Student Support Teams for Pre-referral Intervention: You are not alone!

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Adapting and Modifying Curriculum and Instruction

Effective Communication
barriers/blocks
practicing effective communication
ethics/confidentiality
"professionalism"

Knowledge of the Collaborative Problem Solving Process
--steps in process
--rules for engagement
--roles/tools to guide discourse

Knowledge of Characteristics and Definitions of Different Disabilities and Conditions

Knowledge of Community-Based Resources
--mental health
--health
--assessment (Early On; Sensory Screening)

Knowledge of Functional Behavioral Assessment
--etiologies (causes for why kids behave)
--tools for measuring behavior
--observational skills

Knowledge of "Best" Teaching Practices

Knowledge of School-Wide, Classroom-Based, and Individual Behavioral Interventions
A Student Study Team Scavenger Hunt

What is the pre-referral process in your building?

What does the school call the team?

Ask your cooperating teacher what the team is called, and who is the facilitator.

Who is on the team? Who can come to a meeting?

Talk to the facilitator about the process and ask if you may observe.

When or how often does the team meet?

Schedule time to observe a team meeting.

What information should team members bring?

Get copies of information-gathering papers. Ask your cooperating teacher what teachers do to prepare for a meeting.

Observe a pre-referral meeting. After the meeting, write down what you think helped (or would help) to make the process work.

What can you expect from the meeting?

Did things happen as you expected? Was anything unexpected?

What happens next?

What plans or actions were needed? How were they assigned? What makes this a team process?
What's the story behind the story?

My dad didn't come home last night...

Try and make me!

What if someone makes fun of me?

Notice me!

I can't! I don't know how!

Uh-oh! There's something in here that's... ah-choo!!!

No one likes me.
Student

Needs of the certified special educational
services to meet the unique educational
individually designed instruction and
Individual Education Plan

on a major life activity,

which possess a substantial limitation
accommodations for a disability,

which provides reasonable
504 Plan – A building specific plan,

accommodate student needs.

accommodating student needs.

General Education Plan – Least

Restorative plan designed by the SST to

Student's current building placement.

CA60 – Cumulative folder contains

Health, adaptive behavior, development, and

emotional, speech and language,

educational, motor, visual, social-

the following areas: cognitive,

the following areas: cognitive,

student could evaluate one or more of

based on the individual needs of the

therapists, physical therapists, nurses, who,

teacher, speech therapists, occupational

education and General education

psychologist, social worker, special

Representatives form General and

Multidisciplinary Team –

Definitions

Additional Information

Ann Arbor Public Schools

Ann Arbor, MI 48104

2725 Boardwalk, Suite 100

Support Services

Student Information

Fax: 734-994-1826

Phone: 734-994-2318

August 14, 2003

Teams (SST)

Study

Support Services

Student Information

Ann Arbor Public Schools

The SST process may not continue

Administration Building

Support Services in the District

Student Information and

where the building principal or

counselor is notified to make

outcome of the SST meeting

Disagreements with the

are discussed.

with regards to teacher input,

Meeting times and dates, along

provide classroom coverage.

additional SST meetings. Every

Teachers are encouraged to

Additional

Information
Possible Prereferral Roles for Team Members

**General education teacher.** Identifies during the prereferral phase individual students who may need assistance. May implement interventions, or consult with other staff members who may provide small group or classroom assistance.

**School psychologist or educational assessor.** Provides individual or small group observations, support sessions, screening, and academic diagnostic assessment.

**School counselor.** Reviews student records and support for diagnostic testing profiles. Plans with classroom teacher and support staff to target learning and behavioral needs of students.

**Reading and math specialists.** Provide instructional supports and/or small group instruction. Suggest whole class methods of working in the classroom.

**Grade level or clusters of teachers.** May plan, share, or exchange optional methods, materials, and instructional practices that work with students in the general education curriculum.

**Vision, hearing, and health screening professionals.** May be asked to determine if sensory acuity or health difficulties are contributing to, or causing, the student’s school problems.

**Parents.** Share knowledge about the child’s strengths and needs. Provide information about the family’s cultural background. Suggest strategies that have worked with the child. Implement strategies in the home.

