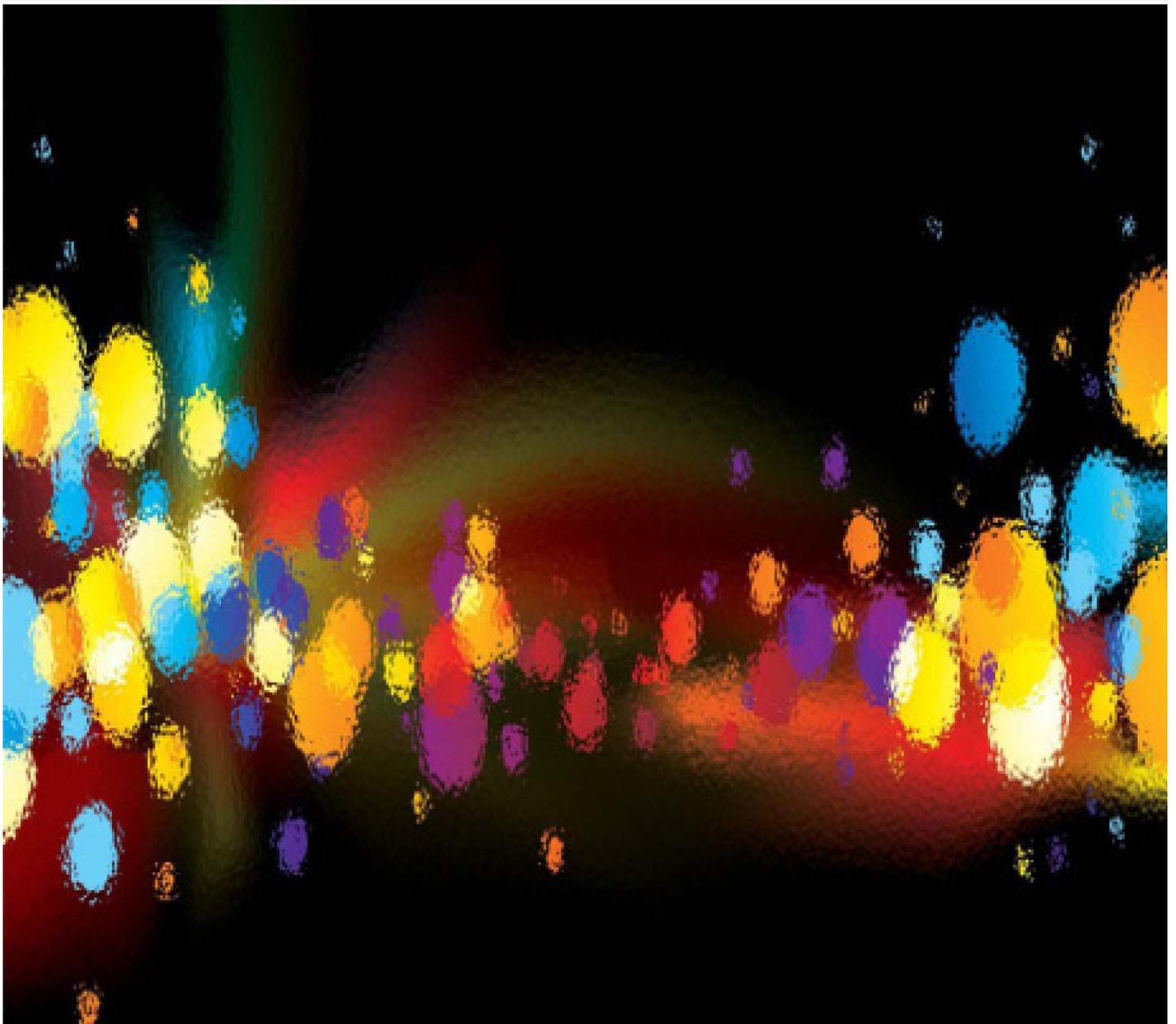


Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education



Revised • 2011

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Florida Department of Education
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INTRODUCTION

This document updates *Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education Programs* published by the Florida Department of Education (FDOE) in 2005.

This document is written to assist school district personnel when making decisions about the use of accommodations and modifications by students with disabilities in instructional situations.

The first chapter includes information about the educational programs and available support for students with disabilities. This section also describes legal requirements, eligibility considerations, decisions about accommodations and modifications, and student responsibilities.

The second chapter describes effective instructional strategies and assessment practices teachers can use to meet the needs of diverse learners.

The third chapter presents an explanation of different types of accommodations and related student characteristics in typical instruction and assessment situations and in learning and work environments. Specific information is provided about accommodations on the job.

The fourth chapter explains the potential impact of modifying outcomes for programs and describes the process and purpose of modified occupational completion points.

The last chapter addresses implementing and monitoring the effects of using accommodations and modifications.

The appendices include a list of relevant Florida Statutes and rules and resources that provide additional information about accommodations and modifications.

CHAPTER ONE

IMPORTANT INFORMATION

Educational Programs

High School Completion Options for K–12 Students

Support for Students with Disabilities

Legal Basis

Eligibility

Decisions about Accommodations and Modifications

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 institutions within The Florida College System (also known as Florida colleges). A student's disability may affect what the student is able to do in school. In K–12 programs, students with disabilities (identified through a referral process) may be eligible for accommodations (described in a 504 Plan under the Rehabilitation Act) per Rule 6A-19.002, Florida Administrative Code (F.A.C.). In addition, some K–12 students with disabilities may be eligible for special education services and supports identified in an individual educational plan (IEP), as required by the federal law, Individuals with Disabilities Education Act (IDEA), and Rule 6A-6.03028, F.A.C. In both situations, parents must give consent for: (1) evaluations to determine eligibility; and, (2) services. However, in postsecondary programs, students with disabilities must

disclose their disability and provide required documentation to become eligible for and receive accommodations and services, as required by federal laws Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). 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 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 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 students with disabilities. Definitions and examples are used to clarify the difference between accommodations and modifications. The legal basis, eligibility, and a decision-making process are described.

Educational Programs

Students 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 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 one of Florida's colleges. Adult students with disabilities may also choose to further their education and enhance their optimal functioning by enrolling in an adult general education program or a specialized adult program. Secondary programs must provide the accommodations, aids, and services needed by high school students with disabilities, as required by IDEA, the Rehabilitation Act, Rule 6A-6.03028, F.A.C., and Rule 6A-19.002, F.A.C. In postsecondary programs, students with disabilities have a right to reasonable accommodations according to Section 504 of the Rehabilitation Act and the ADA.

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 students exposure to occupations and assist them in preparing their academic and career plans. In high school, practical arts courses are offered through career and technical education programs 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 participation in a career organization is often an integral part of this instruction.

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. In career and technical education programs, the regular job preparatory curriculum identifies occupational completion points (OCPs) representing established groups of competencies and skills designed for a specific occupational outcome. OCPs 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 who are seeking a standard or special diploma. MOCPs may not be used in programs requiring licensure or certification (Rule 6A-6.0312 F.A.C.).

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 at both the secondary and postsecondary levels may enroll in a course or a program of study leading to an occupational completion point, a career certificate, an applied technology diploma (ATD), an associate of applied science (A.A.S.) degree, or associate of science (A.S.) degree.

Specialized programs for students with disabilities are available at the postsecondary level. Districts may offer these programs at various sites, such as career and technical centers, community colleges, and adult

education programs. Students may enroll in programs for vocational education for students with disabilities. The curriculum frameworks for these programs indicate that the outcomes that must be mastered for the OCP, or the specific jobs may be specified through the student's adult individual education plan (AIEP) process. The components of the AIEP are similar to those of the K–12 IEPs.

