

# Meeting the Needs of Students with Physical Impairments:

## A Resource Manual

MINNESOTA DEPARTMENT OF

*Children  
Families &  
Learning*

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DIVISION OF SPECIAL EDUCATION

Minnesota Department of Children, Families & Learning

## PHYSICALLY IMPAIRED SERVICES IN THE EDUCATIONAL SETTING

### Introduction

Physically Impaired (PI) is a low incidence disability area, usually about 1% of the school population. According to the 2001 Minnesota Child Count, there are currently 1640 students identified as Physically Impaired.

### Definition

*"Physically impaired" means a medically diagnosed chronic, physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning and result in the need for special education and related services.* Minn. R. 3525.1337, subp. 1. Examples of diagnoses that may meet this criteria are: cerebral palsy, spina bifida, muscular dystrophy, spinal cord injury, osteogenesis imperfecta, or arthrogyrosis.

### Characteristic/Educational Implications

Most students who meet the criteria for PI have difficulty with completion of tasks involving motor skills (fine and gross, visual motor and motor planning). In addition to the difficulty with motor skills, many of these students may have accompanying neurological impairments which may impact organization and independent work skills. These characteristics may impact a student's ability to manage or complete the motor components of classroom tasks within the same time period as his or her peers. It is not unusual for students who are physically impaired to have academic needs due to atypical learning profiles.

### Variability

There is great variability among different physical disabilities. Specific disabilities could be very mild resulting in minimal educational needs, or more severe, resulting in significant educational needs. These needs may require specialized equipment, technology, instruction, and possibly paraprofessional support. While most physical disabilities are static with minimal change in basic motor skills, there are some disabilities that are degenerative (i.e. muscular dystrophy). Special planning and considerations are necessary for this situation.

### Myths/Common Misconceptions

There are many myths and misconceptions about students with physical impairments. It is important to remember that having a physical disability does not automatically mean that the student meets the criteria for Physically Impaired. Another common misconception for a student with a physical impairment is that the student also has a cognitive impairment. This is even more frequent when the physical impairment is more severe, impacting communication and mobility. There is the same range of cognitive skills for students with a physical impairment as there is for other students. An additional misconception is that therapy--physical or occupational therapy, can "cure" a disability. While therapy can increase a student's skills to complete different gross and fine motor tasks, the student will still have the same medical diagnosis and physical disability.

## Introduction/Criteria

### Eligibility Criteria

The criteria for Physically Impaired requires the documentation of a medically diagnosed physical impairment, which is usually a motor disability, as well as documentation of educational implications related to the physical impairment. The educational implication can be related to a lack of functional level of organization or independent work skills; or to the inability to manage or complete motoric portions of classroom tasks within time constraints; or the physical impairment interferes with educational performance as shown by an achievement deficit of 1.0 standard deviation or more on an achievement test. (Refer to criteria for specific components) The criteria does not include a discrepancy between the student's cognitive skills and academic performance. The criteria also requires that a teacher licensed to teach in the area of Physically Impaired be a member of the evaluation team.

### Adaptations

The most common components of the educational program for a student who is Physically Impaired are adaptations to accommodate for the student's physical disability.

Adaptations often include:

- preferential seating
- time extensions for assignments
- testing accommodations
- assignment adaptations, ie. reduction in the amount of writing
- note taking
- second set of text books for home or class
- assistive technology
- emergency evacuation procedures
- additional time for transitions (leaving early)
- locker accommodations such as alternative locks (key) specific locker location(s)
- special equipment for mobility and positioning
- field trip transportation

### Special Education and Related Services

The Physical and Health Disabilities (P/HD) teachers provide consultation on educational implications unique to the physical impairment. They may assist in developing appropriate goals and objectives, curricular modifications, adaptations, accommodations, and use of assistive technology to meet curriculum requirements. They may serve as a resource to plan and/or present disability-specific inservices. Based on team determined student needs, most academic services are provided through a multidisciplinary team-teaching model utilizing the school's special education teachers. The P/HD teachers usually provide consultation through an itinerant model. Other service providers may include the following: physical therapist (PT), occupational therapist (OT), developmental adapted physical education (DAPE) teacher, school nurse, speech and language pathologist, communication disorders specialist (CDS), school social worker, and assistive technology specialist.

### Staff Qualifications/Training

A teacher with Physically Handicapped or Physical and Health Disabilities license is required on the IEP Team of a student who is Physically Impaired. When determined by the IEP team, students may receive paraprofessional support to assist with motor needs related to the physical impairment, In addition to the basic training provided to all paraprofessionals in special education, specialized competencies may be needed and specific training related to the student's disability (including use of specialized equipment and technology) should be provided. It is also beneficial to provide inservice training to the student's teachers and peers.

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## Introduction/Criteria

**MINNESOTA RULES, CHAPTER 3525**

## 3525.1337 PHYSICALLY IMPAIRED.

**Subpart 1. Definition.** "Physically impaired" means a medically diagnosed chronic, physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning and result in the need for special education and related services.

**Subpart 2. Criteria.** A pupil is eligible and in need of special education instruction and services if the pupil meets the criterion in item A and one of the criteria in item B.

A. There must be documentation of a medically diagnosed physical impairment.

B. The pupil's:

(1) need for special education instruction and service is supported by a lack of functional level in organizational or independent work skills as verified by a minimum of two or more documented, systematic observations in daily routine settings, one of which is completed by a physical and health disabilities teacher;

(2) need for special education instruction and service is supported by an inability to manage or complete motoric portions of classroom tasks within time constraints as verified by a minimum of two or more documented systematic observations in daily routine settings, one of which is completed by a physical and health disabilities teacher; or

(3) physical impairment interferes with educational performance as shown by an achievement deficit of 1.0 standard deviation or more below the mean on an individually administered nationally normed standardized evaluation of the pupil's academic achievement.

STAT AUTH: MS s [14.389](#); [120.17](#); L 1999 c 123 s 19.20

HIST: 16 SR 1543; L 1998 c 397 art 11 s 3; 24 SR 1799; 26 SR 657

*Current as of 1/18/02*

## MINNESOTA PHYSICALLY IMPAIRED CRITERIA GUIDELINES

### **3525.1337 PHYSICALLY IMPAIRED.**

**Subpart 1. Definition.** *"Physically impaired" means a medically diagnosed chronic, physical impairment, either congenital or acquired, that may adversely affect physical or academic function and result in the need for special education and related services.*

**Subp. 2. Criteria.** *A pupil is eligible and in need of special education instruction and services if the pupil meets the criterion in item A and one of the criteria in item B.*

#### **A. Medical Diagnosis**

***There must be documentation of a medically diagnosed physical impairment.***

Minnesota State criteria requires the physical impairment to be diagnosed by a licensed medical physician. Reports with reference to a physical impairment from hospitals or clinics, written by professional or medical staff other than a medical physician (such as a Physical Therapist, Occupational Therapist, or Physicians Assistant) would not meet Minnesota state criteria for a medically diagnosed physical impairment. In addition, this must be a specific medical diagnosis. Vague language such as possible, probable, or a listing of characteristics such as low muscle tone or global motor deficits would not meet criteria for a medical diagnosis of a physical impairment for this criteria. The medical diagnosis of the physical impairment needs to be documented in the initial evaluation for special education in the area of Physically Impaired. Additional or repeated documentation of the physical impairment by a medical physician is not required during 3-year reevaluations.

**AND**

#### **B. General Components**

In addition to a documented medical diagnosis of a physical impairment, the student must demonstrate that the physical impairment is adversely affecting educational performance. A student with a physical impairment whose impairment is not impacting academic performance or functioning in the educational setting, may not be in need of special education services. The physical impairment must result in one or more of the following: lack of functional level of organizational or independent work skills, inability to manage or complete motoric portions of classroom tasks within time constraints, or a 1.0 standard deviation academic achievement deficit.

### A. The pupil's:

***(1) need for special education and services is supported by a lack of organizational or independent work skills as verified by minimum of two or more documented, systematic observations in daily routine settings, one of which is completed by a physical and health disabilities teacher;***

The appropriately licensed teacher, physically handicapped or physical and health disabilities, must be included in the initial evaluation planning, be part of the evaluation team, and complete a minimum of one of the systematic, documented observations.

The routine settings can include the classroom, other school areas (lunchroom, hallways, gym, playground)but also other environments such as a residential program, rehabilitation setting, hospital, or home. A lack of functional level of organizational or independent work skills can be verified through observation(s); checklists and/or interviews with school staff and the student. Organizational and Independent Work Skills/ Motor Skills Checklists for Prekindergarten-Kindergarten, Elementary, and Middle School-High School are included in this manual.

**OR**

***(2) need for special education instruction and service is supported by an inability to manage or complete motoric portions of classroom tasks within time constraints as verified by a minimum of two or more documented, systematic observations in daily routine settings, one of which is completed by a physical and health disabilities teacher;***

As in (1), at least one of the observations for this verification should be completed by an appropriately licensed teacher of the physically handicapped or physical and health disabilities teacher. One of the documented systematic observation(s) could be completed by the regular education teacher, other special education teacher, Physical Education teacher, DAPE instructor, or school-based occupational therapist and physical therapist. The classroom is not exclusive to the traditional academic instructional setting but includes all natural and educational environments. As noted earlier, Organizational and Independent Work Skills/ Motor Skills Checklists for Prekindergarten-Kindergarten, Elementary, and Middle School-High School are included in this manual.

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The inability to manage or complete motoric portions of classroom tasks within time constraints which refers to typical classroom/school expectations may be due to difficulty with the following:

- strength/endurance
- coordination
- manipulating/storing/retrieving academic materials and/or tools
- handwriting difficulty with speed, legibility, fatigue, volume of writing
- making transitions within the classroom or building
- managing belongings (coat, backpack)
- activities of daily living

**OR**

***(3) physical impairment interferes with educational performance as shown by an achievement deficit of 1.0 standard deviation or more below the mean on an individually administered nationally normed standardized evaluation of the pupil's academic achievement.***

The deficit should be in more than one subtest of an academic achievement test. A student who meets the criteria to receive special education services under the Physically Impaired category does not need to qualify for academic services due to a discrepancy between intellectual and achievement or grade placement. The evaluation should include a description of the educational implications of the achievement deficit. A teacher with a Physically Handicapped or P/HD license is required to be involved in determining educational needs and in the interpretation of the evaluation in this section of the criteria.

## PHYSICALLY IMPAIRED CRITERIA CHECKLIST

### STATE DEFINITION

*“Physically Impaired” means a medically diagnosed chronic, physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning and result in the need for special education and related services.”*  
Minn. R 3525.1337, subp. 1

### CRITERIA

**A pupil is eligible and in need of special education instruction and services if the pupil meets the criterion in item A and one of the criteria in item B.**

**A. There must be documentation of a medically diagnosed physical impairment :**

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Diagnosis/Physician's name/Date

**B. The pupil's:**

- \_\_\_\_\_ 1) Need for special education instruction and service is supported by a lack of functional level in organizational or independent work skills as verified by a minimum of two or more documented, systematic observations in daily routine settings, one of which is completed by a physical and health disabilities teacher;

Document systematic observations in daily routine settings, one of which is completed by a teacher licensed in the area of physically handicapped or physical and health disabilities.

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Observation 1 - Who/Date/Where

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Observation 2 - Who/Date/Where

**OR**

- \_\_\_\_\_ 2) Need for special education instruction and service is supported by an inability to manage or complete motoric portions of classroom tasks within time constraints as verified by a minimum of two or more documented, systematic observations in daily routine settings, one of which is completed by a physical and health disabilities teacher;

Document two or more systematic observations in daily routine settings, one of which is completed by a teacher licensed in the area of physically handicapped or physical and health disabilities.

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Observation 1 - Who/Date/Where

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Observation 2 - Who/Date/Where

**OR**

- \_\_\_\_\_ 3) Physical impairment interferes with educational performance as shown by an achievement deficit of 1.0 standard deviation or more below the mean on an individually administered nationally normed standardized evaluation of the pupil's academic achievement.

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Attach to this checklist the documentation of the physical impairment, documentation of observation and/or achievement testing.

# WHO IS THE TEACHER OF THE PHYSICALLY IMPAIRED?

The student who receives special education under the Physically Impaired category must have a licensed teacher in this special education area as a member of his/her IEP team. This teacher must be involved in the evaluation and development of the IEP for the student receiving services under the category of Physically Impaired.

Currently, the license for most teachers working with student with a physical impairment in Minnesota is **Physically Handicapped** and the new license that is issued for teachers completing the new competencies outlined by the Minnesota Board of Teaching is called **Physical and Health Disabilities(P/HD)**. Licensed teachers of the Physically Impaired are called a variety of titles throughout the state- POHI teacher, PI/OHI/TBI teacher, PI/OHI teacher, Teacher of the Physically Impaired, but all have a license of Physically Handicapped.

The requirement of having a licensed teacher for students who are Physically Impaired is different from two other low incidence areas of special education Other Health Disability (OHD) or Traumatic Brain Injury (TBI). It is considered best practice to have a special education teacher who has the specialized skills to address these students' unique educational needs.

## BOARD OF TEACHING

### ADOPTED PERMANENT RULES RELATING TO TEACHER LICENSING

8710.5800 TEACHERS OF SPECIAL EDUCATION: PHYSICAL AND HEALTH DISABILITIES.

**Subpart 1. Scope of practice.** A teacher of special education: physical and health disabilities is authorized to provide specialized instructional services in prekindergarten through grade 12 to children and youth with medically diagnosed physical or health disabilities and to collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized educational program plans for students.

**Subpart 2. License requirements.** A candidate for licensure to teach prekindergarten through grade 12 students with physical or health disabilities shall:

- A. hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;
- B. demonstrate the standards for effective practice for licensing of beginning teachers in part 8710.2000;
- C. demonstrate core skill requirements in part 8710.5000; and
- D. show verification of completing a Board of Teaching preparation program approved under part 8700.7600 leading to the licensure of teachers of special education: physical and health disabilities in subpart 3.

**Subpart 3. Subject matter standard.** A candidate for licensure as a teacher of special education: physical and health disabilities must complete a preparation program under subpart 2, item D, that must include the candidate's demonstration of the knowledge and skills in items A to E.

- A. A teacher of special education physical and health disabilities: understands the central concepts, tools of inquiry, and history and context of physical and health disabilities as a foundation on which to base practice. The teacher must understand:
  - (1) historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to and the education of children and youth with medically diagnosed physical or health-related disabilities;
  - (2) the etiology, characteristics, and classification of physical and health-related disabilities and their developmental and educational implications on children and youth;
  - (3) current educational definitions, identification criteria and labeling issues, and entrance and exit criteria for services pertaining to students with physical or health-related disabilities;
  - (4) implications of physical and health disabilities on psychosocial, educational, vocational, and leisure outcomes for students;
  - (5) basic principles of human anatomy, physiology, pharmacology, kinesiology, and neurology;
  - (6) secondary health care issues which accompany specific physical and health disabilities;

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- (7) condition-specific needs as these needs relate to managing personal physical care for children and youth with physical or health disabilities;
- (8) appropriate body mechanics to ensure student and teacher safety in transferring, lifting, positioning, and seating;
- (9) first aid techniques and evacuation procedures necessary to maintain the safety of students in a variety of educational settings;
- (10) how to assess reliable methods of response of individuals who lack typical communication and performance abilities;
- (11) how to apply recommended universal precautions to maintain healthy environments; and
- (12) common environmental and structural barriers that hinder accessibility and acceptance of individuals with physical and health disabilities.

