A

Supplementary Aids and Services (SaS) Consideration Toolkit

COMPONENT A:

Introduction and Preparation for Use

COMPONENT A provides an overview of the SaS consideration process, describing who is responsible for actions at each step of the process.

--Review COMPONENT A _prior_ to the use of any other SaS Toolkit components.
--Refer to COMPONENT B _throughout_ the use of the SaS Toolkit

- The Supplementary Aids and Services Toolkit guides teams through steps that lead to the identification of services and supports to enable a student with a disability to learn and succeed within general education classroom settings.

- The SaS Consideration Toolkit consists of five components that are packaged separately to facilitate ease of use.

- PaTTAN and Intermediate Unit consultants have been trained in the use of these tools, and are available to provide on-site support to IEP teams as they become familiar with the process.

Using the SaS Toolkit Components

A sequence is outlined to guide teams through the SaS Consideration Process. In practice, the use of the tools is an interactive rather than linear process, with two exceptions:

- Learning about the use of the tool is a necessary *first* step
- Creation of the student profile is a critical *second* step

The remaining steps build upon this foundation. The entire process is summarized in the table below.

Implementation Sequence	*Suggested Personnel*	Toolkit Component(s)	
Learn About the SaS Consideration Toolkit and Process	*Special education administrators, PaTTAN and IU Technical Assistance personnel (TaC) serve as resources to IEP team*	Overview and Preparation for Use	SAS Self Check
Compile and organize information about the student	*All team members*	Student Profile	
Create profile of general education setting(s)	*General and special educator compile information and share with team*	SaS Consideration Tool, Step 1	
Identify potential barriers to learning and curriculum access in the general education classroom	*All team members*	SaS Consideration Tool, Step 2	
Identify strategies and services to eliminate barriers	*All team members; specialists as needed to supplement team expertise (e.g., AT specialist, behavior specialist, PaTTAN/IU consultants)*	SaS Consideration Tool, Step 3 A Quick Guide to Supplementary Aids and Services	
Discuss and analyze appropriate SaS options and determine viable alternatives for implementation	*All team members and consultants*	SaS Consideration Tool, Step 4	

Supplementary Aids and Services (SaS) Consideration Toolkit
Introduction

Supplementary Aids and Services (SaS) create a system of support that enables many students with disabilities to learn and participate alongside typical peers, regardless of their unique instructional needs and differences. Consistent with the least restrictive environment (LRE) principle of IDEA, IEP teams must thoughtfully consider a full array of Supplementary Aids and Services that make it possible for students with disabilities to be included in general education classrooms, non-academic, and extracurricular activities. The *SaS Consideration Toolkit*, developed for use within schools throughout Pennsylvania, provides a systematic approach to structure this process.

This approach requires IEP team members to collaboratively gather and analyze information about a student in relation to the regular education classroom(s) that represent the *first* environment(s) considered as his/her educational placement. The tools guide information gathering efforts that begin prior to the writing of an IEP, continuing throughout the program planning and IEP development process. After completing the activities that comprise this Toolkit, teams are able to identify environmentally-referenced Supplementary Aids and Services that will support a student to participate and learn within the general education classroom.

Components of this Toolkit incorporate several well-established curricular and program planning practices. First, the consideration process utilizes the person/setting discrepancy analysis strategies that are characteristic of the *ecological inventory process* (Brown et al., 1979), familiar to those with experience developing individualized curricula for students with significant disabilities. Second, strategies embedded in materials developed by the Center for Applied Special Education Technology (CAST) in their innovative work in the area of Universal Design for Learning have been utilized. Specifically, this Toolkit incorporates the concept of systematically reviewing the methods, materials, and assessments in a lesson, unit, or curriculum, a strategy utilized in CAST's Curriculum Barriers Tool (CAST, nd). Finally, Supplementary Aids and Services domains, identified by Etscheidt and Bartlett (1999), have been utilized in this Toolkit as an organizational structure for potential support strategies and services.

The SaS Consideration Toolkit has been piloted by schools teams in Pennsylvania who support students with a range of disabilities, including those with disability labels of mental retardation, learning disability, and autism. While this Toolkit was designed to help teams during the educational planning and placement decision-making process, yielding information to include in a student's IEP, teams found the strategies helpful in other situations, including:

- Problem-solving inclusion support issues;
- Planning for supports within a new general education curricular area;
- Engaging students with disabilities to identify supports necessary for success in general education classrooms; and
- Comprehensive planning for transition to a new setting or grade.