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, General Educational Development (GED) Preparation, English for Speakers of Other Languages, Applied Academics for Adult Education (formerly Vocational Preparatory Instruction [VPI]), and instruction for adults with disabilities authorized by section (s.) 1004.93, Florida Statutes (F.S.). The programs are authorized by *Florida's State Plan for Adult Education and Family Literacy* (2009–10). Literacy completion points (LCPs) and Educational Functional Levels (EFLs) 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 career education and employment. A copy of Florida's Plan is available at <http://fldoe.org/workforce/adulted/pdf/AdultED-StatePlan.pdf>.

Adult Basic Education (ABE) includes courses for academic instruction in reading, mathematics, language, and workplace readiness at a grade-level equivalency of 0–8.9. Each course has LCPs corresponding to grade-level equivalencies. The curriculum frameworks for these programs indicate that outcomes that must be mastered for the LCP for students 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 known as Adult General Education for Adults with Disabilities (s. 1004.02(1), F.S.).

Applied Academics for Adult Education, formerly Vocational Preparatory Instruction, 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 and/or

EFLs are achieved when a student masters the basic skills requirements for completion of the career certificate program in which the student is enrolled (s.1004.02(24), F.S.).

The Adult High School, formerly General Education Promotion, provides courses of study leading to completion of credits and passing state-mandated assessments necessary to qualify for a standard high school diploma. Students who are currently enrolled in a 9–12 high school program may take courses in the adult high school credit program through co-enrollment. Completion of LCPs in this program means that the student has mastered competencies to earn .5 credit in an academic discipline. The special needs of students with disabilities are identified in their IEPs, AIEPs, or Section 504 plans (s.1004.02(4), F.S.).

The General Education Development (GED) Preparation Program is designed to prepare students to take the GED Tests and earn a State of Florida high school diploma. After students have had instruction and passed any subtest of the GED Test, they can be awarded LCPs. Test accommodations allowed for individuals with disabilities include—but are not limited to—extended time, use of an audiocassette recording, braille, large print, closed circuit TV, sign language interpreter, calculator, private room, and supervised frequent breaks (s. 1004.02(17), F.S.).

Graduation requirements for students who have withdrawn from the K–12 system and are pursuing an Adult Standard High School Diploma through adult education are identical to the requirements for a traditional 24-credit high school diploma, with certain exceptions. The exceptions, based on the recognition that adult learners have special needs, are specified in s. 1003.43, F.S. Further information about graduation requirements is available at <http://www.leg.state.fl.us/statutes/>.

High School Completion Options for K–12 Students

Florida offers students several options regarding the type of diploma they can earn. In addition to these choices, some students with disabilities are eligible to earn a special diploma. A student might complete the required high school courses but is unable to earn a passing score on the FCAT or a score on a corresponding standardized test that is concordant with the FCAT. These students would receive a certificate of completion. Such students may remain in secondary school for an additional year and

receive special instruction to remediate identified deficits (s. 1003.428,(7)(b), F.S.).

Standard Diploma Options

Students in K–12 programs must meet state and district credit, grade point average (GPA), and testing requirements to earn a standard diploma upon graduation from high school. Further information about graduation requirements is available from Florida Academic Counseling and Tracking Students (FACTS) at <http://www.FACTS.org>.

Traditional 24-Credit Standard Diploma

Students must earn at least 24 credits in required and elective courses, have a cumulative GPA of 2.0 on a 4.0 scale, achieve passing scores on the Grade 10 Florida Comprehensive Assessment Test® (FCAT) or FCAT 2.0 or concordant scores on the ACT or SAT, and meet end-of-course (EOC) assessment requirements for selected courses. Beginning 2011–2012, students must complete at least one course through online learning (s. 1003.428, F.S.).

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, passing scores on the Grade 10 FCAT or concordant scores on the SAT or ACT, and EOC assessment requirements for selected courses (s. 1003.429, F.S.).

Testing Requirements

Students who earn a standard diploma must pass the Grade 10 FCAT and EOC assessments for selected courses. In 2010, changes to the credit and testing requirements for high school graduation were enacted by the Florida Legislature. These changes increase the requirements for mathematics and science and add required EOC assessments for certain courses. When these EOC assessments are phased in, students will be required to earn a passing score on the EOC to receive credit in the course. FCAT assessments for mathematics and science given in grades 9, 10, and 11 are discontinued. For more information, please refer to the Florida Department of Education's Graduation Requirements Webpage at <http://www.fldoe.org/Bll/studentpro/grad-require.asp>.

FCAT or EOC Assessment Results Waiver

In 2003, the Florida Legislature passed the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES)act (s. 1007.02, F.S.) regarding general requirements for high school graduation that allows students with disabilities who have an IEP to have the FCAT requirement related to a passing score waived under specific circumstances. The student must be enrolled in high school seeking a standard diploma and have taken the FCAT at least twice with allowable accommodations. The student must have participated in appropriate remedial instruction if passing scores were not earned on the FCAT. The student must be progressing toward meeting the state's credit and cumulative GPA requirements and any other district graduation requirements for a standard diploma. The IEP team may determine that the FCAT is not an accurate measure of the student's ability and request the requirement of one or both parts of the FCAT be waived for the 24-credit standard diploma or either accelerated program. See *Waiver of the Florida Comprehensive Achievement Test (FCAT) Graduation Requirement for Students with Disabilities*, Technical Assistance Paper: DPS: 2010-24 for more information (FDOE, 2010, March 12). Students with disabilities who have an IEP may be eligible to have a waiver of the passing score on EOC assessment following criteria similar to those used for a waiver of the FCAT passing score requirement (s. 1003.428(8)(b), F.S. and s. 1003.43(11)(b), F.S.)

Exemption

Students with disabilities may request a special exemption from graduation test requirements under extraordinary circumstances that create a situation where 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. The school district superintendent must submit this request in writing with documentation that the student has mastered the Next Generation Sunshine State Standards tested on the FCAT or EOC assessments and will meet all other criteria for graduation (Rule 6A-1.09431, F.A.C. and s. 1008.22(3)(c), F.S.).

Performance-Based Exit Option

The Performance-Based Exit Option (formerly GED Exit Option) is an alternate route to graduation with a high school equivalency diploma as specified in s. 1003.435, F.S. The participation of students is voluntary with parental consent. Students must be 16 years old and enrolled in courses that meet high school graduation requirements. The student must be overage for the grade, behind in credits, and have a low GPA. They must be in jeopardy for not graduating with the cohort group with which the student entered. At the time of selection for the program, the student must be performing at the seventh grade level or higher. At the time of GED testing, the student must be performing at the ninth grade level or higher (Rule 6A-6.0212, F.A.C. and s. 1003.435, F.S.).

Certificates of Completion

Some students might complete the required high school courses for a standard diploma but fail to meet all of the graduation requirements. These students would receive a certificate of completion. The certificate indicates that a student attended high school but did not meet all graduation requirements for a standard diploma.

Certificate of Completion—College Placement Test Eligible

This type of certificate of completion 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 one of Florida's colleges as appropriate. Students will not be eligible to enroll directly in degree-seeking programs in the state universities without the standard high school diploma or its equivalent. The Certificate of Completion—College Placement Test Eligible is not available to students in either accelerated 18-credit graduation program.

The Florida Postsecondary Education Readiness Test (PERT), an assessment currently under development, will be the primary placement assessment used by the Florida College System, serving the purpose of the College Placement Test as described in s. 1003.433(2)(b), F.S.

Certificate of Completion

The regular certificate of completion is available to students who have met all credit requirements but did not achieve a 2.0 GPA, did not make a passing score on the FCAT, or did not complete other additional requirements for student progression prescribed by the school board as found in s. 1003.428(7)(b), F.S. The regular certificate of completion is not accepted as a credential for admission to credit programs (A.A., A.A.S., and A.S. degree programs) offered in Florida's colleges, 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 Florida's colleges and technical institutes.