B. A teacher of special education physical and health disabilities: understands referral, assessment, planning and placement procedures specific to teaching students with physical or health related disabilities. The teacher must understand:

- (1) referral and intervention procedures;
- (2) use, limitations, ethical concerns, administration and interpretation of formal and informal assessment for students with a physical or a health disability and how to effectively communicate the results to the students, families, teachers, and other professionals;
- (3) how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with physical or health disabilities;
- (4) major assessments used to measure motor, auditory, visual, and other learning modalities, and how to adapt and modify assessment measures appropriately for children and youth with physical or health disabilities;
- (5) how to assess student need for and the ability to use assistive or adaptive technology;
- (6) how to assess the functional skills of children and youth with a physical or health disability;
- (7) how to assess for environmental and structural barriers;
- (8) school setting adaptations necessary to accommodate the needs and abilities of children and youth with physical or health-related disabilities;
- (9) how to interview, gather, and maintain information from parents, families, teachers, and other professionals for purposes of assessment and planning, developing, implementing, and evaluating educational services to students with physical or health disabilities;
- (10) communication and social interaction alternatives for individuals who are nonverbal;
- (11) uses and sources of appropriate materials, equipment, and adaptive, augmentative, and assistive technologies to meet the needs of children and youth with physical or health disabilities;

## Introduction/Criteria

- (12) various educational placement options and the selection of appropriate options based on the needs of the student;
  - (13) how to develop and use technology plans based on adaptive technology assessment and integrate these plans into the individual educational program plans; and
  - (14) how to design individual plans that integrate assessment-based needs results and family priorities, resources, and concerns; and that incorporate, when appropriate, academic and nonacademic goals and the appropriate use of augmentative, adaptive, and assistive technologies.
- C. A teacher of special education physical and health disabilities: understands how to use individual education program plans to design and implement developmentally appropriate instruction for students with physical or other health-related impairments. The teacher must understand how to:
- (1) interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans for children and youth with a physical or health disability;
  - (2) implement research-supported instructional practices, strategies, and adaptations necessary to accommodate the unique needs of students with physical or health disabilities;
  - (3) adapt, modify, and accommodate curriculum or teach compensatory skills to optimize learning for children and youth with physical or health disabilities;
  - (4) apply the knowledge of fine-, gross-, and sensori-motor development to curriculum selection and design;
  - (5) construct instructional sequences to teach transition skills based on the cognitive, affective, and academic strengths of each student and plans for transition from school to postsecondary training and employment;
  - (6) apply strategies for teaching self-advocacy; and
  - (7) monitor, summarize, and evaluate the acquisition of the outcomes stated in the individual plans.
- D. A teacher of special education physical and health disabilities: communicates and interacts with students, families, other teachers, and the community to support student learning and well-being. The teacher must understand:
- (1) how to assist students and their parents in making choices that impact academic and occupational decisions;
  - (2) sources of unique services, networks, agencies, and organizations for students with physical or health disabilities;
  - (3) roles and responsibilities of related services personnel, including physicians, nurses, occupational therapists, physical therapists, prosthetists, rehabilitation engineers, and adapted physical education teachers in the education of students with physical or health disabilities;
  - (4) educational roles and responsibilities of other teachers and support personnel in providing educational services to students with physical or health-related disabilities;

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- (5) processes and strategies for providing integrated care for children and youth with a physical or health disability, particularly when students are transitioning from home, hospital, or rehabilitation facility to school; and
- (6) how to access information relevant to the field of physical or health disabilities through consumer and professional organizations, publications, and journals.

E. A teacher of special education physical and health disabilities: applies the standards of effective practice in teaching students with physical or health disabilities through a variety of early and ongoing clinical experiences with prekindergarten, kindergarten or primary, intermediate or middle level, and high school students across a range of service delivery models.

**Subpart 4. Continuing licensure.** A continuing license shall be issued and renewed according to rules of the Board of Teaching governing continuing licenses.

**Subpart 5. Effective date.** Requirements in this part for licensure as a teacher of special education: physical and health disabilities are effective on September 1, 2001, and thereafter.

# -INSTRUCTIONS-

## ORGANIZATIONAL AND INDEPENDENT WORK SKILLS/MOTOR SKILLS CHECKLISTS FOR STUDENTS WITH PHYSICAL IMPAIRMENTS

### PREKINDERGARTEN-KINDERGARTEN ELEMENTARY MIDDLE SCHOOL AND HIGH SCHOOL

These three checklists are designed to assist teachers or other related professionals in the identification of needs in the area of organizational and independent work skills and/or motoric skills in the classroom. The criteria for physically impaired requires a minimum of two or more documented, systematic observations addressing the area of organizational and independent work skills or the motoric portions of classroom tasks. These checklists provide an observational tool to address criteria components. They are not required but are a suggested way to address this section of the criteria. The checklists can also be used as a format for student interview.

Each skill area should be rated and/or described as follows:

**Independent** - student is able to complete the skill or tasks at a quality or rate similar to his/her peers.

**Needs Assistance** - student is not able to complete the skill or task at a quality or rate similar to his/hers peers.

**Comments/Adaptations** - clarification of student's skills, noting current adaptations.

# Evaluation

**PREKINDERGARTEN-KINDERGARTEN**  
**ORGANIZATIONAL AND INDEPENDENT WORK SKILLS/ MOTOR SKILLS CHECKLIST**

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Environment/School: \_\_\_\_\_

Setting: \_\_\_\_\_

Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

	INDEPENDENT	NEEDS ASSISTANCE	Comments/Adaptations
<b>ORGANIZATION AND WORK SKILLS</b>			
Follows natural environment or classroom routines rules			
schedules			
Follows 1-2 step directions			
Attends in groups			
Begins task/activity			
Finishes task/activity within the time allotted			
Knows when task/activity is complete			
Corrects mistakes given verbal feedback			
Transitions from one activity/setting to another:			
within the allowed time			
with needed materials and supplies			
Uses free time appropriately (chooses an activity/ playmate, plays)			
Participates actively in group activities/projects			
Seeks adult/peer help appropriately			
<b>MOTOR</b>			
Moves through natural and school environments in a safe and timely manner (including emergency evacuation)			
Demonstrates stability at table, on chair, or floor			
Participates in learning movement activities similar to peers			
Utilizes all natural and school environments			
Meets personal needs (eating, dressing, toileting) in natural environment or school			
Stabilizes paper while using pencils, crayons, and markers			
Picks up, holds, turns pages of books			
Manipulates play materials (puzzles, blocks)			
Uses school supplies (markers, scissors, eraser, glue, paints)			
Manages back pack			
Stores and retrieves materials in an orderly, timely manner			
Operates standard computer and mouse			

**-PLEASE COMPLETE BOTH SIDES OF FORM -**

**PREKINDERGARTEN-KINDERGARTEN**

**ORGANIZATIONAL AND INDEPENDENT WORK SKILLS/ MOTOR SKILLS CHECKLIST**

Do you have any concerns regarding this student's behavior?                      yes            no

Do you have any concerns regarding this student's attendance?                      yes            no

Does this student get along socially with peers?                      yes            no

Does this student's disability impact peer acceptance?                      yes            no

Please list any accommodations or modifications you routinely make for this student.

What other issues or concerns do you have for this student?

**ELEMENTARY**  
**ORGANIZATIONAL AND INDEPENDENT WORK SKILLS/ MOTOR SKILLS CHECKLIST**

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

Setting: \_\_\_\_\_

Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

	INDEPENDENT	NEEDS ASSISTANCE	COMMENTS/ADAPTATIONS
<b>ORGANIZATION AND WORK SKILLS</b>			
Follows classroom routines			
rules			
schedules			
Follows verbal directions			
Follows written directions			
Follows multi-step directions in sequence			
Listens and works without distraction			
Begins work/tasks			
Finishes work/tasks within time allotted			
Knows when work is complete			
Corrects mistakes and edits work			
Turns in work on time			
Takes notices and appropriate materials home to complete homework			
Returns completed homework within time allotted			
Transitions from one classroom activity/setting to another:			
within the time allowed			
with needed materials and supplies			
Uses free time appropriately			
Participates actively in class discussions, group activities, projects			
Requests help appropriately (teacher, support staff, peer) to clarify classroom requirements or meet personal needs			
<b>MOTOR</b>			
Moves through school environment in a safe and timely manner (including emergency evacuations)			
Demonstrates stability at classroom desk, table, chair, or floor			
Participates in physical education class			
Utilizes all school environments (ie .lunchroom, locker, bathroom, playground, stage)			
Meets personal needs (eating, dressing, toileting) at school			
Produces written work that is legible and completed within time lines, without fatigue			
Uses school supplies (markers, scissors, eraser, glue, paints)			
Manages books, materials, and back pack			
Stores and retrieves materials in an orderly and timely manner			
Operates standard computer and mouse			

- PLEASE COMPLETE BOTH SIDES OF FORM -

**ELEMENTARY**

**ORGANIZATIONAL AND INDEPENDENT WORK SKILLS/ MOTOR SKILLS CHECKLIST**

Do you have any concerns regarding this student's behavior?                      yes            no

Do you have any concerns regarding this student's attendance?                      yes            no

Does this student get along socially with peers?                      yes            no

Does this student's disability impact peer acceptance?                      yes            no

Please list any accommodations or modifications you routinely make for this student.

What other issues or concerns do you have for this student?

**MIDDLE SCHOOL AND HIGH SCHOOL**  
**ORGANIZATIONAL AND INDEPENDENT WORK SKILLS/ MOTOR SKILLS CHECKLIST**

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 School: \_\_\_\_\_ Setting: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Completed by: \_\_\_\_\_ or \_\_\_\_\_ Student Interview

	Independent	Needs Assistance	Comments/ Adaptations
<b>ORGANIZATION AND WORK SKILLS</b>			
Follows daily class schedule			
Uses and follows assignment book or planner			
Organizes and studies course materials			
Listens and works without distraction			
Begins and completes work within time allotted			
Understands assignment expectations			
Turns in work on time			
Completes tests			
Obtains and completes makeup assignments when absent			
Transitions from one classroom activity/setting to another: within the allowed time			
with needed materials and supplies			
Uses independent time appropriately			
Participates actively in class discussion, group activities, projects			
Advocates for self to clarify classroom requirements or meet personal needs			
<b>MOTOR</b>			
Moves through school environment in a safe and timely manner (including emergency evacuations)			
Utilizes all school environments (ie. lunchroom, locker room, stage)			
Participates in physical education class			
Meets personal needs (eating, dressing, toileting) within the daily schedule			
Produces written work (notes and assignments) that is legible and completed within time lines, without fatigue			
Manages school materials and belongings in a timely manner			
Organizes school materials, folders, locker			
Operates standard computer and mouse			

- PLEASE COMPLETE BOTH SIDES OF FORM -

**MIDDLE SCHOOL AND HIGH SCHOOL**

**ORGANIZATIONAL AND INDEPENDENT WORK SKILLS/ MOTOR SKILLS CHECKLIST**

Do you have any concerns regarding this student's behavior?                      yes            no

Do you have any concerns regarding this student's attendance?                      yes            no

Does this student get along socially with peers?                      yes            no

Does this student's disability impact peer acceptance?                      yes            no

Does this student initiate contact with you regarding accommodations/  
modifications that may be necessary due to the disability?                      yes            no

Please list any accommodations or modifications you routinely make for this student.

What other issues or concerns do you have for this student?

## **Adaptations to Evaluations to Accommodate Learners with Physical Impairments**

### **Alteration of presentation format**

- ❖ Reading directions or text
- ❖ Presenting complex directions in smaller, sequential increments
- ❖ Teaching the test responses

### **Modification of test materials or administration**

- ❖ Limiting the amount of test items presented
- ❖ Enlarging test items or making the test clearer perceptually
- ❖ Rearranging test items
- ❖ Providing time extensions or eliminating time variable
- ❖ Allowing shortened test sessions or more frequent breaks

### **Alternative response formats**

- ❖ Pointing
- ❖ Eye-gazing
- ❖ Dictating response
- ❖ Interpreting of response by person familiar with learner's communication
- ❖ Using an augmentative communication device
- ❖ Changing to multiple-choice format
- ❖ Enlarging the test protocol to provide more space for writing
- ❖ Using word processing to complete writing tasks or tests, if appropriate
- ❖ Using compensatory software such as word prediction, voice input, or text to speech
- ❖ Using calculator

If adaptations are used in test administration, these need to be documented in the discussion of the test results and interpretation. Many of these adaptations would result in a significant change in the administration and standardization of the test. The validity of the results needs to be carefully weighed when making educational decisions.

Evaluating the intellectual functioning of a student with a physical disability is often complicated by the student's motor skills. Even though the performance section scores may be invalid due to the significant changes required for administration, the performance portions could be completed to gain insight into the student's problem solving skills and information processing.

There are several cognitive tests that do not require a verbal response or motor response (except to point)

Test of NonVerbal Intelligence III (TONI)

Comprehensive Test of Non Verbal Intelligence

\*There are specific accommodations in the following areas; presentation format, test setting, scheduling and timing, and response format for Minnesota State Basic Standards and Statewide Testing. Refer to Graduation Standards Section.

## Evaluation

### **Suggestions for Evaluating Reading Comprehension of Nonverbal Students with Physical Impairments**

For beginning readers who are non-verbal, it can be challenging to develop strategies to determine if the student is able to identify the word. While it is sometimes very helpful initially to have the student's reading words included in the student's communication system, it would not be realistic to have the student learn to say every word that he or she can read.

*Always encourage the beginning reader to identify words that are unknown, so they will be correctly identified and practiced*

*Have the student read a passage with a purpose  
"Read to find out....."*

For beginning readers check for literal comprehension by asking questions related to detail and vocabulary. Inferential, sequential, and predictive questions are more difficult due to the communication and written language skills of beginning, nonverbal readers.

The student may be able to demonstrate knowledge of words through different questioning strategies. While yes/no responses are fast and easy, when used for identifying reading words the student has a 50-50 chance of correctly identifying the word. Some examples of varied questions that could be asked that would be more likely to determine if the student knows a word could be:

1. What word means the same as.....?
2. What word means the opposite of.....?
3. What word has three syllables? What are two word with two syllables?
4. What word rhymes with.....?
5. What word would fit in this sentence? (fill in the blank, cloze sentence)
6. What word answers who? when? where? what? describes how?

Other ideas could include using color or multiple choice strategies to allow students to identify the words. For example, words in the text could be highlighted different colors, and the student could identify the color of the correct word using informal or formal communication systems. If the student has the motor skills to point to a specific word, consider enlarging the text to allow the student to touch the requested word.

For some stories, the pictures in the story can be used to help identify vocabulary. The student could point to the word, then tell what an object is in the picture, or point to the part of the picture that is labeled by a particular vocabulary word. Depending on the skill level of the student using his or her communication device, reading vocabulary could be practiced by asking the student to name one or more words on the page that can be said with his or her device.

Other ideas for determining the level of reading comprehension would be to utilize commercially available multiple-choice format materials such as reading series placement or progress evaluations, reading materials such as Barnell- Loft or SRA, or formal evaluation instruments such as the Stanford Diagnostic Reading Test or Gates-McGinty Reading Test.

**How does the teacher of the physically impaired (PI) become involved in the identification of a student with a physical impairment?**

The PI teacher should be involved in the development of the Evaluation Determination Plan when a student has a documented medical diagnosis of a physical impairment and there are possible educational concerns. There needs to be a teacher licensed in the area of the suspected disability as a member of the evaluation team. The PI teacher's role during the evaluation is to determine, using the criteria for Physically Impaired, whether the student is in need of special education services and to participate in the development of the IEP. An evaluation for Physically Impaired requires the same components in an evaluation report and follows the same due process procedures as all other areas of special education. Physically Impaired criteria states that a physical and health disabilities teacher must complete one of the evaluation observations.

**Does having a medical diagnosis of a physical impairment automatically mean that a student needs special education services and would meet the special education criteria to receive services under physically impaired?**

No, a student with a medical diagnosis of a physical impairment does not always need special education services. The documented medical diagnosis is only one part of the criteria for a student with a physical impairment. The student also needs to meet the educational need component of the criteria in order to receive special education services. There are some students with a medically diagnosed physical impairment who can use accommodations that allow successful performance in the school setting and do not require special education services. A student "with a physical or mental impairment that substantially limits one or more of the major life activities," who primarily requires adaptations may be appropriately served by the development of a Section 504 Rehabilitation Plan. The 504 Plan documents the adaptation necessary to allow the student to participate successfully in his or her educational program.

**When does a teacher of the physically impaired become involved with a student?**

This varies based upon the student's educational needs. A PI teacher becomes a member of a student's IEP team, always by the student's age of seven and maybe earlier if it is determined by the student's IEP team that PI teacher will contribute needed expertise to the student's educational program.

With the new licensure of physical and health disabilities, teachers can be involved with prekindergarten students to grade 12. For the purposes of interpretation, "prekindergarten" and starting with "birth" shall be considered synonymous, just as "age 21" or any lower age of a student who has not yet received a diploma shall be synonymous with grade 12 or below. These teachers can provide special education services for students aged prekindergarten to age 21. The teachers with only the Physically Handicapped (PH) license will need to be part of a multidisciplinary team that includes an early childhood special education (ECSE) teacher to participate in evaluation and service delivery for students with physical impairments who are younger than kindergarten age.

## Questions

### Identification and Assessment

**The criteria for students who are physically impaired describe the inability to manage or complete motoric portions of classroom tasks. Could the gymnasium be considered a classroom?**

Physical education is an academic area with specific curriculum, and the gymnasium is the classroom where the instruction takes place, just as other curriculum such as reading or math is delivered in the traditional classroom. For younger or home schooled students, their classroom could be their natural environment or home.

**Is it possible for a student to receive only DAPE services on his/her IEP?**

Yes, although this is a rare exception, DAPE can appear as the only service on a student's IEP if there are no other educational needs. DAPE is not a primary handicapping condition so the student must meet criteria under one of the existing special education categories. A teacher licensed in the primary special education category must be involved in the initial evaluation, subsequent reevaluations, and annual IEP.

**How is Physically Impaired (PI) different from Other Health Disability (OHD)?**

While both criteria require a medical diagnosis, the student with a physical impairment has a diagnosed chronic physical impairment, congenital or acquired, that adversely effects physical or academic functioning. The student with a health disability has a chronic or acute health disability. A physical impairment is different than a health disability although many students with a physical disability will have secondary health issues related to the physical disability. If the health disability is related to or is caused by the physical disability and the student meets the PI criteria, the student should probably be identified as physically impaired. This is an IEP team decision.

