

General Education Supports for Students with Disabilities



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at the American Institutes for Research® ■

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About the PROGRESS Center

The PROGRESS Center provides information, resources, tools, and technical assistance services to support local educators in developing and implementing high-quality educational programs that enable children with disabilities to make progress and meet challenging goals.



HOW WILL WE HELP IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES?



Share current research, policies, guidance, success stories, and experiences from students, parents, educators, and other stakeholders.



Partner with selected local educators to develop and implement high-quality educational programs.



Provide tools, resources, and training materials for ALL educators, leaders, and families.

Visit us at www.promotingPROGRESS.org to learn more!

There is no way a **single program**
has all the **time**,
all the **knowledge**,
and all the **skills**
to meet all the needs
of every child in **every school or district.**

Buffman, Mattos, & Webber 2009

Students with Disabilities in General Classroom

68%

Spend 80% or more in
the general education
classroom

95%

Spend some portion of
their day in the general
education classroom

Students with Disabilities in General Education

- All students are general education students first.
- Some students require special education aids and services to access and benefit from general curriculum similarly to their peers.



What is purpose of aids and services provided through the IEP?

- To **advance appropriately** toward attaining the **annual goals**;
- To be **involved in and make progress in the general education curriculum** in accordance with paragraph (a)(1) of this section, 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.



Our beliefs and expectations determine the extent to which students with disabilities are involved and make progress in the general education curriculum!



Did you know?

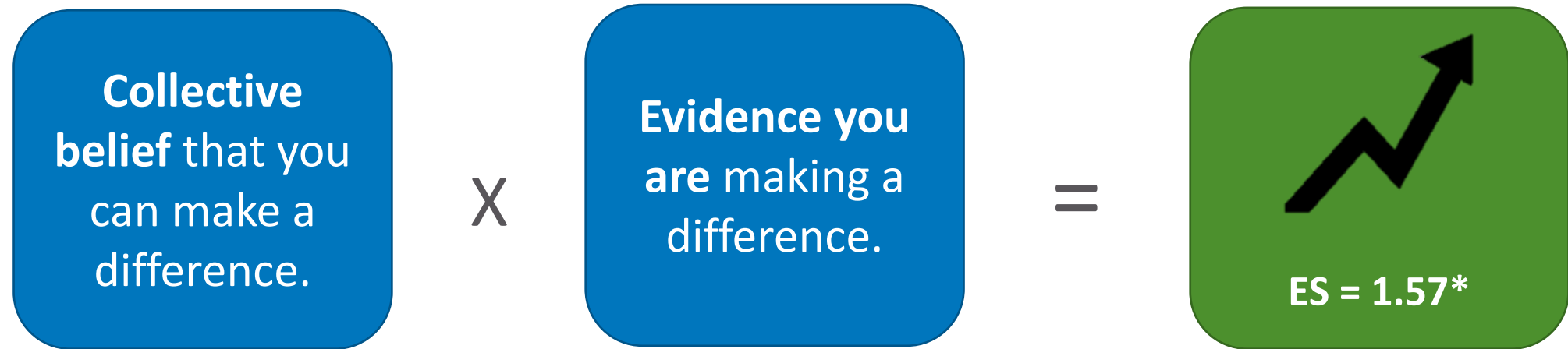
Research shows that teachers and parents hold significantly lower educational expectations for adolescents labeled with disabilities than they do for similarly achieving and behaving adolescents not labeled with disability, and these lower expectations contribute to labeled adolescents' lower educational expectations for themselves.

[Shifrer, 2013](#)



General Education Teacher Collective Efficacy Matters

The collective belief of educators in their ability to positively affect students, including students with disabilities.



It is built on **evidence** of impact.

