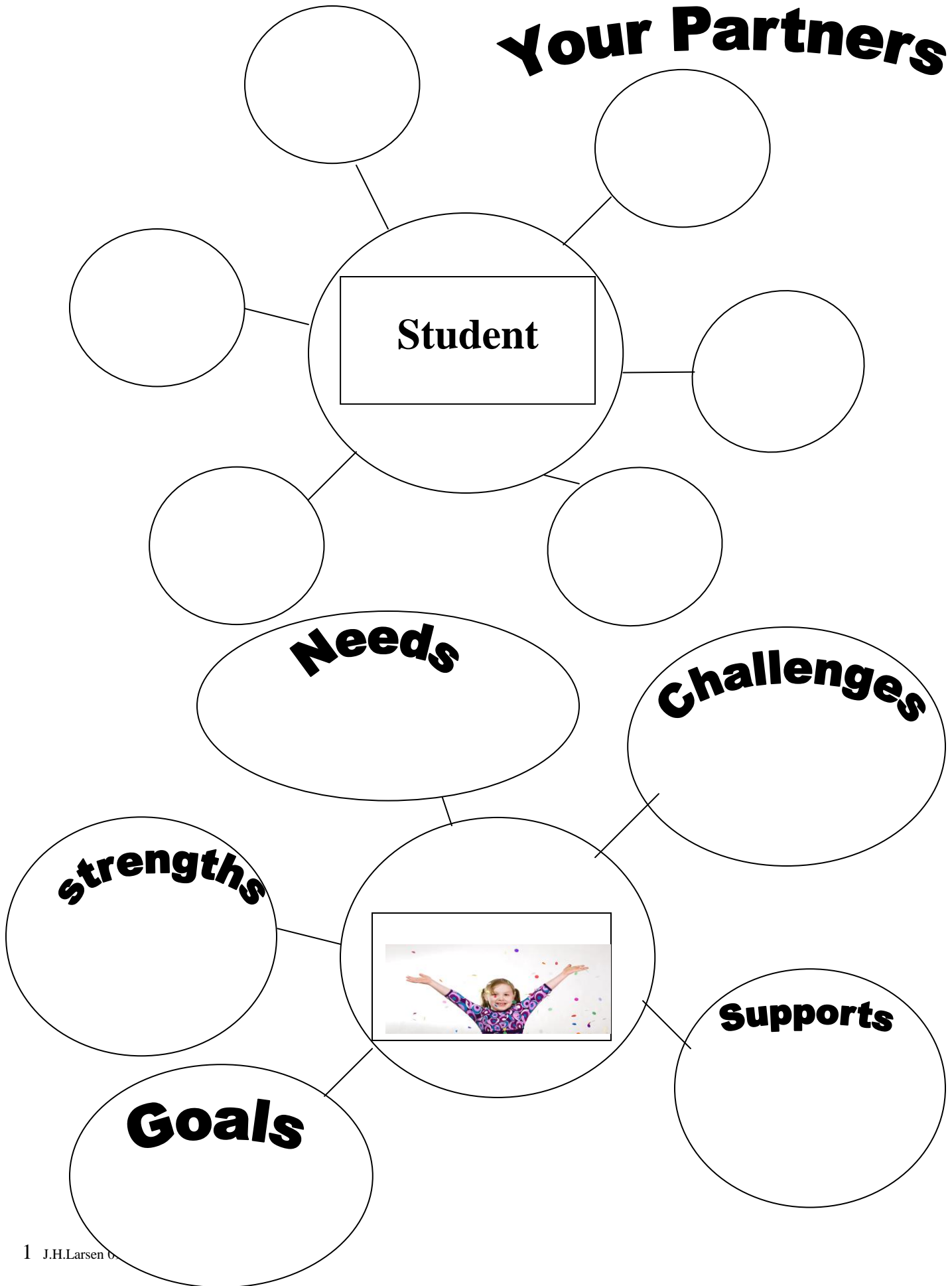


# Your Partners



**Terminology Check - Match the following as quickly as you can...**

1.LRE _____	a. Item, equipment, or system that is used to increase, maintain, or improve the functional capabilities of a student with a disability (not medical devise surgically implanted)
2. Core -academic Services _____	b. Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability; includes adaptive PE,
3. Accommodations and modifications _____	c. Transportation & other such developmental, corrective, & other supportive services as are required to assist a student with a disability to benefit from special education; may include SLP, OT,PT, counseling, recreation/therapeutic recreation, medical evals., health services/school nurse, orientation/mobility, among others.
4.Special education _____	d. 1977- free and appropriate public education -provided at public expense, under public supervision & direction, related to student needs
5. Physical education Under special education _____	e. Acquisition of essential & critical skills needed for students with disabilities to learn specific daily living, personal, social, & employment skills, or those needed to increase performance & independence at work, school, home, community, leisure time & postsecondary /other life-long learning.
6. Related services _____	f. Education with non-disabled chronological age peers; separate schooling only if nature or severity of disability is such that education cannot be achieved satisfactorily even with supplemental aids & services
7. Functional Performance _____	g. Since 1975- guarantees LEA and special education (early version PL 94-142)
8. Assistive Technology device/system _____	h. Those evaluation procedures, curricula, materials, or programmatic adaptations, behavior management interventions, & supplemental aids & services necessary for an eligible student to benefit from his or her regular education or to participate in non-academic or extra-curricular activities.
9. FAPE _____	i. Federal law, prohibiting discrimination based upon disability, since 1973
10. LEA _____	j. English, reading, or language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography
11. Scientifically based research best practices _____	k. 2001- No Child Left Behind- focus on increasing academic achievement of all public school students- measured progress
12. Section 504 _____	l. Pedagogy/ systems based upon rigorous, systematic, objective procedures to obtain reliable/valid data across evaluators and observes, across multiple measurements/observations, studies, etc.
13. NCLB _____	m. Includes special physical education, adapted physical education, movement education, and motor development
14. IDEA _____	n. Local public board or authority with administrative control or direction, to perform a service function for ES or secondary schools...

## Vermont Department of Education - State Board of Education Manual of Rules and Practices

### Special Education

#### **2360 SPECIAL EDUCATION 9/17/07**

##### **2360.1 Statement of Purpose**

These rules are designed to ensure that eligible Vermont students with disabilities receive a free appropriate public education in accordance with state and federal laws and regulations and in a cost-effective manner.

##### **(j) Physical education.**

Each school district shall:

(1) Provide **physical education** services, specially designed if necessary, that shall be made available to every child with a disability receiving FAPE unless the school district enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

(2) Afford the opportunity to each eligible child to participate in the regular **physical education program** available to nondisabled children unless--

