


ANALYZING INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) FOR STUDENTS WITH SIGNIFICANT SUPPORT NEEDS

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2018 AUCD Conference
November 13, 2018



Agenda

- Project Overview
- Individual Studies
 - Annual Goals in IEPs for Students with Significant Support Needs
 - Least Restrictive Environment Statements in IEPs for Students with Significant Support Needs
 - Supplementary Aids and Services in IEPs for Students with Significant Support Needs
- Conclusion

PROJECT OVERVIEW

Individualized Education Program (IEP)

An IEP details a student's background, current performance, **goals, services, and educational placement.**

Three major intentions of an IEP under the Individuals with Disabilities Education Improvement Act (IDEA, 2004)

1. To ensure the student (a) advances appropriately toward annual goals
2. To ensure the student is involved in and makes progress in the general education curriculum and participates in extracurricular and other nonacademic activities
3. To ensure the student is educated and participates with students with and without disabilities in the regular class and the activities described previously

Sample

- IEPs for 88 K-12 students with significant support needs
 - From KS, WI, MO, CA, CO, and FL
 - 63 males, 25 females
 - Mean age of 10.9

Disability labels

- autism spectrum disorder ($n = 31$)
- intellectual disability ($n = 19$)
- other health impairment ($n = 6$)
- orthopedic impairment ($n = 6$)
- developmental disability ($n = 4$)
- specific learning disability ($n = 3$)
- emotional behavior disorder ($n = 2$)
- hearing impairment ($n = 1$)
- missing information ($n = 8$)

Sample (*continued*)

Educational placement

- $\leq 40\%$ in general education ($n = 38$)
- $\geq 80\%$ in general education ($n = 24$)
- 41%-79% in general education ($n = 19$)
- missing information ($n = 7$)

Complex communication needs

- Defined as significant difficulties producing natural speech in order to express daily communication needs (Beukelman & Miranda, 2013)
- $n = 46$

Behavior support plans

- $n = 32$

ANNUAL GOALS IN INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) FOR STUDENTS WITH SIGNIFICANT SUPPORT NEEDS

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Hagiwara, & Andrea L. Rupp

Rationale

Inquiry: What expectations are set for students with significant support needs?

- Students with significant support needs...
 - Require ongoing pervasive support
 - May have disability label of intellectual disability, autism, developmental disabilities, or multiple disabilities
 - May participate in alternate assessments (Taub, McCord, & Ryndak, 2017)

- Current educational climate
 - Every Student Succeeds Act (ESSA; 2015) – high standards for all students
 - *Endrew F. v. Douglas County School District RE-1* (2017)
 - “Merely more than de minimis” is insufficient
 - Students are entitled to an educational program reasonably calculated to make progress appropriate in light of the child’s circumstances



- IEPs and Measurable Annual Goals
 - IEPs must include a statement of measurable annual goals (both academic and functional) to enable the student to **be involved in and make progress in the general education curriculum and meet other educational needs** of the student resulting from their disability

 - Previous analyses show **low-quality IEP goals** for students with significant support needs
 - Not linked to academic standards (e.g., Ruble, McGrew, Dalrymple, & Jung, 2010)
 - Targeting non-functional skills (Giangreco, Dennis, Edelman, & Cloninger, 1994)
 - Difference in goal quality based on placement (Kurth & Mastergeorge, 2010) and age (LaSalle, Roach, & McGrath, 2013)

Research Questions

1. What instructional domains are addressed in the IEP goals of students with significant support needs?
2. What skills associated with self-determination (i.e., choice-making, decision-making, problem solving, goal setting and attainment, planning, self-management, self-advocacy, self-awareness, and self-knowledge) are addressed in the IEP goals of students with significant support needs?
3. What content related to student compliance is present in IEP goals?

Coding

Instructional Domain

- Reading
- Math
- Writing
- Science
- Social studies
- Social skills/ communication
- Functional/ daily living skills
- Motor skills
- Behavior
- Vocational/ employment

