SUPPLEMENTARY AIDS AND SERVICES: PATTERNS AND IMPLICATIONS FOR INCLUSIVE EDUCATION

Jennifer A. Kurth
Samantha G. Toews
Russell Johnston

Andrea L. Ruppar
Jessica A. McQueston
Katie M. McCabe
Supplementary Aids and Services

What are supplementary aids and services?
- Not defined by Congress in IDEA
- Defined by practitioners:
  - Books (e.g., Villa & Thousand, 2004)
  - Websites (e.g., ‘Inspire Inclusion’)
  - Parent information centers (e.g., PACER)

One peer reviewed article (Etscheidt & Bartlett, 1999). Not empirical, but legal conceptualization.
Students with extensive and pervasive support needs

Students with significant support needs…

• Require ongoing pervasive support
• May have disability label of intellectual disability, autism, developmental disabilities, or multiple disabilities
• May participate in alternate assessments
PARTICIPANTS

88 de-identified IEPs for students with extensive and pervasive support needs – determined by disability label, present levels, and/or alternate assessment eligibility

6 States
63 Males
25 Females
Grades K -12
Age: 5-18 ($m = 10.5$)
Method

- Conventional Content Analysis of IEPs
- Codebook developed

<table>
<thead>
<tr>
<th>Section</th>
<th>Section Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular</td>
<td>Supports to <em>provide meaning</em> to students: change reading level, change assignment; Use specialized curriculum (e.g., Unique Learning, News2You); Use alternate assignments and/or materials;</td>
</tr>
<tr>
<td>Modifications</td>
<td></td>
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<tr>
<td>Curricular</td>
<td>Supports to <em>access</em> curricular materials: audio book, highlighting/bolding, typing, scribe, voice to text, word bank, graphic organizers, note taking supports (copy of notes, cloze notes, record lecture), calculator, manipulatives, charts, read problems aloud</td>
</tr>
<tr>
<td>Accommodations</td>
<td></td>
</tr>
<tr>
<td>Grading for</td>
<td>Change grading criteria for courses (e.g., pass/not pass, modified weights)</td>
</tr>
<tr>
<td>courses</td>
<td></td>
</tr>
<tr>
<td>Testing</td>
<td>Supports for content of tests (e.g., number of items in multiple choice, open vs. close ended questions, format adjusted -scribe) delivery (e.g., use of study guides; reading test read aloud); change criteria for grading on a test</td>
</tr>
<tr>
<td>Modifications</td>
<td></td>
</tr>
<tr>
<td>Testing</td>
<td>Supports for content of tests (e.g., length, presentation -font/size, location adjusted) delivery (e.g., use of study guides); use of scribe / bubbler; testing location; small group testing</td>
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<tr>
<td>Accommodations</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Seating (e.g., wheelchair adjustable desks; preferential seating); Setting (e.g., lighting, temperature), location of</td>
</tr>
</tbody>
</table>
## 21 domains

<table>
<thead>
<tr>
<th>Supplementary Aids and Services</th>
<th>Assigned Domain(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide check-ins for self-behavior monitoring (zones of regulation)</td>
<td>Behavior Personnel supports</td>
</tr>
<tr>
<td>Provide alternative options for demonstrating learning</td>
<td>Curricular accommodations</td>
</tr>
<tr>
<td>Use of inclusion/regulation log</td>
<td>Home-school communication Personnel supports</td>
</tr>
<tr>
<td>Provide visuals and graphic organizers for scheduling, regulatory aids, and social support</td>
<td>Visual supports Timing, pacing, and length Social supports</td>
</tr>
</tbody>
</table>
DATA CODING

- Inter-rater reliability on 22% of SAS- 96% agreement (range: 87-100).
- Reached consensus prior to analysis.
Make environments accessible to students with sensory, health, and motor support needs.

- Physical/accessibility dimension
- Instructional dimension
- Social-behavioral-communication dimension
- Collaborative dimension

![Bar chart showing environmental, AT, health and safety, sensory, vision, and hearing support needs.]
Physical/accessibility dimension
- “preferential setting”
- “close to instruction”
- “near teacher and away from distractions”
- “personal desk space”
- “alternative locker access”
- “light filters/reduced overhead lighting during academic instruction”
- “books on tape”
- “changing table for bathroom”
- “adult support to ensure safety”
- “sensory breaks”
- “FM system”
- ”enlarged materials”

Instructional dimension

Social-behavioral-communication dimension

Collaborative dimension

- “preferential setting”
- “close to instruction”
- “near teacher and away from distractions”
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Providing supports for students to engage in instructional materials and activities.

