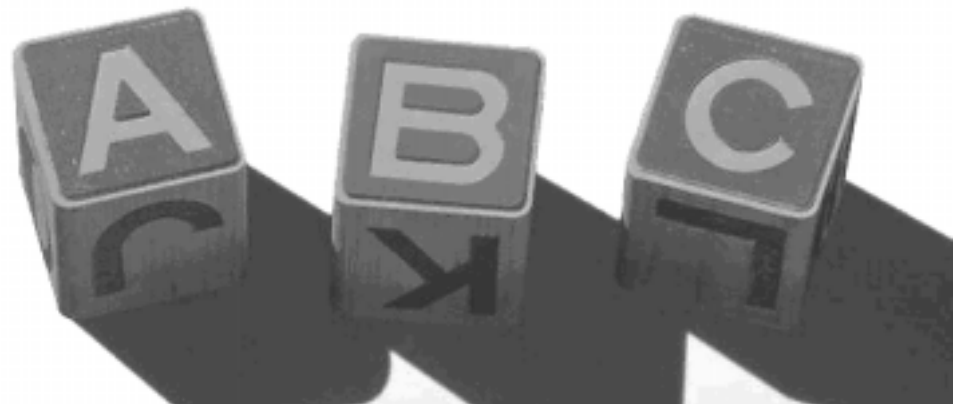




The New Jersey Council on Developmental Disabilities' Education Task Force has compiled "Tools for Teachers" to provide basic information and guidance in demonstrated best practice strategies for including students with disabilities in general education settings.

The information source for each form and example provided is noted, either on the specific form or in the resource section at the end of the booklet. We encourage teachers wanting more information to contact the resources listed.



## Person First Language: Guidelines for discussing people with disabilities

### It's the "Person First" - THEN the Disability

If you saw a person in a wheelchair unable to get up the stairs into a building, would you say "there is a handicapped person unable to find a ramp?" Or would you say "there is a person with a disability who is handicapped by an inaccessible building?" What is the proper way to speak to or about someone who has a disability?

Consider how you would introduce someone - Jane Doe - who doesn't have a disability. You would give her name, where she lives, what she does or what she is interested in - she likes swimming, or eating Mexican food, or watching Robert Redford movies.

Why say it differently for a person with disabilities? Every person is made up of many characteristics - mental as well as physical - few want to be identified only by their ability to play tennis or by their love for fried onions or by the mole that's on their face. Those are just parts of us.

### Person first language

In speaking or writing, remember that children or adults with disabilities are like everyone else - except they happen to have a disability. Therefore, here are a few tips for improving your language related to disabilities and handicaps.

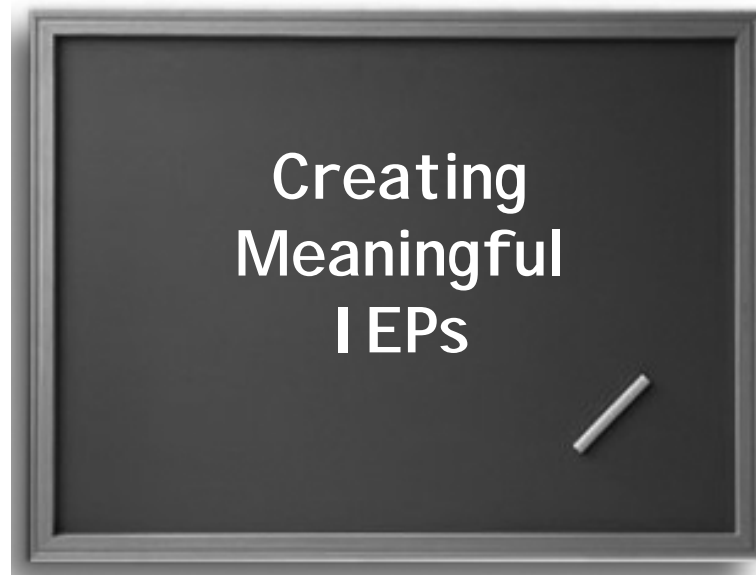
1. Speak of the person first, then the disability.
2. Emphasize abilities, not limitations.
3. Do not label people as part of a disability group - don't say "disabled", say "people with disabilities."
4. Don't give excessive praise or attention to a person with a disability; don't patronize them.
5. Choice and independence are important; let the person do or speak for him or herself as much as possible; if addressing an adult, say "Bill" instead of "Billy."
6. A disability is a functional limitation that interferes with a person's ability to walk, hear, talk, learn, etc. use handicap to describe a situation or barrier imposed by society, the environment, or oneself.

