



IEP Handbook for Parents



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The IEP Handbook for Parents

This simple, easy to use guide will help you understand your rights as they relate to Special Education in South Carolina.

Being Your Child's Best Advocate

Anyone can be an advocate, but parents are natural advocates. You are your child's first teacher. You are your child's most important role model. You are the person responsible for your child's welfare. Most importantly, you always have your child's best interests at heart and you know your child better than anyone else.

It is our hope that this information will help empower you, as parents and caregivers, by showing you ways in which you can be a better advocate for your child with special needs. By arming you with information regarding your rights and responsibilities, we hope to prepare you to be able to go into your child's next IEP meeting feeling confident and knowledgeable. We want you to be able to tackle any obstacles that come your way. Knowledge is power!

Going into the meeting prepared and knowledgeable will make a world of difference in the outcome of the meeting. Using the strategies outlined here will help you confidently assume your key role on the IEP team. Go into your child's IEP meeting with your head held up, feeling upbeat and confident that you're doing the right thing. When you advocate for your child to ensure they get the educational

services they are entitled to receive, you are giving them the best gift possible... education. It will carry them throughout their lives.

Understanding the IEP Process and Your Rights

In order to truly understand the IEP process, you may want to consider going to an IEP meeting with another parent. This allows you to see the process in a generic way. You'll be able to pay attention to what's going on and be better able to understand how the process works from an impersonal point of view. If you've already been to an IEP meeting for your child, then you know that it can sometimes be difficult to not get emotional or upset. Getting upset is not really an effective way to concentrate on what's taking place. Go to an IEP with another parent to help provide support to them and learn how to be objective so that you can better maintain control at your child's meeting.

Consider joining a support group, either online or in person. It's important to network with other parents, find a parent mentor, and share resources and information. [Family Connection SC](#) is a great resource for families looking to make connections.

Take time to gather facts and information. As you gather information and organize documents, you'll learn about your child's disability and educational history. Learn about your local school district. Know how decisions are made and by whom. Understand that a child with a disability is entitled to an "appropriate" education, not the "best"

education, nor an education that maximizes your child's potential. [Loving Parents Want What's "Best" for Child - School Only Needs to Provide an "Appropriate Program"](#)

At the beginning of the Special Education process, your school district will give you a pamphlet. It's called The Parent Guide to Special Education Services in South Carolina. Read it! If you have to read it twice, do so. Be aware that when the district hands you this booklet, they deem that action as informing you of your rights. So, while they're making sure to cover their bases, be sure you have yours covered as well. Read it! A copy of this booklet can be found here: [The Parent Guide to Special Education Services In South Carolina](#)

The IEP is a legal contract between the school district and your family to provide certain services for students who are eligible for special education. Once you sign the IEP, the district is required to implement the portions of the IEP that you have consented to. This plan is for how your child's unique needs are going to be met by the school district. [Your Child's IEP: Practical and Legal Guidance for Parents](#)

Understanding FAPE and IDEA

F --Free, provided at no charge to the parents

A --Tailored to your child's unique needs to ensure progress from year to year

P -- Public, paid for by the public school system

E --Education, to be determined during the IEP (this is what you negotiate)

[More Information About FAPE](#)

Individuals with Disabilities Education Act (IDEA)

IDEA is a federal law enacted in 1990 and reauthorized in 1997 and 2004. It protects the rights of students with disabilities by ensuring that everyone receives a free appropriate public education (FAPE), regardless of ability. IDEA not only grants equal access to students with disabilities, but also to provides additional special education services and procedural safeguards.

Special education services are individualized to meet the unique needs of students with disabilities and are provided in the least restrictive environment. Special education may include individual or small group instruction, curriculum or teaching modifications, assistive technology, transition services and other specialized services such as physical, occupational, and speech therapy. These services are provided in accordance with an Individualized Education Program (IEP), which is specifically tailored to the unique needs of each student. [More Information About IDEA](#)

The IEP Team

Who is on the IEP Team?

Parents are equal participants on the team.

Your student may also attend and participate, if you deem it appropriate.

A general education teacher must be present if your child will be participating in the general education environment.

A special education teacher who will be responsible for implementing the IEP must also be present.

A school administrator (with authority to make decisions and commit resources) must be there.