Skills Associated with Self-Determination

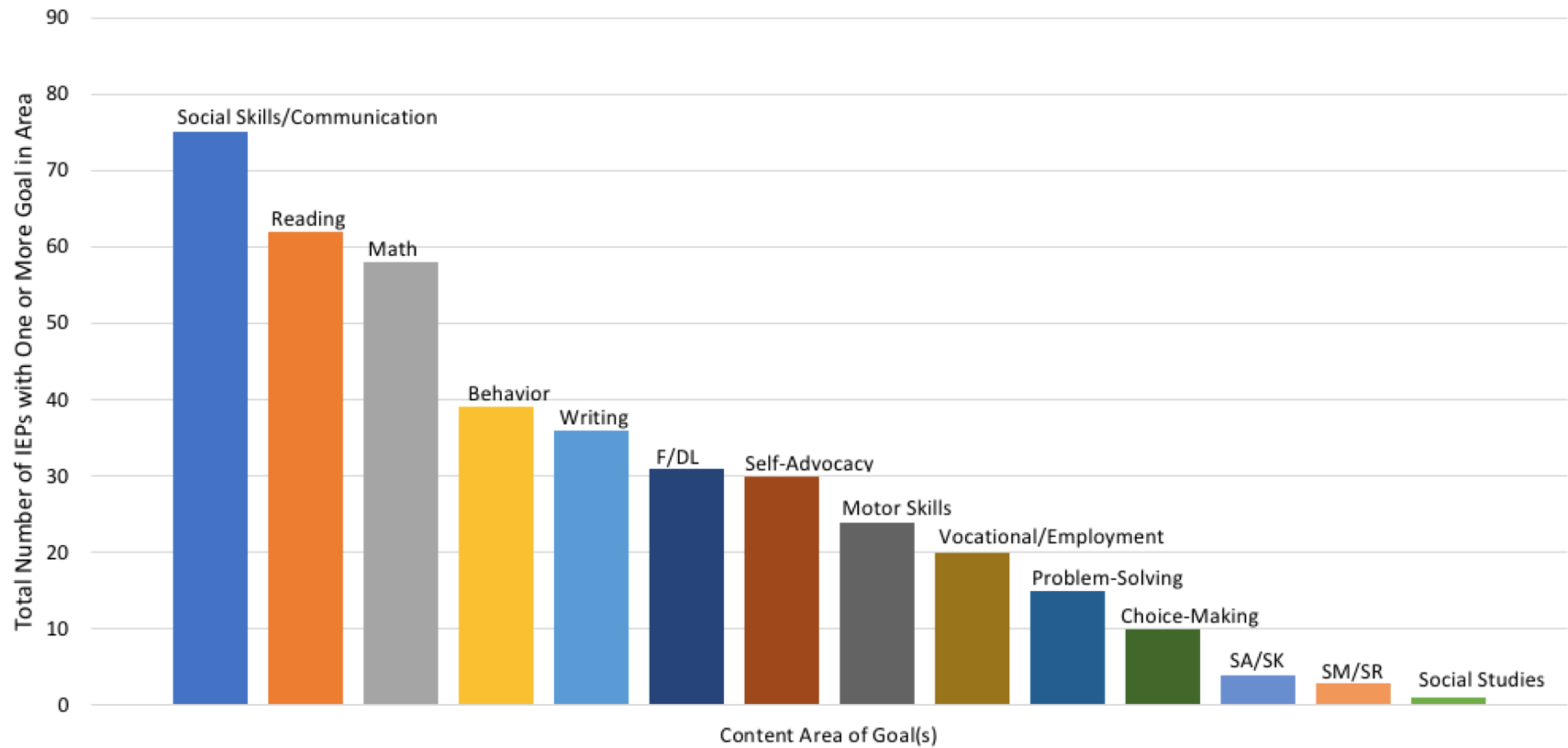
- Choice-making
- Decision-making
- Problem-solving
- Goal setting and attainment
- Planning
- Self-management and self-regulation
- Self-advocacy
- Self-awareness and self-knowledge

Student compliance

- Yes/No
- Defined as complying or responding to a directive from another person, without criteria for learning or demonstrating a specific skill

Results

Number of IEPs by Goal Domains and Skills Associated with Self-Determination



- Social Skills/Communication
- Reading
- Math
- Behavior
- Writing
- F/DL = Functional/Daily Living Skills
- Self-Advocacy
- Motor Skills
- Vocational/Employment
- Problem Solving
- Choice Making
- SA/SK = Self-Awareness/Self-Knowledge
- SM/SR = Self-Management/Self-Regulation
- Social Studies

Other findings

- Only 28 IEPs with goals for reading, math, and writing; 18 IEPs without any goals for reading, math, or writing
- Limited alignment to educational standards or expectations for same-age peers
 - “improve reading skills by identifying her nickname”
 - “will stop when asked..., will come when called from greater and greater distances”
- Identical goals in different IEPs for reading, math, and vocational/employment
- 98 goals required only compliance
 - Focus on obedience, imitation
 - “follow through with a demand with no more than 1 incident of physical aggression per day”
- Negatively worded behavior goals
 - “limit meltdowns”
 - “refrain from using physical force against peers or staff”

Interpretation

- Concerns about content (i.e., insufficient number of IEPs with goals linked to grade-level, general education curriculum)
 - May be in violation students' rights (IDEA requires measurable annual goals to meet each of the child's educational needs to be involved in and make progress in the general education curriculum)
 - Only one IEP with a goal for social studies or science
- Concerns about focus and language (i.e., overemphasis on compliance and common use of negatively worded goals)
 - Reflect obedience training – e.g., follow directions “on command (stop, sit, come here, stand up, etc.)”
 - May stigmatize students by focusing on functional skills outside the natural context

■ Limitations

- No classroom observations or IEP development information
- Cannot compare IEPs within classes or schools
- Did not analyze short term objectives
- Limited sample size and limited demographic information

Implications for Practice

1. Enhanced teacher training on IEP goal development
2. Attention to priorities reflected in IEP goals and language
3. Enhanced opportunities for students to be active participants in student-directed learning

