Robertson County Special Services

704 Wheelock Street

Hearne, Texas 77859

RECOMMENDATIONS to ARD from General Education Teachers

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please check the appropriate competencies:

A. Physical

□ Normal Vision □ with glasses

□ Normal hearing □ with hearing aids

□ Good general health

□ Student is capable of receiving instruction in regular P.E. with no modifications

□ Medications (if any): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Behavioral, as it affects educational placement and programming

□ interacts appropriately with peers

□ interacts appropriately with adults

□ adjusts easily to new situations

□ respects authority

□ cooperative

□ completes tasks

□ other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. Discipline:

□ is able to follow regular discipline rules

□ behavior impedes his/her learning or that of others

□ is able to follow a regular classroom management plan

The student is capable of following the Student Code of Conduct without modifications.

□ Yes □ No

D. Prevocational/Vocational: (6th grade and up)

□ keeps work area neat □ is able to work on a schedule

□ has good social skills □ is responsible

□ is mechanically inclined □ cares for materials

□ has a part-time job □ has good attendance

□ follows directions □ is reliable

□ other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E. Educational Competencies: What the student can do \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

F. Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade : \_\_\_\_\_\_\_\_\_ ARD Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Reading** | **Math** | **Science** | **Social Studies** |  **LA/****Writing/****English** | **Other** | **Modifications/****Accommodations** **for the General Ed Class** |
|  |  |  |  |  |  |  1. Change pace of instruction |
|  |  |  |  |  |  |  2. Oral administration of tests \_\_\_ entire \_\_\_ partial/at student request |
|  |  |  |  |  |  |  3. Short answer tests  |
|  |  |  |  |  |  |  4. Accommodated tests (with no change in content) |
|  |  |  |  |  |  |  5. Taped texts |
|  |  |  |  |  |  |  6. Highlighted texts |
|  |  |  |  |  |  |  7. Taping lectures |
|  |  |  |  |  |  |  8. Note-taking assistance |
|  |  |  |  |  |  |  9. Extended time for assignments --specify up to \_\_\_\_\_\_\_\_\_\_ |
|  |  |  |  |  |  | 10. Shortened assignments |
|  |  |  |  |  |  | 11. Assignment notebook |
|  |  |  |  |  |  | 12. Study sheets/previews/summaries (with answers) |
|  |  |  |  |  |  | 13. Repeated review |
|  |  |  |  |  |  | 14. Reduced written task |
|  |  |  |  |  |  | 15. Calculation aids |
|  |  |  |  |  |  | 16. Preferential seating |
|  |  |  |  |  |  | 17. Interpreter for deaf |
|  |  |  |  |  |  | 18. Frequent breaks |
|  |  |  |  |  |  | 19. Defined physical space |
|  |  |  |  |  |  | 20. Cooling-off period |
|  |  |  |  |  |  | 21. Concrete reinforcers |
|  |  |  |  |  |  | 22. Positive reinforcers |
|  |  |  |  |  |  | 23. Behavior Intervention Plan |
|  |  |  |  |  |  | 24. Oral directives |
|  |  |  |  |  |  | 25. Special Instructional/Adaptive Equipment |
|  |  |  |  |  |  | 26. Frequent reminder of rules |
|  |  |  |  |  |  | 27. Change in project/report requirements |
|  |  |  |  |  |  | 28. Supervision during transitions/unstructured times |
|  |  |  |  |  |  | 29. Check for understanding |
|  |  |  |  |  |  | 30. Gestural/visual cues  |
|  |  |  |  |  |  | 31. Supplemental aids |
|  |  |  |  |  |  | 32. 1 to 2 step directions |
|  |  |  |  |  |  | 33. Verbal prompts |
|  |  |  |  |  |  | 34. Amplification device |
|  |  |  |  |  |  | 35. Minimize distractions |