Preparing to Use the Supplementary Aids and Services Consideration Toolkit

The Supplementary Aids and Services Consideration Tool is a structured method to analyze the instructional, physical, and social environment of a general education classroom from the perspective of an individual student. The intended outcome of using this tool is a list of environmentally-referenced Supplementary Aids and Services that enhance participation and learning for a student with a disability in the general education classroom. As illustrated in the table on page three, this use of this tool follows the completion of the Student Profile.   Using the tools in this sequence provides a solid foundation of student-specific information upon which the steps described in the remainder of this document can build.

Step 1: Develop Profile of General Education Classroom(s)

A Classroom Profile is a compilation of information about the methods, materials, practices, and physical characteristics of a general education setting. The reference point for this activity is the general education classroom(s) that a student would participate in if he or she did not have a disability. While the identification of this setting is not difficult in some schools (e.g., small schools with one classroom at each grade level), the choice is not as straightforward in all settings. This requires flexibility in the approach to implementation.

Which Setting(s)?

- When classroom options are available, an initial comparison of the choices by the IEP team may result in the identification of one choice that represents the best match between a student's needs, strengths, interests, and the instructional setting and classroom characteristics. It may be readily apparent, for example, that the number of students in a class, the physical layout or location of the classroom in the school building, the experience of a classroom teacher, and/or the presence of peers who know a student, make one classroom preferable to others. Narrowing down options initially will allow the team to proceed with the profile of a specific setting.

- A similar approach may be useful at the secondary level, where curricular electives are available for all students. Initial information about setting options should be shared with the student and family to ensure their input in these class scheduling decisions.

- If it is not possible to focus on a specific general education setting(s) prior to an IEP meeting, it will be necessary to think more globally about available options. Consider characteristics common to the potential choices (e.g., practices common to the three sections of 4th grade that available within the home school) when completing the profile. When a specific classroom *is* selected, the team can revisit the setting analysis, as necessary, adding more specific information to ensure alignment of the Supplementary Aids and Services with the instructional characteristics of this particular classroom.

Who Compiles the Information?

The instructional, social, and physical environment of the classroom is best described by those individuals most familiar with daily practices in this setting. Therefore, the general education teacher(s) is most often the primary source of information for Step 1. Gathering information from the general educator can occur in several ways.

- The special educator can collaboratively begin this step with the general educator either *in advance of* or *during* a team meeting. **This is the preferred option for this information gathering**. The information is then discussed with the entire team, providing a basis for the analysis required in Step 2.

- When collaborative information-gathering options are not possible, the first column may be completed independently by general educator(s), sharing this information with the entire team as an initial "report" for further team discussion. A special educator or other professional who co-teaches in the general education classroom could also complete the environmental scan in Step 1 if they have sufficient knowledge of classroom practices. If this is the case, it is important to share the document with the general educator prior to the IEP meeting to make sure it is an accurate reflection of the classroom instructional environment before it is shared with the entire student team.

- Time can be allocated for this activity at a team meeting, enabling the general educator to share information that will assist all team members in understanding the dynamics of the general education classroom. If this approach is taken, it is important to allocate sufficient team time for this to occur.

Step 2: Identify Potential Barriers to Curricular Access and Instruction

Comprehensive information about the student's skills, learning characteristics, and priority needs is necessary in order to consider the instructional implications of classroom practices and routines <u>for this individual student</u>. Relevant student information may be found in the Evaluation Report, previous IEP documents, and/or progress reports. Parent input is essential to creating a comprehensive profile of the student as well as input from all other team members. In addition, student peers have been found to be valuable sources of instructionally relevant information. This information is summarized in the Student Profile, completed prior to beginning the consideration process.

This information provides the basis for an analysis of potential discrepancies between what is occurring in the classroom, as reflected in the ratings compiled for various instructional practices produced in Step 1, and what is needed by the student to access instruction. The purpose of this analysis is to be *proactive*, responding to potential mismatches between a student and the instructional environment before actual problems occur. Selecting appropriate supports can eliminate or minimize the instructional impact of any mismatch between *what* and *how* a student learns, and prevailing practices in the general education classroom.

