

Math and Special Education Leadership Protocols - Protocol 2 Overview
Essential Understandings About Students with Disabilities



Guiding Question: *How can a shared understanding of some of the learning difficulties of students with disabilities help inform teachers' collaborative use of that student's Individualized Education Plan (IEP)?*

Purpose

The primary purpose of this protocol is to ensure that leadership team members have a common understanding of the demands, difficulties and needs of students with disabilities in mathematics, and to broaden the teams' knowledge of the IEP as an instructional tool.

Snapshot Description

In order to step into the shoes of a student with disabilities, the team first takes a “quiz” and discusses their reaction to it. The team then learns about 6 important research-based areas of demand and difficulty that students with disabilities might face when learning mathematics, and delves more deeply into two of them: *Language* and *Memory*. Lastly, the team looks at a sample IEP from the district and discusses how to use the IEP as a valuable instructional tool for teachers.

Goals

- To identify and discuss the demands, difficulties and needs of students with disabilities as learners of mathematics;
- To better understand how to use an IEP as a tool to inform mathematics instruction for a student with disabilities.

Who Should Facilitate This Session?

Recommended facilitator is 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• Blank paper for reflection during wrap-up• Handout (HO) 2.1 (optional): <i>Talking points for Protocol 2 PPT slides</i> – 1 for facilitator• HO 2.2: <i>Summary of the Protocols</i>• HO 2.3: <i>The Six Areas of Demands and Difficulties</i>• HO 2.4: <i>Math as a Language</i>• HO 2.5: <i>The Connection Between Memory and</i>	<ul style="list-style-type: none">• Make handouts• <i>SPED team members</i>: select and copy 1 IEP for discussion during the meeting.• Prepare comments about IEPs to share with the team.

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<i>Learning</i> <ul style="list-style-type: none">• HO 2.6: <i>Sample IEP</i> (provided by SPED team member)	
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Tips and Notes Before You Begin:

- 1) During this meeting, the Leadership Team will discuss 6 areas of demand and difficulty for students with disabilities. These six areas have been selected because of their impact on mathematics learning. During this meeting, team members will delve more deeply into two of these areas: *Language* and *Memory*. The team may want to do more work together at a later time to learn more about areas of demand and difficulty addressed here.

- 2) **SPECIAL NOTE:**

The Special Education member of the leadership team will be asked to spend 10 minutes during the meeting to share some basic information about IEPs with the rest of the team in order to build the teams' collective knowledge about IEPs.

The purpose of this 10-minute period is to:

- a) clarify the language that is typically used in the IEP (for example, one thing that might be helpful to clarify for the team is the difference between "specially designed instruction" and "accommodations," which you can find information about on pages 15 - 17 of the IEP Process Guide: <http://www.doe.mass.edu/sped/iep/proguide.pdf>).
and
- b) to help participants understand the parts of the IEP (for example, he or she can focus these comments on:
 - A quick overview of the purpose of each section of an IEP
 - A closer look at the section in which the student is described