(i) The child is enrolled full time in a separate facility; or

(ii) The child needs specially designed physical education as prescribed in the child's IEP.

(3) Special physical education. If specially designed physical education is prescribed in a child's IEP, the school district responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs.

##### **2360.3.1 Special Education Services**

The term "special education" means specially designed instruction that cannot be provided within the school's standard instructional conditions or provided through the school's educational support system, at no cost to the parent, to meet the unique needs of an eligible child with a disability. Specially designed instruction means adapting, as appropriate, to the needs of an eligible child, the content, methodology, or delivery of instruction:

(a) To address the unique needs of the child that result from the child's disability; and

(b) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the school district that apply to all children.

##### **2360.3.2 Related Services**

(a) The term "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a child who requires special education services to benefit from his or her special education.

(b) Exception. Related services do not include a medical device that is surgically implanted, the optimization of device functioning, maintenance of the device, or the replacement of that device.

(c) A child will not be designated as a child who is eligible for special education, if the child needs only a related service, but not special education services.

(d) Related services shall include, but are not limited to:

(1) Audiology that includes:

(i) Identification of children with hearing loss;

(ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;

(iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;

(iv) Creation and administration of programs for prevention of hearing loss;

(v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and

- (vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.
- (5) **Medical services** provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.
- (11) **Recreation** includes:
  - (i) Assessment of leisure function;
  - (ii) Therapeutic recreation services;
  - (iii) Recreation programs in schools and community agencies; and
  - (iv) Leisure education.
- (13) **School nurse** services provided by a qualified school nurse, designed to enable a child with a disability to receive FAPE as described in the child's IEP.

## **Federal Regulation:**

### **§300.42 Supplementary aids and services.**

*Supplementary aids and services* means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116.

### **§300.107 Nonacademic services.**

The State must ensure the following:

(a) Each public agency must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.

(b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.

### **§300.108 Physical education.**

The State must ensure that public agencies in the State comply with the following:

(a) *General.* Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

(b) *Regular physical education.* Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless-

- (1) The child is enrolled full time in a separate facility; or
- (2) The child needs specially designed physical education, as prescribed in the child's IEP.

(c) *Special physical education.* If specially designed physical education is prescribed in a child's IEP, the public agency responsible for the education of that child must provide the services directly or make arrangements for those services to be provided through other public or private programs.

