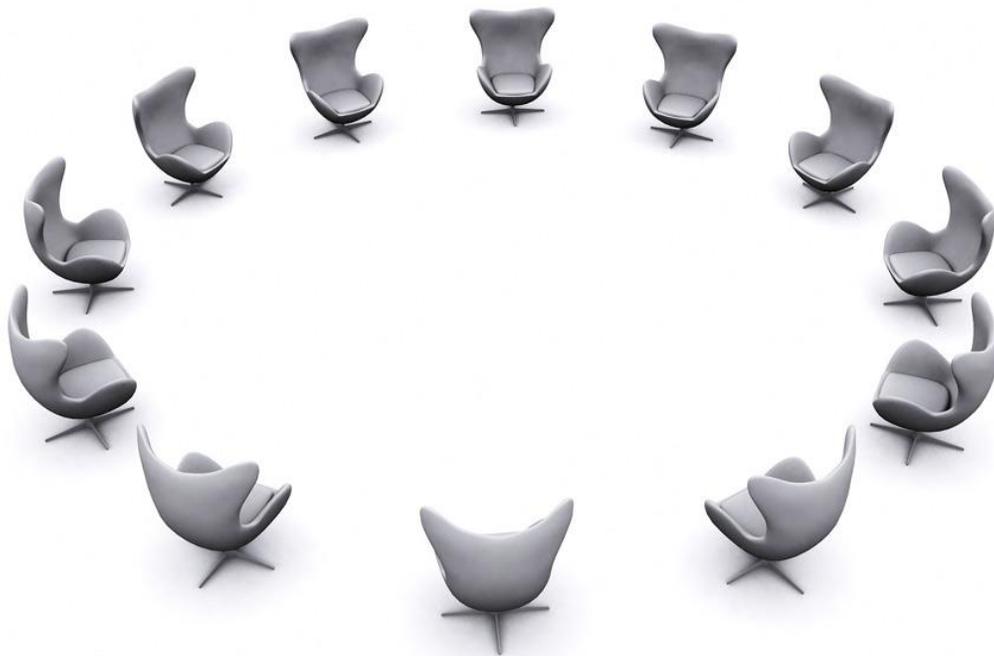


Accommodations

Professional Development Module



Accommodations: “Equal Access for All Learners”

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Overview

Professional development modules developed by the OSDE-SES are intended to assist local educational agencies (LEAs) in providing professional development for educators. Each module includes relevant background information, activities/materials, and a scripted PowerPoint presentation for a particular topic area. These modules are intended for use in a workshop or other professional development setting (e.g. faculty meeting, PLC meeting). Presenters are free to use the modules in whichever way they choose.

This module will assist educators in the knowledge and application of high quality classroom instruction for all students, including students with disabilities. The key is to afford students access to grade level curriculum through the use of accommodations during instruction and assessment.

Background Information

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities. Students eligible to receive special education services are afforded the opportunity for accommodations to meet their specific needs.

IDEA Regulations

There are three areas in which accommodations can be addressed on the Individualized Education Program (IEP):

[§300.324 \(a\) \(2\)](#) Consideration of Special Factors

[§300.320 \(a\) \(4\)](#) Supplementary Aids and Services

[§300.320 \(a\) \(6\)](#) Participation in Assessments

Students with disabilities who do not qualify for special education services under the IDEA may be provided accommodations under a Section 504 plan.

Materials/Resources

Copies of materials for the presentation are found in a separate file.

PowerPoint Presentation

This presentation is intended to engage staff in meaningful professional development. Presenters should become familiar with the PowerPoint notes and other materials/resources included in this module, as well as additional resources related to the topic. There is space after each slide's presentation where the presenter may note any additional information related to LEA/school expectations or procedures.

Slide operation: Slides load completely. No clicks are necessary (except to advance to the next slide). Under each slide are presenter discussions, questions to draw in the audience and activity opportunities.

Presentation Length

There are two PowerPoint Presentations: Accommodations Presentation and an Accommodations vs. Modifications Workshop. They are intended to be delivered at separate times during the year to continually address the provision of accommodations. For example, the Accommodations Presentation can be offered in the fall and the Accommodations vs. Modifications Workshop can be offered in the spring.

The Accommodations Presentation can be delivered in a 1.5 hour session or a 45 minute time allotment. The same content is addressed however the 45 minute presentation omits slides in the interest of time.

The Accommodations vs. Modifications workshop is a 45 minute presentation of an examination of scenarios encouraging participants to identify whether the scenario is an example of an accommodations or a modification and to consider ways a modification can be changed into an accommodation.

Activities

Pretest

This short pretest can be given orally prior to the presentation, as an ice-breaker and to assess audience knowledge.

Presentation Activities/Handouts

These are listed here in the order they appear in the presentation.

- 1) Accommodations Presentation (1.5 hours) PowerPoint
 - a. Handout: Accommodations Pre-test
 - b. Materials: White board with dry erase marker or chart paper with marker (if generating whole group discussions) for slide 8 (following turn and talk time), for slide 41 (following activity summarizing a list of accommodations designed)
 - c. Reference: Oklahoma Accommodations Guide link (Slide 3)
<http://ok.gov/sde/documents/2014-08-07/oklahoma-accommodations-guide>
 - d. Handout: Accommodations Synopsis (Slide 4)
 - e. Reference: OSTP: Accommodations for Students with an IEP or a Section 504 Plan (Slide 21) <http://ok.gov/sde/documents/2014-08-11/ostp-accommodations-placeholder>
 - f. Handout: Math page, double digit subtraction with regrouping (Slide 41)

- g. Activity Packet(for each group of 4 participants): Masking tape, paper clips, scissors, sticky notes, pencil (Slide 41)
- 2) Accommodations Presentation (45 minutes) PowerPoint
- Slides omitted from 1.5 hour PowerPoint include: Slides: 7-9, 11, 25, 27, 36-37.
- a. Handout: Accommodations Pre-test
 - b. Materials: White board with dry erase marker or chart paper with marker (if generating whole group discussions) for slide 41 (following activity summarizing a list of accommodations designed)
 - c. Reference: Oklahoma Accommodations Guide link (Slide 3)
<http://ok.gov/sde/documents/2014-08-07/oklahoma-accommodations-guide>
 - d. Handout: Accommodations Synopsis (Slide 4)
 - e. Reference: OSTP: Accommodations for Students with an IEP or a Section 504 Plan (Slide 17) <http://ok.gov/sde/documents/2014-08-11/ostp-accommodations-placeholder>
 - f. Handout: Math page, double digit subtraction with regrouping (Slide 34)
 - g. Activity Supplies: Masking tape, paper clips, scissors, sticky notes, pencil (Slide 33)
 - h. Omit Slides 43-51 in interest of time, if needed. Add the following language to slide 42, “The Oklahoma Accommodations Guide has several helpful fact sheets and teacher tools to consider. They are ready to use documents located in the back of the guide.”
- 3) Accommodations vs. Modifications (45 minutes) Workshop
- a. Handout: My Definition of Accommodation handout (cut in half, 1 copy for each participant)
 - b. Handout: Modified/Accommodations Scenarios (1 copy for each participant)
These case scenarios follow the power point. Best practice will be to provide the participants a hard copy. Participants may work in groups or individually.
 - c. Handout: Scenario Answers (1 copy for presenter reference)
 - d. Pencils/Writing Tool: 1 for each participant

Additional Resources

These are additional resources for educators to share with students and parents. A description for each will provide educators with a better understanding of the documents and how they may be utilized.

[OSDE-SES Accommodations Self-Assessment \(Teacher or Administrator\)](#)- Resource for teachers to evaluate effectiveness of Accommodations implementation in their own classrooms.

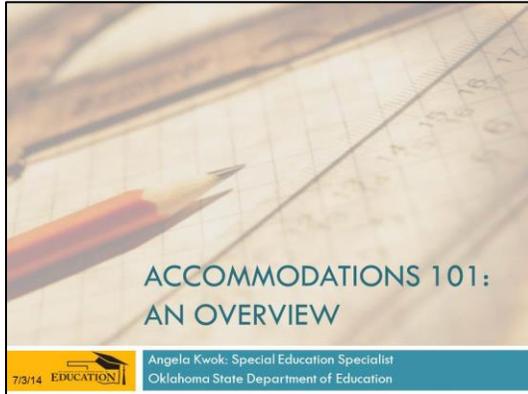
[OSDE-SES Accommodations Self-Assessment Instructions \(Teacher or Administrator\)](#)- Resource for teachers/administrators to aid in the process of completing Accommodations Self-Assessment sheet.

[OSDE-SES Accommodations PD Resource Sheet \(Teacher or Administrator\)](#)- Reference for specific tools and resources helpful to implementation of Accommodations. Title of resource, brief description, and link to URL provided.

[OSTP Accommodations for Students with an IEP or Section 504 Plan](#)- Document provided by the OSDE Assessment office on the accommodations approved and guidance for accommodation administration on State standardized assessments.

Power Point

Slide 1:



Presenter:

Hello! Welcome to Accommodations 101. My name is _____.I will be your session presenter today.

Notes:

Slide 2:

Objectives Today



- How to:
 - Select, administer, and evaluate accommodations;
 - Use accommodations resources;
 - Oklahoma Accommodations Guide
 - Oklahoma Accommodations Synopsis
 - Oklahoma State Testing Program: Accommodations for Students with an IEP or Section 504 Plan
 - Improve documentation of accommodations in Individualized Education Program (IEPs).

Presenter:

There are several objectives today. First, you will leave today with an understanding of how to select, administer, and evaluate accommodations.

Next, I would like you to be aware of three different accommodation resources specific to Oklahoma.