Special Diploma, Two Options

Students with disabilities determined eligible for exceptional student education (ESE) under State Board of Education rule criteria may elect to work toward a special diploma, unless they are solely identified as visually impaired or speech impaired (s. 1003.438, F.S.). For special diploma, option 1, students must earn the number of course credits specified by the local school board by taking ESE classes and/or basic education (regular academic) or career education classes based on the Next Generation Sunshine State Standards. Requirements for special diploma, option 2, include:

- Employment for at least one semester at or above minimum wage in a community-based job
- Achievement of annual goals and short-term objectives or benchmarks on the IEP related to employment and community competencies in the graduation training plan
- Mastery of a set of employment and community competencies in his or her graduation training plan
- Meet district school board requirements (Rule 6A-1.09961, F.A.C.)

Students who have earned a special diploma may be eligible to enroll in the career certificate programs in technical institutes or Florida's 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 specified by the local school district.

Students with disabilities who have not earned a standard diploma may stay in school through age 21. School districts must continue to serve students until the student's twenty-second birthday. At the district's discretion, students may be served through the end of the semester, or through the end of the school year in which the student turns 22. This applies to students with disabilities who have been awarded a credential other than a standard diploma 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 (Rule 6A-6.03028(1), F.A.C.).

Support for Students with Disabilities

Students with disabilities must be provided the support and services they need to fully participate in career education and adult general education programs. Students 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 help to "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 their limitations that result from a disability. Persons who are blind may need braille, large print, or recorded books. Persons who use wheelchairs may need a ramp or elevator to move independently around the community or in buildings. Individuals who are deaf or hard-of-hearing may need a sign language interpreter. Accommodations remove barriers so that individuals with disabilities have the opportunity to participate fully in career education and adult general education programs and ultimately complete requirements for a specific occupation, diploma, or certificate.

Accommodations provide individuals with disabilities with access to educational and training programs and opportunities for successful employment. Expectations and performance standards are not 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 used to meet graduation requirements for a standard diploma. Rule 6A-6.0312(1), F.A.C., states: “Modifications 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 under Rule 6A-1.09961, F.A.C.

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

Course outcomes may be modified through the IEP process for secondary students with disabilities who are enrolled in a postsecondary program if the student is earning secondary (high school) credit for the program. This is commonly known as “shared enrollment.”

Course outcomes and student performance standards may not be modified for adult students enrolled in postsecondary career education or adult general education. 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 that the student must master for an LCP or OCP must be identified throughout the student's AIEP process.

Legal Basis

Educational institutions and communities have opened their doors to individuals with disabilities in many ways. Federal and state laws and regulations, such as the following, have been enacted to ensure that individuals with disabilities have access to an appropriate educational program and are able to participate fully in all aspects of society:

- The Individuals with Disabilities Education Act 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 guarantees that a person with a disability will not be discriminated against in any program, educational service, or activity receiving federal funds. The institution must provide supplementary aids and services needed by the person with a disability. These rights extend to students with disabilities as defined by Section 504.
- The Americans with Disabilities Act supports individuals with disabilities so that they are able to participate fully in all aspects of society. This 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. The 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, F.A.C., *Course Modifications*;

Rule 6A-1.0943, F.A.C., *Statewide Assessment for Students with Disabilities*; and Rule 6A-1.0943 I, F.A.C., *Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities*, specify allowable accommodations and modifications in public school programs. Section 1003.428(8), F.S., provide criteria for determining if a student with a disability who has an IEP is eligible for a waiver from graduation test result requirements.

- Rule 6A-10.040, F.A.C., *Basic Skill Requirements for Postsecondary Career Certificate Education*, provides for appropriate accommodations and the use of alternative assessment instruments for students with disabilities. The Florida Educational Equity Act and Rule 6A-19.001, F.A.C., 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 specially designed instruction and related services under IDEA. 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, students with a disability must self-identify, provide documentation of their disability, and request accommodations under Section 504 and ADA.

Disability Categories under IDEA

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

Specific Learning Disabilities (SLD)

A specific learning disability is a disorder in one or more of the basic learning processes involved in understanding or in using spoken or

written language. Students may have significant difficulties affecting their ability to listen, speak, read, write, spell, or do mathematics.

(Rule 6A-6.03018, F.A.C.)

Intellectual Disabilities (InD)

Students with an intellectual disability have significantly below average general intellectual and adaptive functioning that is manifested during the developmental period (birth through 18 years). These students have significant delays in academic skills.

(Rule 6A-6.03011, F.A.C.)

Emotional/Behavioral Disabilities (E/BD)

Students with emotional/behavioral disabilities have persistent and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.

(Rule 6A-6.03016, F.A.C.)

Deaf or Hard-of-Hearing (DHH)

Students with substantial hearing loss that impacts processing of linguistic information and adversely affects performance in educational environments are classified as deaf or hard-of-hearing. Students may use sign language, oral communication, or total communication. Individual students may need assistive technology, such as assistive listening devices, or may use 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.

(Rule 6A-6.03013, F.A.C.)

Visually Impaired (VI)

Students who are blind or visually impaired have a significant vision loss that affects how the students are able to access printed information. Students may use accessible formats, such as braille or large print, for reading and writing or assistive technology to help them obtain information.

(Rule 6A-6.03014, F.A.C.)

Dual Sensory Impaired (DSI)

Students who have dual sensory impairments affecting both vision and hearing or who have a degenerative condition that will lead to such an impairment are classified as dual sensory impaired. This combination causes a serious impediment to the ability to acquire information, communicate, or function within the environment.

(Rule 6A-6.03022, F.A.C.)

Orthopedic Impairment (OI)

Students with orthopedic impairments have a severe skeletal, muscular, or neuromuscular impairment. Impairments may result from congenital anomalies, such as spina bifida, or other causes, such as cerebral palsy or amputation.

(Rule 6A-6.030151, F.A.C.)

Other Health Impairment (OHI)

Students with other health impairment have limited strength, vitality, or alertness due to chronic or acute health problems, such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, and Tourette syndrome. Other types of health problems include diabetes, epilepsy, heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and acquired brain injury.

(Rule 6A-6.030152, F.A.C.)

Traumatic Brain Injury (TBI)

Students with traumatic brain injury have an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to mild, moderate, or severe injuries resulting in impairments in areas such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; or speech.

(Rule 6A-6.030153, F.A.C.)

Speech Impairment (SI)

Students with speech impairments have problems articulating sounds and words, using fluent speech, or have significant atypical voice characteristics

that adversely affect their performance in the educational environment.
(Rule 6A-6.03012, F.A.C.)

Language Impairment (LI)

Students with language impairments have difficulty with the sound systems of language (phonology), the structure of words (morphology), the meaning of words (semantics), the relationship of words in sentences (syntax), or the functional use of language for communication (pragmatics). The student may have significant difficulties in listening, oral expression, social interactions, reading, writing, or spelling.
(Rule 6A-6.030121, F.A.C.)

Autism Spectrum Disorder (ASD)

Autism spectrum disorder includes a range of pervasive developmental disorders that adversely affect a student's functioning. Students with autism spectrum disorder have an uneven developmental profile; a pattern of impairments in social interaction and communication; and the presence of restricted, repetitive, and/or stereotyped patterns of behavior, interests, or activities. These characteristics range from mild to severe and may manifest in a variety of combinations. Autism spectrum disorder may include autistic disorder, pervasive developmental disorder not otherwise specified, Asperger disorder, or other related pervasive developmental disorders.
(Rule 6A-6.03023, F.A.C.)

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

Two federal laws, Section 504 of the Rehabilitation Act 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 (s. 1000.05, F.S.) supports the provisions in these laws. The following 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), and others listed in Rule 6A-19.001(6)(a), F.A.C..

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 these definitions (IDEA, Section 504, and ADA) and 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 Section 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.