Evaluation personnel (school psychologist) must attend to be able to explain evaluations and/or test results.

Other people with knowledge of special expertise about your child can participate.

You can bring community service providers, other advocates, attorneys, a friend for support or a friend to take notes for you.

Most importantly, Do No Go Alone! It's best to walk in with a team of people to support you. Be sure, however, to write a note ahead of time to let the district know how many people are coming with you. This will allow them ample time to be sure there is room for everyone. You wouldn't want to arrive with a dozen people only to be told they have

to sit outside of the room because there aren't enough chairs to accommodate your participants.

[The IEP Team](#)

What Happens at the IEP Meeting?

1. Discussion of Eligibility: Does your child qualify for special education services? Why or why not?
2. Your child's present levels of academic achievement and functional performance will be addressed.
3. Goals and objectives designed to meet your child's unique needs will be discussed. Be sure to ask how they intend to measure these goals to determine if objectives are being met. Ask what they will do if your child is not meeting his or her goals. How and when will they make adjustments to their goals, if the child is not making progress? You want to make sure that they're not going to wait to tell you at the next IEP meeting that your child didn't meet any goals. By that time, a whole year has been wasted. If goals are not being met, the team needs to meet to discuss making changes so your child can make progress.
4. Special Education Services (related services, supplementary aids, accommodations, modifications and other services that the school will provide) need to be addressed.
5. Time spent in the general education environment, along with his non-disabled peer will also need to be discussed. Your child has a right to be involved and participate in the general curriculum. It is up to the team to decide how much time is spent there.
6. Placement: Goals and objectives and how they are to be implemented drive placement and services for your child. Because of that, placement is only discussed after everything else has been

considered. Again, placement is developed based on your child's needs.

How Often Does the IEP Take Place?

An IEP can take place at any time during the school year. It can also be revised at any time. The IEP team must meet at least once annually to revise and rewrite your child's IEP for the following school year. If a problem should arise, however, do not hesitate to request an IEP meeting to discuss it. Also, if the meeting time or place does not work for you, request a different time or location.

Your Rights and Responsibilities:

You have a right to request and review copies of any evaluations or draft goals that may be discussed at the IEP meeting. If you do not agree with the school's evaluation of your child, you have a right to ask for a private evaluation, to be paid for by the school district.

You have a right to ask anyone present at the meeting (who was not listed on the school district's notice) to be excused, unless they can provide a satisfactory reason as to their relevance to the discussion.

You have a right to record the IEP meeting. In fact, it's ALWAYS a good idea to record the IEP meeting. By doing so, you can spend your time focusing on what is being discussed and not scrambling to take notes.

Most importantly, you want to have proof of what was said and what was agreed to. Be sure to give the district 24 hours written notice before the IEP meeting of your intent to record.

[Tape-recording IEP Meetings: What Does the Law Say?](#)

You have the right to request that a district representative be in attendance; one who has the authority to make decisions during the IEP meeting. You don't want to make a request and then have a team member tell you that they'll have to check with the Special Needs

Director to get approval for the request. You can request that the Special Needs Director (or their representative) attend your child's IEP meeting.

You have a right to make requests. You are entitled to ask for certain things for your child. IDEA is an individualized, tailored process that allows for anything to be on the table if it is necessary for the provision on FAPE.

You have a right to ask questions. Always ask school personnel to explain terms, language or any statements that are unclear.

You have the right to receive a copy of the proposed IEP for your review BEFORE you sign it. It is very important for you to take the time to review the IEP and consider if it addresses all of your child's educational needs, before signing it. Don't be afraid to tell them that you need time to look it over. Don't be intimidated into signing it right away. You must be allowed a reasonable amount of time to review the IEP before signing it. Be sure to get the draft IEP, with notes attached, before anyone has had time to "clean up the document." Why? You don't want there to be any discrepancies between what was discussed and agreed to during the meeting and what they type up and send to you in the mail a few weeks later. If you're rushed into signing the IEP right away, you can say,

"This is an important, legally-binding document. I have not read it nor have I had time to go over it in detail. I would like to take a copy home with me. After I have reviewed it, I will send you a written consent or I will discuss any problems that I have with it."

If you are not in agreement with what occurred during the meeting, be sure to write a statement of disagreement to be attached to the IEP.