Another major difference between these two criteria areas is that there is a special education license for teachers of the physically impaired (physically handicapped or physical/health disabilities) but there is no specific license for teachers who work with students with other health disabilities. If an IEP evaluation team uses the OHD criteria to determine special education eligibility, it is recommended that the team include a teacher with knowledge or expertise in the area of Other Health Disabilities. There are certain situations where it may be appropriate for the PI teacher to be involved with a student who meets OHD criteria due to significant health and medical concerns that impact learning; PI teachers have expertise that may contribute to the student's educational program.

**How do you determine the primary handicapping disability?**

The primary handicapping disability can be determined as the disability that has the most significant impact on the student's ability to participate in the educational setting.

**What if a student with a physical impairment meets the criteria for DCD?**

This question most frequently arises with students who have a physical impairment in addition to a cognitive impairment, such as cerebral palsy accompanied by a Developmental Cognitive Impairment: severe-profound range. In such cases it is helpful to ask which impairment interferes most with the student's ability to learn and participate in the educational

environment --the physical impairment or the cognitive impairment. In some cases when the adaptations to improve accessibility to the educational curriculum and environment are implemented, significant learning challenges remain. In such cases, the IEP team may decide that the student would be best served under the categories for students with Developmental Cognitive Impairments. Under either special education category, students still have access to a wide array of related services to address all of their educational needs related to their disability. IEP teams may also decide that if the student meets the criteria for both special education categories to label the student as Severely Multiply Impaired (SMI).

**Does a student receiving special education services under Physically Impaired criteria need to have qualified for the Physically Impaired criteria, component (B-3), that describes underachievement in order to receive academic support?**

No, if an IEP team determines that there is an educational need related to the disability in an academic area, it can be addressed whether or not the student met this third component of the Physically Impaired criteria. The educational need must be established in the evaluation report and related to the disability. Many evaluations are carried out in an untimed, very structured manner that is free of distractions which may be significantly different than the learning environment of the student. The educational need must be supported by observation and reflected in the evaluation report. The academic support can be provided by the teacher of the physically impaired or by another special education teacher through the multidisciplinary team-teaching model.

**Why would a student receive special education services under Physically Impaired if they have educational needs that meet learning disabilities criteria?**

The learning disabilities criteria have an exclusionary statement that indicates that the student with a motor impairment may not meet the criteria for learning disabilities. However, there may be unique situations where it is determined through assessment that a student's primary reason for significant underachievement is the result of a learning disability unrelated to the motor impairment. The motor impairment cannot be the cause of the learning disability. This student is in need of specially designed instruction related to the learning disability and not just adaptations or specialized instruction related to the physical impairment. If a student meets the criteria for both learning disabilities and physical impairment, there may be times when that student will be determined by the educational team to have a learning disability with a secondary disability of a physical impairment. It would be extremely rare for the reverse situation to occur where a student would have a primary disability of physically impaired with a learning disability as a secondary disability.

## Questions

### Identification and Assessment

#### **Is hypotonia a medical diagnosis of a physical impairment?**

Hypotonia, low muscle tone, is at times listed as type or descriptor of cerebral palsy characterized by low muscle tone but also is used as a descriptor of a motor condition that can be part of a different medical diagnosis or syndrome. Hypotonia can be used as a medical diagnosis of a physical impairment, but if the student seems to have additional disabilities, more medical information may be necessary for the IEP team to determine if the student meets the criteria for physically impaired and to develop an appropriate educational plan for the student.

#### **Should cognitive ability testing be included in the evaluation plan for a student with a physical impairment?**

While the criteria for Physically Impaired does not include an ability component, an intellectual evaluation may be considered by the team if there seem to be needs in the area of learning potential or learning styles. It is extremely important to remember that ability testing for students with physical impairments can be very difficult due to the nature of their disability since frequently the students are unable to perform motor tasks quickly and efficiently. The evaluation planning team will need to carefully consider what information the ability testing will be able to provide and if that information will be accurate and helpful in developing the student's educational plan.

**Why are adaptations and compensatory strategies used with students with physical impairments instead of the continued remediation of skills?**

In some cases, providing adaptations allows the student with a physical impairment more effective and independent access to learning tasks. There are situations when it will be determined that a student with a physical impairment will utilize compensatory skills instead of continuing to pursue remediation strategies. A common example of this would be the area of handwriting. Some students with physical challenges will never develop functional handwriting skills even with individualized instruction and/or related services such as occupational therapy. In such a situation, the student might utilize compensatory strategies, such as word processing or dictation. There are also situations that may indeed respond to remediation depending on the individual student's skills. Do not assume that all students with physical impairments will use compensatory strategies for handwriting. Be sure to document all adaptations on the IEP.

**How do we grade student with physical disabilities?**

The IEP team should follow the same parameters outlined for all special education students. If it is determined that the grading should be different from the traditional system, the specifics for grading need to be determined on an individual basis by the IEP team and documented on the IEP. The IEP team could use a continuum of options including a regular report card, a modified report card, or no report card. Sometimes progress is reported using only the student's IEP goals and objectives.

**Are accommodations available for the Minnesota Graduation Standards for students who are physically impaired?**

There are very specific accommodations that are allowed for students on the Basic Skills Tests such as using a scribe, a word processor, or extended time. If the student needs additional accommodations to pass the Basic Skills test, the IEP team may decide to have the student receive a Pass- Individual score. All assessment related accommodations should be addressed in the IEP. The IEP team may also consider modifications, exemption, or an alternate assessment. There are more accommodations available for a student with a physical impairment when he or she is completing the high standards.

**At times the amount of work that a student with a physical impairment can complete is limited. What about quality versus quantity of work completion?**

It may be appropriate for a student to complete a reduced number of items to demonstrate mastery of a concept, or to complete the assignment in an adapted method due to the student's rate of writing or slower processing speed. This strategy is frequently used when there are many repetitions of similar problems. If an assignment is adapted, it is important that the student be able to demonstrate mastery of the range in the academic content.

**Should a student with a physical impairment learn to write if the handwriting is not going to be functional? What about learning cursive writing?**

The skills and needs of each individual student should be considered when deciding how and if to provide handwriting instruction. After considering the student's skills and the amount of instructional time required to teach handwriting, it may be concluded that the student will not

## Questions

### IEP Related Concerns

be able to develop functional handwriting. Sometimes, the student can develop functional handwriting skills to complete math assignments or short writing tasks such as making a list. When cursive writing is introduced, it may be more appropriate for some students to participate in a modified cursive writing curriculum so that he or she can learn to read cursive writing and/or develop a signature. For a few students, cursive writing is easier and more functional than manuscript writing.

#### **What are considerations for selecting alternative curriculum for students with physical impairments?**

The IEP team should consider the student's current level of performance in relation to his/her classroom to the academic expectations based upon assessment and actual classroom performance. At a minimum, considerations need to be given to written work production, reading ability, and processing time. If a student has been involved in the regular academic curriculum with accommodations and adaptations for motor limitations and is not meeting classroom expectations for progress, the IEP team may determine that an alternative curriculum or functional curriculum will be more appropriate for the student. For example, a student who is nonverbal, or has a highly phonetic approach to reading instruction, may be very difficult, but the student may do well in a sight word program that is supplemented by basic phonics skills.

**When is direct service provided?**

The need or appropriateness for direct service is an IEP team decision based on the student's goals and objectives. *“Direct services,” means special education services provided by a teacher or a related services professional when the services are related to instruction, including cooperative teaching.* Minn.R.3525.0200Subp. 2b.

**If a student meets criteria for Physically Impaired, who can provide the academic instruction if a student is in need of direct service?**

Direct service can be provided by a licensed special education teacher, either the PI teacher or a special education teacher in consultation with the PI teacher based on the IEP team's decision. Many PI teachers are itinerant providing primarily indirect consultation service in this low incidence area. If the IEP team feels that a special education teacher licensed in another area of special education (i.e. learning disabilities, EBD, MMI) is the best member of the IEP team to address a particular educational need, that teacher can provide that service even if the student does not meet the criteria of the area of special education in which the teacher is licensed. Remember that the service provider will have ongoing consultative support from the PI teacher.

**PI teachers often provide indirect service. What is included in “Indirect” services?**

*“Indirect services” means special education services which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modifications and adaptation of the environment, curriculum, materials or equipment; and direct contact with the pupil to monitor and observe. Indirect service may be provided by a teacher or related service professional to another regular education, special education teacher, paraprofessional, support staff, parents and public and nonpublic agencies to the extent that the services are written in the pupil's IEP and IFSP.* Minn.R. 3525.4700 subp.8c.

**Who is responsible for making sure that adaptations and accommodations identified in the IEP are taking place?**

The IEP manager is responsible for coordinating and communicating with other teachers and team members about adaptations and accommodations and making sure that identified accommodations are being implemented. *The district shall assign a teacher or licensed related service staff who is a member of the pupil's IEP team as the pupil's IEP manager to coordinate the instruction and related services for the pupil. The IEP manager's responsibility shall be to coordinate the delivery of special education services in the pupil's IEP and to serve as the primary contact for the parent. A district may assign the following responsibilities to the pupil's IEP manager: assuring compliance with procedural requirements; communicating and coordinating among home, school, and other agencies; coordinating regular and special education programs; facilitating placement; and scheduling team meetings.* Minn. R. 3525.0550

**How should an educational paraprofessional be used with a student with a physical impairment? Can an educational paraprofessional be used to teach children?**

Based on the student's specific needs, the educational paraprofessional provides physical

## Questions

### Service Delivery

assistance to facilitate optimal positioning, to provide access to assistive technology and equipment, to provide personal care, and to implement teacher directed academic adaptations to educational activities. The educational paraprofessional should try to develop independence whenever possible for a student who is frequently dependent on others for his/her physical needs. Independence for a student can mean participating in decision making, being responsible for school assignments, and providing direction to the educational paraprofessional, in addition to the independent completion of tasks requiring motor skills. If the educational paraprofessional is involved in academic activities, his/her role should be to reinforce concepts being taught by the classroom or special education teacher. Although the educational paraprofessional carries out planned activities such as drill practice, the educational paraprofessional does not take the place of teacher interaction and instruction. The educational paraprofessional can not provide initial instruction. It is important that the educational paraprofessional not work in isolation but receive guidance from the teacher and/or IEP manager. The actual scope and sequence of instruction will be developed through the IEP and taught by a licensed teacher.

**When are related services necessary?**

Related services are necessary when they are needed to assist the child with a disability to meet educational goals. It is important to remember that related services are not limited to occupational therapy or physical therapy. Related services such as audiology, counseling services, school social workers, speech pathology, and school health services have been utilized as a related service to meet specific educational goals.

**Often a student with a physical impairment has significant educational needs in the motor area. How does an IEP team balance academic and motor needs including functional movement, exercise, and activities of daily living?**

The IEP team needs to determine the educational priorities based upon the needs of each individual student. The team will need to consider the age of the student, the degree of physical involvement, long term goals for independence, and the ‘cost’ of the motor tasks in physical energy and time. For one student, the team may decide that independence in activities of daily living is a priority which may have an impact on the time available for academic instruction. In another situation, the IEP team may determine it is necessary to give priority to valuable classroom and peer experiences while providing more direct assistance for physical activities. Such issues may change throughout the student’s school career and at a minimum need to be considered annually during the development of the IEP.

**How does a physician’s “prescription for service” influence IEP team decisions?**

The Physically Impaired criteria requires a medical diagnosis of a physical impairment by a medical doctor. The information that is provided from the medical community is very valuable in helping to identify the medical diagnosis and design an effective educational approach. However, the effect of a physician’s “prescription for service” can lead teams to bypass the due process that special education law requires. IEP teams clearly need to consider the medical information during the evaluation process and/ or development of the Individualized Education Plan, but physician’s do not determine educational placement or services anymore than educators would diagnose or prescribe medication.

**What is the school’s responsibility in addressing specific therapy related issues such as range of motion?**

The answer to this question is provided in a manual entitled: OT and PT Services in the Schools-MN State Guidelines for Practice which states; “A child or family needs to be actively involved in the life-long maintenance of range of motion. The school therapist can facilitate this by incorporating flexibility into naturally occurring activities at school, including positioning, dressing, personal cares, physical education and recreational activities”. Range of motion information can be helpful for baseline and assessment data, but when not connected to real life skills it becomes less useful. Using terms such as exercise, strengthening, stretching, as well as those listed above bring a more understandable, pragmatic, educational focus to the IEP discussion.

## Questions

### Related Services

#### **Do all students who meet the criteria for physically impaired need assistive technology to be successful in the educational setting?**

There is no single answer for the provision of assistive technology for students with physical impairments. IDEA requires all IEP teams to consider assistive technology in planning for all students in special education. Assistive technology often can increase the functional skill level and increase independence in the educational setting for the student with a physical impairment. Adaptations, modifications, and other low tech forms of support are also very appropriate to consider when developing a plan for a student with a physical impairment. The final decision is a team process. The Minnesota Assistive Technology Guidelines outlines a process for consideration of assistive technology and is available from the Minnesota Department of Children, Families, and Learning.

## PROFESSIONAL RESOURCE BOOKS

Children with Disabilities- A Medical Primer: Third edition

Paul H. Brookes Publishing  
P.O.Box 10624  
Baltimore, Maryland 21285-0624  
ISBN 1-55766-102-1

Adapted Physical Activity, Recreation, and Sport: Crossdisciplinary and LifeSpan

Claudine Sherrill  
William C. Brown Communication  
ISBN 0-697-10419-2

Meeting Physical and Health Needs of Children with Disabilities: Teaching Student Participation and Management

Kathryn W. Heller, Paula E. Forney, Paul A. Alberto, M. Schwartzman  
Wadsworth Publishing Co., 2000  
ISBN 0-53434837-8

Meeting the Needs of Students with Special Physical and Health Care Needs

Jennifer Leigh Hills  
University of Victoria, Victoria, British Columbia, Canada  
Prentice Hall, Inc. 1999  
ISBN 0-13-262601-2

The Special Needs Reading List- an Annotated Guide to the Best Publications for Parents and Professionals

Wilma K. Sweeney  
Woodbine House, 6510 Bells Mill Road, Bethesda, MD 20812  
800-843-7323

Provides short reviews and recommendations of the best books, journals, newsletters, organizations, and other information sources about children with disabilities. Topics include: disability awareness, family life, legal issues, education and specific disabilities

## General Resources

### Using Children's Literature to Learn about Disabilities and Illness

Joan K. Blaska

Practical Press, PO Box 455, Moorhead, MN 56561-0455

218-233-2842

ISBN 1-886979-07-3

### Spinabilities: A Young Person's Guide to Spina Bifida

Marlene Lutkenhoff and Sonya G. Oppenheimer

Woodbine House, Inc. 1997 ISBN 0-933149-86-7

A guide to coping with the medical, self-care, and emotional issues of spina bifida, with an emphasis on becoming as independent as possible.

### Taking Charge: Teenagers Talk About Life and Physical Disabilities

Kay Harris Kriegsman, Elinor L. Zaslou, Jennifer D'Zmura-Rechsteiner

Woodbine House, Inc. 1992

ISBN 0-933149-46-8

Discusses such topics as independence, self-esteem, relationships, and sexuality from the perspective of teenagers with various physical disabilities.

### Play and Learn: A Motor-based Preschool Curriculum for Children of All Abilities

Mary J. Sullivan Coleman and Laura KruegerAbleNet, Inc. 1999

ISBN 0-966666-2-0

Utilizes common preschool themes to assist learning through movement and meaningful play. The curriculum integrates motor skill development with communication, socialization, and cognitive skill development. Adaptations utilizing a variety of teacher friendly assistive technologies are demonstrated to assist with increased participation and learning.

## SPECIAL EDUCATION SERVICES FOR STUDENTS WITH PHYSICAL IMPAIRMENTS

Students who meet criteria for special education services under the category **Physically Impaired** have a medical diagnosis of a physical impairment such as cerebral palsy, spina bifida, muscular dystrophy, spinal cord injury, arthrogryposis, or others. This area of special education, Physically Impaired, is a low incidence disability area (approximately 1% of the school population).

### Physically Impaired Criteria

The criteria for Physically Impaired consist of two main components — a medical diagnosis of a physical impairment, usually a motor disability, and documentation of an educational disability related to the physical impairment. The criteria do **not** include a discrepancy between the student’s intellectual ability and academic performance.

### Assessment

The educational evaluation for a student with a physical impairment must include a licensed Physical and Health Disabilities (P/HD) teacher. The comprehensive evaluation should identify the educational needs of the student related to the physical impairment and his/her learning skills. The evaluation may require adaptations to traditional assessment tools to compensate for motor and sensory skills. The multidisciplinary team will include licensed teacher(s) and other specialists with knowledge in the area(s) of suspected educational needs.

### Team Members

**Physical and Health Disabilities Teacher** (P/HD - previously referred to as POHI Teacher or Teacher of the Physically Impaired)

- Required member of the IEP team; participates in planning and completing evaluation/re-evaluation for students with physical impairments from pre-kindergarten to age 21.
- Provides consultation regarding educational implications and strategies unique to the physical impairment; assists in developing appropriate goals and objectives, curricular modifications, adaptations, accommodations, and use of assistive technology to meet curriculum requirements; may plan and present disability-specific inservices.