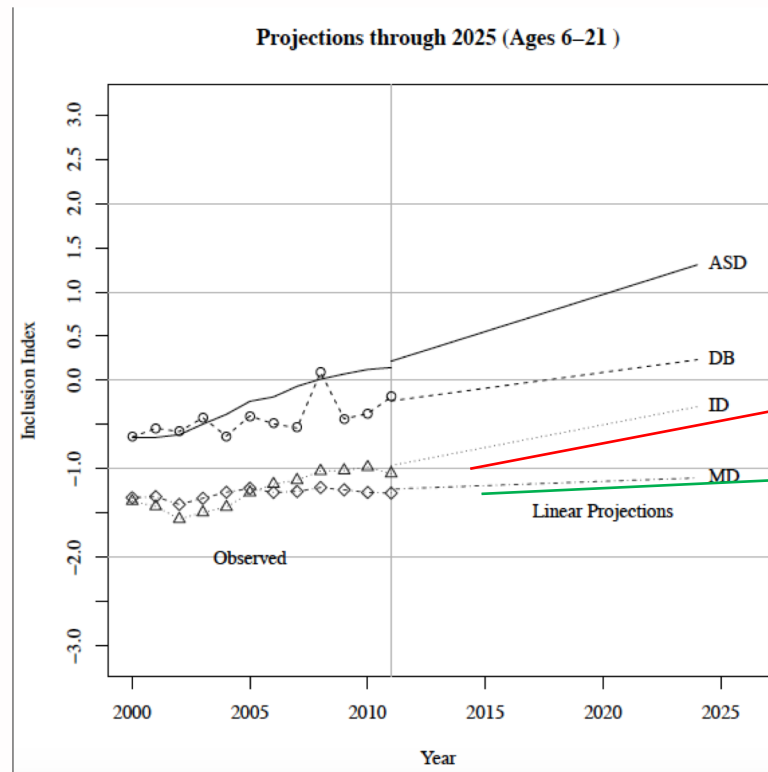
Implications for Research

1. Explore how families perceive students' IEP goals (in relation to IDEA) and avenues available to advocate for enhanced rigor
2. Examine how to plan and implement evidence-based academic instruction for students with significant support needs
3. Define how each of the skills associated with self-determination are operationalized and how teachers can integrate them into IEP goals

AN ANALYSIS OF PLACEMENT DECISIONS FOR STUDENTS WITH EXTENSIVE AND PERVASIVE SUPPORT NEEDS

Jennifer A. Kurth, Andrea L. Ruppard, Jessica A. McQuestion, Katie
M. McCabe, Russell Johnston, & Samantha G. Toews

Persistent and routine segregation of students with extensive and pervasive support needs



ID: 2032

MD: 2128

IDEA LRE Provision (§300.114 through 300.117)

- Each public agency must ensure that—
 - (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
 - (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [§300.114(a)]

Analysis of LRE

- IDEA Section 618 – annual reports to Congress on percentage of students taught 80% or more of the school day in general education settings, 40% or less of the day in general education settings, or are taught in separate schools or home-hospital settings
- Useful data for describing broad trends, but does not well account for student characteristics, nor how students are included in general education (i.e., into which classes and activities)

Research Questions

- What factors (e.g., supplementary aids and services) do IEP teams record as considerations when making LRE decisions for students with ESN? and
- In what classes or activities do students with ESN participate in general education, as explicated in IEPs?

Method

- Conventional content analysis of IEPs
- Codebook developed

LRE Open Coding Jan. 2018 Worksheet

Home Insert Page Layout Formulas Data Review View

Calibri (Body) 12

General

Normal Bad Good Neutral

fx [student] Will receive specially designe instruction in reading, math, sensory regulation, school behavior, and social skills in the special education environment. He may spend time out of the regular ec

ID #	STATEMENT	"Open Coding" themes- Round 1							Thoughts -
1	[student] recieves speech/language services in a small group setting so instruction anc target specific skills, provided immediate feedback and practice. [student] also uses sensory breaks as needed throughout his school day.	Related services	Sensory	group size (small)	Type of instruction needed (special)				*More of a description of current settings and services than an LRE Justification
2			Student deficits implied						
3	[student] requires one -on-one intervention in order to teach her new skills.	one-to-one							
4		No Statement							
5	[student] may be removed from the education environment to participate in OT and S/L	related services							
6	[student] Will receive specially designe instruction in reading, math, sensory regulation, school behavior, and social skills in the special education environment. He may spend time out of the regular education environment for sensory breaks. [student] will also recieve speech and language instruction outside of the regular education environment.	specially designed instruction	sensory	behavior	social skills	academics	separate	related services	*More of a description of current settings & services than an LRE Justification
7	[student] is a member of the transition program in order to receive instruction in vocational, functional, and social skills.	*More of a description of services than an LRE Justification	Part of a separate program						
8	[student] will be removed from her classroom for speech and langauge and OT programming which supports her functional and academic performance in the classroom	related services	functional	academic					*More of a description of services than an LRE Justification
9	Although there's been a determination for self-contained placement, [student] will continue to have similar grade level standards as his peers	separate setting needed							
10	[Student] needs a pull out for OT, PT, SPE, and math and literacy instruction in order ot meet his IEP goals	related services	academic	IEP goals	separate setting needed due to student needs				
11	[student] will receive OT and speech and language services in the special education environment. Her speicalized instruction in in reading, writing, and math may also take place in the speical education environment.	related services	academics	specialized instruction					*Description of current settings and services
12	[student] will receive 30 minutes a week of his psychological services and 30 minutes twice a month with OT servciea in a special education setting.	Descriptoin of current settings and services							
13	[Student] may receive Speech and Languea and Occupational Therapy services outside of the regular education classroom	related services							Fascinating that related services are justificaton -

Data Analysis – LRE Statements

Microsoft Excel interface showing a spreadsheet titled "LRE STATEMENTS". The spreadsheet has columns for ID #, STATEMENT, CONFLATING PLACEMENT WITH SERVICES, STUDENT DISABILITY LABEL, STUDENT DEFICIENCIES OR DEFICITS, REQUIRE SOMETHING DIFFERENT, PREDETERMINATION, and MISSING.