### SAY . . . .

child with a disability  
 person with cerebral palsy  
 person who has . . .  
 without speech, nonverbal  
 developmental delay  
 emotional disorder or mental illness  
 deaf or hearing impaired  
 uses a wheelchair  
 person with mental retardation  
 has a learning disability  
 nondisabled  
 has a physical disability  
 congenital disability

### INSTEAD OF . . .

disabled or handicapped child  
 palsied, or C.P., or spastic  
 afflicted, suffers from, victim  
 mute, or dumb  
 slow  
 crazy or insane  
 deaf and dumb  
 confined to a wheelchair  
 retarded  
 is learning disabled  
 normal, healthy  
 crippled  
 birth defect



The Individualized Education Program (IEP) is both a process and a product. Specific steps lead to the development of the document. The forms and examples on the following pages have proven to be useful tools for teachers in contributing to meaningful and effective IEP's for their students.

The Positive Student Profile, completed by the parent and/or teacher(s), has proven to be an effective tool in providing critical information to the teacher about the specific strengths, challenges, and successes of the student, as seen through the eyes of the family. To gain insight into the specific abilities of the student, teachers can ask the parent to complete the form in the beginning of the year. This form can be disseminated to everyone who comes into contact with the student to provide a 'snapshot', e.g., the school nurse, paraprofessionals, related service personnel, etc. It is also helpful to review the profile at the end of the year and update the information with the parent for the following year. A blank form, along with two samples, are provided.

The goals-at-a-glance form, also completed by the parent and/or teacher(s), gives a snapshot of what the student should be working on, based on the intimate knowledge the family can provide about the individual needs and abilities of their child. It is also useful to complete this form with the family at the end of the school year to update and expand for the next school year.

The IEP Goal-Activity Matrix should be completed by the parents and the multidisciplinary team to provide an easy to read one page document that ensures all of the IEP goals are being addressed at some time during the school week across a variety of integrated environments.

The Student Access Map (SAM) is an additional tool that can be used to identify information by the parents and/or teacher(s) about a specific student, and to help in the planning process. A blank form and two examples are provided.

## Positive Student Profile

This form is to be filled out by the parent /professional to provide a “snapshot” of the child which should be reflected in his/her IEP.

1. Who is \_\_\_\_\_? (Describe your child, including information such as place in family, personality, likes and dislikes.)
2. What are \_\_\_\_\_'s strengths? (Highlight all areas in which your child does well, including educational and social environments.)
3. What are \_\_\_\_\_'s successes? (List all successes, no matter how small.)
4. What are \_\_\_\_\_'s greatest challenges? (List the areas in which your child has the greatest difficulties.)
5. What supports are needed for \_\_\_\_\_? (List supports that will help your child achieve his/her potential.)
6. What are our dreams for \_\_\_\_\_? (Describe your vision for your child's future, including both short-term and long-term goals.)
7. Other helpful information. (List any pertinent information, including health care needs, that has not been detailed elsewhere on the form.)

## SAMPLE / ELEMENTARY

**Brian's Positive Student Profile, age 11****WHO IS BRIAN?**

- youngest child; Jaclyn's brother
- likes to help in the kitchen (i.e. cooking)
- favorite subjects are about the space shuttle and the earth
- favorite TV show is Reading Rainbow
- favorite color is red
- loves the beach
- likes to take pictures, like his dad
- likes to visit the library to look at books

**WHAT ARE BRIAN'S STRENGTHS ?**

- imitates well
- is very helpful with household chores
- anticipates the needs of others (i.e.brings out the ingredients when cooking)
- reminds others of details (forgotten shopping lists; lights to turn out)
- likes to make people laugh, as well as laugh himself
- understands what is being said
- empathetic towards the emotions of others