(Eells, 2011; Hattie, 2017)

Ensuring Appropriate Progress

“To meet its substantive obligation under the IDEA, a school must offer an IEP **reasonably calculated** to enable a child to **make progress** appropriate **in light of the child’s circumstances.**” [emphasis added]

—*Endrew F. v. Douglas County School District RE-1 (2017)*





Setting the Stage for General Education Success

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**Development of
high-quality
educational
programming**



**Implementation
of high-quality
educational
programming**



**Improved access
and outcomes -
FAPE**



IDEA FAPE Requirements



Procedural

In the development of an IEP, has the IEP team complied with the procedures set forth in IDEA? (*Rowley*)



Substantive

Is the IEP reasonably calculated to enable the child to make progress that is appropriate in light of the child's circumstances? (*Endrew F.*)



Implementation

In implementing the IEP, were the instructional services and supports outlined in the IEP provided as agreed on during the IEP process?

FAPE Requirements

Program Development: Procedural



Program Development: Substantive

PLAAFP Statement:

Provides an assessment and data-driven baseline

Monitoring Plan:

Informs us if services are leading to progress or if changes are needed

Specially designed instruction (SDI):

Addresses unique needs and ensures access to and progress in the general curriculum

Measurable Annual Goals: Connects to our PLAAFP Statement, SDI, and progress

IEPs: Same Essential Ingredients but Individualized Based on Student Need



What good is a great IEP if it doesn't guide implementation?

FAPE and Implementation

Fidelity of
Implementation

Capacity to
Implement

We need a sustainable ecosystem with capacity to develop and implement high-quality educational programming for all, including students with disabilities.

We *NEED* collective efficacy.

Implementing High-Quality Educational Programming: Building a Sustainable Ecosystem

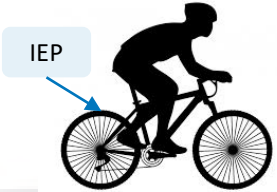
Educator Support

Family Engagement

Ongoing Teaming

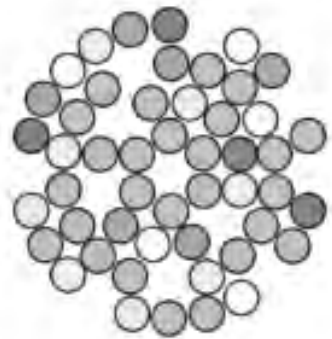
Progress

Effective Instruction



Feeling of Belonging

What is belonging? Why does it matter?



Exclusion



Segregation



Integration



Inclusion



Belonging

Belonging is essential for school success.



<https://promotingprogress.org/resources/stories-classroom-finding-belonging>

Pair and share.

- To what extent do we ensure students with disabilities feel like they belong in general education classroom?





Supporting Students with Disabilities in General Education Through the IEP

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Each IEP Includes a Statement of Aids and Service to Support Success in the General Curriculum

“(4) 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...”

What Does IDEA Say?

According to the Individuals with Disabilities Education Act (IDEA), [Section 300.320\(a\)](#), each child's IEP must contain the following:

“(4) 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—

- (i) To advance appropriately toward attaining the annual goals;
- (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
- (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section [emphasis added].”

Breaking Down the Parts of Statement

Statement Component	Definition	Examples
 Special Education	“... specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.” [Sec. 300.39(a)]	<ul style="list-style-type: none">Specialized instruction conducted in the classroom, home, hospital, institutions, and other settings.Specialized instruction in physical education.Travel training.Vocational education.Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service.
 Related Services	“... transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.” [Sec. 300.34(g)]	<ul style="list-style-type: none">Speech-language pathology and audiology services.Interpreting services.Psychological services.Physical and occupational therapy.Recreation, including therapeutic recreation.Early identification and assessment of disabilities in children.
 Supplementary Aids & Services	“... aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.” [Sec. 300.41]	<ul style="list-style-type: none">Accommodations.Modifications.Other direct services.
 Supports	Supports and modifications to assist staff in supporting implementation of the IEP.	<ul style="list-style-type: none">Training for staff and parents to support implementation.Special equipment or resources for providing instruction and supports.Collaborative planning time between the general education teacher, the special education teacher, and related service providers.