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 who have IEPs are eligible for accommodations and modifications in their education programs. Students with Section 504 plans are eligible for accommodations, only. In K–12 programs, a team of professionals, family members, and the student develop an IEP or a 504 plan. If you are a teacher responsible for instructing a student with a disability, you may be a member of the team. Your knowledge of the requirements of the career education 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, including program accessibility, use of auxiliary aids and services, and academic accommodations. Adults with disabilities must self-identify, provide documentation of their need for services based on their disability, and assist in identifying needed accommodations. The educational institution may request additional documentation of the disabling condition, including diagnostic test results and professional prescriptions for auxiliary aids. The adult student must give permission to request confidential records. 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 and before enrollment so 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 (National Collaborative on Workforce and Disability for Youth, 2005).

Adult individual education plans 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 all students. Then, in a private conference with a student who self-identifies, 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. All information about the individual needs of a student with disabilities must remain confidential.

Here are some questions that may be discussed:

- 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?

- Will the student need specialized or adapted equipment and tools?
- What assistance will the student need to obtain resources and complete assignments?
- How well can the student stay on track and adapt to routines and changes?
- What accommodations have been successful in the past?
- Can the student use the same kind of books, tools, and instructional resources as other students?
- 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 guidelines:

- Accommodations must be necessary for the student to be able to participate in and benefit from the educational programs, services, and activities.
- Accommodations are based on documented individual needs.
- Accommodations do 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. Accommodations for standardized test procedure must only include those explicitly allowed in the test manual (Beech, 2010; Office of Assessment, 2010).

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 peers without disabilities, need to understand their own strengths and weaknesses and learn how to apply their strengths to 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 have the opportunity to participate 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. In Florida, beginning with the IEP that will be in effect on or before the student's fourteenth birthday, and then annually, a student must be invited to participate in his or her IEP meeting. Students should have a voice in all IEP meetings.(Rule 6A-6.03028(c)(7), F.A.C.). The right to make educational decisions on their own behalf are transferred to students with disabilities who have reached the age of 18, unless a guardian or educational surrogate is appointed.

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 disability and allowing 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 Section 504 plan addresses accommodations or modifications needed by an individual student. Students should participate in the decision-making and planning processes and advocate for their own special needs.

CHAPTER TWO

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 required in career education and adult general 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 want 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 (2000).

- 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." Using terms such as the blind, the deaf, or the retarded to refer to a person or a group of persons is considered to devalue the person or group 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), 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 provide 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, consistent beginning and ending procedures help students know what to expect and how to proceed. Give students a voice in making class rules and setting routines to increase ownership and cooperation.

Some career education classes are 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 allows teachers to provide some students challenging activities for advanced learning as well as remedial activities for others. 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 supplement instruction and practice opportunities.

Students will need opportunities for individual feedback and progress reports. You may want to provide students with a checklist of curriculum framework competencies for the specific occupational program or a list of skills, concepts, and requirements 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. Students can contact each other for support or reinforce what has been taught. Volunteers may also be used to provide tutoring and 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 materials. 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 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 continue to be supported by research that shows how they 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 Next Generation Sunshine State Standards describe what students must learn and be able to do in the K–12 program. Curriculum frameworks with student performance standards based on the Next Generation Occupational Standards for Career and Technical Education are provided for career education and adult general education programs.

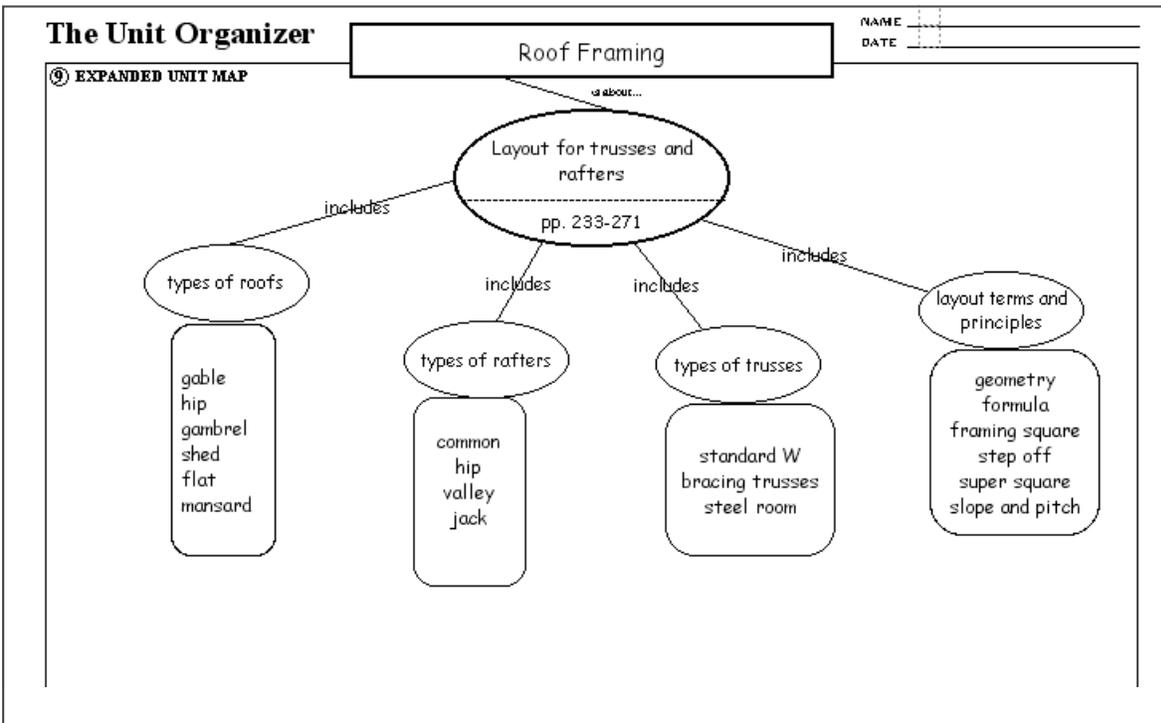
Focusing on the essentials of learning begins with the planning process used by the teacher. The University of Kansas Center for Research on Learning has developed three planning routines that use a combination of graphic organizers and specific implementation strategies (Lenz, 1997). These help teachers 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. The example of a Unit Organizer shown on the next page illustrates how this can be used in a career education course. This diagram is part of a Unit Organizer for learning about trusses and rafters.

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.

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 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 the teacher describes 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 students 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 also 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 work well in both career education and adult general education programs. Contact your local Florida Diagnostic and Learning Resources System (FDLRS) Associate Center for more information about obtaining professional development in this model (FDLRS website: <http://www.paec.org/fdlrsweb/>).

Provide Temporary Support

The term “scaffolding” is 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 to help students to build their knowledge and proficiency. Students need support until they are able to use the knowledge and skills on their own. The key to the use of scaffolding in teaching is recognizing that it is temporary. Prompting and guidance needed at the beginning of learning must be removed for students to become 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 that they can highlight instead of requiring students to take notes is another example of maximum support.

As students gain more proficiency, the amount of support can and should be reduced. Providing outlines for notetaking or study guides, identifying the page numbers for the answers to textbook questions, or showing students examples of expected responses offer 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 when they are able to identify the key features or critical processes used to perform the skill and understand the concept exemplified in the model. Modeling can be used, for example, to teach students how to call an employer if they are not coming to work or how to participate 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.
- 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 easier to learn. These techniques 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.
People from different cultures in our school sometimes face the same types of rejection felt during the Civil Rights Movement in the 1960s.
- Relate the concept to a fictional story or scenario.
The story of Romeo and Juliet helps us understand how family conflicts can ...

Relating their 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 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. Guidelines about the importance of review follow.

Guidelines for Review	Explanation
Conduct multiple performance reviews.	Students become aware of what they are doing correctly and what to change when they review. Single exposures are not sufficient for students to be proficient.
Provide guided and independent practice.	Prompts and assistance help students remember what they are supposed to do when they practice.
Work toward mastery.	It is necessary to reduce the use of prompts and assistance so that students can learn to perform independently.
Give meaningful feedback.	Feedback helps students know what they are doing correctly and what they need to change.
Practice skills in a variety of contexts.	Students need opportunities to generalize skills and maintain their level of proficiency and fluency in different settings.