1. Accommodations Guide: <http://ok.gov/sde/documents/2014-08-07/oklahoma-accommodations-guide>
2. Accommodations Synopsis: <http://ok.gov/sde/sites/ok.gov.sde/files/Accom%20Synopsis%20with%20state%20approved%20accom.pdf>
3. Testing Accommodations: <http://ok.gov/sde/documents/2014-08-11/ostp-accommodations-placeholder>

Our final objective is to improve documentation of accommodations in the Individualized Education Program (IEP).

Notes:

Slide 3:

Accommodations Guide



- Based on the manual developed by:
 - Accommodations Manual 2nd edition (2005; Thompson, Morse, Sharpe, Hall)
 - Council of Chief State School Officers (CCSSO);
 - State Collaborative on Assessment and Student Standards (SCASS);
 - Student Standards Assessing Special Education Students (ASES).
- Guidance pertains to students with disabilities who participate in state assessments with accommodations and the instruction they receive.

http://ok.gov/sde/sites/ok.gov.sde/files/OK%20Accommodations%20Manual_0.pdf

Presenter:

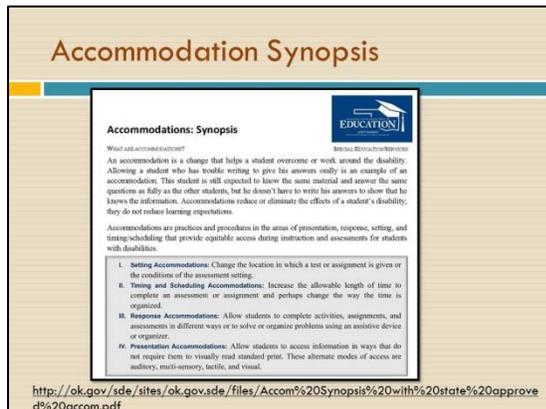
Today's presentation will highlight key components of the OSDE Accommodations Guide based on the Accommodations Manual 2nd edition (2005) authored by Thompson, Morse, Sharpe, and Hall and developed by a consortium of states that make up the Council of Chief State School Officers, State Collaborative on Assessment and Student Standards, and Student Standards Assessing Special Education Students.

Guidance pertains to students with disabilities who participate in state assessments with accommodations and the instruction they receive.

The guide can be downloaded at the web address listed at the bottom of the screen.

Notes:

Slide 4: Refer participants to Accommodations Synopsis handout



Presenter:

The Accommodation Synopsis is a quick reference sheet on an overview of Accommodations. It includes information from the Oklahoma Accommodations Guide.

Notes:

Slide 5:



The slide is titled "Accommodations Guide" and features a five-step process. The steps are listed in a vertical column, each in a colored box with a corresponding number:

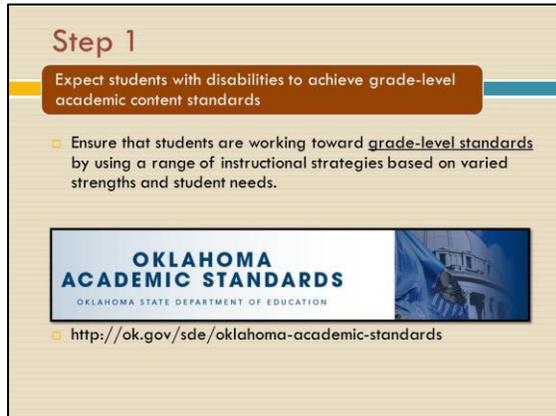
1. Expect students with disabilities to achieve grade-level academic content standards
2. Learn about accommodations for instruction and assessment
3. Select accommodations for instruction and assessment for individual students
4. Administer accommodations for instruction and assessment
5. Evaluate and improve use of accommodations

Presenter:

The Oklahoma Accommodations Guide addresses accommodations in a five-step process. We will look at each component in more detail on the following slides.

Notes:

Slide 6:



Step 1

Expect students with disabilities to achieve grade-level academic content standards

- Ensure that students are working toward **grade-level standards** by using a range of instructional strategies based on varied strengths and student needs.

OKLAHOMA ACADEMIC STANDARDS
OKLAHOMA STATE DEPARTMENT OF EDUCATION

<http://ok.gov/sde/oklahoma-academic-standards>

The first step when considering accommodations is to expect students with disabilities to achieve grade-level academic content standards. Students with disabilities must be offered the opportunity to access standards on their grade level regardless of their ability level. Students can work on grade level standards through a variety of instructional strategies based on each student's individual strengths, interests, and educational needs.

Students performing significantly below grade level in a content area can access material on their ability level. Below grade level material helps bridge the gap of where they are functioning and ensures opportunities for academic success. However, students still need exposure to grade level material to have opportunities to catch up with peers and create awareness of the grade level academic content that is addressed in the classroom.

Specific information related to the Oklahoma Academic Standards and content for each grade level can be found at the web address located at the bottom of the screen.

Notes:

Slide 7:

Step 1 (continued)



- To accomplish this goal, every IEP or Section 504 plan team member must:
 - ▣ be familiar with academic content standards;
 - ▣ be familiar with accountability systems at the district and state levels; and
 - ▣ participate in collaboration between general and special educators.

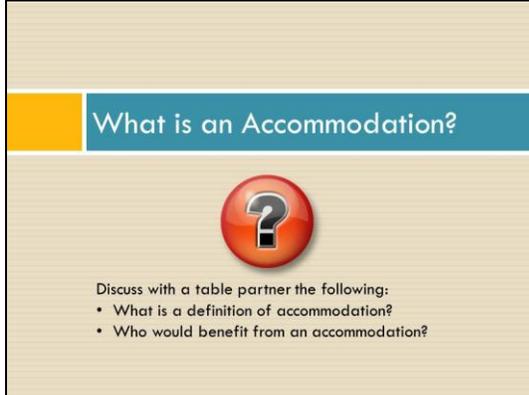
Presenter:

In order for all students (regardless of ability level) to have access to grade level standards each educational team member included on an IEP or Section 504 must:

- be familiar with academic content standards (at the student's grade level);
- be familiar with district and state assessment protocols; and
- participate in active and on-going relevant feedback between the general and special education teacher.

Notes:

Slide 8:



What is an Accommodation?



Discuss with a table partner the following:

- What is a definition of accommodation?
- Who would benefit from an accommodation?

Presenter:

Please discuss with a table partner the two questions listed on the slide.

First, what is a definition of an accommodation?

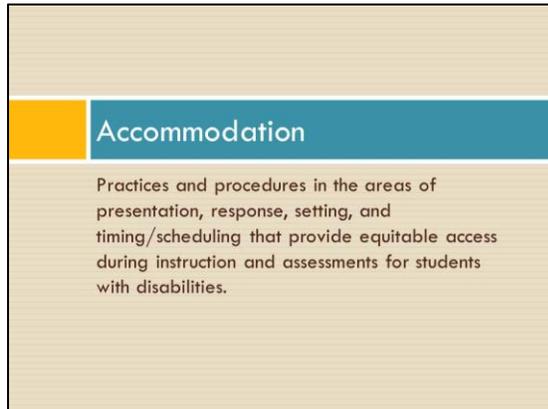
Last, who would benefit from an accommodation?

I will give you several minutes to discuss and then we will share out our collective thoughts.

Allow ample time for participants to reflect. Call on participants to share their responses as time allows.

Notes:

Slide 9:



Accommodation

Practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Presenter:

Now that we have had a chance as a group to share what you know about accommodations here is the definition. Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Providing accommodations during instruction and assessments promote equal access to grade-level content. Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and district and state assessments. The student must be allowed practice in using the accommodation prior to being expected to use it on an assessment. Interestingly enough, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and as they get older, in postsecondary education and at work.

Notes:

Slide 10:

Step 2

Learn about accommodations for instruction and assessment

Accommodations are:

- practices and procedures that provide equitable access during instruction and assessment for students with disabilities
- intended to reduce or even eliminate the effects of a student's disability
- **do not** reduce learning expectations
- must be consistent for classroom instruction, classroom assessments, district-wide assessments, and statewide assessments

Presenter:

Step two is knowledge of the various accommodations for instruction and assessment.

- Accommodations are changes in the way a student accesses instruction or assessment. A student may use a listening device to hear the teacher more clearly. He/she is provided an accommodation to hear the lesson, but is still responsible for the content and rigor of the lesson.
- Accommodations alleviate the effects of a disability by allowing the student to hear or see the information in a way that allows them access to the content. Accommodations allow barriers to be removed. It's like using glasses. Not everyone needs or wears glasses, but those that do see things more clearly.
- Accommodations give equal access to learning without "watering down" the content, their learning expectations are not reduced. Accommodations are not provided for score enhancement, but to allow students to learn and demonstrate understanding without barriers due to their disability.
- Accommodations must be aligned between classroom instruction, classroom assessments, district and state tests.

Notes:

Slide 11:



Presenter:

Accommodations are appropriate to address student variability. As you can see from this cartoon, it is not appropriate to standardize every component of a child's instruction. Students require and expect differences in their opportunities to learn.

Some students may need the accommodation of manipulatives while others would prefer to perform the math calculation in their head. Offering differentiated instruction including appropriate accommodations based on student's ability level is simply good instructional practice.

Notes:

Slide 12:

Accommodations Categories

- Setting
- Timing/Scheduling
- Response
- Presentation



Presenter:

There are four categories of accommodation types. They are:

- Setting
- Timing/scheduling
- Presentation
- Response

Notes:

Slide 13:

Setting Accommodations

- A change in the location in which a student receives instruction, participates in an assessment, or the conditions of an instructional or assessment setting.
- Examples:
 - Individual administration
 - Small group administration



Presenter:

The first category is setting. Setting accommodations are a change in location a student receives instruction, participates in an assessment, or the conditions of an instructional or assessment setting (i.e. special lighting, adaptive or special furniture).