IDEA, Sec. 300.320(a)(4), emphasis added

These four parts are designed to promote progress!



How the IEP's Proposed Services Align to Support Success in General Education

6th grade student with a learning disability that impacts the student's ability to decode and fluently read connected text.

Type of Service	Sample Proposed Services
Special education or SDI	Daily 30-minute direct instruction in phonics and reading fluency taught by the special education teacher
Related Service	Speech services to address disfluency/stutter impacting fluent reading of connected text
Supplementary	Access to text-to-speech audio software to access textbooks
Program modifications/ supports for school personnel	Special education teacher's participation in training on a specific reading program required for implementation of SDI.

Supplementary Aids and Services

“Supplementary aids and services means aids, services, and other supports that are **provided in regular education classes**, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate...”

IDEA Sec. 300.42, emphasis Added.

IEP Tip Sheet
What are Supplementary Aids & Services?

This tip sheet introduces and briefly defines supplementary aids and services that promote access to and progress in general education programming and provides tips for implementation. To learn more, review the additional resources and check with state law for supplemental requirements. This is one of four tip sheets in a collection of the statement of services and aids in the individualized education program (IEP; See: 300.320(g)(4)). The overview tip sheet provides a summary of the complete statement.





What Does IDEA Say?

According to IDEA Sec. 300.42
"Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116."

Let's Break It Down

- Where?**
 - Regular education classes
 - Other education-related settings
 - in extracurricular and nonacademic settings
- What?**
 - Aids
 - Services
 - Other supports
- Why?**
 - To enable children with disabilities to be educated with nondisabled children

Common Types and Examples

Types	Definition	Examples
 Instructional Accommodations	Changes to the delivery of classroom instruction or the accompanying materials; they do not change what students learn	<ul style="list-style-type: none">Books on tape, large print, or highlighted notesAccess to assistive technologySpecial seatAdapted cup for drinkingExtended time or frequent breaks
 Modifications	Change to what a student will be expected to learn or what a test is expected to measure	<ul style="list-style-type: none">Complete different problems than peersAnswer different test questionsLearn different contentNot required to complete similar materials as peers
 Testing Accommodations	Changes to the format of a test or its administration procedures but not what a test measures	<ul style="list-style-type: none">Having test read aloudExtended timePermitting scribes or dictationTesting in a small group settingProviding a test in large print
 Other aids and services:	Other types of direct services and supports to the student based on the unique needs of the student	<ul style="list-style-type: none">Healthcare assistant for a student with significant health needsPeer tutorsAssistive technology servicesOne-on-one aids

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Let's Break it Down

Where?

- Regular education classes
- Other education-related settings
- In extracurricular and nonacademic settings

What?

- Aids
- Services
- Other supports

Why?

To enable children with disabilities to be educated with nondisabled children

Instructional Accommodations v. Modifications

Instructional Accommodations	Instructional Modifications
<p>Changes <i>how</i> students access or demonstrate learning but does not change <i>what</i> they learn.</p>	<p>Changes <i>what</i> students learn and more commonly used with students who require more support or adjustments than accommodations can provide.</p>
<p>Examples include:</p> <ul style="list-style-type: none">• Extended time to complete a task• Reader for math assignment.• Calculator for problem solving tasks	<p>Examples include:</p> <ul style="list-style-type: none">• Changing the expectations for learning• Reducing the requirements of the task• Reader for a reading comprehension activity• Calculator for math calculation activities

Content adapted with permission from IRIS Center <https://iris.peabody.vanderbilt.edu/module/acc/>

Supporting executive functioning needs

- attention (e.g., persevering through multistep or difficult tasks),
- inhibitory control (e.g., ignoring irrelevant or distracting information),
- planning (e.g., identifying an appropriate sequence of steps to meet a goal),
- self-monitoring (e.g., graphing progress on a chart, self-evaluate on-task behavior),
- cognitive flexibility (e.g., shifting between tasks, procedures, or rules), and
- working memory (e.g., organizing several pieces of incoming information).