If this discussion is occurring during the development of the student's IEP, it should be noted that this same information is needed to document a student's strengths and needs, present level of performance, and current access to the general education curriculum.

Step 3: Identify Strategies and Services to Eliminate Barriers

It is critical that teams draw upon the broad base of available information about the student and effective strategies to support students with disabilities in general education classrooms. Teams that have limited experience with using a range of Supplementary Aids and Services to support inclusive placements must seek out the information, support and training that *they* need in order to develop program plans that are consistent with LRE principles. Therefore, identification of support strategies may necessitate:

- Use of the Quick Guide to Supplementary Aids and Services and/or other information resources to identify available strategies and services to address a specific instructional mismatch.

- Involvement of a consultant or resource person who is experienced in inclusive practices and specific support strategies (e.g., assistive technology, strategies for students with sensory limitations), providing an opportunity for job-embedded coaching during this program planning process. Teams have ready access to consultants from their Intermediate Unit and PaTTAN Educational Consultants.

- Engaging peers in the problem-solving process of brainstorming and identifying support strategies.

Step 4:   Discuss Appropriate Supplementary Aids and Services Options and Identify Viable Alternatives for Implementation

The team must identify the most appropriate Supplementary Aids and Services needed to support this student's learning and participation in the general education setting(s) based on a careful consideration of the interaction between general education classroom characteristics and practices, individual student learning needs and characteristics, and potential strategies available to serve as an instructional scaffold for the student. This is also the time to identify the supports needed by *adults* to effectively implement the SaS that will be included in the student's IEP.

While many possibilities may have been generated during Step 3 of this process, the team must determine which combination of services and supports represents the most viable starting point for program implementation. Like other aspects of the student's instructional program, ongoing evaluation and fine tuning is critical to the success of this process.

- Progress monitoring, linked to the student's IEP goals and objectives, will assist in determining the effectiveness of these supports. It is essential that desired student learning outcomes are clearly identified, serving as a consistent reference point as new instructional methods and supports are introduced.

- In some cases, a team may implement a support strategy, evaluate its effectiveness over time, and determine that it is not having the desired effect. If this occurs, information generated in Step 3 can be revisited, and other support options may be tried.

Given this overview, the team is ready to proceed with implementation of the SaS Consideration Toolkit.

References

Brown, L., Branston-McClean, M. B., Baumgart, D., Vincent, L., Falvey, M., & Schroeder, J. (1979). Using the characteristics of current and subsequent least restrictive environments in the d evelopment of curricular content for severely handicapped students. *AAESPH Review, 4*(4), 407-424.

Center for Applied Special Education Technology. (nd). *Curriculum barriers tool*. Retrieved online March 17, 2007 at http://www.cast.org/teachingeverystudent/tools/curriculumbarrierstool.cfm.

Etscheidt, S. K., & & Bartlett, L. (1999). The IDEA Amendments: A four-step approach for determining Supplementary Aids and Services. *Exceptional Children, 65*(2), 163-174.

B
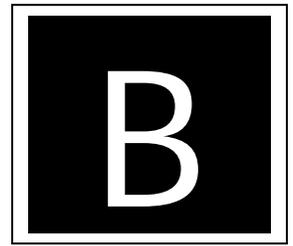
Supplementary Aids and Services (SaS) Consideration Toolkit

COMPONENT B:

Student Profile: Summary of Strengths, Needs and Learning Characteristics

COMPONENT B assists teams in organizing student specific information in a format designated to facilitate instructional planning and problem-solving to support inclusive practices.

--Review COMPONENT A *prior* to the use of any other SaS Toolkit components.
--Refer to COMPONENT B *throughout* the use of the SaS Toolkit

- The Supplementary Aids and Services Toolkit guides teams through steps that lead to the identification of services and supports to enable a student with a disability to learn and succeed within general education classroom settings.

- The SaS Consideration Toolkit consists of five components that are packaged separately to facilitate ease of use.

- PaTTAN and Intermediate Unit consultants have been trained in the use of these tools, and are available to provide on-site support to IEP teams as they become familiar with the process.

