

## P-4: Differentiate your plans to fit your students

### IEP Goals

Students who have been referred to the special education system will have needs that have been identified and codified into an IEP (an Individualized Education Program). **If you have students with IEPs, you are required by law to enact the documents' specified modifications and accommodations.**

An IEP outlines a student's learning goals and the adaptations that the student's teachers will use to reach the students' learning goals. Whereas you will be responsible for identifying and selecting differentiation techniques for your non-special education students, the IEP will direct and guide your instructional differentiation efforts for those students who are part of the special education system. You will be well-served to invest time learning to navigate this key component of special education instruction.

#### [Common Questions about IEPs](#)

##### [Sample IEP Goals](#)

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### Common Questions About IEPs

<p><b>What Is An IEP?</b></p>	<p>A several-paged document that lists any special services a child is to receive, goals the child is expected to achieve in one year, and objectives or benchmarks to note progress.</p> <p><a href="#">For sample IEP goals</a>, see below.  <a href="#">For accommodations and modifications form</a>, see below.</p>
<p><b>What are the basic components of the IEP?</b></p>	<p>While the formats are somewhat different, the basic components of each are the same. According to law, the IEP must include:</p> <ul style="list-style-type: none"> <li>• A statement of the student's present levels of performance, including the student's strengths and needs,</li> <li>• A brief description of the student's disability and special needs and how that disability affects the child's involvement and progress in the general curriculum,</li> <li>• A statement of measurable annual goals and short-term instructional objectives for the student,</li> <li>• A statement of the specific educational services needed by the student, including related services, and the extent of his or her regular (or mainstream) classroom participation,</li> <li>• The projected start date and anticipated duration of educational services for the student, and</li> <li>• Criteria, evaluation procedures, and schedules for determining the student's progress (which must be reported at least as often as the progress of student's non-disabled peers).</li> </ul>
<p><b>Who is responsible for maintaining and administering the IEP?</b></p>	<p>In some elementary settings, the special educator who teaches the student for all or part of the day is generally responsible for ensuring that the student receives the program outlined in the IEP.</p> <p>In a secondary setting, schools often have special education administrators (who may</p>

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	<p>also be special education teachers) who maintain and manage the IEP process.</p> <p>While an “official” special educator is responsible for ensuring that students receive services, the general educator—who must be familiar with the IEP and its goals—is also responsible for teaching IEP goals and objectives and for modifying and accommodating according to the IEP. (This division of responsibilities may be outlined in the IEP.) If the student requires particular support services (such as speech therapy, for example), but can be completely mainstreamed into a general education class, sometimes the support service provider manages the IEP.</p>
<p><b>How is an IEP created and by whom?</b></p>	<p>IEPs are developed and maintained by a multi-disciplinary “IEP Team” that meets at least once per year. That team includes:</p> <ol style="list-style-type: none"> <li>(1) representatives of the local school district (other than the student’s teacher) who are qualified to provide or supervise special education and who are qualified to allocate the services of the school and/or district</li> <li>(2) professionals in relevant support services (e.g., speech or occupational therapy)</li> <li>(3) the student’s teacher (including both the student’s general education teacher and any present or future special education teachers)</li> <li>(4) the student’s parents or legal guardians</li> <li>(5) any individuals invited by the student’s parents (e.g., a lawyer or other advocate)</li> <li>(6) the student, when appropriate</li> </ol> <p>In most cases, the student’s special education teacher assumes responsibility for actually writing the IEP.</p>
<p><b>What type of changes will the IEP specify?</b></p>	<p>For <a href="#">IEP Content Requirements</a>, see below.</p> <p>For <a href="#">The Four Areas of Need</a>, see below.</p> <p>For <a href="#">Program Modifications &amp; Accommodations</a>, see below.</p> <p>For <a href="#">Testing Accommodations</a>, see below.</p>
<p><b>How long does an IEP last?</b></p>	<p>A child will continue to receive special education services if the team agrees that the services are needed. A re-evaluation is completed at least once every three years to determine whether or not the child continues to be eligible for special education services, and what services he or she needs.</p>

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### Sample IEP Goals

**Behavior - Lack of Self-Control - Inappropriate Verbal/Physical Actions**

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John has been seen kicking, hitting, and pinching others. When angry or frustrated, he vocalizes very loudly and doesn't seem to know the appropriate words/signs to use to express his feelings. He is compliant with signed prompts to stop the behavior, not always needing direct comments.