Consider whether the student be in the general education setting with same age peers or in a smaller group.

Small group settings help eliminate distractions and benefit a student's ability to concentrate without the need to feel pressured to finish in the same amount of time as non-disabled peers.

Notes:

Slide 14:

Timing/Scheduling Accommodations

- Provides additional time to complete assignments and/or assessments or the way time is organized
- Examples:
 - Extra time
 - Frequent breaks
 - Time of day
 - Multiple test sessions
- Helpful for students who need time to process written text, write, use an assistive technology device, have limited attention, or low energy level



Presenter:

The second category is timing/scheduling. Timing and scheduling accommodations change the allowable length of time to complete assignments, assessments, and activities, and may also change the way the time is organized. Timing accommodations give students the time and breaks needed to complete activities, the time of day or number of days over which an activity, assignment or assessment takes place.

- Extra time may be necessary for students who need time to process written text, write, or use an assistive technology device for communication purposes.
- Frequent breaks may be appropriate for students with a limited attention span who cannot concentrate continuously for an extended period of time without feelings of frustration or unnecessary stress.
- Scheduling changes or consideration of the time of day would be appropriate for students who concentrate better during certain times of day or coincide with a student's alertness based on his/her medication or energy level.
- Multiple test sessions is an accommodation offering the test to be separated into smaller sections and administered over several days within the state testing window. Student may only work in one separated section at a time and may not go to previous sections or work ahead.

Notes:

Slide 15:

Response Accommodations



- An alternate method of responding from a typical pencil/paper format.
- Examples:
 - marking answers in the test booklet (grades 3-8) for later transfer by a Test Administrator to an answer document or the online testing client;
 - assistive technology communication device(s);
 - pencil grip;
 - utilize typewriter, word processor, or computer without the use of "help" features (spell check) (English II and writing test only).

Presenter:

Response accommodations benefit students who have difficulty with memory, sequencing, directionality, alignment, and/or organization. It is an accommodation type benefiting many students with a physical disability who struggle to provide documentation of their response from a typical pencil/paper format.

Examples of response accommodations include:

- marking answers in the test booklet (grades 3-8) for later transfer by a Test Administrator to an Answer Document or the online testing client;
- assistive technology communication device(s);
- pencil grip; and utilize typewriter, word processor, or computer without the use of "help" features (spell check) (English II and writing test only).

Notes:

Slide 16:

Presentation Accommodations

- Instructional or test materials presented in a different manner than standard print.
- Examples:
 - large print or Braille;
 - magnifier;
 - auditory amplification devices, such as hearing aids or noise buffers; and
 - Text to speech, human reader or sign language interpreter



Presenter:

The last category is presentation. The presentation accommodation allows students to access instruction and assessments in ways that do not require them to visually read standard print.

Examples include:

- large print or Braille;
- magnifier;
- auditory amplification devices, such as hearing aids or noise buffers; and
- text to speech, human reader or sign language interpreter

Notes:

Slide 17:

IEP Documentation of Accommodations

- IEP and Section 504 plan teams must appropriately and accurately document accommodations on a student's IEP or Section 504 plan.
 - "Special Factors"
 - "Supplementary Aids and Services"
 - "Participation in Assessments" sections of the IEP



Presenter:

In a typical Individual Education Plan (IEP), there are three potential areas in which accommodations can be addressed:

- Consideration of special factors
- Supplementary aids and services
- Participation in assessments (specific factors for each assessment type as to the accommodation type needed)

Notes:

Slide 18:

The image shows a slide titled "Accommodation Documentation". On the left, there is a section titled "Special Factors" with the text "Consideration of special factors acknowledges accommodation needs for specific circumstances." A red arrow points from this text to a red circle on the right. The red circle highlights a checklist on a form titled "IEP - Strengths, Needs, Special Factors, and Parent Consent Page". The checklist items are:

- Consideration of special factors (Check box on whether IEP accommodations and special factors is relevant to the IEP)
- Strengths, previous history, observations and supports, or appropriate if relevant specific knowledge of staff or others
- Employment or activities in IEP for a child with Special Education (SEI)
- Information on the child's IEP (Child's IEP) and other records and information regarding the child's education
- Consideration of the child's IEP (Child's IEP) and other records and information regarding the child's education
- Whether the child requires a related service or other support

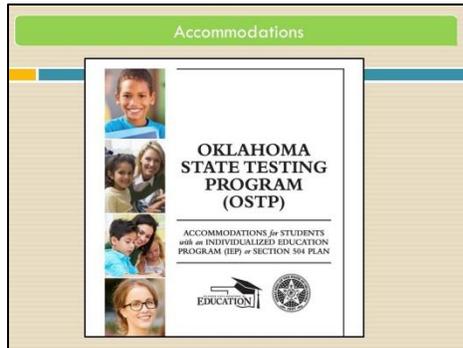
At the bottom of the form, it says "The special factors identified in this section of the form are to be addressed in the IEP services as specified by the IEP."

Presenter:

One area of the IEP that documents accommodations is the special factors section. The consideration of special factors checklist acknowledges accommodation needs for specific circumstances. The Individuals with Disabilities Education Act (IDEA) requires the IEP team to determine if any of these factors are relevant for the student, and if so, address the factors in the IEP.

Notes:

Slide 21:



Presenter:

Individuals may access the “OSTP Accommodations for students with an IEP or Section 504 Plan.” It is a document that is included as part of the Test Administration procedures for the Oklahoma State Testing Program for administering specific accommodations. Reference to approved Oklahoma testing procedures is addressed, including standard accommodations (setting, timing/scheduling, response, and presentation) and nonstandard (unique, ELA/reading test read aloud). <http://ok.gov/sde/documents/2014-08-11/ostp-accommodations-placeholder>

Notes:

Slide 22:

Oklahoma Approved Accommodations

OSTP Standard Accommodations	
I. Setting/Timing/Schedule	Procedures & Guidance
S1. Individual testing	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students may use a testing card, test in a special education resource room, or other location that maintains test security.
S2. Small group (5 or less) testing	This accommodation is required for many presentation or response accommodations. This accommodation is intended to reduce student distractions. Students may use a testing card, test in a special education resource room, or other location that maintains test security.
S3. Preferential seating	Students may need to sit close to the front of the room so they can see or hear more easily, increase physical access, or to provide access to special equipment.
S4. Separate location	This accommodation is intended to reduce student distractions. Students may use a testing card, test in a special education resource room, or other location that maintains test security. S1 & S2 student limits do not apply for this accommodation.
S5. Provide special lighting	Specify type (e.g., 75 Watt incandescent, light box, etc.)
S6. Provide adaptive or special furniture	Students may need these accommodations to provide better access (e.g., slant board, stander, etc.)

OSTP Accommodations for students with IEP or 504 Plan

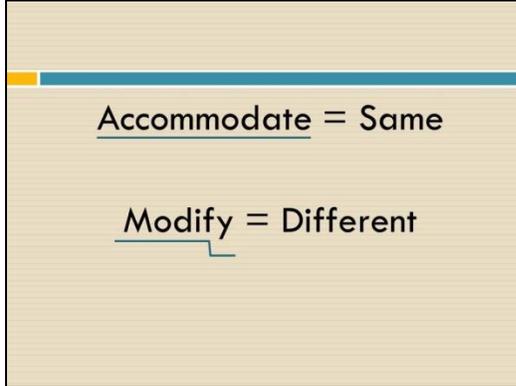
Presenter:

The Oklahoma State Testing Program manual lists approved accommodations for setting, timing/scheduling, presentation, and response. The options for classroom accommodations are limitless, but the accommodations for assessment purposes are only those that are listed on this document. The category of accommodation type is listed on the left side of the document, the procedures & guidance is listed on the right.

An exhaustive list of many different types of available accommodations for instruction and assessment purposes (specific to disability categories) can be located in the Fact Sheet 1 section of the Oklahoma Accommodations Guide.

Notes:

Slide 23:



Presenter:

This slide represents the fact that accommodations **do not** equal modifications. Accommodate means that students have access to the same expectations. Modify means that student expectations are different, they are lowered.

The reason that there is a lot of confusion between these two entities is because there are gray areas of the exact moment an accommodation becomes a modification. This comes from an attempt to have students access the curriculum on their ability level without lowering the learning expectations.

Notes:

Slide 24:

Accommodations and Modifications

-  **Accommodations**- do NOT reduce learning expectations, but rather provide a student with access to the general curriculum and assessments.
-  **Modifications**- change, lower, or reduce learning expectations. In addition, they increase the gap between achievement of students with disabilities and expectations for proficiency at grade-level.

Presenter:

The distinction between accommodations and modifications are listed on this slide. The biggest distinction is the question: are learning expectations or access to grade level expectations lowered?

Accommodations **do not** reduce learning expectations. Accommodations provide students with access to the general curriculum and assessments. Teachers should always offer accommodations for students with disabilities rather than modifications. It is important students have access to grade level curriculum.

Modifications **change, lower, or reduce** learning expectations. Reduced learning expectations increase the chance for students to further increase the learning gap from where they currently function from where they should be performing on grade level.

Modifications should not be eliminated completely. It is appropriate to offer students material on their ability level, (especially when they are performing several grade levels below) to ensure opportunities for success and eliminate feelings of failure. Access to grade level curriculum and materials on ability level requires a student to have twice as much exposure to subject area material of demonstrated weakness. Learning opportunities on their ability level (present level of performance) and opportunities to learn curriculum at their grade level would be offered on a daily basis.