Using the SaS Toolkit Components

A sequence is outlined to guide teams through the SAS Consideration Process. In practice, the use of the tools is an interactive rather than linear process, with two exceptions:

- Learning about the use of the tool is a necessary *first* step
- Creation of the student profile is a critical *second* step

The remaining steps build upon this foundation. The entire process is summarized in the table below.

Implementation Sequence	*Suggested Personnel*	Toolkit Component(s)	
Learn About the SaS Consideration Toolkit and Process	*Special education administrators, PaTTAN and IU Technical Assistance personnel (TaC) serve as resources to IEP team*	Overview and Preparation for Use	
Compile and organize information about the student	*All team members*	Student Profile	
Create profile of general education setting(s)	*General and special educator compile information and share with team*	SaS Consideration Tool, Step 1	
Identify potential barriers to learning and curriculum access in the general education classroom	*All team members*	SaS Consideration Tool, Step 2	SAS Self Check
Identify strategies and services to eliminate barriers	*All team members; specialists as needed to supplement team expertise (e.g., AT specialist, behavior specialist, PaTTAN/IU consultants)*	SaS Consideration Tool, Step 3 A Quick Guide to Supplementary Aids and Services	
Discuss and analyze appropriate SAS options and determine viable alternatives for implementation	*All team members and consultants*	SaS Consideration Tool, Step 4	

Student Profile: Summary of Strengths, Needs, and Learning Characteristics

IEP teams use a variety of strategies to share information with each other as they begin the program planning process. For example, one person may summarize information shared during the team's discussion by recording it on flip chart paper. Alternatively, a note taker may record information shared and compile it for team members as part of the meeting minutes. The tables that comprise this component of the SaS Consideration Toolkit provide a structure in which information shared to support program planning can be summarized and organized in a way that facilitates the identification of services and supports that are needed to support learning and curriculum access within the general education classroom for a student with a disability. Team members may be generating this information at different times/meetings, but the forms provided in this component of the Toolkit allow you to compile relevant information to guide your current discussion about supplementary aids and services.

<u>Directions for Use</u>: This tool can be used as a recording format during team meetings, or as a tool to use after a meeting to synthesize information that has been shared by all team members. This document can then become a reference as teams begin to consider the instructional, social, and physical characteristics of a general education classroom <u>in light of individual student needs</u>.

Student Name:	Date:

<u>Student Strengths and Interests</u>:   *What student interests can be used to support the instructional process?*
                                                       What are the student's strengths?

Strengths	Interests

<u>Sensory, Motor, and Processing Considerations:</u>   *What, if any, sensory, motor, and processing characteristics of this student need to be considered when identifying instructional support needs?*

Sensory	**Vision**	**Hearing**
Motor	**Fine Motor**	**Gross Motor**
Language/ Processing	**Receptive**	**Expressive**

<u>Instructional Supports Needed Throughout the Day:</u> *What supports are necessary to help this student participate in routine activities throughout the day relative to the skills identified?*

Reading	Writing	Listening	Behavior

Subject-Specific Information/Methods/Levels of Performance: *It will be beneficial to compile this information prior to the on-site facilitation. Review the student's current IEP and progress reports to complete the table below describing the student's current level of performance relative to the general education curriculum. Compile information about strategies that have a track record of success with the student, as well as those that have not been effective. This information will be used by the team to identify supplementary aids and services that build upon previous "lessons learned" about how best to support this student in general education classrooms.*

	Current Level of Performance	**Instructional Methods (Successful/Unsuccessful)**
Reading		
Math		
Writing		
Science		
Social Studies		
PE		
Art/Music		

C
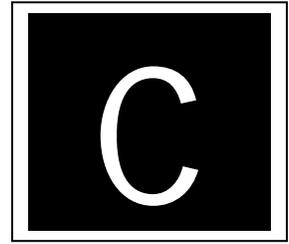
Supplementary Aids and Services (SaS) Consideration Toolkit

COMPONENT C:

SaS Consideration Tool

COMPONENT C is the tool that guides IEP team members through a four-step process and results in the identification of student-specific, environmentally-referenced Supplementary Aids and Services.