Based on team-determined student needs, most academic services are provided through a multidisciplinary team-teaching model utilizing a school’s special education teachers. P/HD teachers usually provide consultative services through an itinerant model.

Other team members may include the following:

**Physical Therapist (PT)**

**Occupational Therapist (OT)**

**School Nurse**

**Speech and Language Pathologist**

**Communication Disorders Specialist (CDS)**

**Assistive Technology Specialist**

**Developmental Adapted Physical Education (DAPE)**

## General Resources

### SUGGESTIONS FOR WORKING WITH STUDENTS WITH PHYSICAL IMPAIRMENTS IN THE CLASSROOM

- Request an inservice for yourself and other staff about the physical impairment and educational implications, and/or inservice for peers about the physical impairment, if appropriate. The inservice can be provided by staff, parents, and at times the student.
- Model appropriate and positive interactions with the student.
- Direct questions to the student, and not to the adult who is with the student.
- Arrange the learning environment to accommodate wheelchairs or other mobility devices and equipment.
- Encourage independence. Assist in organizing paraprofessional support to maximize independence.
- Facilitate peer interactions.
- Be aware of the components of the student's IEP, including the accommodations/adaptations listed.
- Be aware of unique health issues.
- Common accommodations/adaptation may include:
  - Preferential seating
  - Time extensions for assignments/testing
  - Testing accommodations
  - Assignment adaptations, ie. reduction in the amount of writing
  - Note taking-copy of teacher notes or peer's notes
  - Extra set of text books for home or class
  - Assistive technology
  - Emergency evacuation procedures
  - Additional time for transitions (leaving early)
  - Locker accommodations, alternative locks (key), locker location
  - Special equipment
  - Field trip transportation

**RESOURCES RELATED TO PHYSICAL IMPAIRMENTS**

**AbleNet, Inc.**

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Switches and tools for students with severe physical and cognitive disabilities

1081 Tenth Avenue SE  
Minneapolis, MN 55414-1312

1-800-322-0956

612-379-0956

FAX 1-612-379-9143

[www.ablenetinc.com](http://www.ablenetinc.com)

[customerservice@ablenetinc.com](mailto:customerservice@ablenetinc.com)

**Accessible and Safe Outdoor Recreation Areas: A Manual**

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This manual helps plan recreational spaces combining accessibility and safety . Based on the Americans with Disabilities Act Guidelines, the CPSC Handbook for Public Safety, and the ASTM F 1487-98.

Available from Metro ECSU

\$9.00 plus \$4.00for shipping and handling

612-638-1511

[www.ecsu.k12.mn.us](http://www.ecsu.k12.mn.us)

**Arc Times**

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Hennipen County Arc Newsletter

Arc Hennepin County

Diamond Hill Center

4901 Highway 7, Suite 140

Minneapolis, MN 55416-5810

952-020-0855

952-920-0977 TTY

[www.thearc.org](http://www.thearc.org)

Website of The Arc of the United States

**Beyond Barriers**

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Catalog of accessibility products to enhance freedom and independent living

Access One, Inc.

25679 Gramford Avenue

Wyoming, MN 55092

612-462-3444

1-800-561-2223

[www.beyondbarriers.com](http://www.beyondbarriers.com)

## General Resources

### **Courage Center**

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3915 Golden Valley Road  
Golden Valley, MN 55422  
763-520-0520  
[www.courage.org](http://www.courage.org)

### **Education Options for Students with Disabilities**

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Brochure outlining post-secondary options including contacts for student with disabilities in public and private colleges in Minnesota

Minnesota Dept. of Children, Families, & Learning  
Interagency Office on Transition  
1500 W. Highway 36  
Roseville, MN 55113-4266  
651-582-8200  
651-582-8201 (TTY)  
<http://cfl.state.mn.us>

### **Family Center on Technology & Disability**

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Provides assistance to programs and organizations to respond to the technology needs of parents and families of children and youth with disabilities

<http://fstd.ucp.org/>

### **Great Lakes Disability and Business Technical Assistance Center**

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Training and advocacy on accessibility  
1640 West Roosevelt Road  
Chicago, IL 60608-6902  
1-800-949-4232

FAX 312-413-1856

### **Independently Speaking**

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Newsletter from Metropolitan Center for Independent Living

1600 University Avenue West  
Suite 16  
St. Paul, MN 55104-3825  
651-646-8342  
651-603-2001 TTY  
651-603-2006 fax  
[www.mcil-mn.org](http://www.mcil-mn.org)

**JQP, Inc (Julee Quarve-Peterson)**

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Accessibility Specialist/Emergency Evacuation  
P.O. Box 1167  
Grand Marais, MN 55604  
612-374-3031  
FAX 218-387-2366  
e-mail MarTal@Boreal.Org.

**March of Dimes Birth Defects Foundation**

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1275 Mamaroneck Avenue  
White Plains, NY 10605  
914-428-7100  
1-800-367-6630  
www.modimes.org  
resourcecenter@modimes.org

**MATLN- Minnesota Assistive Technology Loan Network**

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Augmentative and Alternative Communication loan program of ACC devices for trial, education and training, and ACC recycling

United Cerebral Palsy  
1821 University Avenue Suite 219 South  
St. Paul, MN 55104-2892  
1-800-328-4827 ext 1437  
FAX 651-646-7588  
email: UCPMN@isd.net  
<http://www.admin.state.mn.us/assistivetechology/loan/>

**Minnesota Children with Special Health Needs**

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Provides payment for diagnostic services and medical for eligible children with special health needs. Also provides education , information, support and referral services

Minnesota Department of Health  
P.O. Box 64882  
St. Paul, MN 55164-0882  
651-215-8956  
1-800-728-5420  
www.health.state.mn.us/DIVS/FH/mccshn  
mn-cshn@health.state.mn.us

## General Resources

### **National Information Center for Children & Youth (NICHCY)**

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National information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals. NICHCY's focus is children and youth (birth-22)

P.O.Box 1492  
Washington, DC 20013-1492  
1-800-695-0285 (Voice/TTY)  
202-884-8200 (Voice/TTY)  
202-884-8441 (FAX)  
<http://www.nichcy.org>

### **National Organization for Rare Disorders, Inc. NORD®**

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Rare disease database reports @\$5.00 per copy. Each entry lists the disease name, synonyms, general description, causes, affected population, standard treatments, and a list of resources.

NORD® Literature  
100 Rt. 37, PO Box 8923  
New Fairfield, CT 06812-8923  
203-746-6518  
FAX 203-746-6481  
TDD 203-746-6927  
<http://www.rarediseases.org>

### **PACER**

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Parent advocacy organization  
8161 Normanadale Boulevard  
Bloomington, MN 55437  
952-838-9000  
[www.pacer.org](http://www.pacer.org)

### **ParaLink & Minnesota Paraprofessional Web Site**

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Newsletter for paraprofessionals working in Minnesota, list of paraprofessional competencies

Institute on Community Integration-University of Minnesota  
101A Pattee Hall, 150 Pillsbury Dr. SE  
Minneapolis, MN 55455  
<http://www.ici.coled.umn.edu/para/>

### **People of Every Stripe**

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Multicultural dolls with disabilities for play and inservice  
Lakeshore  
PO Box 12505  
Portland, OR 97212

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### **People of Every Stripe**

Multicultural dolls with disabilities for play and inservice

Lakeshore  
PO Box 12505  
Portland, OR 97212

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### **Recording for the Blind & Dyslexic**

Provides taped books for elementary through high school, college, graduate school students and adults

20 Roszel Road  
Princeton, NJ 08540  
609-452-0606

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### **Recreational Accessibility**

This website includes information about accessibility to Department of Natural Resources (DNR) trails, parks, buildings, piers, and other facilities for children and youth with disabilities

[www.dnr.state.mn.us/accessibility](http://www.dnr.state.mn.us/accessibility)

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### **Social Security Administration**

1-800-772-1213

[www.ssa.gov](http://www.ssa.gov)

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### **Speech-to-Speech**

This free service provides trained “communications assistants” (CA) for people with difficulty being understood by the public on the telephone 24 hours a day .

MINNESOTA 1-877-627-3848

[www.stsnews.com](http://www.stsnews.com)

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### **STAR Program**

A System of Technology to Achieve Results

Published:Directory of Funding Resources for Assistive Technology in Minnesota

300 Centennial Building  
658 Cedar Street  
St. Paul, MN 55155

651-296-2771

1-800-657-3862

FAX 651-282-6671

Info Tech 1-800-331-3027 Free information about acquiring assistive technology

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### **The National Center to Improve the Tools of Educators**

Aims to advance the quality and effectiveness of technology, media, and materials for individuals with disabilities

<http://www.idea.uoregon.edu/~ncite/>

## General Resources

### **Turning Point Therapy & Technology**

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Clear acrylic keyguards for traditional and adaptive keyboards, communication devices;  
and custom keyguards

PO Box 310751

New Braunfels, TX 78131-0751

1-877-608-9812

[www.turningpointtechnology.com](http://www.turningpointtechnology.com)

### **Wheelchair Ramps**

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[www.wheelchair.org](http://www.wheelchair.org)

**National and Local Disability Organizations**

<b>Diagnosis</b>	<b>Organization</b>	<b>Web Site</b>	<b>Phone Number</b>
Achondroplasia/dwarfism	Human Growth Foundation Email: hgfl@hgfound.org	www.hgfound.org	(800) 451-6434
Achondroplasia/dwarfism	Little People of America	www.lpaonline.org	(800) 572-2001
Arthrogryposis	Avenues Email: avenues@sonnet.com	www.sonnet.com/avenues	(209) 928-3688
Ataxia	National Ataxia Foundation Email: naf@ataxia.org	www.ataxia.org	(763) 553-0020
Cerebral Palsy	United Cerebral Palsy Association, Inc. Email: webmaster@ucp.org	www.ucpa.org	(800) 872-5827
Dystonia	Dystonia Medical Research Foundation Email: dystfndt@aol.com	www.dystonia-foundation.org	(800) 377-3978
Hydrocephalus	Hydrocephalus Association	www.hydroassoc.org	(415) 732-7040
Juvenile Rheumatoid Arthritis	Arthritis Foundation	www.arthritis.org	(800) 283-7800
Juvenile Rheumatoid Arthritis	NIAMS Email: NIAMSWeb-I@mail.nih.gov	www.nih.gov/niams	(301) 495-4484
Mobius Syndrome	Mobius Syndrome Foundation Email: vmccarrell@mid-mo.net	www.moebiusysndrome.com	(660) 834-3406
Muscular Dystrophy	Muscular Dystrophy Association Email: mda@mdausa.org	www.mdausa.org	(800) 572-1717
Neurofibromatosis	National Neurofibromatosis Foundation Email: NINFF@nf.org	www.nf.org	(800) 323-7938
Osteogenesis Imperfecta	Osteogenesis Imperfecta Foundation Email: bonelink@aol.com	www.oil.org	(800) 981-2663
Spina Bifida	Spina Bifida Association of America Email: spinabifida@aol.com	www.sbaa.org	(800) 621-3141

## Disability Specific Resources

Diagnosis	Organization	Web Site	Phone Number
Spinal Cord Injury	National Spinal Cord Injury Association	<a href="http://www.spinalcord.org">www.spinalcord.org</a>	(800) 962-9629
Stroke	American Stroke Association	<a href="mailto:www.strokeassociation@heart.org">www.strokeassociation@heart.org</a>	(888) 478-7653
Stroke	National Stroke Association	<a href="http://www.stroke.org">www.stroke.org</a>	(800) 787-6537
TAR Syndrome	Tar Syndrome Email: <a href="mailto:tarsa@aol.com">tarsa@aol.com</a>	<a href="http://www.kumc.edu/gec/support/tarsynd.html">www.kumc.edu/gec/support/tarsynd.html</a>	(609) 927-0418
Williams Syndrome	Williams Syndrome Association Email: <a href="mailto:TMonkaba@aol.com">TMonkaba@aol.com</a>	<a href="http://www.williams-syndrome.org">www.williams-syndrome.org</a>	(800) 806-1871

## Disability Specific Resources

<b>Disability Information Centers</b>		
<b>Organization</b>	<b>Web Site</b>	<b>Phone Number</b>
Apple Computer Disability Resources	<a href="http://www.apple.com/education/k12/disability">www.apple.com/education/k12/disability</a>	
CHID Email: <a href="mailto:chid@aerie.com">chid@aerie.com</a>	<a href="http://chid.nih.gov/">http://chid.nih.gov/</a>	
Children With Disabilities Email: <a href="mailto:ChildrenDisabilities@ncjrs.org">ChildrenDisabilities@ncjrs.org</a>	<a href="http://www.childrenwithdisabilities.ncjrs.org">www.childrenwithdisabilities.ncjrs.org</a>	
ERIC Email: <a href="mailto:accesseric@accesseric.org">accesseric@accesseric.org</a>	<a href="http://www.eric.ed.gov">www.eric.ed.gov</a>	(800) 538-3742
Family Village	<a href="http://www.familyvillage.wisc.edu">www.familyvillage.wisc.edu</a>	
Gillette Children's Hospital Email: <a href="mailto:webmaster@gillettechildrens.com">webmaster@gillettechildrens.com</a>	<a href="http://www.gillettechildrens.org">www.gillettechildrens.org</a>	(651) 229-1729
National Institute of Health Email: <a href="mailto:NIHInfo@OD.NIH.GOV">NIHInfo@OD.NIH.GOV</a>	<a href="http://www.nih.gov">www.nih.gov</a>	
NICHCY Email: <a href="mailto:nichcy@aed.org">nichcy@aed.org</a>	<a href="http://www.nichcy.org">www.nichcy.org</a>	(800) 695-0285
NORD Email: <a href="mailto:orphan@rarediseases.org">orphan@rarediseases.org</a>	<a href="http://www.rarediseases.org">www.rarediseases.org</a>	(203) 746-6518

## Disability Specific Resources

**INSERVICE RESOURCES RELATED TO PHYSICAL IMPAIRMENTS**

**Amputee**

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**Harry and Willy and Carrothead**

Judith Caseley

Greenwillow, 1991 ISBN 0688094929

Ages 4-8

Three boys, one an amputee, become friends playing baseball

**Izzy, Willy-Nilly**

Cythia Voight Tey

Simon & Schuster, 1995 ISBN 0689804466

Ages 12 and up

The adjustment of Izzy who loses her leg at 15 in an automobile accident

**Stranded**

Ben Mikaelson

Hyperion Books for Children, 1996 ISBN 0786811099

Ages 12 and up

Koby, who lost a foot in an accident, tries to save stranded pilot whales

**The Making of My Special Hand: Madison's Story**

Jamee Riggio Heelan

Peachtree Publishers, 2000 ISBN 156145186X

Ages 5-10

A child shares about her helper hand- how it operates, how it feels, and how she can use it.

**Cerebral Palsy**

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**A Smile from Andy**

Nan Holcomb

Jason & Nordic Publishers, 1992 ISBN 0944727158

Ages 4-8

A shy Andy learns about himself and others

**Andy Opens Wide**

Nan Holcomb

Jason & Nordic Publishers, 1990 ISBN 0944727069

Ages 4-7

Andy's frustration with feeding

## Disability Specific Resources

### **Can't You Be Still?**

Sarah Yates

Gemma B Publishing Inc., 1992 ISBN 0989847700

Ages 4-7

Four-year old Ann, with cerebral palsy, begins school for the first time.

### **Danny & the Merry-Go-Round**

Nan Holcomb

Jason & Nordic Publishers, 1992 ISBN 0944727115

Ages 4-8

Danny makes friends at the playground, parent explains about cerebral palsy

### **From Where I Sit: Making My Way with Cerebral Palsy**

Shelly Nixon

Scholastic Paperbacks, 1999 ISBN 059039584X

Ages 12 and up

Autobiography of a young women with cerebral palsy

### **Going Places: Children Living With Cerebral Palsy**

Thomas Bergman

Gareth Stevens Publishing, 1991 ISBN 0836801997

Ages 9-12

About a young boy with cerebral palsy, includes answers to frequently questions about cerebral palsy

### **Here's What I Meant To Say.....**

Sarah Yates

Gemma B. Publishing, 1997 ISBN 0969647727

Ages 9-12

The everyday activities of a nine year old girl with cerebral palsy.

### **Howie Helps Himself**

Joan Frassler

Albert Whitman & Co. 1975 ISBN 0807534226

Ages 7-10

A boy with cerebral palsy trying to move his wheelchair by himself

### **Imagine Me on a Sit-Ski!**

George Moran

Albert Whitman and Co., 1995 ISBN 0807536180

Ages 7-10

Using adaptive equipment, a sit ski, a boy with cerebral palsy learns to ski.

