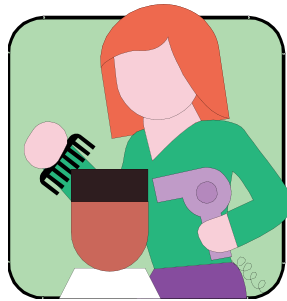


Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education



Revised 2005
Florida Department of Education
Bureau of Exceptional Education and Student Services
and
Division of Community Colleges and Workforce Education

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**Accommodations and Modifications
for Students with Disabilities
in Career Education and
Adult General Education**

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Revised 2005
Florida Department of Education
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Chapter 1

Important Information

Educational Programs

Support for Students with Disabilities

Legal Basis

Eligibility

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Student Responsibilities



Many youth and adults with disabilities are enrolled in career (vocational) education and adult general education programs offered in high schools, technical institutes (career and technical centers), adult and community education centers, and community colleges. This manual is written to help instructors in these programs understand two important features of services available to students with disabilities: accommodations and modifications.

Simply stated, *accommodations* change to the way the student is instructed or tested. *Modifications* change the outcomes or what the student is expected to learn.

In this manual, you'll learn more about these two words. You'll see many examples of accommodations and learn about the role and impact of modifications. You'll also read about how determinations are made about the students' needs for accommodations and modifications. Finally, you'll learn about the importance of continuous planning and collaboration to prepare students for success.

This chapter provides a brief explanation of the career education and adult general education programs available for youth and adult students with disabilities. Definitions are used to clarify the difference between accommodations and modifications. The legal basis, eligibility, and the decision-making process are described.

Educational Programs

Youth and adults with disabilities have access to a wide range of secondary and postsecondary education programs. Many are enrolled in traditional college preparatory programs in high school and go on to a community college or university to earn degrees. Students may choose to pursue a career goal that begins in high school and continues in a technical institute (career and technical center) or community college. Adult students with disabilities may also choose to further their education and enhance their optimal functioning by enrolling in an adult general education or a specialized adult program. Both high school and adult students with disabilities who are enrolled in secondary and postsecondary programs must be provided the accommodations, aids, and services they need.

Career Education in K-12 and Postsecondary Programs

Career education provides a range of programs for students with and without disabilities. These programs begin with exploratory instruction in courses at the middle school level that give all students exposure to occupations and assist them in preparing their academic and career plans. In high school, practical arts courses are offered to help students develop generic skills that apply to many occupations. High schools also provide job-preparatory instruction to prepare students for entry into specific occupations. These programs may include work experience, directed study, on-the-job training, and leadership skills. Student involvement in a career organization is often an integral part of this instruction.

At the postsecondary level, courses and programs of study enable students to master career and technical competencies needed for entry into specific occupations or for advancement within an occupation. Students in both high school and postsecondary levels may be enrolled in a course or a program of study leading to an occupational completion point, a career certificate, an applied technology diploma, or an associate of applied science (A.A.S.) or associate of science (A.S.) degree. Occupational completion points (OCPs) represent established groups of competencies and skills designed for a specific occupational outcome. Specialized programs for students with disabilities are available at the postsecondary level. Students may enroll in vocational education for students with disabilities or supported competitive employment. The outcomes that must be mastered for the OCP or the specific jobs must be specified in the student's adult individual education plan (AIEP). The components of the AIEP are similar to those of the K-12 transition individual education plans (IEPs).

Secondary students with disabilities may enroll in regular career education programs, specialized career education (vocational education) courses for students with disabilities, or exceptional student education (ESE)/vocational education courses. The regular job preparatory curriculum may be modified for secondary students with disabilities resulting in an individualized program leading to specific jobs. These curriculum modifications, known as modified occupational completion points (MOCPs) apply only to high school students with disabilities including those who are dual enrolled or those who are seeking a special diploma. MOCPs may not be used in programs requiring licensure or certification.

Adult General Education

Adult general education programs are comprehensive instructional programs designed to improve the employability of the state's workforce through programs in adult basic education, adult secondary education, English for speakers of other languages, vocational preparatory instruction, and instruction for adults with disabilities. Four programs are authorized by Florida's Program Plan for Adult Education and Family Literacy. Literacy completion points (LCPs) are used to document student improvement and represent a student's attainment of academic and workforce readiness skills, which qualify a student for further basic and/or career education and employment.

Adult Basic Education (ABE) includes courses for academic instruction in reading, mathematics, and language, and workplace readiness at a grade level equivalency of 0-8.9. Each course has LCPs corresponding to grade-level equivalencies. The outcomes that must be mastered for the LCP for adult students with disabilities enrolled in specialized courses for adults with disabilities must be specified in the student's AIEP. In adult general education programs, AIEPs are only required for students enrolled in specialized programs for adults with disabilities (adult education for adults with disabilities).

The **Adult High School Credit Program** provides courses of study leading to completion of credits and passing of state-mandated assessments necessary to qualify for a standard, adult education or special diploma. Students who are currently enrolled in a 9-12 high school program may take courses in the adult high school credit program. Completion of LCPs in this program means that the student has mastered competencies to earn .5 credits in an academic discipline. Special needs of students with disabilities are specified in their IEPs, AIEPs, or 504 plans.

The **Vocational Preparatory Instruction Program** is an adult education program through which individuals acquire academic and workforce

readiness skills at a functional literacy level of 6.0-8.9 grade level or higher. This program prepares individuals to pursue a certificate or higher-level career education. LCPs are achieved when a student masters the basic skills requirements for completion of the career certificate program in which the student is enrolled.

The General Educational Development (GED) Testing Program is designed to prepare students to take the GED Tests and earn a state of Florida high school diploma. LCPs can be awarded after students have taken instruction and passed any subtest of the official GED Test. Test accommodations are allowed for individuals with disabilities and include flexible scheduling, flexible setting, flexible recording of answers, use of mechanical aids, revised format, and flexible timing.

Diploma Options for K-12 Students

Students in K-12 programs must meet state and district credit, grade point average (GPA), and testing requirements to earn a diploma upon graduation from high school. Florida offers all students several options regarding the type of diploma they may earn. In addition to these choices, students with disabilities are eligible to earn a special diploma. However, some students may complete the required high school courses but fail to meet all of the graduation requirements. These students may receive a certificate of completion. This certifies that a student attended high school but did not meet all graduation requirements for a diploma.

Traditional 24-Credit Standard Diploma

Students must earn a minimum of 24 credits (15.5 in required courses), have a cumulative GPA of 2.0 on a 4.0 scale, and achieve passing scores on the grade 10 Florida Comprehensive Assessment Test (FCAT). Students who do not pass the FCAT must receive intensive remediation and may retake the test.

In 2003, the Florida Legislature passed a law regarding general requirements for high school graduation that allows students with disabilities who have an IEP to have the FCAT requirement waived under specific circumstances. The student must be a senior who is enrolled in high school seeking a standard diploma and has taken the FCAT at least twice with allowable accommodations. The student must have participated in intensive remediation if passing scores were not earned on the FCAT. To help evaluate the effectiveness of the remediation and ensure that each student has had every opportunity to pass the FCAT, the student must participate in the March administration of the FCAT during his or her senior year. The student must have demonstrated mastery of the grade 10 Sunshine State Standards. The student must be progressing toward meeting the

24 credit and 2.0 grade point average (GPA) requirement and any other district graduation requirements. The IEP team may then determine that the FCAT is not an accurate measure of the student’s ability and that the passing score of one or both parts of the FCAT may be waived.

Students with disabilities are also eligible for a special exemption from the FCAT graduation requirement under Rule 6A-6.09431, FAC, under extraordinary circumstances that create a situation where the results of administration of the graduation test would reflect a student’s impaired sensory, manual, or speaking skills rather than the student’s achievement. Such an exemption requires approval from the Commissioner of Education.

Certificate of Completion—College Placement Test Eligible

This certificate is available to students who pass all required coursework for a traditional 24-credit standard diploma, have a 2.0 GPA but did not pass the grade 10 FCAT, and are notified by the district of the consequences of the failure to receive a standard high school diploma. Such students must be allowed to take the College Placement Test and be admitted to remedial or credit courses at a state community college, as appropriate. Students will not be eligible to enroll directly in the state universities without the standard high school diploma or its equivalent.

Certificate of Completion

The regular certificate of completion is available to students who have not met all credit or GPA requirements and did not make a passing score on the FCAT. The regular certificate of completion is not accepted as a credential for admission to community college credit programs (A.A., A.A.S., and A.S. degree programs), state universities, or applied technology diploma programs. However, students with a regular certificate of completion may be eligible for admission to postsecondary career certificate programs offered at community colleges.

Three-Year 18-Credit College or Career Preparatory Program

Two accelerated programs are available for high school students: a three year college preparatory program and a three-year career preparatory program. Students must earn a minimum of 18 credits, a 3.0 cumulative GPA, and passing scores on the grade 10 FCAT. To select a three-year program, a student must have achieved at least an FCAT achievement level 3 in reading, mathematics, and writing. The FCAT waiver for students with disabilities is not available for either accelerated program. The Certificate of Completion—College Placement Test Eligible is also not available to students in either accelerated program.

Special Diploma, 2 Options

Students with disabilities may elect to work toward a special diploma, unless they are solely identified as visually impaired or speech impaired. For special diploma, option 1, students must earn the number of course credits specified by the local school board by taking exceptional student education (ESE) classes and/or basic education (regular academic) or career education classes. Students must also master the Sunshine State Standards for Special Diploma at the level specified by their IEP. Requirements for special diploma, option 2 are based on mastery of a set of competencies developed for each individual student related to employment and community living. These competencies are specified in the student's graduation training plan. The state also requires a student to be successfully employed at or above minimum wage for at least one semester.

Students who have earned a special diploma are eligible to enroll in the career certificate programs in technical institutes or community colleges.

Special Certificate of Completion

A special certificate of completion is available to students with disabilities who are unable to meet all of the graduation requirements for a special diploma. It certifies that the student passed the required ESE courses in high school but failed to master the Sunshine State Standards for Special Diploma.

Students with disabilities who have not earned a standard diploma may stay in school until they are 22 years old. This also applies to students with disabilities who have been awarded a special diploma, certificate of completion, or special certificate of completion before they turned 22. The district must continue to offer services until the student is 22 years old or until the student earns a standard diploma, whichever comes first.

Support for Students with Disabilities

Students with disabilities must be provided with the support and services they need to fully participate in career education and adult general education programs. Individuals with disabilities frequently require only small changes in the way their work is accomplished to be successful in their instruction or training program. Accommodations can "level the playing field" and remove barriers to successful adult living and employment. Modifications in program outcomes may enable a student with a disability to reach his or her full potential.

Accommodations

Accommodations involve a wide range of techniques and support systems that help individuals with disabilities work around limitations that result from their disability. Persons who are blind may need to use braille books or books-on-tape. Persons who use wheelchairs may need a ramp or elevator to be able to move independently around the community or in buildings. Individuals who are deaf or hard-of-hearing may need to have a sign language interpreter. Accommodations remove barriers to assure individuals with disabilities the opportunity to fully participate in career education and adult general education programs and ultimately complete requirements for a specific occupation, diploma, or certificate.

Accommodations provide access for individuals with disabilities to educational and training programs and opportunities for successful employment. Expectations and performance standards do not have to be lowered when accommodations are provided. For example, a student with a disability may only need more time to complete course requirements for a specific occupational training program. Individuals with disabilities often require accommodations in three general areas.

- instruction and assessment
- learning and work environment
- job and task requirements.

Modifications

Modifications are not the same as accommodations. Modifications involve changes to program outcomes that relate to the specific content, level of skill, or number of skills required by the program.

Requirements for academic or basic education high school courses may not be modified for students with disabilities if the courses are to be used to meet the graduation requirements for a standard diploma. Rule 6A-6.0312(1) FAC states that “[m]odifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards.” However, if a student is working toward a special diploma, modified academic courses are acceptable.

Career education courses are different at the high school level. Rule 6A-6.0312(1) FAC authorizes the use of modifications for career education programs. Modified occupational completion points (MOCPs) may be developed for students in conjunction with their transition IEP. Each district must develop an approach to MOCPs that meets the needs of their local communities and students. Secondary students, including those who are dual enrolled, may use modified career education courses to meet requirements of a standard diploma.

Course outcomes and student performance standards may not be modified for adult students enrolled in postsecondary career education or adult general education. However, when students are enrolled in programs in vocational education for students with disabilities, supported competitive employment for adults with disabilities, or adult general education for adults with disabilities, the particular outcomes and student performance standards which the student must master for an LCP or OCP must be documented in the student's AIEP.

Legal Basis

Over the past 30 years, educational institutions and communities have opened their doors to individuals with disabilities in many ways. To ensure that individuals with disabilities have access to an appropriate educational program and are able to participate fully in all aspects of society, federal and state laws and regulations have been adopted.

- The *Individuals with Disabilities Education Act* (IDEA, 2004) provides a clear mandate for identifying, assessing, and serving all students with disabilities, ages 3 - 21. Students who meet eligibility criteria for one or more of the disabilities defined in the act must be provided special education and related services and supplementary aids and program modifications at no cost to the parents or student.
- *Section 504 of the Rehabilitation Act of 1973* guarantees that a person with a disability will not be discriminated against in any program, educational service, or activity receiving federal funds. The educational institution must provide supplementary aids and services needed by the person with a disability. These rights extend to all students with disabilities as defined by Section 504.
- The *Americans with Disabilities Act of 1990 (ADA)* emphasizes the protections of the Rehabilitation Act of 1973. ADA supports individuals with disabilities to be able to participate fully in all aspects of society. This full service act prohibits discrimination in employment and requires reasonable accommodations in hiring practices, access to training and programs, and promotion policies that apply to individuals with disabilities. Auxiliary aids and services must be provided when necessary. ADA also addresses the accessibility of services, commercial buildings and operations, and telecommunications.
- Florida's state laws and regulations support the mandates of the federal laws. Rule 6A.6.0312, FAC, Course Modifications; Rule 6A-1.0943, FAC, Statewide Assessment for Students with Disabilities; and Rule 6A-1.09431, FAC, Procedures for

Special Exemption from Graduation Test Requirement for Students with Disabilities, specify allowable accommodations and modifications in public school programs. Section 1003.43(11)(b), Florida Statutes, provides a process for determining if a student with a disability who has an IEP is eligible for a waiver from the graduation test requirement. The Florida Educational Equity Act and Chapter 6A-19, FAC prohibit discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in the state system of public education and support equal access to programs. (See appendix A).

Eligibility

The criteria used to determine eligibility for aids and services for an individual with disabilities differs for students in K-12 and adult programs. In K-12 programs, students must meet the eligibility criteria for one or more of the categories specified in State Board of Education rules to be eligible for ESE programs under IDEA, 2004. Students may also be provided accommodations if they are determined to have a physical or mental impairment according to the definition of disability in Section 504 and ADA. In postsecondary programs a student with a disability must request accommodations and may be asked to provide supporting documentation of their disability under Section 504 and ADA.

Disability Categories under IDEA

A brief description of the categories used in K-12 ESE programs funded under IDEA, 2004 in Florida is provided to clarify terminology and acronyms.

Specific Learning Disabilities (SLD)

By definition, students who have specific learning disabilities have normal intelligence. They have learning problems that result from their difficulties with psychological or information processing. They may have significant problems in learning basic skills in language, reading, writing, or mathematics. These students may be quite capable in some academic or skill areas but have significant deficiencies in others.

Mentally Handicapped (MH)

Students who have significant cognitive disabilities are classified as mentally handicapped. They have difficulty learning the necessary skills and behaviors needed for daily living. Students with mild cognitive deficits are classified as educable mentally handicapped (EMH). They are generally able to learn basic academic and

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employment skills and ultimately will be able to function fairly independently as adults. Students with moderate cognitive deficits are classified as trainable mentally handicapped (TMH). They are generally able to learn basic daily living skills, but will require ongoing support and supervision throughout their lives. Students with severe cognitive deficits are classified as profoundly mentally handicapped (PMH). These students are able to participate in life's activities including employment but will require extensive assistance and support throughout their lives.

