PROGRESS CENTER

Promoting Progress for Students with Disabilities

WHO WE ARE

The PROGRESS Center provides information, resources, tools, and technical assistance services to support local educators and leaders (kindergarten through transition age) in developing and implementing high-quality educational programming that ensures students with disabilities have access to free appropriate public education (FAPE), which allows them to make progress and meet challenging goals, consistent with the U.S. Supreme Court's decision in *Endrew F. v. Douglas County School District* (2017).

IEP TIP SHEETS

This series of tip sheets introduces key components of the individualized education program (IEP). They include brief summaries of federal regulations, tips for implementation, and resources.

IEP Tip Sheets include:
1. PLAAFPs
2. Measurable Annual Goals
3. Measuring Progress Toward Annual Goals
4. Overview of Statement of Services
5. Explanation of Educational Setting
6. Participation in Assessment
7. Dates, Frequency, Location, and Duration of Services

ONLINE COURSES

These courses, available in the Learning Module Library, are intended to build educator and administrator knowledge with a focus on how to develop and implement high-quality educational programming for students with disabilities. Each course includes a self-paced learning module, related resources, and a certificate of completion.

Examples of courses include:
- Path to PROGRESS: Developing and Implementing High-Quality Educational Programs
- IDEA and the IEP: From Compliance to PROGRESS
- The What and Why of Measurable Annual Goals
- The What and Why of Present Levels of Academic Achievement and Functional Performance (PLAAFP)

STORIES FROM THE CLASSROOM

These short videos feature educators, leaders, and current and former students as they share strategies, tips, and stories from their experiences promoting progress for students with disabilities. An accompanying quick guide can help facilitate reflection and discussion.

Examples of videos include:
- Finding Belonging
- Appreciating High Expectations
- Words Matter
- Hearing Parents Priorities
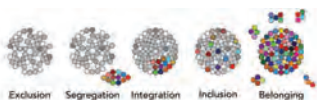
BELONGING RESOURCES

Students learn best and are the most successful when they are welcomed and feel a sense of belonging at school. In collaboration with the TIES Center and Dr. Erik Carter, the PROGRESS Center has developed a series of resources to support schools in reflecting on and ensuring all students, including students with disabilities feel like they belong at school.

Examples of belonging resources include:
- Video: Finding Belonging
- Webinar & Reflection Handout: Ten Ways Schools Can Foster Belonging Among Students With and Without Disabilities

Interested in learning more about what the PROGRESS Center has to offer?
Connect with us!

Visit https://promotingprogress.org

Follow us on Twitter @k12progress

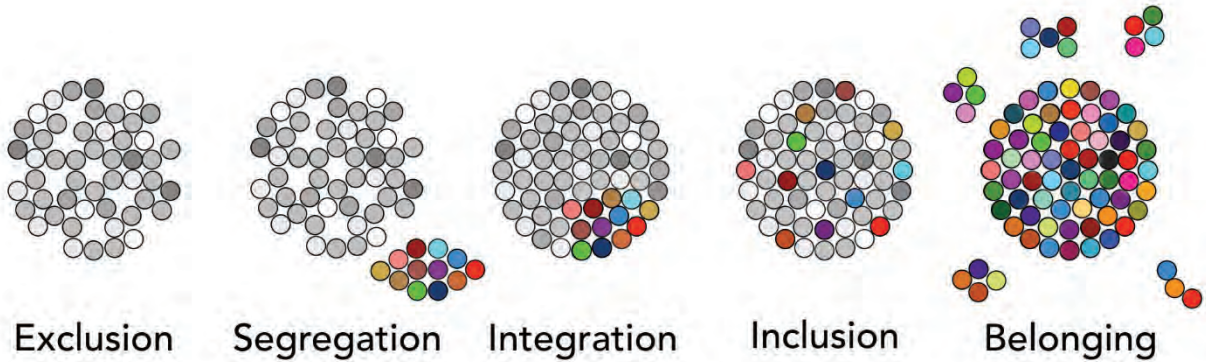Connect with us on Facebook @k12progress

Contact us at progresscenter@air.org

Reflecting on our Practice: Ten Ways Schools Can Foster Belonging Among Students With and Without Disabilities