- **Physical/accessibility dimension**
- **Instructional dimension**
- **Social-behavioral-communication dimension**
- **Collaborative dimension**
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<tr>
<th>Physical/accessibility dimension</th>
<th>Instructional dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative to handwriting</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td>“teacher provided notes”</td>
<td>Word banks</td>
</tr>
<tr>
<td>“pre-teach vocabulary”</td>
<td>“read aloud instructions”</td>
</tr>
<tr>
<td>“calculator for solving multi-diet equations”</td>
<td>“extended time”</td>
</tr>
<tr>
<td>“reduce number of questions”</td>
<td>“break tasks into small steps”</td>
</tr>
<tr>
<td>Modify work to students “instructional level”</td>
<td>“give extra cues and prompts”</td>
</tr>
<tr>
<td>Replaced curriculum</td>
<td></td>
</tr>
<tr>
<td>Visual schedule</td>
<td></td>
</tr>
</tbody>
</table>
Physical/accessibility dimension

Instructional dimension

Social-behavioral-communication dimension

Collaborative dimension

Supports targeting nonacademic learning needs

- Behavior: 106
- Communication: 43
- Transition: 26
- Social: 21
Physical/accessibility dimension

Instructional dimension

Social-behavioral-communication dimension

Collaborative dimension

- “frequent breaks”
- “positive reinforcers”
- Choices
- Social narratives
- “iPad mini with messaging capabilities”
- Communication switches, pictures, objects
- “communication partners”
- “foreshadow schedule changes”
- “extra time for transitions”
- “explicit instruction on social skills”
A SAS provided either to or by school staff

- Physical/accessibility dimension
- Instructional dimension
- Social-behavioral-communication dimension
- Collaborative dimension
“he requires adult support throughout his entire school day due to his behavioral and unique learning needs”
“assistance/escort between classes”
“support for peer interactions (information about ASD provided to peers to help them understand differences), staff encourages peers to initiate and sustain interactions.”
Training for staff to use AT, aided communication tools, and mobility and positioning strategies
“staff will collaborate regularly to address educational needs and behavioral challenges”
“provide parents with school communication regarding class activities of the day”
FINDINGS – DOMAINS OF SAS SELECTED
Finding of SAS often lack specificity or clarity. Difficult to determine when, how, how often, who, and where supports are to be provided.

- “Adult support”
- “Modified course content”
- “Extended time”
- “Use of visuals”
- “Frequent breaks”
- “Give extra cues and prompts”
FINDINGS

- SAS often reflected removal from general education, rather than supports put in place to facilitate a student’s progress in general education settings.
  - “[Name] will not participate in classroom instruction in her general education setting”
  - “Use of sensory room”
  - “Replaced curriculum in math”
  - “Unique Learning curriculum”
  - “Instruction to support achievement of IEP goals”

IDEA: “To the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily” (emphasis added, [Section 612(a)(5)])
LIMITATIONS

- Generalizability: Small sample size (and number of states represented)
- No knowledge of supports available in the natural school environment such as Universal Design for Learning, which might impact the need for explicitly stated SAS
- IEP Templates may have impacted teacher selection of SAS
- No implementation or decision making data collected. Limited to information written in the IEP document.
RECOMMENDATIONS FOR PRACTICE

- Conduct ecological assessments
- Use SAS as a means to ensure inclusive placements
- Utilize assistive technology for students
- Consider teacher and staff needs (e.g., the need for co-planning time, the need for instruction in making modified materials)
- Increase expertise among educators (e.g., AT, peer assisted learning) to improve inclusive SAS
RECOMMENDATIONS FOR POLICY

- Clearer understanding of what SAS means:
- Definition in IDEA reauthorization
- How teams should consider SAS before moving to a more restrictive environment
- Focus on creating universally designed learning spaces and activities, with SAS as extensions of, rather than as replacements or modifications to, these existing spaces and activities

*SAS should supplement (rather than supplant) existing universally designed curriculum, with descriptions of how curricular materials and activities will be enhanced or extended.*
CONCLUSION

SAS should serve as a “linchpin” for inclusive education; that is, SAS should serve to maintain inclusive placements.