Emotionally Handicapped (EH)

Students with significant behavioral and emotional dysfunction are included in this category. Often these students have normal intelligence, but their lack of self-control or poor mental health inhibits their success in an academic environment. Students who are severely emotionally disturbed (SED) require a comprehensive therapeutic educational program.

Deaf or Hard-of-Hearing (DHH)

Students with substantial hearing impairments are classified as deaf or hard of hearing. These students may require the use of sign language or a total communication system to be able to obtain information that others gain by listening. Individual students may need technology such as real-time captioning, amplifiers, or hearing aids. Students who are deaf or hard-of-hearing often have difficulties with reading, writing, and communication skills that are related to their hearing loss.

Blind or Visually Impaired (VI)

Students who are blind or visually impaired have significant loss in the use of their functional vision. These students may need to use braille, large print, or magnification for reading and writing or learn how to rely on other types of technology or assistance to help them obtain information. Orientation and mobility training is also critical for students with visual impairments so they are able to move and travel independently.

Physically Impaired (PI)

Students with physical disabilities or motor impairments may require the use of a wheelchair or walker to get around in school. Some students with motor disabilities require the use of special assistive technology to be able to write and communicate. Students with traumatic brain injury or other chronic or acute health impairments who require special education services are also included in this category.

Speech and Language Impaired (SLI)

Students with speech and language impairments may have problems articulating sounds and words and using fluent speech. Some students have more severe receptive and expressive language disorders. Students with speech and language disorders may have difficulty saying what they mean or understanding what has been said. For some students, these impairments also affect their ability to read and write.

Autism

Students with autism generally exhibit impaired social interaction skills and communication skills. They sometimes engage in activities, behaviors, and interests that are repetitive, restricted, and stereotyped. In addition, they often experience unusual reactions to sensory stimuli. Many students with autism also exhibit significant cognitive disabilities (mental handicaps), although some have normal or above normal intelligence.

Disability Definition under Section 504, ADA, and the Florida Education Equity Act

Two federal laws, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, ensure the rights of individuals with disabilities regarding access to programs and prohibit discrimination on the basis of the disabling condition. The Florida Education Equity Act supports the provisions of these laws. The definition of disabilities specified by the Florida Education Equity Act is consistent with the ADA and Section 504.

Any person who has a physical or mental impairment which substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.

Individuals with disabilities include persons with conditions, diseases, and infections, such as orthopedic, visual, speech, and hearing impairments; mental retardation, mental illness, specific learning disabilities; epilepsy, muscular dystrophy, multiple sclerosis; cancer, heart disease; diabetes; and infections with the human immunodeficiency virus (HIV).

Some students may not meet the eligibility criteria under IDEA but are qualified as having a disability under Section 504 and ADA. However, a student may have a disability according to both definitions (IDEA and Section 504 and ADA) but not require special education services provided under IDEA. For example, a student who uses a wheelchair may only require accommodations under Section 504. The educational institution develops 504 plans for these students. Copies of these plans are maintained for the student. Teachers may obtain information about

these plans from the coordinator of exceptional student education, student services, or services for students with disabilities.

Like IDEA, Section 504 requires identification, evaluation, provision of appropriate services, notification of parents for students under the age of 18, an individualized accommodation plan, and procedural safeguards. These activities must be performed in accordance with Section 504 regulations, which have some requirements that differ from those of IDEA.

Decisions about Accommodations and Modifications

Students with disabilities are eligible for accommodations and modifications in their education programs. In K-12 programs, a team of professionals, family members, and the student develop an individual educational plan (IEP) or a 504 plan. If you are a teacher who is responsible for teaching a student with a disability, you may also be a member of the team. Your knowledge of the requirements of your program is very important. The team decides what accommodations or modifications the student needs for his or her educational program and for the state and district testing programs. In elementary and secondary programs, teachers or other school specialists provide the support services for students.

If adults with disabilities meet the admissions standards of a postsecondary education program, they must be ensured equal opportunity for participation in the program. This includes program accessibility, use of auxiliary aids and services, and academic accommodations. Adults with disabilities must provide notice of their need for services based on their disability and assist in identifying needed accommodations. The educational institution may request documentation of the disabling condition, including diagnostic test results and professional prescriptions for auxiliary aids. The student must give permission to request confidential records from previous institutions that are asked to provide information about the student's learning needs. Adult students must directly notify the coordinator of student services for students with disabilities or the 504/ADA coordinator that they have a need for certain accommodations. In addition, the institution may obtain its own professional determination of whether the requested aids or services are necessary.

Ideally, a student's need for accommodations is addressed shortly after admission. The student can be directed to sources of aids and assistance. However, adult students are not required to reveal their disability. They may want to see if they are able to succeed without any special assistance. They may later self-identify and request services.

Adult individual education plans (AIEPs) are required for adult students with disabilities who participate in specialized vocational instruction, specialized adult general education, or supported employment. AIEPs are also required for adults with disabilities who participate in specially funded programs for adults who do not have work as their goal. Other postsecondary programs incorporate a planning process similar to the AIEP. Whether a formal document exists or not, it's a good idea to discuss the need for accommodations with each student with a disability. In a private conference with the student, you may discuss the student's personal goals, strengths, and accommodations. Students will need to learn about the particular course or program requirements and the typical methods used for instruction and assessment. Remember that all information about the individual needs of a student with disabilities must remain confidential.

Here are some questions that may be discussed.

1. What prerequisite skills and background are necessary for this course or program? Which skills are critical for success? In what areas will the student need additional preparation or support?
2. Will specialized or adapted equipment and tools be needed by the student?
3. What assistance will the student need to obtain resources and complete assignments?
4. How well can the student stay on track and adapt to routines and changes?
5. What accommodations have been successful in the past?
6. Can the student use the same kind of books, tools, and instructional resources as other students?
7. Will the instructional management system require adaptations to support the student's need for structure and limits?

Decisions about accommodations for an individual student should be based on the following principles:

- Accommodations must be necessary for the student to be able to participate in and benefit from the educational programs, services, and activities.
- Accommodations should be based on documented individual needs.
- Accommodations should not compromise the essential requirements of a course or program.

- Accommodations must not provide the student with an unfair advantage or interfere with the validity of tests. Changes to any standardized test procedure must only include those explicitly allowed in the test manual.

Student Responsibilities

All students need to be able to stand up for themselves, to express their needs and desires, and to function independently as adults. Students with disabilities, just as their nondisabled peers, need to understand their own strengths and weaknesses and learn how to apply their strengths to their learning and performance on the job. Students with disabilities must become aware of effective coping mechanisms and accommodations that can help them succeed. Most important, they must know when and how to communicate their needs when making decisions and when functioning in the learning or employment environment. These self-advocacy skills are critical for all students.

High school students with disabilities are responsible for participating in their own IEP meetings. The IEP team develops an annual plan that documents the decisions about the student's progress and need for special education and related services that are made at the meeting. The right to participate on the team as an adult and act on their own behalf is transferred to students with disabilities who have reached the age of 18.

Adult students have greater responsibilities. They must advocate for their own needs. Some adult students may be reluctant to talk about their own learning needs. They may not even be aware that accommodations can be provided in postsecondary programs. Admissions counselors, coordinators of services for students with disabilities, and instructors need to make all students aware of the availability of services. They must also assure students that personal information will remain confidential.

After admission to the institution, adults are responsible for maintaining their own records that document their disabling condition and allow access to information that is maintained by other agencies.

Summary

Individuals with disabilities are entitled to full participation in all aspects of society, including career education, adult general education and employment. They have the right to reasonable accommodations to assist them to work and learn successfully. The IEP, AIEP, or 504 plan addresses accommodations or modifications needed by an individual student. Students have responsibilities for participating in the decision making and planning processes and for advocating for their own special needs.

Chapter 2

Instructional Strategies

Understanding the Needs of Individuals with Disabilities

Managing Time and Classroom Activities

Teaching Techniques

Assessment Practices



All students in career education and adult general education programs benefit from the use of effective instructional practices. This chapter describes general techniques and strategies for instruction that reflect a broad base of research. These techniques have been proven to be effective with diverse groups of learners, including students with disabilities, students with limited English proficiency, and others. This chapter also describes assessment practices that are required in career education. Accommodations, alternative assessment procedures, and exemptions are discussed.

After reading this chapter, you may want to examine your own teaching and assessment practices. You may find that you are overlooking some of these techniques. You may feel there is not enough time to use all of these strategies. However, the opposite is true. When you incorporate these techniques into your daily teaching activities, you will find that more students are able to succeed. You will spend less time reteaching.

Understanding the Needs of Individuals with Disabilities

While much attention is paid to the unique characteristics of students with disabilities, it is also important to remember that students with disabilities have the same basic needs and desires as students without disabilities. They need to be challenged, to be accepted, and to be successful. They do not wish to be stereotyped or singled out because they have a disability. If you have not had much experience with individuals with disabilities, here are some tips from a handbook from the Erwin Technical Center in Hillsborough County Schools.

Instructional Strategies

- Many people feel awkward or uncomfortable when they interact with persons with a disability. The best way to handle these fears is to accept people for who they are and use common sense and courtesy.
- It's a good idea to avoid calling unnecessary attention to the disability. Some students with disabilities are uncomfortable being identified and labeled as being different. Offer help when asked or when the need seems obvious, but don't insist. Do not promote helplessness. Support the student's use of critical thinking skills and self-initiative.
- Use "person first" language. Avoid saying things such as "a learning disabled student." Instead say, "a student with learning disabilities." References to the blind, the deaf, or the retarded are considered to devalue the person and may be offensive.
- Speak directly to someone who is deaf or hard of hearing or visually impaired. Don't shout. Speak clearly.
- Give all students in your classes an opportunity to discuss any special needs privately at the beginning of the term. As the class progresses, monitor their progress and address concerns individually.

Learning Styles

Many instructors find it helpful to use learning style inventories to identify individual preferences of all students. These inventories can help both instructors and students to understand why certain kinds of learning experiences are more difficult than others. A wide variety of instruments are available commercially. Some have been specifically designed for adolescent and adult learners. In general, the assessments help to identify preferences for sensory input (auditory, visual, and kinesthetic), mode of expression (oral or written), and social and environmental characteristics (alone or in a group, room and workspace design, lighting and sound, time of day, and temperature). Many teachers have found success using instructional practices that address a variety of learning styles. A list of instruments is included in appendix B of this manual.

Managing Time and Classroom Activities

Many teachers feel that having students with disabilities increases their workload. You may worry that you don't have enough time to attend to individual needs and to provide the one-on-one assistance. You will find that employing the following classroom management techniques can help students assume more responsibility for their own learning.

Routines and Structure

Use regular instructional routines and structure to provide a predictable learning environment and increase independence of students. For example, using consistent beginning and ending procedures helps students know what to expect and how to proceed. Giving students a voice in making class rules and setting up routines can help to increase ownership and cooperation.

Some career education classes can be run like a business, with a chief executive officer (CEO) and support staff who have identified job requirements and descriptions. Students switch leadership positions so they have an opportunity to learn and practice all essential skills.

Individualized Responsibilities and Schedules

Individualized learning enables you to provide challenging activities for advanced learning as well as remedial activities. Students can work on their own when class assignments are provided on an individual basis. Students will need to be able to access learning materials and supplies independently. Computer-assisted learning programs may be available to supplement instruction and practice opportunities.

Students will need opportunities for individual feedback and progress reports. You may wish to provide students with a checklist of curriculum framework competencies for the specific occupational program or a list of skills and concepts for an academic course. Students can keep track of their own accomplishments.

Cooperative Learning and Teaming

Allowing students to work in pairs, small groups, or teams is an effective way of managing a class with diverse learners. Buddies can contact each other for support or help to reinforce what has been taught. Volunteers may also be used to provide tutoring or additional practice.

Physical Layout

Flexible use of classroom space helps to provide individuals with quiet areas or special corners for group cooperative learning. Arranging independent work areas so that materials and equipment are readily available can facilitate the flow of instruction and practice activities.

Safety issues are critical in programs where the use of power equipment and tools or chemicals is required. Students must be taught the proper procedures for the use, maintenance, and storage of these properties. Individual accommodations may be needed for certain tasks. Warning lights may need to be supplemented with auditory or vibrating signals. Poison signs may need to be color coded or provided

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in braille. Storage areas with clearly marked containers or outlines showing where particular tools should be hung on the wall are easier for students to manage.

Teaching Techniques

You can increase the effectiveness and efficiency of instruction by using the teaching techniques described in this chapter. These descriptions generally follow the categories described by Kaméenui and Carnine in their book, *Effective Teaching Strategies That Accommodate Diverse Learners* (1998). A variety of specific instructional techniques are described for each category. These techniques have been proven by research to increase the likelihood that all students, including those with disabilities and those who are at risk for failure, will have a more successful learning experience.

Focus on the Essentials

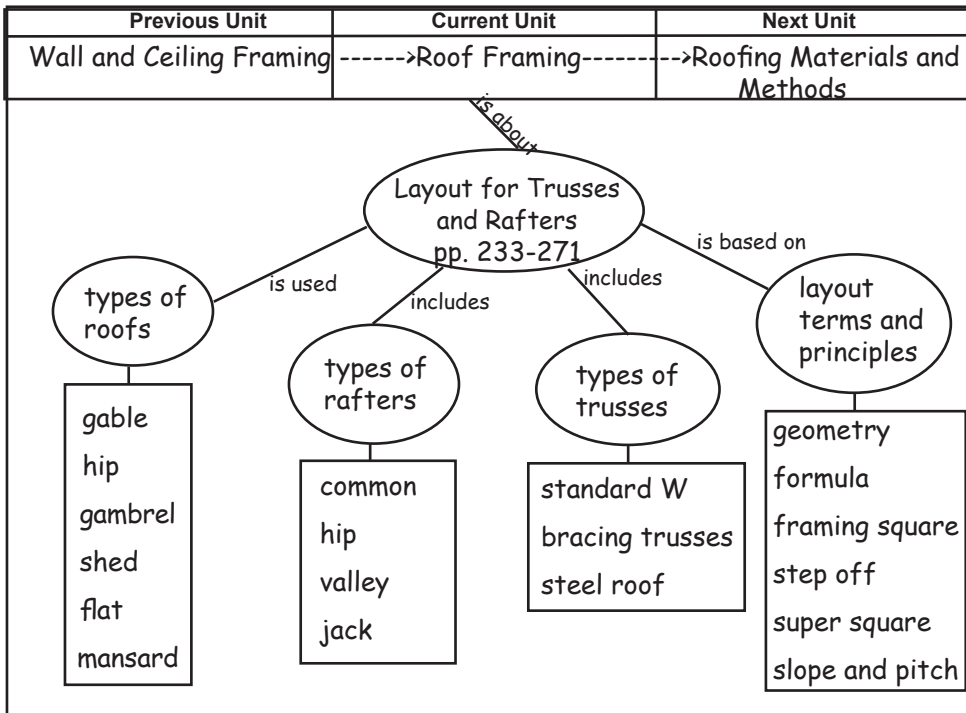
The terms “key concepts” or “essential skills” are sometimes used by educators to convey the importance of helping students to learn concepts and skills that will generalize and serve as links to future learning. You can use the concept of essential skills to plan instruction more efficiently.

Once you have identified the essential skills, you can plan learning activities that will help all students meet these expectations. In Florida, the Sunshine State Standards (1996) describe what students must learn and be able to do in the K-12 program. Curriculum frameworks with student performance standards are provided for career education and adult general education programs.