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Collaborative Team
Member Roles

Facilitator

• Guides the discussion
• Moderates pace of meeting
• Mediator
• States the reason for the meeting
• Organizes the meeting
• Timekeeper
• Encourages participation of
  all members
• Brings closure
• Reminds members of ground
  rules for brainstorming
• Redirects team to keep them on
  task
• Confirms follow-up meeting dates

Notetaker

• Records pertinent information
• Organizes information/takes
  minutes
• Reiterates statements, clarifies
• Summarizes
• Timekeeper
• Acts as support for facilitator
• Checks for clarity
• Records dates for follow-up
  meetings

Problem Identifier

• Identifies concerns
• Presents the facts
• Identifies strategies used
  and background information
• Establishes baseline
• Part of the problem-solving
  process
• Open to suggestions
• Implements plan

Brainstormer

• Generates ideas
• Asks questions for clarification
• Analyzes problem
• All ideas have value
• Contributes to intervention plan
• Assists in developing evaluation
  component for plan that is to be
  implemented

All Members

• Effective listeners
• Empathetic
• Generate ideas
• Open to others-accepting
• Ask questions
• Monitor body language
• Encouraging
• Attend follow-up meetings
• Evaluate and reassess plan (APIE)

Whitten, 1996
**Intervention Assistance Team Identification Sheet**

**Child:**

**Grade:**

**Date:**

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**Observational Records**

<table>
<thead>
<tr>
<th>BEFORE SCHOOL</th>
<th>DURING CLASS</th>
<th>LUNCHTIME</th>
<th>RECESS</th>
<th>BUS</th>
<th>HOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes:</td>
<td>Notes:</td>
<td>Notes:</td>
<td>Notes:</td>
<td>Notes:</td>
<td>Notes:</td>
</tr>
</tbody>
</table>

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**Potential Reinforcers**

- Free Time
- Computer Time
- Reading
- Math
- Science
- Art/Drawing
- Physical Activity
- Music
- Recess
- Computer
- Interpersonal Skills
- Leadership'
- Confidence

**Weaknesses**

- Reading
- Writing
- Math
- Science
- Art/Drawing
- Physical Activity
- Music
- Recess
- Computer
- Interpersonal Skills
- Leadership'
- Confidence

**Strengths (Where is Child Successful)**

- Reading
- Writing
- Math
- Science
- Art/Drawing
- Physical Activity
- Music
- Recess
- Computer
- Interpersonal Skills
- Leadership'
- Confidence

**Behaviors Exhibited**

- Out of Seat
- Off-Task
- Talking Out
- Bothers Others
- Work Completion
- Learned Helplessness
- Physically Aggressive
- Poor Work Quality
- Short Attention Span
- Impulsive
- Disorganized
- Absent/Tardy
- Depressed/Low Affect
- Doesn't seem to Care
- Swears
- Puts Others Down
- Lies, Cheats, Steals
- Lacks Confidence
- Defies Authority

**Interventions Attempted**

- Parent Contact(s) Made
- Previous Teacher(s) Contacted
- CA 60 Reviewed
- Previous Report Cards
- TOAP Data Analyzed
- Child Met With Counselor
- Child Sent to Office
- Child Suspended
- Adapted Assignments
- Adapting Expectations
- Used Positive Praise
- Used Other Positive Reinforcers
- Partnered Student with Others
- Conducted Baseline to Chart Occurrence
- Visited Another Classroom
- Discussed with Another Colleague
- Talked Directly to Child About Behavior(s)
- Talked to Rest of Class About Behavior and Solicited their Support in Reinforcing Positive Behavior
- Nightly Work Completion/Homework Log
- Sent Home and Signed Daily by Parent
- Moved Seat
- Tried Different Grouping Arrangements
- Discussed Behavior and Intervention with Other Faculty, Staff, Lunch Personnel

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**Adaptations and Modifications**

- Reduce Assignments
- Tier
Collaborative Teaming Log

<table>
<thead>
<tr>
<th>Child</th>
<th>Grade Level</th>
<th>Teacher</th>
<th>Date</th>
<th>SPED: Yes No</th>
<th>Case Manager</th>
</tr>
</thead>
</table>

Reason(s) for Concern: (specific behaviors, persistence, frequency, duration, intensity)

List Prior Interventions Tried:

What is the child GETTING from these behaviors?

- Attention
- Power/Control

What is the child GETTING AWAY from by these behaviors?