Slide 25:

Modifications



- Reduced learning expectations
- Examples:
 - Reduced assignments, easiest problems only.
 - Simplified reading passages (ex. 2nd grade curriculum rather than 8th grade).
 - Reduced response choice.

*Important: students need material on ability level (modifications) & access to grade level material (accommodations) if performing significantly below grade level

Presenter:

Examples of modifications include reducing a student's learning expectations, such as reducing an assignment so a student has to complete the easiest problems only. To change this to an accommodation, the teacher would reduce the number of problems a student would be responsible to complete with a similar sampling of problems as other students in the class (example: odd problems, resulting in fewer problems but same grade level expectations).

A final example of a modification type is a reduced response choice. Rather than the typical 4 option choices for answers students have fewer options such as two or three to pick from.

Notes:

Slide 26:

Example of modified spelling list

Spelling list	Spelling list
5th grade	1st grade
1. assistant	1. the
2. brilliant	2. of
3. compliant	3. and
4. extravagant	4. cat
5. ignorant	5. mat
6. artifact	6. sat
7. migration	7. hat
8. nomad	
9. adapt	
10. agriculture	
11. rounding	
12. possible	
13. quiet	
14. natural	
15. build	
16. middle	

Modification

Presenter:

An example of a modification can be demonstrated by examining two different spelling lists. A spelling list for all 5th grade students is on the left and a 1st grade spelling list on the right.

This is an example of a modified spelling list by offering a 5th grade student a 1st grade spelling list. The content of a 1st grade list is completely different than 5th grade expectations and offering students the 1st grade list lowers the learning expectations. Students with the 1st grade list no longer have access to grade level expectations.

Slide 27:

Modification 

❑ **IMPORTANT:**

- ❑ Providing a modification to a student during classroom instruction and/or classroom assessments may have unintended consequences of reducing their opportunity to learn critical content.
- ❑ Providing a modification alters the construct the test measures, therefore, resulting scores do not provide information on how the student performed on grade-level standards and the test may be invalidated.
- ❑ Examples:
 - Reduce number of distractors
 - Use of spell-check and grammar check for Writing

Presenter:

This slide highlights important considerations for the use of modifications.

- Teachers should offer **accommodations** to students whenever possible. Should a modification be offered it may have the unintended consequence of reducing a student's opportunity to learn critical content.
- On teacher created assessments, modifications such as reduced answer choices alter the test validity resulting in student feedback that may be meaningless on how a student is performing on grade-level standards.
- Modifications on state-wide assessments are not permitted and if offered to a student, will result in a test invalidation for the student.
Examples of assessment modifications that are not permitted include reducing the number of distractors (i.e. crossing out option c on an a,b,c,d answer choice) or allowing a student to use the spell-check feature for students using the response accommodation of a typewriter, word processor or computer on the English II or writing assessment.

Notes:

Slide 28:



Quiz Time

Identify whether the given scenario is an accommodation or a modification.

Presenter:

It's time to test your understanding of the difference between an accommodation and a modification.

The next two slides give an example scenario. Identify whether the given scenario is an accommodation or a modification.

Notes:

Slide 29:

Accommodation or Modification?

Community Connections
Cross-Curricular Focus: History/Social Sciences

People are very social animals. We need to talk with and do things with other people. We often understand ourselves better when we discuss our opinions, emotions and activities with other people. We need to make meaningful connections with friends and family. These connections help us put aside our frustrations and worries. We can focus on things that are important: the people we care about.

Your **local** community is the area near your home. It's where you work, play and go to school. It is the neighborhood where your **family** makes **connections** with other people. It's

Modification

8th Grade Class, 3rd grade reading passage, 3rd Grade Objective

Objective: PASS 3:3:3a Comprehension, Summary and Generalization

a. Summarize by recognizing main ideas and supporting details.

Presenter:

A student in the 8th grade class has a learning disability. Rather than being provided the, “Analyzing O! Pioneers” 8th grade reading passage, they are provided a 3rd grade reading passage, “Community Connections.” They have a 3rd grade reading objective. Their class expectations have been lowered.

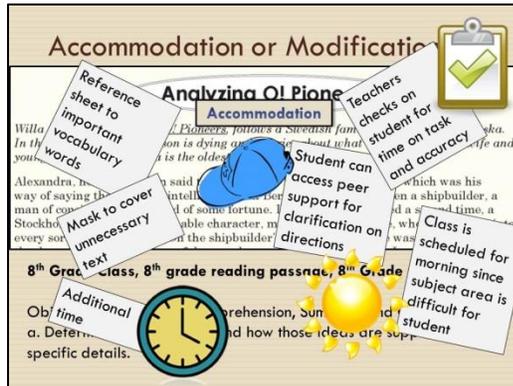
Is this an example of an accommodation or a modification? *Allow time for reflection.*

This is an example of a modification because the student no longer has expectations to grade level standards. Their expectations have been lowered.

Click to advance appearance of animated text “Modification”

Notes:

Slide 30:



Presenter:

A student with a learning disability is provided the 8th grade reading passage, “Analyzing O! Pioneers.” The student is given an 8th grade learning objective similar to the objective of the other 8th grade students in the class (listed at the bottom of the slide). However, in this instance the teacher has provided the following provisions: *click to advance each accommodation*

- A reference sheet to important vocabulary words in the passage
- A mask to cover unnecessary text
- Additional time to read and respond to the passage
- The teacher checks on the student for time on task and accuracy with the assignment
- Student can access peers for clarification on directions
- The reading class assigned to the student is scheduled during the morning time since the subject area is difficult for the student

Ask: Are these examples of modifications or accommodations? *Pause to allow time for reflection*

These are examples of accommodations since the student expectations have not been lowered and the student has access to grade level expectations

Click to advance appearance of animated text “Accommodation”

Notes:

Slide 31:

Accommodation or Modification?

- Malcolm's scores on in-class assignments and assessments improve when he is provided with large print material. The teacher provides Malcolm materials with larger print because she has observed that his comprehension also greatly improves.



Accommodation

Presenter:

Malcolm's score on in-class assignments and assessments improve when he is provided with large print material. The teacher provides Malcolm materials with larger print because she has observed that his comprehension also greatly improves.

Is this scenario an example of an accommodation or modification? *Allow ample time for participants to reflect.*

–Pause– This is an example of an accommodation. The learning expectation has not changed. Malcolm has been provided a resource to access the curriculum. *Click to advance appearance of animated text “Accommodation”*

Notes:

Slide 32:

Accommodation or Modification?

- Patricia has a learning disability in mathematics. Her teacher has required her to complete a fast fact worksheet since she struggles with basic addition and subtraction skills. The rest of the class must complete the assignment of adding and reducing fractions and reduce to simplest form, including challenging questions.



Modification

Presenter:

Patricia has a learning disability in mathematics. Her teacher has required her to complete a fast fact worksheet since she struggles with basic addition and subtraction skills. The rest of the class must complete the assignment of adding and reducing fractions and reduce to simplest form, including challenging questions. Is this an example of a modification or accommodation? *Allow ample time for reflection.*

This is a modification. Patricia is not expected to access the grade level standards related to fractions. She has different learning expectations than the rest of her peers. *Click to advance appearance of animated text "Modification"*

Notes:

Slide 33:

Step 3

Select accommodations for instruction and assessment for individual students

- ✓ Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- ✓ Annual Goals
- ✓ Accommodations to the General Curriculum
 - ▢ Previous accommodations
 - ▢ Classroom barriers
 - ▢ Available resources

Presenter:

The third step when considering accommodations, is to select the necessary accommodation for instruction and assessment. Remember step 1 access to grade level curriculum, step 2 knowledge of accommodation types, we move to step 3 which is for the IEP or 504 plan team to choose the specific accommodations.

There are several areas to consider for appropriateness of accommodations. The first is the present levels of educational performance (PLEP) or as identified here, present levels of academic achievement and functional performance (PLAAFP). They are basically the same thing, which is where the student is currently performing. What is the student's ability level today, in each subject area?

Next, the team considers the annual goals included in the IEP. Based on the student's areas of weakness, annual goals are established based on grade level academic standards. Using information from the annual goals which resources are needed to help students reach their specific goals?

Finally, the team considers current accommodations to the general curriculum; areas of the student's success using previously prescribed accommodations, consideration of classroom barriers (such as student proximity), available resources, etc.

Notes:

Slide 34:

Present levels documentation

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

NAME OF CHILD: _____ STUDENT ID: _____
SEX: _____ GRADE: _____ AGE: _____ DATE: _____
ADDRESS: _____
PHONE: _____
HOME ADDRESS: _____ DISTRICT AGENCY: _____
BUILDING: _____ SITE CODE: _____ IEP TEACHER OF RECORD: _____

The following number of the IEP form is NOT required to attend, in whole or in part. Please describe the nature of its use:
I agree this listed number is not required to attend, in whole or in part. (Complete the Consent Form if needed.)

Parent Signature: _____ IEP Team/Teacher's Signature: _____

INITIAL IEP INTERIM IEP SUBSEQUENT IEP DATE AMENDED OR ADDED: _____

Present Levels of Functional Performance and Academic Achievement: (Include these sections with the most relevant information. Use simple and understandable language to describe how the child's abilities affect the child's learning, behavior, and progress in the general education curriculum and participation in activities. For students of transition age, include relevant transition needs in the child's present level. For students of transition age, describe how the child's participation in age appropriate activities affects the child's participation in age appropriate activities.)

Current Achievement Data: _____
Objective Assessment: _____

ODE Form 7 _____ Page _____ of _____

Presenter:

Documentation for present levels of functional and academic performance is addressed on the first page of the IEP. Members of the IEP team or subsequent teachers, use this area to review the student's present levels of academic performance. The data provides current and relevant feedback to address the students areas of strengths and weaknesses. Thorough and accurate data is critically important as it addresses information for educators making educational decisions regarding placement, accommodations, and identifying areas of improvement.