ID #	STATEMENT	CONFLATING PLACEMENT WITH SERVICES	STUDENT DISABILITY LABEL	STUDENT DEFICIENCIES OR DEFICITS	REQUIRE SOMETHING DIFFERENT	PREDETERMINATION	MISSING
1	[student] receives speech/language services in a small group setting so instruction and target specific skills, provided immediate feedback and practice. [student] also uses sensory breaks as needed throughout his school day.						
2	[student] requires one-on-one intervention in order to teach her new skills.						
3							
4	[student] may be removed from the education environment to participate in OT and S/L						
5	[student] will receive specially designed instruction in reading, math, sensory regulation, school behavior, and social skills in the special education environment. He may spend time out of the regular education environment for sensory breaks. [student] will also receive speech and language instruction outside of the regular education environment.						
6	[student] is a member of the transition program in order to receive instruction in vocational, functional, and social skills.						
7	[student] will be removed from her classroom for speech and language and OT programming which supports her functional and academic performance in the classroom						
8	Although there's been a determination for self-contained placement, [student] will continue to have similar grade level standards as his peers						
9	[Student] needs a pull out for OT, PT, SPE, and math and literacy instruction in order to meet his IEP goals						
10	[student] will receive OT and speech and language services in the special education environment. Her specialized instruction in reading, writing, and math may also take place in the special education environment.						
11	[student] will receive 30 minutes a week of his psychological services and 30 minutes twice a month with OT services in a special education setting.						
12	[Student] may receive Speech and Language and Occupational Therapy services outside of the regular education classroom						
13	[student] will receive OT 30 mins a week in the special ed setting and 2 30 minute sessions with speech and language in the special ed setting. [student] will receive academic and behavior goal instruction in the special ed setting when the regular ed setting does not work. See Present Level.						
14	Due to [student] academic and communication delays, she requires specialized interventions. [student] receives replaced curriculum in math and reading. She does participate in science and foods, but the work is significantly modified. [student] also receives interventions to address her communication needs.						
	[student] is a member of the transition program in order to receive instruction in vocational,						

Navigation tabs at the bottom: DEFINITIONS, Assignments, CODING, Practice, +

Data Analysis – Class Inclusion

A	B	C	D	E	F	G	
IEP number	Age (years)	Percent of time in GE	CATEGORY				Notes
			1= 80% or more in GE (inclusion)	2 = 41-79% in GE (resource)	3 = Less than 40% in GE (separate)	4= Unknown	
				Included classes	Excluded (only if it spells it out)		
72	11	32	3	PE, music, exploratory classes	Reading, math, vocational jobs, and life skills	p. 14	
73	5	52	2	"recess, lunch, some specials, and center time"			
74	6	90	3	"Lunch, recess, specials, as he can tolerate it"			
75	6	57	2	Recess, lunch, some specials, center time			
76	13		2	"Science, social studies, electives, and the exploratory wheel"	Reading, writing, math, social skills	p. 13	
77	5		2	Unclear			
78	11		3	Unclear	reading, math, writing, science, social studies (they wrote social students) or Spanish	"spends his day within the center based classroom"	
79	12		3	art, music, pe	reading, math, life skills, direct speech therapy and OT services	p. 12	
80	13		3	"will not participate in general education with the exception of lunch and most exploratory classes"		p. 13	
81	7		4	Not specified			
82			3	Unclear		"he will receive direct instruction outside of the GE classroom for 190 minutes 2 days a week, 1700 minutes 2 days a week, and 155 minutes one day a week. These times will be to work on goals in all service areas in an environment that can be adjusted to meet his needs (quiet, dimmed light, open space for the walker"	
83	16		3	PE	All other classes in course plan refer to "Alternative classes"	p. 10-11	
84	18		3	"specially designed reading,		"day is spent mostly in the resource classroom working on IEP goals" P. 14	

Findings – Student Time in General Education

■ Time in Gen Ed:

- *29% spent 80% or more of the day in general education settings*
- *28% spent 41-79% or more of the day in general education settings*
- *46% spent less than 40% of the day in general education settings*

Findings – Factors Considered in LRE Decisions

- No (0) LRE statements referred to supplementary aids and services, nor did any report a discussion of how SAS were considered when making LRE decisions (Contrary to IDEA Section 612(a)(5) guidelines):
 - *“Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily”*

Findings – Factors Considered in LRE Decisions

- Instead of using LRE language guidelines in IDEA, IEP teams report considering:
 - *Curricular and Instructional Factors (28%)*
 - *Environmental Factors (23%)*
 - *Student Factors (20%)*
 - *Personnel Factors (8%)*
- Another set of statements were “Problematic” in their rationales / explanations (21%)

Curricular and Instructional Factors

"Specially designed Instruction" (n = 26)

- “[Name] needs specially designed instruction”
- All only to justify removal from general education

Specific Interventions (n = 19)

- More intensive, individualized, or direct instruction
- All used to justify removal from general education

Curricular Considerations (n = 17)

- “Replaced curriculum,” “functional curriculum”; “[Student] receives instruction [on skills] which are not part of general curriculum”
- All used to justify removal from general education

Instructional Configuration (n = 16)

- Small group instruction, one-to-one instruction
- All used to justify removal from general education

Environmental Factors

Presence of, and need for, alternative and more restrictive settings (n = 29)

- "[Name] will leave the classroom to work...in a special education environment"
- [Name] is a member of the Intensive Resource Program"

Inadequacy of general education setting (n = 17)

- “[Student] has significant learning and behavioral needs that cannot be met in the regular education classroom”

Setting Needs (n= 15)

- Need for “highly structured” learning environment or quite, calm, distraction-free settings

Benefits of General Education (n = 4)

- “[Student] will receive the majority of special education services in his general education classroom in order to benefit from exposure to general education curriculum and positive peer modeling.”

