

## Forms

Forms that may be used to gather information, analyze student's needs, and plan for the implementation and monitoring the effect of the accommodations are provided in the book at the end of each step. The team selects forms that will assist their decision making process based on the student's needs. Not all forms will be used for each accommodation decision. A brief description of the purpose of each form is described below.

### Step One: Gather Information

#### *Teacher Input*

Teachers use this questionnaire to provide general input about the student's strengths, current performance, area of need, recommendations for goals, accommodations, and supports.

#### *Parent Input*

Parents use this questionnaire to provide general input about the student's strengths, areas of concern, and other questions or helpful information.

#### *Tasks and Learning Environment Input*

Teachers use the first page of this form to provide more detailed input about the expectations of the course/grade and specific skills, habits, or behaviors that students must be able to perform to meet the expectations. A list of components and characteristics is used to indicate what works best for the student or what is typically used in the learning environment.

The second page is used to record observation data about the learning environment, including a description of the persons present, the room and equipment, activities, and the way the students participate. Specific information is provided about the participation of the target student. The classroom teacher or other personnel may conduct the observation.

#### *SETT Framework Organizer*

Members of the planning team use this form to compile brief notes about "What we know" regarding the Student, Environment, Tasks, and Tools at the end of Step One. When they move to Step Two they

complete the second row, "What we need to know," to indicate questions for which they need to find answers and possible tools and strategies that may be considered or tried.

## **Step Two: Analyze the Problem**

### *Analysis of Problematic Task*

Members of the planning team use this form to summarize information about the student's current performance in an area of concern and to analyze the critical elements of the specific task that is problematic for the student. They make notes about the current tools that the student uses to accomplish the task and student needs for instruction and supports.

### *Summary of Evaluation Results and Consideration of Accommodation Needs*

Members of the planning team use this form at the end of Step Two to summarize the results of evaluation and the analysis of the problematic tasks and identify student needs. The Consideration of Accommodation Needs guides the planning team through the process for each area of concern and problematic tasks. The team describes the strategies, accommodations, and tools the student currently uses, the current barriers, and possible new or additional tools to address the barriers. The team records their decision about the possible need for accommodations in the Summary of Consideration.

## **Step Three: Select the Accommodation**

### *Accommodations Trial Information*

Members of the planning team may select this form to record the results of an accommodation trial. An accommodations trial is typically used to inform the selection of a particular assistive device. The form has spaces for an eight-week trial period. The length of the trial period will vary based on the individual needs of the student and the complexity of the accommodation or assistive device. The last page of the form provides for input on the effectiveness of the accommodation from the student, parent, teacher, and paraprofessional.

### *Selection Criteria*

Members of the planning team use this form to determine how well possible accommodations meet the four selection criteria and

whether or not the accommodation is allowed for the FCAT, FCAT 2.0, EOC, or FAA.

**Step Four: Document the Accommodation**

No forms are included for this step. The planning team uses the IEP or Section 504 plan form adopted by the school district.

## **Step Five: Implement, Monitor, and Evaluate the Accommodation**

### *Implementation Plan for Simple Accommodations*

Members of the planning team use this form to plan how a simple accommodation will be implemented. Considerations include needs for equipment and materials, training, instruction for the student, integration in the curriculum, and plans for monitoring and evaluating the impact.

### *Implementation Plan for Complex Accommodations/Assistive Technology*

Members of the planning team use this form to plan how a more complex accommodation/assistive technology will be implemented. Questions are included to guide considerations regarding integration in the curriculum; needs for equipment and materials; training for the student, staff, and family; and plans for monitoring and evaluating the impact.

### *Routine/Task Classroom Procedures Form*

This form is used to plan how an accommodation or assistive technology will be integrated within the steps of a routine or task for a student with more severe or multiple disabilities.

### *Routine/Task Assessment and Monitoring Form*

This form is used to assess the baseline performance and evaluate the impact of an accommodation or assistive technology within the steps of a routine or task for a student with more severe or multiple disabilities for one week.

### *Teacher Evaluation of Classroom Accommodations*

### *Student Evaluation of Classroom Accommodations*

The teachers and the student use these forms to periodically record how effectively the accommodation is working.

### *Accommodations Monitoring Form*

Teachers use this form to monitor whether or not a student uses an accommodation and if the student is making progress in learning how to use the specific skills and concepts involved in the task in which the accommodation is applied.

**Selecting Accommodations Process**  
**Teacher Input**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_  
**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

\_\_\_\_\_  
**Class/Subject/ESE Services:**

\_\_\_\_\_

1. Describe the strengths of this student:
  
2. Describe this student's performance/progress:  
*(Please include your sources of classroom data, such as observations, work samples, and age-appropriate transition assessments, if applicable.)*
  
3. Describe the areas of need for this student:
  
4. Additional comments and/or concerns regarding this student:
  
5. Recommendations for goals, accommodations, support services, etc., if applicable:

Team Member's

Signature: \_\_\_\_\_

Team Member: \_\_\_\_\_ Title/Position:

\_\_\_\_\_

Please attach any additional information you feel might be helpful in meeting this student's educational needs.