After the meeting, you have a right to set a regular time to contact the teacher to discuss your child's progress.

You should start tracking how solutions are working, in every class, every week. Create a form that shows what the school is trying and how it's working. Be sure to collect continuous data, and write into the IEP that you will collect data from the staff and your child. Also write into the IEP that you will change the plan to reflect the experience and changing needs which you are tracking.

Follow through on any commitment. No one is going to be sure that the school is following through with the promises made at the IEP.

It will be your responsibility to do so.

Plan to observe your child's classroom from time to time. There is no better way to be informed about your child's special education than to observe it for yourself.

Planning and Preparing

Planning ahead prevents problems. Do not expect school personnel to inform you about your rights and responsibilities. You need to read about the special education laws in our state. Learn how to use test scores to monitor your child's progress in the special education. Create agendas, write objective and use meeting worksheets and follow-up letters to clarify problems and nail down agreements.
Everything Must Be Put in Writing

[Sample Parent IEP Agenda](#)

*Be sure to ask for and keep written records of everything. Documents are the keys to success. You have to keep written records. Know that if a statement is not written down, it was not said. Make requests in writing. Get responses put in writing. Write polite follow-up letter to document events, discussions and meetings.

Ask Questions!

Never be afraid to ask questions. When you ask a question, listen carefully to the answers. Know how to use, "Who? What? Why? Where? When? and How? If you're ever unclear about anything, be sure to ask for clarification. Don't be ashamed to ask questions about your child's educational future.

Identify Problems and Propose Solutions

Learn to describe problems from different angles. Use your knowledge to develop strategies. Being an advocate for your child means being a problem solver. Do not waste valuable time and energy looking for people to blame. Propose solutions and be willing to negotiate with the schools for the services your child needs. Try to find “win-win” solutions that will resolve your issues.

Special Considerations: Behavior, Communication Needs, Modifications & Accommodations, and Assistive Technology

In addition to the required parts of the IEP, some parents are unaware that the following components can be part of the IEP as well. The decision to add one or more of the following components will depend on the nature of your child's disability and how it impacts his or her performance in school.

Behavior: If your child's behavior is getting in the way of his or her learning or the learning of other students, the IEP team should consider a Behavioral Intervention Plan. You can request that they give your child a Functional Behavioral Assessment to determine why your child may be acting out and what strategies will help quell the situation. [Functional Behavioral Assessments and Behavioral Intervention Plans](#)

Communication: Your child's communication needs must be considered. The IEP Team must consider your child's language and communication mode. The team must consider the student's academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode. For example, if your child uses a picture board or PECS (Picture Exchange Communication System), this must be considered.

Modification and Accommodations: There are many commonly used modifications and accommodations that may address your child's needs in the learning environment. Please see the following list

of modifications and accommodations that your child may need.

[Supports, Modifications and Accommodations to](#)

[Consider](#)

Assistive Technology: Assistive Technology is any device or devices used as supportive tools or equipment to perform functions that might otherwise be impossible for individuals with disabilities. Some assistive technology devices include: pencil grips, paper stabilizers, computers, voice output devices, adapted spoons, wheelchairs, etc. Special consideration should be given to the needs of the student for assistive technology devices and services.

[Assistive Technology for Young Children in Special Education: It Makes a Difference](#)

[South Carolina Assistive Technology Program](#)

Frequently Asked Questions

The school district says that my child is not allowed to miss any school time to go doctor-ordered therapy appointments. What do I do?

Contrary to what some have been told, there is no new, state-wide mandate that requires school districts to refuse to accept excuses for students who are absent for part of the day to receive third party/private therapy services. The state department of education has left the decision in the hands of the individual districts whether or not to count absences as excused or unexcused (even sick days.)

If you are being told that your child's therapy excuses will no longer be counted as excused absences from school, I would suggest that you immediately request an IEP meeting to discuss this issue. Be sure to bring to the IEP meeting a current letter from your child's physician (the one who wrote the prescription for therapy) describing why your child's therapy is necessary.