Erik Carter | Vanderbilt University

erik.carter@vanderbilt.edu

Exclusion   Segregation   Integration   Inclusion   Belonging

Ten Dimensions of Belonging

Reflecting on Belonging

Are students with disabilities…	What are we doing really well right now?	What could we be doing better or differently?	What should we be doing next as a school to spur change?
Present Are students involved in all of the same places, programs, and activities as their peers at your school?			
Invited Is their presence and participation actively sought out and encouraged by others at your school?			
Welcomed Are students received by others at the school with warmth, friendliness, and authentic delight?			
Known Are students treated as unique individuals, recognized for their strengths, and appreciated for who they are?			
Accepted Are students embraced without condition and viewed as equals by their peers?			
Supported Are they receiving the assistance they need to participate fully and meaningfully in all aspects of the life of their school?			
Heard Are the perspectives of students sought out, listened to, and respected by others?			
Befriended Are students developing relationships with their peers that are marked by reciprocity and mutual enjoyment?			

Are students with disabilities…	What are we doing really well right now?	What could we be doing better or differently?	What should we be doing next as a school to spur change?
Needed Are students valued by others and considered to be indispensable members of the school community?			
Loved Are students experiencing the deep and gracious love of others?			

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IDEAs that Work
U.S. Office of Special
Education Programs

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Overview of the Statement of Services & Aids

This tip sheet introduces and provides an overview of the statement of special education, related services, supplementary aids and services, and program modifications that are part of the individualized education program (IEP). It also includes a brief summary of federal regulations and tips for implementation. To learn more, review the more in-depth tip sheets for all four parts and check with state law for additional requirements.

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)]	• Specialized instruction conducted in the classroom, home, hospitals, 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(a)]	• 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 • Parent counseling and training
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. 300.42].	• Accommodations • Modifications • Other direct services
Program Modifications & Supports	Supports and modifications to assist staff in supporting implementation of the IEP	• Training for staff 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

Tips for Implementation

✓ Ensure that the present levels of academic achievement and functional performance (PLAAFP) statement justifies the IEP team's selection of special education, aids, and services to be provided to the student.

✓ Avoid identifying specific programs and instead focus on the features of an individualized program necessary for the student to benefit.

✓ Identify special education, aids, and services based on the unique needs of the student as opposed to a disability label or the location of services.

✓ Consider what knowledge and skills school personnel will need to successfully implement the IEP and support the child across learning environments.

✓ For students who are nonresponsive to evidence-based programs, consider using a research-based process, such as data-based individualization, to individualize supports.

✓ Review the research and resources from Office of Special Education Programs–funded centers to identify specialized instructional approaches and strategies plus aids and services that are supported by evidence, as appropriate.

Where can you learn more?

Access these PROGRESS IEP Tip Sheets for more details about each part of this required statement:

⭐ Program modifications or supports

⭐ Supplementary aids and services

⭐ Related services

⭐ Special education

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; Sec. 300.320(a)(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
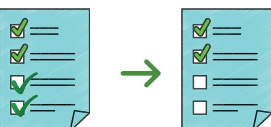- In extracurricular and nonacademic settings

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	- Books on tape, large print, or highlighted notes - Access to assistive technology - Special seat - Adapted cup for drinking - Extended time or frequent breaks
Modifications	Change to what a student will be expected to learn or what a test is expected to measure	- Complete different problems than peers - Answer different test questions - Learn different content - Not 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	- Having test read aloud - Extended time - Permitting scribes or dictation - Testing in a small-group setting - Providing 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	- Healthcare assistant for a student with significant health needs - Peer tutors - Assistive technology services - One-on-one aide

Tips for Identification and Implementation

✓ Ensure selection is justified in the present levels statement and aligned with the unique needs of students, not their disability category.