Student Characteristics

Student Deficits (n = 21)

- Used to justify placement outside of general education setting
- Example: "[Student] is functioning below grade level and requires direct, one-on-one or small group instruction in order to address her needs."

Student Behavior (n = 11)

- Used to justify placement outside of general education setting
- Ex: "[Student]'s undesired behaviors interfere with her learning and the learning of others around her in general education classes. She will participate in general education classes with her peers when it is appropriate."

Student Disability Label (n = 6)

- The presence of a disability label used to justify removal from general education
- Ex: "Due to his OHI diagnosis he needs [a] classroom environment that provides highly structured setting and opportunities for repeated drill and practice."

Student Needs Breaks (n = 5)

- "He may spend time out of the regular education environment for sensory breaks."

Student Health and Care (n = 4); Safety concerns (n = 4), Sensory Needs (n = 4)

- "[Student] requires some extra support with personal hygiene that takes him away from the general education setting. Eating also takes longer for [Student]."

Personnel Factors

Related Services (n = 17)

- Student must be removed from general education to receive related services
- “[Student] will receive OT and Speech services outside of the general education classroom.”

Specialized Services or Personnel (n = 6)

- Students leave general education setting to work with special education staff
- “[Student] may leave the classroom to work with special education staff.”
- “[Student] will receive the majority of special education services in his general education classroom...Special education services will be provided by a certified special education teacher, or by para-educators under the direct instruction of a certified teacher.”

Problem Statements

Not Individualized or Not Measurable (n = 43)

- 19 Statements had no LRE statement
- 7 statements were identical “[student] needs specialized instruction and support not available in the general education classroom”
- 5 used a checkmark to justify LRE: “Can the needs of the student be met in a less restrictive setting? Yes or No”
- Lack specificity, e.g. “[Student] will be with his general education peers at all times other than when he is pulled out for special education services or nursing services.”

Not a Justification (n = 15)

- A statement of current services, rather than a justification or rationale for LRE decisions:
- “[Student] will receive OT 30 mins a week in the special ed [sic] setting and 2 30-minute sessions with speech and language in the special ed [sic] setting”.

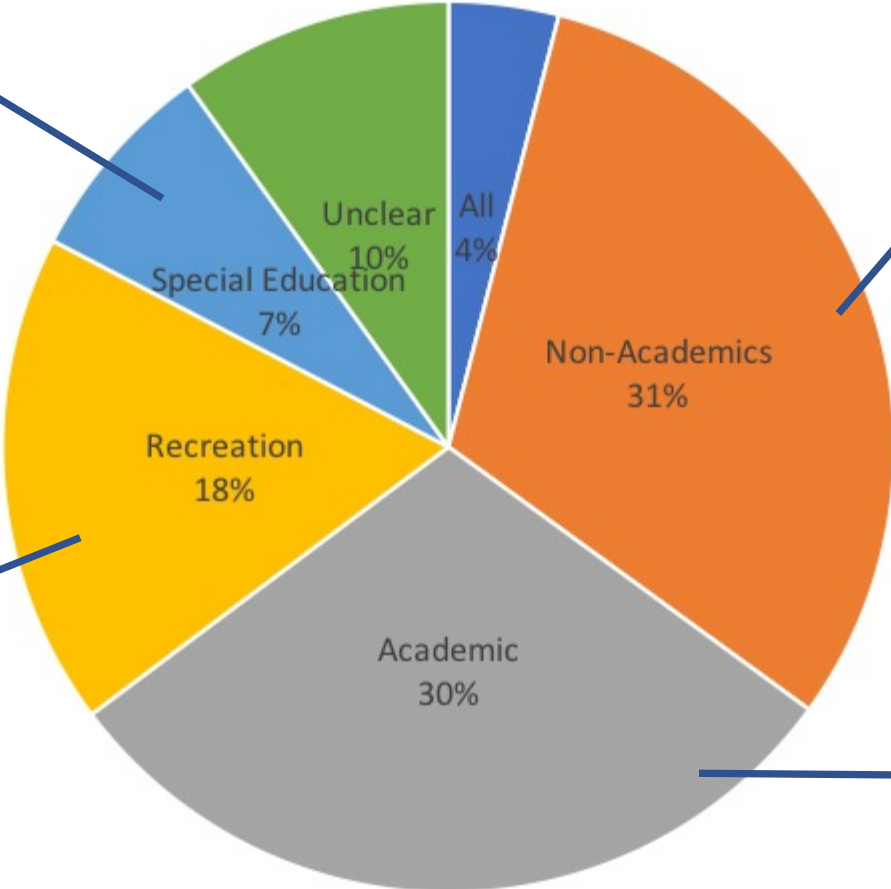
Discussion and Concerns - Factors Considered

- Need for specially designed instruction used to justify removal from general education
 - *No reference to supplementary aids and services in LRE decisions, despite explicit statement to do so in IDEA*
- Unsubstantiated assumptions about students and settings
- Related and special education services occur outside of general education