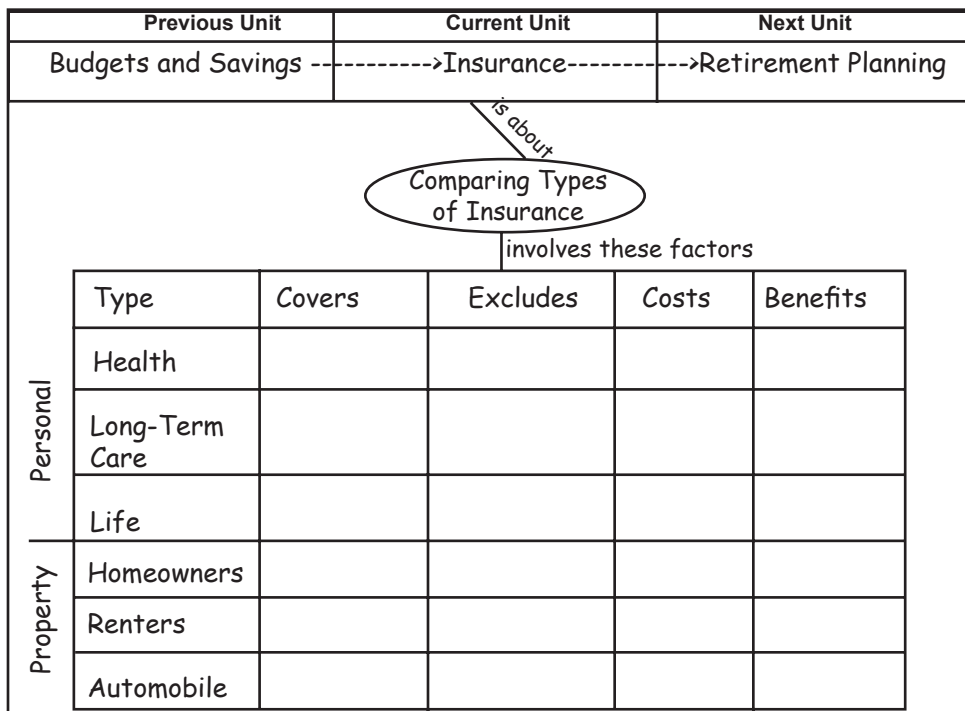
Focusing on the essentials of learning begins with the planning process used by the teacher. The University of Kansas Center for Research on Learning has developed three planning routines that use a combination of graphic organizers and specific implementation strategies (Lenz, 1997). These help secondary teachers lay out the key concepts and critical skills as they plan a whole course (course organizer), a unit of instruction (unit organizer), or a single lesson (lesson organizer). Teachers and students use the graphic organizers to guide learning and monitor understanding of the instructional content. Examples of unit organizers shown on the next page illustrate how this can be used in both career education and adult general education programs.

By laying out the important ideas and critical details graphically, you can help students see how the ideas are connected to each other. Don't forget to label the lines between the ideas to show how the ideas link together.

This diagram is part of a unit organizer for learning about trusses and rafters adapted from one used by Diane Roberts from Manatee County.



This diagram is part of a unit organizer for comparing different kinds of insurance. It will be completed in partnership with students.



Instructional Strategies

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Use Explicit Strategies

You can help students learn a new concept or skill more easily by teaching them to follow a set of procedures or steps. The steps should reflect an efficient and effective way to complete a task or apply a concept, much as an expert would do. For example, if you want students to learn how to enter data into an accounting system or how to develop plans for constructing a roof, teach a set of steps or procedures to follow using vocabulary students can understand. As appropriate, start with a concrete model and demonstrate and describe how each step is accomplished.

When a new concept or procedure is introduced, the steps should be modeled using a think-aloud technique in which you describe the mental processes and physical actions. As students are expected to apply the new learning, the steps can be prompted by using a cue card, a verbal reminder, or job aid.

Some steps and strategies are too broad. Telling students to “brainstorm before writing” does not provide enough guidance. A more useful strategy provides specific direction in determining the purpose of the communication, using different ways to generate ideas, applying techniques for elaboration, and evaluating the writing plan.

You will need to look at your own instructional materials and evaluate the use of explicit steps and strategies. If explicit strategies are included, are they clearly described? Do they have narrow or broad applications? Think of the needs of new students. Would they be able to use the strategies that are included? Would they need more assistance? You may need to modify the instructional materials and add steps and strategies, or you may need to change the ones that are included. Finding strategies that are just right is not an easy task. Try them out with students and revise them if they don't work.

The University of Kansas Center for Research on Learning has developed the Strategic Instruction Model with Content Enhancement Routines and Learning Strategies to help teachers and students. Several routines center around the learning of concepts (e.g., Concept Mastery, Concept Comparison, Framing Routine), while others help teachers learn how to make information easier to remember (e.g., Recall Enhancement). Students can also be taught strategies to help them with writing assignments (e.g., Sentence Writing, Paragraph Writing, Error Monitoring), reading comprehension (e.g., Paraphrasing, Self-Questioning), and tests (Test Taking). These routines and strategies can work well in both career education and adult general education programs. Contact your local Florida Diagnostic and Learning Resource System (FDLRS) Associate Center for more information about obtaining training in this model.

Provide Temporary Support

The term “scaffolding” has been used by educators to describe the types of support needed when students are first acquiring new knowledge and skills. In the same way scaffolding is used in the building industry, scaffolding in learning provides temporary structure and support for the learner until the concept or competency is completely mastered. Scaffolding for learning may be provided through verbal prompts and cues, visual highlighting and diagrams, or other types of assistance used by students to begin to build their knowledge and proficiency. Students need support to help them until they are able to use the knowledge and skills on their own. The key to the use of scaffolding in teaching is that it is temporary. Prompting and guidance needed at the beginning must be removed if students are to be more independent.

Use a continuum of maximum/minimum to think about scaffolding and support. A maximum amount of support is provided when students are given total physical assistance or completed copies of assignments. For motor skills, this is quite often the case. You might position a student’s hand and arm and guide them through the correct movements for hammering a nail. New computer users may need physical assistance in getting the mouse to move the cursor in the desired direction. Giving the students copies of the lecture notes instead of requiring them to take notes is another example of providing maximum support.

As students gain more proficiency, the amount of support can and should be reduced. Providing outlines for note taking or study guides, identifying the page numbers for the answers to textbook questions, or showing students examples of expected responses are types of minimum support.

Modeling provides minimum support. You may frequently use examples in your instructions to model the expected responses for students. Students can make effective use of a model if they are able to identify the key features or critical processes used to perform the skill or understand the concept exemplified in the model. Modeling can be used, for example, to teach students the steps for calling an employer if they are not coming to work or how to conduct oneself in a job interview.

Here are additional examples of scaffolding techniques.

- Provide starters or incomplete statements and have the students add the rest.
- Give students an outline, diagram, or study guide.
- Use structured patterns or plans to help students learn.

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- Use oral reading and embedded questions to help students process material in textbooks.
- Identify page numbers where topics are discussed or answers to questions can be found.
- Use color-coding or underlining to highlight important ideas or key steps.
- Use peer tutoring or cooperative learning to provide support for students.
- Incorporate activities that provide guided practice before expecting students to perform skills or use knowledge independently.

Prime Background Knowledge

The ability to learn new information often depends on how easily and effectively students are able to relate it to what they already know. Helping students to see how the new knowledge or skills fit with what they have previously learned makes it much easier to learn. These techniques can be used to help students make associations with what they already know.

- Use a synonym or antonym to make comparisons.
This is the same as.... This is the opposite of....
- Use simple or extended comparisons.
A life cycle is just like the....
- Give symbolic examples to help form a mental image.
The Food Guide Pyramid represents one way to plan what we eat.
- Use a personal example or story to make associations.
I first began to understand the value of savings when....
- Relate the topic to a current or past event that the students already know about.
Public awareness of the need for voting reform in the United States was heightened when the Florida recount delayed the presidential election results in 2000.
- Relate the concept to a fictional story or scenario.
The story of Romeo and Juliet helps us to understand how family conflicts can....

Relating to prior knowledge is sometimes difficult for students. They may have difficulty remembering what they have learned. They may not understand how to connect their new learning with what they already know. If students lack the necessary background knowledge, then you must provide instruction and experiences so that students will have the critical prerequisites.

Review for Fluency and Generalization

The need for review is very critical for students with disabilities. Students need a variety of opportunities to practice what they have learned. Many students may have difficulty generalizing newly acquired knowledge and skills in subsequent classroom situations and in situations outside the classroom. Here are guidelines about the importance of review.

<p><i>Conduct multiple performance reviews.</i></p>	<p>Students will become more aware of what they are doing correctly and what they need to change when observations and assessments occur frequently.</p>
<p><i>Provide guided and independent practice.</i></p>	<p>Guided practice involving the use of prompts and assistance will help students remember what they are supposed to do.</p>
<p><i>Work towards mastery.</i></p>	<p>Reducing the use of prompts or reminders is necessary when students are ready to perform independently.</p>
<p><i>Give meaningful feedback.</i></p>	<p>Feedback will help students become aware of what they are doing correctly and what needs to be changed.</p>
<p><i>Practice skills in a variety of contexts.</i></p>	<p>Opportunities to promote generalization in different settings as well as maintenance of the desired level of proficiency and fluency must be provided. Single exposures are never sufficient to attain proficiency.</p>

Assessment Practices

The development and monitoring of appropriate career education or adult general education programs for individuals with disabilities requires the use of effective assessments. Traditional assessment practices may not be appropriate for individuals with disabilities because of their unique needs. Accommodations are permitted for assessments used in these programs. They include flexible scheduling,

Instructional Strategies

flexible setting, flexible recording of answers, use of mechanical aids, revised format, and flexible timing. In chapter 3, accommodations for testing procedures are discussed further.

Students with disabilities should have every opportunity to discuss their needs for accommodations for testing. Documentation of the need for specific accommodations should be maintained in the student's confidential records and revealed only on a need-to-know basis.

Career Education

Curriculum-based vocational assessment (CBVA) is one approach that has been successfully implemented in Florida's high school career education programs for students with disabilities. CBVA is a process for determining career development and career education instructional needs of students based on their performance in existing courses and curriculum. CBVA helps to identify the student's skills and preferences and provides information about work-related behaviors, generalized instructional outcomes, and specific skill outcomes. The information gathered through CBVA can be used for evaluation and planning purposes. CBVA data can also be used in conjunction with other assessment information in the development of a transition IEP for high school students or for individual plans in career education or adult education programs. CBVA also serves as a performance-based method to assess a student's need for modified occupational completion points (MOCPs) and to document mastery.

Students who are enrolled in a postsecondary career certificate program must complete a basic skills examination within the first six weeks after admission. In addition to the adult basic skills assessment instruments listed for adult general education, the Computerized Placement Test (CPT) or Multiple Assessment Placement Service (MAPS) (as authorized) may be used. Accommodations for students with disabilities are permitted for these assessments. Alternate assessment instruments may be used if the above testing instruments are not appropriate for an individual adult student.

The basic skills requirement for career certificate programs are exit requirements. A student may enter the program before reaching minimum basic skills levels. Students who complete OCPs of less than 450 hours that are not the terminal OCP of a program are exempt from meeting the basic skills exit requirement. Adult students with disabilities may also be exempted from this requirement in accordance with local testing policies.

Some career education programs require certification and/or licensure examinations to meet state or national regulations for employment

(e.g., nursing, cosmetology, real estate). The specific agency responsible for administering the examinations authorizes the provision of reasonable and appropriate accommodations for individuals with documented disabilities who demonstrate a need.

Adult General Education

Every adult student is assessed for placement into the appropriate literacy level according to the requirements of Rule 6A-6.014(4) FAC. Possible assessments include the Adult Measure of Essential Skills (AMES), Tests of Adult Basic Education (TABE)—Complete Battery or Survey, Tests of Adult Basic Education—Work-Related Foundation Skills (TABE-WR), and Wonderlic Basic Skills Tests (WBST). Accommodations for students with disabilities are permitted for these assessments. In addition alternative assessment instruments may be used if these testing instruments are not appropriate for an individual adult student. Student progress on an LCP is documented by use of criterion and/or norm-referenced tests, checklists or inventories based on the Adult Basic Education (ABE) Curriculum Frameworks, or performance-based portfolios.

When assessing adults with developmental disabilities, other types of instruments may be used. The Vocational Assessment and Curriculum Guide (VACG) has norms for students with moderate mental disabilities. It addresses entry-level expectations for light industrial, janitorial, and other service occupations. The summary profile provides a percent of competitive employment standards. The VACG curriculum contains objectives that correlate with the assessment.

Summary

Teachers can increase the effectiveness and efficiency of instruction by using the instructional techniques described in this chapter. These techniques have been proven to increase the likelihood that all students can achieve their goals. Using appropriate assessment procedures can help to ensure that the progress of students with disabilities is accurately and adequately documented.

CHAPTER 3

Accommodations

- General Factors**
- Assistive Technology**
- Instruction and Assessment**
- Learning and Work Environment**
- Job Requirements**



General Factors

Providing accommodations for individuals with disabilities means that changes may be needed in the way you teach or test. The student may need to use different instructional materials or require changes in the learning environment. When you think about accommodations for learning and working, it makes sense to consider these general factors (Deschenes, Ebeling, & Sprague, 1994).

INPUT	Can the individual learn from the same kinds of instruction and materials as his or her peers? <i>If not, how can the individual successfully acquire the information and skills to be learned?</i>
OUTPUT	Can the individual participate in activities and be evaluated in the same ways as his or her peers? <i>If not, how can the individual successfully participate and be assessed?</i>
RATE	Can the individual work and make progress as fast as the rest of the students or workers? Does the individual require the same amount of feedback and practice? <i>If not, how can the schedule and practice opportunities be adapted?</i>
SUPPORT	Can the individual manage independent assignments and teamwork as well as his or her peers? <i>If not, what kinds of adjustments are needed?</i>

Accommodations

Assistive Technology

Implementing accommodations involves anticipating problems students with disabilities may have with instruction or assessment activities. Students may need to use some type of assistive technology to overcome or mitigate the effects of their disability. Assistive technology encompasses a wide range of tools and techniques. Some low-tech tools include pencil and tool grips, color-coding, or picture diagrams. High-tech tools include electronically operated equipment such as a talking calculator, computer with word prediction software, or variable speech control tape recorder for playing back audio-taped material. The need for specific types of assistive technology is determined through an evaluation process. In K-12 programs, this is addressed in the IEP. Specially trained personnel are available in the school district, FDLRS Associate Centers, and the Assistive Technology Educational Network (ATEN). In postsecondary programs, the student may assist in identifying needed technology with help from the institution. The Florida Alliance for Assistive Technology and Services (FAAST) is a private, not-for-profit corporation that provides a statewide system of technology-related assistance for individuals of all ages. There are many ideas for using assistive technology included in the examples of accommodations in this chapter.

It is important to remember that accommodations and use of assistive technology only change the way the student practices or demonstrates what has been learned. The expectations and criteria for evaluation of the final product or performance should be similar to what is used to evaluate the performance of individuals without disabilities.

Instruction and Assessment

The first step when considering accommodations for a student with disabilities is to think of how the student will be expected to learn and demonstrate new knowledge and skills. Frequently, small changes in the way instruction is delivered can have a powerful impact on student learning.

Suggestions for accommodations in specific areas of instruction and assessment are found on the following pages:

- reading (p. 29)
- listening (p. 30)
- writing (p. 31)
- mathematics (p. 32)
- completing assignments (p. 33)
- test preparation (p. 34)
- taking tests (pp. 35-36)



Reading

Many students with disabilities do not read well. Some may still struggle with word identification or reading comprehension. Others may be able to understand information when they listen to it but cannot read materials required for class assignments. Some students have difficulty deciding what is important to remember in passages or textbooks they are reading. Students with sensory impairments have special needs related to reading.

Students who have reading disabilities may need

- ✓ books-on-tape or someone to make a recording or read the text aloud
- ✓ a card or frame to focus on the words and block out parts of the text
- ✓ assistive devices that translate text to speech—reading pen, Kurzweil reader, scanner with character recognition software
- ✓ videotapes or movies that present the same information
- ✓ interactive CDs or computer-assisted training with auditory and visual cues rather than written descriptions.

