

Individualized Education Programs

Have you ever encountered a problem when working with a student with a disability where the law did not match their needs? How did you handle the situation?

- Example: One of your students with autism has in his IEP plan that he can make use of a rocking chair when he is upset and needs to calm down. However, in the past week, the student has been taking out his anger on the rocking chair (banging on it, rocking too hard, etc.) instead of using it as a calming device. His IEP says that he must have access to a rocking chair, so what would you do in this situation?
- Possible solutions:
 - Provide a student with a different type of chair which doesn't rock in a quiet corner so he won't be bothered by others.
 - Have the student bring in his own chair so that he will feel more comfortable.

New Considerations for the action plan:

- When creating vision statement make sure to include students with disabilities as a key stakeholder.
- When thinking about your current situation, consider how the library is serving students with disabilities, or where you can better incorporate them.
- How can students' IEPs help you to better provide for students with disabilities in your library?
- What resources should you consider in trying to provide better access and services to students with disabilities?