Findings – Class Inclusion

APE, OT, Social Skills, Behavior, Community-based instruction, vocational special education

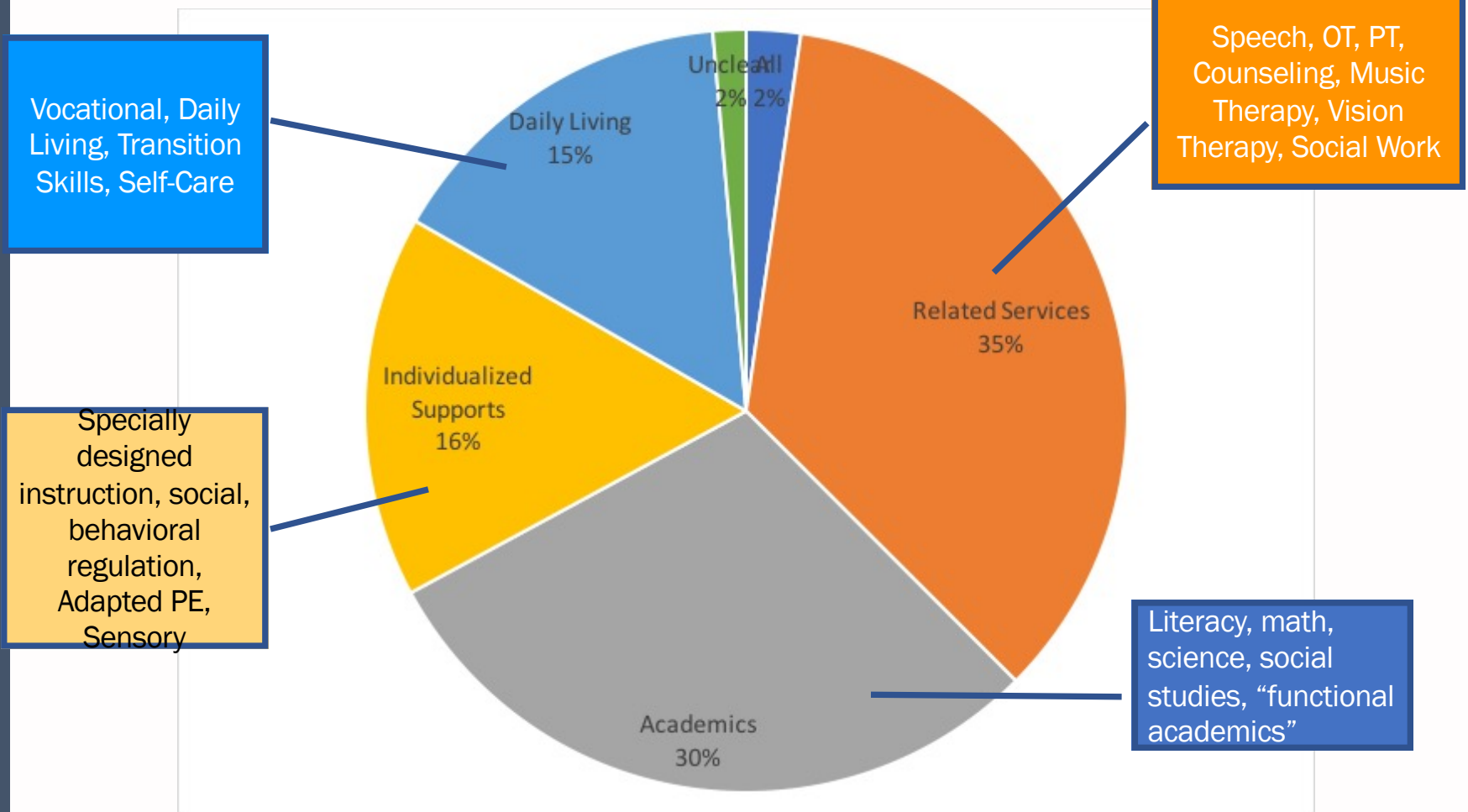
Specials, electives, PE, Music, Art, “all non-academic”, library, foods, auto tech, computer



Lunch, recess, extra-curricular, special events like birthday parties, transitions

Literacy, math, science, social studies, all academic

Findings – Class Exclusion



Discussion and Concerns – Classes and Activities Included

- “Inclusion” occurs largely in non-academic activities; on-going exclusion from general education curriculum in general education setting
- Reliance on separate settings for individualized supports and related services
- Adherence to “functional skills” that are rapidly becoming out-of-date

Limitations

- Small sample size; lack of generalizability
- Contextual information missing about schools
- IEP documents themselves – previous decisions, PWN, and other notes not included in this analysis
- Lack of information about IEP team members – experiences, education level, priorities

Implications

- Clarify policy directives for determining when and why students with disabilities should be subject to segregation from the general setting
 - *What factors should be considered?*
 - *How should student placement consequences be measured and monitored?*
- Replace existing “continuum” with a multi-tiered system of support, in which systems are iterative, cumulative, and inclusive
- Importance of the IEP form itself in prompting teams to make, and clarify, decisions
- Vigorous training in writing LRE statements that align with supplementary aides and services; document decisions in measurable and objective manner

SUPPLEMENTARY AIDS AND SERVICES: THE LYNCHPIN OF INCLUSIVE EDUCATION

Jennifer A. Kurth, Andrea L. Ruppard, Jessica A. McQuestion, Katie M. McCabe, Russell Johnston, & Samantha G. Toews

Students with extensive and pervasive support needs



What are supplementary aids and services?