### **Nobody Knows!**

Sarah Yates

Gemma B. Publishing, 1994 ISBN 0969647719

Ages 4-8

A girl with cerebral palsy, who is unable to speak, shows how she thinks and solves problems

### **Rolling Along: the Story of Taylor and his Wheelchair**

Jamee Riggio Heelan

Peachtree Publishers, 2000 ISBN 156145219X

Ages 4-8

The story of Taylor getting his wheelchair

### **Stretching Ourselves: Kids With Cerebral Palsy**

Alden R. Carter

Albert Whitman & Co., 2000 ISBN 0807576379

Ages 4-8

The different lives of three children with cerebral palsy; one uses a computer to communicate

### **Taking Cerebral Palsy to School: Special Kids in School**

Mary Elizabeth Anderson

Jaylo Books, 2000 ISBN 1891383186

Ages 4-8

As a student with cerebral palsy attends school, the book explains the different types of cerebral palsy and special equipment

## **Cerebral Palsy and Tourette Syndrome**

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### **Adam and the Magic Marble**

Adam and Carol Buehrens

Hope Press, PO Box 188 Duarte, CA 91009-0188, ISBN 1878267302

Ages 9-12

Three boys are bullied by others until they discover a magic marble.

## Disability Specific Resources

### Cerebral Palsy-Sibling

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#### **I'm the Big Sister Now**

Michelle Emmert and Gail Owens

Albert Whitman & Co. , 1989 ISBN 0807534587

Ages 9-12

The relationship between a nine year old girl and her older sister, who was born with severe cerebral palsy .

#### **Sara's Secret**

Suzanne Wanous

Carolrhoda Books, 1995 ISBN 08767148569

Ages 7-12

Sarah does not want her friends to know about her brother who has cerebral palsy and mental retardation

### Cerebral Palsy/Spina Bifida

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#### **Patrick and Emma Lou**

Nan Holcomb

Jason & Nordic Publishers, 1994 ISBN 0944727034

Ages 4-8

A new friend helps with learning to use a new walker.

### Cerebral Palsy/Spina Bifida/Others

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#### **We Can Do It!**

Laura Dwight

Star Bright Books, 1998 ISBN 1887734341

Ages 4-8

Five preschool children with different disabilities (cerebral palsy, spina bifida, Down's Syndrome, and blindness) at school and home. Photographs

## General Inservice

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### **Kids with Special Needs: Information and Activities to Promote Awareness and Understanding**

Veronica Getskow

The Learning Works, Inc., 1995 0881602442

Ages 12 and up

A resource of background information and inservice ideas for different disabilities

## Juvenile Rheumatoid Arthritis

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### **Nicole's Story: A Book about a Girl with Juvenile Rheumatoid Arthritis**

Virginia Aldape

Lerner Publishing, 1996 ISBN 082252578X

Ages 4-10

## Muscular Dystrophy

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### **A Song for Jeffrey (American Girl Fiction Series #2)**

Constance M. Foland

Pleasant Company Publications, 1999 ISBN 1562477544

Ages 9 to 12.

The friendship between Jeffery, who has muscular dystrophy, and 11 year old Dodie

### **My Buddy**

Audrey Osofsky

Henry Holt & Company, 1992 ISBN 080501747X, ISBN080503546X

Ages 4-8

The story of a dog trained to assist a boy with muscular dystrophy

## Paraplegic

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### **Foghorn Passage**

Alison Lohans

Stoddart Kids, 1997 ISBN 0773674519

Ages 12 and up

The friendship and adjustment of Matt, a talented violinist, injured in a car accident

## Disability Specific Resources

### Physical Disabilities

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#### **A Very Special Critter**

Mercer and Gina Mayer

Western Publishing Coompany Inc., 1993 ISBN 030712763X

Ages 4-7

The new boy in a wheelchair is more like his other classmates than different

#### **Down the Aisle**

Hope Benton

Open Minds, Inc., 1996 ISBN 1888927275

Ages 12 and up

The story of two sisters, one with a physical disability, as they prepare to participate in a wedding.

#### **Fair and Square**

Nan Holcomb

Jason & Nordic, 1995 ISBN 0944727093

Ages 5-7

A boy with a physical disability competes using computer games

#### **How it Feels to Live with a Physical Disability**

Jill Krementz

Simon & Schuster, 1992

Students describe what it is like to live with their specific physical disability

#### **Taking Charge: Teenagers Talk About Life and Physical Disabilities**

Kay Harris Kriegsman, Elinor L. Zaslow, Jennifer

Woodbine House, Inc. 1992 ISBN 0-933149-46-8

Ages 12 and up. Discusses such topics as independence, self-esteem, relationships, and sexuality from the perspective of teenagers with various physical disabilities.

#### **Teens With Disabilities**

Gail B. Stewart

Lucent Books, 2000 ISBN 1560068159

Ages 9-12

Interviews/photographs of four teens with physical/health disabilities; including cerebral palsy, arthrogryposis, muscular dystrophy, and congestive heart failure/asthma

### **The Door in the Wall**

Marguerite De Angeli

Bantam Doubleday Dell Books for Young Readers, ISBN 0440402832

Ages 8-12

A young boy in historical England loses the use of his legs but is still able to serve the king

### **The Freak the Mighty**

Rodman Philbrick

Scholastic, Inc., 1995 ISBN 0590474138

Ages 11 and up

Two youth, one with a learning disability and one with a physical disability, form a friendship

### **The Nautilus**

Wanda Gilberts Kachur

Peytral Publications, 1997 ISBN 096442715X

Ages 12 and up

A young woman deals with her disabilities after a car accident.

### **True Friends**

Bill Wallace

Holiday House, 1994 ISBN 0823411419

Ages 9-12

The relationship between two sixth grade girls, one with a physical disability

### **Whoa, Nellie!**

Hope Benton

Open Minds, Inc., 1996 ISBN 1888927798

Ages 10 and up

A young girl's (who uses a wheelchair) search for a favorite horse at summer camp

## **Physical Disabilities-Adult**

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### **Our Teacher's in a Wheelchair**

Mary Ellen Powers

Albert Whitman & Co., 1987 ISBN 0807562408

Ages 4-8

A nursery school teacher, Brian Hanson, uses a wheelchair.

## Disability Specific Resources

### **The View from Saturday**

E. L. Konigsburg

Simon & Schuster Children's, 1998 ISBN 0689817215

Ages 12 and up

The relationship of four sixth grade students preparing for the Academic Bowl Competition and their teacher, who is a paraplegic

### **Physical Disabilities-Wheelchair**

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#### **Andy Finds a Turtle**

Nan Holcomb

Jason & Nordic Publishers, 1998 ISBN 0944727026

Ages 4-7

Andy searches for a turtle to help him understand his therapy; and helps his sister.

#### **Arnie and the New Kid**

Nancy L. Carlson

Econo-Clad Books, 1999 ISBN 0833586386

Ages 4 -7

Arnie becomes a friend with the new kid

#### **Best Friends**

Hope Benton

Open Minds, Inc., 1996 ISBN 1888927259

Ages 9-12

A girl in a wheelchair helps her friend who has broken leg.

#### **Nick Joins In**

Joe Lasker

Albert Whitman & Co, 1980 ISBN 0807556122

Ages 4-8

The story of Nick, in a wheelchair, in a mainstream classroom for the first time as a result of U.S. Public Law 94-142

#### **Rolling Along with Goldilocks & the Three Bears**

Cindy Meyers

Woodbine House, 1999 ISBN 1890627127

Ages 4-8

An adaptation of this fairytale with baby bear in a wheelchair

### **The Handstand**

Barry Rudner

Tiny Thought Press ISBN 0925928054

Ages 9-12

The experience of a girl in a wheelchair who must do a handstand to join a neighborhood club

### **With the Wind**

Liz Damrell

Orchard Books, 1991 ISBN 0531058824

Ages 5-7

A boy who is in a wheelchair most of the time describes the feelings he experiences while riding a horse.

## **Physical Disabilities-Wheelchair Sibling**

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### **Princess Pooh**

Kathleen M. Muldoon

Concept Books, 1989 ISBN 0807566276

Ages 4-8

A young girl tries out her sister's wheelchair and realizes it is not as fun as it looks.

## **Spina Bifida**

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### **Margaret's Moves**

Bernice Rabe

Dutton ISBN 0525442715

Ages 7-12

Margaret's (aged 9) frustration with her wheelchair slowing her down.

### **Spinabilities: A Young Person's Guide to Spina Bifida**

Marlene Lutkenhoff and Sonya G. Oppenheimer

Woodbine House, Inc. 1997 ISBN 0-933149-86-7

Ages 12 and up. A guide to coping with the medical, self-care, and emotional issues of spina bifida, with an emphasis on becoming as independent as possible.

## Disability Specific Resources

### Spinal Muscular Atrophy

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#### **Jamie: A Literacy Story**

Diane Parker

Stenhouse Publishers, 1997 ISBN 157110058X

Adult

Describes the role literacy plays in for Jamie, given a severe physical disability, in K-2 grade.

### Various Disabilities

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#### **Extraordinary People with Disabilities**

Deborah Kent and Kathryn A. Quinlan

Children's Press, 1996 ISBN 051626074X

Ages 12 and up

50 men and women with physical (spina bifida, cerebral palsy, muscular dystrophy), sensory, or mental disabilities are profiled; including some well-known figures.

**COMPETENCIES FOR ALL MINNESOTA PARAPROFESSIONALS**

The following competencies are expected of all paraprofessionals working in Minnesota Schools. These were developed during the State Paraprofessional Retreat in January, 1998. They were based on the Guiding Principles found elsewhere on the web site. We are currently developing skill assessments, training packages/resources, and other tools that districts can use to support and train paraprofessionals.

**K** = Knowledge    **S** = Skill

<b>CORE COMPETENCY STATEMENTS</b>	<b>Prior to Employment</b> <i>Screening</i>	<b>Within first 2 weeks</b> <i>Orientation</i>	<b>Within 45 school days</b>
<b>I. Philosophical, Historical, and Legal Foundations of Special Education</b>			
<b>K1</b> A sensitivity to the beliefs, traditions, and values across cultures and the effect of the relationships among children, families, and schooling.		<b>X</b>	
<b>K2</b> Awareness of the human and legal rights and responsibilities of parents and children/youth as they relate to individual learning needs.			<b>X</b>
<b>K3</b> Understanding of the distinctions between roles and responsibilities of professionals, paraprofessionals, and support personnel.		<b>X</b>	
<b>K4</b> Understanding of the purposes and goals of education for all individuals.			<b>X</b>
<b>K5</b> Awareness of responsibilities in a manner consistent with the requirements of law, rules and regulations, and local district policies and procedures.		<b>X</b>	
<b>SI</b> Carry out responsibilities in a manner consistent with the requirements of law, rules and regulations, and local district policies and procedures.			<b>X</b>
<b>Additions:</b>			

## Paraprofessionals

<b>CORE COMPETENCY STATEMENTS</b>	<b>Prior to Employment</b> <i>Screening</i>	<b>Within first 2 weeks</b> <i>Orientation</i>	<b>Within 45 school days</b>
<b>2. Characteristics of Learners</b>			
<b>K1</b> Awareness of the similarities and differences among the cognitive, communicative, physical, social, and emotional needs of individuals with and without exceptional learning needs.			<b>X</b>
<b>K2</b> Awareness of the effects that exceptional conditions have on an individual's life and family in the home, school, and community.			<b>X</b>
<b>K3</b> Awareness of characteristics and effects of the cultural, linguistic, and environmental background of the child and family.			<b>X</b>
<b>K4</b> Understanding of the effect of medications commonly prescribed for individuals with learning needs.		<b>X</b>	
<b>K5</b> Awareness of the educational implications of the above factors.			<b>X</b>
<b>Additions:</b>			
<b>3. Assessment, Diagnosis, and Evaluation</b>			
<b>KI</b> Awareness of district's ability to provide for and use the tools of assessment, diagnosis, and evaluation.			<b>X</b>
<b>S1</b> With direction from a professional, make and document observations appropriate to the individual with learning needs.			<b>X</b>
<b>S2</b> Provide objective documentation of observations to appropriate professionals.			<b>X</b>
<b>Additions:</b>			

## Paraprofessionals

<b>CORE COMPETENCY STATEMENTS</b>	<b>Prior to Employ- ment</b> <i>Screening</i>	<b>Within first 2 weeks</b> <i>Orientation</i>	<b>Within 45 school days</b>
<b>4. Instructional Content and Practice</b>			
<b>K1</b> Awareness of learning styles of individuals.		<b>X</b>	
<b>K2</b> Awareness of the demands and expectations of various learning environments.			<b>X</b>
<b>K3</b> Awareness of a variety of instructional and remedial methods, techniques, and materials.			<b>X</b>
<b>SI</b> Establish and maintain rapport with learners.		<b>X</b>	
<b>S2</b> Use developmentally and age-appropriate strategies, equipment, materials, and technologies, as directed, to accomplish instructional objectives.			<b>X</b>
<b>S3</b> Under the direction of a professional, assist in adapting instructional strategies and materials according to the needs of the learner.			<b>X</b>
<b>S4</b> Follow written plans, seeking clarification as needed.			<b>X</b>
<b>Additions:</b>			
<b>5. Supporting the Teaching and Learning Environment</b>			
<b>K1</b> Awareness of the environmental factors that affect teaching and learning, including health and safety issues.		<b>X</b>	
<b>K2</b> Awareness of the ways in which technology can assist teaching and learning.			<b>X</b>
<b>K3</b> Understanding of strategies and techniques for facilitating the integration of individuals with learning needs in various settings.			<b>X</b>
<b>K4</b> Awareness by the paraprofessional of how they impact the overall learning environment for students and staff.			<b>X</b>
<b>SI</b> Assist in maintaining a safe, healthy, learning environment that includes following prescribed policy and procedures.			<b>X</b>
<b>S2</b> As directed, prepare and organize materials to support teaching and learning.			<b>X</b>
<b>S3</b> Use strategies that promote the learner's independence.			<b>X</b>
<b>Additions:</b>			

## Paraprofessionals

<b>CORE COMPETENCY STATEMENTS</b>	<b>Prior to Employment</b> <i>Screening</i>	<b>Within first 2 weeks</b> <i>Orientation</i>	<b>Within 45 school days</b>
<b>6. Managing Student Behavior and Social Interaction Skills</b>			
<b>K1</b> Understanding of applicable laws, rules and regulations, and procedural safeguards regarding the management of behaviors of individuals.		<b>X</b>	
<b>K2</b> Understanding of ethical considerations inherent in the management of behaviors.		<b>X</b>	
<b>K3</b> Awareness of the factors that influence the behavior of individuals with learning needs.		<b>X</b>	
<b>K4</b> Awareness of the social skills needed for current and future environments.		<b>X</b>	
<b>K5</b> Awareness of effective instructional practices that enhance the development of social skills.		<b>X</b>	
<b>K6</b> Awareness of the range and implications of management approaches/strategies that influence the behavior of individuals with learning needs.		<b>X</b>	
<b>K7</b> Understanding of the district-building behavior management plans for students.		<b>X</b>	
<b>S1</b> Demonstrate effective strategies for the management of behaviors.		<b>X</b>	
<b>S2</b> Assist in modifying the learning environment to manage behavior.			<b>X</b>
<b>S3</b> Collect and provide objective, accurate information to professionals, as appropriate.			<b>X</b>
<b>S4</b> Use appropriate strategies and techniques in a variety of settings to assist in the development of social skills.			<b>X</b>
<b>Additions:</b>			

**Paraprofessionals**

<b>CORE COMPETENCY STATEMENTS</b>	<b>Prior to Employment</b> <i>Screening</i>	<b>Within first 2 weeks</b> <i>Orientation</i>	<b>Within 45 school days</b>
<b>7. Communication and Collaborative Partnerships</b>			
<b>K1</b> Awareness of typical concerns of parents of individuals with learning needs.		<b>X</b>	
<b>K2</b> Awareness of the roles of individuals with learning needs, parents, teachers, paraprofessionals, and other school and community personnel in planning an individualized program.		<b>X</b>	
<b>S1</b> Use ethical practices for confidential communication about learners w/learning needs.		<b>X</b>	
<b>S2</b> Under the direction of a professional, use constructive strategies in working with individuals with learning needs, parents, and school and community personnel in various learning environments.			<b>X</b>
<b>S3</b> Follow the instructions of the professional.			<b>X</b>
<b>S4</b> Foster respectful and beneficial relationships between families and other school and community personnel.			<b>X</b>
<b>S5</b> Participate as requested in conferences with families or primary caregivers as members of the educational team.			<b>X</b>
<b>S6</b> Use appropriate educational terminology regarding students, roles, and instructional activities.			<b>X</b>
<b>S7</b> Demonstrate sensitivity to diversity in cultural heritage, lifestyles, and value systems among children, youth, and families.			<b>X</b>
<b>S8</b> Function in a manner that demonstrates the ability to use effective problem solving, engage in flexible thinking, employ appropriate conflict management techniques, and analyze one's own personal strengths and preferences.			<b>X</b>
<b>Additions:</b>			