Students who have difficulties understanding important ideas may need

- ✓ sticky notes or highlighter to mark key points in the textbook or manual
- ✓ a list of important vocabulary with definitions
- ✓ a demonstration of steps and procedures
- ✓ a study guide to follow for independent reading
- ✓ complex information divided into chunks or sections
- ✓ hands-on activities, visual aids, pictures, or diagrams to provide alternate ways of learning abstract concepts or complex information.

Students who are blind or visually impaired may need

- ✓ books-on-tape or large-print versions of text
- ✓ speaking computers with books on disk
- ✓ books and instructional materials in braille
- ✓ class handouts and materials in an embossed format
- ✓ a special tilt-top desk or book stand to hold materials for easier reading
- ✓ specialized equipment—optical enhancer, magnifier, tape recorder.

Accommodations

Listening

In many classrooms, teachers present instruction by lecturing or by facilitating discussion among students. Some students with disabilities may need accommodations due to difficulties with maintaining attention, following ideas, and interpreting information presented orally.



Students who have difficulty listening may need

- ✓ new vocabulary introduced prior to a lesson, a glossary of terms
- ✓ overview of lessons or advance organizers
- ✓ material presented in a logical manner and with explicit cues to shift from one aspect to the next
- ✓ information broken down into steps or key components
- ✓ important ideas written on the board or overhead transparencies with different colors for emphasis or coding
- ✓ active involvement with the content through discussion, small group interaction, or problem solving activities
- ✓ repetition and summarization of important points, particularly at the conclusion of the lecture or discussion
- ✓ structured organizers for notetaking, such as a copy of overheads, outline of lecture, or graphic organizer
- ✓ copies of notes taken by other students in the class
- ✓ to record class lectures and discussions using a tape recorder
- ✓ time to meet with the instructor after class for clarification.

Students who are blind or visually impaired may need

- ✓ descriptions of demonstrations
- ✓ real-life examples and concrete materials
- ✓ to record the class lectures and discussions using a tape recorder
- ✓ copies of class notes taken by other students in the class.

Students who are deaf or hard of hearing may need

- ✓ messages conveyed through natural speech and nonverbal communications
- ✓ visual information (words, charts, graphics) and repetition
- ✓ a sign language interpreter or notetaker
- ✓ amplification or FM system.

Writing

Some students lack small muscle coordination and control needed for handwriting. Others need accommodations in finding words, forming sentences, organizing thoughts, and using the standard conventions of grammar and spelling because they have expressive language disorders.



When making decisions about accommodations for problems with writing, it is important to consider the causes of the problem.

Students with handwriting difficulties may need

- ✓ adaptive devices—pencil grips or special pen or pencil holders, erasable pens, or special paper with raised or color-coded line indicators
- ✓ worksheets and tests with ample space for writing answers
- ✓ two copies of a worksheet or test—one to work on as a draft and one to use as a final copy
- ✓ graph paper for writing to help align the numbers in computation problems or organize information
- ✓ access to word-processor or typewriter to prepare written assignments
- ✓ an assistant or classmate to write down what the student dictates.

Students with expressive language difficulties may need

- ✓ a thesaurus to find words to write or say
- ✓ special word processing software that anticipates what the student is trying to write
- ✓ a structured outline or graphic organizer to plan written assignments or presentations
- ✓ to use demonstrations or video-recorded responses for classroom assignments.

Students with grammar and spelling difficulties may need

- ✓ a spelling dictionary or electronic spelling aid with speech capabilities
- ✓ peer editing or teacher assistance in the revision process
- ✓ content and mechanics graded separately in written assignments
- ✓ a chance to correct identified spelling and grammar errors.

Mathematics

Some students with disabilities have problems with mathematical concepts and processes. They may use poor procedural skills and continue to rely on immature strategies, like counting on their fingers. Poor memory capabilities may result in problems retrieving basic facts. Many students with math disabilities also have reading disabilities and have trouble with instruction or problems presented in written form.



Students with difficulties in mathematics may need

- ✓ concrete materials and manipulatives or computer-based models to understand abstract math concepts
- ✓ a calculator for computation tasks
- ✓ a talking calculator or on-screen computer calculator
- ✓ flowcharts to plan strategies for problem solving
- ✓ assistance with specialized vocabulary and mathematical symbols
- ✓ additional examples and explanations
- ✓ use of graph paper or color coding to organize answers to math problems
- ✓ review within a day or two of the initial learning of difficult skills and supervised practice to prevent misconceptions
- ✓ practice of subskills explicitly related to the performance of the whole task and what the student has already learned
- ✓ additional independent practice until fluent responses are possible.

Students who are blind or visually impaired may need

- ✓ special media, assistive technology, and materials
The American Printing House for the Blind Inc. (website: <http://sun1.aph.org>) provides the following at a nominal cost:
 - Geometry Tactile Graphics Kit—raised-line drawings which depict concepts, figures, and relationships in geometry
 - Graph Sheets—bold-line and embossed-line graph sheets
 - Abacuses
 - Measurement Aids—braille rulers, glue-down rulers, flexible rulers, etc.
 - Tactile Graphics Starter Kit.

Completing Assignments

Completing assignments requires an array of skills and capabilities. Individuals must be able to follow directions, obtain resources, sustain effort, and monitor effectiveness.



Individuals with disabilities may have difficulty following instructions because they to understand the directions or cannot read fast enough. Some students cannot identify the critical behaviors when viewing a model or demonstration. Some individuals with disabilities have trouble sustaining the physical and mental effort needed to complete assignments. This may be because they work very slowly and run out of time. They may not be able to anticipate needed resources and materials. Students sometimes are reluctant to ask for help or they may lose interest and refuse to continue.

Students who have difficulty following directions may need

- ✓ an agenda or outline of the assignments for each day
- ✓ oral directions combined with pictures, words, or diagrams
- ✓ a description of critical features when watching a demonstration
- ✓ directions that are repeated or simplified
- ✓ step-by-step instructions with the steps outlined in writing or shown in picture sequences
- ✓ assistance from another student
- ✓ a description of expected behaviors or the criteria (rubric) to be used for evaluation.

Students who have difficulty initiating and sustaining effort may need

- ✓ assignments divided into parts with corresponding due dates
- ✓ an individual responsibility checklist with checkpoints along the way
- ✓ a reward system to motivate assignment completion—let the student engage in an activity of choice following the completion of a required assignment
- ✓ access to learning resources and instructional materials outside of class
- ✓ flexible scheduling practices
- ✓ additional time for assignments and assessments
- ✓ assignments given ahead of time so the student can get started.

Accommodations

Test Preparation

Many students feel anxious when they are being tested. Sometimes students worry about the score and its impact on their grade or passing the course. Students with disabilities need to learn how to take specific types of tests and how to deal with any special circumstances in the testing procedures that may be different from working on classroom assignments. Often students may be able to get help from the teacher or peer when working on a classroom assignment but are not allowed to ask for help when taking a test. Preparing students for tests can alleviate their anxiety. After testing is over, make sure students review how they did and identify any problem areas that need to be addressed.



To help students prepare for tests, teachers may need to provide

- ✓ instruction in test-taking skills—practice tests can help students learn some of the strategies effective test-takers use
- ✓ practice with the testing format—use of sample questions and explanations of the scoring rubric or procedures
- ✓ study guides and review of the knowledge and skills to be tested
- ✓ lists of competencies for each instructional goal, such as occupational completion points that students can check off.

To provide constructive feedback to students after tests, teachers may need to provide

- ✓ a review of corrected tests
- ✓ additional instruction on areas of need identified on the test
- ✓ assistance to help students evaluate their own performance on the test by asking themselves these questions.
 - *Did I study the right things?*
 - *Did I make use of clues in the test?*
 - *Did I survey the test and plan my response?*
 - *Did I use the time allowed effectively?*
 - *Did I answer the questions I knew first?*
 - *Did I correct mistakes?*
 - *Did I have to guess?*

Taking Tests

In general, students with disabilities need the same types of accommodations for both instruction and assessment. If a student needs extended time to complete assignments, he or she may also need extended time for classroom assessments.

Accommodations provided for standardized tests must be consistent with what is specified in the test manuals. This applies to tests such as the Florida Comprehensive Assessment Test (FCAT) or the Tests of Adult Basic Education (TABE) used to meet the basic skills assessment requirement for students in postsecondary career education and adult general education programs. The Tests of General Educational Development (GED) and examinations required for licensure or certification administered by the Department of Business and Professional Regulations or the Department of Health also allow accommodations for individuals with disabilities. The student must provide documentation of the need for such accommodations prior to test administration.

Alternative testing techniques may be needed to provide the opportunity for students with disabilities to demonstrate mastery of knowledge and skills. Assistive technology typically used by students for classroom instruction may be used for classroom assessments, provided that the purpose of the test is not violated. It must be ensured that the test responses are the independent work of the student.

The accommodations listed below are provided as examples. Many of these accommodations are similar to the accommodations that are allowed on standardized tests. However, some accommodations may not be allowed on standardized tests. It is important for students to be aware of accommodations they are using in the classroom that are not allowed on specific standardized tests they may have to take. For example, having a test read aloud is an accommodation used by many students with disabilities. However, the FCAT reading test does not allow the reading passages or test items to be read aloud to students.

Students who have difficulty with reading may need

- ✓ directions and test items read aloud or on audiotape, except for tests of reading skills
- ✓ repetition or paraphrasing of the directions
- ✓ important words in the directions underlined or highlighted
- ✓ use of text-to-speech technology to communicate directions or test items other than tests of reading skills
- ✓ permission to read test items aloud to him or herself as he or she works on the assessment.

Accommodations

Students who have difficulty with writing may need

- ✓ increased space allowed for test answers
- ✓ to dictate, tape record, or sign answers on a test
- ✓ a typewriter or word processor to write answers to the test items
- ✓ to write on the test itself instead of an answer sheet
- ✓ webs, diagrams, or charts and outlines to plan and respond to open-ended or essay questions
- ✓ alternate demonstrations of knowledge and skills.

Students who have difficulty within the required time or schedule may need

- ✓ additional time to complete tests
- ✓ the test separated into sections and taken over a period of days
- ✓ breaks during the test period.

Students who have difficulty with specific types of test procedures may need

- ✓ extra examples for practice
- ✓ elimination of one of the choices in multiple-choice items
- ✓ fewer questions that measure all required content and skills
- ✓ grading separately for content and mechanics
- ✓ open book tests unless memorization of content is required
- ✓ a calculator to recheck or complete computations
- ✓ partial credit for answers that are partly correct
- ✓ use of white noise or headphones to reduce auditory distractions
- ✓ administration of the test individually or in a small group
- ✓ an enclosed study carrel to take the test.

Students who are blind or visually impaired may need

- ✓ copies of the test on audiotape, in braille, or in large print format
- ✓ assistive technology for magnification
- ✓ use of a braille writer
- ✓ use of an abacus or adapted calculator.

Students who are deaf or hard of hearing may need

- ✓ assistive technology for amplification
- ✓ a sign language interpreter for oral directions or test items.

Assistive technology typically used by students for classroom instruction may be used for classroom assessments and the FCAT, provided that the purpose of the test is not violated. It must be ensured that the test responses are the independent work of the student.

Learning and Work Environment

Accommodations may be needed that involve changes to the physical features or organization of the school or classroom to assist students with disabilities. Changes to the learning environment may include alterations to the physical setting, grouping arrangements, or behavioral expectations and classroom management procedures.



Behavior Management

All students need clear rules and consistent enforcement in the classroom. Some individuals with disabilities need accommodations to help them control their own behavior. Individuals who have trouble managing their own behavior may need positive behavioral support. The use of predictable routines for daily activities is generally very helpful to such students. Special behavioral plans or counseling services might be needed for some students with disabilities. Accommodations for grouping arrangements may be needed for students who require increased personal attention and support from school personnel. Students may require additional assistance and guidance on tasks through small group instruction or tutoring.

Students who cannot work in groups may need

- ✓ an assistant who can help the student maintain attention and understanding
- ✓ a specific role and responsibility when working in a group.

Students who are easily distracted or who have difficulty controlling their own behavior may need

- ✓ a copy of rules and expectations
- ✓ positive reinforcement for following class rules
- ✓ a hierarchy of consequences for rule infractions
- ✓ a person who can help the student when the teacher is unavailable
- ✓ a seat away from distractions such as windows, air vents, doors, resource areas, and other individuals who may disrupt the student
- ✓ a quiet place to complete independent work
- ✓ tasks that can be completed in short periods of time
- ✓ legitimate opportunities to get up and move.

Accommodations

Physical Facilities

Accommodations may be needed that involve changes to the physical features of the school or workplace. When an off-campus site is selected, it is important that students with disabilities be provided the opportunity for activities with nondisabled people.

An accessible or barrier-free environment is necessary to enhance the mobility of students with disabilities. Many buildings are well-equipped with nonslip surfaces, guide rails, ramps, elevators, and automatic doors for students who have difficulty getting around. Accessibility standards are included in the Americans with Disabilities Act (ADA) mentioned in the first chapter of this manual. The standards describe requirements for elements such as parking and exterior routes, entries into buildings and rooms, alarms, telephones, drinking fountains, and rest rooms.

Some special accommodations may be needed for individual students. Special lighting and tilt-top desks may be needed by students who are blind or visually impaired. Students who use wheelchairs may need to have raised desks or countertops. Students who are deaf or hard of hearing may need classrooms that have special acoustical treatments. Students with autism may need specialized visual supports, such as picture symbols or clear visual and physical boundaries, to help them make sense of their environment.

If a student with a disability needs these types of accommodations and they are not readily available in the school, teachers must advocate for this student. The program may need to be moved to an accessible location. Have a meeting with the appropriate administrator to see what can be done. Teachers can also contact other school or district staff for information and assistance.



Job Requirements

Job accommodations must be defined on an individual basis. Some accommodations involve simple adaptations, while others require more sophisticated equipment or adjustments to physical facilities. The instructor and employer will need to analyze job tasks, basic qualifications and skills needed to perform the tasks, and the kinds of adjustments that can be made to ensure that performance standards will be met.



A dynamic source of information is the Job Accommodations Network (JAN) at the University of West Virginia. The information provided in this section of the manual is adapted from materials available from JAN. This network is funded by the federal government to assist individuals throughout the country. Teachers can contact the network for assistance by calling 1-800-526-7234 or on the web <http://www.jan.wvu.edu>.

Job Accommodations Come in Groups of One*

Problem: A receptionist who is blind can't see the lights on the phone console.

Solution: The employer provided a light probe that detects a lighted button.

Problem: A grill cook can only recognize the first letter of words and can't read orders.

Solution: The condiment bins were coded with the first letter of the item and he was taught to recognize three key words, "only," "none," and "plain" using flash cards.

*Adapted from JAN

Job and Task Analysis

The place to begin is to conduct a job and task analysis. Through this process, the purpose, essential tasks and functions, job setting, and worker qualifications are carefully analyzed by this process. A job and task analysis describes the job, not the person. The form on the next page will help you consider the critical aspects of the job.

Once the job and task analysis is complete, the instructor or employer can then identify ways to accommodate the needs of the individual with disabilities. Naturally, it doesn't end there. Ongoing monitoring and follow-up are necessary to evaluate the effectiveness of the accommodations and to determine if additional changes are required.

JOB AND TASK ANALYSIS*

Job Title: _____ Department: _____

General Description:

PURPOSE

- 1) What is the purpose of the job? How does it contribute to the overall objectives of the work unit?

TASKS AND FUNCTIONS

- 1) What activities or tasks actually constitute the job? Is each necessary?
- 2) What is the relationship between each activity or task? Is there a special sequence?
- 3) What capabilities does each activity or task require (e.g., standing, writing, talking, analyzing, etc.)?
- 4) Can other employees perform the same job functions?
- 5) How much time is spent on each function? How frequently are tasks performed?
- 6) What happens if a task is not completed on time?
- 7) Can the job be altered by removing or reassigning one or more of the tasks?