- A. Annual Goal: John will exercise increased self-control, increasing appropriate verbal and physical behaviors with fading prompts/models.
- B. Short-Term Objectives:
  - 1. Given a class situation when John is evidencing inappropriate behavior, he will indicate, with modeling and/or prompts, his feelings (frustration, discomfort, fear), and a more appropriate behavior and language (i.e. "help me" or tap a student to get his attention and sign "please move" or "it's my turn" or indicate to teacher that he needs to regroup and organize himself), 80% of the time.
  - 2. Given a class situation when John is evidencing stress (before inappropriate behaviors begin), he will indicate, with modeling and/or prompts, appropriate interactions (i.e. "help me" or "I need more room" or "I need to move/a break") 80% of the time.
  - 3. Given a class situation, when John is evidencing stress, he will initiate appropriate interactions, without modeling, but with a prompt (i.e. "Are you ok?" or "What's the matter?" or "Raise your hand if you need help.") 80% of the time.
  - 4. Given a class situation, when John is evidencing stress, he will initiate appropriate interactions, without modeling or prompts 60% of the time.
  - 5. John will use a large motor activity prior to and during focused work 80% of the time.
  - 6. John will sit at an individual desk and work for 10 minutes 80% of the time.
  - 7. John will seek out his "chill out" space to regroup and organize himself with needed sensory input with modeling (i.e. "I need a break") 80% of the time.
  - 8. John will ask for his "chill out space" as needed with out modeling 80% of the time.

**Behavior - Lack of Self Control - Flight Risk**

John can remain in his assigned area with verbal prompts and close physical proximity of an adult. John has improved from fleeing from a small group. However John has recently had an episode of leaving the school campus. He has difficulty staying in an assigned area without prompts and direct supervision. In the classroom, he does not stay at the assigned area without getting out of his seat and running. He needs continual prompts (about 10 - 15 in a 30 minute session) to do his work or sit correctly in his seat.

- A. Annual Goal: John will exercise increased self-control while at school, as evidenced by increasing lengths of time on task, and remaining in the assigned area, with fading prompts.
- B. Short-Term Objectives:
  - 1. Given a small group activity in the classroom, John will evidence increased self control and remain on task, using classroom modifications as indicated by his Sensory Integration OT, his Vision Therapist, and Dr Morganstein and with modeling of appropriate behaviors/language ("Raise your hand," "Help me," etc).
    - a. With ten or less prompts in 30 minutes
    - b. With six or less prompts in 30 minutes
    - c. With two or less prompts in 30 minutes
  - 2. Given an activity outside the classroom, John will evidence self-control by remaining in his assigned area on school grounds.
    - a. 100% of the time with prompts
    - b. 100% of the time with out prompts

**Language - Reading Skills**

John is able to use new vocabulary learned from stories. John is not able to read or follow survival-reading words with or without prompts. He is able to read 5/82 preprimary words in the Brigance Diagnostic Inventory. John is reading pre-primer books with minimal assistance.

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- A. Annual Goal: John will read preprimary and survival sight words.
- B. Short Term Objectives:
1. Given preprimary sight words John will sign 50/82 with 80% accuracy.
  2. Given survival words, John will sign three words per week with 90% accuracy.
  3. John will correctly identify pictures using survival words as "dangerous" or with 80% accuracy.
  4. When shown pictures/words, John will sign/say six new vocabulary words, which are related to a lesson with 90% accuracy.
  5. Given six vocabulary words, John will match a picture/ & or sign to the correct word with 90% accuracy.
  6. John will use his finger to point to words as he reads/signs them with 90% accuracy using signed English and voice, as well as ASL concepts.
  7. John will complete a Reading Record, showing he has read books using the preprimary and survival sight words four out of five school days per week with 95% compliance.

