

## Key - Extent of Nonparticipation

Directions: Put an "E" or "N" next to each statement noting Examples or Non-Examples. Also, edit wording to improve statements if needed.

  N   1. W will receive resource for American Lit and Geometry because he benefits from small group instruction and needs modifications. *This statement needs to further explain characteristics of the disability and how it manifests in the general education classroom. Also, what type of instruction will be given outside the general education classroom (ex. Specialized instruction utilizing graphic organizers, a slower pace, leveled readers...)*

  E   2. Due to phonological processing deficits which impacts M's reading comprehension, he will receive one segment of specialized instruction outside the general education classroom to improve his reading deficits.

  E   3. H will receive one segment of specialized instruction outside the general education environment to address her articulation difficulties and language deficits. She benefits from individual and/or small group instruction due to her distractibility.

  N   4. T will participate in all academic classes within the general education setting as his peers do except for small group instruction for reading and math. *This statement needs to further explain the characteristics of the disability and how it manifests in the general education classroom even with supplementary aids and services (specifics). Also, what type of instruction will be given outside the general education classroom that is different?*

  N   5. R goes to the nurse before school begins and after lunch for medication. *This statement does not address classroom participation.*

  E   6. Due to his specific learning disability, characterized by phonological processing deficits, D is functioning far below grade level in reading, math, and writing. He requires specialized instruction using alternative materials and techniques to address his skill deficits to better able him to access the general curriculum.

  E   7. Z will participate daily in a reading intervention to target his comprehension deficits which is provided outside general education in a small group setting. *(An additional statement could be added to describe specifically how his comprehension deficits impact his performance in general education.)* The remainder of the day will be spent in the general education classroom with his non-disabled peers.

  E   8. For speech services, K needs a small, quiet environment to hear, learn, and produce targeted speech sounds. She will receive these services outside the general education classroom due to her inattention and easy distractibility.

E 9. J has significant learning and instructional challenges due to reading decoding and comprehension deficits. He is in the 1<sup>st</sup> percentile on recent reading testing. Material presented to him orally with visuals in a small group setting improves his ability to master skills. He will be served outside the general education classroom to provide him with intensive reading instruction for one segment daily.

N 10. Due to F's intellectual disability, she will be served outside the general education classroom except for PE. *Remember, this is about environment, not eligibility category. Give specific characteristics about the student's disability (i.e. learns more slowly, is on a modified curriculum, requires concrete/visual instruction, has significant social deficits, utilizes a communication device, etc.). Also, give specifics about the instruction that will be given outside the general education environment that is different.*