SETTING

- 1) Where are the essential functions of the job carried out?
- 2) How is the work organized for safety and efficiency? How do employees get equipment and supplies?
- 3) What movement is required to accomplish the functions of the job?
- 4) What are physical (temperature, indoor/outdoor, etc.) and social (alone, with others, supervision, deadlines, etc.) conditions of the job?

WORKER QUALIFICATIONS

- 1) What are the physical requirements (driving, lifting, cleaning)?
- 2) What general skills are required (reading, writing, typing, customer relations etc.)?
- 3) What specific training is necessary? Can it be obtained on the job?
- 4) What experience can replace or substitute for training requirements?

* Questions adapted from Job and Task Analysis, JAN.

The following examples of accommodations are taken from the Searchable Online Accommodation Resource (SOAR), a database available on the JAN website. You will notice that many of the job accommodations listed here may be useful for academic activities and were also included in previous sections.

Workers with reading difficulties may need

- ✓ locator dots to assist with identification of letters/numbers on keyboard
- ✓ voice output software that highlights and reads text on the computer screen
- ✓ an electronic reading pen
- ✓ tape recorded directives, instructions, and messages
- ✓ color-coded or highlighted manuals, outlines, and maps
- ✓ written materials in type or print—do not use cursive or italicized writing.

Workers with writing difficulties may need

- ✓ speech recognition software that changes the user's voice to text on screen
- ✓ word processing software with spelling and grammar check
- ✓ form-producing software
- ✓ a copy holder with a line guide to help keep place.

Workers with mathematics difficulties may need

- ✓ calculators, including those with specialized functions
- ✓ large screen displays for calculators and adding machines
- ✓ computer-assisted drawing (CAD) software for engineering.

Workers with time management and organization difficulties may need

- ✓ labeling, color coding, checklists, flowcharts, or pictures to prioritize, sequence, and initiate tasks
- ✓ memory aids, checklists, prompts, or timers/watches
- ✓ directions and training given verbally, in writing, or by diagrams
- ✓ private work areas or panels that reduce audible and visual distractions
- ✓ watches and timers with prompts
- ✓ permission to listen to music or environmental sound machine to block distractions.

Accommodations

Accommodations

Workers who have difficulty completing projects and meeting deadlines may need

- ✓ daily to-do list
- ✓ calendars to mark meetings and deadlines
- ✓ personal digital assistants or electronic organizers
- ✓ tasks divided into smaller tasks and steps.

Workers who have difficulty communicating with customers may need

- ✓ counseling or training on social skills
- ✓ models of appropriate communication
- ✓ mentor or job coaches.

Workers who have difficulty communicating with supervisors may need

- ✓ communication on a one-to-one basis or through e-mail
- ✓ mediation and employee assistance
- ✓ regular meetings to discuss workplace issues and productivity.

Workers who have fine motor limitations may need

- ✓ page turners and book holders
- ✓ grip aids or reachers
- ✓ filing modifications such as modified trays, lazy susan carousels, automated systems
- ✓ alternative telephone access (speaker phone, automated dialing)
- ✓ ergonomic workstation design, adjustable keyboard trays, glare guards, monitor risers, foot rests, adjustable chairs and workstations, antifatigue matting
- ✓ alternative input devices, ergonomic keyboards, one-handed keyboards, miniature keyboards.

Workers who have difficulty maintaining stamina or working at full productivity may need

- ✓ self-paced work load, flexible hours
- ✓ longer or more frequent work breaks
- ✓ job sharing
- ✓ backup coverage for breaks.

Workers may require personal assistant services for

- ✓ transportation
- ✓ sign language interpreting
- ✓ reading for the blind
- ✓ job coaching or supervision.

Summary

The accommodations described in this chapter are intended to help you identify ways to support the achievement of all students in your program, including those with disabilities. The value of any accommodation can be measured in terms of its impact on the performance and attitude of the student with disabilities in the classroom and in the workplace.

Chapter 4

Modifications



Impact of Modifications

Modified Occupational Completion Points

Modifications to the expectations or outcomes of the curriculum may be necessary for a student with a disability. Modifications may include modified program or course requirements, concepts or skills significantly below the targeted grade level, or alternate curriculum goals. Modifications to curriculum outcomes should be considered only after all appropriate accommodations have been tried.

Impact of Modifications

When considering modifications, it is important to evaluate the long-range impact of changing expectations. Students with disabilities who are not challenged to reach the same level of achievement as their nondisabled peers may not be able to earn a standard diploma in high school or a career certificate or degree from a postsecondary institution. They may also limit the types of careers and occupations in which they can find work.

Secondary Programs

In high school programs, academic or basic education course requirements may not be modified if that course is required for a standard diploma. Requirements for a traditional 24-credit standard diploma include passing a set of required courses, having a “C” average, and passing the state’s graduation test. Some students with disabilities may be granted an exemption or waiver from the FCAT requirement for a standard diploma. (See chapter 1 for more information.) If the student is not working toward a standard diploma and the IEP team determines that the student will benefit from participating in the regular course, then requirements may be modified on an individual basis. However, a modified basic education course will not meet graduation requirements for a standard diploma.

Modifications

If a high school student with disabilities requires significant modifications in the curriculum, a special diploma may be a good choice. For a special diploma, the local school district specifies the required courses. Students must master the Sunshine State Standards for Special Diploma and may use modified courses to meet special diploma requirements.

Postsecondary Programs

In general, requirements in postsecondary programs can not be modified. Districts and community colleges may vary up to ten percent of the intended outcomes for the frameworks for job preparatory programs; although this does not apply to frameworks requiring federal or state licensure or certification. Adult general education program course standards may also vary up to ten percent of the intended outcomes. These changes, however, apply for all students, not just students with disabilities.

As described in the first chapter in this manual, there are a variety of programs for adults designed to address their learning needs. In specialized programs for adults with disabilities, student performance standards are selected on an individual basis for the customized program. Through the AIEP, the student's individual needs are identified and individualized goals and objectives are determined.

Modified Occupational Completion Points

Career education programs are different at the high school level. The requirements may be modified as long as they are aimed at fulfilling the specific job preparation requirements selected by the individual student. Teams may modify the curriculum and identify a completion point that falls between established completion points, known as modified occupational completion points (MOCPs). These selected standards will enable the student to develop marketable skills leading to competitive employment.

Secondary students with disabilities (including those who are dual enrolled) pursuing a standard or special diploma are eligible for MOCPs. MOCPs for a student must be determined on an individual basis through the transition IEP and reflected in the student's postschool outcome statement. The particular outcomes and student performance standards for the student must be specified on an individual basis and maintained in the student's file. MOCPs provide an opportunity to match the interests, abilities, and special needs of the student to a job in the community.

Districts have the option of developing MOCPs. Career education and exceptional student educators must first establish a commitment of

the district administration to implement MOCPs. They must develop district policy, procedures, and technical assistance materials related to the specific needs of students and the local community. District job charts/competency lists are also developed by a team with representation from career education, exceptional student education, business/industry, guidance, and vocational rehabilitation, as well as vocational evaluators, parents, and others to reflect local job market needs. Licensure/certification career and technical programs such as cosmetology, licensed practical nursing, and child care do not allow modified occupational completion points.

Samples of locally developed MOCPs can be found in publications listed under the topic, Career Education, in appendix B, Resources, and on the Florida Department of Education, Office of Workforce Education website at <http://www.firn.edu/doe/workforce/>.

Planning for Individual Students

Deciding whether to modify the content of a student's career education job preparatory program must be based on a review of the student's strengths, experiences, and needs. It's important to review vocational evaluation information including academic levels as well as student progress in prevocational experiences, exploratory courses, practical arts courses, and work experiences. If prior vocational experiences are limited for students, give them opportunities to experience several training programs. Short-term career shadowing may be used, or students may experience a sample of assignments and activities in different areas of training within each program. The student's program should be selected based on the results of the evaluations. Accommodations such as extended time, alternate instructional strategies, or other options should be explored before identifying MOCPs on the transition IEP.

The decision to use MOCPs is usually made after the student is enrolled, based on evaluation of progress. The initial transition IEP may address generic competencies. MOCPs may enable the student to participate in a regular career education course rather than in a specialized course. When MOCPs are considered, it is important to obtain the expertise of vocational instructors.

A list of specific student performance standards to be mastered by the student each year is developed, along with a plan for evaluating and documenting student progress. Documentation may include performance standards checklists, progress charts, district checklists, and curriculum-based vocational assessment (CBVA) rating forms.

Modifications

Reporting

Students with disabilities may be reported as a “completer” of an OCP or MOCP. Students who demonstrate mastery of all of the intended outcomes and student performance standards identified in the curriculum frameworks for a particular OCP may be reported as a completer of that OCP. Students who demonstrate mastery of all of the intended outcomes and student performance standards identified through the transition IEP process for that student’s MOCP may be reported as a completer of that MOCP.

The district determines the type of certificate that is issued to students with disabilities who complete MOCPs. You may find that completed CBVA rating forms are very useful in communicating an individual student’s skills to a prospective employer.

Summary

Modifications in curriculum content or outcomes may be provided for students with disabilities. In high school programs, modifications to academic or basic education courses are generally associated with special diploma programs. Modifications to secondary career education programs known as MOCPs can be made to regular career education classes. In adult programs, modifications to program requirements are generally not allowed. Reasonable course substitutions may be allowed. In addition, adults are able to enroll in other types of programs, including specialized programs for adults with disabilities.

Chapter 5

Getting Started

Start with the Individual

Anticipate Students' Needs

Plan for Each Activity



Providing accommodations and modifications for individuals with disabilities is not as complicated as it may seem. Once you become aware of the decisions about the individual's specific needs, you will make sure that these services are provided. You will also want to evaluate whether or not the accommodations and modifications are making a difference for the student.

Start with the Individual

For K-12 students with disabilities, the IEP or 504 plan includes a description of accommodations and modifications needed by the student. The accommodations may be listed separately, or they may be included in statements describing program or course modifications, supplementary aids and services, and test accommodations. All teachers who have responsibility for educating the student can get a copy of the IEP and use the information to guide their plans. Forms used for IEPs in individual school districts vary in the way the information is documented.

Postsecondary and adult students with disabilities who request accommodations can be assisted through personnel from student services or the office of services for students with disabilities. Obtaining assistance does not follow the formal IEP process required for high school students because the student must request the accommodation. However, accommodations requested by the student must be provided. An AIEP, a career plan, a 504 accommodations plan, or a list of needed accommodations document the student's needs.

The sample IEP for a high school student on the next page shows how accommodations may be documented. The student has specific learning disabilities and requires assignments and tests to be presented orally, repeated instructions, and the use of text-to-speech software.

Student Name Suzanne ID # 222-22-2222 Date 9/9/-- Page 5 of 6

EXCEPTIONAL STUDENT EDUCATION

Services and modifications relate to assisting the student to advance appropriately toward attaining annual goals, to be involved in and progress in the general curriculum, and to be educated and participate with other students with a disability and nondisabled students in activities.

PROGRAM ACCOMMODATIONS/ SUPPORTS FOR SCHOOL PERSONNEL	Dates: Initiation	Duration	Frequency	Location
Consultation with career education teacher	9/9/--	9/8/--	monthly	tech center
Repeated clarification of instructions	9/9/--	9/8/--	daily	tech center
Assignments and tests presented orally	9/9/--	9/8/--	daily	tech center

SUPPLEMENTARY AIDS AND SERVICES	Dates: Initiation	Duration	Frequency	Location
Text-to-speech software	9/9/--	9/8/--	daily	tech center

STATE AND DISTRICTWIDE ASSESSMENT MODIFICATIONS

Participation in state and districtwide assessment program(s) Yes No NA

If yes, describe needed modifications for each tests presented orally, except test of reading

The sample on this page is adapted from *Developing Quality Individual Educational Plans*, (2000) from the Florida Department of Education.

Anticipate Students' Needs

Once you have read the individual plan and student record or interviewed the student, you can use the information when you are planning instruction for your classroom. If more than one student with disabilities is enrolled in the same class, it is a good idea to make a chart for your plan book with the names of students and their accommodations. This will serve as an easy reference for you

When planning individual lessons, projects, or large units of instruction, think about what students are expected to learn and the kinds of activities that will be used. You also plan the types of tests or performance assessments to be used to measure student progress. As you make these decisions, you can check the accommodations chart to see what students will need to be successful. It makes sense to write a note in your plans so

you will have sufficient time to gather or prepare any special materials or equipment. If Suzanne, Tiffany, and Zeke were enrolled in the same class, the teacher would need to make them a copy of any notes for the class, obtain the taped materials or arrange to have them recorded, and get the class handouts formatted in braille. The ESE or student services department should be able to provide assistance in these areas.

STUDENTS	ACCOMMODATIONS
Suzanne	Consultation with ESE staff and career education instructors Oral presentation of assignments and tests Instructional materials on tape Use of text-to-speech software
Tiffany	Textbooks and class materials in braille and on tape Use talking calculator, Braille and Speak, tape recorder, and braillewriter Collaborative planning Assistance with instructional activities
Zeke	Copies of class notes, extra time to complete assignments

Plan for Each Activity

When planning instruction for students, you will need to consider the specific kinds of accommodations that will be needed. If you have already located alternate materials or equipment, you may only need to prepare study guides or cue cards. Many accommodations take no preparation at all. They only require that you remember to provide the prompts or assistance needed by the student.

Don't forget that many of the accommodations suggested in this manual may benefit other students in your class. Here's some help. As you look at the competencies and activities, ask the following questions:

- *How will instruction be delivered?*
- *What materials will students be expected to use?*
- *What kinds of activities will be used?*
- *What kinds of practice will students have?*
- *How will the students be assessed?*
- *What kind of learning environment will be needed?*

Once you are clear about your expectations and plans, you are ready to think about the accommodations.

Will the student with disabilities be able to participate in the activities and master the objectives of this lesson if I

- *change the way instruction is delivered?*
- *change the materials to be used?*
- *change the way the student must respond?*
- *increase support in the learning environment?*
- *change the physical features of the room?*
- *change the behavior management strategies?*
- *change the schedule or adjust time demands?*
- *change the assessment procedures?*

Reflect on the Impact

It is important to continue to monitor the impact of accommodations. Sometimes students will make such positive gains that the accommodations are no longer necessary. On the other hand, some students continue to have difficulty even with the accommodations. Here are some questions that can be used to reflect on the impact of accommodations.

- *Did the student actually use and take advantage of the accommodation?*
- *Was the student able to participate fully in the activity because of the accommodation?*
- *Was the student able to master the objectives of the lesson or course because of the accommodation?*
- *Did the accommodation help the student to feel that he or she belongs in the class?*

Are Modifications Needed?

In most cases, accommodations are sufficient for students with disabilities to be successful in the classroom or workplace. However, you may find that some students may need modified requirements or expectations. Remember that modifications can have a significant impact on the outcomes the student will be able to achieve.

Here's a process to follow if you think that a student with disabilities needs modified expectations.

1. If the student is in a K-12 program, check the student's IEP to see what kinds of modifications are needed for the curriculum.

The student may be working below grade level or have other educational needs that must be addressed.

2. If the student is in an adult education program, confer with the student and consult with student services personnel in the school to find out whether modifications or other programs are appropriate for this student.
3. If the student needs modifications, try to work them into the regular activities and experiences in your classroom. Help the student with disabilities to continue to feel part of the class.

Collaborate with Others

Collaboration is a must when working with individuals with disabilities. Responsibility for the student's educational program rests with many individuals. Some schools have special education teachers or learning specialists who provide consultation services. Other schools schedule common planning periods so teachers can work together. Professional support from staff in guidance, health, vision, or speech/language can be obtained, if needed.

Collaboration or consultation of professional staff and parents is sometimes identified on a K-12 student's IEP as a type of accommodation. This is intended to insure that these individuals meet or confer on a regular basis and are informed of the progress or needs of the student. Collaboration might be targeted toward general problem solving, identifying needed resources, or monitoring the effectiveness and impact of the instructional program and the accommodations. Documentation of the process and outcomes of collaboration must be maintained.

