

SaS Consideration Toolkit for Ben

Description of Ben and Reason for Conducting the Toolkit:

Ben is a 7 yr. old student who has autism and is receiving education in a self-contained IU run class within an elementary school setting. Currently, he is included with the first grade class during art, music and occasionally science.

Ben has made some progress this year and the school feels it would be helpful to conduct a toolkit to prepare for next year. Ben does exhibit some negative behaviors and is behind his peers socially, academically and with communication. His initiation and social interaction with family members has increased at home this year since Ben started a new medication.

The IEP team would like to increase the amount of time Ben spends in the general education class next year engaged in the general academic curriculum. The team is looking at the 2nd grade classroom environment to determine how they might increase Ben's successful participation and learning next year.

Directions:

- Read the enclosed information from Component B and Step 1 of Component C of the Toolkit.
- Knowing what you know about Ben, take a few minutes to share some ideas with your table group about what areas of the curriculum or classroom environment or tasks might be barriers to Ben's successful participation and learning.
- Think about some strategies that might increase access or bridge the barriers for Ben.
- You will be able to share your ideas and input with the group as members of Ben's team while the trainers model facilitation of the remaining sections of the toolkit.

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.

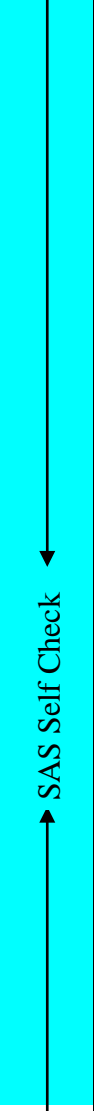
**PaTTAN/BSE/PDE
Developed in Collaboration with
Dr. Gail McGregor
Version 1.3 September, 2008**

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 | <i>Special education administrators, PaTTAN and IU Technical Assistance personnel (TaC) serve as resources to IEP team</i> | Overview and Preparation for Use |  |
| Compile and organize information about the student | <i>All team members</i> | Student Profile | |
| Create profile of general education setting(s) | <i>General and special educator compile information and share with team</i> | SaS Consideration Tool, Step 1 | |
| Identify potential barriers to learning and curriculum access in the general education classroom | <i>All team members</i> | SaS Consideration Tool, Step 2 | |
| Identify strategies and services to eliminate barriers | <i>All team members; specialists as needed to supplement team expertise (e.g., AT specialist, behavior specialist, PaTTAN/IU consultants)</i> | 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 | <i>All team members and consultants</i> | 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: Ben | Date: 3/10/14 |
|-------------------|---------------|

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

| Strengths | Interests |
|---|---|
| <p>Good vocabulary Reads well Active Lots of energy Likes to eat Great sense of humor Sweet, cute Happy Teases adults Acquires skills quickly Not aggressive Good memory Supportive family Prefers to be with adults</p> | <p>Loves music Loves puppets He likes things with motors, lawn mower, vacuum, etc. Likes sensory toys Enjoys the outdoors Enjoys watching transformers Likes the water Prefers to be alone Likes to be silly Enjoys painting</p> |

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?*

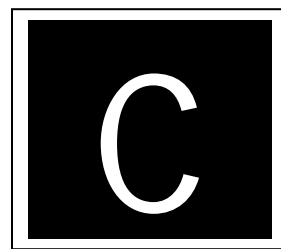
| | | |
|---------------------------------|--|--|
| Sensory | Vision | Hearing Loud noises bother him—he puts his fingers in his ears |
| Motor | Fine Motor Emerging use of a writing instrument | Gross Motor |
| Language/ Processing | Receptive Requires gestural prompts to follow directions | Expressive To ask for things he wants the items must be visible Echolalia |

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 |
|--|---|---|--|
| Requires high rate of reinforcement Narrow range of reinforcers | Requires visual and physical boundaries Writes on a screen | Gestural and verbal prompts Difficulty following directions in a group | He is not comfortable in groups Needs prompts to sit for a period of time Needs prompts to sit quietly |

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 | Guided Reading Level A—beginning Kindergarten skills Edmark Reading Program –He can read sight words Lacks Phonemic awareness Comprehension | Frequent prompting, point to each words; requires frequent reinforcing; one to one instruction |
| Math | Able to rote count 1-10; one to one correspondence is mastered 1-10; identify numbers 1-30 No big little concepts Counts on the calendar | Frequent prompting, point to each words; requires frequent reinforcing; one to one instruction |
| Writing | Does not use correct grasp Emerging tracing skills | Adults scribe answers Uses pencil grip with prompting Adapted worksheets that allow cut/paste or pointing response |
| Science | Starting to develop language related to function | 1:1 instruction |
| Social Studies | | |
| PE | Able to imitate physical action during 1:1 sessions | Requires physical prompt to imitate actions in a large group Imitates adults and is beginning to imitate peers with faded physical prompts |
| Art | Completes projects with the class Beginning to use scissors independently | Requires physical prompts Requires one on one |
| Music | Listens to the song Beginning to sing chorally Does not participate in physical gestures | Beginning to sit during instruction Free movement to music |