--Review COMPONENT A _prior_ to the use of any other SaS Toolkit components.
--Refer to COMPONENT B _throughout_ the use of the SaS Toolkit

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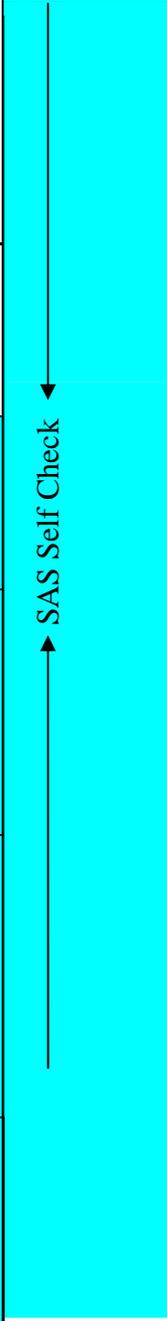
Using the SaS Toolkit Components

A sequence is outlined to guide teams through the SaS Consideration Process. In practice, the use of the tools is an interactive rather than linear process, with two exceptions:

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The remaining steps build upon this foundation. The entire process is summarized in the table below.

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Learn About the SaS Consideration Toolkit and Process	*Special education administrators, PaTTAN and IU Technical Assistance personnel (TaC) serve as resources to IEP team*	Overview and Preparation for Use	SAS Self Check
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Create profile of general education setting(s)	*General and special educator compile information and share with team*	SaS Consideration Tool, Step 1	
Identify potential barriers to learning and curriculum access in the general education classroom	*All team members*	SaS Consideration Tool, Step 2	
Identify strategies and services to eliminate barriers	*All team members; specialists as needed to supplement team expertise (e.g., AT specialist, behavior specialist, PaTTAN/IU consultants)*	SaS Consideration Tool, Step 3 A Quick Guide To Supplementary Aids and Sevices	
Discuss and analyze appropriate SaS options and determine viable alternatives for implementation	*All team members and consultants*	SaS Consideration Tool, Step 4	

Supplementary Aids and Services (SaS) Consideration Tool

Student:	Date:
Identify classroom(s) used as a reference point for Step 1:	Completed By:

Step 1: Develop Profile of General Education Classroom(s)		Step 2: Identify Potential Barriers to Curricular Access and Instruction	Step 3: Identify Strategies and Services to Eliminate Barriers
Create a profile of the classroom environment(s) by circling the number that best describes the frequency of use of identified materials and instructional practices.		*Identify difficulties you can anticipate for this student if nothing is changed, based on his/her current skills, needs, and learning style.*	*Identify Supplementary Aids and Services to address potential barriers. Consider all possibilities, consulting available resources and support personnel.*
1.1 Instructional Method/ Materials			
Printed Materials • Textbook • Workbook • Trade book • Worksheets • Newspapers/magazines • Other _____ • Other _____ • Other _____	**Frequency of Use[1]** 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		

C-3

[1]**Coding Key:**
1 = never; 2 = occasionally; 3 = frequently

Step 1: Develop Profile of General Education Classroom(s)		Step 2: Identify Potential Barriers to Curricular Access and Instruction	Step 3: Identify Strategies and Services to Eliminate Barriers
Technology • Computer • Internet • E-mail • Instructional software • Graphics software • Printer/Scanner • Other _____ • Other _____ • Other _____	**Frequency of Use** 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		
Information Presentation Methods • Chalk/White Board • Smart Board • Overheads • Lecture • Printed notes/outlines • Handouts • Videos/movies • Graphic organizers • Visual Supports • Objects/Manipulatives • Other _____ • Other _____ • Other _____	**Frequency of Use** 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		

[1]Coding Key:
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Step 1: Develop Profile of General Education Classroom(s)		Step 2: Identify Potential Barriers to Curricular Access and Instruction	Step 3: Identify Strategies and Services to Eliminate Barriers
Student Assessment Formats • Written tests • Oral presentations • Worksheets • Narrative reports • Performance tasks • Other _____ • Other _____ • Other _____	**Frequency of Use** 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		
Project/Presentation Formats • Term paper/research project • Group project • Oral presentation • Handwritten paper • Typed paper • Drawing/diagram • Three-dimensional project • Oral reading • Graphic presentation • Other _____ • Other _____	**Frequency of Use** 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		

