

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

**Consider relevant data.** List the sources of information used to develop the IEP.

**Describe the present levels of academic achievement and functional performance including how the student's disability affects his or her involvement and progress in the general education curriculum.** For preschool children, as appropriate, describe how the disability affects the child's participation in appropriate activities [N.J.A.C. 6A:14-3.7(e)1].

**For preschool students, review the preschool day to determine what accommodations and modifications may be required to allow the child to participate in the general education classroom and activities.** [N.J.A.C. 6A:14-3.7(c)12].

**Include other educational needs that result from the student's disability** [N.J.A.C. 6A:14-3.7(e)3ii].

**In addition, consider each special factor identified in N.J.A.C. 6A: 14-3.7(c) (The Need for consultation; Behavioral needs; Language needs; Communication needs; Auditory needs; Need for assistive technology devices and services; and visual needs.)** If in considering the special factors, the IEP team determines that the student needs a particular device or service (including an intervention, accommodation or other program modification) to receive a free, appropriate public education, the IEP must include a statement to that effect in the appropriate section. If a factor is not applicable, note as such.

## **MODIFICATIONS AND SUPPLEMENTARY AIDS AND SERVICES IN THE REGULAR EDUCATION CLASSROOM**

**State the modifications for the student to be involved and progress in the general education curriculum and be educated with nondisabled students. State the supplementary aids and services that will be provided to the student or on behalf of the student [N.J.A.C. 6A:14-3.7(e)4]. Identify any assistive technology devices and services to be provided. Attach additional pages as necessary.**

**State the modifications to enable the student to participate in the general education curriculum.**

**State the supplementary aids and services.**

## SUPPORTS FOR SCHOOL PERSONNEL

**State the supports for school personnel that will be provided for the student [N.J.A.C. 6A:14-3.7(e)4].**


# How can the team, including the parent, organize this process?

	Potential Barriers	Supplementary Aids and Services Modifications, Accommodations
English Language Arts		
Math		

## Selection of Supports in General Education Classrooms: Guiding Questions

Type of Support	Guiding Questions
<b>Curricular/Instructional Modifications or Specialized Instructional Strategies, Materials, Equipment, Technology</b>	
Instructional Delivery	<ul style="list-style-type: none"> <li>Can the student's participation and learning be increased by differentiated instruction of the general education curriculum?</li> <li>Can the student's participation and learning be increased through the use of different visual aids and materials?</li> <li>Can the student's participation and learning be increased by changing the lesson format (e.g., activity-based lessons, games, simulations, role-plays, experiential lessons, community-based lessons)?</li> </ul>
Student Response	<ul style="list-style-type: none"> <li>Can the student's participation and learning be increased by adapting how the student responds to instruction (e.g., answers questions verbally rather than writing; creates a picture or diagram; uses a voice output AT device)?</li> </ul>
Assistive Technology	<ul style="list-style-type: none"> <li>Can the student's participation and learning be increased through the use of assistive technology equipment, devices and/or services?</li> <li>Can the student's independence be increased through the use of assistive technology equipment, devices, and/or services?</li> </ul>
Complexity of the Content	<ul style="list-style-type: none"> <li>Can the student's participation and learning be increased by modifying the complexity of the content?</li> </ul>
Positive Behavior Supports	<ul style="list-style-type: none"> <li>Can the student's participation and learning be increased</li> <li>Can the student's participation and learning be increased by teaching a replacement skill to meet the student's needs (e.g., asking for a break, asking for help, asking for attention)?</li> <li>Can the student's participation and learning be increased by teaching skills to increase general competence (e.g., communication, social skills, self-management, play skills)?</li> <li>Can the student's participation and learning be increased by teaching coping skills for times of stress?</li> </ul>
<b>Peer Supports</b>	
Flexible Grouping	<ul style="list-style-type: none"> <li>Can the student's participation and learning be increased through the use of flexible groups (e.g., cooperative groups, partner learning, peer tutors)?</li> </ul>
Peer Buddy	<ul style="list-style-type: none"> <li>Can the student's participation and learning be increased by assigning a peer buddy?</li> </ul>
<b>Adult Supports</b>	
In-Class Resource Program Instruction	<ul style="list-style-type: none"> <li>Is the support of a special education teacher needed to increase the student's participation and learning?</li> </ul>
Supplementary Instruction	<ul style="list-style-type: none"> <li>Is the support of a general education teacher needed to increase the student's participation and learning?</li> </ul>
Teacher Aide	<ul style="list-style-type: none"> <li>Is the support of a teacher aide needed to increase the student's participation and learning?</li> </ul>
Integrated Related Services	<ul style="list-style-type: none"> <li>Is the support of integrated related services (e.g., Speech, OT, PT) needed to increase the student's participation and learning?</li> </ul>
<b>Supports for School Personnel</b>	
Consultation Services	<ul style="list-style-type: none"> <li>Does the general education teacher and/or teacher aide need consultation services from a child study team member, special education teacher or related services provider in order to effectively implement the student's program?</li> </ul>

# Question #2: Comparison of Benefits

	Benefits in the general education class	Benefits in the special Education Class
English Language Arts		
Math		

## Question #3: Potential Benefits/Harmful Effects

	Potential benefits/harmful effects on the student	Potential benefits/harmful effects on other students in the class
<b>English Language Arts</b>		
<b>Math</b>		

# Think, Pair, Share

Read through the provided student profile.

**Discuss:** Based on your student profile, identify some benefits of placing the student in the general education classroom. Now think of some potential harmful effects for the student and for other students in the classroom.



# Think, Pair, Share

Use the handout to record your notes. Find a partner and share your observations and notes. Be prepared to share with the group.