Support for school personnel may also be included on the K-12 student's IEP. Support may involve services that are provided directly to the regular education teacher, special education teacher, or other school personnel to assist a student with a disability to be involved or progress in the regular curriculum. Support may include training or professional development activities to ensure that school personnel have the knowledge and skills needed to help the student. Support may include consultant services, collaborative teaching, or assistance from a paraprofessional or teacher aide. Special equipment or materials, such as a braille writer, may also be needed by school personnel to provide modifications needed by the student.

As the instructor, you have the expertise in academic or career education programs. Special education or student services personnel can help by identifying techniques that work with students with disabilities and identifying resources to help you as you teach.

In adult programs, support services are often more limited. Meetings about individual students occur on an as-needed basis. You may find assistance from other teachers in your program. You may also need to access community agencies such as vocational rehabilitation or mental health facilities.

For Additional Information

The appendices in this manual provide additional sources of information and assistance for you.

Appendix A includes copies of the State Board of Education Rules and Florida Statutes that relate to accommodations for students with disabilities in Florida.

Appendix B contains a list of resources including publications, learning style inventories, sources of assistance for assistive technology, and special projects.

Appendices

Appendix A

State Board of Education Rules

Florida Statutes

Appendix B

Resources

Appendix A

State Board of Education Rules

6A-6.0312, Florida Administrative Code,
Course Modifications for Exceptional Students.

6A-1.0943, Florida Administrative Code,
Statewide Assessment for Students with Disabilities.

6A-1.09431, Florida Administrative Code,
Procedures for Special Exemption from Graduation Test Requirement for
Students with Disabilities Seeking a Standard High School Diploma.

Chapter 19, Educational Equity

6A-19.001, Florida Administrative Code,
Scope, Coverage, and Definitions. (excerpts)

6A-19.002, Florida Administrative Code,
Treatment of Students.

Florida Statutes

Section 1003.43, Florida Statutes,
General requirements for high school graduation.

Section 1003.438, Florida Statutes,
Special high school graduation requirements for certain exceptional students.

Section 1003.491, Florida Statutes,
Career and technical education.

Section 1009.22, Florida Statutes,
Student assessment program for public schools.

6A-6.0312, FAC. Course Modifications for Exceptional Students.

School boards shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School boards shall modify vocational courses and programs of study, as necessary, to assure handicapped students the opportunity to meet graduation requirements for a standard or a special diploma.

(1) Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.

(2) Modifications to basic or vocational courses may include any of the following:

(a) The instructional time may be increased or decreased.

(b) Instructional methodology may be varied.

(c) Special communications systems may be used by the teacher or the student.

(d) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, FAC., to accommodate the student's handicap.

(3) When modifying basic courses, the school board shall use one of the following strategies:

(a) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the district pupil progression plan, or

(b) Assignment of the exceptional student to a basic education class for instruction which is modified to accommodate the student's exceptionality.

(4) The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual educational plan.

(5) Exceptional students enrolled in basic courses utilizing the strategy described in Rule 6A-6.0312(3)(a), FAC., shall be counted at exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, FAC.

(6) The school board's provisions for course modifications shall be incorporated in the district's pupil progression plan.

Specific Authority 229.053(1), 230.23(4)(m), 236.081(1)(c) FS. Law Implemented 232.246(5), 232.247 FS. History - New 4-30-85, Formerly 6A-6.312, Amended 4-23-87.

6A-1.0943, FAC. Statewide Assessment for Students with Disabilities.

(1) The Division of Public Schools and Community Education shall assure the inclusion of students with disabilities as defined by Section 228.041(18), Florida Statutes, in the statewide assessment program, develop the test instruments required herein and provide technical assistance to school districts in the implementation of the requirements of this rule including appropriate accommodations to instruments and statewide assessment procedures administered pursuant to Section 229.57, Florida Statutes. Students who are identified solely as gifted are not eligible for state assessment accommodations.

(a) The decision to exclude any student with a disability, as defined in Section 228.041(18), Florida Statutes, from statewide or district assessment programs is made by the Individual Educational Plan (IEP) team and recorded on the IEP. Students may be excluded from statewide or district assessment programs if the following criteria are met:

1. The student's demonstrated cognitive ability prevents the student from completing required coursework and achieving the Sunshine State Standards as incorporated by reference in Rule 6A-1.09401, FAC., even with appropriate and allowable course modifications, and

2. The student requires extensive direct instruction to accomplish the application and transfer of skills and competencies needed for domestic, community living, leisure, and vocational activities.

(b) Students who are excluded from statewide or district assessment will be assessed through an alternate assessment procedure identified by the IEP team. The alternate assessment procedure shall be recorded on the student's IEP.

(c) Students who are excluded from the state-required graduation test using the criteria in paragraphs (1)(a) and (b) of this rule will not be eligible for a standard high school diploma.

(2) Each school board shall utilize appropriate accommodations to the statewide assessment instruments and procedures, within the limits prescribed herein. Accommodations are defined as adjustments to the presentation of the assessment questions, method of recording examinee responses to the questions, schedule for administration of the assessment, or use of assistive devices to facilitate administration of the assessment. Statewide assessment accommodations may be used only if they do not alter the underlying content that is being measured by the assessment or negatively affect the assessment's reliability or validity. Accommodations shall be identified for each eligible student and recorded on the student's IEP or plan developed under Section 504 of the Rehabilitation Act. Allowable accommodations are those that have been used by the student in classroom instruction as long as the accommodations are within the limits specified in this rule. Such accommodations may include:

(a) Presentation. The student may be administered any statewide assessment through the following presentation formats:

1. Regular print versions of the test may be enlarged through mechanical or electronic means.

2. The district test coordinator may request large print versions.

3. Braille versions may be requested for students who use Braille materials. Some test items may be altered in format for Braille versions of the test as authorized by the Department. Test items that have no application for the Braille reader will be deleted as authorized by the Department. Student performance standards that cannot be assessed in the Braille format will be deleted from the requirements of Section 229.57, Florida Statutes.

4. Signed or oral presentation may be provided for all directions and items other than reading items. Reading items must be read by the student through visual or tactile means.

5. The student may use means to maintain or enhance visual attention to test items.

6. Presentation formats not covered by this rule may be requested through the Department of Education and will be provided, as appropriate, upon approval by the Commissioner of Education.

(b) Responding. The student may use varied methods to respond to the test, including written, signed and verbal response. Written responses may include the use of mechanical and electronic devices. A test administrator or proctor may transcribe student responses to the format required by the test. Transcribed responses must accurately reflect the response of the student, without addition or edification by the test administrator or proctor.

(c) Scheduling. The student may be administered a test during several brief sessions allowing frequent breaks during the testing sessions, within specifications of the test administration manual. Students may be provided additional time for the administration of the test.

(d) Setting. The student may be administered a test individually or in a small group setting. The student may be provided with adaptive or special furniture and special lighting or acoustics.

(e) Assistive devices. The student may use the following assistive devices typically used in classroom instruction.

1. If the purpose of the assessment requires complex computation, calculators may be used as authorized in the test administration manual. A calculator may not be used on assessments of basic computation as specified in the test administration manual.

2. Visual magnification and auditory amplification devices may be used. For students with visual impairments, an abacus may be used.

3. Technology may be used without accessing spelling or grammar-checking applications for writing assessments and without using speech output programs for reading items assessed. Other assistive technology typically used

by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must assure that test responses are the independent work of the student. Unusual circumstances of accommodations through assistive devices must be approved by the Commissioner of Education before use.

(3) The preceding accommodations described in paragraphs (2)(a) through (e) of this rule are authorized, when determined appropriate by the school district superintendent or designee, for any student who has been determined to be an eligible student with disabilities pursuant to Section 228.041(18), Florida Statutes, and Rule 6A-6.0331, FAC., and has a current IEP, or who has been determined to be a student with a disability pursuant to Rule 6A-19.001(6), FAC. Satisfaction of the requirements of Rule 6A-1.0942, FAC., by any of the above accommodations shall have no bearing upon the type of diploma or certificate issued to the student for completing school.

(4) The need for any unique accommodations for use on state assessments not outlined in this rule must be approved by the Commissioner of Education.

(5) District personnel are required to implement the accommodations in a manner that ensures the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

(6) The test scores of students with disabilities, as defined in Section 228.041(18), Florida Statutes, will be included in the state's accountability system as determined by the Commissioner of Education.

(7) Procedures for exemption from the assessment required for graduation with a standard high school diploma due to extraordinary circumstances of a student with a disability, as defined in Section 228.041(18), Florida Statutes, are specified in Rule 6A-1.09431, FAC.

Specific Authority 229.57(3)(11), 232.246(8)(9) FS. Law Implemented 229.57(3)(11), 232.246(8)(9) FS. History – New 9-12-78, Amended 3-4-84, Formerly 6A-1.943, Amended 6-12-90, 9-17-2001.

6A-1.09431, FAC. Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities Seeking a Standard High School Diploma.

Students with disabilities, as defined in Section 228.041(18), Florida Statutes, are eligible for consideration of a special exemption from the graduation test requirement under extraordinary circumstances that create a situation where the results of administration of the graduation test would reflect a student's impaired sensory, manual or speaking skills rather than the student's achievement.

Such circumstances are defined as physical conditions that affect a student's ability to communicate in modes acceptable through accommodation of the statewide test. Extraordinary circumstances are events or conditions that prevent the student from physically demonstrating mastery of skills that have been acquired and are measured by the test. Learning process deficits and cognitive deficits do not constitute extraordinary circumstances. A request may be made for an exemption from any or all sections of the test required for high school graduation.

(1) The Commissioner may exempt a student with a disability as defined by Section 228.041(18), Florida Statutes, from meeting the testing requirement for high school graduation with a standard diploma, as specified in Section 229.57(3)(c), Florida Statutes

(2) The procedure for consideration of this special exemption must originate with receipt of a written request from the district school superintendent at least one semester before the anticipated graduation date. This request must be due to extraordinary circumstances which would cause the results of the testing to reflect the student's impaired sensory, manual or speaking skills rather than the student's achievement. The Commissioner shall determine whether the exemption shall be granted based upon the documentation provided by the district school superintendent which shall include:

(a) Written description of the student's disabling condition, including a specific description of the student's impaired sensory, manual or speaking skills and the extraordinary circumstances for the exemption request;

(b) Written documentation of the most recent and other available re-evaluation or psychological reports and course transcript;

(c) Written description of the disability's effect on the student's achievement;

(d) Written description of accommodations or modifications provided in the student's high school course of study;

(e) Written evidence that the student has had the opportunity to learn the skills being tested, has been prepared to participate in the testing program and has been provided appropriate test accommodations as defined in Rule 6A-1.0943, FAC.; and

(f) Written evidence that the manifestation of the student's disability prohibits the student from responding to the written test even when appropriate accommodations are provided so that the result of the testing reflects the student's impaired sensory, manual or speaking skills rather than the student's achievement.

(g) Written description of academic accomplishments indicating mastery of skills assessed on the graduation test as described in Section 229.57(3), Florida Statutes.

(3) Upon receipt of the request for exemption, the Commissioner shall determine whether sufficient documentation has been provided and may request additional information.

(4) If the Commissioner determines that the criteria for an exemption have been met, the request for exemption from one or both parts of the test will be granted. Students granted a request for exemption from the graduation test must meet all other criteria for graduation with a standard diploma as outlined in Section 232.246, Florida Statutes

(5) Students who are not granted an exemption under this rule and who have not demonstrated mastery of the skills measured by the test for graduation continue to be eligible for the provision of a free appropriate public education until the age of twenty-two (22).

(6) Students with disabilities who do not meet the graduation criteria for a standard high school diploma may be eligible for a special diploma as outlined in Rule 6-1.0996, FAC.

Specific Authority 229.57 (3) (c), 232.246 (9), FS. Law Implemented 229.57, 232.246 (9), F.S., 20 USC 1412(a)(1)(B). History - New 9-17-2001.

Chapter 19 Educational Equity

6A-19.001, FAC. Scope, Coverage and Definitions.

Chapter 6A-19, FAC, implements Section 228.2001, Florida Statutes, which prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee in the state system of public education, as defined in Section 228.041(1), Florida Statutes. The following definitions shall apply.

(1) Activity. Any organized academic, vocational, athletic, co-curricular or extracurricular pursuit, undertaking or assignment conducted under the authority or direction of an institution within the state system of public education.

(2) Admission. Selection for part-time, full-time, special, associate, transfer, exchange or any other enrollment, participation or matriculation, in or at, an education program or activity conducted under the authority or direction of an institution within the state system of public education.

...

(6) Handicapped Person. Any person who has a physical or mental impairment which substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.

(a) Physical or mental impairment.

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular, reproductive, digestive, genito-urinary; hemic and lymphatic; skin; or endocrine; or

2. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

(b) Major life activities. Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working

(c) Has a record of such an impairment. Has a history of, or has been incorrectly classified as having, a mental or physical impairment that substantially limits one or more major life activities.

(d) Is regarded as having an impairment.

1. Has a physical or mental impairment that does not substantially limit major life activities but that is treated by an institution as constituting such a limitation;

2. Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others and , therefore, is treated by an institution as having such an impairment.

...

Chapter 19 Educational Equity

6A-19.002, FAC. Treatment of Students.

General. A guidance, counseling, financial assistance, academic, career and vocational programs, services and activities offered by each institution shall be offered without regard to race, sex, national origin, marital status or handicap. There shall be no discrimination in recreational, athletic, co-curricular or extracurricular activities.

(1) Guidance and Counseling. Each institution shall assure that, in guidance and counseling practices, there is no discrimination on the basis of race, sex, national origin, marital status or handicap. Factors of race, sex, national origin, marital status or handicap shall not be used to encourage or discourage a student's enrollment in a particular program or participation in a particular activity or to measure or predict a student's prospects for success in any career, occupation, program, course or activity.

(a) If particular programs or disciplines have disproportionate enrollments of male or female students, minority or nonminority students, or handicapped students, the institution shall examine its policies, procedures and practices to determine whether the disproportion is the result of discriminatory counseling activities.

(b) Qualified handicapped students shall not be counseled toward more restrictive career or academic objectives than nonhandicapped students with similar abilities and interest. This requirement does not preclude the providing of factual information, at the postsecondary level, about licensing or certification requirements that may present obstacles to handicapped persons in their pursuit of particular careers.

(c) Counselors shall communicate with national origin minority students having limited-English-language skills and with students having hearing impairments. This requirement may be satisfied by having interpreters available.

(d) Counseling materials and other publications used by the institution shall not state or imply through text or illustration, that applicants, students or employees are treated differently on the basis of race, sex, national origin, marital status or handicap. This does not prohibit the inclusion of information designed to meet the needs of national origin minority students with limited-English-language skills, handicapped students needing special services or as may be appropriate for affirmative action purposes.

(e) Appraisal instruments selected by the institution shall not discriminate based on race, sex, national origin, marital status or handicap. Counseling tests and instruments, which result in disproportionate enrollment in any course or program, shall be examined by the institution for discrimination in the instrument or in its application. Institutions are not required to conduct additional examination of state-required instruments.

...

(2) Admission to Courses, Programs and Activities. Institutions shall not base admission decisions on race, sex, national origin, marital status or handicap. Special selection criteria for admission within the institution for participation in programs or courses shall be related to program standards or requirements. If it has been empirically demonstrated that a selection criterion which has an adverse impact is predictive of success during the program, course or activity, and that there has been a reasonable search for equally valid criteria which do not have a disproportionate adverse impact, or if the criterion is required by law, then the criterion shall not be considered discriminatory. Selection criteria for admission, which are in use on the effective date of this rule, shall not be considered discriminatory if demonstrated to be predictive of success within one year from the effective date of this rule.

...