**WHAT ARE BRIAN'S SUCCESSES?**

- attends a general education classroom
- voted "most helpful" by his peers
- participated in science fair with is friend; learned about 'teamwork'
- behaves appropriately in class and during lunch
- good role mode for others
- is very good at using a computer
- is learning to read

**WHAT ARE BRIAN'S GREATEST CHALLENGES ?**

- inability to communicate clearly, which causes high frustration level
- dislikes unexpected change
- difficulty completing an assignment without re-direction
- reluctant to do things on demand
- has difficulty with math

**WHAT SUPPORTS ARE NEEDED FOR BRIAN?**

- to observe and learn from 'typical' peers
- to have a circle of friends for support
- to have a routine which is structured, yet flexible, to allow for increased tolerance to change
- a curriculum which can be modified where and when needed
- use of assistive technology (i.e. computer), to expand ability to communicate
- increased opportunities to be included in community activities

**WHAT ARE OUR DREAMS FOR BRIAN?**

Brian will:

- continue to have a circle of friends
- learn to read and write
- expand his ability to communicate
- live as independently as possible
- have meaningful employment
- be an active participant in his community

**OTHER HELPFUL INFORMATION**

Due to the highly imitative skills common to children with Fragile X Syndrome, Brian needs to interact with typical peers as much as possible. Brian's learning style is visually oriented, and he learns best through use of incidental learning, using information in ways that are functional, rather than through rote learning (for example, teaching how to add by counting apples in a store as opposed to adding numbers on a page). Brian works best with short breaks in-between tasks. When he gets upset, it is best to try and redirect him rather than become adversarial and force compliance. Brian's great sense of humor can be very useful at doing that. Brian has a great desire to be "part of the group" and does not like to be singled out, he wants to take part in everything his classmates are doing and particularly loves to help. Therefore, a cooperative learning environment works best for him.

**SAMPLE / SECONDARY****Christopher's Positive Student Profile for, age 19****WHO IS CHRISTOPHER?**

- older brother "Kevin's younger than I am"
- a "people person," friendly, personable
- generous and helpful, "I can do that!"
- situation comedies are a favorite TV pastime
- Melrose Place fan (makes no plans Monday nights)
- loves riding his mountain bike
- loves going out to eat
- loves getting together with his friends
- swimming is a favorite thing to do
- likes to shop at the mall
- likes to prepare meals and bake
- a real "party animal"

**WHAT ARE CHRISTOPHER'S STRENGTHS**

- can clearly articulate his needs
- natural ability to "draw" people to his and win them over
- willingness to share with others
- sensitivity to other people's feelings
- always helpful, especially for money (typical teenager)
- if a friend is in need, he's the first one to help and support
- loves school
- takes on a leadership role whenever possible

**WHAT ARE CHRISTOPHER'S SUCCESSES?**

- can prepare food for himself
- can call for help if necessary
- rides mountain bike with confidence
- uses bike for transportation
- building trust in others towards him
- responsible for younger children
- becoming strong self-advocate
- knowing what he likes and dislikes
- has asked employers about job openings, requested application

**WHAT ARE CHRISTOPHER'S GREATEST CHALLENGES ?**

- can be moody and stubborn at times
- lack of stamina and endurance
- being open minded about different jobs (employment)
- not an outdoor person
- not always a "team" player
- difficulty getting up in the morning (working on it)

**WHAT SUPPORTS ARE NEEDED FOR CHRISTOPHER?**

- to accept direction and supervision from others in authority
- to learn how to access more of the community on his bike
- to learn bike safety rules • a 'pat on the back' when successful
- refinement of life skills for greater independence
- developing money skills (saving it!)
- improvement in the concept of time
- building endurance (Nautilus, part-time job)
- ongoing reading, writing and math
- a solid transition plan with realistic goals and objectives

**WHAT ARE OUR DREAMS FOR CHRISTOPHER?**

Christopher will:

- to have a job (preferably one working with children)
- to own a home (blue with a deck)
- to get married
- to continue to have a "circle of friends"
- to take vacations
- to have choices about where he works and lives, friends, roommates, where he spends leisure time
- identify long term "supporters" and do estate planning to ensure Christopher's choices are always considered

**OTHER HELPFUL INFORMATION**

No other information at this time.

