

**Table 1**

Categories of Disability under the Individuals with Disabilities Education Act

Autism	Orthopedic Impairment
Deafness	Other Health Impairment**
Deaf-Blindness	Specific Learning Disability
Emotional Disturbance*	Speech/Language Impairment
Hearing Impairment	Traumatic Brain Injury
Mental Retardation	Visual Impairment
Multiple Disabilities	

\* One or more of the following characteristics that is exhibited to marked degree over an extended period of time that adversely affects a child's educational performance: 1) an inability to learn that cannot be explained by intellectual, sensory, or health factors; 2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; 3) inappropriate types of behavior or feelings under normal circumstances; 4) a pervasive mood of unhappiness or depression; or 5) a tendency to develop physical symptoms or fears associated with personal or school problems. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

\*\* An acute or chronic health problem that results in limited alertness with respect to the educational environment and adversely affects a child's educational performance

## **Table 2**

### Components of a Special Education Evaluation

#### Usual Components

- Cognitive Abilities
- Communication Abilities
- Academic Performance
- Social/Emotional Status
- Medical History and Current Health Status
- Vision/Hearing Screenings
- Motor Abilities

#### Additional Components (Specialized Evaluations) As Indicated

- Intelligence Testing
- Speech/Language Testing
- Achievement Testing
- Neuropsychological Testing
- Physical Examination
- Occupational/Physical Therapy Evaluation
- Psychiatric Assessment

### **Table 3**

#### Conflict Resolution Options

Discuss the issue informally with the school staff, principal, superintendent, and/or director of special education.

File a written complaint with the State Board of Education. A full investigation must follow. If the parent disagrees with the findings of the investigation, he/she can request a review by the United States Department of Education.

Request impartial mediation with a trained mediator appointed at no cost by the State Board of Education.

Request a due process hearing with a hearing officer appointed by the State Board of Education. The parent has the right to legal counsel.

Appeal to a court of law. The court may award attorneys' fees should the parent prevail in the decision.

## **Table 4**

### Components of an Individualized Education Program

#### Usual Components

Present Level of Educational Performance  
Educational Goals and Objectives with Measurable Benchmarks  
Educational Modifications and Accommodations  
Special Education and Related Services  
Placement and Participation Specifications  
Transition Services Planning  
Transfer of Rights Planning

#### Additional Components/Related Services As Indicated

Adapted Physical Education	Parent Counseling/Training
Audiology	Physical Therapy
Assistive Technology	Psychological Services
Behavioral Intervention Plan	Recreation
Counseling Services	Rehabilitation Counseling Services
Extended School Year Services	School Health Services
Home-Based Support	School Social Work Services
Medical Services	Speech/Language Services
Occupational Therapy	Transportation Services
Orientation/Mobility Services	

**Table 5**

Education Placement Options

Regular Classroom  
Regular Classroom with Consultative Services to Teacher  
Regular Classroom with Modifications/Accommodations/Supports  
Regular Classroom with Pull-out Resource Services  
Special Education Classroom with some Pull-out Regular Education  
Special Education Classroom  
Special School  
Home/Hospital Services

**Table 6**

Sample Behavioral Intervention Plan for Disruptive Behavior

Behavioral Goals	Behavioral Interventions
Student will communicate appropriately with teachers and classmates	Have the student practice appropriate verbal exchanges (Excuse me, I'm sorry)
Student will demonstrate self-control in stimulating situations	Remove the student from the situation until control is achieved
Student will improve frustration tolerance	Remove potentially frustrating stimuli (teasing, coveted possessions, competition)  Teach ways to deal with frustration (remove self from situation, verbalize feelings)
Student will demonstrate appropriate behavior when angry	Teach the student to think before acting (What should I do?)
Student will accept responsibility for mistakes	Calmly confront the student with the facts (forgot homework) and refuse to accept excuses
Student will appreciate the consequences of his behavior	Teach perspective-taking (How would it feel if someone did that to you?)

**Table 7**

Examples of Program Modifications and Classroom Accommodations for Students with Attention-Deficit/Hyperactivity Disorder (ADHD)

Program Modifications	Classroom Accommodations
Extend time for assignments	Provide preferential seating
Reduce volume of assignments	Minimize distractions
Break long assignments into smaller chunks	Establish time-to-completion goals; keep chart showing progress
Extend time for test-taking	Provide verbal and visual cues to stay on-task
Provide tests in short segments	Assign a study/monitoring partner
Highlight main ideas in text	Use small group instruction
Provide study outlines/guides	Simplify and repeat directions; give concrete examples
Provide practice tests	Have student repeat directions and ask clarifying questions
Provide immediate correction	Vary routine tasks to increase novelty
Utilize assignment notebook	Organize student's workspace
Remind student of materials needed for homework completion	Allow for active modes of responding
Remind student to turn in homework	Reinforce double-checking
	Establish work-play-work routine
	Plan for transitions by posting schedules

**Table 8**

Examples of Accommodations for Students with Language Disorders

- Obtain student's full attention prior to giving verbal instruction
- Speak in short, simple, and positively phrased sentences
- Pause between sentences
- Allow sufficient time for the student to formulate a response while maintaining eye contact
- Re-state response
- Provide "cloze" phrases (e.g., you have a fork, but for ice cream, you need a \_\_\_\_\_)
- Offer choices verbally and visually (would you like the pen or the pencil?)
- Respond promptly to requests that are stated verbally
- Model verbal requests for incomplete communication attempts
- Explicitly model and encourage use of pragmatic language skills (greetings, turn- and leave-taking, etc.)
- Positively reinforce appropriate use of eye contact during verbal exchanges
- Maintain consistent expectations for communication behaviors and reinforce frequently with verbal praise

## Table 9

### Examples of Classroom Management Strategies

Select seating arrangements that maximize on-task behavior

Establish, model, and rehearse classroom rules (e.g., follow directions the first time; keep hands, feet, objects to yourself; speak properly; maintain respect; complete your work)

Routinize classroom procedures

Minimize time in transitions

Monitor productivity during seatwork

Provide immediate social reinforcement (e.g., praise, “high-fives”, thumbs up) for following rules and procedures

Create token or point system for following rules and procedures; establish list of tangible reinforcers (e.g., be line captain, be in charge of taking attendance, create the bulletin board display) to exchange for tokens or points

Apply limited use of consequences (e.g., “time- or chill-outs”, loss of points, tokens, or privileges) for dangerous or destructive behavior