(c) Handicap. No qualified handicapped person shall be excluded from participation in, denied benefits of, or subjected to discrimination under any course, program, service or activity, operated under the authority or direction of an institution within the state system of public education solely on the basis of handicap. Each program, service and activity shall be operated so that the program, service or activity, when viewed in its entirety, is readily accessible to handicapped persons.

1. Qualified handicapped persons shall not be denied access to vocational, career or academic programs, courses, services or activities because of architectural or equipment barriers, or because of the need for auxiliary aids or related aids and services. Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Institutions need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

2. Access to vocational and academic programs or courses shall not be denied to qualified handicapped students on the basis that employment opportunities in any occupation or profession may be more limited for handicapped persons than for nonhandicapped persons.

3. In administering admissions policies, each institution shall assure that admissions tests are selected and administered so as best to ensure that, when a test is administered to an applicant who has a handicap that impairs sensory, manual or speaking skills, the test results accurately reflect the applicant's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the applicant's impaired sensory, manual or speaking skills, except where those skills are the factors that the test purports to measure. Admissions tests that are designed for persons with impaired sensory, manual or speaking skills shall be offered as often, and in as timely a manner, as are other admissions tests. Admissions tests shall be administered in facilities that, on the whole, are accessible to handicapped persons.

4. Institutions shall make such modifications to its academic requirements as are necessary to ensure that they do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by the student, or to any directly related licensing requirement, will not be regarded as discriminatory. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

5. Institutions shall not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the institution's education program or activity.

6. In course or program examinations, or other procedures for evaluating students' academic achievement in its program, the institution shall provide methods for evaluating the achievement of students who have a handicap that impairs sensory, manual or speaking skills which will ensure that the results of the evaluation represents the student's achievement in the course or program, rather than reflecting the student's impaired sensory, manual or speaking skills, except where those skills are the factors that the test purports to measure.

7. A postsecondary institution shall not make preadmission inquiry as to whether an applicant is a handicapped person except when the institution is taking remedial steps to increase the participation of handicapped persons in programs and courses in which handicapped students have been traditionally under represented as specified in Section 228.2001(4), Florida Statutes, and under those conditions all written and oral inquiries must make clear that the information requested is intended for use solely in connection with remedial steps; the information is being requested on a voluntary basis; the information will be kept confidential as required by federal law; and that refusal to provide such information will not subject the applicant to any adverse treatment. However, after admission, an institution may make inquiries on a confidential basis as to handicaps that may require accommodation.

8. Nonacademic, co-curricular, extracurricular and physical education services and manner as is necessary to afford handicapped students an equal opportunity for participation in such services and activities.

9. An institution that offers physical education or that operates or sponsors interscholastic activities, clubs, intercollegiate or intramural athletics shall provide an equal opportunity for participation to qualified handicapped students.

10. Physical education and athletic activities that are separate or different from those offered to nonhandicapped students may be offered only if the institution can show that this is necessary to meet the needs of the handicapped

students. Qualified handicapped students shall be provided the opportunity to compete for teams or to participate in physical education courses or activities that are not separate or different.

11. In choosing among available methods to ensure that programs, services and activities are accessible, priority shall be given to those methods that offer programs, services and activities to handicapped persons in the most integrated setting appropriate.

12. Any facilities, services or activities that are identifiable as being for handicapped persons shall be comparable to other facilities, services and activities.

13. Access to information regarding admission to programs, courses and activities shall be provided to handicapped persons.

14. Any activity or program which is not operated by the institution but which is considered a part of, or equivalent to, an institution's program, shall be operated in a manner which provides equal opportunities to qualified handicapped persons.

Specific Authority 228.2001(5), 229.053(1) FS. Law Implemented 228.2001(2), 229.053(1), 240.203(2), 240.325(2)(5)(8) FS. History - New 3-11-85, Formerly 6A-19.02.

Section 1003.43, Florida Statutes, General requirements for high school graduation.

(1) Graduation requires successful completion of either a minimum of 24 academic credits in grades 9 through 12 or an International Baccalaureate curriculum. The 24 credits shall be distributed as follows:

(a) Four credits in English, with major concentration in composition and literature.

(b) Three credits in mathematics. Effective for students entering the 9th grade in the 1997-1998 school year and thereafter, one of these credits must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course.

(c) Three credits in science, two of which must have a laboratory component. The State Board of Education may grant an annual waiver of the laboratory requirement to a district school board that certifies that its laboratory facilities are inadequate, provided the district school board submits a capital outlay plan to provide adequate facilities and makes the funding of this plan a priority of the district school board. Agriscience Foundations I, the core course in secondary Agriscience and Natural Resources programs, counts as one of the science credits.

(d) One credit in American history.

(e) One credit in world history, including a comparative study of the history, doctrines, and objectives of all major political systems.

(f) One-half credit in economics, including a comparative study of the history, doctrines, and objectives of all major economic systems. The Florida Council on Economic Education shall provide technical assistance to the department and district school boards in developing curriculum materials for the study of economics.

(g) One-half credit in American government, including study of the Constitution of the United States. For students entering the 9th grade in the 1997-1998 school year and thereafter, the study of Florida government, including study of the State Constitution, the three branches of state government, and municipal and county government, shall be included as part of the required study of American government.

(h)1. One credit in practical arts career and technical education or exploratory career and technical education. Any career and technical education course as defined in s. 1003.01 may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career and technical education provided in this subparagraph;

2. One credit in performing fine arts to be selected from music, dance, drama, painting, or sculpture. A course in any art form, in addition to painting or

sculpture, that requires manual dexterity, or a course in speech and debate, may be taken to satisfy the high school graduation requirement for one credit in performing arts pursuant to this subparagraph; or

3. One-half credit each in practical arts career and technical education or exploratory career and technical education and performing fine arts, as defined in this paragraph.

Such credit for practical arts career and technical education or exploratory career and technical education or for performing fine arts shall be made available in the 9th grade, and students shall be scheduled into a 9th grade course as a priority.

(i) One-half credit in life management skills to include consumer education, positive emotional development, marriage and relationship skill-based education, nutrition, parenting skills, prevention of human immunodeficiency virus infection and acquired immune deficiency syndrome and other sexually transmissible diseases, benefits of sexual abstinence and consequences of teenage pregnancy, information and instruction on breast cancer detection and breast self-examination, cardiopulmonary resuscitation, drug education, and the hazards of smoking.

(j) One credit in physical education to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level, for two full seasons, shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. The competency test on personal fitness must be developed by the Department of Education. A district school board may not require that the one credit in physical education be taken during the 9th grade year. Completion of one semester with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Reserve Officer Training Corps (R.O.T.C.) class a significant component of which is drills shall satisfy a one-half credit requirement in physical education. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual educational plan (IEP) or 504 plan.

(k) Eight and one-half elective credits.

District school boards may award a maximum of one-half credit in social studies and one-half elective credit for student completion of nonpaid voluntary community or school service work. Students choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category of instruction. Credit may not be earned for service provided as a result of court action. District school boards that approve the award of credit for student volunteer service shall develop guidelines regarding the award of the credit, and school principals are responsible for approving specific volunteer activities. A course designated in the Course Code Directory as grade 9 through

grade 12 that is taken below the 9th grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements as specified in a district school board's student progression plan. A student shall be granted credit toward meeting the requirements of this subsection for equivalent courses, as identified pursuant to s. 1007.271 (6), taken through dual enrollment.

(2) Remedial and compensatory courses taken in grades 9 through 12 may only be counted as elective credit as provided in subsection (1).

(3) Credit for high school graduation may be earned for volunteer activities and nonacademic activities which have been approved for such credit by the State Board of Education.

(4)(a) A district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation and shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma, using one of the following strategies:

1. Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the district school board student progression plan; or

2. Assignment of the exceptional student to a basic education class for instruction that is modified to accommodate the student's exceptionality.

(b) The district school board shall determine which of these strategies to employ based upon an assessment of the student's needs and shall reflect this decision in the student's individual educational plan.

(c) District school boards are authorized and encouraged to establish requirements for high school graduation in excess of the minimum requirements; however, an increase in academic credit or minimum grade point average requirements shall not apply to those students enrolled in grades 9 through 12 at the time the district school board increases the requirements. In addition, any increase in academic credit or minimum grade point average requirements shall not apply to a student who earns credit toward the graduation requirements of this section for equivalent courses taken through dual enrollment.

(5) Each district school board shall establish standards for graduation from its schools, and these standards must include:

(a) Earning passing scores on the FCAT, as defined in s. 1008.22 (3)(c).

(b) Completion of all other applicable requirements prescribed by the district school board pursuant to s. 1008.25.

(c) Achievement of a cumulative grade point average of 1.5 on a 4.0 scale, or its equivalent, for students entering 9th grade before the 1997-1998 school year; however, these students must earn a cumulative grade point average of 2.0 on a

4.0 scale, or its equivalent, in the courses required by subsection (1) that are taken after July 1, 1997, or have an overall cumulative grade point average of 2.0 or above.

(d) Achievement of a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in the courses required by subsection (1), for students entering 9th grade in the 1997-1998 school year and thereafter.

(e) For purposes of paragraphs (c) and (d):

1. Each district school board shall adopt policies designed to assist students in meeting these requirements. These policies may include, but are not limited to: forgiveness policies, summer school or before or after school attendance, special counseling, volunteer and/or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes. Beginning in the 2000-2001 school year and each year thereafter, forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

2. At the end of each semester, the parent of each student in grades 9, 10, 11, and 12 who has a cumulative grade point average of less than 0.5 above the cumulative grade point average required for graduation shall be notified that the student is at risk of not meeting the requirements for graduation. The notice shall contain an explanation of the policies the district school board has in place to assist the student in meeting the grade point average requirement.

3. Special assistance to obtain a high school equivalency diploma pursuant to s. 1003.435 may be given only when the student has completed all requirements for graduation except the attainment of the required cumulative grade point average.

The standards required in this subsection, and any subsequent modifications, shall be reprinted in the Florida Administrative Code even though not defined as "rules."

(6) The Legislature recognizes that adult learners are unique in situation and needs. The following graduation requirements are therefore instituted for students enrolled in adult general education in accordance with s. 1004.93 in pursuit of a high school diploma:

(a) The one credit in physical education required for graduation, pursuant to subsection (1), is not required for graduation and shall be substituted with

elective credit keeping the total credits needed for graduation consistent with subsection (1).

(b) Each district school board may waive the laboratory component of the science requirement expressed in subsection (1) when such facilities are inaccessible or do not exist.

(c) Any course listed within the Department of Education Course Code Directory in the areas of art, dance, drama, or music may be undertaken by adult secondary education students. Enrollment and satisfactory completion of such a course shall satisfy the credit in performing fine arts required for high school graduation pursuant to subsection (1).

(7) No student may be granted credit toward high school graduation for enrollment in the following courses or programs:

(a) More than a total of nine elective credits in remedial programs.

(b) More than one credit in exploratory career education courses as defined in s. 1003.01 (4)(a).

(c) More than three credits in practical arts family and consumer sciences classes as defined in s. 1003.01 (4)(a).

(d) Any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's individual educational plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent of the student, or the student if the student is 18 years of age or older.

(8) The State Board of Education, after a public hearing and consideration, shall adopt rules based upon the recommendations of the commissioner for the provision of test accommodations and modifications of procedures as necessary for students with disabilities which will demonstrate the student's abilities rather than reflect the student's impaired sensory, manual, speaking, or psychological process skills.

(9) The public hearing and consideration required in subsection (8) shall not be construed to amend or nullify the requirements of security relating to the contents of examinations or assessment instruments and related materials or data as prescribed in s. 1008.23.

(10)(a) A student who meets all requirements prescribed in subsections (1), (4), and (5) shall be awarded a standard diploma in a form prescribed by the State Board of Education. A district school board may attach the Florida gold seal career endorsement to a standard diploma or, instead of the standard diploma, award differentiated diplomas to those exceeding the prescribed minimums.

(b) A student who completes the minimum number of credits and other requirements prescribed by subsections (1) and (4), but who is unable to meet

the standards of paragraph (5)(a), paragraph (5)(b), or paragraph (5)(c), shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, any student who is otherwise entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

(11)(a) Each district school board must provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

(b) A student with a disability, as defined in s. 1007.02 (2), for whom the individual educational plan (IEP) committee determines that the FCAT cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the FCAT requirement of paragraph (5)(a) waived for the purpose of receiving a standard high school diploma, if the student:

1. Completes the minimum number of credits and other requirements prescribed by subsections (1) and (4).
2. Does not meet the requirements of paragraph (5)(a) after one opportunity in 10th grade and one opportunity in 11th grade.

(12) The Commissioner of Education may award a standard high school diploma to honorably discharged veterans who started high school between 1937 and 1946 and were scheduled to graduate between 1941 and 1950 but were inducted into the United States Armed Forces between September 16, 1940, and December 31, 1946, prior to completing the necessary high school graduation requirements. Upon the recommendation of the commissioner, the State Board of Education may develop criteria and guidelines for awarding such diplomas.

(13) The Commissioner of Education may award a standard high school diploma to honorably discharged veterans who started high school between 1946 and 1950 and were scheduled to graduate between 1950 and 1954, but were inducted into the United States Armed Forces between June 1950 and January 1954, and served during the Korean War prior to completing the necessary high school graduation requirements. Upon the recommendation of the commissioner, the State Board of Education may develop criteria and guidelines for awarding such diplomas.

History. —s. 1, ch. 2002-278; s. 132, ch. 2002-387; s. 2, ch. 2003-8; s. 11, ch. 2003-391.

Section 1003.438, Florida Statutes, Special high school graduation requirements for certain exceptional students.

A student who has been properly classified, in accordance with rules established by the State Board of Education, as “educable mentally handicapped,” “trainable mentally handicapped,” “hearing impaired,” “specific learning disabled,” “physically or language impaired,” or “emotionally handicapped” shall not be required to meet all requirements of s. 1003.43 and shall, upon meeting all applicable requirements prescribed by the district school board pursuant to s. 1008.25, be awarded a special diploma in a form prescribed by the commissioner; however, such special graduation requirements prescribed by the district school board must include minimum graduation requirements as prescribed by the commissioner. Any such student who meets all special requirements of the district school board for exceptionality, but is unable to meet the appropriate special state minimum requirements, shall be awarded a special certificate of completion in a form prescribed by the commissioner. A student who has been properly classified as “profoundly handicapped” and who meets the special requirements of the district school board for a special diploma in accordance with requirements for any exceptional student identified in this section shall be awarded a special diploma; however, such a student shall alternatively be eligible for a special certificate of completion, in a form prescribed by the commissioner, if all school requirements for students who are “profoundly handicapped” have been met. However, this section does not limit or restrict the right of an exceptional student solely to a special diploma or special certificate of completion. Any such student shall, upon proper request, be afforded the opportunity to fully meet all requirements of s. 1003.43 through the standard procedures established therein and thereby to qualify for a standard diploma upon graduation.

History. —s. 136, ch. 2002-387.

Section 1003.491, Florida Statutes, Career and technical education.

(1) School board, superintendent, and school accountability for career and technical education within elementary and secondary schools includes, but is not limited to:

- (a) Student exposure to a variety of careers and provision of instruction to explore specific careers in greater depth.
- (b) Student awareness of available career and technical programs and the corresponding occupations into which such programs lead.
- (c) Student development of individual career plans.
- (d) Integration of academic and career and technical skills in the secondary curriculum.
- (e) Student preparation to enter the workforce and enroll in postsecondary education without being required to complete college preparatory or vocational preparatory instruction.
- (f) Student retention in school through high school graduation.
- (g) Career and technical curriculum articulation with corresponding postsecondary programs in the local area technical center or community college, or both.

(2) No school board or public school shall require a student to participate in any school-to-work or job training program. A district school board or school shall not require a student to meet occupational standards for grade level promotion or graduation unless the student is voluntarily enrolled in a job training program.

History. —s. 143, ch. 2002-387.