- Not defined by Congress in IDEA
- Defined by practitioners:
 - Books (e.g., Villa & Thousand, 2004)
 - Websites (e.g., 'Inspire Inclusion')
 - Parent information centers (e.g., PACER)

One peer reviewed article (Etscheidt & Bartlett, 1999). Not empirical, but legal conceptualization.

Method

- Conventional Content Analysis of IEPs
- Codebook developed

1	Mark 1 - if the SAS is present in the IEP; leave blank if it is not included in the IEP	
2	Section	Section Examples
3	Curricular Modifications	Supports to <i>provide meaning</i> to students: change reading level, change assignment; Use specialized curriculum (e.g., Unique Learning, News2You); Use alternate assignments and/or materials;
4	Curricular Accommodations	Supports to <i>access</i> curricular materials: audio book, highlighting/bolding, typing, scribe, voice to text, word bank, graphic organizers, note taking supports (copy of notes, cloze notes, record lecture), calculator, manipulatives, charts, read problems aloud
5	Grading for courses	Change grading criteria for courses (e.g., pass/not pass, modified weights)
6	Testing Modifications	Supports for content of tests (e.g., number of items in multiple choice, open vs. close ended questions, format adjusted -scribe) delivery (e.g., use of study guides; reading test read aloud); change criteria for grading on a test)
7	Testing Accommodations	Supports for content of tests (e.g., length, presentation - font/size, location adjusted) delivery (e.g., use of study guides); use of scribe / bubbler; testing location; small group testing
		Seating (e.g., wheelchair adjustable desks; preferential seating); Setting (e.g., lighting, temperature), location of

Data Coding

	A	B	C	D	E	F	G	H	I	J	K
1	Curricular Accommodations	Graphic orga	Notes	Scribe	Other Writin	Read Aloud	Other readin	Generic	Math	Repeat, Prac	alternate dire
2	Graphic organizers	1									
3	Templates	1			1						
4	Close Alphabet chart and number line							1			
5	repeat directions and practice items										1
6	Provide alternative options for demonstrating learning										
7	read written material, monitor comprehension of written and verbally presented material.										
8	All materials read, verbal dictation for all assignments and test that require more than 2 words.										
9	books on tape and use of electronic devices to assist with reading the content material for any material over 2 pages in length above a 5th grade reading level will also be available to [student] for the duration of the IEP in all classes that require reading and as often as reading is assigned.										
10	access to notes - hard copy of pre-made notes which she can highlight as the lclass goes over them or skeleton notes which she may compelte as the resto fo the class copies down the notes			1							
11	Academic support - all instructions should be verbally presented, repeated and rephrased; and if posibile visually presented; instruction should be repetitive, extensive modeling and targeted skills and process should be provided, instructions should include real life application of tasks if possible and instruction should involve scaffolding. Difficulty should be commensuarte with his ability level.										1
12	study guides		1								
13	note taking assistance,		1								
14	read asigments, record responses, directions given in a variety of ways,				1		1				
15	study guides										
16	directions provided in different ways,										1
17											
18	Assistance with recording asigments					1					

Inter-rater reliability on 22% of SAS- 96% agreement (range: 87-100). Reached consensus prior to analysis.