**Language - Spelling Skills**

John can write all upper and lower case letters on request. He can copy words. He can spell one of three vocabulary words per story. He cannot spell two of three vocabulary words per story. John is unable to fingerspell a word on command.

- A. Annual Goal: John will spell (fingerspell and write) spelling words.
- B. Short Term Objectives:
1. John will spell two out of five spelling words correctly each week on a written test with 90% accuracy.
  2. John will spell four out of five spelling words correctly each week on a written test with 80% accuracy.
  3. John will fingerspell two out of five spelling words correctly each week with 75% accuracy.
  4. John will choose a correctly spelled word from a field of two with 80% accuracy.
  5. John will choose a correctly spelled word from a field of three with 80% accuracy.
  6. John will do spelling/vocabulary homework for four out of five school days per week with 95% compliance.

**Language - Reading Comprehension**

John can recall new vocabulary learned from stories. He is not able to consistently identify the beginning, middle and end of a story using pictures. He is not able to consistently predict what happens next in a story using pictures.

- A. Annual Goal: John will show comprehension of literature.
- B. Short-Term Objectives:
1. Given pictures, John will identify beginning, middle & end of the story with 90% accuracy.
  2. Given picture choices, John will predict what happens next in a story with 90% accuracy.
  3. John will read a sentence and choose the best word to complete that sentence from a field of two or three with 75% accuracy.
  4. John will read a story. He will answer simple questions about the story by choosing the correct answer from a field of two or three, with 70% accuracy.
  5. John will read a story. He will answer a simple question about the story by writing a simple sentence with 60% accuracy.
  6. John will do reading comprehension homework weekly with 95% compliance.

**Language - Expressive - Grammar**

John can write all upper and lower case letters. He is able to copy single words and write some from memory. He is able to copy a sentence using the initial capitalization and ending punctuation. He is not

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consistent in selecting sentences with correct capitalization and punctuation. He does not use capitals for people's names.

- A. Annual Goal: John will use correct nouns, pronouns, capitalization and punctuation in a sentence.
- B. Short-Term Objectives:
  - 1. Given a choice of two sentences, John will choose the one with correct capitalization and punctuation with 80% accuracy.
  - 2. John will correct a sentence that is improperly written, with 80% accuracy.
  - 3. Given a choice of four proper nouns, John will choose the ones with the correct capitalization with 80% accuracy.
  - 4. Given a choice of two or three pronouns, John will choose the one that could be substituted for underlined proper nouns in a sentence, with 50% accuracy.
  - 5. John will complete homework assignments in grammar weekly with 95% compliance.

**Language - Dictionary Skills**

John can match pictures to words. He can copy words. He can sign the word. He cannot alphabetize words or look up definitions.

- A. Annual Goal: John will begin deciphering the structure of a word and attaching a meaning to it.
- B. Short-Term Goals:
  - 1. John will identify the initial letter/sound of a word (shown the word), from a field of four letters with 80% accuracy.
  - 2. John will alphabetize his spelling/vocabulary words with 80% accuracy.
  - 3. John will choose the beginning sound/letter that will form the word shown in a picture with 60% accuracy.
  - 4. John will match the meaning of a word, to that word with 60% accuracy.
  - 5. John will look up and copy the meaning of select vocabulary words with 80% accuracy.
  - 6. John will match synonyms and antonyms with 60% accuracy.
  - 7. John will do homework using his vocabulary and spelling words four out of five school days per week with 95% compliance.

**Social Skills**

John is able to respond to "yes/no" and other simple questions "How are you?" and "How old are you?" and "Who is your teacher?" He still has inconsistent eye contact with the person speaking, and does participate in turn taking activities with minimal assistance.