C-5

[1]**Coding Key:**
1 = never; 2 = occasionally; 3 = frequently

Step 1: Develop Profile of General Education Classroom(s)		Step 2: Identify Potential Barriers to Curricular Access and Instruction	Step 3: Identify Strategies and Services to Eliminate Barriers
1.2 Instructional Delivery and Social Routines			
Instructional Format • Small-group discussion • Large group discussion • Lecture • Independent reading • Individual seatwork • Dyads/partner • 1:1 instruction • In-class assignment • Note taking • Homework • Other _____ • Other _____ • Other _____	**Prevalence of Practice** 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3		
Classroom Management • Expected behaviors are identified and taught to students. • Students are reinforced for meeting behavioral expectations. • Appropriate behavior is modeled in this class • A problem-solving approach is used to deal with issues. • Students have the opportunity to identify and discuss concerns. • Other_____ • Other_____ 　Other_____	**Prevalence of Practice** 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3 1　2　3		

C-6

Step 1: Develop Profile of General Education Classroom(s)		Step 2: Identify Potential Barriers to Curricular Access and Instruction	Step 3: Identify Strategies and Services to Eliminate Barriers
Response to Diversity • Instructional activities incorporate student interests and experiences • Students have opportunities to make choices • Individual differences are seen as positive • Respect and understanding of difference is addressed in instructional activities • Other_____ • Other_____ • Other_____	**Prevalence of Practice** 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		
Interpersonal Relationships • Students help each other • Students treat each other with respect • Social skills are taught • Other_____ • Other_____ • Other_____	**Prevalence of Practice** 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		

[1]Coding Key:
1 = never; 2 = occasionally; 3 = frequently

| Step 1: Develop Profile of General Education Classroom(s)		Step 2: Identify Potential Barriers to Curricular Access and Instruction	Step 3: Identify Strategies and Services to Eliminate Barriers
Social Activities • The school offers activities that address a range of student interests. • School sponsored activities are publicized in a variety of ways to reach all students. • Extracurricular activities are well attended by all students • Other_____ • Other_____	**Prevalence of Practice** 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3		
1.3 Setting Characteristics			
Classroom Environment • Classroom location is accessible • Room arrangement allows for access to all areas • Room arrangement allows for all students to see and hear instruction • Room arrangement allows for teacher to see and monitor all students • Students have opportunity to work without distraction • Noise level of classroom does not interfere with learning • Lighting in room is conducive to learning • Other_____	**Feature of this setting?** Y N Y N Y N Y N Y N Y N Y N		

C-8

[1]Coding Key:
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Step 4: Discuss Appropriate Supplementary Aids and Services Options and Identify Viable Alternatives for Implementation.

Based on the analysis of the general education classroom setting, identify those Supplementary Aids and Services that represent the team's best thinking about the most appropriate services and strategies to support learning and participation in the general education setting. These decisions are likely to have resource/personnel/training and/or administrative support implications. This step in the consideration process focuses on the supports necessary for <u>adults</u> to effectively implement the Supplementary Aids and Services that have been identified.

Student Support Strategies to Implement (What does the student need?)	Adult Supports/Resources for Implementation (What do the adults need?)	Supports for Implementation (How we will get there?)
[Ex: Student needs visual supports used throughout the day to understand schedule and individual activity demands.]	[Ex: Special educator needs access to Boardmaker software; training in use of software needed.]	[Ex: IU AT consultant will provide teacher training; school will purchase software; tech coordinator will install on computer with access to color printer.]
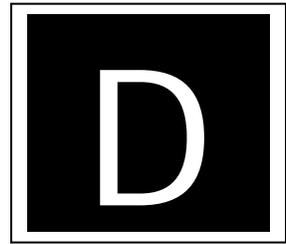
Supplementary Aids and Services (SaS) Consideration Toolkit

COMPONENT D:

Self-Check for Teams

COMPONENT D is a self-assessment tool for teams to use as they move through the SaS Consideration Toolkit to ensure fidelity in the development of an IEP that is focused on maximizing student participation in the LRE and meaningful access to the general education curriculum.

--Review COMPONENT A *prior* to the use of any other SaS Toolkit components.
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Consideration of Supplementary Aids and Services:
A Self-Check Tool for IEP Teams

A set of questions, organized into sections based on *when* the actions should occur (e.g. before, during or after the IEP meeting), are presented below. As a team, review each statement at the appropriate time to ensure fidelity in the development of an IEP that is focused on maximizing student participation in the LRE and meaningful access to the general education curriculum. Please note: the "NA" choice is available for a limited number of items. The majority of items require a "yes" or "no" response.