- Work (fear of failure)
- Peers
- Anxiety

Facilitator Summarizes Concern(s) to Insure Agreement

Identify Student's Strengths and Reinforcers:

Strengths or Relative Strengths:

What Might Be Reinforcing to this Child?:

What SPECIFIC behavior are we intervening on? (define in objective, measurable terms)

Brainstorm Possible Interventions:
Develop a Plan for Intervening (What, Specifically, Will Be Attempted in the Next Two Weeks? Who Will Be Responsible?):

Assign Case Manager if Necessary:

Agree to Report on Progress at Next Team Meeting:

FOLLOW-UP: How Did It Go? What Was Successful? Where Do We Go From Here?:
Bangor Grade Level Intervention Assistance Teams: An Example of Comprehensive Planning for Changing Academic Performance and Aggressive Behavior

Daniel

HOME/SCHOOL

* Letter sent to father
* Meeting with Father
* Father agrees to sign homework log each night
* Father agrees to visit school each Friday
* Teacher is able to reinforce efforts of Charles and Father through the written communication

ADVISORY GROUP

* Mrs. Felke established relationship with Charles
* Partners Charles with two other students to help him monitor playground lunch performance
* Helps Charles regulate his own behavior by coming into the building if he is about to get into a physical confrontation
* Ms. Felke talks to group of students who pick-on Charles and get their commitment to stop triggering him

BEFORE SCHOOL

* Charles arrives at 7:30 a.m. and is frequently in trouble before school
* Faculty agrees that Charles can come directly to their classroom(s) to read books, listen to books on tape, draw, etc.—to avoid beginning his day with a physical confrontation

ANGER CONTROL

* Talk to Sarah to see if there is still room in the "Anger Control" group

AFTER SCHOOL PROGRAM

* H.J. will see if there is interest in beginning an after school basketball program
* Each Grade Level Team can use the after school program as a reinforcer for academic and behavioral goals—Example: Students must have work completed to attend after school program
* H.J. will try to encourage Charles to participate

ALL 3RD GRADE FACULTY AND STAFF

* Each faculty and staff member identifies Charles and "touches base" with him throughout the day to reinforce his behavior
### CHECKLIST OF ACADEMIC DIFFICULTIES

Directions: Write the name of a student about whom you have some concern regarding academic performance at the top of each column. For each student, check each specific difficulty you perceive him or her to be encountering.

<table>
<thead>
<tr>
<th>DIFFICULTY AREA</th>
<th>STUDENTS' NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming interested</td>
<td>1</td>
</tr>
<tr>
<td>Getting started</td>
<td>1</td>
</tr>
<tr>
<td>Paying attention to oral presentations</td>
<td>2</td>
</tr>
<tr>
<td>Paying attention to written material</td>
<td>2</td>
</tr>
<tr>
<td>Following directions</td>
<td>3</td>
</tr>
<tr>
<td>Keeping track of materials and assignments</td>
<td>3</td>
</tr>
<tr>
<td>Staying on task</td>
<td>4</td>
</tr>
<tr>
<td>Completing tasks on time</td>
<td>4</td>
</tr>
<tr>
<td>Working in groups</td>
<td>5</td>
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<tr>
<td>Working independently</td>
<td>5</td>
</tr>
<tr>
<td>Learning by listening</td>
<td>6</td>
</tr>
<tr>
<td>Expressing him/herself verbally</td>
<td>7</td>
</tr>
<tr>
<td>Reading textbooks</td>
<td>8</td>
</tr>
<tr>
<td>Reading study sheets or tests</td>
<td>8</td>
</tr>
<tr>
<td>Understanding what is read</td>
<td>9</td>
</tr>
<tr>
<td>Writing legibly</td>
<td>10</td>
</tr>
<tr>
<td>Expressing him/herself in writing</td>
<td>11</td>
</tr>
<tr>
<td>Spelling</td>
<td>12</td>
</tr>
<tr>
<td>Seeing relationships</td>
<td>13</td>
</tr>
<tr>
<td>Understanding cause and effect</td>
<td>13</td>
</tr>
<tr>
<td>Drawing conclusions; making inferences</td>
<td>14</td>
</tr>
<tr>
<td>Remembering</td>
<td>14</td>
</tr>
</tbody>
</table>

* (Page numbers refer to the manual Maladies and Remedies).

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CHECKLIST OF BEHAVIORAL DIFFICULTIES

Directions: Write the name of a student about whom you have some concern regarding classroom behaviors at the top of each column. For each student, check each specific difficulty you perceive him or her to be encountering.

