

DCR Modification Packet
Woodstock Academy
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Each Student is an individual
whether in regular or special
education.

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Oh The Mods You Can Do!

Modified from Dr. Seuss' "Oh The Places You'll Go"

Congratulations!
Today is your day.
You are able to modify.
You're off and away!

You have brains in your head.
You have feet in your shoes.
You can alter those assignments
Any direction you choose.
You're on your own.
And you know what you know,
And you're the teacher who decides
if your mod is a go!

With great modifications,
Oh the things these kiddos can show!
All the stuff that they've learned
Their confidence will grow.

You won't lag behind because you'll have done what they need,
You'll pass the whole gang and you'll soon take the lead.
Whatever you do, you'll be best of the best.
Whatever you choose, you will top all the rest.

I'm sorry to say so
But, sadly, it's true
Modification hang-ups can happen to you.

You can get all hung up
In a prickly perch.
And the rest will fly on.
You'll be left in a Lurch.

Step with great care and great tact
And remember that modifying is
a Great Balancing Act.
Just never forget to be dexterous and deft
without access to knowledge, in the dust they are left.

So... be your name Jordan or Dzedzic, or Smith,
Reilly, Sandeen, Sinnamon or Jolliff,
Oh the mods you can do!
Today is your day!
Your modifications are waiting...
So get on your way!

SPECIAL EDUCATION: 101

Refresher

Special education describes an educational alternative that focuses on teaching students with academic, behavioral, health, or physical needs beyond those met by traditional educational programs or techniques.

Legal Foundations involving students with disabilities

IDEA: Individuals with Disabilities Education Act (1975)

All children are entitled to a free, appropriate, public education. This law specifies that 'special' education is to be provided in the least restrictive environment. In other words, students with disabilities are to be educated in the general education classroom to the greatest extent possible.

Section 504 (of the Vocational Rehabilitation Act of 1973)

Civil rights law that prevents discrimination against individuals with disabilities from any institutions; including schools and workforce.

ADA: American Disabilities Act (1990)

Provided individuals with disabilities 'reasonable accommodations'. This includes educational settings as well as universities/colleges and employment.

Acronyms Explained

IEP: Individualized Education Program

Is written by the student's educational team and includes present level of educational functioning, how the disability influences involvement and progress in regular education, long term annual goals, individual modifications, dates of service delivery, statements of transition services, statements of how goals will be measured, how parents will be informed and how progress will be monitored.

PPT: Planning and Placement Team

The purpose is to initiate and discuss evaluations; determine eligibility for special education services; develop a child's Individualized Education Program (IEP); or to review and/or revise the child's program. The team consists of (and is not limited to) the child's parent or parents, not less than one regular education teacher, a representative from the district who is knowledgeable of the availability of resources, a special education teacher, school psychologist, counselors, related agency representatives, and whenever appropriate, the child.

HOW WILL I KNOW IF I HAVE A STUDENT WITH AN IEP IN MY CLASS??

AT THE BEGINNING OF EACH SEMESTER, YELLOW MODIFICATION SHEETS ARE HANDED TO TEACHERS WHO HAVE A STUDENT WITH AN I.E.P. IN ONE (OR MORE) OF THEIR CLASSES.

THE CASE MANAGER WILL GO THROUGH THE INFORMATION ON THE MODIFICATION SHEET WITH YOU. THIS ALSO TELLS YOU THE STUDENT'S EXCEPTIONALITY, GUIDANCE COUNSELOR AND CASE MANAGER FOR QUICK REFERENCE.

Every 4 weeks or so, you will get a feedback form in your mailbox from case managers, asking for an update on certain students. Please take the time to fill them out, as they help us know where grades are, what missing work may be, etc. It is also a tool for us to communicate with parents.

To: _____

Date: _____

From: _____

Return By: _____

Student: _____

Subject: _____

What is the student's current grade: _____

Are there any outstanding assignments that can still be handed in? _____

Are there any long term assignments/project in process? Please specify. _____

Are there any upcoming tests/quizzes? When? What is the content? _____

Please comment on participation and behavior. _____

If available, please attach a grade quick printout for our reference.

As exams approach, you will get from us, “Exam Modification letters”, outlining modifications that are available to the student for exams. We request these be arranged with the student and case manager to ensure exam success, and compliance with the I.E.P.

All of the DCR teachers are available to meet with anyone that has any questions or concerns. We’ve got the experience to make this a positive experience for you!

Modifications Made Easy



What it is...

what it means...