- A. Annual Goal: John will demonstrate improved social skills.
- B. Short-Term Objectives:
  - 1. John will look at the person speaking/signing with minimal prompts 90% of the time. (as his Vision Therapy progresses)
  - 2. John will look at the person speaking/signing without prompts 60% of the time.
  - 3. John will address all adults and students he regularly comes in contact with by name, and will use appropriate pleasantries (please, thank you, etc.) with fading models/prompts 65% of the time.
  - 4. John will raise his hand in class with fading prompts/models 75% of the time.
  - 5. John will participate in turn taking during group activities with minimal assistance 90% of the time.
  - 6. During connect, John will learn the name of a "connect peer partner (student)" and interact with that student using the skills listed above with minimal assistance 75% of the time
  - 7. John will take a "signed/verbal" message from one person to another, and deliver the message correctly, 75% of the time.
  - 8. During connect, John will participate in group activities and games with minimal assistance

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from a connect-peer partner, with 60% compliance.

9. John will self-initiate a request for things he wants that he has visual access to with 90% accuracy.

**Math --Sequencing/Measurement**

John is able to identify the season and weather. He can sign the name and match the correct value of a penny and nickel. He is not currently able to match the value of a dime and quarter. He can tell time to the hour, but not to the half hour. He can read and sequence the days of the week and the months of the year.

- A. Annual Goal: John will exhibit skills in using sequencing and measurement.
- B. Short-Term Objectives:
  1. Given real or play coins and bills, and cards with money values, John will sign the name of the coin and match the correct value to it with 90% accuracy.
  2. Given a play or printed clock, John will tell time to the nearest five minutes with 90% accuracy.
  3. John will choose congruent shapes with 80% accuracy.
  4. John will identify the number of sides of a shape with 80% accuracy.
  5. John will utilize a ruler to measure a given object in inches with 90% accuracy.
  6. John will complete a pattern by choosing the next shape in a sequence of shapes with 80% accuracy.
  7. John will complete a pattern by drawing the next shape in a sequence of shapes with 75% accuracy.
  8. John will sequence by size with 80% accuracy.
  9. John will evidence understanding of a calendar, and the terms "next," and "last," as it applies to the calendar with 60% accuracy.
  10. John will use position words to identify placement of an object in a picture with 80% accuracy.
  11. John will answer simple word problems using the above skills with 60% accuracy.
  12. John will do math homework four out of five days per week, with 95% compliance.

**Math - Computing Skills**

John can count to 100 with visual prompts and can count to 30 without visual prompts. He is able to skip count by 10's, but cannot consistently skip count by 5's. He can read and sequence number words one through ten, but cannot consistently sequence number words eleven through twenty. John is able to add very simple problems using manipulatives. He cannot add addition problems with sums up to 15 with or without manipulatives.

- A. Annual Goal: John will skip count to 100 and compute with whole numbers.
- B. Short Term Goals
  1. Given number words 11 - 20, and by 10's to 100, John will read and sequence them in order with 80% accuracy.
  2. John will write the numbers 1 - 100 without visual prompts with 80% accuracy.
  3. John will skip count
    - a. By 5's with 100% accuracy
    - b. By 2's with 75% accuracy
    - c. By 25's with 100% accuracy
  4. John will add with manipulatives/pictures to 20 with 90% accuracy.
  5. John will demonstrate knowledge of ordinal numbers with 90% accuracy.
  6. John will learn place value (i.e.  $73 = 7 \text{ 10's and } 3 \text{ 1's}$ ) with 60% accuracy.
  7. John will add without manipulatives, but with picture aids to 100's with 50% accuracy.
  8. John will subtract with manipulatives to 20 with 75% accuracy.
  9. John will demonstrate knowledge of the terms "more" and "less," with 90% accuracy.
  10. John will answer simple word problems using the above skills, and choose the correct answer from a field of two or three with 60% accuracy.