Assessment Practices

The development and monitoring of appropriate career education or adult general education programs for individuals with disabilities require 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. The accommodations include flexible scheduling, flexible setting, flexible recording of answers, use of mechanical aids, revised format, and flexible timing. In chapter three, 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 on the IEP or Section 504 plan should be maintained in the student's confidential records and revealed only on a need-to-know basis.

The Family Education Rights and Privacy Act (FERPA) protects the privacy and confidentiality of student records (FDOE, 2009, June 30). FERPA gives parents and students of legal age the right to review and confirm accuracy of school records. Student records may be released for specific and legally defined purposes or with the consent of the parents and eligible students.

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 identifies 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 an 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 MOCPs and to document mastery.

Students enrolled in a postsecondary career certificate program must complete a basic skills examination within the first six weeks after admission. According to Rule 6A-10.040(1), F.A.C., and s. 1004.91(3), F.S., the Florida College Entry-Level Placement Test or Multiple Assessment Placement Service (MAPS), where authorized, and the Wonderlic Basic Skills Test (1993) may be used for this assessment in addition to the Tests of Adult Basic Education (TABE) used for adult general education. Accommodations for students with disabilities are permitted. Alternative 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 skill levels. Students enrolled in programs of 450 hours or longer must be tested. The student must meet the basic skill requirements when exiting at the final OCP of the program and earning a career certificate of completion. Adult students with disabilities may be exempted from this requirement in accordance with local testing policies (Rule 6A-10.040, F.A.C.).

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 self-identify and demonstrate a need.

Adult General Education

Every newly enrolled adult student is assessed for placement into the appropriate literacy level according to the requirements of Rule 6A-6.014(4), F.A.C. Possible assessments include the TABE—Complete Battery or Survey Forms and the Comprehensive Adult Student Assessment System (CASAS). Accommodations for students with disabilities are permitted for these assessments. Alternative assessment instruments may be used if these testing instruments are not appropriate for an individual adult student. An adult student with a disability may also use one of the following assessments for placement: Brigance Employability Skills, Brigance Life Skills, Comprehensive Test of Adaptive Behaviors (CTAB), the CASAS, or the Kaufman Functional Adult Student Assessment System (K-FAST). If an adult student has a documented disability and the instruments listed in the rule are not an accurate measure of the student ability, documentation must be kept showing an attempt was made to assess the student and results should be kept in the student's record for audit purposes (Rule 6A-6.014(4) and Rule 6A-10.040, F.A.C.). Student progress on an LCP is documented using the following:

- Grade level/scale score improvements measured by an approved test

- Successful completion of curriculum frameworks and/or course performance standards (for applicable programs reporting outcomes for state reporting and funding purposes only) according to Rule 6A-6.014(5), F.A.C.
- Attainment of GED or Adult High School Diploma

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 THREE

ACCOMMODATIONS

Assistive Technology

Instruction and Assessment

Learning and Work Environment

Job Requirements

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 (Beech, 2010):

- | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Presentation | 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> |
| Response | 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> |
| Schedule | 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 opportunities for practice be adapted?</i> |

Setting

Can the individual manage independent assignments and teamwork as well as his or her peers?
If not, what kinds of adjustments are needed?

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, and picture diagrams. High-tech tools include electronic equipment, such as a talking calculator, computer with word prediction software, and variable speech control audio recorder for playback. The need for specific types of assistive technology is determined through an evaluation process. There are many ideas for using assistive technology included in the examples of accommodations in this chapter.

In K–12 programs, the need for assistive technology is addressed in the IEP or Section 504 plan. Specially trained personnel are available in the school district, FDLRS Associate Centers, and the Technology State Loan Library (FDLRS-TSLL). In postsecondary programs, the student may assist in identifying needed technology with help from the institution. The Florida Alliance for Assistive Services and Technology (FAAST) is a private, not-for-profit corporation that provides a statewide system of technology-related assistance for individuals of all ages. Descriptions of these resources and their websites are included in Appendix B: Resources.

It is important to remember that accommodations and 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 (pp. 39–40)
- Listening (pp. 40–42)
- Writing (pp. 42–43)
- Mathematics (pp. 43–44)
- Completing assignments (pp. 45–46)
- Test preparation (pp. 46–47)
- Taking tests (pp. 47–50)

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 difficulty with reading may need:

- √ Audio books or someone to record or read the text aloud
- √ A card or frame to focus on the words and block out other 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, removable highlighter tape, or highlighter pen 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:

- √ Audio versions of text
- √ Speaking computers with auditory output
- √ Books and instructional materials in braille
- √ Large print versions of materials
- √ Class handouts and materials in an embossed format
- √ A special tilt-top desk or book stand to hold materials for reading
- √ Specialized equipment (optical enhancer, video magnifier, audio recorder)

Listening

In many classrooms, teachers present instruction by lecturing or through 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 and 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 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 presentation slides, outline of lecture, or graphic organizer
- √ Copies of notes taken by other students in the class
- √ Use of an audio recorder to record class lectures
- √ 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
- √ Use of an audio recorder to record class lectures and discussions
- √ Copies of class notes taken by other students in the class

Students who are deaf or hard-of-hearing may need:

- √ Messages conveyed through amplified natural speech and nonverbal communication
- √ Visual information (words, charts, graphics) and repetition
- √ A sign language interpreter or notetaker
- √ Assistive listening devices

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.

Students who have difficulty with handwriting may need:

- √ Adaptive devices (pencil grips, special pen or pencil holders, erasable pens, 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
- √ Writing paper with raised or colored lines to guide the placement of letters and words when writing
- √ Gridded paper for writing to align the numbers in computation problems or organize information
- √ Access to a word processor to prepare written assignments
- √ An assistant or volunteer to write down what the student dictates
- √ Use of a braille writer for students who are visually impaired and require braille materials

Students who have difficulty with expressive language may need:

- √ A thesaurus to find words to write or say
- √ Special word prediction software that anticipates what the student is trying to write
- √ A structured outline or graphic organizer for planning written assignments or presentations
- √ Alternative ways to respond to classroom assignments, such as by a demonstration or creation of a video

Students who have difficulty with grammar and spelling 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 for 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 who have difficulty in mathematics may need:

- √ Concrete materials and manipulatives or computer-based virtual models to understand abstract math concepts
- √ A calculator for computation tasks

Students who have difficulty in mathematics may need (cont.):

- √ A talking calculator
- √ Flowcharts to plan strategies for problem solving
- √ Assistance with specialized vocabulary and mathematical symbols
- √ Additional examples and explanations
- √ Use of gridded paper or color coding to organize numbers in math problems
- √ Review of initial learning and supervised practice to prevent misconceptions
- √ Practice of subskills 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. provides the following at a nominal cost:
Website: <http://www.aph.org>
 - Geometry Tactile Graphics Kit—raised-line drawings that depict concepts, figures, and relationships in geometry
 - Graph Sheets—bold-line and embossed-line graph sheets
 - Abacus
 - Geoboard
 - Measurement Aids—braille rulers, rulers with large print, protractors
 - Graphic Aid for Mathematics

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.

Some individuals with disabilities have difficulty following instructions because they do not understand the directions or cannot read fast enough. Some cannot identify the critical behaviors when viewing a model or demonstration. Other individuals with disabilities have trouble sustaining the physical and mental effort needed to complete assignments 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 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 model or 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

Students who have difficulty initiating and sustaining effort may need (cont.):

- √ 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

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 peers 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 to 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 self-monitor

To provide constructive feedback after tests, teachers may need to give:

- √ A review of corrected tests
- √ Additional instruction on areas of need identified on the test

To provide constructive feedback after tests, teachers may need to give (cont.):

- √ Assistance to help students evaluate their own performance on the test by asking 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. That is, if a student needs extended time to complete assignments, he or she will need extended time for classroom assessments.