(d) *Education in separate facilities.* The public agency responsible for the education of a child with a disability who is enrolled in a separate facility must ensure that the child receives appropriate physical education services in compliance with this section.

## Creating Standards-based Goals for IEPs

Student \_\_\_\_\_ Grade \_\_\_\_

Student PLP (disability/immediate needs): \_\_\_\_\_

Learning Domain	Strengths	Challenges	Adaptations/Modifications
<b>Sensory/ perception</b> (visual, auditory, tactile, vestibular, proprioception, etc.)			
<b>Fine motor</b>			
<b>Gross motor</b>			
<b>Social-emotional</b>			
<b>Language-communication</b> (listening, speaking, expression, reading, writing)			
<b>Supports/ other</b>			

**Curriculum/ Education (Vital Result) Focus Area** \_\_\_\_\_

**Standard / Vital Result** \_\_\_\_\_

**Goal : (long term)** \_\_\_\_\_

**Objective (short-term)**

**Condition** \_\_\_\_\_

**Behavior** \_\_\_\_\_

**Measure** \_\_\_\_\_

# Overview of Vermont's Framework

<b>The Vital Results</b>	<b>Communication</b>														
	<b>Reading</b> Strategies Accuracy Comprehension Range of text		<b>Writing</b> Dimensions Conventions Responses to literature Reports Narratives Procedures Persuasive writing Personal essays Poetry (1.23)		<b>Listening</b> Clarification and restatement Critique		<b>Expression</b> Speaking Artistic dimensions Notation and representation		<b>Information Technology / Information Literacy</b> Information technology Research Communication of data selection Simulation and modeling						
	<b>Reasoning and Problem Solving</b>														
	<b>Questioning/ Problem Solving</b> Types of questions			<b>Problem Solving</b> Problem solving process Types of problems Improving effectiveness Mathematics dimensions			<b>Approach</b> Application Information Taking risks Persevering		<b>Abstract &amp; Creative Thinking</b> Fluency Elaboration Flexibility Product/service Planning/organization						
	<b>Personal Development</b>														
<b>Worth and Competence</b> Goal-setting Learning strategies Respect		<b>Healthy choices</b> Development Healthy choices Physically active lifestyle choices		<b>Making Decisions</b> Informed decisions Personal economics Sustainability		<b>Relationships</b> Teamwork Interactions Conflict resolution Roles and responsibilities		<b>Workplace</b> Dependability and Productivity Career choices Transition planning							
<b>Civic and Social Responsibility</b>															
<b>Service</b> Service Democratic processes				<b>Human Diversity</b> Cultural expressions Effects of prejudice				<b>Change</b> Continuity and change Understanding place							
<b>The Fields of Knowledge</b>	<b>Arts, Language, and Literature</b>														
	<b>Critical Response</b> Eras and styles Times and cultures Universal themes Aesthetic judgment Point of view Critique and revision Audience response		<b>Literature and Media</b> Types of literature American literature Diverse literary traditions Literary elements and devices Literate community Responding to text Responding to media Design and production		<b>The English Language</b> Changes in language Dialects Structures		<b>Non-Native Language</b> Speaking and listening Reading Writing		<b>Artistic Process</b> Intent Critique Artistic problem solving Exemplary works Analysis Perspective		<b>Elements, Forms, and Techniques in the arts</b> Artistic proficiency Visual arts Music Theater Dance				
	<b>History and Social Sciences</b>														
	<b>Investigation and Critical Evaluation</b> Causes and effects in human societies Uses of evidence and data Analyzing knowledge		<b>History</b> Historical connections Traditional and social histories Being a historian		<b>Geography</b> Geographical knowledge Movements and Settlements		<b>Citizenship</b> Meaning of citizenship Types of government Institutional access Human rights		<b>Diversity and Unity</b> Concepts of culture Forces of unity and disunity		<b>Economics</b> Knowledge of economic systems Impact of economic systems Governments and resources		<b>Conflicts and Conflict Resolution</b> Nature of conflict		<b>Identity and Interdependence</b> Identity and interdependence
<b>Science, Mathematics, and Technology</b>															
<b>Inquiry, Experimentation, and Theory</b> Scientific method Investigation Theory History of science, mathematics and technology Roles and responsibilities		<b>Mathematical Understanding</b> Arithmetic, number, and operation concepts Geometric and measurement concepts Function and algebra concepts Statistics and probability concepts		<b>Mathematical Reasoning</b> Applications		<b>Systems</b> Analysis		<b>Space, Time, and Matter</b> Matter, motion, forces, and energy		<b>The Living World</b> Organisms, evolution and interdependence The human body		<b>The Universe, Earth, and the Environment</b> Theories, systems and forces		<b>Design and Technology</b> Natural resources Technological systems Outputs and impacts Designing solutions	

# Personal Development Standards

## Worth and Personal Competence

### Goal-Setting

3.1 Students assess their own learning by developing rigorous criteria for themselves, and use these to set goals and produce consistently high-quality work.