Adapted from PEER IEP Team Member Input Form, FDOE (August 2010)

**Selecting Accommodations Process**  
**Parent Input**

Your input is very important in developing a plan that meets your child's special needs. Please take a few minutes to think about what makes your child unique. What services and accommodations were helpful? Has your child been making progress? What goals do you hope he or she will reach in the year ahead? Make some notes and bring them with you to the team meeting.

**Student:** \_\_\_\_\_ **Date:**  
\_\_\_\_\_

**Teacher(s):** \_\_\_\_\_

What are your child's strengths? What were his/her successes this year using accommodations? (Think about all areas in which your child does well, including both educational and social environments.)

What areas of concern do you have? What are your child's greatest challenges?

List other questions, concerns or helpful information.

Parent Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

Note: Submission of this form by email constitutes the equivalent of a signature on the form.

Adapted from PEER Parent Input Form, FDOE (DRAFT, August 2006)



**Selecting Accommodations Process  
Tasks and Learning Environment Input**

**Student:** \_\_\_\_\_  
\_\_\_\_\_

**Teacher:**

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

**Class:**

Describe the expectations for students in this grade/course:

Identify essential skills, habits or behaviors necessary to meet these expectations:

**Tasks and Learning Environment** – Identify components that work best for this student:

**Methods of Instruction:**

- |  |  |                                   |
|--|--|-----------------------------------|
| <input type="checkbox"/> Lecture           | <input type="checkbox"/> Individual Work | <input type="checkbox"/> Hands-on |
| Activities                                 |  |                                   |
| <input type="checkbox"/> Class Discussions | <input type="checkbox"/> Group Work      | <input type="checkbox"/> Other:   |
| _____                                      |  |                                   |
| <input type="checkbox"/> Worksheets        | <input type="checkbox"/> Peer Tutors     |                                   |

**Materials/Media: Presentation**

- |   |   |                                     |
|---|---|-------------------------------------|
| <input type="checkbox"/> Study guide      | <input type="checkbox"/> Textbook             | <input type="checkbox"/> Assistive  |
| technology                                |   |                                     |
| <input type="checkbox"/> Partial outline  | <input type="checkbox"/> PowerPoint           | <input type="checkbox"/> Braille or |
| large print                               |   |                                     |
| <input type="checkbox"/> Highlighted text | <input type="checkbox"/> Digital text (audio) | <input type="checkbox"/> Other:     |

**Materials/Media: Responding**

- |                                      |   |                                    |
|--------------------------------------|---|------------------------------------|
| <input type="checkbox"/> Handwriting | <input type="checkbox"/> Word processor | <input type="checkbox"/> Assistive |
| technology                           |   |                                    |
| <input type="checkbox"/> Speech      | <input type="checkbox"/> Sign language  | <input type="checkbox"/> Other:    |

**Assignment Format:**

- |  |   |                                 |
|--|---|---------------------------------|
| <input type="checkbox"/> Oral Presentation           | <input type="checkbox"/> Project-based Activities | <input type="checkbox"/> Other: |
| _____  |   |                                 |
| <input type="checkbox"/> Written Assignments (brief) | <input type="checkbox"/> Written Reports          |                                 |

**Assessment Format:**

- |  |  |                                   |
|--|--|-----------------------------------|
| <input type="checkbox"/> Multiple choice | <input type="checkbox"/> Fill-in-the-blank | <input type="checkbox"/> Matching |
| <input type="checkbox"/> Short answer    | <input type="checkbox"/> Essay             | <input type="checkbox"/> Other:   |

**Grading Strategies:**

<input type="checkbox"/> Assignments/tests	<input type="checkbox"/> Homework	<input type="checkbox"/> Other:
<hr/>		
<input type="checkbox"/> Effort	<input type="checkbox"/> Participation	
<b>Class Environment:</b>	<input type="checkbox"/> Structured	<input type="checkbox"/> Other:
<input type="checkbox"/> Quiet		
<hr/>		
<input type="checkbox"/> Lively	<input type="checkbox"/> Unstructured	
<b>Management Strategies:</b>	<input type="checkbox"/> Contracts	<input type="checkbox"/> Classroom rules
<input type="checkbox"/> Verbal praise	<input type="checkbox"/> Rewards	<input type="checkbox"/> Other:
<input type="checkbox"/> Preferential seating		
<hr/>		

### ***Tasks and Learning Environment Input, cont.***

#### **Summary of Observations**

**Date(s):** \_\_\_\_\_ **Location:**

\_\_\_\_\_

**Type of Class:**

\_\_\_\_\_

#### **Describe the following features:**

What teachers, aides, volunteers are present?

How many students are present?

How readily can the student access the furniture, equipment, and materials?

What activities/tasks are taking place?

How did students participate in the activities/tasks? What accommodations were used?

How did the target student participate?

What were the supports or barriers to the target student's participation?