Accommodations used by students on standardized tests must be consistent with what is specified in the test manuals. This applies to the FCAT, EOC assessments, as well as the TABE, which is used to meet the basic skills assessment requirement for students in postsecondary career education and adult general education programs. The 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 accommodations prior to test administration.

Alternative testing procedures 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 allowed on standardized tests. However, some accommodations may not be allowed on certain 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. 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. Parents of students in K–12 programs must give their signed consent for use of accommodations not allowed on the FCAT, acknowledging that they understand potential consequences.

Students who have difficulty with reading may need:

- √ Directions read aloud
- √ Repetition or paraphrasing of the directions
- √ Important words in the directions underlined or highlighted
- √ Permission to read test items aloud to themselves as they work on the assessment
- √ Test items read aloud (not allowed for FCAT Reading)
- √ Use of text-to-speech technology to communicate test items (not allowed for FCAT Reading)

Students who have difficulty with writing may need:

- √ Increased space allowed for test answers
- √ To dictate, record, or sign answers on a test
- √ A word processor to write answers to the test items
- √ To write on the test itself instead of an answer sheet
- √ Webs, diagrams, charts, or outlines to plan and respond to open-ended or essay questions (not allowed for FCAT Writing)
- √ Alternate ways to demonstrate knowledge and skills

Students who have difficulty finishing 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
- √ Supervised breaks during the test period

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

- √ Extra examples for practice
- √ 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 in audio format, braille, or large print
- √ Assistive technology for magnification
- √ Use of a braille writer
- √ Use of an abacus or geoboard
- √ Use of an 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

Learning and Work Environment

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

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 personal copy of rules and expectations
- √ Positive reinforcement for following class rules

Students who are easily distracted or who have difficulty controlling their own behavior may need (cont.):

- √ A hierarchy of consequences for rule infractions
- √ A person who can assist the student when the teacher is unavailable
- √ A seat that is 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

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 ensure 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 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 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 make sense of their environment.

If a student with a disability needs accommodations that are not readily available in the school, teachers should 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.

Use of Service Animals

A service animal is any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability. Such tasks typically include guiding a student who is visually impaired or blind, pulling a wheelchair, assisting with mobility or balance, retrieving objects, or performing special tasks. A service animal is not a pet. Other species of animals are not considered service animals under the definition included in the Code of Federal Regulations (28 CFR§35.105). Animals whose sole purpose is to provide emotional support or comfort to the student are not service animals.

The school district cannot unilaterally prohibit the use of service animals or other accommodations that are determined to be necessary for a student to access a public school program. The need for and integration of a service animal should be addressed in the student's IEP (FDOE, 2010, August 31).

For more information and a sample template, see Guidelines for School Districts on the Use of Service Animals by Students with Disabilities, [Technical Assistance Paper, DPS 2010-164—Attachment A], <http://www.fldoe.org/ese/tap-home.asp>

Job Requirements

Job accommodations are 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 Accommodation 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 and students can contact the network for assistance by calling 1-800-526-7234 (voice) or 1-877-781-9403 (TTY) or using the website: <http://askjan.org>

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 the cook was taught to recognize three key words, "only," "none," and "plain" using flash cards.

*Adapted from JAN (2005a)

Job and Task Analysis

When you think about accommodations in the workplace, the place to begin is to conduct a job and task analysis. 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. Use the form on the next page to consider the critical aspects of the job.

Once the job and task analysis is complete, the instructor or employer can identify ways to accommodate the needs of the individual with a disability. 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 (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 any 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 (2005b).

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 also be useful for academic activities and were also included in previous sections of this manual.

Workers who have 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
- √ Audio-recorded directives, instructions, and messages
- √ Color-coded or highlighted manuals, outlines, and maps
- √ Written materials in regular print—do not use cursive or italicized writing

Workers who have difficulties with writing may need:

- √ Speech recognition software that changes the user's voice to text on the screen
- √ Word processing software with spelling and grammar check
- √ Form-producing software
- √ A copy holder with a line guide to keep place

Workers who have difficulties with mathematics may need:

- √ Calculators, including those with specialized functions
- √ Large screen displays for calculators and adding machines
- √ Computer-assisted drawing (CAD) software

Workers who have difficulties with time management and organization may need:

- √ Labeling, color coding, checklists, flowcharts, or pictures to prioritize, sequence, and initiate tasks
- √ Memory aids, checklists, or prompts
- √ Directions and training given in different ways (verbally, in writing, with diagrams)
- √ Private work areas or panels that reduce audible and visual distractions
- √ Watches and timers with visual or auditory prompts
- √ Permission to listen to music or environmental sound machine to block distractions

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 coach

Workers who have difficulty communicating with supervisors may need:

- √ Communication on a one-to-one basis
- √ Mediation and employee assistance
- √ Regular meetings to discuss workplace issues and productivity

Workers who have fine motor limitations may need:

- √ Page turner and book holder
- √ Grip aid or reacher
- √ Filing modifications (modified tray, lazy susan carousel, automated system)
- √ 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 identify ways to support the achievement of all students in your program, including those with disabilities. The value of any accommodation is measured in terms of its impact on the performance and attitude of the student with disabilities in the classroom and in the workplace.

CHAPTER FOUR

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. In K–12 programs, only students with disabilities who have IEPs may be allowed to have modified program outcomes.

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. Modifications may also limit the types of careers and occupations in which students can find work.

Secondary Programs

In high school programs, academic or basic education course requirements may not be modified if the course is required for a standard diploma. Requirements for a traditional 24-credit standard diploma include passing a set of required courses, having at least a 2.0 grade point average, and passing the state’s required tests. Some students with disabilities may be granted a waiver from the requirement for a passing score on the FCAT 2.0 Grade 10 Reading test and the EOC

Assessments. Under special circumstances, a student with disability may be exempt from taking the test. (See chapter one 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.

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 may use ESE or modified courses based on the benchmarks or access points of the Next Generation Sunshine State Standards to meet special diploma requirements.

Postsecondary Programs

In general, requirements in postsecondary programs can not be modified. School districts and Florida's colleges may vary up to ten percent of the intended outcomes for the curriculum frameworks for job preparatory programs, although this does not apply to frameworks for regulated programs requiring federal or state licensure or certification, such as nursing and cosmetology. Adult general education program course standards may also vary up to ten percent of the intended outcomes. These changes apply to all students, not just students with disabilities.

As described in the first chapter, 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. The student's individual needs are identified, and individualized goals and objectives are determined through the AIEP process.

Modified Occupational Completion Points

Career education programs are different at the high school level. The student performance standards may be modified as long as they are aimed at fulfilling the requirements of the specific job 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. These selected standards will enable the student to develop marketable skills leading to competitive employment.

Secondary students with disabilities pursuing a standard or special diploma are eligible for MOCPs, which must be determined on an individual basis through the IEP in support of the student's postsecondary goals. The intended 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 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.

Course outcomes may be modified for secondary students who are enrolled in a postsecondary program if the student is earning high school credit. This is known as shared enrollment.

Planning for Individual Students

Deciding whether to modify the outcomes 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, student progress in prevocational experiences, exploratory courses, practical arts courses, and work experiences. If prior vocational experiences are limited, students may need to have opportunities to experience several different training programs. Short-term career shadowing may be used, or students may complete sample assignments and activities in different areas 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 IEP.

The decision to use MOCPs is usually made after the student is enrolled, based on evaluation of progress. The IEP may first 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 career and technical 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 rating forms.

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 IEP process for that 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 who have IEPs. In high school programs, modifications to academic or basic education courses are generally associated with a special diploma. Modifications to secondary career education programs known as MOCPs can be offered through 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 FIVE

GETTING STARTED

Start with the Individual

Anticipate Student Needs

Plan for Each Activity

Collaborate with Others

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 need to 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 includes a description of accommodations and modifications needed by the student. Forms used for IEPs in individual school districts vary in the way the information is documented. The classroom accommodations may be listed separately, or they may be included in statements that describe annual goals, 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. A Section 504 plan includes a description of the student's accommodations.

