SUPPLEMENTARY AIDS AND SERVICES (SaS) FOR ACCESS & LEARNING

Introductions – PEAL Center

Jeannine H. Brinkley
Executive Director

Lorie Brew
SPDG Coordinator
Our Mission

The mission of the PEAL Center is to educate and empower families to ensure that children, youth and young adults with disabilities and special health care needs lead rich, active lives as full members of their schools and communities.

Learning Objectives

Participants will:

• Discuss the importance of presuming competence and having high expectations for all students
• Discuss Supplementary Aids and Services and how they are utilized in the classroom
• Define Universal Design for Learning
• Review and discuss Strategies for Access Framework
LRE and SaS Poll

Think of a Child You Know

• Write down the 3 words that best describe the child
Focusing on Deficits or Needs

- May lead to limiting opportunities for learning
- Can make us focus on safety

Strategies for Presuming Competence

- Which of these have you seen happening in schools in the last month? Share examples
- Identify 1-2 of these strategies that you see people having trouble implementing
Presuming Competence

• Looks at an individual as a person that CAN do something, rather than a person that cannot do something.

• Is a recognition that all students have the right to learn rigorous, academic content in order to support successful post-school outcomes.

https://www.youtube.com/watch?v=XEj4cFHWDu8
When we presume competence...

- We ask HOW we can provide access not WHETHER we can provide access
- We seek meaningful participation and engagement for all
- We design instruction that works for the diversity of learners
- Our schools and classrooms mirror our communities

Individualized Programs

- Student Needs
- Instructional Settings
- Curriculum Demands
For example...

- A 3 year old who is still learning to communicate
- Attending a Head Start program that includes kids with and without disabilities;
- Focus of curriculum is on social and pre-academic learning
- IFSP might include an itinerant speech therapist
- ASL interpreter & sign language training for staff and peers
- Assistive technology and visual supports

- 8th grade student who uses a wheelchair and has an intellectual disability;
- Attends his neighborhood middle school;
- Curriculum aligned to PA academic standards
- IEP might include:
  - Personal care assistant
  - Dragan dictate software and a laptop for written work
  - Modified curriculum for core subjects focused on big ideas

Language Lab
Physical Education - Outside

High School Literature Class
English as a Second Language Class

General Education Curriculum According to IDEA

- The regulations implementing the 1997 Amendments describe the term general curriculum as the same curriculum as that established for students without disabilities

(34 C.F.R. § 300.347(a)(1)(i)).
Access to the General Curriculum

- The IEP team must determine how students will be provided access to the general curriculum regardless of the setting(s) in which the instruction is delivered.
- This means that access can be different for each student.

SaS and Least Restrictive Environment

100% of the time with non-disabled peers in general education

Start here with supplementary aids and services, then move along the continuum, based upon the student’s individual needs

0% of the time with nondisabled peers
“Supplementary Aids and Services”
The Law

Aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116.” (34 CFR 300.42) – PA Education Law

Questions for the IEP Team

Questions:
1. What supplementary services were considered?
2. What supplementary aids and services were provided in the general education class with supplementary aids and services?
3. What potentially beneficial effects might be expected in the student's academic achievement or functional performance in regular education classes, extracurricular activities, or other nonacademic settings?
4. If the student is in a regular education class, are the student's strengths, needs, preferences, and interests considered?
## SaS Framework

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative</td>
<td>Adults working together to support students</td>
</tr>
<tr>
<td>Instructional</td>
<td>Development and delivery of instruction that addresses diverse learning needs</td>
</tr>
<tr>
<td>Physical</td>
<td>Adaptations and modifications to the physical environment</td>
</tr>
<tr>
<td>Social-Behavioral</td>
<td>Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior</td>
</tr>
</tbody>
</table>

(Etscheidt & Bartlett, 1999)

---

**Take a look at Page 5 of TDR**

- What are one or two examples that you have used or seen used frequently?
- What are one or two examples that you had not considered?
- Did you think of something else that is not included?
Supplementary Aids & Services Toolkit

- Facilitated process focused on individual student

1. Compile and organize information about the student – strengths and needs
2. Compile & organize information about general education classroom(s)
3. Identify potential barriers to learning & participation in general education classroom(s)
4. Identify supplementary aids & services to eliminate barriers
Universal Design for Learning Is...

- a basic, underlying process for what we do

- the heart of effective instructional design

- best practice in general education

Consider this cartoon. What is the author’s point? How does this cartoon illustrate the idea of Universal Design for Learning?
UDL At a Glance

**UDL is a framework** that allows us to meet the diverse needs of many learners through:

- **Multiple Means of Representation**
- **Multiple Means of Action and Expression**
- **Multiple Means of Engagement**

What Is the “Strategies for Instructional Access” Framework

A tool used by general education and special education teacher(s) to:

- identify barriers and
- develop strategies to overcome the barriers
The Reasons Behind the Creation of the “Framework”

- The challenge of managing a high volume of specially-designed instruction in the general education classroom
- Frequent questions regarding how to reduce learning barriers in the classroom
- Difficulties generating collaborative discussion between general educators and special educators

Topics Covered Within the “Strategies” Framework

- Printed Materials
- Assessment Formats
- Project/Presentation Formats
- Instructional Formats
Why Use a Collaborative Framework

- Allows for guided discussion of current classroom practices and possibilities for growth
- Invites multiple viewpoints in order to increase understanding of barriers and strategies
- Provides teachers with support when choosing and implementing strategies, as well as a “sounding board” to discuss impact

Applying the Framework

- Analyze and review current teaching practices and associated barriers
- Collaboratively problem-solve to determine possible solutions to barriers and strategies that can be implemented in the classroom
- Complete the implementation plan identifying strategies to be implemented, necessary resources, and how effectiveness of strategies will be assessed
### Strategies for Access: Assessment Formats

#### Sample Section from “A Collaborative Framework”

<table>
<thead>
<tr>
<th>Assessment Format</th>
<th>Frequency of Use</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Sample Section from “A Collaborative Framework”

<table>
<thead>
<tr>
<th>Assessment Format</th>
<th>Frequency of Use</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 1:** Develop Profile of General Education Classroom(s)

Assign a number that best describes the frequency of use of each Assessment Format in this classroom. Add notes for important details.

1 = never; 2 = occasionally; 3 = frequently

**Step 2:** Identify Potential Barriers to Access

Identify challenges to learning and participation you can anticipate for some students if nothing is changed.

**Step 3:** Identify Strategies and Services to Support Access

Consider all possibilities, consulting available resources and support personnel.

**Difficulties with the physical process of writing (letter formation, spacing, etc.)**

- Computer-based testing
- Oral presentations and demonstration of knowledge gained
- Development of science portfolios to demonstrate learning and growth
Review

• It’s important to presume competence and have high expectations for all students
• Supplementary aids and Services are individualized for each student with an IEP
• Universal Design for Learning principles implemented as we design instruction for all students makes instruction accessible to all learners
• The Strategies for Instructional Access Framework is a tool that can be used to identify barriers for all and therefore reduce the number of individualized SaS that are needed

Thank You!

www.pealcenter.org
info@pealcenter.org
1-866-950-1040

Serving families across PA with offices in Pittsburgh and Philadelphia