This section is what guides the development of the IEP and establishes the educational needs of the student. It gives a complete picture of the student, especially how the disability impacts the student's access and progress in the general education curriculum.

Notes:

Slide 35:

Present Levels of Academic Achievement and Functional Performance

- Statements of Student's Performance
 - ▣ Academic
 - ▣ Social/Behavior
 - ▣ Curriculum-Based
 - ▣ Strengths
 - ▣ Concerns or Challenges
 - ▣ Benchmarks or Objectives Mastered



Presenter:

Present Levels of Academic Achievement and Functional Performance is typically the first component of an individual's IEP. Statements of student performance may include academic information, teacher observation statements related to a student's social ability or behavior characteristics. Data may reference grade level curriculum-based expectations, student strengths/interests, school personnel concerns, parent's concerns, challenges for the student, and recognition of mastered objectives or benchmarks.

Notes:

Slide 36:

Documentation

- Formal Assessments
- Informal Assessments
- Curriculum-Based Assessments
- Behavioral Data
- Observations
- Parent Interviews
- Student Interviews



Presenter:

Information in the present levels of performance may come from a variety of sources to clarify the student's present educational performance. Data collected may include formal or informal assessments, in-class or district assessments, behavior observations, attendance habits, work completion efforts, effects of medication, relevant characteristics of the child's disability, and interviews with the parent and student including future goals or concerns.

Notes:

Slide 37:

Step 3 *(continued)*

Select accommodations for instruction and assessment for individual students

- Students with disabilities should understand their disability and learn self-advocacy strategies for success in school and throughout life.
- IEP and Section 504 plan teams should involve students in selecting, using, and evaluating accommodations used in instruction and assessment.

A young woman with long brown hair, wearing a white shirt and a blue backpack, is pointing her right hand upwards. She is standing outdoors in a grassy area.

Presenter:

Step three considers the accommodations that are appropriate for students for instruction and assessment. Although an IEP team may work with a student with a disability on a regular basis, the best person who understands which accommodations work best for him or her are the students themselves.

In order for students to advocate for themselves which accommodation is most appropriate they must have opportunities to interact with adults during an IEP or Section 504 meeting to practice their self-advocacy skills to ensure their own commitment to established goals, to ensure ownership and success in both life and in school.

Notes:

Slide 38:

Step 4

Administer accommodations for instruction and assessment

- Best practices for using accommodations includes administering accommodations that are routinely used in instruction and during assessment.
- Prior to testing, test administrators and monitors should know what accommodations each student will be using and how to administer them properly.

Presenter:

Step 4 is the administration of the accommodation. Guidelines listed on this slide include the recognition that accommodations must be routinely used in instruction and assessment.

Secondly, prior to testing, the school staff must have had appropriate communication as to which accommodations will be offered to whom. An understanding of when, where, and which staff will be accountable to offer the accommodation must be apparent.

Notes:

Slide 39:

Step 4 (continued)

- ❑ School staff must adhere to the specific guidelines in the test administration manual so student scores are valid.
- ❑ Accommodations for assessment must be included on the student's Individual Education Program (IEP).
- ❑ Failure to adhere to administration procedures may constitute a breach in test security and will be reported and investigated according to state and local testing policies.

Presenter:

The accommodation offered in an assessment setting must be delivered in accordance with Oklahoma testing protocol requirements and must match the information listed on the IEP. Prior to testing, plan ahead and recheck your plan to see that the intended accommodations listed on the IEP and the accommodations planned to be offered on testing day align accordingly (including test type and selected accommodations).

Notes:

Slide 40:

Step 5

Evaluate and improve use of accommodations



- Collect data on the use and effectiveness of accommodations
- Decision of accommodations is fluid
 - Continue
 - Discontinue
 - Change (at any time, not annually)
- Awareness of accommodation options at the site/district level (acquire new/maintain old equipment)

Presenter:

Step 5 addresses the effectiveness of the accommodation(s). The responsibility of the IEP or Section 504 team is to continuously collect and analyze data to determine if students have what they need to be successful in their educational setting and if they have all the tools necessary to access the grade level curriculum. If not, what can the team do to ensure the student has what they need. Accommodations for students with disabilities must offer multiple opportunities to allow students with disabilities to have meaningful participation in classroom instruction and assessments.

Once accommodation decisions are made, it is not a static decision until the next IEP meeting, rather the decision is a fluid process with opportunities for reflection on the effectiveness or appropriateness of the accommodation. For example, if an accommodation is no longer needed it should be discontinued, if an accommodation needs improvement, the IEP team should respond accordingly based on the student's needs.

Finally, as the IEP or Section 504 team evaluates and improves the use of accommodations provided to students, the staff needs to consider the available resources of accommodations (including assistive technology devices) at both the site and district level. Repairs to existing devices should be maintained on a regular basis and any new or relevant technology should be acquired to keep up with ever-changing technology.

Notes:

Slide 41: Refer participants to Math page, double digit subtraction with regrouping handout and activity packet

Activity: Apply what you've learned

- The following materials are provided:
 - 12" length of masking tape
 - 5 Post-it Notes
 - 10 large paper clips, 20 small paperclips
 - Scissors
 - Pencil, highlighter
- Create an accommodation for a math assignment (next slide)
- You choose the disability characteristics of the student



Presenter:

In front of you will find the following materials: 12" length masking tape, 5 post-its, 10 large paper clips, 20 small paper clips, scissors, pencil, highlighters. *Materials may be bundled in a pencil pouch or storage bag for easy distribution.*

Notes:

Slide 42:

Create a Math Accommodation

Name: _____ Date: _____

Borrow to Subtract

tens		ones		tens		ones		tens		ones		tens		ones	
3	1	2													
4	2			4	6	6	6	4	7						
1	5			1	7	2	9	2	8						
2	7														

<http://www.softschools.com/counting/worksheets/borrowsub1.pdf>

Presenter:

A student in your class is struggling with the following math assignment. Using the materials provided, your own experience, and the information presented today, develop an accommodation for the student. The exact disability of the student is left open for you to decide. As you think of the accommodation, be creative. You can work alone, with a partner or with a group. We will share our creations in just a minute. *Allow ample time for participants to complete the activity.*

Allow time for participants to share their creations with the class.

Notes:

Slide 43:

Memory Devices



Subtraction Poem

More on top?
No need to stop!

$$\begin{array}{r} 58 \\ - 3 \\ \hline 55 \end{array}$$

More on the floor?
Go next door and
get 10 more!

$$\begin{array}{r} 55 \\ - 8 \\ \hline 47 \end{array}$$

Number's the same?
Zero's the game!

$$\begin{array}{r} 58 \\ - 8 \\ \hline 50 \end{array}$$

Presenter:

Accommodations may be as simple as teaching students skills to remember steps in a sequence, such as a mnemonic device, jingle, or short poem to commit the skill to memory.

Notes:

Slide 44:

Double Digit Subtraction	
Tens	Ones
6	3
4	8
1. Always start in the ones place.	
2. If the top number is greater than or the same as the bottom number, then just subtract.	
5	13
4	8
3. If the top number is smaller, then you must REGROUP.	
4. Take a ten away and give it to the ones.	
1	5
5. Then subtract.	

Presenter:

Teacher notes or reference to classroom walls may help students with recall of multi step problems. The steps are numbered and may be highlighted to aid students in the process.

Notes:

Slide 45:

Creation of a Math Accommodation

Name: _____ Date: _____

Borrow to Subtract

Highlighting Cue: In class only

tens ones	tens ones	tens ones	tens ones																																
<table border="1" style="border-collapse: collapse; width: 40px; height: 40px;"><tr><td style="background-color: #fce4d6;">3</td><td style="background-color: #fff9c4;">2</td></tr><tr><td style="background-color: #fce4d6;">4</td><td style="background-color: #fff9c4;">2</td></tr><tr><td style="background-color: #e0f2f1;">1</td><td style="background-color: #e0f2f1;">5</td></tr><tr><td style="background-color: #e0f2f1;">2</td><td style="background-color: #e0f2f1;">7</td></tr></table>	3	2	4	2	1	5	2	7	<table border="1" style="border-collapse: collapse; width: 40px; height: 40px;"><tr><td style="background-color: #fce4d6;">4</td><td style="background-color: #fff9c4;">6</td></tr><tr><td style="background-color: #fce4d6;">4</td><td style="background-color: #fff9c4;">6</td></tr><tr><td style="background-color: #e0f2f1;">1</td><td style="background-color: #e0f2f1;">7</td></tr><tr><td style="background-color: #e0f2f1;"> </td><td style="background-color: #e0f2f1;"> </td></tr></table>	4	6	4	6	1	7			<table border="1" style="border-collapse: collapse; width: 40px; height: 40px;"><tr><td style="background-color: #fce4d6;">6</td><td style="background-color: #fff9c4;">6</td></tr><tr><td style="background-color: #fce4d6;">6</td><td style="background-color: #fff9c4;">6</td></tr><tr><td style="background-color: #e0f2f1;">2</td><td style="background-color: #e0f2f1;">9</td></tr><tr><td style="background-color: #e0f2f1;"> </td><td style="background-color: #e0f2f1;"> </td></tr></table>	6	6	6	6	2	9			<table border="1" style="border-collapse: collapse; width: 40px; height: 40px;"><tr><td style="background-color: #fce4d6;">4</td><td style="background-color: #fff9c4;">7</td></tr><tr><td style="background-color: #fce4d6;">4</td><td style="background-color: #fff9c4;">7</td></tr><tr><td style="background-color: #e0f2f1;">2</td><td style="background-color: #e0f2f1;">8</td></tr><tr><td style="background-color: #e0f2f1;"> </td><td style="background-color: #e0f2f1;"> </td></tr></table>	4	7	4	7	2	8		
3	2																																		
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4	7																																		
4	7																																		
2	8																																		

<http://www.softschools.com/counting/worksheets/borrowsub1.pdf>

Presenter:

Using a combination of highlighted teacher notes and highlighted paper students recognize the steps in a process. The accommodation may be offered for all problems to begin with and then the highlighter is eliminated as the task is more automatic for the student.