Before the IEP Meeting: *Has the team gathered comprehensive information to guide program development that includes information from all stakeholders?*	Yes	No	NA
1. Parents were given the opportunity to identify preferences and priorities for their child's program, and share information about strategies that have and have not been successful in previous years.			
2. Information about the general education instructional, social, and physical environment was gathered from general educators and support personnel as a basis for team discussion of supports needed in general education classrooms (*Step 1: SaS Consideration Tool*).			
3. Complete information about the student was available for the team to accurately describe the student's present levels of educational performance in all academic and non-academic areas.			
4. Instructionally relevant student information has been compiled and organized in the Student Profile format. *(Part 3: Student Profile)*			
5. Data from previous year(s) were reviewed to identify what does and does not work well for the student, including strategies effective in promoting learning and participation in general education settings.			

During the IEP Meeting: *Has the IEP team used the general education classroom/curriculum as a reference point in developing this student's program?*	Yes	No	NA
1. Priorities for this student are clearly identified, considering both academic and non-academic areas.			
2. When functional skills are a priority, the team identifies when these skills can be taught within naturally occurring opportunities across the school day rather than limiting the scope of the IEP to these skill areas.			
3. The team has discussed when and how individual student priorities can be addressed in the general education settings, ensuring sufficient instructional intensity for skill acquisition to occur. [Note*: For some students, the use of an Activity Matrix can support this process.]*			
4. There is a clear relationship between IEP goals and objectives and Pennsylvania Academic and/or Alternate Standards, ensuring student access to the general education curriculum at an appropriate instructional level.			
5. Descriptions of present levels of student performance have been used to identify discrepancies between student performance/behavior and grade level instruction/expectations. (*Step 2: SaS Consideration Tool*)			
6. Skill differences lead to a discussion of Supplementary Aids and Services rather than alternative placements. (*Step 3: SaS Consideration Tool*)			
7. The team has sought support/consultation about potential in-class services and approaches that enable instruction to be delivered in general education environments.			
8. A wide array of potential Supplementary Aids and Services which address student-specific barriers to learning, have been identified to support participation in the general education classroom. (*Step 3: SaS Consideration Tool*)			
9. Team discussion has led to the identification of those Supplementary Aids and Services that represent a comprehensive and sound approach to supporting participation in the general education classroom. (*Step 4: Consideration Tool*)			

During the IEP Meeting: *Has the IEP team used the general education classroom/curriculum as a reference point in developing this student's program?*	Yes	No	NA
10. A support plan that encompasses prevention, teaching, and consequence strategies has been developed for this student, if behavioral challenges are a potential concern.			
11. The IEP team's decisions about Supplementary Aids and Services reflect an understanding of the legal obligation to supplement and realign resources as needed to avoid unnecessary removal of this student from the general education classroom.			▓
12. Supplementary Aids and Services to support participation in nonacademic and extracurricular settings have been identified and documented on the IEP.			▓
13. If placement outside of the general education classroom is required to address one or more of the students needs, the amount of time the student is educated elsewhere has been minimized.			
14. The team has discussed resource personnel responsible and accountable for the support and implementation of IEP goals across educational environments.			

After the IEP Meeting: *Are sufficient plans in place to evaluate and refine the Supplementary Aids and Services plan?*	Yes	No	NA
1. A plan to ensure the availability of needed Supplementary Aids and Services has been developed and will receive needed administrative support for implementation. (*Step 4: SaS Consideration Tool*)			
2. Arrangements have been made for school personnel to receive the necessary training and support to implement one or more of the identified Supplementary Aids and Services (e.g., Supports for School Personnel on the IEP)			
3. A timeline has been established to periodically evaluate the effectiveness of Supplementary Aids and Services and to make necessary adjustments to the support plan.			
4. Data are collected to evaluate the effectiveness of Supplementary Aids and Services to help guide the team in making any necessary adjustments to the support plan.			
5. Proactive Problem-solving strategies are used by IEP team members to review and modify support plans when outcomes do not meet expectations established for performance to maintain the student in the current educational placement.			