### Learning Strategies

3.2 Students assess how they learn best, and use additional learning strategies to supplement those already used.

### Respect

3.3 Students demonstrate respect for themselves and others.

## Healthy Choices

### Development

3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

### Healthy Choices

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.. This is evident when students:

Prek-4	5-8	9-12
3.5.a. Explain how childhood injuries and illnesses can be prevented and treated;	3.5.aa. Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease, injuries, pregnancy, and other health issues;	3.5.aaa. Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease, injuries, pregnancy, and other health issues;
3.5.b. Describe relationships between personal health behaviors, alcohol, tobacco, and other drug use, and individual well-being; set a personal health goal, and track progress toward its achievement;	3.5.bb. Explain the relationship between positive health behaviors and the prevention of injury, disease, alcohol, tobacco, and other drug use, and premature death, and develop a personal plan for health;	3.5.bbb. Analyze how behavior can influence health maintenance, prevention of injury, disease prevention, and alcohol, tobacco, and other drug use prevention, and formulate a plan for lifelong health;
3.5.c. Demonstrate the ability to locate resources from home, school, and community that provide valid health information;	3.5.cc. Demonstrate the ability to utilize resources from the home, school, and community that provide valid health information;	3.5.ccc. Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information;
3.5.d. Recognize personal stress;		
3.5.e. Demonstrate refusal skills to enhance health;	3.5.dd. Demonstrate use of strategies to manage stress;	3.5.ddd. Assess personal health in terms of stress, and develop an approach or plan for managing stress;
3.5.f. Wear seat belts when riding in vehicles, and a helmet when riding a bicycle; and	3.5.ee. Demonstrate refusal and negotiation skills to enhance health, and to avoid potentially harmful	3.5.eee. Demonstrate refusal and negotiation skills to enhance health,
3.5.g. Can identify and classify foods according to		

<p>the Food Guide Pyramid.</p>	<p>situations;</p> <p>3.5.ff. Wear seat belts when riding in vehicles, and a helmet when riding a bicycle;</p> <p>3.5.gg. Explain the function of each group from the Food Guide Pyramid, and their relationship to health; and</p> <p>3.5.hh. Demonstrate how to select a healthy diet that includes the recommended servings from the Food Guide Pyramid.</p>	<p>and to avoid potentially harmful situations;</p> <p>3.5.fff. Wear seat belts when riding in vehicles, and a helmet when riding a bicycle;</p> <p>3.5.ggg. Explain the function of each group from the Food Guide Pyramid, and their relationship to health; and</p> <p>3.5.hhh. Evaluate their personal eating pattern for nutritional adequacy according to the concepts of the Food Guide Pyramid, using consumer resources such as food labels; and make suggestions for dietary changes if necessary.</p>
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### Physically Active Lifestyle Choices

3.6 Students demonstrate competency in many and proficiency in a few of the skills and concepts needed for a lifetime of physical activity. This is evident when students:

<b>Prek-4</b>	<b>5-8</b>	<b>9-12</b>
<p>3.6.a. Demonstrate proficiency in a variety of locomotor, non-locomotor, body control, and manipulative skills;</p> <p>3.6.b. Demonstrate knowledge of movement concepts and principles (e.g., body awareness, movement qualities) and their simple application to motor skills and activities;</p> <p>3.6.c. Demonstrate knowledge of the four health-related fitness components (cardio-respiratory endurance, flexibility, muscular strength and endurance, and body composition) and identify a variety of activities to develop each component;</p>	<p><i>Evidence e. applies, plus-</i></p> <p>3.6.aa. Demonstrate competency in beginning dance skills, gymnastic skills, sports-specific skills, and related activities;</p> <p>3.6.bb. Demonstrate the ability to apply movement concepts and principles to a variety of dance, gymnastics, and sports activities</p> <p>3.6.cc. Demonstrate the ability to access one's own fitness level and plan a program to enhance or maintain one's fitness.</p> <p>3.6.dd. Begin to assume personal responsibility by setting goals for a physically active lifestyle.</p>	<p><i>Evidence e. applies.</i></p> <p>3.6.aaa. Demonstrate competency in many and proficiency in a few selected skills and related activities (e.g., dance, gymnastics, sports);</p> <p>3.6.bbb. Apply movement concepts and principles in increasingly complex activities;</p> <p>3.6.ccc. Assess, refine, and maintain a comprehensive personal fitness plan;</p> <p>3.6.ddd. Assume personal responsibility for setting goals for a physically active lifestyle.</p>