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11. John will do math homework (including sequencing/measuring), four out of five school days per week.

**Test Prep -- All Subjects**

John is able to answer direct questions when they are signed and spoken to him. John is not able to answer written questions.

- A. Annual Goal: John will be able to take a test by "filling in the bubbles," on paper and on computer.
- B. Short-Term Objectives:
  1. John will circle the correct answer from a field of two on paper with 90% accuracy.
  2. John will circle the correct answer from a field of four on paper with 80% accuracy.
  3. John will choose the correct answer from a field of two and fill in the correct bubble, with 70% accuracy on paper.
  4. John will choose the correct answer from a field of three and fill in the correct bubble, with 65% accuracy on paper.
  5. John will choose the correct answer from a field of four and fill in the correct bubble, with 60% accuracy on paper.
  6. John will choose the correct answer from a field of two and mark the correct spot, on the computer, with 80% accuracy.
  7. John will choose the correct answer from a field of three and mark the correct spot, on the computer, with 80% accuracy.

**Adaptive Equipment --FM system/hearing aids**

John currently uses an FM system with bilateral BTE hearing aids. He can localize sounds with the FM microphone off (hearing aids set on B). He can respond to questions, from across a busy classroom, with the FM microphone turned on (hearing aids set on B). He becomes frustrated with continued FM use, when it is left on, but not used for specific communication with him. He then blocks out the sound as "white noise." When the BTE receivers are set on F, he will not hear any sounds with the microphone off. With the BTE receivers set on M, he will not hear any sounds through the FM microphone.

- A. Annual Goal: John will utilize his FM system.
- B. Short-Term Objectives:
  1. John will wear his BTE hearing aids at all times with 100% compliance.
  2. John will wear the BTE receivers set at B 100% of the time.
  3. John will utilize the FM system at appropriate 1:1 or classroom lecture times with 90% compliance.
  4. John will have the FM microphone turned off during times the person transmitting is not directly addressing him with 90% compliance.
  5. John will have the FM microphone turned off while on the playground, and only turned on for direct communications with him with 90% compliance.
  6. John will have any person working with him instructed in the correct use of the microphone, before that person uses it, 100% of the time.

**Additional OT goal: OT goal - Sensory Integration - Classroom Strategies**

John demonstrates significant sensory integrative dysfunction. He demonstrates difficulties with organization, modulation and interpretation of sensory input necessary for adaptive emotional, behavioral, and motor functioning. John is constantly seeking out movement and heavy input to his muscles; to help him focus and organize himself. John's convergence palsy and disorder of accommodation affect his eye hand coordination and make near/far visual tracking extremely difficult.

- A. Annual Goal: John will get the sensory information he needs during the school day; to help him focus and organize himself.
- B. Short-Term Objectives:

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1. John will work at his own desk (with assistance as needed), remaining seated in his chair using a Move-N-Sit, for 10 minutes.
2. John will work at his own desk without kicking the table, using stretchable tubing or theraband around the front legs of his chair to stretch with his legs, for 10 minutes with fading prompts.
3. John will remain seated in his chair with aids listed above for 20 minutes without prompts.
4. John will use his "chill out" space to regroup and organize himself as needed, less than 10 times a day.
5. John will use his "chill out" space to regroup and organize himself as needed, less than 5 times a day.
6. John will do "heavy work jobs," such as carrying a few heavy books to the shelf, stacking chairs, or washing the tables or blackboard at least twice daily.
7. John will use "high contrast" paper for writing, 80% of the time.
8. John will have a "desk copy" of work written on the blackboard, for "copy work" to minimize near/far tracking problems, 80% of the time.

### **Additional Speech Goal**

John will point to things he wants. He will ask for them (I want orange car) when prompted.

- A. Annual Goal: John will self-initiate requests.
- B. Short-Term Objectives:
  1. John will sign/say his request for something he wants, and has visual access to, when prompted, 90% of the time.
  2. John will sign/say his request for something he wants, and has visual access to, without prompts, 80% of the time.