Aligning SDI and Supplementary Aids and Services to Address Functional Skills Needs

- Challenging goals (ES = .59)
- Strategy monitoring (ES = .58)
- Cognitive task analysis (ES = 1.29)
- Strategy to integrate with prior knowledge (ES = .93)
- Transfer strategies (ES = .86)
- Mnemonics (ES = .76)
- Help seeking (ES = .72)
- Meta-cognitive strategies (ES = .60)
- Rehearsal and Memorization (ES = .73)
- Self-regulation strategies (ES = .52)
- Note taking (ES = .50)
- Study skills (ES = .46)
- Teaching communication skills and strategies (ES = .43)

Hattie, J. (2018)

Balancing SDI and Accommodations to Address Executive Functional Needs Necessary for School Success

Did you know? After repeated failures, students with learning disabilities display learned helplessness (displayed through lack of motivation or effort when faced with challenging tasks), feelings of hopelessness, low self esteem, and negative affectivity (e.g., irritability, shame, nervousness, guilt). ([Sideridis, 2003](#))

Mastery of skills to improve executive functioning processes can be taught through SDI, not just accommodated to increase performance.

Cognitive and Metacognitive Strategies for Executive Functioning

Executive Functioning Area	Examples of Cognitive and Metacognitive Strategy
Attention	Intentional instruction on the steps of a task to assist a student with a disability in anticipating upcoming procedures and persevere through multistep tasks.
Inhibitory Control	Provide students with a series of questions to help them select the most relevant information during an academic task.
Planning	Provide supports that outline the steps for completing a particular task with opportunities for the student to reflect on the strategies that worked.
Self-Monitoring	Teach a student with a disability to use a checklist to monitor his/her academic progress and behavior on predetermined, periodic schedule.
Cognitive Flexibility	Provide a student with a disability a step-by-step task list to guide them through completion of tasks with multiple steps, procedures, and rules.
Working Memory	Use graphic organizers to provide students with a means for organizing several pieces of information.

Classroom Assessment Testing Accommodations and Modifications

- If the IEP is “reasonably calculated to enable a child to make progress appropriate...”, then students will progress on IEP goals AND general education classroom assessments.
- Classroom assessment should mirror accommodations that the students needs on State or districtwide assessment of student achievement.

What do we mean by testing accommodation?

"Testing accommodations change *how* students are tested but do not change *what* a test measures. Students with disabilities who receive testing accommodations are required to take the same assessment and reach the same level of proficiency as students who do not use them." (IRIS Center)

Other Supplementary Aids and Supports

- The IEP may identify other types of direct services and aids to support the student in accessing and benefiting from the general curriculum, such as
 - Healthcare assistant for a student with significant health needs
 - Peer tutors
 - Access to assistive technology supports
 - General education classroom paraeducator support

Ensuring Access to Assistive Technology (AT)

- **High Leverage Practice (HLP) 19: Assistive Technology** includes augmentative and alternative communication devices and assistive and instructional technology products to promote student learning and independence.
- **Individuals With Disabilities Education Act** defines “assistive technology device” means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. ([IDEA, Sec. 300.5](#))

How the IEP's Proposed Services Align to Support Success in General Education

9th grade student with an other health impairment that impacts the student's ability to attend and stay organized.

Type of Service	Sample Proposed Services
Special education or SDI	Daily, 15-min explicit instruction on cognitive and metacognitive strategies to organize and implement tasks and independently regulate behaviors.
Related Service	Parent counseling and training to utilize assistive technology with the student
Supplementary	Use of noise canceling headphones, shortened assignments, and note-taking software
Program modifications/ supports for school personnel	Collaborative planning time for general education teacher and special education teacher to plan for and implement note-taking software in special and general education environments.