Notes:

Slide 46:

Creation of a Math Accommodation

Name: _____ Date: _____

Borrow to Subtract

Template to reduce visible print

	tens	ones			
	3	2			
4	2				
—	1	5			
	2	7			

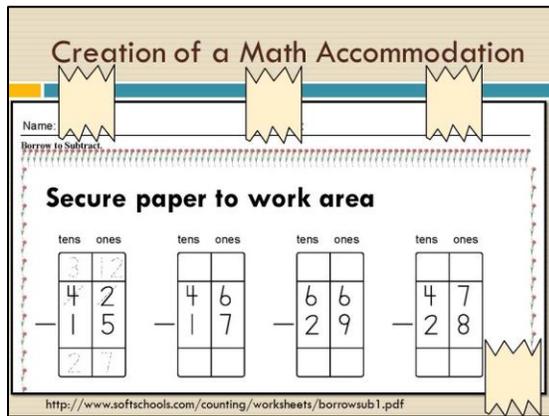
<http://www.softschools.com/counting/worksheets/borrowsub1.pdf>

Presenter:

Paper overlays help students focus on the problem. They also help students work problems one at a time and teaches them not to be overwhelmed by the number of problems on the page.

Notes:

Slide 47:

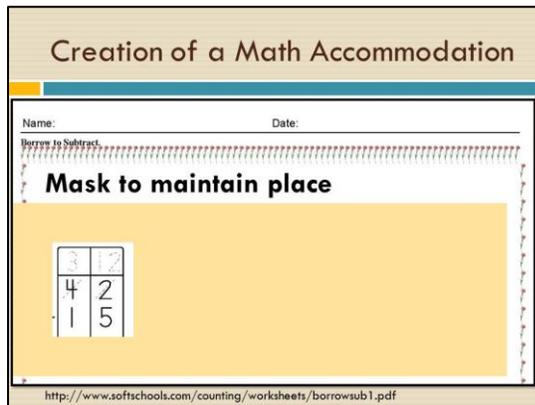


Presenter:

Students with limited mobility may need the assistance of their assigned paper secured to the workspace. Reducing the amount the paper moves allows students to write their answer on their paper with greater amount of ease.

Notes:

Slide 48:



Presenter:

A mask template can be used to help students focus on a problem and work at his/her own pace. The template is moved from problem to problem by the student as each problem is completed.

Notes:

Slide 49:

Creation of a Math Accommodation

1 2 3 4 5 6 7 8 9 10 11 12 13

Use a number line

tens	ones	tens	ones	tens	ones	tens	ones
3	1			6	6	4	7
4	2	4	6	2	9	2	8
1	5	1	7				
2	7						

<http://www.softschools.com/counting/worksheets/borrowsub1.pdf>

Presenter:

A number line is used to help students recall the correct sequence of numbers when counting up or down.

Notes:

Slide 50:

The slide is titled "Accommodations Guide" in a dark red font. Below the title is a blue horizontal bar. Underneath the bar, the text "The five-step process:" is followed by a list of five numbered steps, each in a colored box with a white border and a drop shadow. The steps are: 1. Expect students with disabilities to achieve grade-level academic content standards (brown box); 2. Learn about accommodations for instruction and assessment (green box); 3. Select accommodations for instruction and assessment for individual students (green box); 4. Administer accommodations for instruction and assessment (teal box); 5. Evaluate and improve use of accommodations (blue box).

Accommodations Guide

The five-step process:

1. Expect students with disabilities to achieve grade-level academic content standards
2. Learn about accommodations for instruction and assessment
3. Select accommodations for instruction and assessment for individual students
4. Administer accommodations for instruction and assessment
5. Evaluate and improve use of accommodations

Presenter:

Just to review, the Oklahoma Accommodations Guide addresses accommodations in a five-step process. Each of the 5 steps are listed on this slide.

One- Expect students with disabilities to achieve grade level academic standards.

Two- Learn about accommodations for instruction and assessment.

Three- Select accommodations for instruction and assessment for individual students.

Four- Administer accommodations.

Five- Evaluate and if necessary improve the use of the chosen accommodation.

Notes:

Slide 51:

Resource: Fact Sheet 1



Appendix: Fact Sheet 1
EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS

Fact sheet one lists accommodations to consider based on student characteristics for both assessment and instruction purposes. Assessment accommodations must be offered as part of regular instruction and are limited to the accommodations approved for assessment purposes for Oklahoma. Accommodations offered during instruction are limitless, however they must ensure access and preparation for assessment purposes rather than an educational advantage or limitation to develop skills independently. Accommodations in the instructional setting may include more accommodations than the assessment setting to help students acquire new information. The sections, divided by student characteristics is not an exhaustive list, but a list of accommodations to consider. Some students may have multiple disabilities requiring consideration of more than one list.

STUDENT CHARACTERISTIC: BLIND, LOW VISION, PARTIAL SIGHT		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<ul style="list-style-type: none">• Large-print Version• Braille<ul style="list-style-type: none">◦ Nemeth Braille code• Reverse Color Contrast• Use of assistive technology (AT) devices<ul style="list-style-type: none">◦ screen reader, color overlays, magnifier	<ul style="list-style-type: none">• P1a Large-print Version• P1b Contracted Braille Version• P1c Large-print through Online Testing Client• P2 Reverse Color Contrast• P3 Use of assistive technology (AT)

Presenter:

Fact sheet 1 includes a wide variety of example accommodations (for instruction or assessment) separated by tables based on the specific characteristics of each student.

Notes:

Slide 52:

Resource: Fact Sheet 2



Appendix: Fact Sheet 2
Do's AND DON'Ts WHEN SELECTING ACCOMMODATIONS

Do ...make accommodation decisions based on individualized needs.	Don't ...make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).
Do ...select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.	Don't ...select accommodations unrelated to documented student learning needs or give the student an unfair advantage.
Do ...be certain to document instructional and assessment accommodation(s) on the IEP or 504 plans.	Don't ...use an accommodation that has not been documented on the IEP or 504 plans.
Do ...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	Don't ...assume that all instructional accommodations are appropriate for use on assessments.
Do ...be specific about the "Where, When, Who, and How" of providing accommodations.	Don't ...simply indicate an accommodation will be provided "as appropriate" or "as necessary."

Presenter:

Fact sheet 2 is a document with guidance to consider when selecting accommodations. It is a list of Do's and Don'ts to consider when using accommodations.

Notes:

Slide 53:

Resource: Fact Sheet 3



Appendix: Fact Sheet 3
GUIDELINES FOR ADMINISTERING SPECIFIC ACCOMMODATIONS

Individuals may access the "OSTP Accommodations for students with an IEP or Section 504 Plan." It is a document that is included as part of the Test Administration procedures for the Oklahoma State Testing Program for administering specific accommodations. Reference to approved Oklahoma testing procedures is addressed, including standard accommodations (setting, timing/scheduling, response, and presentation) and nonstandard (unique, ELA/reading test read aloud).



<http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OSTP-Accommodations.pdf>

Presenter:

Fact sheet 3 is reference to Oklahoma State Testing Program manual: Accommodations for Students with an Individualized Education Program or Section 504 Plan. Any accommodations considered for assessment purposes should be done in conjunction with reference to this resource.

Notes:

Slide 54:

Resource: Teacher Tool 1



Teacher Tool 1
ACCESS NEEDS THAT MAY REQUIRE ACCOMMODATIONS

Directions: Use these questions to identify various types of presentation, response, setting, and timing and scheduling accommodations for students with disabilities. The list is not exhaustive—its purpose is to prompt members of IEP teams and 504 planning committees to consider a wide range of accommodation needs. Use the list in planning by indicating Y (YES), N (NO), or DK/NA (Don't Know or Not Applicable).

	Y	N	DK/ NA
PRESENTATION ACCOMMODATIONS			
1. Does the student have a visual impairment that requires large-type or Braille materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the student able to read and understand directions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the student follow oral directions from an adult or audiotape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student need directions repeated frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are assistive technology devices indicated on the student's IEP?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Presenter:

Teacher Tool 1 is a ready to use questionnaire for individuals of an IEP team or Section 504 planning committee to complete prior to the consideration of accommodation for a specific student.

Notes:

Slide 55:

Resource: Teacher Tool 2



Teacher Tool 2
ACCOMMODATIONS FROM THE STUDENT'S PERSPECTIVE

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used however, be certain that the student understands the concept of an "accommodation," providing examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the range of accommodations that may be available.

1. Think about all the classes you are taking now. Which is your best class?

2. Explain what you do well in this class.

Presenter:

Teacher Tool 2 is a document for the student to complete based on background information from his/her perspective to give to the IEP team or Section 504 planning committee prior to the consideration of accommodations.

Notes:

Slide 56:

Resource: Teacher Tool 3



Teacher Tool 3
ASSESSMENT ACCOMMODATIONS PLAN

Student Information	Case Information
Name: _____	Special Education Teacher: _____
Date of Assessment: _____	School Year: _____
Name of Assessment: _____	Building/School: _____
	General Education Teacher: _____

Assessment accommodations that student needs for this assessment and date arranged:

Accommodations	Date Arranged:
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Comments: _____

Presenter:

Teacher Tool 3 is a ready to use document to clarify which accommodations are offered to a student, date accommodation was arranged and the person responsible. The document can be used to communicate assessment accommodations for specific students across school personnel.

