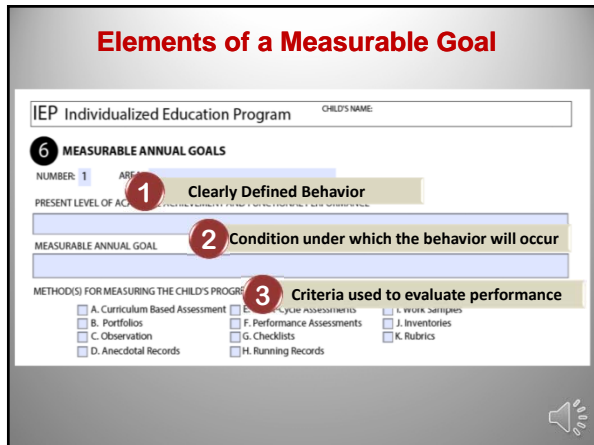
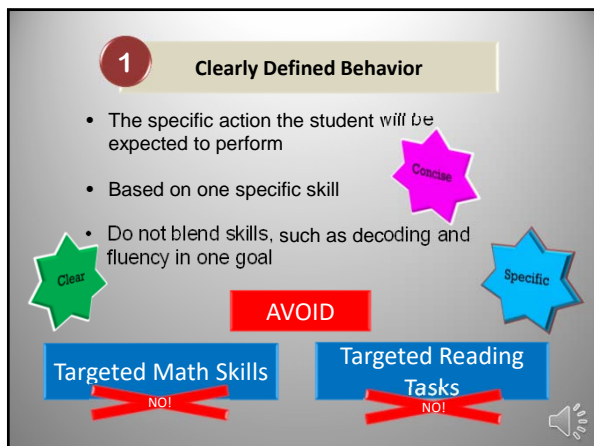


1



2



3

2 Condition under which the behavior will occur

The condition can be defined as the

- Situation,
- Setting, or
- Given material

in which the behavior is to be performed.

Grade level material **NEEDS** to be specifically defined to their **ABILITY** level or their **EXPECTED** grade level.

4

3 Criteria used to evaluate performance

The level the student must demonstrate for mastery **Example 80%**

The number of times that skill or behavior must be demonstrated **Example 4 out of 5 Trials**

The same unit of measurement and criteria should be used in the PLOP and in the Progress Reports

- Avoid vague terms
- Include both level of degree and mastery

5

Progress Monitoring

REMEMBER
Progress **REPORTING** to parents occurs at **EACH** grading period, progress **MONITORING** can occur **throughout** the grading period

Reported every **weeks**

6

Specially Designed Instruction (SDI)

- Instructional methods and strategies specially designed for each individual student and goal
- List of Accommodations ~~NO!~~
- Designed to assist the student in progressing towards achievement in their goals
- Consider the implications for instruction in Part 2 of the ETR
- Can be provided by intervention specialist and related service providers

Paraprofessionals
and General Education
Teachers

➔

Reinforce skills
Implement Accommodations
Monitor Progress

➔

Be documented in
Support for School
Personnel

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Specially Designed Instruction (SDI)

Each box of the Specially Designed Instruction should be completed **without** multiple providers and /or locations.

TYPE OF SERVICE	GOAL ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICE
SPECIALY DESIGNED INSTRUCTION:			
Noncompliant SDI for location and time and frequency			
BEGIN:	END:	AMOUNT OF TIME: 40 minutes	FREQUENCY: Weekly
#1	Intervention Specialist	Resource and inclusion room	
SPECIALY DESIGNED INSTRUCTION:			
BEGIN:	END:	AMOUNT OF TIME: 25	FREQUENCY: Weekly
#1	Intervention Specialist	Resource Room	
SPECIALY DESIGNED INSTRUCTION:			
BEGIN:	END:	AMOUNT OF TIME: 15	FREQUENCY: Weekly
#1	Intervention Specialist	Inclusion Classroom	

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Assistive Technology

Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized

ASSISTIVE TECHNOLOGY SERVICE means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.

- Increase, maintain or improve the functional abilities of a student with a disability
- Proprietary names should not be used
- A surgically implanted device is NOT assistive technology

PLEASE NOTE

Under Assistive technology in Section 7 of the IEP form, it is not necessary to identify the time and frequency.

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Accommodations

- Provide access to course content but do not alter the scope or complexity of the information taught to the student.
- Does not reduce the learning or performance expectations of what is being taught or tested.

The diagram shows accommodations grouped into three categories:

- Subject & Time:** Visual Highlighters, Formula Charts, Extended Time.
- Comprehension:** Clarifying Directions, Cuing, Fidgets, Manipulatives, Reduction of Visual Distractions, Human Reader.
- Subject & Content:** Read Aloud, Large Text Print, Frequent Breaks.

Additional notes: "Repeat, Break into steps" points to Clarifying Directions. "Include the limited number of breaks allowed and the amount of time for each break." points to Frequent Breaks.

The condition for and extent of the accommodations **MUST** be explained
[Ohio's Accessibility Manual](#)

13

Modifications

- Changes the amount and/or complexity of the instructional material being taught.
- Modifications of the curriculum result in the student being taught the same information as the same-age, grade-level peers, but with less complexity.

The diagram shows modifications grouped into one category:

- Subject / Type:** Skip Selected Items, Reducing the Scope, Hints / Clues, Defining Vocabulary, Lowering Performance Level.

The use of The Ohio Learning Standards Extended
<http://education.ohio.gov/Topics/Special-Education/Ohios-Learning-Standards-Extended>

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Support for School Personnel

Support for School Personnel

~~NO!~~ When an adult is providing services to a student directly

✓ Documents the needed support from Adult to Adult

Example → Paraprofessional supports a teacher in a classroom generally at the teacher's direction.

Example → Occupational Therapist providing training and guidance to teachers or Occupational Therapist assistant.

One-to-one direct aide services → Documented → Accommodation Section → Written → Support for School Personnel Section

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For More Information

For more information, please visit:
<http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance>

<http://education.ohio.gov/Topics/Special-Education>

For further support, contact your State Support Team (SST). To find your SST, please visit:
<http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-Support-Teams>

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#OhioLovesTeachers

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