Big Ideas for Supporting Students with Disabilities in General Education Curriculum

- 1** Provide consistent opportunities to work on **GRADE-APPROPRIATE ASSIGNMENTS** with appropriate supports.
- 2** Delivery **STRONG CORE INSTRUCTION**, where students do most of the thinking in a lesson.
- 3** Ensure opportunities for **DEEP ENGAGEMENT** in what they're learning.
- 4** Hold **HIGH EXPECTATIONS** for students and collective belief that they can meet grade-level standards (ES = 1.29).

(TNTP, Inc. 2018)



Resources to Support Students with Disabilities in General Education

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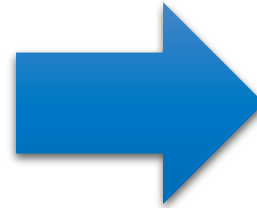
Register for WDE Special Education Learning Modules

Log Into WDE Canvas

Wyoming Department of Education > For Teachers > Digital Learning and Support > Statewide Learning Management System (LMS) > Log Into WDE Canvas



Click logo to log into WDE Canvas:



Welcome to the Wyoming Department of Education (WDE) Special Education Program Division's learning module series.

If this is your first time accessing a module in this series, start with the "Module Orientation" module to learn more about this module series, the module learning journey, and accessibility.

[Module Orientation](#)

[The IDEA: History](#)

[The IDEA: Parts & Six Principles](#)

<https://edu.wyoming.gov/educators/technology/statewide-learning-management-system-lms/log-into-the-wde-canvas-catalog/>

PROGRESS Center Resources

PROGRESS Center
Promoting Progress for Students with Disabilities

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The **PROGRESS** Center provides information, resources, and support for local educators and leaders responsible for the **development** and **implementation** of high-quality educational programming for students with disabilities that ensures access to free appropriate public education (FAPE) and progress toward appropriately ambitious goals... [MORE](#)

Improving Access and Outcomes for Students with Disabilities

Development of high-quality educational programming for students with disabilities × Implementation of high-quality educational programming for students with disabilities = Ensure access to FAPE and improve outcomes for students with disabilities

[MORE](#) [MORE](#)

<https://promotingprogress.org/>

IEP Tip Sheet
PLAAFPs
Present Levels of Academic Achievement and Functional Performance

IEP Tip Sheet
Measurable Annual Goals

IEP Tip Sheet
Measuring Progress Toward Annual Goals

IEP Tip Sheet for Parents
An Overview of the IEP
What to Know about Your Child's IEP and How to Advocate

IEP Tip Sheet for Parents
The IEP Team
Who is part of the IEP team?

Individualized Educational Program

IDEA and the IEP: From Compliance to PROGRESS

Delivering Instruction
What Do Teachers Need to Know About Delivering Instruction?

Cognitive and Metacognitive
What Do Teachers Need to Know About Cognitive and Metacognitive Skills?

Teaching Social Behaviors
What Do Teachers Need to Know About Teaching Social Behaviors?

PROGRESS Center
The State of the States: National Trends in State Education Agency Guidance on Special Education

APRIL 2021

AIR
CSSA
Florida State Board of Education

Billy Pickens tells us how his teacher's high expectations for him may not have been welcome in high school but that as an adult who is deaf-blind, he now appreciates how important it was for his future.

The What and Why of Measurable Annual Goals

This course is intended to explain the Individuals with Disabilities Education Act (IDEA) requirements for measurable annual goals and the...

Faculty/PD Provider, General Educators, LEA/School Leaders, Special Educators/Providers

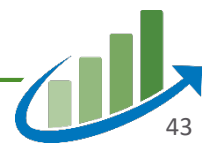
[ONLINE MODULE](#)

Path to PROGRESS: Developing and Implementing High-Quality Educational Programs

This course is intended to encourage reflection on the larger purpose of the Individuals with Disabilities Education Act (IDEA) and...