Notes:

Slide 57:

Resource: Teacher Tool 4



Teacher Tool 4
ASSESSMENT ACCOMMODATIONS AGREEMENT

Here is an example of a form a student could carry on test day. This type of format puts the student in charge (building self-advocacy skills) and sets the expectation that, with these accommodations, students can show what they know on the test. Some accommodations (e.g., special test editions) need to be arranged long before test day but should still be included on this list to make certain the student receives the correct test booklet. A similar form could be carried to class to remind teachers about daily accommodations. Different schools, teachers, and students might format these statements differently. Note that it is the responsibility of the student to list the necessary accommodations and to present this list to the test administrator or teacher. This experience is particularly important for students with disabilities who intend to pursue a postsecondary education.

I, _____
(Student's name)

need the following accommodations to take part in this assessment:

Presenter:

Teacher Tool 4 is an assessment accommodation sheet the student carries on test day to ensure accommodations documented on the IEP are offered on test day, to teach student responsibility and self-advocacy skills and to help the student or other staff understand a designated contact person to ensure he/she has the necessary accommodations.

Notes:

Slide 58:

Resource: Teacher Tool 5



**Teacher Tool 5
LOGISTICS PLANNING CHECKLIST**

Directions: This Logistics Planning Checklist can be used in the planning and implementation of assessment accommodations for an individual student. Use the checklist by indicating Y (Yes), N (No), or NA (Not Applicable).

ACCOMMODATIONS THROUGHOUT THE ACADEMIC YEAR	Y	N	NA
1. Accommodations are documented on student's IEP or 504 plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student uses accommodations regularly and evaluates use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A master accommodations plan data base listing assessment accommodation needs for all students tested is updated regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREPARATION FOR TEST DAY

4. Special test editions are ordered for individual students based on information contained in master accommodations plan (e.g., audio taps, Braille, large print).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Test administrators/proctors receive a list of accommodation needs for students they will supervise (list comes from master accommodations plan data base).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adult supervision is arranged and test administrators receive training for each student receiving accommodations in small group or individual settings, including extended time (with substitutes available).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Presenter:

Teacher Tool 5 is a ready to use checklist for school personnel to ensure accommodations chosen and listed on the IEP are followed.

Notes:

Slide 59:

Resource: Teacher Tool 6



Teacher Tool 6
ACCOMMODATIONS JOURNAL

One way to keep track of what accommodations work for a student is to support the student in keeping an "accommodations journal." The journal lets the student be "in charge" and could be kept up to date through regular consultation with a special education teacher or other staff member. Just think how much easier it would be for an IEP team to decide which accommodations to document on a student's IEP if the student came to the IEP meeting with a journal documenting all of these things:

- accommodations used by the student in the classroom and on tests;
- test and assignment results when accommodations are used and not used;
- student's perception of how well an accommodation "works";
- effective combinations of accommodations;
- difficulties of accommodations use; and
- perceptions of teachers and others about how the accommodation appears to be working.

Presenter:

Teacher Tool 6 is a list of components a student could include if he/she were to complete an accommodations journal to practice self-advocacy skills.

Notes:

Slide 60:

Objectives Today



- How to:
 - Select, administer, and evaluate accommodations;
 - Use accommodations resources;
 - Oklahoma Accommodations Guide
 - Oklahoma Accommodations Synopsis
 - Oklahoma State Testing Program: Accommodations for Students with an IEP or Section 504 Plan
 - Improve documentation of accommodations in Individualized Education Programs (IEPs).

Presenter:

There are several objectives we discussed today. Hopefully following this presentation you feel more prepared with the tools to select, administer, and evaluate the different types of accommodations.

You have an awareness of the three different Accommodation resources specific to Oklahoma.

1. Accommodations Guide: <http://ok.gov/sde/documents/2014-08-07/oklahoma-accommodations-guide>
2. Accommodations Synopsis: <http://ok.gov/sde/sites/ok.gov.sde/files/Accom%20Synopsis%20with%20state%20approved%20accom.pdf>
3. Testing Accommodations: <http://ok.gov/sde/documents/2014-08-11/ostp-accommodations-placeholder>

Finally, we addressed where accommodations are documented on a student's Individualized Education Plan including additional resources for staff, such as several ready to use documents included in the Teacher Tool Section of the Oklahoma Accommodations manual.

Notes:

Slide 61:



Presenter:

Are there any questions or comments over the information that was presented today. -Pause-

Notes:

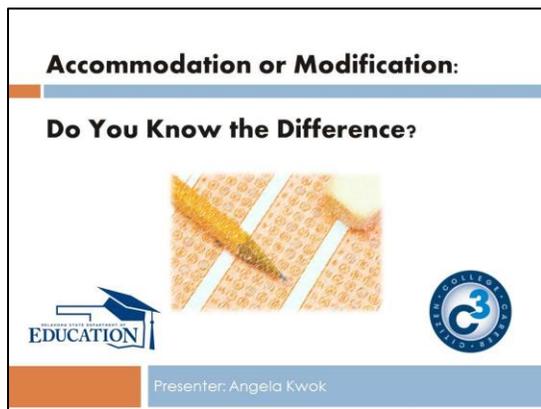
Presenter:

Presentation may conclude with the Accommodations self-assessment tool. Teachers complete the self-assessment tool to evaluate the effectiveness of the provision of accommodations included within their own classroom. Administrators may collect self-assessment tools anonymously or ask teachers to keep and identify personal goals for areas of improvement.

Power Point 2: Accommodations vs. Modifications Workshop

The second PowerPoint, Accommodations vs. Modifications Workshop provides a forum for participants to consider the differences between accommodations and modifications and review specific case scenario identifying whether the example is an accommodation or a modification. The workshop is divided into three separate tasks and encourages group participation. The first task encompasses a written definition for accommodation and modification, the second task asks participants to identify the scenario, and the third task asks participants to identify a possible accommodation for the given scenario.

Slide 1:



Presenter:

Hello! My name is _____. Today we will talk about accommodations and modifications. The main objective of today's presentation is to help you understand the difference between accommodations and modifications.

Notes:

Slide 2:

Scheduled Activities

- Task One: Group Discussion
 - ▣ Definition of accommodation or modification

- Task Two: Case Scenario Activity
 - ▣ Accommodation or Modification?

- Task Three: Classroom Example Activity
 - ▣ Write an accommodation

Presenter:

Today's presentation involves three main activities. Task one will assist you in creating a definition of an accommodation and a definition of a modification. Task two will involve reviewing several case scenarios. When provided with a specific situation, each group will read a given example and identify whether the scenario is an accommodation or modification. Task three will require brainstorming possible accommodations for a specific classroom example. There are six scenarios for task two and six scenarios for task three. *You may wish to work through all twelve examples, or choose some of the scenarios depending on the needs of your staff and the time allotted.*

Notes:

Slide 3: Refer participants to My Definition of Accommodation handout

Group-work: Task 1



- In groups of 4, discuss and create a definition for:
 - Accommodation
 - Modification
- Write the definition on handout provided, on large butcher paper or personal notebook paper.

Presenter:

Task one will assist you in creating a definition of accommodation and a definition of modification. On your own or with a group create a definition of each. *Allow ample time for participants to reflect and write the definition on the handout provided, on butcher paper or personal notebook paper.*

Ask: Would anyone like to share their definition? *Allow time for recognition of definitions created.*

Notes:

Slide 4: *Refer participants to My Definition handout*

Modification

- **Modification**- Change in materials or procedures that enables a student to access instruction and assessment. Assessment modifications **change the construct that is being measured.**
- Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification.



-or-



Presenter:

A modification is a change in materials or procedures that enables a student to access instruction and assessment. Modifications **change** the construct being measured. An example of a modification is making an assignment easier so the student is not doing the same level of work as other students is an example of a modification. *Allow time for participants to write down the provided definition (if so desired).*

Notes:

Slide 5:

Accommodation

Accommodations- Change in materials or procedures that enables a student to meaningfully access instruction and assessments. Assessment accommodations **do not change the construct that is being measured.**

- An **accommodation** is a change that helps a student overcome or work around the disability and **DO NOT** reduce learning expectations.



- Allowing a student to respond orally is an example of an accommodation.

Presenter:

The definition of an accommodation is a change in materials or procedures that enable students to meaningfully access instruction and assessment. Accommodations **do not** change the construct being measured. This student is still expected to know the same material and answer the same questions as fully as the other students. However, the response does not have to be written to show that the student knows the information. Accommodation is a change that helps a student overcome or work around the disability and **DO NOT** reduce learning expectations. An example of an accommodation is allowing a student who has trouble writing to give his answers orally.

A student with a physical disability who develops fatigue with the task of writing may need a response accommodation. Having him provide answers orally would be an appropriate accommodation. *Allow time for participants to write down the provided definition (if so desired).*

Notes:

Slide 6:

Task Two

- Identify whether the given scenario is a modification or an accommodation

Modification
-or-
Accommodation

Presenter:

In task two, you will be provided a scenario and asked to identify whether the scenario provided is a modification or an accommodation. After you have identified the modification or accommodation in the scenario, please identify other ways the teacher might accommodate this student's needs.

Notes:

Slide 7: Refer participants to *Modified/Accommodations Scenarios* handout

Case Scenario 1: Susie

Susie has an intellectual disability. She is placed in a self-contained class, but she has been participating in some general education classes. Susie's 4th grade general education teacher has required her to participate in spelling tests. Susie received a failing grade for the past 4 spelling tests. The teacher has decided to reduce the number of spelling words on Susie's list. She is only responsible for the single syllable words on the spelling list each week.