## Paraprofessionals

<b>CORE COMPETENCY STATEMENTS</b>	<b>Prior to Employment</b> <i>Screening</i>	<b>Within first 2 weeks</b> <i>Orientation</i>	<b>Within 45 school days</b>
<b>8. Professionalism and Ethical Practices</b>			
<b>K1</b> Recognition of the paraprofessional as a positive role model for individuals with exceptional learning needs.		<b>X</b>	
<b>S1</b> Demonstrate commitment to assisting learners in achieving their highest potential.		<b>X</b>	
<b>S2</b> Function in a manner that demonstrates a positive regard for the distinctions among roles and responsibilities of paraprofessionals, professionals, and other support personnel.		<b>X</b>	
<b>S3</b> Function in a manner that demonstrates the ability to separate personal issues from one's responsibilities as a paraprofessional.		<b>X</b>	
<b>S4</b> Demonstrate respect for culture, religion, gender, and sexual orientation of students.		<b>X</b>	
<b>S5</b> Demonstrate a willingness to participate in on-going staff development, self-evaluation, and apply constructive feedback.			<b>X</b>
<b>S6</b> Demonstrate proficiency in academic skills including oral and written communication.		<b>X</b>	
<b>S7</b> Practice within the context of written standards and policies of the school or agency where they are employed.		<b>X</b>	
<b>Additions:</b>			
<p><i>These competencies were adapted from those generated by the Council for Exceptional Children in 1997, and revised during Minnesota's Paraprofessional Retreat in January, 1998.</i></p>			

**PHYSICAL AND OTHER HEALTH IMPAIRMENTS - SPECIALIZED  
COMPETENCIES**

K = Knowledge      S = Skill

<b>SPECIALIZED COMPETENCY STATEMENTS</b>	<b>Prior to Employ- ment <i>Screening</i></b>	<b>Within first 2 weeks <i>Orientation</i></b>	<b>Within 45 school days</b>
<b>Physical &amp; Other Health Impairments</b>			
<b>K1</b> Understanding of specific student environments and learning modification/accommodation strategies.		<b>X</b>	
<b>K2</b> Understanding of medical conditions and emergency procedures for specific students, including care for seizures, latex allergies, catheterizations, tracheotomies, gastrostomies, ventilators, etc.		<b>X</b>	
<b>K3</b> Understanding of proper storage, documentation, administration and side effects of specific student medications (** note: specific training is required to administer medication).		<b>X</b>	
<b>K4</b> Awareness of specific student transportation issues and emergency evacuation procedures.		<b>X</b>	
<b>K5</b> Awareness of legal and liability issues specific to vulnerable and medically fragile students.		<b>X</b>	
<b>S1</b> Demonstrate competence in the use of proper body mechanics for self and specific student when transferring, lifting and positioning that student.		<b>X</b>	
<b>S2</b> Demonstrate competence in implementation, safety and maintenance of all necessary adaptive, assistive and instructional technology and equipment.			<b>X</b>
<b>S3</b> Certification in age appropriate CPR (infant/child, adult) and Basic First Aid, and the ability to respond appropriately during an emergency situation.			<b>X</b>
<b>S4</b> Ability to properly assist students with activities of daily living, including toileting, feeding, dressing and mobility.			<b>X</b>
<b>S5</b> Ability to implement strategies that encourage student independence and participation in all areas of development and classroom learning.			<b>X</b>
<b>Additions:</b>			
<i>These competencies were developed during the State Paraprofessional Retreat in January 1998, and were based on the Guiding Principles.</i>			

## **TIPS FOR PARAPROFESSIONALS: FOSTERING INDEPENDENCE IN STUDENTS WITH PHYSICAL IMPAIRMENTS**

- Reinforce the use of appropriate social skills. Model for students methods of making appropriate choices and making and maintaining friendships.
- Set similar expectations and standards of effort for your students as for other students their age.
- Let your students know that you have high expectations for them. With consistent encouragement from others, students will have high expectations for themselves.
- Continually ask yourself, “Am I as far away as I can safely be in this case?” and “How much of this task can this student do with out my direct assistance?”
- Encourage students to take cues from the person in charge, whether a teacher, a job supervisor, or a peer group leader.
- Although it is quicker, easier, and less frustrating for the paraprofessional to do a task, it is important to assist students in learning how to do their own work. We must remember that it is their work.
- Encourage students to assist each other when help is needed.
- Relate to all students as equals.
- Give students choices instead of telling them what to do or making decisions for them. Allow them time to think. Teach them how to think.

*Adapted from the Paralink*

**GRADUATION STANDARDS PLANNING FOR STUDENTS WITH PHYSICAL IMPAIRMENTS: QUESTIONS TO ASK**

1. For this student, what standards are required this year?
2. How is this student being scored (pass-state, pass-individual, exempt) on the standards?
3. Are necessary modifications and accommodations in place, for this student?
4. How were the graduation standards decisions made?
5. Is the graduation standards checklist, for this student, included in the IEP?

# Graduation Standard Accommodations

### **ADAPTATIONS FOR STUDENTS WITH PHYSICAL IMPAIRMENTS ROLE OF THE LOW-INCIDENCE TEACHER**

The team of educators who developed the student -based portion of this framework defined both their role and the expectations for students in their philosophy about the delivery of standards:

“The goal of education for students with low incidence disabilities is maximal participation in inclusive school and community environments. This can be promoted through completion of curricular activities related to the Minnesota Graduation Standards. The low-incidence staff are effective IEP team members in their roles as consultants for the implementation of Minnesota Graduation Standards in special education.”

This philosophy reflects the belief that success in implementing graduation standards for students with low-incidence needs will depend on all members of special education teams being familiar with the standards, the procedures for documenting student performance, and the role of technology. When standards are incorporated into the educational plan of all students with low-incidence needs, teams can better prepare students for the world beyond school. Through the standards, which are selected based upon educational opportunities and will potentially be exposed to a more challenging curriculum.

#### **Providing Accommodations and Modifications**

One of the primary functions of the low incidence teacher is to adapt curriculum to make it accessible. The graduation standards should be approached in the same manner as other curriculum tasks by special education teams since the standards are integrated into content curriculum requirements. The general education teachers can assist the IEP in understanding the content and rigor of the performance assessments will generally be more familiar to the low incidence teacher on the student’s IEP team.

Many students whose only disability is sensory or motor can usually be expected to complete the performance assessments using the accommodations that are already in place as a part of the student’s educational plan. These students can often complete their performance assessments at the “Pass State” level with the same rigor as their peers. The low-incidence teacher will collaborate with the general education teacher to offer appropriate accommodations for the specific tasks.

Students with low-incidence disabilities may also receive other special education services due to unique learning needs. For these students, the low -incidence teacher should work closely with other special education and general education teachers, and related services staff, to determine if the student has both the ability and experience to participate in the performance assessment and if the student’s performance can be

## **Graduation Standard Accommodations**

enhanced through accommodations and modifications. Each teacher has a distinct role. The general education teacher knows the content of the standard and the specific tasks of the performance assessment. The special education teacher adapts the content and makes accommodations/modifications when needed to meet the student's learning needs. Documentation of modifications is required using the state IEP Appendix F.

### **Adapting or Providing Alternative Tasks**

Some tasks in the performance assessments will be easy to accommodate. Completing technical drawing for the purpose of teaching another person how to assemble an item is one example for which a suitable alternative task would need to be selected. The student who is physically impaired could be expected to write or describe technical information rather than draw it. Another example would be to allow a student with a physical impairment to use assistive technology for the completion of presentations or writing tasks. Students with low-incidence disability should not be penalized or exempted because the task is not appropriate for them.

The graduation standards should be considered within the IEP planning process for each student. As standards are presented in the curriculum, the tasks for each performance assessment will need to be examined to determine the appropriate accommodations and modifications.

# SUGGESTIONS FOR ALTERNATIVE TASKS TO ASSESS THE STANDARDS FOR STUDENTS WITH PHYSICAL IMPAIRMENTS

## Relevant for Students with Low-incidence Disabilities in Ten Learning Areas of the Minnesota Graduation Standards

### General Considerations of Material Accessibility and Project formats:

Accessibility of materials should be considered. Possible formats for information gathering include:

- Audio presentation
- Scanned text presentation
- Video presentation
- Internet searches
- Interviews
- Field trips
- Text presentation of audio materials

Projects related to each task should be produced in a format that would allow maximal student participation and independence. Possible formats include:

- PowerPoint presentation
- HyperStudio presentation
- Text report
- AppleWorks slideshow

### 1. Read, Listen & View

Read text or view a movie about a person with a disability. Some available videos include: *Powder*, *Simon Birch*, *Freak the Great*, *The Other Sister*, and *My Left Foot*.

### 2. Write & Speak

- Improving e-mail access and use
- Improving telephone access and use
- Establishing a communication partner and participate in specific activities with the partner.
- Developing a procedures packet that is relevant to one's personal care for training of paraprofessionals and personal care attendants

### 3. Arts & Literature

- Attending an arts event at school
- Attending an arts event at school (as an artist or as a support person)

### 4. Mathematical Concepts & Applications

- Creating personalized calendars, including important dates for a specific group or family
- Making a personal timeline of events within the student's life or to cover one to two generations beyond their own
- Establishing and responsibly maintaining a personal checking account
- Maintaining one's personal schedule
- Keeping a record of personal expenses over a prescribed period of time
- Graphing the costs of products purchased within the student's family over a prescribed period of time

### 5. Inquiry and Research

- Developing a project that elaborates on the historical perspective of people with disabilities
- Developing a pictorial history of the wheelchair
- Creating a calendar which includes significant dates in an area of emphasis such as School Law Relating to Children with disabilities
- Creating a visual documentation of architectural barriers at school or within the community

## Graduation Standard Accommodations

- Creating and conducting a survey relating to knowledge of or attitudes toward specific disabilities
  - Selecting a specific agency or service provider such as Social Security to document services this agency provides in general and specific ways the student could use the agency's service
- 6. Scientific Concepts & Applications**
- Investigating assistive technology in the area of environmental control units which would make the student's living space more accessible
  - Developing a project or invention that focuses on solving a problem impacted by the student's disability
- 7. Social Studies**
- Creating a chronological history of disability legislation
  - Identifying current legislation that could affect the student's senator or representative
  - Writing a letter of self-advocacy
- 8. Physical Education & Lifetime Fitness**
- Identifying how decisions are made and who participates in the decisions regarding the student's own life
  - Exploring vocational options in which one of the outcomes will be a decision relating to one of the following areas: work, training, school course work
- Exploring recreational opportunities in which one of the outcomes will be participation in more leisure time activities
  - Exploring independent living options, including site visits to agencies which train or help people to be more independent (Courage Center, Minnesota Center for Independent Living)
  - Identifying opportunities for decision making in student's life and implementing a plan for expanding the realm in which the student can make decisions.
- 9. Economics & Business Applications**
- Learning to use and incorporate the use of *Quicken* for financial management
  - Developing a file of adult resources which includes resources in all transition areas: jobs and job training, home living, recreation/leisure, post secondary training, and community
  - Learning to program and troubleshoot personal technology systems and developing a directory of who to contract for assistance
- 10. World Languages**
- Credit should be given for use of an augmentative communication device

**EXAMPLE OF ACCOMMODATIONS FOR A CONTENT STANDARD**

The following example uses a middle level content standard in the Writing & Speaking learning area. The assessment was taken from the Minnesota Electronic Curriculum Repository (MECR): <http://mecr.state.mn.us> Following this example are general considerations when accommodating students who are physically impaired.

**Minnesota Electronic Curriculum Repository (MECR)**

<b>Learning Area:</b> Write & Speak	<b>Content Standard:</b> Writing	<b>Educational Level</b> Middle	<b>Submission Type:</b> State Model Performance Assessment
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**Description of Student Performance:**

**Process or Instructions:** Students write a set of instructions that will help a real audience perform some action, build something, play something and/or use something. They identify the audience, create the instructions, test the instructions on the audience, and revise the instructions according to the feedback received.

**Did You Hear What Happened?:** Students write a narrative in which they describe events from direct experience or observations, use details and figurative language to create a clear image of setting, character and events, include dialogue between characters, and sequence events leading to a logical ending.

**The Way I See It:** After students select a school policy they believe should be supported, changed, added or rescinded, they present their ideas, rationale, and evidence in writing to an administrator, classmates, newspaper editor, and/or policy maker.

**Name of Item:** Process or Instructions

<b>Learning Area:</b> Write & Speak	<b>Content Standard:</b> Writing	<b>Educational Level:</b> Middle	<b>Submission Type:</b> Assessment Task
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**Standard Specification:** *Those parts of the standard that are assessed in this task are bolded.*

**A student shall demonstrate for a variety of academic and technical purposes, situations, and audiences the ability to write:**

- 1. a technical procedure or set of directions that uses:**
  - a) technical terminology, use of tools to perform an action, or both;**
  - b) original visual representations to support text, including, for example, illustrations, diagrams, charts, or technical drawing;**
  - c) sequenced steps using a numbered, bulleted or outlined format;**
  - d) Precise wording and objective style; and**
  - e) a glossary of technical terms used in the text;**
2. a narrative including:
  - a) a description of events from direct experience or observation;
  - b) use of relevant detail and figurative language to create an image of setting, characters, and events;
  - c) dialogue between characters; and
  - d) a sequence of events or ideas leading to a logical ending; and
3. an idea or opinion that:
  - a) gives a rationale that includes reasons to support or oppose the opinion;
  - b) uses evidence to support the idea; and
- 4. has correct spelling mechanics.**

**CONSIDERATIONS FOR STUDENTS**

### WHO ARE PHYSICALLY IMPAIRED

- The student should select an activity that is well known because of personal experience when participating in the activity.
- When creating the directions, the student may dictate directions to a scribe, paper pencil web design, note cards and a pocket chart.
  - Software that supports organization includes Inspiration, FileMaker Pro Templates, Claris/Appleworks and Microsoft Word Outline Feature
  - Software that supports text generation and word prediction (for example, CoWriter by Don Johnston and Write and Speak by TextHelp!)
- When creating the visual presentation and/or project, options may include: photographs of the activity, poster, folder with pages to represent steps in the activity, teach a peer and do a live demonstration.
  - Software that supports a presentation includes: Microsoft PowerPoint, HyperStudio, AppleWorks Slide Show, Broderbund KidPix SlideShow, Don Johnston Write: Outloud.
  - Sources for graphics include: clip art from software and the internet, digital photographs, scanned photographs, video clips, and screen capture
  - For students who use augmentative communication devices, program the students' personal communication device so that it can effectively present the demonstration. Prepare transparencies of the text messages so students can read along during the presentation.
- When preparing for questions with the student, it is helpful to anticipate areas of possible confusion. The student may need you to write answers to possible questions, prepare the class to ask questions in a yes/no or multiple choice format, and ask a peer or adult to assist with answering questions.

# ACCOMMODATIONS FOR STUDENTS WHO ARE PHYSICALLY IMPAIRED

### **Guidelines for accommodations**

- As a general guideline, options for the accommodations of learners who are physically impaired will include more assistive technology methods than other learners
- Consider independence, efficiency, and access to the material when developing accommodations for learners with physical impairments

### **Statements to clarify use of materials developed**

- Concrete presentations in instructions and in the assessment process is necessary for many learners with physical impairments
- Use graphic and visual information to assist learners with physical impairments synthesize the material in the instruction and the assessment process for the performance assessments
- Optimal positioning for physical access for the learner with a physical impairment will increase their ability to complete the assessment performance independently and demonstrate optimal skills
- When possible, choose independently completed quality writing versus the quantity of writing. However, the use of a scribe for portions of the writing process will enable some learners to be able to show breadth of learning rather than producing limited writing due the student's physical capabilities
- Provide a model of the final products required for the performance assessment

### **Process for decision making when making accommodations**

- Look at the multiple needs of each individual student
- Instructional strategies, materials, and technologies list needs to be consulted

Source: A Framework for Integrating Minnesota Graduation Standards and Special Education, Appendix 5, Minnesota Department of Children, Families & Learning, Division of Special Education, St. Paul

### ENHANCING ACHIEVEMENT ON THE WRITING AND SPEAKING STANDARDS OF THE PROFILE OF LEARNING FOR STUDENTS WITH PHYSICAL IMPAIRMENTS

#### ◆ Accommodations in Classroom Instructional Methods

##### Writing Standards:

###### **Presentation Process:**

- Concrete examples need to be given.
- Using Graphics and Less Text
- VENN OO
- COPs
- Repeating Directions
- Fish
- Organizing-Highlighting text by color, subject or webbing with FileMaker Pro
- Claris- Thea Holton
- Writing with a Purpose using concrete visuals
- Clear Formats of Presentation
- Sequential Presentations
- Outlined Presentations
- Use visual and auditory modalities in presentations to enhance reception of the materials.
- Words Banks as reference
- Limit amounts of information on page.
- Increase white space
- Tape record during prewriting process to organize thoughts.

###### **Menu of Responses:**

If handwriting cannot meet the general classroom expectations due to speed or quality- Encourage use of keyboard as an alternate method of output. Use word processing instruction

- Cue charts
- COP-Pr
- Mnemonics

##### Speaking Standards:

###### **Oral Presentations**

- Organization and brain storming will be needed for these students to learn the process of writing to speaking.
- Ideas and themes will be necessary through interdisciplinary approaches so that learning can be connected to real life experiences.
- Chances to practice performance speaking portions will be necessary.