Also explain that while after-school appointments are preferred, sometimes they are not available. If you are on a waiting list to get an after-school appointment time, make them aware of it. If your child's therapy sessions are more convenient for you during school hours, make them aware of that as well. **Insist that it be placed in your child's IEP that they are allowed**

to miss a portion of the school day in order to receive their medically prescribed therapy. Have the information be placed, not in the notes section, but under the ACCOMMODATIONS section. As long as it is in IEP, the school cannot complain about the missing time and the Department of Social Services would have no grounds to prosecute a parent who can prove they were taking their child to doctor-ordered therapy. Be sure to keep copies of the therapy excuses.

If the IEP Team refuses to agree to put third party therapy into your child's IEP, be aware that you may be able to have your child's physician write a letter requesting Intermittent Home Bound Services to allow them to go the therapy and be absent from school for part of the day for medical reasons. (You could technically go ahead and have this letter with you at the IEP meeting, just in case). If after you do this they still balk, request mediation.

[Wrightslaw's Answers to Frequently Asked Questions About Individualized Education Programs \(IEPs\)](#)

Helpful Resources

[The Arc of South Carolina](#)

[U.S Department of Education: No Child Left Behind](#)

[U.S. Department of Education: IDEA 2004](#)

[Section 504 Fact Sheet & How to File a Complaint](#)

[Wrightslaw.com](#)

[South Carolina Department of Disabilities and Special Needs](#)

[South Carolina Yellow Pages for Kids](#)

[The Parent Guide to Special Education Services In South Carolina](#)

[South Carolina Code of Laws – Title 59: Education, Chapter 33: Special Education for Handicapped Children](#)

[Hands on Health: South Carolina](#)

[Center for Parent Information and Resources](#)

Accommodations and Modifications

Learning Environment:

- Provide seating near teacher
- Provide seating / area with limited distractions
- Provide seating near positive role models
- Provide desks in rows rather than tables
- Provide a study enclosure
- Provide needed adaptive furniture or equipment
- Provide space for self-initiated time out periods
- Provide close proximity to necessary information during instruction
- Provide classroom arrangement which promotes accessibility (is barrier free), safety & visual
- Provide seating near "smartboard", whiteboard or chalkboard
- Provide seating without window glare and distractions
- Provide seating to meet needs (i.e. foot rest boxes, slant-top tables, special chair or chair cushions, appropriate desk/table heights)
- Provide a peer "buddy" to assist with class transitions and timeliness
- Limit classroom physical activity distractions (i.e. pencil sharpening, restroom trips)

- Provide increased/decreased opportunities for movement (to help student maintain attention)
- Provide a consistent daily classroom routine
- Provide a clear, organized work area
- Provide an environment with limited visual stimuli (i.e. pastel colors, projects displayed away from instructional areas, free time materials covered, etc.)
- Provide a duplicate set of class materials for home (or special classroom) use
- Provide for individual or small group help
- Provide a classroom aide, assistant, or volunteer
- Provide a peer tutor or “study buddy”
- Provide group tasks with specific and/or shared responsibilities
- Provide for cooperative learning procedures

Time and Scheduling Demands:

- Provide flexible scheduling to fit optimal individual learning times
- Provide smaller/reduced class size
- Provide important classroom information (i.e. expected class participation, assignments, projects, tests, etc.) ahead of time to allow for appropriate preparation and planning
- Provide extra time for assignments, projects and tests

- Provide for short breaks to allow for refocusing on tasks
- Provide detailed pacing or realistic deadlines for long term projects
- Provide (and/or monitor) an assignment book, personal planner or class/work
- Checklists to keep track of assignments, projects and tests
- Provide, develop and monitor a daily/weekly individual journal
- Provide for modification or change of schedule as needed
- Provide a consistent daily timeline or schedule
- Provide additional time for movement between classes
- Provide or schedule classes in accessible/ barrier free areas
- Provide a checklist of materials needed for each class
- Provide prompts and/or establish a routine for getting ready for class, class and/or school transitions, and lunchtime
- Provide for beginning of the day check-in or organizational time
- Provide a mid-day/lunch time organizational time for PM classes and work
- Provide an end of the day study hall or skills period for organization of homework
- Provide regular time daily for organization of desk, locker, materials, etc.
- Provide training, instruction and practice on time management

- Provide and train to use a monthly calendar for long term planning
- Provide for partial credit for late assignments or incomplete work – modify credit when work is completed
- Provide a list of appropriate/acceptable activities to use when work is completed or during free time.