Supplementary Aids and Services (SaS) Consideration Toolkit

COMPONENT C:

SaS Consideration Tool

COMPONENT C is the tool that guides IEP team members through a four-step process and results in the identification of student-specific, environmentally-referenced Supplementary Aids and Services.

- 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.

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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:

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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 | <i>Special education administrators, PaTTAN and IU Technical Assistance personnel (TaC) serve as resources to IEP team</i> | Overview and Preparation for Use | |
| Compile and organize information about the student | <i>All team members</i> | Student Profile | |
| Create profile of general education setting(s) | <i>General and special educator compile information and share with team</i> | SaS Consideration Tool, Step 1 | |
| Identify potential barriers to learning and curriculum access in the general education classroom | <i>All team members</i> | SaS Consideration Tool, Step 2 | |
| Identify strategies and services to eliminate barriers | <i>All team members; specialists as needed to supplement team expertise (e.g., AT specialist, behavior specialist, PaTTAN/IU consultants)</i> | 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 | <i>All team members and consultants</i> | SaS Consideration Tool, Step 4 | |

Supplementary Aids and Services (SaS) Consideration Tool

| | |
|---|--------------------------------|
| Student: Ben | Date: 3/20/14 |
| Identify classroom(s) used as a reference point for Step 1: Second grade class | Completed By: Mrs. Van Arsdale |

| Step 1: Develop Profile of General Education Classroom(s) | | Step 2: Identify Potential Barriers to Curricular Access and Instruction | Step 3: Identify Strategies and Services to Eliminate Barriers |
|--|-------------------------------------|--|---|
| <i>Create a profile of the classroom environment(s) by circling the number that best describes the frequency of use of identified materials and instructional practices.</i> | | <i>Identify difficulties you can anticipate for this student if <u>nothing is changed</u>, based on his/her current skills, needs, and learning style.</i> | <i>Identify Supplementary Aids and Services to address potential barriers. <u>Consider all possibilities</u>, consulting available resources and support personnel.</i> |
| 1.1 Instructional Method/ Materials | | | |
| Printed Materials | Frequency of Use¹ | | |
| • Textbook | 1 2 <u>3</u> | | |
| • Workbook | 1 2 <u>3</u> | | |
| • Trade book | 1 2 <u>3</u> | | |
| • Worksheets | 1 <u>2</u> 3 | | |
| • Newspapers/magazines | 1 <u>2</u> 3 | | |
| • Other Packets of worksheets | 1 2 <u>3</u> | | |
| • Other _____ | 1 2 3 | | |
| | 1 2 3 | | |

C-3

¹Coding Key:

1 = never; 2 = occasionally; 3 = frequently

| Step 1: Develop Profile of General Education Classroom(s) | | Step 2: Identify Potential Barriers to Curricular Access and Instruction | Step 3: Identify Strategies and Services to Eliminate Barriers |
|--|---|--|--|
| Technology <ul style="list-style-type: none"> • Computer • Internet • E-mail • Instructional software • Graphics software • Printer/Scanner • Other _____ • Other _____ • Other _____ | Frequency of Use 1 <u>2</u> 3 1 <u>2</u> 3 <u>1</u> 2 3 1 <u>2</u> 3 1 <u>2</u> 3 1 <u>2</u> 3 1 2 3 1 2 3 1 2 3 | | |
| Information Presentation Methods <ul style="list-style-type: none"> • Chalk/White Board • Smart Board • Overheads • Lecture • Printed notes/outlines • Handouts • Videos/movies • Graphic organizers • Visual Supports • Objects/Manipulatives • Other Experiments • Other _____ • Other _____ | Frequency of Use 1 2 <u>3</u> 1 <u>2</u> 3 1 <u>2</u> 3 1 2 <u>3</u> 1 <u>2</u> 3 1 2 <u>3</u> 1 <u>2</u> 3 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 <u>2</u> 3 1 2 3 1 2 3 | | |