### Interpersonal Communications

- Skills for learning how to share information on an informal basis will need to be promoted through role playing.
- Collaborative communication for small group or paired work will need to be part of classroom instructional techniques.
- Use of phone communication will need to be taught as part of the curriculum again.
- Use of communication devices in the community for ordering from restaurants or with interviewing will need to be modeled in authentic situations.
- Methods which will be helpful in instruction for the performance package of speaking will include:
  - Videotaping training for practicing and critiquing speaking skills for use in different communication settings.
  - Instructing students in use of alternative formats for communication with pictures, written messages, preprogrammed communication devices.
- Teaching interview skills for job skills knowledge will be necessary.
- Informal communication skills training will need curricular emphasis to assist disabled students in being observant in the areas of nonverbal and verbal communication skills.
- Self Advocacy skills or assertiveness training needs special training for our physically disabled students who will spend much of their adult life with a personal care attendant or with another type care giver.

### Additional methods:

- The inclusion of videotape technology training to practice for critiquing speaking skills for use in different communication settings will be helpful.
- Teaching students alternative formats for communication pictures, written messages, preprogrammed communication devices.
- Telephone usage specialized for nonverbal students.
- Practicing interview skills.
- Interpersonal social skills groups to learn appropriate responses in social situations.
- Informal communication skills training.
- Self Advocacy training

## Graduation Standard Accommodations

### ◆ Accommodations in Materials

#### Writing Standards:

- NCR paper for notetaking with peer assistance.
- Slant Boards with clips to hold paper positioning.
- Velcro Word Boards
- Pocket Charts
- Index Charts
- Ring boxes
- Magnetic Boards
- Highlighting- Markers used with different colored high lighting.
- Mechanical pencils
- Pencil grips
- Chubby crayons for illustrations
- Paper Holders
- Markers or felt tip pens to assist with writing.
- Dycem
- Page turning options-foam back carpet in corners to assist with page assist
- Bold lined paper
- Raise lined paper

#### Speaking Standards:

- Posters or pictures may be needed to enhance understanding of concepts.
- The use of slides may be helpful in instruction of how to give oral presentations. Or the use of slides in a presentation to decrease the verbal explanations may be helpful.
- Teach with cue cards or note cards for specific presentation.
- Instruct in use of information organizers.

## ◆ Assistive Technology

### Writing Standards:

#### **Organization:**

#### **Ways to Web:**

- Use Inspiration Program
- Kids Pix
- Claris

#### **Outlining:**

- AppleWorks with automatic outline

#### **Software:**

#### **Talking word Processors:**

- Write Out Loud
- AppleWorks
- Simple Text

#### **Commercial WP- Graphics**

- AppleWorks
- My Own Stories
- Story Book Weaver
- Writing Center
- Imagination Express
- Kids Words 2

#### **Graphics Generation**

- Kids Pix

#### **Screen Captures**

- Flash It!

#### **Stand Alone Graphics**

- Intellipics-Graphics
- Board Maker Graphics

#### **Scanned Graphics**

- Photo Shop

#### **Photo Captures**

- Quick Cam

## Graduation Standard Accommodations

### Alternative Keyboards:

- Intellikeys
- Dynavox
- Head Mouse
- On Screen Keyboard
- Touch Window
- Infrared or Kenex

### Word Prediction

- Co:Writer

### Computer modifications to increase access

- Disable the repeat, Easy Access, Sticky Keys
- Change keyboard layout - Qwerty or Dvorak
- Key Caps/ Key Guards
- Stickers on Keys, Colored coded

### Alternate input devices

- Voice-ie: Dragon Dictate, Via Voice, Naturally Speaking,
- Scanning
- Morse Code
- Alternative keyboards
- Intellikeys
- Dynovox, Head mouse or on screen keyboard,
- Touch Window, or infrared or Kenex

### Other Accommodations

- Word processor
- Computer
- Scanner OCR
- Taped Books
- Tape Recording
- Overhead
- Video
- Grammar checks Editing-Talking electronic spellers
- Grammar checks
- Talking word processing
- Double spacing
- Cut paste-software
- Dictate into a tape recorder

### ◆ Accommodations in Assessment Methods:

#### Writing Standards:

- As a general guideline, learners who are physically impaired will need access to more assistive technology methods than the general education learners.
- The use of concrete presentation in instructional methods as well as in the assessment portions is a necessity.
- The use of graphical or visual assistance so that learners who are physically impaired can synthesize the materials from instruction through the assessment process implicit as it relates to assessment packages.
- Positioning for access for the learner who is physically impaired will assist the ability to complete the packages and demonstrate optimal functioning.
- Use of a scribe for the writing process will enable the learner to be able to show breadth of learning rather than having to produce limited writing due the students physical capabilities.
- Another important component would be to provide modeling of final products required for high standards, so that the learner who is physically impaired can set standards for him/herself which will promote optimal performance.

**Graduation Standard Accommodations**

# STATEWIDE TESTING GUIDELINES FOR STUDENTS WITH IEP OR 504 PLANS

Minnesota Department of Children, Families & Learning

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MINNESOTA  
DEPARTMENT OF

*Children,  
Families &  
Learning*

## Graduation Standard Accommodations

### BASIC STANDARDS TEST: GUIDELINES FOR STUDENTS WITH IEP OR 504 PLANS

#### What tests are students required to take under current Minnesota law and rule?

The State of Minnesota measures educational progress of students with two series of tests, accountability tests called the Minnesota Comprehensive Assessments (MCAs) and diploma tests called the Basic Standards (BSTs). Each series was designed to collect a particular set of data about schools and students. Students with disabilities are included in each series.

#### Accountability Tests

Accountability testing occurs at four grade level clusters: primary, intermediate, middle and high school. The information from these tests is used to compare groups of students over time. Test results are disaggregated to provide insight into specific instructional patterns and learning trends. Specific grades and subjects are indicated below.

Accountability Tests		
Grade	Subject	Test
3	reading & mathematics	MCA
5	reading, mathematics, writing	MCA
8	reading, mathematics	BST*
10	reading (pending) writing	MCA BST/MCA
11	mathematics (pending)	MCA

#### Diploma Tests

To be eligible for a Minnesota Diploma, students must meet local school requirements and Basic Standards Testing requirements. The BSTs ensure that all graduates have minimum levels of literacy in reading, mathematics and writing. Students are required to begin testing in reading and math in grade 8 and in written composition in grade 10.

Basic Standards Diploma Tests		
Grade	Subject	Comment
8	reading, mathematics	required
10	writing	required

\*Note: Results from the grade 8 BSTs are currently used for both accountability (a group snapshot of all students in school) and graduation requirements (each student must pass the BSTs in order to graduate).

### **Are students with disabilities to be included in both the accountability tests and the diploma tests?**

Yes. Students with disabilities are included in both testing series, but the rules for inclusion vary depending on the purpose of the test.

### **How are students with disabilities included in the accountability tests?**

IEP teams look at the sample tests and determine if there is some curricular overlap between the content of the test and their students' daily instructional program. If the easiest items of the test match the student's daily instruction, the student should be included in the test. Students may have accommodations to facilitate their inclusion in the testing process.

### **What kinds of accommodations are permitted?**

An accommodation is defined as any change in testing conditions that does not alter the validity, reliability or security of the tests. Accommodations are based on the recommendations of the IEP team. Accommodations are permitted in the areas of:

- Setting
- Timing
- Presentation Format
- Response Format

### **What if a student's daily work is very different from what is being tested?**

IEP teams should evaluate each subject separately to determine if the state tests, with or without accommodations, are appropriate for students. If there is very little curricular overlap, students may be exempted from accountability testing. Exemptions must be documented in the IEP and also noted on the student's answer document (the test booklet for Grade 3 MCA; the answer sheet for other tests) at the time of testing. The number of students exempted in each district is included in the accountability report.

### **What if the student is working on similar academic content but is emotionally not able to test?**

Exemptions are permitted for students who experience severe anxiety in a testing situation. This is an anxiety reaction that is beyond the normal test jitters experienced by many students. Exemptions must be documented in the IEP and also noted on an answer document at the time of testing.

### **What if a student is exempted from the MCA or BST accountability tests?**

All students must be included in the statewide accountability system. Students who are exempt from the traditional testing program must be evaluated using the Minnesota Alternate Assessment. Results from the Alternate Assessment will be used to measure the progress of students who are exempted from the traditional tests.

### **What about students with disabilities who take the grade 8 BSTs?**

The purpose of accountability tests like the grade 8 BST is to compare schools. A significant change to the test or testing condition for a particular student will likely alter the validity of the results. A number of changes (called modifications) permitted for diploma tests are not permitted for accountability tests. For example, a student who needs two days to read the BST

## Graduation Standard Accommodations

reading test is not performing the same reading task as students who are able to read the same amount in 90 minutes.

When students take the BST at grade 8 (reading and math) and 10 (writing), the only changes permitted are the accommodations listed in this appendix and certain modifications that do not alter the administration of the test. However, the IEP team may determine that a lower passing score is appropriate for an individual student. The test vendor will still score the test. The adaptations listed under the modifications section is not permitted (see pg. 6).

Some students may be exempted from the grade 8 BST. These students will take the Alternate Assessment at grade 8. However, at a later grade the IEP team may decide to have these students participate in BST testing with modifications. For example, the IEP team could decide that a student should have two instructional days to obtain a passing score. Or the IEP team could decide that a student should obtain a score of at least 580. In either case, if the student met the standard set by the IEP team, "Pass Individual" would be entered on the student's personal transcript. "Pass Individual" indicates that the student is reading at an individually determined level that is lower than the state standard.

### **How long should schools try to get a student to pass at the state standard?**

Generally speaking, students should try to pass at the state standard as long as the IEP team thinks that it is a reasonable target. For many students, modifications will not be used until 11<sup>th</sup> or 12<sup>th</sup> grade. For other students, they will either be exempted for the duration of their high school career or some other standard will be established when appropriate.

### **What is a passing score on the BST?**

The passing score for Reading and Math is a scale score of 600; for Written Composition it is 3 (a holistic score that ranges from 1 to 4). Students whose scores are at least this high have fulfilled their Basic Standards Tests requirements.

### **What kinds of results are possible for students who take the BST?**

One of these four notations will be entered:

- Pass State – no modifications
- Pass Individual – met individual passing requirements as determined by the team
- Exempt – not required to test based on team decision
- Not Passed – did not meet passing requirements (standard or individual)

***Scores from the MCA tests are not put on the high school transcript.***

### **Can the BST Pass/No Pass notation on the transcript change?**

If a grade 8 student has been exempted from the BST, then "Exempt" will be noted on the transcript. Later in high school, if the IEP team decides the student is ready for a modified version of the BST, the student can take the modified version. If the student then meets the standard established by the IEP team, the notation on the transcript will be changed from "Exempt" to "Pass Individual."

### **What's the difference between an Accommodation and a Modification?**

Accommodations are changes that do not alter the validity, reliability or security of the test (see page 9). The same accommodations are permitted for all state tests.

Modifications are changes to the test or testing situation that alter the validity or reliability of the test. Modifications are permitted for diploma tests but not for accountability tests. When a modification is made, students are still being evaluated on the construct (reading or math) but in a manner that is no longer equivalent to the standard administration. The IEP team may determine that a lower than state standard passing score is appropriate for the first administration of the grade 8 and 10 tests for an individual student. The test vendor will still score the test.

### **Do students who are exempted from the BST in high school have to take Alternative Assessments?**

No. When students are exempted from the Basic Standards Tests in grades 9-12 they are not required to take the Alternate Assessment. The Alternate Assessment is only required for students exempted from accountability tests.

## **DEFINITION OF TERMS**

### **Accommodations**

Accommodations are typically minor adjustments made to the test setting, the timing of the test, how the test is presented to the student, or response formats that do not compromise the validity, reliability or security of the test. Accommodations are permitted for both system accountability testing and diploma testing. Not every accommodation is appropriate for every test. See page 9 for specific accommodations permitted for each subject. Accommodations that require special test books, materials or special handling are noted. Accommodated materials must be requested on the Registration/Enrollment Form from the test vendor.

When selecting accommodations for students, IEP or 504 teams should consider the needs of the student in daily instructional situations as well as any additional needs that might arise in a secure testing situation. Students may require multiple accommodations such as interpreted directions and extended time. If you wish to provide an accommodation not listed, please call the Office of Statewide Testing or the Division of Special Education (see page 14 for contact information).

### **Modifications**

A modification is an adjustment to the standard, the test or the testing conditions that is significant enough to result in a change in the level of difficulty. Modifications permit students who are unable to take the test under the standard conditions to demonstrate what they do know in the content area being assessed. Modifications should not compromise test security.

No modifications are permitted for accountability tests. Modifications are only permitted for BSTs after the accountability administration (i.e., grade 8 for reading and math and grade 10 for writing). However, the IEP team may determine that a student taking a BST under accountability conditions can have an individual passing score lower than the state standard.

## Graduation Standard Accommodations

The test vendor will still score the test. If the student met the modified standard, but not the state standard, the student would be considered to have not passed for the accountability report, but to have passed for diploma purposes.

Modifications should reflect the needs of the individual student and may combine several strategies. In each case IEP or 504 teams set the test modifications or modify the state standards.

The following are examples of modifications that may be considered:

- The team sets a lower passing score for the BST. The test vendor will score the test.
- The team allows a student to use a spellchecker for the test of written composition. School personnel will score the composition.
- The team allows the student an additional day of testing. The test vendor will score the test.
- The team selects a test other than the state test. Possible tests are the Woodcock-Johnson, Key Math, or the TOWL (Test of Written Language). School personnel will score the test.
- The team creates a test specifically for an individual student. School personnel will score the test.

**Note:** Whenever possible, students should be encouraged to attempt to pass a BST at the state level. Teams should consider the goals and objectives of the student’s IEP or 504 plan when setting an individually modified standard. Once a team has sufficient testing history to establish an appropriate passing standard for a student, a previously earned score may be used to award a “Pass Individual” notation.

### Exemptions

Exemptions are for those very few students whose goals and objectives of the IEP or 504 plan are not consistent with or do not address the specifications of the test content or standard. Students may be exempted if they are incapable of taking a test due to:

- Lack of ability to participate in learning within the subject;
- Lack of exposure to material within the range and scope of the test;
- Severe anxiety in a testing situation. This is an anxiety reaction that is beyond the normal test jitters experienced by many students.

Students should **not** be exempted from system accountability testing solely on the basis of:

- Anticipated low scores
- History of low test scores
- Presence of cognitive, physical, sensory, emotional, or communicative disability
- Administrative pressure
- Program placement or setting of services (e.g., self-contained classroom)
- Disability category

### **Alternate Assessment**

The federal Individual Disability Education Act (IDEA, 1997) requires states to evaluate students with an alternate assessment when a student is exempted from a state system accountability test. Minnesota has developed an Alternate Assessment system that consists of rating scales completed by teachers assessing student developmental academic skills or functional living skills.

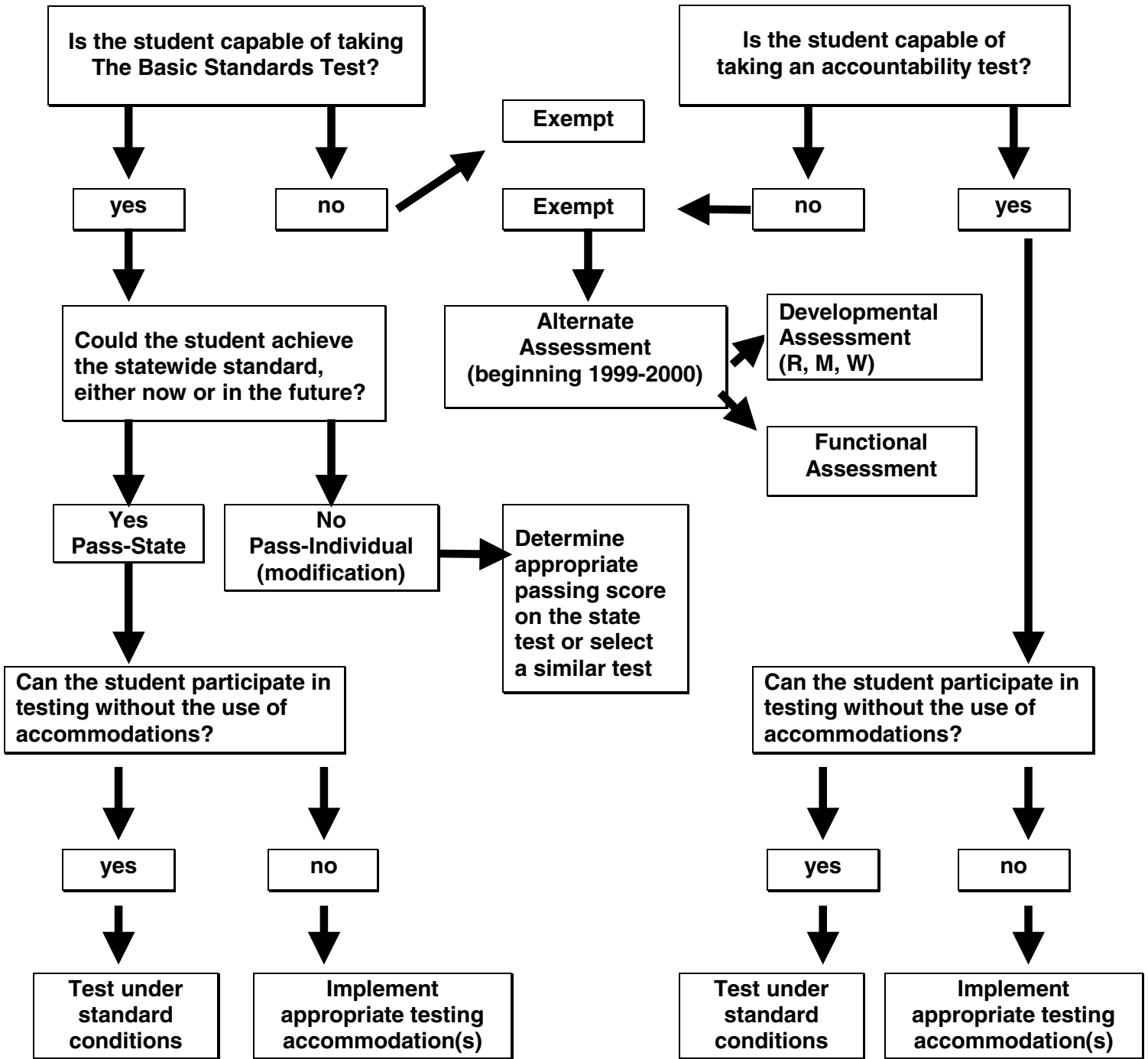
When a student is exempted from a specific content area on a state test because of a gap between daily academic skill focus and the content of the state test, progress in the skill area is assessed using a six-point rating scale. The scale is used to rate progress on a continuum from awareness to understanding to application of academic skills. Points are assigned to students based on teacher observation. Separate scores are given in the areas of reading, mathematics and writing. The same rating scales are used for students K –12.