Instructional Methods and Materials:

- Provide opportunity to talk privately with student
- Provide/or help develop a self-monitoring checklist
- Provide clear, precise directions (repeated if necessary) - check for understanding
- Provide multi-sensory directions (orally, visually, and written) as needed
- Provide seating to meet needs (i.e. foot rest boxes, slant
- Provide weekly progress reports (for students, case coordinators and parents)
- Provide a copy of notes, visual aids or a note taker for class lectures
- Provide class outlines or study guides
- Provide frequent opportunities for student to communicate learning
- Provide focus on student strengths (rather than on weaknesses)
- Provide clear, concise grading rubrics

- Provide a “pass” / “fail” grading option
- Provide instruction on locating cue words (i.e. always, never, most, least, etc.)
- Provide drawings or diagrams to further explain difficult concepts
- Provide access to either a printed or software version of a spelling aid, dictionary, thesaurus, almanac, or grammar tool for written work
- Provide a scribe, word processor, speech-to-text technology and/or specialized software for converting oral language into written work
- Provide clearly printed, uncluttered worksheets, handouts or computer materials
- Provide books on tape, large print materials or web based versions of textbooks
- Provide instructional materials in Braille or embossed format
- Provide a sign language interpreter
- Provide specialized visual or auditory equipment specified in the IEP
- Provide reminders to remain on task (verbal, visual, gestural) when necessary
- Provide index cards to assist student with focus and pace of lecture
- Provide monitoring of student notes to ensure appropriate material is being documented
- Provide student with opportunity to use computer, word processor or typewriter for written assignments

- Provide list of lesson key points or main steps on handout or board for copying (may color code concepts by importance)
- Provide a reader (may be volunteer, aide or peer) to assist during classroom instruction
- Provide alternate sources of information when available (charts, audio books, pictures, PowerPoint, movies, etc.)
- Provide copy of classroom rules and structure to assist with organization
- Provide active, game-like learning opportunities and material when possible
- Provide a multi-sensory assortment of instructional activities
- Provide instruction that compliments student learning style
- Provide an appropriate alternative textbook
- Provide a consumable workbook – one a student may write in
- Provide an instructional, hands-on, manipulative alternative when possible
- Provide highlighted copy of material to emphasis critical information
- Provide pre-teaching opportunity of lesson content and vocabulary
- Provide a list of questions which highlight important concepts presented in class
- Provide directions or materials which match student's language or reading level

- Pair oral descriptions with visual examples of concepts to ensure understanding
- Provide a variety of positive behavioral supports
- Provide a variety of planned motivating sequences of activities
- Provide a variety of materials which complement student strengths and interests
- Provide student with options or choices to demonstrate their understanding of an idea or concepts
- Provide the opportunity to tape or record lessons or lectures
- Provide assistive technology to transfer printed words to speech

Instructional Methods and Materials

Language Arts:

- Provide web-based textbook versions whenever possible
- Provide a textbook written at individual reading level
- Provide a textbook with important ideas highlighted
- Provide a textbook in which individual may use a highlighter
- Provide a variety of highlighters for color coding different types of information
- Provide an alternative grouping for reading
- Provide a variety of instruction (i.e. word games, puzzles, listening games) to & reinforce learning

- Provide flash cards for lesson and concept acquisition
- Provide picture clues to assist with understanding and meaning
- Provide a format with fewer words on a page
- Provide desktop strips to cue and reinforce learning
- Provide frequent review of new material to ensure understanding
- Provide worksheets with materials on page arranged in order presented
- Provide alternative workbooks and worksheets for maintenance of concept
- Provide step-by-step comprehension strategies to use when reading
- Provide context clues to assist with locating and identifying appropriate information
- Provide widely spaced lined paper for writing
- Provide raised line paper for handwriting acquisition and practice
- Provide double space formats for all writing drafts
- Provide dictation to print software or talking word processor
- Provide concrete samples or models of writing assignments
- Provide opportunities for oral brainstorming before beginning writing tasks
- Provide word banks in a variety of classroom locations