SAS Dimensions



Physical /
Accessibility



Instructional

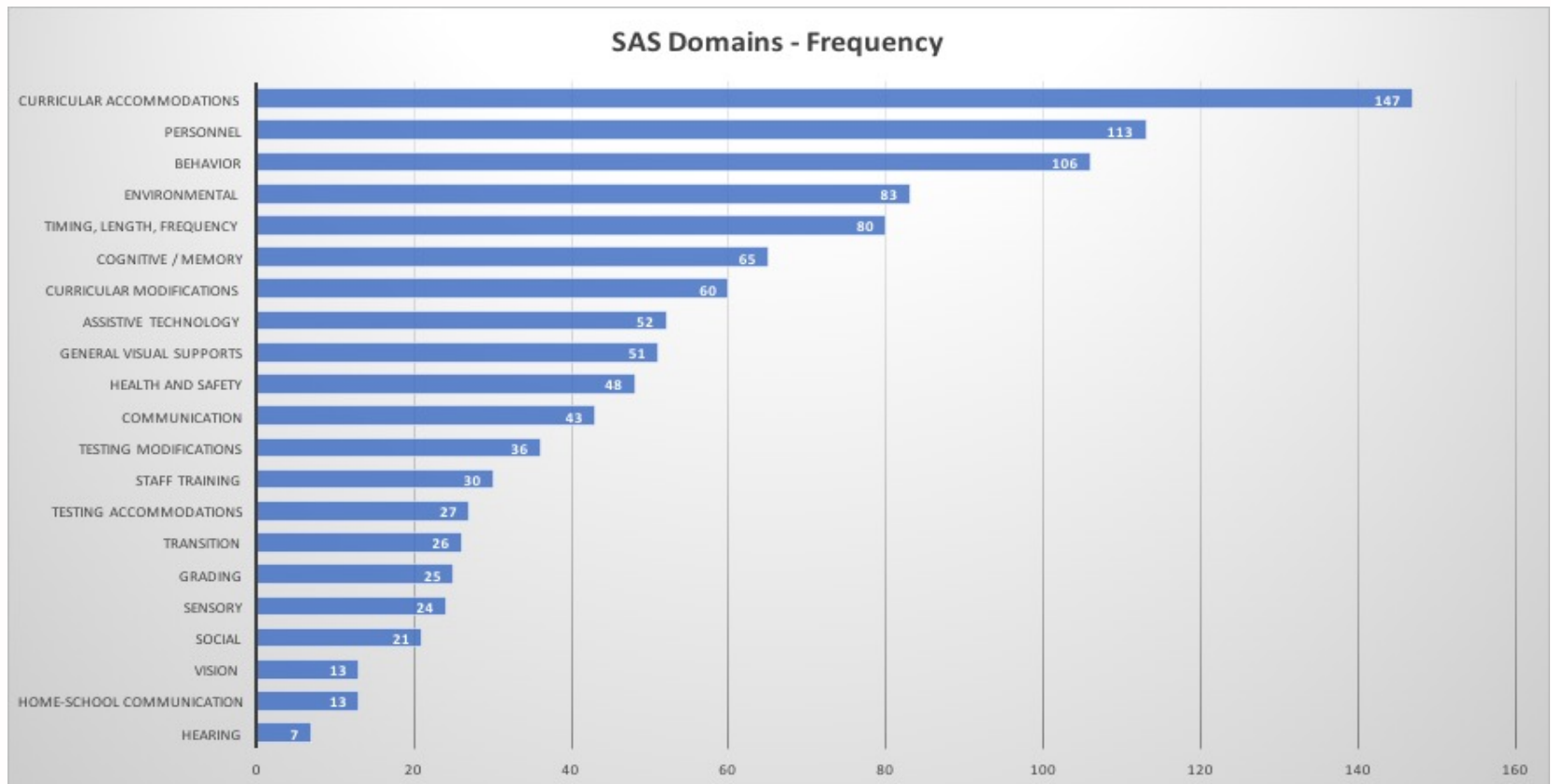


Social -
Behavioral



Collaborative

Findings – Domains of SAS Selected



Findings – Description of SAS often lack specificity or clarity. Difficult to determine when, how, how often, who, and where supports are to be provided.

- Ex: “Adult support”
- Ex: “modified course content”
- Ex: “Extended time”
- Ex: “Use of visuals”
- Ex: “Frequent breaks”
- Ex: “Give extra cues and prompts”



Findings – SAS often reflected removal from general education, rather than supports put in place to facilitate a student’s progress in general education settings.

- Ex: “Use of sensory room”
- Ex: “Replaced curriculum in math”
- Ex: “Unique Learning curriculum”
- Ex: “[Name] will not participate in classroom instruction in her general education setting”
- Ex: “Instruction to support achievement of IEP goals”

IDEA: “To the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes *with the use of supplementary aids and services* cannot be achieved satisfactorily” (emphasis added, [Section 612(a)(5)])

Limitations

- Generalizability: Small sample size (and number of states represented)
- No knowledge of supports available in the natural school environment such as Universal Design for Learning which might impact the need for explicitly stated SAS
- IEP Templates may have impacted teacher selection of SAS
- No implementation or decision making data collected. Limited to information written in the IEP document.

Recommendations for Practice

- Conduct ecological assessments
- Use SAS as a means to ensure inclusive placements
- Utilize assistive technology for students
- Consider teacher and staff needs (e.g., the need for co-planning time, the need for instruction in making modified materials)
- Increase expertise among educators (e.g., AT, peer assisted learning) to improve inclusive SAS

Recommendations for Policy

Clearer understanding of what SAS means:

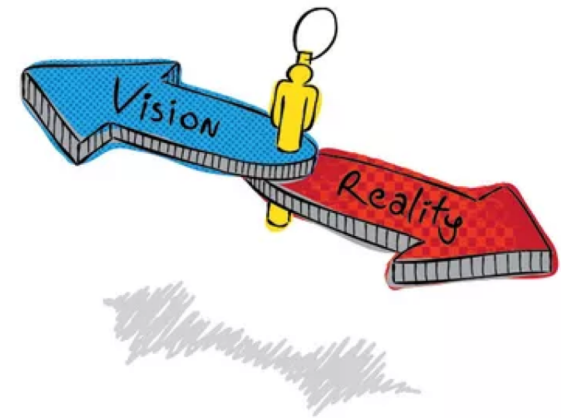
- Definition in IDEA reauthorization
- How teams should consider SAS before moving to a more restrictive environment
- Focus on creating universally designed learning spaces and activities, with SAS as extensions of, rather than as replacements or modifications to, these existing spaces and activities

SAS should supplement (rather than supplant) existing universally designed curriculum, with descriptions of how curricular materials and activities will be enhanced or extended.

Conclusion

SAS should serve as a “linchpin” for inclusive education; that is, SAS should serve to maintain inclusive placements.

Be a linchpin.



CONCLUSION

Goal of analyses

- Understanding current special education programming and services and enhancing inclusive educational practices and outcomes for K-12 students with significant support needs

Findings

- Prevalence of restrictive placements
- Participation in general education for mostly non-academic instruction
- Few goals linked to grade-level general education curriculum
- Limited opportunities to develop skills associated with self-determination
- A range of SAS with less emphasis on curricular modifications and supports to promote communication and meaningful participation in the curriculum

And yet... evidence suggests special education supports and services can be delivered to students with significant support needs in general education settings

Thank you!

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