✓ Consider aids and services for supporting both academic and functional needs.

✓ Consider accommodations before selecting modifications; the latter generally promotes lower expectations.

✓ Consider aids and services that may be needed in extracurricular and other education and nonacademic settings necessary to promote access and opportunities with peers.

✓ Identify additional supports needed to promote effective use of selected aids and services.

✓ Align testing and instructional accommodations to ensure that students have opportunities to use them successfully in the classroom before they are used on an assessment.

Where Can You Learn More?

Accommodations: Instructional and Testing Supports for Students with Disabilities (IRIS Center). This interactive module aims to increase knowledge of instructional and testing accommodations for students with disabilities.

Online Training to Improve Accommodations Decision Making (National Center for Education Outcomes). This training includes case-based video clips and five interactive, multimedia professional development modules to help educators select, administer, and evaluate the use of accommodations.

Common Accommodations and Modifications in School (Understood.org). This resource provides a bulleted list of common presentation, response, setting, timing, scheduling, and organizational skills accommodations and assignment and curriculum modifications.

Modifications: What You Need to Know (Understood.org) This brief defines modifications, describes how they differ from accommodations, and provides a summary of pros and cons that educators and parents should consider when selecting modifications for inclusion in the IEP.

PROGRESS Center Website. The PROGRESS website includes additional information about developing high-quality IEPs and additional tip sheets in this series.
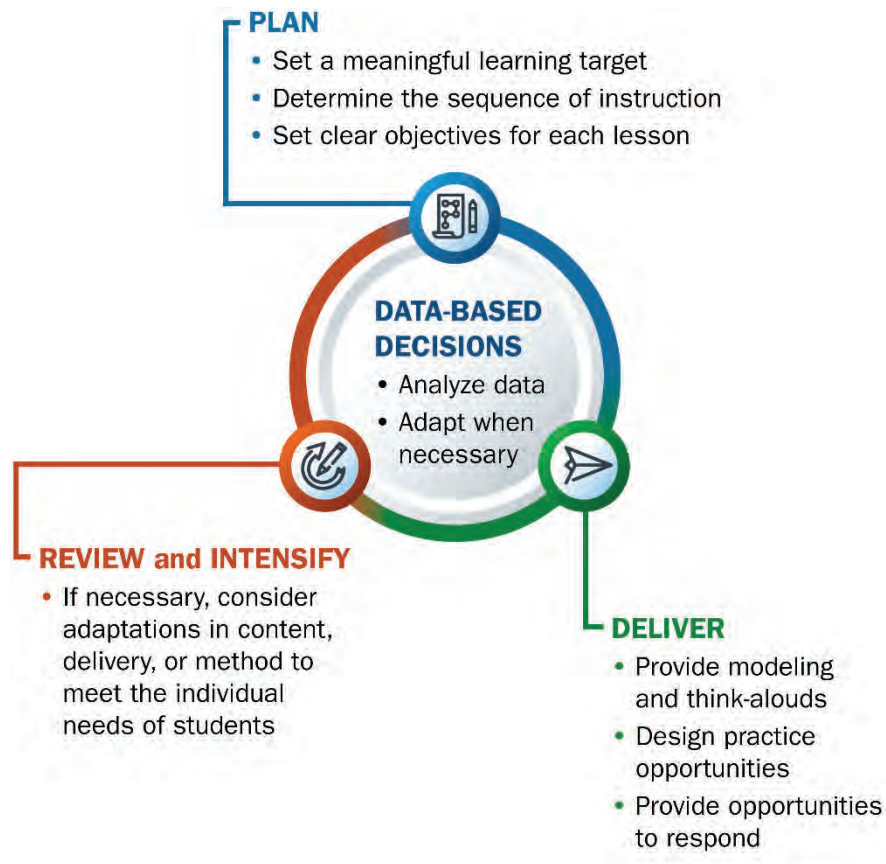
Cognitive and Metacognitive Strategies

What Do Teachers Need to Know?

