

THE LANGUAGE OF THE LRE REQUIREMENT: GENERAL REQUIREMENTS

- Pursuant to 34 CFR 300.114(a):
 - 1) Except as provided in 34 CFR 300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and 34 CFR 300.115 through 34 CFR 300.120.
 - 2) Each public agency must ensure that –
 - i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
 - ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of **supplementary aids and services** cannot be achieved satisfactorily.
- “Regular educational environment” encompasses regular classrooms and other settings in schools such as lunchrooms and playgrounds in which children without disabilities participate. *Analysis of Comments and Changes to 2006 IDEA Part B Regulations, 71 Fed. Reg. 46585 (2006).*

ENVIRONMENTAL NEEDS

- Preferential seating
- Planned seating:
___ Bus ___ Classroom ___ Lunchroom ___ Auditorium ___ Other
- Altered physical room arrangement
- Concretely defined area
- Reduced and/or minimized distractions
___ Visual ___ Spatial ___ Auditory ___ Movement
- Teach positive rules for use of space

PACING OF INSTRUCTION NEEDED

- Vary activity often
- Allow breaks
- Omit assignments requiring copying in timed situations
- Additional copy of the text sent home for summer preview
- Home set of materials for preview and/or review

PRESENTATION OF SUBJECT MATTER NEEDED

- Teach to the student's learning styles, strengths and/or intelligences
 - ___ Verbal/Linguistic ___ Math/Logical ___ Visual/Spatial ___ Naturalist
 - ___ Bodily/Kinesthetic ___ Musical ___ Interpersonal ___ Intrapersonal
- Model and/or experiential learning
- Utilize specialized curriculum
- Use taped lectures and/or class discussions or replay
- Use American Sign Language and/or total communication
- Provide prewritten notes
- NCR paper for peer to provide notes
- Functional application of academic skills
- Present, demonstrate and/or model
- Utilize manipulatives
- Emphasize critical information
- Pre-teach vocabulary

PRESENTATION OF SUBJECT MATTER NEEDED (Continued)

- Make and/or use vocabulary files
- Reduce the language level of the reading assignment
- Use facilitated communication
- Share activities
- Use visual organizers and/or sequences
- Use paired reading and writing
- Use study carrels
- Reduce seat time in class
- Use study guides
- Provide vocabulary lists
- Provide main idea summaries
- Provide writing process aids
- Use learning logs
- Use diaries
- Highlight reading material
- Use preformatted material
- Reword, rephrase instructions and/or questions
- Preview and review major concepts in primary language

MATERIALS NEEDED

- Limit amount of material on a page
- Tape texts and other class materials
- Highlight texts and/or study guides
- Use supplementary materials
- Provide note-taking assistance
- Copy class notes
- Scan tests and class notes into a computer
- Use large print
- Braille material
- Use communication book or board
- Provide assistive technology and software (e.g., Intelli-Talk, Co-writer)

ASSIGNMENT MODIFICATION NEEDED

- Give directions in small distinct steps (written, picture and/or verbal)
- Use written back up or oral directions
- Use pictures as supplement to oral directions
- Lower difficulty level
- Raise difficulty level
- Shorten assignments
- Reduce paper and pencil tasks
- Read or tape record directions to the student(s)

ASSIGNMENT MODIFICATION NEEDED (Continued)

- Give extra cues or prompts
- Allow student to record or type assignment
- Adapt worksheets and/or packets
- Utilize compensatory procedures by providing alternate assignment and/or strategy when demands of class conflict with student capabilities
- Ignore spelling errors and/or sloppy work
- Ignore penmanship
- Develop alternative rubrics

SELF MANAGEMENT and/or FOLLOW-THROUGH NEEDED

- Provide pictorial and/or word daily schedule
- Provide student calendars
- Check often for understanding and/or review
- Request parent reinforcement
- Have student repeat directions
- Teach study skills
- Use study sheets to organize material
- Design, write, or use long-term assignments timelines
- Review and practice in real situations
- Plan for generalizations
- Teach skill in several settings and/or environments

TESTING ADAPTATIONS NEEDED

- Provide oral instructions and/or read test questions
- Use pictorial instructions/questions
- Read test to student
- Preview language of test questions
- Ask questions that have applications in real setting
- Specialized staff administration of test
- Use short answer
- Use multiple choice
- Modify format
- Shorten length
- Extend time frame
- Use open note/open-book tests
- Other

SOCIAL INTERACTION SUPPORT NEEDED

- Use peer advocacy
- Provide Circle of Friends
- Institute peer tutoring
- Structure activities to create opportunities for social interaction
- Focus on social process rather than activity/end product
- Structure shared experiences in school, extracurricular

SOCIAL INTERACTION SUPPORT NEEDED (Continued)

- Use cooperative group learning
- Use multiple/rotating peers
- Teach friendship skills/sharing/negotiation
- Teach social communication skills

___ Greetings ___ Conversation ___ Turn Taking
___ Sharing ___ Negotiation

TRAINING NEEDED FOR PERSONNEL

- Identify topics _____
- Personnel _____
- Time needed _____

SPECIALIZED EQUIPMENT NEEDS

- Wheelchair
- Walker
- Braces
- Standing board
- Positioning
- Computer
- Software
- Modified keyboard

SPECIALIZED EQUIPMENT NEEDS (Continued)

- Voice synthesize
- Switches
- Augmentative communication device
- Video
- Electronic typewriter
- Catheterization
- Suctioning
- Utensils
- Plates
- Cups
- Straws
- Other mealtime equipment and/or material
- Restroom equipment

LEVEL OF STAFF SUPPORT NEEDED

- Classroom companion
- Consultation
- Stop-in support
- Part-time daily support
- Team teaching (parallel, supportive, complimentary, or co-teaching)
- Daily in class staff support

LEVEL OF STAFF SUPPORT NEEDED (Continued)

- Total staff support (staff are in close proximity)
- One-on-one assistant

Specialized Personnel Support Needs (if indicated, identify time needed)

<u>Support</u>	<u>Time Needed</u>
<input type="checkbox"/> Instructional Support Assistant	_____
<input type="checkbox"/> Health Care Assistant	_____
<input type="checkbox"/> Behavior Assistant	_____
<input type="checkbox"/> Signing Assistant	_____
<input type="checkbox"/> Nursing	_____
<input type="checkbox"/> Occupational Therapy	_____
<input type="checkbox"/> Physical Therapy	_____
<input type="checkbox"/> Speech and Language Therapist	_____
<input type="checkbox"/> Augmentative Communication Specialist	_____
<input type="checkbox"/> Transportation	_____
<input type="checkbox"/> Counseling	_____
<input type="checkbox"/> Adaptive Physical Education	_____
<input type="checkbox"/> Transition Planning	_____
<input type="checkbox"/> Orientation/Mobility	_____
<input type="checkbox"/> Career Counseling	_____