Written by Deb Hall, December 2000

Can also be found at: [www.geocities.com/~kasmom/samples/goals.html](http://www.geocities.com/~kasmom/samples/goals.html)

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### ACCOMODATIONS AND MODIFICATIONS FORM

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**\*INSTRUCTIONAL MODIFICATIONS/SUPPORTS DETERMINED BY ARD COMMITTEE**

NAME OF STUDENT \_\_\_\_\_ CAMPUS \_\_\_\_\_

The ARD committee has determined that the following modifications are necessary for the student to succeed:

**SPECIAL LANGUAGE PROGRAMS<sup>1</sup>**

- BILINGUAL
- ESL

**BEHAVIOR MANAGEMENT PLAN**

- YES
- NO

**REGULAR DISCIPLINE PLAN**

- YES
- NO

**ASSISTIVE TECHNOLOGY DEVICES AND / OR SERVICES**

- YES
- NO

**MODIFICATIONS NOT NEEDED OR NOT APPLICABLE**

**GOAL & OBJECTIVE/SUBJECT**

**ALTER ASSIGNMENTS BY PROVIDING:**

Reduced assignments									
Taped assignments									
Extra time for completing assignments									
Opportunity to respond orally									
Emphasis on major points									
Task analysis of assignments									
Special projects in lieu of assignments									
Other:									
Other:									

**ADAPT INSTRUCTION BY PROVIDING:**

Opportunity to leave class for resource assistance									
Short instructions (1 or 2 steps)									
Opportunity to repeat and explain instructions									
Encouragement to verbalize steps needed to complete assignment / task									
Opportunity to write instructions									
Assignment notebooks									
Visual aids (pictures, flash cards, etc.)									
Auditory aids (cues, tapes, etc.)									
Instructional aids									
Extra time for oral response									
Extra time for written response									
Exams of reduced length									
Oral exams									
Open book exams									
Study carrel for independent work									
Frequent feedback									
Immediate feedback									
Minimal auditory distractions									
Encouragement for classroom participation									
Peer tutoring/paired working arrangement									
Opportunity for student to dictate themes, information, answers on tape or to others									
Adjustment for misarticulation(s)									
Other:									
Other:									

<sup>1</sup>Special language programs are required for all students who are limited English proficient.  
 \* Denotes required items

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### IEP Content Requirements

The regulations require that the IEP must state:

1. the projected date for initiation of special education and related services and supplementary aids and services;
2. the recommended special education programs and services;
3. the frequency, location, duration and projected initiation date of such services;
4. whether the student is eligible for a 12-month special service and/or program and the identity of the provider of services during the months of July and August; for preschool students, the reasons the student needs a 12-month program.
5. the class size, if appropriate;
6. the supplementary aids and services to be provided to the student or on behalf of the student;
7. a statement of the program modifications to be provided on behalf of the student;
8. supports for school personnel that will be provided for the student;
9. the general education classes in which the student will receive consultant teacher services;
10. any assistive technology devices or services needed for the student to benefit from education;
11. a statement of any individual testing accommodations to be used that are needed in order for the student to participate in assessments;
12. if the student will not participate in particular State or local assessments (or part of an assessment), why the assessment is not appropriate for the student and how the student will be assessed.
13. an explanation of the extent to which the student will not participate in general education programs; and
14. if the student is not participating in a general physical education program, the extent to which the school-age student will participate in specially-designed instruction in physical education, including adapted physical education.

