

Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module highlights classroom considerations that promote access to the general education curriculum for students with disabilities (est. completion time: 1.5 hours).
- *STAR Legacy Cycle*
- Related to This Module
 - Link: Module Outline
 - Video: Navigating an IRIS *STAR Legacy* Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Content Map

Challenge

- Video: How can Ms. Flores and Mr. Ericson use the school summary data to guide their efforts to help improve the scores of students with disabilities? What questions should Ms. Flores and Mr. Ericson ask the general and special education teachers?

Notes

Initial Thoughts

- Ms. Flores and Mr. Ericson are reviewing the large-scale assessment data across all grade levels and want to improve the scores of students with disabilities. What problems do you think they might discover?
- How can Ms. Flores and Mr. Ericson use the school summary data to guide their efforts to help improve the scores of students with disabilities?
- What questions should Ms. Flores and Mr. Ericson ask the general and special education teachers?

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Notes

Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
 - Understand that access to the general education curriculum directly affects testing outcomes for students with disabilities
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: A Quick Review

- State or district tests are referred to as “high stakes” because...
- Keep in Mind

Notes

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❖ Page 2: Understand the Data

- Data from assessments should always be interpreted carefully, and principals should remember to... [bullet points]
- Keep in Mind

Notes

❖ Page 3: A First Glance at the Data

- First... [bullet points]
- Second... [bullet points]
- Third... [bullet points]

Notes

❖ Page 4: Compare the Data

- An important part of interpreting data is to...
- Several Grades in a Single Year
- Several Grades Across Several Years
- Multiple Groups in Multiple Years
 - Activity: Find data from a recent assessment in a district other than your own

Notes

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❖ Page 5: Understand Challenges when Comparing Data

- It is common for states to... [bullet points]
- Audio: Victor Nolet explains the challenge of interpreting data for a small group of students
- The problem of interpreting data for small groups of students can be somewhat alleviated by...

Notes

❖ Page 6: Make Improvements

- After interpreting the data, principals should create cross-disciplinary teams of teachers to help develop strategies for improvement [bullet points]
- Activity: Gather state and district data for the past several years from two local school districts

Notes

❖ Page 7: What Is Being Taught?

- Media: Maggie McLaughlin explains the importance of holding students with cognitive disabilities to the same high standards as all other students
- Keep in Mind

Notes

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❖ Page 8: Legal Standards

- To specify how a student will access the general education curriculum, an IEP must now include [bullet points]
- FYI

Notes

❖ Page 9: Using the Curriculum

- Intended Curriculum
- Taught Curriculum
- Learned Curriculum

Notes

❖ Page 10: Legal Requirements

- Remember, the law says... [bullet points]

Notes

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❖ Page 11: Accommodations

- An accommodation is...
- An accommodation is not... [bullet points]
- There are many instances in which students would benefit from accommodations [bullet points]
- Link: Assessment Accommodations Checklist
- Examples of Instructional Accommodations
- Examples of Assessment Accommodations
- Audio: Margaret McLaughlin discusses test accommodations and provides several examples of students who might use testing accommodations

Notes

❖ Page 12: Modifications

- A modification is...
- Types of modifications
- Cautions in Using Modifications [bullet points]

Notes

❖ Page 13: Modifications

- Alternate testing is...
- Why are alternate assessments used?
- Who uses alternate assessments?
- Examples of alternate assessments
- Media: Maggie McLaughlin reports on the effectiveness of recent standards-based reform efforts, particularly the effectiveness in helping students with disabilities achieve higher academic success (audio)
- Activity: Determine the percentage of students with disabilities in your state that participated in alternate assessments last year

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❖ Page 14: Summary

- Continuum of changes in instruction and assessment [bullet points]
- Media: Virginia Richardson describes how she responds when she hears complaints that accommodations or modifications received by students with disabilities aren't "fair" (audio)
- Continuum of changes that can be made to instruction and assessment for students with disabilities

Notes

❖ Page 15: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 16: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

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Wrap Up

- Summary of the module
- Video: A summary of the module
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]