<p>3.6.d. Demonstrate an awareness of personal responsibility for achieving and setting goals for a physically active lifestyle; and</p> <p>3.6.e. Exercise regularly-at least 30 minutes 5 or more times each week.</p>		
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**Questioning: Types of Questions**

2.1 Students ask a variety of questions. This is evident when students:

<b>Prek-4</b>	<b>5-8</b>	<b>9-12</b>
<p>2.1.a. Ask questions about how things get done and how they work;</p> <p>2.1.b. Ask questions to determine why events occur;</p> <p>2.1.c. Ask questions that compare and contrast, to determine similarities and differences;</p> <p>2.1.d. Ask questions that help make connections within and across fields of knowledge and/or between concepts; and</p> <p>2.1.e. Ask reflective questions that connect new ideas to personal experience.</p>	<p><i>Evidence Prek-4 applies, plus-</i></p> <p>2.1.f. Ask critical evaluation questions that judge the quality of evidence from within a problem, text, work of art, etc.</p>	<p><i>Evidence a., b., c., d., and e applies, plus-</i></p> <p>2.1.ff. Ask critical evaluation questions that judge the quality of evidence from experts, evidence from other disciplines, etc.</p>

**Planning/Organization**

2.14 Students plan and organize an activity. This is evident when students:

<b>Prek-4</b>	<b>5-8</b>	<b>9-12</b>
<p>2.14.a. Develop a proposal for an activity, and obtain approval for it to take place;</p> <p>2.14.b. Plan and organize all aspects of the event (with adult supervision PreK-4, 5-8); and</p> <p>2.14.c. Oversee all aspects of the event through to completion (with adult supervision PreK-4).</p>	<p><i>Evidence Prek-4 applies.</i></p>	<p><i>Evidence PreK-4 applies.</i></p>

**Focus of Motor Skills  
within the Standards-Based Life Skills Curriculum  
(from HBMSSC Standards-based Life skills Curriculum, pg.122)**

Students participating in the Standards-Based Life Skills Curriculum will acquire and demonstrate specific Motor Skills based on the Indiana Academic Standards and indicators. Practice and mastery of specific motor skills provide students the ability to physically navigate their worlds in order to:

- Support independence
- Access community resources
- Acquire and maintain vocational placement
- Participate in recreation and leisure activities
- Engage in social interaction

**Early Childhood (Ages 3-5)**

- Repeat movements
- Use reflexes
- Perform basic locomotive and non-locomotive skills
- Turn pages in a book
- Imitate and follow adult interactions
- Perform stability skills alone or with a partner

**Primary (Grades K-2)**

- Attempt novel gross/fine motor and sensory activities
- Participate in moderate to vigorous physical activity during and after school
- Apply movement concepts to specific movement situations
- Identify and solve problems through active explorations

**Intermediate (Grades 3-5)**

- Perform basic rhythmic skills alone and with a partner
- Participate in lifetime activities during physical education and recess
- Manipulate objects at a basic level
- Identify and use a variety of relationships with objects

**Middle (Grades 6-8)**

- Perform motor skills in progression of head control, rolling, sitting, standing, walking, running and climbing
- Demonstrate the ability to manipulate objects with greater accuracy
- Utilize implements combined with motor skills to perform specific skills
- Attempt more complex fine motor activities

**High (Grades 9+)**

- Combine different movement skills to form more complex skills
- Apply the concept of practice to improve skills in appropriate settings
- Demonstrate regular participation in health-related activities outside of class
- Describe the elements of a healthy lifestyle

**Goal Behavior Examples:**

Megan ...

Condition (when/while)	Behavior (what)	Measure (how well)	variations
With music With rhythmical sounds With simple adult directions While watching a peer	___ will perform basic rhythmical skills	Alone With partner In imitation Consistently 9 of 10 times For 1 min.	Dates Time factor Supports/cues
While... When...	Follow rules for simple games and activities		
While... When...	___ demonstrate awareness of themselves as separate from others		
	___ Take turns during activities		
	___ make safe choices during physical activities		
With adult support	___ resolve conflicts in socially acceptable ways		
	___ Interacts with objects at a basic level		