- Provide graph paper to assist with letter and number spacing
- Provide alternative forms of written expression (i.e. oral, video, visual)
- Provide flash cards for spelling words – include visual cues where appropriate
- Provide a limited number of spelling words to focus on each week
- Provide opportunity to pair oral with written expression of spelling words
- Provide opportunity to learn/use spelling words in context
- Provide opportunity to locate spelling words in reference materials (dictionary, thesaurus, word processor spell checker, etc.)
- Provide multi-sensory opportunities for learning spelling (clay, sand, shaving cream, finger-tracing, magnetic letters)

Instructional Methods and Materials:

Math and Science:

- Provide use of counters or manipulatives to reinforce concept acquisition
- Provide flash cards to assist with memorization of basic facts
- Provide visual aids to illustrate problem solving steps
- Provide opportunity for calculator use when appropriate
- Provide graph or lined paper in landscape orientation to assist with spacing, organization, and lining up written problems

- Provide opportunity for students to practice work on chalkboard or whiteboard
- Provide basic facts sheets
- Provide alternate grouping of problems on worksheets
- Provide color coding to identify math process change
- Provide a variety of hands-on experiences
- Provide a study group or study buddy whenever possible
- Provide a safe lab environment (consider visual, accessible and movement issues)
- Provide adequate lighting in lab for diverse learners
- Provide step by step prompts (visually and orally) to assist with problem solving
- Provide multi-sensory materials to aid in student concept understanding
- Provide science software to support instruction

Assignments and Assessments:

General

- Provide prior notice of assignments, projects, assessments, tests, and quizzes
- Provide a pacing schedule for long term projects (shortened tasks)

- Provide extra time for assignments, projects, assessments, tests, and quizzes
- Provide a “hands on” option for assignments, projects, assessments, tests and quizzes
- Provide a word bank for assignments, tests and quizzes
- Provide opportunity for use of a spelling dictionary or spelling aid (hard copy or electronic)
- Provide opportunity for use of dictionary, thesaurus or almanac (hard copy or electronic)
- Provide for separate grading of content and mechanics in written assignments
- Provide partial credit for late or incomplete assignments – working towards assignment completion
- Provide samples of what “A” assignments look like
- Provide opportunity for reduced or alternative assignments or assessments
- Provide adjustment to amount of work required to meet requirement
- Provide alternative to paper and pencil tasks
- Provide for alternative to written responses (oral responses, digital voice recorder, word processor, speech-to-text technology, etc.)
- Provide for alternative options for assessments, tests and quizzes
- Provide limited options on multiple choice assessments

- Provide reduced number of test items
- Provide extra time for tests or assessments
- Provide taped tests and/or a reader for tests, and/or text-to-speech technology
- Provide a preview of testing procedures to ensure understanding and reduce potential anxiety
- Provide penalty limits for misspellings and poor penmanship
- Provide opportunity for writing directly on test or assessment
- Provide opportunity to take objective style test
- Provide options for shortened questions and/or short answers
- Provide rephrasing of test directions and questions
- Provide detailed study guides for tests
- Provide extra credit options
- Provide simplified test wording
- Provide an open book test option
- Provide small groups of similar style questions to limit confusion of ideas or concepts
- Provide reduced reading opportunities for assignments, projects, assessments, tests, and quizzes
- Provide an alternative (quite, distraction free) location for test taking

- Provide opportunity to have test directions repeated, clarified, and checked for understanding
- Provide opportunity to have oral test directions paired with written instructions or visual clues
- Provide opportunity for grading on effort/individual ability in addition to test scores
- Provide for alternative grading (pass/fail, satisfactory/unsatisfactory, etc.)
- Provide for break times during tests
- Provide for untimed tests
- Provide ample space on test for answers
- Provide copies of tests in Braille or in large print formats
- Provide assistive technology for magnification or amplification of test material
- Provide opportunity to “sign” responses to an interpreter
- Provide transparencies or overlays to increase visual perception
- Provide white noise (sound machines) and headphones to limit auditory distractions
- Provide visual cues on test to assist with direction following (arrows, color coding)
- Provide monitoring of test form to ensure recording in correct space

- Provide verbal encouragement (“keep working”, “you are doing great”, “answer every question”) without providing clues on correctness of answers.
- Provide for alternate demonstrations of knowledge and skills (interviews, demonstrations, or role playing)
- Provide the opportunity to take test during specified time of day (when medication or physical conditions will least affect attention or alertness)

Special Needs

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