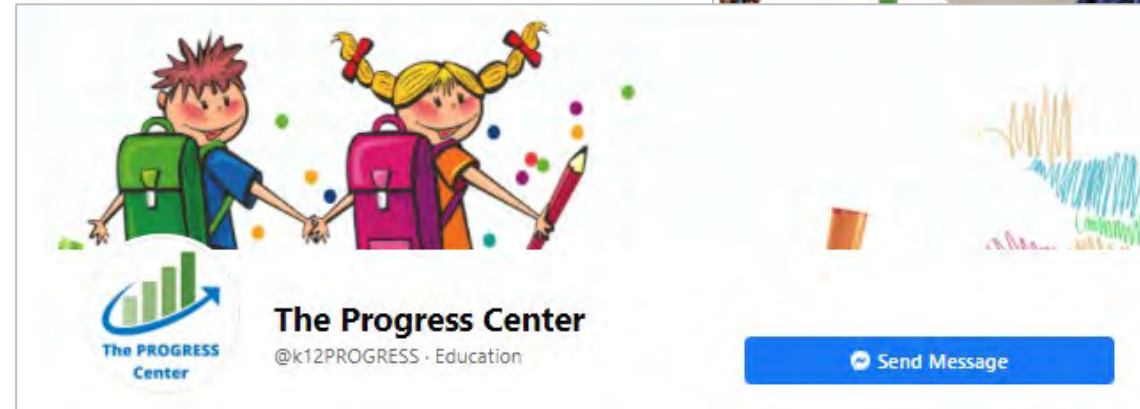
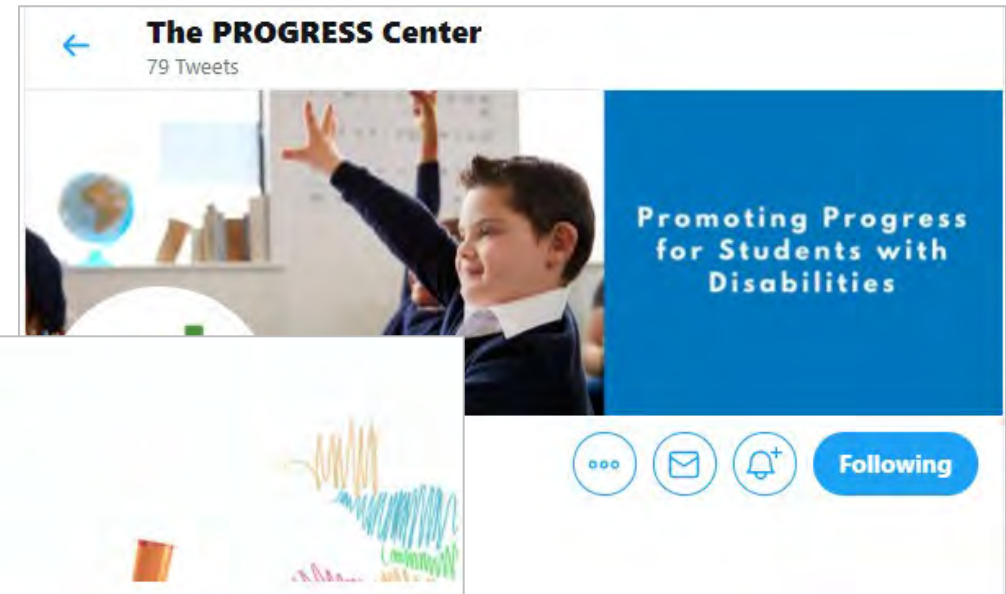
Faculty/PD Provider, General Educators, LEA/School Leaders, Special Educators/Providers

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References

Hattie, J. (2018). Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement. Retrieved from <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

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<https://doi.org/10.1177/002214651350334>