|  |  |  |  |  |  | 36. Directions given in a variety of ways/simplified |
|  |  |  |  |  |  | 37. Allow student to make test corrections |
|  |  |  |  |  |  | 38. Retest when grade falls below \_\_\_\_\_\_\_% |
|  |  |  |  |  |  | 39. Reduced spelling list |
|  |  |  |  |  |  | 40. Reduce penalty for spelling errors |
|  |  |  |  |  |  | 41. Peer partner |
|  |  |  |  |  |  | 42. Modified instructional materials |
|  |  |  |  |  |  | 43. Individual administration of tests |
|  |  |  |  |  |  | 44. Basic transcribing (bubbling assistance-answers transferred) |
|  |  |  |  |  |  | 45. Basic transcribing (word processor) |
|  |  |  |  |  |  | 46. Accommodated tests and assignments (shortened w/o change in content) |
|  |  |  |  |  |  | 47. Dictionary |
|  |  |  |  |  |  | 48. Modified environment to reduce audio/visual stimuli |
|  |  |  |  |  |  | 49. Colored overlays |
|  |  |  |  |  |  | 50. Reminders to stay on task |
|  |  |  |  |  |  | 51. Highlighters or colored pencils |
|  |  |  |  |  |  | 52. Spelling assistance |
|  |  |  |  |  |  | 53. Large print |
|  |  |  |  |  |  | 54. Manipulating test materials for student |
|  |  |  |  |  |  | 55. Math manipulatives |
|  |  |  |  |  |  | 56. Magnifying devices |
|  |  |  |  |  |  | 57. Extra time |
|  |  |  |  |  |  | 58. Small group administration of tests  |
|  |  |  |  |  |  | 59. Complex transcribing |
|  |  |  |  |  |  | 60. Math scribe |
|  |  |  |  |  |  | 61. Other: |
|  |  |  |  |  |  | 62. Other: |
|  |  |  |  |  |  | 63. Other: |
| **Reading****Eng I/II** | **Math/****Alg I** | **Science/ Biology** | **SS/US History** | **Writing** |  |   **State Testing****STAAR (S = STAAR; Alt = STAAR Alt)**  |
|  |  |  |  |  |  | 🗷 current year 🗹 next year |
|  |  |  |  |  |  | **Designated Supports for STAAR**: |
|  |  |  |  |  |  |  Basic transcribing |
|  |  |  |  |  |  |  Braille |
|  |  |  |  |  |  |  Calculation aids |
|  |  |  |  |  |  |  Extra time |
|  |  |  |  |  |  |  Individualized structured reminders |
|  |  |  |  |  |  |  Large print |
|  |  |  |  |  |  |  Manipulating test materials |
|  |  |  |  |  |  |  Math manipulatives |
|  |  |  |  |  |  |  Oral/signed administration (includes TTS and Auto TTS) |
|  |  |  |  |  |  |  Spelling assistance |
|  |  |  |  |  |  |  Supplemental aids |
|  |  |  |  |  |  |  Paper Test (ARF) |
|  |  |  |  |  |  |  Complex transcribing (ARF) |
|  |  |  |  |  |  |  Extra day (ARF) |
|  |  |  |  |  |  |  Math scribe (ARF) |
|  |  |  |  |  |  |  Other (ARF) |
|  |  |  |  |  |  | **STAAR-ALT Accommodations:** |
|  |  |  |  |  |  |  Add braille labels to images or provide text in braille |
|  |  |  |  |  |  |  Attach textured materials to images or text |
|  |  |  |  |  |  |  Color or highlight images or text |
|  |  |  |  |  |  |  Cover or isolate images or text until addressed |
|  |  |  |  |  |  |  Demonstrate concepts or relationships in images or text |
|  |  |  |  |  |  |  Describe images for students with visual impairments |
|  |  |  |  |  |  |  Enlarge images or text |
|  |  |  |  |  |  |  Pair images or text with photographs, picture representations, or  real objects of the same content |
|  |  |  |  |  |  |  Place color overlays on images or text |
|  |  |  |  |  |  |  Provide images or text on separate paper presented one at a time |
|  |  |  |  |  |  |  Provide structured reminders |
|  |  |  |  |  |  |  Raise or darken the outline in images or text |
|  |  |  |  |  |  |  Reread sections of the text  |
|  |  |  |  |  |  |  Use calculator, manipulatives, or math tools to arrive at response |
|  |  |  |  |  |  |  Use routine picture representations for key words in verbal  directions to the student |