## **GOALS-AT-A-GLANCE**

**Academic:**

**Social / Emotional / Behavioral:**

**Communication:**

**Daily Living:**

**Transition to Adulthood (No later than age 14):**

**Other:**

**SAMPLE****GOALS AT-A-GLANCE for Brian, age 11**

This form is to be filled out by the parent and shared with the team. Under each heading below, enter a few major goals that you feel the IEP should address.

**Academic:**

- increase sight word vocabulary
- increase comprehension
- improve handwriting
- use computer as communication tool
- add/subtract double digit numbers

**Social / Emotional / Behavioral:**

- adapt to changes in routine
- follow multi-step directions
- develop strategies to calm himself
- learn to work individually
- improve social skills
- increase interaction with peers

**Communication:**

- ask for help appropriately
- improve articulation
- talk in sentences/short phrases
- improve conversation skills

**Daily Living:**

- tell time
- make change
- acquire small job responsibilities

**Transition to Adulthood (No later than age 14):**

- expand circle of friends
- increase exposure to community

**Other:**

- learn to accept help from a variety of people
- decrease tactile defensiveness and sensory deficits
- improve fine motor skills



## Student Access Map (SAM) Instructions

The Student Access Map, or SAM, was initially designed as a framework for determining appropriate Assistive Technology supports to aid students in addressing the curriculum standards. It can be used as a planning tool to identify the goals and supports needed for a student in different curriculum areas. It can be completed by any/all Team members, although a multi-disciplinary approach is optimal. It can be used in any learning environment (e.g. regular ed classroom, substantially separate classroom, school-wide location, home), as part of a formal assessment procedure or as an informal guide.

### Section 1: Standard/Goal/Activity

Key questions:

- What is it that we want the student to be able to do?
- Why is the Team looking for supports?
- What is the Standard, IEP goal or activity where the student is having or will have difficulty?
- What are the specific skills that are required for this task?
- What other factors are part of the activity?
- What is the main purpose of this activity?
- What is the essential skill that is being targeted?

### Section 2: Student

Key Question:

- What are the student's skills as they relate to skills required for the targeted standard, goal or activity?

### Section 3: Barrier

Key Questions:

- Which required skill might prevent him/her from participating fully in the activity?
- What is preventing the student from successfully completing the activity?
- Given the skills required for the task, which are a challenge for this student?

### Section 4: Supports

Key Questions:

- What strategies and tools may help eliminate or minimize the barrier?




### Section 5: Plan

Key Questions:

- What is the Team's plan for implementation of the suggested Assistive Technology supports?

## Student Access Map (SAM)




Student: \_\_\_\_\_ Date: \_\_\_\_\_ Location: \_\_\_\_\_ Person completing this form: \_\_\_\_\_

<input type="checkbox"/> Standard/Objective <input type="checkbox"/> IEP Goal / Benchmark <input type="checkbox"/> Instructional Activity List academic skills, personal skills, and environmental factors. • State primary goal of the activity	 <b>Student</b> List the student's strengths and challenges as they relate to the requirements of the activity. Barrier • Which required skill/factor impedes the student's participation or success?	<b>Barrier</b> Which required skill/factor impedes the student's participation or success?	 <b>Supports: Tools &amp; Strategies</b> List all possible no tech, low tech, mid tech, or high tech supports to help student perform the task.	 <b>Plan</b> List/prioritize steps of your implementation plan • Identify time line and persons responsible • List criteria for success

*Adapted From: "Wisconsin Assistive Technology Initiative Environmental Observation Guide" 9/98 Boston Public Schools Access Technology Center at Emmanuel College in collaboration with: Maureen Dacey, Easter Seals of Massachusetts for Boston Public Schools Access Technology Center, October 1, 2002*  
<http://www.boston.k12.ma.us/tech/technology/emmanuel.asp>

