

Math and Special Education Leadership Protocols - Protocol 4 Overview

Aligning Barriers and Strategies



Guiding Question: *How can you use the accommodations and modifications found on an (Individualized Learning Plan) IEP in combination with the mathematics content and practice standards to make mathematics accessible for a student with disabilities while maintaining rigor?*

Purpose

The primary purpose of this protocol is to provide a clear process that could be replicated for teachers for supporting a student with disabilities in math. Participants use student work, a math content standard, a math practice standard, and a section of the IEP to think about both the barriers that students with disabilities might face and modifications and accommodations to address those barriers. Protocol 4 illustrates the process by looking at one student with disabilities.

Snapshot Description

Protocol 4 provides a concrete example of using the IEP as a tool to provide rigorous math instruction for a particular student with disabilities. Participants engage with a math pre-assessment, look at the student's IEP to discuss barriers and supports, look at the student's work on the pre-assessment, and consider accommodations needed and modifications to the math problems.

Goals

- Learn a process that can be replicated with teachers for using the accommodations and modifications included on a particular student's IEP to support that student's work on identified math content and math practice standards.
- Learn how to modify a math task for a student with a disability without reducing the rigor.

Who Should Facilitate This Session?

Recommended co-facilitators are the mathematics coordinator / coach / teacher leader **and the** special education coordinator / leader on the leadership team.

Time Estimate 2 hours

Equipment, Resources, and Tools Needed: (Handouts are 1 per person unless otherwise noted)	Preparation:
<ul style="list-style-type: none">• A way to project PPT slides• <i>Summary of the Protocols</i>• <i>Talking points for Protocol 4 PPT slides</i> – 1 for facilitator (optional as a handout)• <i>Candies Problem</i>• <i>Kym's Description</i>	<ul style="list-style-type: none">• Make handouts

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| <ul style="list-style-type: none">• <i>Kym's IEP</i>• <i>Kym's Work</i>• <i>LASW Tool for Kym</i>• <i>Accessibility Strategies for Mathematics</i> | |
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Tips and Notes Before You Begin:

- 1) During this protocol, team members will be asked to work on questions from a math pre-assessment on HO 4.2. Please note that the first question addresses a part-to-whole relationship and the next three problems address a part-to-part relationship. (The math facilitator for this protocol may want to be prepared to explain this concept to team members.)
This particular pre-assessment question was selected because 6th graders have to grapple with moving from an understanding of part-to-whole relationships (often established in earlier grades as they learn about fractions) to a new understanding of part-to-part relationships, and this mathematics represents a common stumbling block for many 6th graders.
You should do the pre-assessment ahead of time to become familiar with it, and to anticipate any possible obstacles for people on your team.
- 2) Note that at the end of this meeting, team members will get a copy of an article to read for next time. While the article looks long, it's a quick read and is more a summary of suggestions for strategies to use for various kinds of learning demands and difficulties for students. Most readers have found the article very helpful. This article will be used in the next protocol, and it's helpful if team members have time to read it prior to the meeting.
- 3) Please ask participants to save all of their work from this protocol, because they will need it in Protocol 5 as well. You may want to collect it at the end of the meeting to bring it to the Protocol 5 meeting.