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### The Four Need Areas

There are four areas that must be considered in reporting a student's present levels of performance and individual needs:

#### **Need 1: Academic/Educational Achievement and Learning Characteristics**

The student's current levels of knowledge and development in subject and skill areas, including, as appropriate:

- activities of daily living (e.g., personal care, preparing meals, household activities, managing resources);
- level of intellectual functioning (e.g. general intelligence, attention, memory, problem-solving ability, language functioning);
- adaptive behavior (e.g., the effectiveness with which the individual copes with the natural and social demands of his or her environment; how the student makes judgments and decisions);
- expected rate of progress in acquiring skills and information (e.g., the pace in which a student learns new information or skills, in consideration of factors such as those associated with the child's levels of cognitive skills, interests, age and history of rate of progress); and
- learning style (e.g., how the student learns best such as through visual or auditory modalities, hands-on approaches, cooperative learning, repetition).

#### **Need 2: Social Development**

The degree and quality of the student's:

- relationships with peers and adults,
- feelings about self, and
- social adjustment to school and community environment.

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### **Need 3: Physical Development**

The degree or quality of the student's:

- motor and sensory development,
- health,
- vitality, and
- physical skills or limitations that pertain to the learning process.

### **Need 4: Management Needs**

The nature and degree to which the following are required to enable the student to benefit from instruction:

- environmental modifications (e.g., consistent room arrangement, materials and routine; written rules displayed; limited number of items on his desk);
- human resources (e.g., a paraprofessional to assist the student to locate classes and follow schedules); and
- material resources (e.g., two sets of books – one for home and one for school; large print font).

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### **Program Modifications & Accommodations**

Modifications, accommodations, and other supports are provided in general education classes or other education-related settings to enable students with disabilities to be educated with non-disabled students to the maximum extent appropriate in the least restrictive environment.

Following are examples of supplementary aids and services, accommodations and program modifications:

- A note taker
- Instructional materials in alternative formats (e.g., Braille, large print, books on tape)
- Extra time to go between classes
- Special seating arrangements
- Highlighted work
- Books on tape
- Study guide outlines of key concepts
- Use of a study carrel for independent work
- Assignment of paraprofessional staff
- Behavior management/support plan
- Extra time to complete assignments

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### **Testing Accommodations**

The IEP must indicate the needed individual testing accommodations, if any, to be used consistently by the student:

- in his or her recommended education program;
- in the administration of district-wide assessments of student achievement; and
- consistent with Department policy, in State assessments of student achievement that are needed by the student to participate in the assessment.

Testing accommodations must be clearly stated to ensure a consistent understanding by the IEP Team, school

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principal, teacher(s), paraprofessionals, student and the student's parents. Specific testing accommodations (e.g., use of word processor) should be indicated, not generic test accommodation categories (e.g., answers recorded in any manner).

It is appropriate to indicate the conditions or types of tests that will require testing accommodations. Such conditions may include the length of the test, the purpose of the test, presentation of test items and the method of response required by the student. As examples: a student with a motor impairment may need a scribe for tests requiring extensive writing such as essay writing, but not for multiple-choice tests; a student may need breaks at certain intervals for tests longer than an hour in length but not for 40 minute classroom tests.

A particular test accommodation may also be needed due to and in conjunction with the provision of another accommodation. For example, separate setting may be needed when the student has the use of a scribe. In such instances, both accommodations must be indicated on the IEP and qualifying conditions would be indicated as appropriate.

If it is determined that the student needs a particular testing accommodation for all tests, then qualifying conditions are not indicated or would indicate "all tests." When documenting the following accommodations, the following specifications should be included:

- When documenting extended time, specify the amount of extended time (e.g., time and a half, double time).
- When documenting breaks, specify the duration of break and at what intervals (e.g., ten-minute break every 40 minutes).
- When documenting directions read or signed or listening passages read or signed more than the standard number of times, specify the number of times (e.g., directions read two more times than the standard number of times provided for all students as per Department directions).
- When documenting separate setting, specify individual or small group.
- When documenting adaptive furniture, special lighting or acoustics, specify type (e.g., study carrel).

Qualifying terms such as "as appropriate" or "when necessary" should not be used on the IEP. Testing accommodations should not be indicated in a test-specific manner (e.g., "calculator with fraction capability," not "calculator with fraction capability on Regents examination in mathematics").

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