<table>
<thead>
<tr>
<th>Difficulty Area</th>
<th>*</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Getting started</td>
<td>3</td>
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<tr>
<td>Coming to class on time</td>
<td>1</td>
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<tr>
<td>Coming to class prepared</td>
<td>2</td>
<td></td>
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<tr>
<td>Following directions</td>
<td>4</td>
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<tr>
<td>Staying in seat</td>
<td>6</td>
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<tr>
<td>Staying on task</td>
<td>5</td>
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<tr>
<td>Completing tasks on time</td>
<td>7</td>
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<tr>
<td>Working in groups</td>
<td>7</td>
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<tr>
<td>Working independently</td>
<td>8</td>
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<tr>
<td>Demands much help or attention</td>
<td>8</td>
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<tr>
<td>Participating in class discussion</td>
<td>9</td>
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<tr>
<td>Daydreaming</td>
<td>10</td>
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<td>Interrupting or talking in class</td>
<td>11</td>
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<tr>
<td>Verbally disrespectful</td>
<td>12</td>
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<tr>
<td>Uses inappropriate language</td>
<td>12</td>
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<tr>
<td>Harasses other students</td>
<td>13</td>
<td></td>
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<tr>
<td>Abuses property</td>
<td>14</td>
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<tr>
<td>Cheating</td>
<td>15</td>
<td></td>
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<tr>
<td>Gets &quot;set up&quot; by others (scapegoated)</td>
<td>16</td>
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<tr>
<td>Lies to peers or teachers</td>
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<tr>
<td>Doesn't accept responsibility for own behavior</td>
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</tbody>
</table>

* (Page numbers refer to the manual Beyond Coping: Managing Problematic Behavior)

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# TEAM PLANNING SHEET

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Referred by: __________________________</th>
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<tbody>
<tr>
<td>Grade: __________ Age: _________</td>
<td>Date: _________ Review Date: _______</td>
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<table>
<thead>
<tr>
<th>Current Concerns:</th>
<th>Participants:</th>
</tr>
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<table>
<thead>
<tr>
<th>Desired outcomes:</th>
<th>Possible Strategies/Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situations in which student experiences success:</td>
<td></td>
</tr>
<tr>
<td>Situations in which student experiences difficulty:</td>
<td></td>
</tr>
<tr>
<td>Patterns observed:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>By Whom/By When</th>
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<tbody>
<tr>
<td>Actions:</td>
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<td>1.</td>
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# Building Support Team Ideas

Check strategies attempted and results.

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</table>

Date__/__/____ Student_________________________
**Additional Communication Challenges**

- Not organizing your thoughts before speaking
- Including unrelated ideas in the message
- Ignoring information receiver already has about the subject
- Not making your message appropriate to the receiver
- Not giving your undivided attention to the speaker
- Thinking about your reply before listening to everything
- Listening for details rather than the entire message
- Evaluating whether speaker is right or wrong before you understand the message
- Direct and lead (take control of the direction of talk - Merely ask them to confirm what you think)
- Judge and evaluate
- Blame
- Moralize, preach, patronize
- Label and diagnose
- Reassure and humor
- Reject clients' feelings
- Advise and teach
- Interrogate
- Overinterpret
- Inappropriately self-disclose
- Insincerely pretend to be interested and involved
- Let client know time pressures
<table>
<thead>
<tr>
<th>Team Assessment</th>
<th>Adequate</th>
<th>Needs Work</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Participation</strong></td>
<td></td>
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<tr>
<td>I regularly attended team meetings.</td>
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<tr>
<td>I contributed therapy or assessment ideas.</td>
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<tr>
<td>I asked and answered questions.</td>
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<tr>
<td>I built on the ideas of other participants.</td>
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<tr>
<td>I presented a client case study.</td>
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<tr>
<td>I facilitated the participation of other group members.</td>
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<tr>
<td><strong>Attitude</strong></td>
<td></td>
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<tr>
<td>I came to the team meetings with an open mind.</td>
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<tr>
<td>I was willing to consider the ideas of others.</td>
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<td>I was willing to share pertinent information I had found.</td>
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<tr>
<td>I wanted to work cooperatively with the other team members.</td>
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<tr>
<td>I did not take comments or critiques personally.</td>
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<tr>
<td><strong>Application</strong></td>
<td></td>
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<tr>
<td>I took the information from the group and used it in therapy.</td>
<td></td>
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</tr>
<tr>
<td>I established professional relationships with other students.</td>
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<tr>
<td><strong>Case Study Presentation</strong></td>
<td></td>
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<tr>
<td>I orally presented goals and objectives for my client.</td>
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<tr>
<td>I presented the procedures used in therapy with my client both orally and through a videotape.</td>
<td></td>
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<tr>
<td>I presented the rationale for my goals, objectives, and therapy procedures.</td>
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<tr>
<td>I identified my own strengths and weaknesses for the therapy session presented.</td>
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</tbody>
</table>
An Overview for Parents

The chart below offers an overview of the special education process. It is not designed to show all steps or the specific details. It shows what happens from the time a child is referred for evaluation and is identified as having a disability, through the development of an individualized education program (IEP).