Cognitive and metacognitive strategies are important for the development of executive function skills, which, in turn, are crucial for learning academic and behavior skills (Losinski et al., 2016; Peng et al., 2016). Executive function skills emerge in early childhood but continue to develop throughout adolescence (Best & Miller, 2010). Executive function skills are intentional and goal oriented (Briesch & Briesch, 2016; Cragg & Gilmore, 2014), and include processes such as

- 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).

PLAN
- Set a meaningful learning target
- Determine the sequence of instruction
- Set clear objectives for each lesson

DATA-BASED DECISIONS
- Analyze data
- Adapt when necessary

REVIEW and INTENSIFY
- If necessary, consider adaptations in content, delivery, or method to meet the individual needs of students

DELIVER
- Provide modeling and think-alouds
- Design practice opportunities
- Provide opportunities to respond

In the three-phase cycle for instruction, teachers can use several cognitive and metacognitive strategies to address challenges that students with disabilities have related to executive functioning. Using cognitive and metacognitive strategies involves planning for and delivering individualized instruction of content, followed by reviewing assessment data and intensification of cognitive and metacognitive strategies if needed.

Individualizing Instruction for Students With Disabilities

Many students with disabilities experience challenges with executive functioning (Hosenbocus & Chahal, 2012) and may require different instructional methods or accommodations to support their development. Understanding executive function processes is particularly relevant for working with students with disabilities because difficulties with executive functioning can have a compounding effect with the barriers they already experience with academics and behavior. For instance, working memory is subject to a limited capacity, and when it is overtaxed, it may be difficult for students to comprehend incoming information, develop a plan, or self-regulate their behavior.

Subsequently, researchers have reported on the effectiveness of different strategies and interventions that target students' weaknesses with a different executive functioning process, including for students with a range of disabilities (Fowler et al., 2007; Jacobson & Reid, 2010; Kaldenberg et al., 2016; Losinski et al., 2014). Teachers can use several cognitive and metacognitive strategies to address executive function difficulties for students with disabilities, regardless of grade, content area, or disability:

- **Setting goals**. Teach students to identify appropriate and feasible goals for themselves. Ask students to identify how they will measure progress toward meeting goals and help students identify positive motivation for attaining goals.

- **Self-monitoring**. Teach students to ask themselves questions regularly throughout learning and completing tasks as a method of monitoring their performance. Students also may monitor their performance through graphing, such as recording information (e.g., attention, time on task) on a daily check-in check-out form or weekly on a reading log.

- **Graphic organizers**. Teach students how to use graphic organizers to help them with planning, organizing, and making progress on tasks. For example, graphic organizers may be used to plan for word problem solving, organize a weekly schedule and goals, and make progress on independent daily living goals.

- **Self-management**. Teach students to reflect on their behavior periodically through completion of a personalized rating scale that reflects classroom expectations. Using a three-point scale, students and teachers can rate student adherence to expectations for a class period with rewards delivered contingent on accurate ratings to encourage precise self-reflection.

Access to the General Education Classroom

Executive functioning skills are critical for learners of all grades and abilities and are relevant across all academic and behavior domains. Students with disabilities who exhibit difficulties with executive functioning skills benefit from consistent use of cognitive and metacognitive strategies across settings. Teachers in general education settings should collaborate with special educators to identify which strategies are in place in special education and intervention settings. Moreover, teachers in general education settings may need to regularly review the explicit strategies with students and collect formative data to monitor students' performance using these strategies.

How to Get Started

- Keep in mind that students with disabilities will need to be explicitly taught cognitive and metacognitive strategies. Teachers should use instruction with explicit modeling and guided practice to support students applying these strategies independently.

- Teachers should provide students with affirmative and corrective feedback on their use of the cognitive and metacognitive strategies.

- Teachers should monitor students' use of cognitive and metacognitive strategies across settings (e.g., the general education classroom, recess, lunch room) to ensure that students are able to appropriately transfer skills.

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