## Student Access Map (SAM) - Reading/Decoding

Student: Terrell      Date: 12/03/02      Location: Classroom/Office      Person completing this form: IEP Team

<ul style="list-style-type: none"> <li><input type="checkbox"/> Standard/Objective</li> <li><input type="checkbox"/> IEP Goal / Benchmark</li> <li><input type="checkbox"/> Instructional Activity</li> <li>• List academic skills, personal skills, and environmental factors</li> <li>• State primary goal of the activity</li> </ul>	<p style="text-align: center;"></p> <p><b>Student</b></p> <ul style="list-style-type: none"> <li>• List the student's strengths and challenges as they relate to the requirements of the activity.</li> </ul>	<p style="text-align: center;"><b>Barrier</b></p> <ul style="list-style-type: none"> <li>• Which required skill/factor impedes the student's participation or success?</li> </ul>	<p style="text-align: center;"></p> <p><b>Supports: Tools &amp; Strategies</b></p> <ul style="list-style-type: none"> <li>• List all possible no tech, low tech, mid tech, or high tech supports to help student perform the task.</li> </ul>	<p style="text-align: center;"></p> <p><b>Plan</b></p> <ul style="list-style-type: none"> <li>• List/prioritize steps of your implementation plan</li> <li>• Identify time line and persons responsible</li> <li>• List criteria for success</li> </ul>
<ul style="list-style-type: none"> <li>• Standard: #2 (Reading) Read and respond to age/level appropriate reading materials</li> <li>Instructional activity: participate in guided reading of Chapter 1 in book <i>Sadako &amp; the Thousand Paper Cranes</i> by Eleanor Coerr and small group discussion around a key question</li> <li>• <b>Academic skills:</b> Read, Decode text, Comprehend text and auditory info, Formulate and organize ideas</li> <li>• <b>Personal skills:</b> Listen, Speak, Attend, Visual tracking and acuity</li> <li>• <b>Environment:</b> Independent/small group work</li> <li>• <b>Goal:</b> - Independently read text, Participate in small group discussion around key question</li> </ul>	<ul style="list-style-type: none"> <li>• Gr.4 student</li> <li>• Good cognitive skills</li> <li>• Difficulty decoding multi syllabic words</li> <li>• Gets frustrated easily</li> <li>• Difficulty keeping place in text says the words move around</li> <li>• Good auditory comprehension skills</li> <li>• Good verbal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Reading/decoding of the passage with enough fluency to comprehend and remember details</li> <li>Visual tracking</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Low Tech:</b> Graphic organizer (for vocabulary (Inspiration software))</li> <li><b>Brainstorm story content using graphic organizer :</b> Finger grip ruler, Swizzle stick/pencil, Magnifying bar, Plastic word frame, Highlighter/tape, Laminated highlighter tape, Page flags, Colored transparencies, Enlarge text on copier, Read with a peer, Word walls/lists/rings</li> <li><b>Mid Tech:</b> Small flashlight, Record book onto tape, Speaking Homework Wiz</li> <li><b>High Tech:</b> Scan text &amp; use text reader, Phonics-based software, Electronic books, e.g., Start-to-Finish, for reading practice</li> </ul>	<ul style="list-style-type: none"> <li>• Low to high tech tools will be introduced in the order listed, by classroom teacher</li> <li>• Success will be determined by the quantity and quality of student's contributions to the group discussion</li> <li>• Classroom supported by resource room teacher</li> <li>• Schedule meeting in 1 month with student; teachers and AT assessor to determine which tools/supports may need to be provided on long term basis</li> </ul>

*SAM form adapted from: "Wisconsin Assistive Technology Initiative Environmental Observation Guide" 9/98Boston Public Schools Access Technology Center in collaboration with Maureen Dacey, Easter Seals of Massachusetts for Boston Public Schools Access Technology Center, October 1, 2002*  
<http://www.boston.k12.ma.us/teach/technology/emmanuel.asp>

## Student Access Map (SAM) - Math

Student: Terrell    Date: 12/03/02    Location: Classroom    Person completing this form: IEP Team