Section 1008.22(3)(b)(6-8), Florida Statutes, Student assessment program for public schools.

(6) Participation in the testing program is mandatory for all students attending public school, including students served in Department of Juvenile Justice programs, except as otherwise prescribed by the commissioner.

If a student does not participate in the statewide assessment, the district must notify the student's parent and provide the parent with information regarding the implications of such nonparticipation.

If modifications are made in the student's instruction to provide accommodations that would not be permitted on the statewide assessment tests, the district must notify the student's parent of the implications of such instructional modifications.

A parent must provide signed consent for a student to receive instructional modifications that would not be permitted on the statewide assessments and must acknowledge in writing that he or she understands the implications of such accommodations.

The State Board of Education shall adopt rules, based upon recommendations of the commissioner, for the provision of test accommodations and modifications of procedures as necessary for students in exceptional education programs and for students who have limited English proficiency. Accommodations that negate the validity of a statewide assessment are not allowable.

(7) A student seeking an adult high school diploma must meet the same testing requirements that a regular high school student must meet.

(8) District school boards must provide instruction to prepare students to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation. If a student is provided with accommodations or modifications that are not allowable in the statewide assessment program, as described in the test manuals, the district must inform the parent in writing and must provide the parent with information regarding the impact on the student's ability to meet expected proficiency levels in reading, writing, and math.

Appendix B

Resources

Accommodations

Adapting instruction to accommodate students in inclusive settings, Third edition. Judy W. Wood. 1998. Upper Saddle River, New Jersey: Prentice-Hall.

This book includes information and practical suggestions for providing appropriate services for students with disabilities and other at-risk students in K-12 settings. The first part of the book includes a discussion of the legal foundation, the responsibilities of the multidisciplinary team, the characteristics of students, and placement options. The second part introduces a systematic process for including students with a disability. Many suggestions are provided for adapting the environment, lesson plans, teaching techniques, content, media, and evaluation and grading.

Curriculum adaptations for students with learning and behavior problems: Principles and practices. John J. Hoover and James R. Patton. 1997. Reston, Virginia: Council for Exceptional Children.

This guide helps in adapting content and strategies for elementary and high school students with mild learning and behavior problems. Easy-to-use guides and checklists help the teacher determine what kind of adaptations are needed, adapt content and strategies used for instruction, and adapt learning strategies and study strategies used by the students.

Effective strategies that accommodate diverse learners. Edward J. Kaméenui and Douglas W. Carnine, editors. 1998. Upper Saddle River, New Jersey: Prentice-Hall.

This book is about teaching strategies that work with diverse groups of students, including those at risk for failure in school. The text is organized around six principles of instruction and curriculum design, with explanations and applications for beginning reading, writing, mathematics, science, and social studies. The authors provide a synthesis of research and a conceptual framework.

Section 504—A parent and teacher guide to Section 504: Frequently asked questions. Florida Department of Education. 2003. ESE 311780. Tallahassee: Bureau of Exceptional Education and Student Services.

This document provides information and guidelines for providing services for students with disabilities under Section 504 of the Rehabilitation Act of 1973.

Become your own expert! Self-advocacy curriculum for individuals with learning disabilities. Carpenter, W. D. January, 1995. St. Paul: Minnesota Educational Services.

This is a curriculum for teaching self-advocacy skills to secondary students with learning disabilities designed for a one-semester course. Topics include self-awareness, modality, learning styles, accommodations, practice-rehearse-role play, and becoming the expert. Unit and lesson plans and student handouts are included in this manual.

Instructional models: Curriculum and assessment review. Career Development and Transition Project. February, 2000. Gainesville: University of Florida.

An annotated list of curriculum and assessment materials for self-determination and self-advocacy for students with disabilities.

Learning Style Inventories

Academic Assessment Instrument for Literacy Students

This inventory is based on the Academic Styles Inventory developed by The Learning Disabilities Training Project in Cullowhee, North Carolina in 1989. It includes a series of questions to assess school and employment history and personal goals.

Reprinted in Seabrooks, Janice. 1999. *Working with adults with learning disabilities in adult education programs, A guide for instructors.* Jacksonville: Quality Professional Development Project, Florida Community College at Jacksonville.

Barsch Learning Style Inventory, Revised

This inventory is an informal, self-reporting instrument that provides the student with an individual assessment of relative strengths and weaknesses in learning through auditory, visual, tactile, and kinesthetic modalities. This criterion-referenced assessment can be completed in 5-10 minutes and is appropriate for ages 14 through adult.

Available from: Academic Therapy Publications
20 Commercial Boulevard
Novato, CA 94949
(800) 422-7249

The Gregorc Model

This instrument was developed to assess students 13 and older. The model divides learners into four groups. The terms "concrete," "abstract," "sequential," and "random" are used to distinguish perceiving and processing.

Available from: The Learner's Dimension
P.O. Box 6
Columbia, CT 06237
(203) 228-3786

The CITE Learning Style Instrument

This instrument was developed by Babich, Burdine, Allbright, and Randol at the Center for Innovative Teaching Experiences, Wichita Public Schools. The instrument is divided into three main areas: information gathering/receiving; social working conditions; and expressiveness preference.

Available from Piney Mountain Press (See address below.)

The Learning & Working Styles Inventory

This inventory was developed to assess learning styles and preferred working conditions. The Inventory consists of 75 statements involving Physical, Social, Environmental, Mode of Expressions, and Work Characteristic domains.

Available from: Piney Mountain Press (Attention: Sandy Jenkins)
P. O. Box 86
Cleveland, GA 30528
(800) 255-3127

The Learning Styles Inventory, Dunn and Dunn

This assessment was designed for grades 6-12. The instrument identifies how individuals prefer to function, learn, concentrate, and perform in their educational or occupational activities. It assesses environmental, emotional, sociological, and physical factors.

Available from: Learning Styles Network
Center for the Study of Teaching and Learning Styles
St. John's University
8000 Utopia Parkway S.
Jamaica, NY 11439
(718) 990-6161 Ex. 6412

Adult General Education Programs

Accommodating adults with disabilities in adult education programs. Institute for Adult Studies. 1998. Lawrence: University of Kansas Center for Research on Learning.

This document provides a range of materials for assisting adult students with disabilities in adult education programs. Materials for students and program administrators are included.

“Adult Basic Education Program.” Florida Department of Education. 2000. *Technical Assistance Paper*. Document No. ABE AEO 67. Tallahassee: Adult General Education Taskforce of Practitioners, Division of Workforce Development.

This paper provides local adult education administrators and teachers with information to effectively implement Adult Basic Education (ABE) and Workplace Readiness Skills programs. It includes information about courses, student eligibility and assessment, literacy completion points, instruction, staff development, and suggested materials and resources.

“Adult High School Instruction Program.” Florida Department of Education. 2000. *Technical Assistance Paper*, Document No. GED AE064. Tallahassee: Adult General Education Taskforce of Practitioners, Division of Workforce Development.

This paper provides local adult education administrators and teachers with information to effectively implement adult high school instruction programs. It includes information about credit requirements and courses, literacy completion points, and diploma options.

“General Educational Development.” Florida Department of Education. 2000. *Technical Assistance Paper*, Document No. GED AE065. Tallahassee: Adult General Education Taskforce of Practitioners, Division of Workforce Development.

This paper provides local adult education administrators and teachers with information to effectively implement test preparation programs for the Tests of General Education Development (GED). It includes information about student eligibility, courses, literacy completion points, and the GED testing program.

The comprehensive adult education planner: Providing education for adult learners including those with learning and behavioral disorders. Mellard, D. & Scanlon, D. 1998. Lawrence: University of Kansas, Division of Adult Studies.

This document provides information about the Proficiency Attainment Model for adult learners especially those preparing to take the Tests of General Educational Development (GED). There are materials for using the model in adult basic and secondary education programs and presentation scripts. The model is designed to increase learners’ success and improve, through learning and self-management strategies, the quality of learners’ personal lives, work, and transition into the community.

“Vocational Preparatory Instruction Program.” Florida Department of Education. 2001. *Technical Assistance Paper*, Document No. VPI AE063. Tallahassee: Adult General Education Taskforce of Practitioners, Division of Workforce Development.

This paper provides local adult education administrators and teachers with information to effectively implement vocational preparatory instruction programs for students seeking certificate or higher career education. It includes information about courses and literacy completion points.

Seabrooks, Janice. 1999. *Working with adults with learning disabilities in adult education programs, A guide for instructors*. Jacksonville: Quality Professional Development Project. Florida Community College at Jacksonville.

This manual was developed as a self-instructional guide with an accompanying video to help adult educators gain insight in the general characteristics of adults with learning disabilities and the instructional techniques and accommodations that will help these students be more successful.

Career Education Programs

A faculty guide to reasonable accommodations for students with disabilities. Erwin Technical Center. 2000. Tampa, FL: Hillsborough County School District.

A guide for faculty on providing accommodations for students with disabilities that includes general information, frequently asked questions, and needs of adult students.

Modified occupational completion points in vocational education for students with disabilities with examples from automotive technology, commercial foods, data entry, and environmental horticulture. Florida Department of Education (under revision). Tallahassee, FL: Bureau of System Implementation and Technical Assistance, Division of Applied Technology, Adult and Community Education, and Bureau of Exceptional Education and Student Services.

This document is a general guide about the implementation of modified occupational completion points with an overview and examples in four vocational program areas.

“Reporting and Awarding Credit to Secondary Students with Disabilities in Vocational Education.” Florida Department of Education. November, 1999. *Technical Assistance Paper*. DWD #1999-47. Tallahassee: Bureau of Program Improvement and Accountability, Division of Workforce Development.

This paper clarifies the course modifications rule for students with disabilities, provides examples of circumstances under which students

with disabilities might enroll in the same course more than once in secondary or dual enrollment programs, and explains how to report and award appropriate credit to such students.

“Assessment of Adult General Education and Postsecondary Career and Technical Education Students.” Florida Department of Education. Revised, 2004. Tallahassee: Bureau of Exceptional Education and Student Services and Office of Workforce Education. Available at <http://www.firn.edu/doe/programs/pdf/tapaj.pdf>.

This paper clarifies requirements for basic skills testing, describes requirements for accommodations for students with disabilities, recommends examples of testing accommodations that may be needed by some students with disabilities, and describes allowable exemptions for students with disabilities.

“Basic Skills Tests, Academic Skills Tests for Adults, General Education Development (GED) Tests, Licensure Examinations, and Accommodations for Students with Disabilities.” Florida Department of Education. 2000. Tallahassee: Bureau of Exceptional Education and Student Services and Office of Workforce Education.

The purposes of this paper are to clarify requirements for basic skills testing, academic skills testing, GED tests, and certification/licensure examinations; describe requirements for accommodations for students with disabilities; recommend examples of testing accommodations that may be needed by some students with disabilities; and describe allowable exemptions for students with disabilities.

“Accommodations and Modifications for Students with Disabilities: Career and Technical Education and Adult General Education.” (Brochure). Florida Department of Education. Revised, 2003. ESE 310907. Tallahassee: Bureau of Exceptional Education and Student Services and Office of Workforce Education.

This brochure provides a chart of accommodations and modifications needed by students with disabilities in mainstream and specialized secondary and postsecondary career and technical education and adult general education programs.

Dare to dream for adults. Florida Department of Education. 2004. ESE 312421. Tallahassee: Bureau of Exceptional Education and Student Services.

This is a strengths-based book designed to encourage adults with disabilities to make choices and find options that are aligned with their preferences, abilities, and needs. The purpose of this book is to offer adults opportunities for self-generated choices by working through a series of activities and exercises independently or with assistance if needed. Lists of resources and websites are included to provide further information on topics addressed in the book.

SIMPLY careers! Helping students with disabilities effectively plan their futures through comprehensive career development. Florida Department of Education. 2003. ESE 321087. Tallahassee: Bureau of Exceptional Education and Student Services.

This document describes a seven step process to assist students in achieving their future goals through sequential career assessment, exploration, activities, experiences, programs, support, and planning centered around four broad career focus areas. This guide provides a simplified, sequential process for stakeholders to follow that includes activities and steps that will guide a student through the career development process from kindergarten to postsecondary education.

Standing up for me: Strategies for teaching self-determination skills training materials and curriculum. Florida Department of Education. 2004. Tallahassee: Bureau of Exceptional Education and Student Services.

Standing Up for Me is a curriculum and sequenced process that encourages students with disabilities from kindergarten through twelfth grade to make decisions and choices, establish goals and evaluate progress toward achieving those goals, use self-determination skills, and actively participate in the IEP process. The training materials provide teachers with an overview of self-determination strategies and the information and instructional materials.

Section 504 accommodations plans for postsecondary adult/vocational education students: May 2004. Miami-Dade County Public Schools. 2004. ESE 312338. Tallahassee: Florida Department of Education, Bureau of Exceptional Education and Student Services. Reprinted with permission.

This document provides information about Section 504 accommodations plans for students with disabilities who participate in the adult general education or postsecondary career education program. It is designed to assist educators to address the special needs of students with disabilities and to meet federal and state requirements. The following areas are addressed: background information on Section 504 of the Rehabilitation Act of 1973, including definitions, a sample 504 accommodations plan (form) with instructions for completing the plan, and samples of completed plans.

Assistive Technology Assistance

Assistive Technology Education Network (ATEN)

A FDLRS specialized center developed to promote, support, and coordinate statewide delivery of assistive technology services to Florida's students with disabilities. The coordinating center is located in Seminole County. Regional centers are located within the FDLRS associate centers to extend opportunities and support for consumers, educators, students,

families, and agency personnel to receive training and demonstration in the latest assistive technology and to provide opportunities for individuals to gain awareness of assistive technology devices and services while investigating information and on-line resources in preview labs.

Website: <http://www.aten.scps.k12.fl.us>

Florida Alliance for Assistive Services and Technology (FAAST)

FAAST is designed to provide a statewide system of technology-related assistance and systems change for individuals of all ages. It is a private not-for-profit corporation. FAAST works with consumers, family members, caregivers, providers, and agencies to ensure that individuals continue to benefit from assistive technology as they move between home, school, work, and community. Regional demonstration centers are located in Tallahassee, Jacksonville, Tampa, and Miami in addition to ten satellite sites. Website: <http://www.faast.org>

The Able Trust

This organization is also known as the Florida Governor's Alliance for the Employment of Citizens with Disabilities. It is a 501(c)(3) public-private partnership foundation established by the Florida Legislature in 1990. Its mission is to provide Floridians with disabilities fair employment opportunities through fundraising, grant programs, public awareness and education. Since its establishment, The Able Trust has awarded over \$ 9 million to individuals and nonprofit organizations, enabling over 2,000 Floridians with disabilities to enter the workforce each year. Website: <http://www.abletrust.org/>

Special Projects

Bridges to Practice, Dr. Rochelle Kenyon, Project Director

Through the Office of Workforce Education, the Florida Department of Education funds an Adult Education State Leadership Grant entitled "Bridges to Practice: Florida's Focus on Adults with Learning Disabilities." It is a statewide training project that includes the newsletter, "Practitioners' Points."

Website: <http://www.floridatechnet.org/bridges>

Career Development and Transition, University of Florida, Gainesville, FL

This project assists school districts in providing programs and services to students with disabilities that will help assure a more successful transition from school to community living.

Website: <http://www.thetransitioncenter.org>

Transition to Independence Process (TIP) System. University of South Florida, Tampa, FL.

The project provides assistance to young people with emotional/behavioral difficulties in making a successful transition across all domains of employment, education, living situation, and community life. Pilot sites are currently instituting the TIP system in selected school districts in Florida.

Website: <http://tip.fmhi.usf.edu>

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- Florida Department of Education. 1996. *Florida Curriculum Frameworks*. Tallahassee: Bureau of Curriculum, Instruction, and Assessment.
- Florida Department of Education. 2000. *Developing quality individual educational plans (revised edition)*. Tallahassee: Bureau of Exceptional Education and Student Services.
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John Winn, Commissioner

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