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 self-identify, provide documentation, and request the accommodations. Reasonable accommodations must be provided. An AIEP, a career plan, a Section 504 accommodations plan, or a list of needed accommodations document the student's needs.

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

Student: _____					
Classroom Accommodations					
		Initiation	Duration	Frequency	Location
<input checked="" type="checkbox"/>	Provide signed or oral presentation of directions, instructions, tests	8/5/10	8/4/11	Daily	Classroom
<input checked="" type="checkbox"/>	Repeat, clarify, or summarize directions	8/5/10	8/4/11	Daily	Classroom
<input type="checkbox"/>	Allow student to demonstrate understanding of directions, instructions				
<input type="checkbox"/>	Mask sections of assignments/tests to direct attention				
<input type="checkbox"/>	Provide verbal encouragement				
<input type="checkbox"/>	Highlight key words and phrases in text				

Supplementary Aids and Services					
<input checked="" type="checkbox"/>	Use text-to-speech software (screen reader for reading instructional materials)	8/5/10	8/4/11	Daily	Classroom, Home

The sample IEP is adapted from *Portal to Exceptional Education Resources*, (2010) from the Florida Department of Education.

Anticipate Student Needs

Once you have read the individual plan and pertinent information in the 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.

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

STUDENTS	ACCOMMODATIONS
Suzanne	Consultation with ESE and career education instructors Oral presentation of assignments and tests Instructional materials in audio format Use of text-to-speech software to read digital text
Cindy	Instructional materials in braille and audio format Use of talking calculator, Braille 'n Speak, audio recorder, and braille writer Assistance with manipulating instructional materials
Zeke	Copies of class notes Extra time to complete assignments and tests

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 the student needs.

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 accommodations are no longer necessary. On the other hand, some students continue to have difficulty even with accommodations. Reflect on the impact of accommodations by asking yourself the following questions:

- *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 student performance standards of the 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 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, working on alternate standards known as access points, 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 if other programs are appropriate for this student.

3. If the K-12 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 students 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 service. This designation is intended to ensure that these individuals meet or confer on a regular basis and keep 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 general education teacher, special education teacher, or other school personnel to assist a student with a disability to be involved or progress in the general 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 also involve 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 accommodations needed by the student.

As the instructor, you have the expertise in academic or career education programs. Special education or student services personnel can identify techniques that work with students with disabilities and identify 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 a list of the rules in the Florida Administrative Code and Florida Statutes and websites that relate to accommodations and modifications 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

Florida Administrative Code

Florida Statutes

Appendix B

Resources

APPENDIX A

Florida Administrative Code

Rules 6A-1.0943, F.A.C.	Statewide Assessment for Students with Disabilities
Rules 6A-1.09431, F.A.C.	Procedures for Special Exemption from Graduation Test Requirement for Students with Disabilities Seeking a Standard High School Diploma
Rule 6A-1.09961, F.A.C.	Graduation Requirements for Certain Students with Disabilities
Rule 6A-6.014, F.A.C.	General Requirements for Adult General Education Program.
Rule 6A-6.0312, F.A.C.	Course Modifications for Exceptional Students
Rule 6A-6.03028, F.A.C.	Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities
Rule 6A-6.0331, F.A.C.	General Education Intervention Procedures, Identification, Evaluation, Reevaluation and the Initial Provision of Exceptional Education Services
Rule 6A-6.0571, F.A.C.	Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks
Rule 6A-6.09091, F.A.C.	Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners
Rule 6A-10.040, F.A.C.	Basic Skills Requirements for Postsecondary Career Certificate Education
Rule 6A-19.001, F.A.C.	Scope, Coverage and Definitions
Rule 6A-19.002, F.A.C.	Treatment of Students—General

Florida Statutes

Section 1000.05, F.S.	The Florida Education Equity Act
Section 1003.41, F.S.	Sunshine State Standards
Section 1003.428, F.S.	General requirements for high school graduation; revised
Section 1003.429, F.S.	Accelerated high school graduation options
Section 1003.438, F.S.	Special high school graduation requirements for certain exceptional students
Section 1003.43, F.S.	General requirements for high school graduation
Section 1003.433, F.S.	Learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements
Section 1003.435, F.S.	High school equivalency diploma
Section 1003.491, F.S.	Florida Career and Professional Education Act
Section 1004.02, F.S.	Definitions
Section 1004.93, F.S.	Adult general education
Section 1004.91, F.S.	Career-preparatory instruction
Section 1008.22, F.S.	Student assessment program for public schools

Online Resources

The following list identifies links to FDOE websites that inform educators, parents, and the general public about the State Board of Education Rules, Florida Statutes, educational standards, statewide testing requirements, accommodations for students with disabilities, and programs for career education and adult education:

State Board of Education Rules (Florida Administrative Code)

Website: <https://www.flrules.org/default.asp>

Florida Statutes

Website: <http://www.leg.state.fl.us/Statutes/>

Next Generation Sunshine State Standards

Website: <http://www.floridastandards.org/index.aspx>

Florida Comprehensive Assessment Test

Website: <http://fcat.fldoe.org/fcat/>

FCAT Accommodations Information

Website: <http://www.fldoe.org/ese/fcatasd.asp>

Career Education and Adult Education

Website: <http://www.fldoe.org/workforce>

APPENDIX B

RESOURCES

Publications

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

This book discusses 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.

Classroom instruction that works: Research-based strategies for increasing student achievement. Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock. (2001). Alexandria, VA: Association for Supervision and Curriculum Development.

This book provides a synthesis of research evidence, statistical data, and case studies for nine categories of instructional strategies. The book includes principles for using the strategies, classroom examples, and charts, frames, rubrics, organizers, and other tools to help teachers implement the strategies.

Memorandum: Senate Bill 4 Implementation (2010, September 10). Tallahassee, FL: Florida Department of Education. Download: <http://www.fldoe.org/BI/sb4i.asp>

This memorandum provides a summary and set of questions and answers about provisions of Senate Bill 4, including middle grades promotion requirements, high school graduation requirements, acceleration courses, career and professional academies, student assessment program, school grading system, school improvement rating for alternative schools, and the Florida School Recognition Program.

Florida counseling handbook (2010–2011 Edition). Tallahassee, FL: Florida Department of Education. Download: http://facts23.facts.org/florida/facts/Home_Page/Counselors_and_Educators/Advising_Manuals/Counseling_for_Future_Education_Handbook

This handbook is annually updated to provide school counselors and advisors with a comprehensive academic advising resource to guide students with planning for postsecondary education in Florida. This edition includes information and answers to questions about middle and high school reform measures, career planning, Florida's college readiness initiatives, acceleration mechanisms, credit-by-exam, financial aid, and updated postsecondary programs, degrees, and requirements.

Statewide assessment for students with disabilities [Technical Assistance Paper] DPS: 2010-92 (July 15, 2010). Florida Department of Education. Tallahassee, FL: Bureau of Exceptional Education and Student Services. Download: <http://www.fldoe.org/ese/tap-home.asp>

This paper provides information about student participation in the statewide assessment program, accommodations, and eligibility for special exemption in relation to the recent revision of Rule 6A-1.0943, F.A.C., *Statewide Assessment of Students with Disabilities*.

Waiver of the Florida Comprehensive Assessment Test (FCAT) graduation test requirement for students with disabilities [Technical Assistance Paper] DPS: 2010-24 (March 12, 2010). Florida Department of Education. Tallahassee, FL: Bureau of Exceptional Education and Student Services. Download: <http://www.fldoe.org/ese/tap-home.asp>

This paper provides updated information regarding implementation of the Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act (s. 1007.02, F.S.) to ensure that appropriate consideration is provided for all students with disabilities who may be eligible for a waiver in one or both sections of the FCAT. The paper also provides suggestions for procedures to follow when a student with a disability seeking a standard diploma does not pass the Grade 10 FCAT.

