	**Fine Motor**	**Gross Motor**
Language/ Processing	**Receptive**	**Expressive**

Instructional Supports Needed Throughout the Day: *What supports are necessary to help this student participate in routine activities throughout the day relative to the skills identified?*

Reading	Writing	Listening	Behavior

Subject-Specific Information/Methods/Levels of Performance: *It will be beneficial to compile this information prior to the on-site facilitation. Review the student's current IEP and progress reports to complete the table below describing the student's current level of performance relative to the general education curriculum. Compile information about strategies that have a track record of success with the student, as well as those that have not been effective. This information will be used by the team to identify supplementary aids and services that build upon previous "lessons learned" about how best to support this student in general education classrooms.*

	Current Level of Performance	Instructional Methods (Successful/Unsuccessful)
Reading		
Math		
Writing		
Science		
Social Studies		
PE		
Art/Music		