

SPECIAL EDUCATION TRAINING  
PRESENTER: TERRI SOUTER  
DATE: February 22, 2006

SPECIAL EDUCATION TRAINING

PRESENTER: TERRI SOUTER

DATE: February 22, 2006

TAKS –Inclusive (TAKS-I) Beginning in 2007-2008 this assessment will be expanded to include reading, mathematics, and writing in the grades in which TAKS tests are administered.

TAKS-ALT (**for the most severe disabilities-1%**) will be fully implemented and used for reporting student scores in AYP in spring 2008.

Final LDAA data collections for state and federal purposes will be in 2006-2007.

Final SDAA II administration 2006-2007

A new assessment will be fully implemented that will replace the current SDAA II 2007-2008 and beyond (2% of the special ed population) **MODIFIED CONTENT OF THE TAKS**

??



## **RTI- Response to Intervention**

**A responsiveness to intervention is a problem-solving framework that may be used to detect academic and behavioral difficulties and guide the use of research-based interventions to provide intensive instruction. No one particular is better than others. Many accepted models use a variation or modification of a three-tier model:**

Tier 1 -High quality instructional and behavioral supports are provided for all students in general education. Ongoing curriculum-based assessment is used to guide instruction.

Tier 2-Students whose performance or rate of progress falls behind their peers receive specialized instruction or remediation in the general education classroom.

Tier 3- Comprehensive evaluation is conducted by a multidisciplinary team to determine eligibility for special education and related services

**GOAL: to provide differentiated instruction and remedial opportunities in general education, with special education provided for those students who required more specialized services beyond what is provided in the classroom.**



SPECIAL EDUCATION TRAINING

PRESENTER: TERRI SOUTER

DATE: February 22, 2006



**IDEA 2004 REQUIRES US TO BUILD A GENERAL EDUCATION CONTINUUM**

**TIMELY, EFFECTIVE, RESEARCH-BASED INTERVENTIONS AS NEEDED TO  
PRODUCE SUCCESSFUL LEARNERS**

**National Association of State Directors of Special Education, Inc  
1800 Diagonal Road  
Suite 320  
Alexandria, VA 22314**

**[www.nasdese.org](http://www.nasdese.org)**



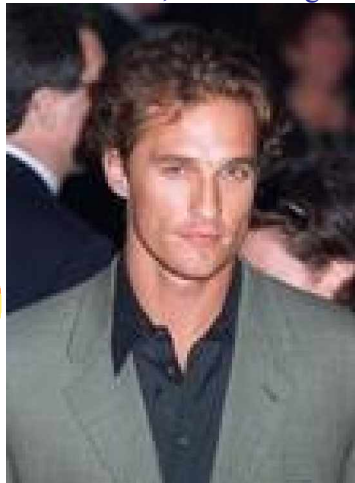
## Grading, Modification, Accommodations

### Content Modification

- Indicates that what is being taught, the content, is modified. Student is expected to learn something different than the general education standard (e.g. TEKS)
- The instructional level or general education benchmarks or number of key concepts to be mastered are changed.
  - ✓ A locally developed course to substitute for a general education course
  - ✓ Selected TEKS instead of all of the TEKS for the grade level course
  - ✓ Off-Level instruction and performance expectations in a general education setting

### Accommodations

- Indicates changes to how the content is:
  - ✓ Taught
  - ✓ Made accessible, and/or
  - ✓ Assessed
- Accommodations do not change what the student is expected to master. The objectives of the course remain intact.
  - ✓ One-on-instruction, small group instruction, multisensory approaches, extended time on projects, study guides, highlighted texts, programmed materials, preferential seating, immediate feedback etc.
  - ✓ Oral testing, untimed testing, extended time to complete assignments, shortened tests, draw a diagram, develop a model, perform the answer, etc



SPECIAL EDUCATION TRAINING  
PRESENTER: TERRI SOUTER  
DATE: February 22, 2006