<input type="checkbox"/> Standard/Objective <input type="checkbox"/> IEP Goal / Benchmark <input type="checkbox"/> Instructional Activity • List academic skills, personal skills, and environmental factors. • State primary goal of the activity	 Student • List the student's strengths and challenges as they relate to the requirements of the activity. Barrier • Which required skill/factor impedes the student's participation or success?	Barrier • Which required skill/factor impedes the student's participation or success?	 Supports: <b>Tools &amp; Strategies</b> • List all possible no tech, low tech, mid tech, or high tech supports to help student perform the task.	 Plan • List/prioritize steps of your implementation plan • Identify time line and persons responsible • List criteria for success
Standard: Interpret the multiple uses of numbers by taking real-world situations and translating them into numerical statements • Instructional activity: Word problems based on real life examples of using money • 4th grade inclusive classroom with 18 students • Skills: - - problem-solving - - information organization - - concepts of whole numbers - - whole number computation - - patterns & relationships - - logical & critical thinking	Grade 4 student Likes math • Slightly below grade level • Good verbal math skills • Good logical thinking • Good auditory comprehension skills • Doesn't know times tables from memory • Can use calculator • Difficulty with showing his work in an organized fashion • Getting thoughts down on paper sequentially		<b>No Tech</b> • Peer/adult support • Problems are presented individually • Visualization • Additional time for task <b>Low Tech</b> • Manipulative coins/bills, 100 chart & counters • Cuisenaire Rods Money games • Graphic organizers Page Up or other paper holder to hold small models of supports, e.g., 100s chart, times tables, sentence strips, etc. <b>Mid Tech</b> • Talking calculator - to check work, Tape recorder & headphones - to tape answers <b>High Tech</b> : IntelliMathics, Inspiration , Talking portable word processor	Supports will be introduced in the following order: Para /teachers reads questions & writes dictated answers • Student copies dictated answers • Student uses manipulatives to solve problem • Present 1 problem at a time • Student dictates to tape recorder • With headphones, student transcribes tape • Introduce talking calculator • Teacher will be trained on Inspiration & IntelliMathics software • Classroom supported by resource room teacher • Schedule meeting in 1 month with student; teachers and AT assessor to determine which tools/supports may need to be provided on long term basis • Student success determinedly length/quality of student written responses

SAM form adapted from: "Wisconsin Assistive Technology Initiative Environmental Observation Guide " 9/98 Boston Public Schools Access Technology Center in collaboration with Maureen Dacey, Easter Seals of Massachusetts for Boston Public Schools Access Technology Center, October 1, 2002  
<http://www.boston.k12.ma.us/teach/technology/emmanuel.asp>

IEP Goal - Activity Matrix for _____										This form can be completed by the parents and the multidisciplinary team to ensure that all the IEP goals are being addressed at some time during the school week.				
IEP Goals														

IEP Goal—Activity Matrix for <u><i>Brian</i></u>														This form can be completed by the parents and the multidisciplinary team to ensure that all the IEP goals being addressed at some time during the school week.	
IEP Goals	Open Time	Math	Lang Arts	Activity Time	Science	Social Studies	Lunch Recess	Story Time	Reading	Art	Music	Library	Gym	Activity Time	Bus
Increase sight word vocabulary	X		X	X	X	X		X	X			X		X	
Increase comprehension			X					X	X			X			
Write letters			X	X	X	X									
Write name & address			X	X											X
Add/Subtract	X	X			X										X
Tell time		X		X			X								
Identify coins	X	X					X								X
Learn to dress	X														
Go to the bathroom independently	X			X			X						X	X	
Ask for help	X						X		X	X	X	X	X	X	X
Improve Articulation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Improve conversation skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Adapt to change in routine	X		X	X	X	X	X							X	X
Learn to share and take turns	X			X	X		X	X							
Develop strategies to calm himself	X						X	X				X	X	X	
Learn to work individually		X	X	X	X	X			X	X	X	X	X	X	
Follow multi-step directions	X	X	X	X	X				X	X	X		X	X	
Decrease tactile defensiveness				X			X						X	X	
Improve social skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X