Exploring new territories: Technology resources for struggling students and students with disabilities (2010). Download: <http://www.fdlrs.com>

This booklet contains information regarding Universal Design for Learning, accessible instructional materials and resources for reading, writing/publishing, mathematics, science, and creative media, computer access, assistive technology, FCAT accommodations, and Florida technology services.

District guide for meeting the needs of students: Section 504 of the Rehabilitation Act of 1973. Florida Department of Education. (2005). # 307671. Tallahassee, FL: Bureau of Exceptional Education and Student Services. Download: <http://www.fldoe.org/ese/pub-home.asp>

This document includes information about Section 504 requirements and procedures for K–12 students, a comparison of Section 504 and IDEA 2004, and Section 504 and Americans with Disabilities Act (ADA) requirements for postsecondary students.

Section 504—A parent and teacher guide to Section 504: Frequently asked questions. Florida Department of Education. (2003). # 311780. Tallahassee, FL: Bureau of Exceptional Education and Student Services. Download: <http://www.fldoe.org/ese/pub-home.asp>

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

The 411 on disability disclosure: A workbook for youth with disabilities. National Collaborative on Workforce and Disability for Youth (NCWD-Youth). (2005). Washington, DC: Institute for Educational Leadership. Download: <http://www.ncwd-youth.info/topic/disability-disclosure>

This document assists youth with disabilities to make informed decisions about disclosing their disability. It provides a series of exercises to guide the user through the decision.

Learning Style Inventories

Barsch Learning Style Inventory, Revised

This inventory is an informal, self-reporting instrument that provides the high school or college student with an indication 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. Website: <http://academictherapy.com>

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

The CITE Learning Style Instrument

This instrument was developed by Babich, Burdine, Allbright, and Randol at the Murdoch Teachers Center in Wichita, Kansas. The instrument is divided into three main areas: information gathering, working conditions, and expressiveness preference.

Website: <http://www.pineymountain.com/lscimenu.htm>

The Learning/Working Styles Inventory

This inventory assesses learning styles and preferred working conditions. The Inventory consists of 75 statements involving Physical, Social, Environmental, Mode of Expressions, and Work Characteristic domains. Website: <http://www.pineymountain.com/idea.html>

Available from: Piney Mountain Press
P. O. Box 986
Dahlonga, GA 30533
(800) 255-3127

Building Excellence Survey

The Building Excellence Survey (Rundle & Dunn, 1996–2009) is based on the original Dunn and Dunn Learning Styles Model. The survey is web-enabled. It identifies 26 critical variables that promote or obstruct learning and productivity and affect the way in which individuals concentrate in their immediate environment, make decisions, solve problems, process information, approach and complete tasks, retain new and complex information, develop new skills, and interact with others. Website: <http://www.learningstyles.net>

Adult General Education Programs

Technical assistance paper: Career education basic skills assessment. (October 5, 2010). Florida Department of Education. Tallahassee, FL: Division of Career and Adult Education. Download: <http://www.fldoe.org/workforce/technicalassistancepapers.asp>

This paper describes state policies based on national reporting system requirements and accountability issues. It includes general assessment requirements, learners to be assessed, and allowable assessments. Information about accommodations for students with disabilities or other special needs is also provided.

Technical assistance papers on serving adults with learning disabilities. (2006–2007). Developed by The Practitioners’ Task Force on Adults with Learning Disabilities, in conjunction with the Division of Workforce Education, Adult Education Programs, and GED. Download: <http://www.fldoe.org/workforce/technicalassistancepapers.asp>

Rights and responsibilities of adults with disabilities and the responsibilities of service providers (2010 revision, in press)

This technical assistance paper (TAP) is written for a variety of audiences, including adult students with disabilities (e.g., learning disabilities), adult education practitioners, and literacy program providers. It addresses the rights of adults with disabilities and the responsibilities of service providers, focusing on federal and state laws, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Accommodations for students with learning disabilities in adult education programs

This TAP addresses instructional and testing accommodations for students with learning disabilities in adult education programs. A multi-step process for requesting and obtaining appropriate accommodations is described.

Preparing for the TABE. Florida Department of Education. (n.d.). Tallahassee, FL: Division of Workforce Education.

Download: http://www.fldoe.org/workforce/pdf/TABE_book4web.pdf

This booklet provides information about the Tests of Adult Basic Education for students enrolling in Adult General Education Programs. It describes the purpose and areas that are assessed on the TABE.

Accommodations for Test Takers with Disabilities Florida Department of Education. (2005). Tallahassee, FL: GED Testing Office. Link: <http://ged.fldoe.org/default.asp>

This links to the GED website with information to help examiners become knowledgeable about the policies and procedures for requesting an accommodation for the GED Tests.

Career Education Programs

“Reporting and Awarding Credit to Secondary Students with Disabilities in Vocational Education.” Florida Department of Education. (January 21, 2010). *Memo*. Tallahassee, FL: Division of Career and Adult Education and Division of Public Schools.

This memo 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.

Technical assistance paper: Career and Professional Education Act (CAPE). Florida Department of Education. (March 2010). Tallahassee, FL: Division of Career and Adult Education. Download: <http://www.fldoe.org/workforce/technicalassistancepapers.asp>

The purpose of this paper is to assist educational leaders and administrators in the consistent implementation of the Florida Career and Professional Education Act. This act requires the development of a local strategic plan prepared by school districts with the participation of regional workforce boards and postsecondary institutions.

“Accommodations and Modifications for Students with Disabilities: Career and Technical Education and Adult General Education.” (Brochure). Florida Department of Education. (Revised, 2010). # 310907. Tallahassee, FL: Bureau of Exceptional Education and Student Services and Division of Career and Adult Education.
Download: <http://www.fldoe.org/ese/pub-home.asp>

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

Technical assistance paper: Basic skills tests, academic skills tests for adults, General Education Development (GED) tests, licensure examinations, and accommodations and exemptions for students with disabilities. Florida Department of Education. (Revised, July 2010). Tallahassee, FL: Division of Career and Adult Education.
Download: <http://www.fldoe.org/workforce/state-memos.asp>

This TAP clarifies requirements for basic skills tests and other testing requirements, 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.

Dare to dream for adults. Florida Department of Education. (2004). # 312421. Tallahassee, FL: Bureau of Exceptional Education and Student Services. Download: <http://www.fldoe.org/ese/pub-home.asp>

This book is designed to encourage adults with disabilities to make choices and find options that are aligned with their preferences, abilities, and needs. The book offers 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.

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

Download: <http://www.fldoe.org/ese/pub-home.asp>

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 guide a student through the career development process from kindergarten to postsecondary education.

Assistive Technology Assistance

FDLRS Technology State Loan Library (TSLL)

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. They provide training and demonstrations in the latest assistive technology and opportunities for individuals to gain awareness of assistive technology devices and services while investigating information and online resources in preview labs. Website: <http://www.fdlrs-tsll.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, Pensacola, Orlando, Tampa, and Miami. 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 nonprofit foundation established by the Florida Legislature in 1990. Its mission is to provide Floridians with disabilities fair employment opportunities through fund raising, grant programs, public awareness, and education. Website: <http://www.abletrust.org/>

Special Project

Project 10: Transition Education Network

Project 10 is Florida's statewide discretionary project supporting the secondary transition of youth with disabilities. It is funded by the Bureau of Exceptional Education and Student Services within the Florida Department of Education. Project 10's primary charge is to assist school districts in providing appropriate planning and timely transition services and programs to assist youth with disabilities in their transition to adulthood. Project 10 also serves as a collaborative resource for other state agencies, discretionary projects, non-profit organizations, and families in the provision of transition services for students served in exceptional student education. The project website contains a wide array of resources for assessment and instruction; student-centered planning and self-determination; independent living, including recreation and leisure; postsecondary education and training; and career development and employment.

Website: <http://www.project10.info/>

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