Some students who are exempted from the state tests are working on functional living skills rather than developmental academic skills. These students' progress towards acquiring functional living skills is evaluated using the Functional Skills Rating Scale. They are evaluated on a six-point scale in the areas of home living, recreation and leisure, community participation, jobs and training, social skills, communication and academics.

**TESTING DECISIONS: STUDENTS WITH IEP OR 504 PLANS**

**DIPLOMA TESTING**

**ACCOUNTABILITY TESTING**



## ACCOMMODATIONS PERMITTED

### SCHEDULING AND SETTING FORMAT ACCOMMODATIONS

*These may be provided to **any** student, with or without IEP or 504 plans.*

<p><b>Extended time</b> may be provided to a student. While each test has a suggested amount of time for test administration, there is no limit to the amount of time a student may be allowed within the officially designated instructional test day. Every student should be given sufficient time to respond to every test item.</p>	<p><b>Mathematics</b> <b>Reading</b> <b>Written</b> <b>Composition</b></p>
<p><b>Individual or small group administration</b> may be provided to students who may need to test alone in a room or with a small group of students. For example, students who need additional time or use an audiocassette version of the mathematics should be allowed to test in a separate room.</p>	<p><b>Mathematics</b> <b>Reading</b> <b>Written</b> <b>Composition</b></p>
<p><b>Special settings</b> may be provided for students. Tests may be administered in rooms with special lighting, acoustics, or furniture to accommodate needs.</p>	<p><b>Mathematics</b> <b>Reading</b> <b>Written</b> <b>Composition</b></p>
<p><b>Testing time during instructional day</b> may be adjusted according to the needs of the student. Students may test at any time during the officially designated instructional test day.</p>	<p><b>Mathematics</b> <b>Reading</b> <b>Written</b> <b>Composition</b></p>

### PRESENTATION FORMAT ACCOMMODATIONS

*These accommodations are permitted for students with IEPs or 504 Plans.*

<p><b>Directions</b> may be given in any format necessary to accommodate students (signing, auditory, amplification, repeating, etc.). Test administrators must use the script in the test manual to explain the task to students. They are not allowed to go beyond the script in giving or clarifying directions.</p> <p>Directions are found in the test administration manual. These are non-secure documents and should be reviewed prior to test administration.</p>	<p><b>Mathematics</b> <b>Reading</b> <b>Written</b> <b>Composition</b></p>
<p>* <b>Large Print</b> is an enlarged copy of a test. Students who use the large-print edition are allowed to mark their answers in the large-print test books. (Large print is in Times Roman font and is available in 14, 18, 24 and 36-point font size.) Written Composition is only</p>	<p><b>Mathematics</b> <b>Reading</b> <b>Written</b> <b>Composition</b></p>

## Graduation Standard Accommodations

<p>available in 24 and 36-point font size. All large print Reading and Mathematics BSTs are in the short segment format.</p> <p>School testing personnel must transfer answers from the large print edition to a scannable Answer Document. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transferred answers.</p> <p>Note: Written Composition papers <b>must be written in pencil</b>, not in ink.</p>	<p>*Special Order Materials</p>
<p>* <b>Braille versions</b> of all tests are available to students who are blind or partially sighted and are trained in the Braille system. Student responses may be recorded in one of the following ways:</p> <ul style="list-style-type: none"> <li>• recorded by a proctor</li> <li>• marked in the test booklet by the student</li> <li>• recorded with a typewriter or word processor</li> <li>• dictated to a scribe, or</li> <li>• recorded by the student using a Braille writer or a slate and stylus.</li> </ul> <p>A regular print version of the Braille tests will be provided to test administrators or proctors working with students at the time of testing.</p> <p>School testing personnel must transfer answers to a scannable Answer Document. Transfer of answers must be recorded (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transferred answers.</p> <p>Note: Written Composition papers <b>must be written in pencil</b>, not in ink.</p>	<p><b>Mathematics Reading Written Composition</b></p> <p>*Special Order Materials</p>
<p><b>Magnification or low vision aids</b> may be used by visually impaired students when reading tests.</p>	<p><b>Mathematics Reading Written Composition</b></p>
<p><b>Templates to reduce visual print field</b> may be used by students when reading the test.</p>	<p><b>Mathematics Reading Written Composition</b></p>

## Graduation Standard Accommodations

<p><b>*Short Segment Test booklets</b> may be ordered for students who are unable to take the entire test in one sitting. These tests may be administered only on the official date during the designated instructional test day. (These are available only for the Basic Standards Test.)</p>	<p><b>Mathematics Reading</b></p> <p>*Special Order Materials</p>
<p><b>* Audio cassettes</b> may be provided for students who have difficulty with printed material and/or who acquire knowledge primarily through the auditory channel. (Materials must be ordered separately.)</p> <p>Note: Cassettes should be used with headphones or in individual situations.</p>	<p><b>Mathematics</b></p> <p>*Special Order Materials</p>
<p><b>*A script of the audio cassette</b> may be provided for testing personnel to read or interpret the mathematics test for any student who had difficulty with printed material and for whom the audio cassette is not appropriate.</p>	<p><b>Mathematics</b></p> <p>*Special Order Materials</p>
<p><b>* Interpretation of the math test</b> may be provided for deaf or hard of hearing students. The audiocassette or the audiocassette script must be used for interpreting to maintain the validity of the test. Only literal interpretation of the script is acceptable as an accommodation.</p>	<p><b>Mathematics</b></p> <p>*Special Order Materials</p>
<p><b>* Large Print Answer Documents</b> are provided for students who require more space due to the size of their handwriting. This accommodation is not provided for Written Composition.</p> <p>Student Written Composition papers must be transcribed to the regular scannable Answer Document. Transcription of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transcribed answers. Testing personnel in the district must fill in personal information.</p> <p>Note: Written Composition responses <b>must be written in pencil</b>, not in ink.</p> <p>School testing personnel must transfer answers for the reading and mathematics tests to a scannable Answer Document. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transferred answers.</p>	<p><b>Mathematics Reading Written Composition</b></p> <p>*Special Order Materials</p>

## Graduation Standard Accommodations

### RESPONSE FORMAT ACCOMMODATIONS

*These accommodations are for students with IEPs or 504 Plans.*

<p><b>Braille</b> note taking devices may be used by students who are trained to use them. Since Braille note taking devices include “spellcheckers” which are difficult to remove from the device, a monitor must verify that the student has not activated the spellchecker.</p> <p>School testing personnel must transfer answers to a scannable Answer Document. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transferred answers.</p> <p>Note: Written Composition responses <b>must be written in pencil</b>, not in ink.</p>	<p><b>Mathematics</b> <b>Reading</b> <b>Written</b> <b>Composition</b></p>
<p><b>Word processor</b> or similar devices may be used if the IEP or 504 team determines it would be appropriate. Students may not have access to the following features of word processing programs: spell check, thesaurus, grammar check, or other reference or preparation materials.</p> <p>Written Composition papers that are produced by word processors must be transcribed to the scannable Answer Document. (The word-processed paper should be sent in a separate envelope. These will NOT be scored.) Transcription of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transcribed answers. Testing personnel in the district must fill in personal information.</p> <p>Note: Written Composition responses <b>must be written in pencil</b>, not in ink.</p> <p>School testing personnel must transfer answers for the reading and mathematics tests to a scannable Answer Document. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transferred answers.</p>	<p><b>Mathematics</b> <b>Reading</b> <b>Written</b> <b>Composition</b></p>
<p><b>Voice-activated computers</b> may be used by students who are trained to use them. Students may not have access to the following features of word processing programs: spell check, thesaurus, grammar check or other reference or preparation material.</p> <p>For the test of Written Composition, the student must spell out</p>	<p><b>Mathematics</b> <b>Reading</b> <b>Written</b> <b>Composition</b></p>

## Graduation Standard Accommodations

<p>every word and give punctuation to the scribe. Scribes must write <b>exactly</b> what the student dictates. Students may be given scripted responses for editing purposes.</p> <p>Students Written Composition papers that are produced by voice-activated computers must be transcribed to the scannable Answer Document. (The word-processed student paper should be sent in a separate envelope. These will NOT be scored) Transcription of student papers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transcribed answers. Testing personnel in the district must fill in personal information.</p> <p>Note: Written Composition responses <b>must be written in pencil</b>, not in ink.</p> <p>School testing personnel must transfer answers for the reading and mathematics tests to a scannable Answer Document. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of all transferred answers.</p>	
<p><b>Scribes</b> may be provided for students whose visual or motor responses inhibit their ability to write answers. Scribes must be impartial and should be experienced in transcription. They must write <b>exactly</b> what the student dictates. Students must spell out every word and give punctuation for the scribe to write following the dictation of the composition. Students may be given scripted responses for editing purposes.</p> <p>School testing personnel must transfer personal information to a scannable Answer Document. The transcription must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of any transcribed answers.</p>	<p><b>Mathematics Reading Written Composition</b></p>
<p><b>Respond directly in test books.</b> Students may record answers directly onto the test books. Answers must be transferred to a scannable Answer Document by school testing personnel. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check for accuracy of answers.</p> <p>Note: Grade 3 students have scannable Test/Answer Books.</p>	<p><b>Mathematics Reading</b></p>
<p><b>An Abacus</b> may be used in place of a calculator on the calculator portion of the Mathematics test.</p>	<p><b>Mathematics</b></p>

## Graduation Standard Accommodations

<p><b>Tape recorder</b> may be used to record answers if the student is unable to mark a scannable answer book.</p> <p>Answers must be transferred to a scannable Answer Document by school testing personnel. Transfer of answers must be documented (including the names of school personnel involved) on the Test Administration Report. Be sure to check the accuracy of any transferred answers.</p>	<p><b>Mathematics Reading</b></p>
<p><b>Tape recording of the Reading Test</b> may be done in individual testing settings. The student may read the reading test into a tape recorder. The student may replay the tape as the test is taken.</p>	<p><b>Reading</b></p>
<p><b>Tape recording of Pre-writing</b> is permitted in individual testing settings. Students may record their ideas to assist in pre-writing organization. The students may replay their dictation as they organize their compositions.</p>	<p><b>Written Composition</b></p>
<p><b>Writing prompts</b> may be read aloud to students who have difficulty with printed words and/or who acquire knowledge primarily through the auditory channel. A test monitor may read the prompt aloud to student(s). No audiocassette will be provided for the writing prompt.</p>	<p><b>Written Composition</b></p>

**If you have questions about testing accommodation policies, please contact:**

**Nancy Hof**

Assessment Specialist  
 MN Dept. of Children, Families & Learning  
 Tel: (651) 582-8221  
 E-mail: nancy.hof@state.mn.us

**If you have questions about Special Education policies, please contact the following professionals:**

**Alternate Assessment**

Bill McMillan  
 MN Department of Children, Families & Learning  
 Office of Special Education  
 (651) 582-8610  
 e-mail: bill.mcmillan@state.mn.us

**Special Education**

Barbara Stahl  
 MN Department of Children, Families & Learning  
 Office of Special Education  
 (651) 582-8659  
 e-mail: barbara.stahl@state.mn.us

Student Name \_\_\_\_\_

Building \_\_\_\_\_

Reviewer Name \_\_\_\_\_

3/2002

**3.4.8 PHYSICALLY IMPAIRED**

Evaluation \_\_\_ Reevaluation \_\_\_

Date of Evaluation Report \_\_\_\_\_

Federal Setting \_\_\_\_\_ DOB \_\_\_\_\_

ELIGIBLE: YES NO

*A student has a physical impairment and is in need of special education and related services when the student meets the criteria in Item A and one of the components in Item B.*

**A.** Medically diagnosed physical impairment (documented evidence in file) Yes No

Physical impairment \_\_\_\_\_

**AND**

**B.** Documentation in evaluation report of need for special education instruction and services, from one of the items below: Yes No

\_\_\_ 1. two systematic observations documenting lack of functional level organizational or independent work skills ( one by physical or health disabilities teacher in daily routine setting)

**or**

\_\_\_ 2. two systematic observations documenting inability to manage or complete motoric portions of classroom tasks on time (one by physical or health disabilities teacher in daily routine setting)

**or**

\_\_\_ 3. physical impairment interferes with educational performance (1 SD below on achievement test)

Achievement Test \_\_\_\_\_ SD \_\_\_\_\_

**For complete information regarding eligibility requirements, refer to Minnesota Rule 3525.1337**



## **MINNESOTA RULES, CHAPTER 3525 SEVERELY MULTIPLY IMPAIRED**

### **3525.1339 SEVERELY MULTIPLY IMPAIRED.**

Subpart 1. Definition. "Severely multiply impaired" means a pupil who has severe learning and developmental problems resulting from two or more disability conditions determined by an evaluation as defined by part 3525.2710.

Subp. 2. Criteria. The team shall determine that a pupil is eligible as being severely multiply impaired if the pupil meets the criteria for two or more of the following disabilities:

- A. deaf or hard of hearing, part 3525.1331;
  - B. physically impaired, part 3525.1337;
  - C. developmental cognitive disability: severe-profound range, part 3525.1333;
  - D. visually impaired, part 3525.1345;
  - E. emotional or behavioral disorders, part 3525.1329;
- or**
- F. autism spectrum disorders, part 3525.1325.

STAT AUTH: MS s 120.17; L 1999 c 123 s 19,20

HIST: 16 SR 1543; L 1998 c 397 art 11 s 3; 26 SR 657

**Current as of 01/18/02**



# **MINNESOTA RULES, CHAPTER 3525**

## **DEVELOPMENTAL ADAPTED PHYSICAL EDUCATION**

### **3525.1352 DEVELOPMENTAL ADAPTED PHYSICAL EDUCATION: SPECIAL EDUCATION.**

Subpart 1. Definition. "Developmental adapted physical education: special education" means specially designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development. Developmental adapted physical education: special education instruction for pupils age three through 21 may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports.

Students with conditions such as obesity, temporary injuries, and short-term or temporary illness or disabilities are termed special needs students. Special needs students are not eligible for developmental adapted physical education: special education. Provisions and modifications for these students must be made within regular physical education.

Subp. 2. Criteria. A pupil is eligible for developmental adapted physical education: special education if the team determines the pupil meets the criteria in items A and B.

A. The pupil has one of the following disabilities in each respective criteria in parts 3525.1325 to 3525.1341, 3525.1345, and 3525.1354: autism spectrum disorders, deaf-blind, emotional or behavioral disorders, deaf or hard of hearing, specific learning disability, developmental cognitive disability, severely multiply impaired, other health disability, physically impaired, visually impaired, traumatic brain injury or part 3525.1350, subpart 3.

B. The pupil is determined by the team to need specially designed physical education instruction because:

(1) the pupil's performance on an appropriately selected, technically adequate, norm-referenced psychomotor or physical fitness instrument is 1.5 standard deviations or more below the mean. The instrument must be individually administered by appropriately licensed teachers; or

(2) the pupil's development or achievement and independence in school, home, and community settings is inadequate to allow the pupil to succeed in the regular physical education program as supported by written documentation from two or more of the following: motor and skill checklists; informal tests; criterion-referenced measures; deficits in achievement related to the defined curriculum; medical history or reports; parent and staff interviews; systematic observations; and social, emotional, and behavioral assessments.

STAT AUTH: MS s 121.11; L 1994 c 647 art 3 s 23; L 1999 c 123 s 19,20

HIST: 19 SR 2432; L 1998 c 397 art 11 s 3; 26 SR 657

**Current as of 01/18/02**