The process begins when someone (school staff, parents, etc.) makes a referral for an initial evaluation. An explanation of each numbered area follows the chart.

1. Parents or school district staff or others request an evaluation; parents agree in writing.
2. Evaluation completed. Eligibility decision.
3. Not eligible.
4. Eligible for services.
5. a) IEP developed. b) Placement determined. (May be two meetings.)
6. Parents disagree.
7. Parents agree.
8. Annual IEP meeting.
Web Resources for Teachers/Parents
compiled by Kathleen Kosobud
Teacher Consultant and former AAPAC representative
Ann Arbor Public Schools

ACRONYMS:


http://ericed.org/fact/acronyms.html, Acronyms Frequently Used in Special/Gifted Education, This list is not comprehensive; it is intended as a quick reference, 2000, (10 pages) accessed 5/6/03

Center for Disabilities Department of Pediatrics
School of Medicine The University of South Dakota
Health Science Center, 1400 West 22nd Street, Sioux Falls, South Dakota 57105
Julian Hall, 414 East Clark Street, Vermillion, South Dakota 57069
1-800-658-3080 (Voice/TTY)
(605) 357-1439 in Sioux Falls, (605) 677-5311 in Vermillion

GENERAL LISTS OF DISABILITY ORGANIZATIONS:

Title: National Resources http://www.nichcy.org/pubs/genresc/gr2.pdf
Author: National Information Center for Children and Youth with Disabilities (NICHCY)
Publication Date: 1/1/2003
Abstract: This publication lists contact information, including emails and Web sites, for selected national organizations that can provide information on disabilities.
Publisher/Producer: National Information Center for Children and Youth with Disabilities (NICHCY)

http://www.nichcy.org/stateshe/mi.htm Michigan state resource sheet (10 pages), accessed 5/6/03

http://www.nichcy.org/pubs/genresc/gr5.pdf National Toll-free Numbers Need help, who ya gonna call? Here’s a list of toll free numbers (no websites) that will connect you to a wide range of disability organizations. March 2003, (12 pages), accessed 5/6/03

http://www.pacer.org/national/ndoa.htm PACER Center: Parent Advocacy Coalition for Educational Rights, National Disability Organizations and Agencies, This resource is more focused on parent advocacy organizations. (11 pages) accessed 5/6/03
Adapting Instructional Materials – Providing Direct Assistance

Principles for Adapting Reading and Math Materials in the Inclusive Classroom

Simplifying or Supplementing Existing Materials

Structuring Lessons to Promote Learning from Materials

Teaching Strategies for Using Materials in an Inclusive Classroom

ACCcommodations & Strategies for the Classroom
From Ms. Jennings Resource Room, accessed 5/6/03:
http://myschoolonline.com/page/0.1871,37120-143525-41-25220.00.html

Accommodations & Strategies
http://www.parrotpublishing.com/sped/Inclusion_Chapter_6.htm

Differentiated Instruction
http://members.tripod.com/~ozpk/00differentiated

How to Manage Disruptive Behavior in Inclusive Classrooms
http://www.cec_sped.org/bk/focus/daniels.htm

Classroom Accommodations
http://www.ldonline.org/ld_indepth/teaching_techniques/teaching-2.html

Making Modifications in the Classroom
http://www.ldonline.org/ld_indepth/teaching_techniques/mod_checklists.html

Success in the Classroom: Time Limits and Schedules, Dealing with Disorganization, Controlling Distractions, Avoiding Social Problems
http://www.ldonline.org/ld_indepth/teaching_techniques/class_manage.html

Testing and Evaluation Tips
http://www.ldonline.org/ld_indepth/teaching_techniques/testing_tips.html

20 Ways to Examine Test Modifications
http://www.ldonline.org/ld_indepth/teaching_techniques/exam_test_modifications.html