Preferential seating	Sitting near the front/teacher to minimize distractions
Modified Tests	Altering the test to minimize multiple choice, limit short essay, provide word bank etc.
Support auditory presentations with visuals.	Example: giving a handout of a powerpoint for student to follow along with/take notes on. Showing diagrams, pictures, charts, etc.
Display key vocabulary	Underlining, bold or italicized words to indicate they are important!
Extra time written work/tests/quizzes	Giving a little more time (in applied skills) for student to finish test/quiz/essay.
Prior notice of tests	Giving a heads up approx 1 week in advance of tests/quizzes for proper preparation, and alleviation of anxiety.
Base grades on effort & work	If student tries hard and is completing work, but has a slower pace take that into consideration when grading.
Tests in LRC	Provide the test to the LRC teacher to administer during applied skills so the student can have the test read to them, or have questions restated if they need it.
Oral Testing/Test Read	Oral Testing works best for the student who is strong verbally. Reading the test provides the student with the opportunity to HEAR what they need to do.

There is a simple way to provide the modifications our students have and need... if you have a question as to what you CAN do... JUST ASK!!

Is what we're doing watering down our material??

Modifications should emphasize adapting specific assignments, not 'watering down' the curriculum. Student with mild disabilities who are integrated into general education classes should be expected to learn the same content, at the same conceptual level, as other students do, but in a different MANNER. Often modified assignments/assessments demand extra effort from the student compared to traditional assignments.

In most schools, students who receive modifications are not graded differently from other students. It is usually judged that the grades they earn genuinely reflect the amount of effort they have put forth, as well as what they have learned.

Frequently, the issue of "fairness" arises in reference to grading students who have modified assignments. For many people, fairness means equality. Fairness really means everyone gets what he/she needs in order to be successful. Students with learning disabilities need more time, energy and materials in order to learn new material and to demonstrate their knowledge. Students may need to be treated differently in order to be treated fairly.

For example, we may hear, "I can't let Susie highlight a copy of my notes. That wouldn't be fair." Other students don't NEED it, Susie does.

Chalmers, Lynne and Wasson, Barbara. Successful Inclusion: Assistance for Teachers of Adolescents with Mild Disabilities. Moorhead, Minnesota: Practical Press, 1993.

TEAM DCR: HANDY HINTS TO MODIFY TESTS

We've been fortunate enough to experience great modification efforts from teachers... here's our handy hint sheet for modifying tests. Tests often cause learning disabled students to have anxiety. Ultimately, their scores don't reflect what they really DO know!

MODIFICATIONS FOR:	EXAMPLE:
<p>Essays</p> <ul style="list-style-type: none"> • Allow students list of answers • Allow students to complete sentence stems • Allow students to use the book to locate answers • Allow students to tape answers • Provide a sentence blank 	<p>Conventional Essay: Discuss the reasons why Great Britain began a new policy for ruling the colonies.</p> <p>Modified Essay: List the 4 goals Great Britain hoped to accomplish by the new policies for ruling the colonies in 1763.</p>
<p>Multiple Choice</p> <ul style="list-style-type: none"> • List the choices in a vertical column instead of horizontal • Eliminate the uses of combination answers • Offer fewer choices (<u>our #1 pick; you don't have to make a new test, just cross out a couple of options! Offer choices which truly assess what the student knows, not what's going to make guessing easier.</u>) 	<p>Conventional Multiple Choice: Boycotts were used in colonial America to: A) damage American trade B) Increase power of British merchants C) A and B D) None of the above</p> <p>Modified Multiple Choice: Boycotts were used in colonial America to: A) damage American trade B) increase the power of British Merchants</p>
<p>Matching</p> <ul style="list-style-type: none"> • Present sets of questions and answers in smaller groups • Give the same number of questions as answers 	
<p>Completion</p> <ul style="list-style-type: none"> • Provide a word bank of possible answers (our # 1 pick!) • Provide configuration clues for missing words • Provide partial letter clues for missing words • Do not count spelling errors 	<p>Conventional Completion: The process of _____ is when plants take in sunlight, water and CO₂, and produce oxygen and glucose.</p> <p>Modified Completion: The process of _ h _ _ _ _ y _ _ h _ _ _ _ is when plants take in sunlight, water and CO₂, and produce oxygen and glucose.</p>
<p>True/False</p> <ul style="list-style-type: none"> • Use straightforward statements • Avoid negative or comparative words • Underline the key words that make the statement true or false 	<p>Conventional True/False: Anti-prohibitionists believed that alcohol was not a problem to society.</p> <p>Modified True/False: Anti-prohibitionists believed that alcohol was a problem to society.</p>