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| Step 1: Develop Profile of General Education Classroom(s) | | Step 2: Identify Potential Barriers to Curricular Access and Instruction | Step 3: Identify Strategies and Services to Eliminate Barriers |
|---|--|--|--|
| Student Assessment Formats | Frequency of Use 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 3 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 3 1 2 3 | | |
| Project/Presentation Formats | Frequency of Use 1 <u>2</u> 3 1 2 <u>3</u> 1 <u>2</u> 3 1 2 <u>3</u> <u>1</u> 2 3 1 2 <u>3</u> 1 <u>2</u> 3 1 2 <u>3</u> 1 2 3 1 2 <u>3</u> 1 2 3 1 2 <u>3</u> 1 2 3 | | |

C-5

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| Step 1: Develop Profile of General Education Classroom(s) | | Step 2: Identify Potential Barriers to Curricular Access and Instruction | Step 3: Identify Strategies and Services to Eliminate Barriers |
|---|--|--|--|
| 1.2 Instructional Delivery and Social Routines | | | |
| Instructional Format <ul style="list-style-type: none"> • Small-group discussion • Large group discussion • Lecture • Independent reading • Individual seatwork • Dyads/partner • 1:1 instruction • In-class assignment • Note taking • Homework • Other _____ • Other _____ • Other _____ | Prevalence of Practice 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 3 1 2 <u>3</u> 1 2 3 1 2 3 | | |
| Classroom Management <ul style="list-style-type: none"> • Expected behaviors are identified and taught to students. • Students are reinforced for meeting behavioral expectations. • Appropriate behavior is modeled in this class • A problem-solving approach is used to deal with issues. • Students have the opportunity to identify and discuss concerns. • Other _____ • Other _____ • Other _____ | Prevalence of Practice 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 3 1 2 3 1 2 3 | | |

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| Step 1: Develop Profile of General Education Classroom(s) | | Step 2: Identify Potential Barriers to Curricular Access and Instruction | Step 3: Identify Strategies and Services to Eliminate Barriers |
|--|--|--|--|
| Response to Diversity <ul style="list-style-type: none"> Instructional activities incorporate student interests and experiences Students have opportunities to make choices Individual differences are seen as positive Respect and understanding of difference is addressed in instructional activities Other _____ Other _____ Other _____ | Prevalence of Practice 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 3 1 2 3 1 2 3 | | |
| Interpersonal Relationships <ul style="list-style-type: none"> Students help each other Students treat each other with respect Social skills are taught Other _____ Other _____ Other _____ | Prevalence of Practice 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 3 1 2 3 1 2 3 | | |

C-7

¹Coding Key:

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| Step 1: Develop Profile of General Education Classroom(s) | | Step 2: Identify Potential Barriers to Curricular Access and Instruction | Step 3: Identify Strategies and Services to Eliminate Barriers |
|--|---|--|--|
| Social Activities <ul style="list-style-type: none"> The school offers activities that address a range of student interests. School sponsored activities are publicized in a variety of ways to reach all students. Extracurricular activities are well attended by all students Other_____ Other_____ | Prevalence of Practice 1 2 <u>3</u> 1 2 <u>3</u> 1 2 <u>3</u> 1 2 3 1 2 3 | | |
| 1.3 Setting Characteristics | | | |
| Classroom Environment <ul style="list-style-type: none"> Classroom location is accessible Room arrangement allows for access to all areas Room arrangement allows for all students to see and hear instruction Room arrangement allows for teacher to see and monitor all students Students have opportunity to work without distraction Noise level of classroom does not interfere with learning Lighting in room is conducive to learning Other_____ | Feature of this setting? <u>Y</u> N <u>Y</u> N <u>Y</u> N <u>Y</u> N <u>Y</u> N <u>Y</u> N <u>Y</u> N | | |

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Step 4: Discuss Appropriate Supplementary Aids and Services Options and Identify Viable Alternatives for Implementation.

Based on the analysis of the general education classroom setting, identify those Supplementary Aids and Services that represent the team's best thinking about the most appropriate services and strategies to support learning and participation in the general education setting. These decisions are likely to have resource/personnel/training and/or administrative support implications. This step in the consideration process focuses on the supports necessary for adults to effectively implement the Supplementary Aids and Services that have been identified.

| Student Support Strategies to Implement (What does the student need?) | Adult Supports/Resources for Implementation (What do the adults need?) | Supports for Implementation (How we will get there?) |
|---|---|--|
| <p><i>[Ex: Student needs visual supports used throughout the day to understand schedule and individual activity demands.]</i></p> | <p><i>[Ex: Special educator needs access to Boardmaker software; training in use of software needed.]</i></p> | <p><i>[Ex: IU AT consultant will provide teacher training; school will purchase software; tech coordinator will install on computer with access to color printer.]</i></p> |