Modification

Presenter:

In Case Scenario 1, Susie has an intellectual disability. She is placed in a self-contained class, but she has been participating in some general education classes. Susie's 4th grade general education teacher has given her spelling tests. She received failing grades on the past 4 spelling tests. The teacher has decided to reduce the number of spelling words on Susie's list. Susie is only responsible for the single syllable words on the spelling list each week.

Ask: Is this an example of a modification or accommodation? Discuss with your group. *Allow ample time for reflection.*

This is an example of a modification. Susie's spelling list is not only reduced, but she is only responsible for the single syllable words. This is a change in the learning expectations. *Click to advance appearance of animated text "Modification."*

Notes:

Slide 8:

Ways to accommodate Susie's Needs

- Focus on spelling lists with similar spelling patterns
- Sort the words that fit the spelling patterns, and sort out the words that don't fit.
- What other ideas do you have?

Presenter:

There are several ways to provide classroom accommodations for Susie who struggles with reading. Instructional strategies may not only benefit Susie, but other students as well. The teacher could focus on spelling lists with similar spelling patterns, or include a word sort for the student. The student can choose words that fit the spelling pattern and sort out the words that don't fit.

Ask: Do you have any other ideas to help Susie? *Provide ample time for participants to reflect and respond.*

Notes:

Slide 9:

Case Scenario 2: Marco

□ Marco is a high school student who does not receive special education or Section 504 services. In his Algebra I class, Marco often makes mistakes when multiplying or dividing large numbers with decimals. When Marco uses a calculator, he arrives at the correct answer.



Accommodation

Presenter:

In case scenario 2, Marco is a high school student who does not receive special education or Section 504 services. In his Algebra I class, he often makes mistakes when multiplying or dividing large numbers with decimals. When Marco uses a calculator, he arrives at the correct answer.

Ask: Is providing a calculator an accommodation or modification? –Pause–

This is an accommodation because the learning expectations have not changed. The teacher is just providing an additional resource (the use of a calculator) to help Marco complete the assignment. He has the same expectations as other peers for completing the assignment. *Click to advance appearance of animated text “Accommodation.”*

Notes:

Slide 10:

Ways to Address Marco's Needs

- Graph paper
- Class notes with an example question available for student
- Procedures numbered explaining the step by step process
- Peer tutor
- Teacher monitors student and checks work with teacher after every 2-4 problems.
- Provide other ideas

Presenter:

The teacher can address Marco's needs by providing Marco with graph paper (or notebook paper turned sideways).

A copy of the class notes could be provided for Marco, including an example question with the procedures explaining how to solve the question in a step by step process.

Additionally, the teacher could offer Marco a peer tutor, or the teacher could monitor Marco checking his work after every 2-4 problems.

Notes:

Slide 11:

Case Scenario 3: Bobby

- Bobby has a learning disability in reading. He is overwhelmed by long reading passages, because he cannot read on grade level. Bobby needs to learn about main idea and supporting details. The teacher provides Bobby a story on his reading level. Bobby only has to identify the main idea while the rest of the class must identify the main idea and supporting details.



Modification

Presenter:

In Case Scenario 3, Bobby has a learning disability in reading. He is overwhelmed by long reading passages, because he cannot read on grade level. Bobby needs to learn about main idea and supporting details. The teacher provides Bobby a story on his reading level. Bobby only has to identify the main idea while the rest of the class must identify the main idea and supporting details.

Ask: Is this an example of a modification or an accommodation? –Pause–

This is an example of a modification because the learning expectation has been lowered for Bobby. Bobby only has to identify the main idea while the rest of the class must identify the main idea and supporting details. *Click to advance appearance of animated text “Modification.”*

Notes:

Slide 12:

Ways to Accommodate Bobby's Needs

- Bobby can identify main idea and details within a paragraph provided while the class will identify the main idea and details in the whole story.
- Bobby can answer question cards: identify the main idea and supporting details
- Provide other ideas you may have.

Presenter:

To provide accommodations for Bobby, the teacher can help Bobby identify main idea and details within a paragraph provided, while the class would identify the main idea and details in the whole story. Another idea is to require Bobby answer question cards where he would identify the main idea and/or supporting details within a paragraph written on the card. This task would be provided in addition to the regular assigned work to address Bobby's weakness of identifying main idea.

Notes:

Slide 13:

Case Scenario 4: Sonja

Sonja has a very compassionate special education teacher. Miss Black is worried that Sonja will be frustrated with the work her general education teacher assigns, so each night she takes a copy of the work assigned for the next day and finds ways to reduce the amount and quality of the assignment. An example of this effort is the assigned spelling words for the week. Miss Black finds a list of 1st grade words for Sonja's 5th grade teacher.



Modification

Presenter:

In Case Scenario 4, Sonja has a very compassionate special education teacher. Miss Black is worried that Sonja will be frustrated with the work her general education teacher assigns, so each night she takes a copy of the work assigned for the next day and finds ways to reduce the amount and quality of the assignment. An example of this effort is the assigned spelling words for the week. Miss Black finds a list of 1st grade words for Sonja's 5th grade teacher.

Ask: Is this an example of a modification or an accommodation? –Pause–

This is an example of a modification because the learning expectation has been lowered for Sonja. Sonja's work expectations have been reduced. *Click to advance appearance of animated text "Modification."*

Notes:

Slide 14:

Ways to Accommodate Sonja's Needs

- Focus on lesson objective: Will student benefit by completing work lower than grade level standards.
- The modification is cutting down the learning expectation for the student. To accommodate for this student, break tasks into smaller more manageable parts, frequently check for understanding.
- Since the objective is quality and not quantity, help the student master objectives of the lesson without feeling frustrated.

Presenter:

The teacher can provide accommodations for Sonja's needs by focusing on the lesson objective. If the teacher wants to help Sonja master objectives addressed in the class, rather than cutting down the learning expectation for the student an appropriate accommodation will be to required. Break tasks into smaller more manageable parts, frequently check for understanding, or provide Sonja a copy of the teacher notes for reference of steps in a process. Since the objective is quality and not quantity, help the student master objectives of the lesson without feeling frustrated.

Notes:

Slide 15:

Case Scenario 5: Malcolm

- Malcolm's scores on in-class assignments and assessments improve when he is provided with large print material. The teacher provides Malcolm materials with larger print because she has observed that his comprehension also greatly improves.



Accommodation

Presenter:

In case scenario 5, Malcolm's score on in-class assignments and assessments improve when he is provided with large print material. The teacher provides Malcolm materials with larger print because she has observed that his comprehension also greatly improves.

Ask: Is this scenario an example of an accommodation or modification? –Pause–

This is an example of an accommodation. The learning expectation has not changed. Malcolm has been provided a resource to access the curriculum. *Click to advance appearance of animated text "Accommodation."*

Notes:

Slide 16:

Other Ways to Address Malcolm's Needs

- Magnifying glass
- iPad
- Document camera to enlarge book on computer screen
- Check with the textbook publisher for larger print copy
- Other

Presenter:

Additional ways to provide accommodations for Malcolm are the use of a magnifying glass, an iPad, a document camera to the enlarge the book on a computer screen, or a large print copy of the classroom textbook.

Notes:

Slide 17:

Case Scenario 6: Jacob

- Jacob is a ninth grade student who receives special education services under the category of Other Health Impairment. When reading, Jacob continuously blinks and moves his head, skips lines, omits or transposes words, and loses his place often, even when using a place marker. He sits at the teacher's computer so he can follow along during PowerPoint presentations.



Accommodation

Presenter:

In case scenario 6, Jacob is a ninth grade student who receives special education services under the category of Other Health Impairment. When reading, Jacob continuously blinks and moves his head, skips lines, omits or transposes words, and loses his place often, even when using a place marker. He sits at the teacher's computer so he can follow along during PowerPoint presentations.

Ask: Is this an example of a modification or an accommodation? –Pause–

This is an example of an accommodation. The teacher has the same learning expectations for Jacob as the rest of the class. Jacob is simply provided the accommodation of preferential seating by being seated at the teacher's computer. *Click to advance appearance of animated text "Accommodation."*

Notes:

Slide 18:

Other Ways to Address Jacob's Needs

- Colored overlays
- Colored glasses
- Picture window template to reduce text visible to the student
- Print less text on a page
- Other ideas you may have

Presenter:

Additional accommodations the teacher could consider to address Jacob's needs is the use of colored overlays, colored glasses, a picture window template to reduce the amount of text the student sees at one time, or manually copying handouts to reduce the amount of print on the page.

Notes:

Slide 19:

IDEA Regulations

- (3) **Specially designed instruction** means adapting, as appropriate, to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—
 - (i) To address the unique needs of the child that result from the child's disability; and
 - (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.
- [§300.39(b)(3)]

Presenter:

Here are the federal regulations from the Individuals with Disabilities Education Act regarding specially designed instruction. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the child (resulting from the child's disability) to ensure access to the general curriculum to help him/her meet the educational standards.

Notes:

Slide 20:

Accommodation or Modification?

- Jack will have shorter writing assignments. Jack must write introductory paragraph while the rest of the class will write beginning, middle, and ending paragraphs.

Modification
- Jack's textbooks will be based on the 8th grade curriculum requirements, but at his independent reading level (4th grade). Jack will use the same content and have the same expectations as peers.

Accommodation
- Jack will have test questions read to him, when he asks.

Accommodation
- Jack will provide answers to essay-type questions by speaking the answers, rather than writing them down.

Accommodation

Presenter:

It's time for a short quiz. Let's review. Bullet #1 -Jack will have a shorter writing assignment. Jack must write an introductory paragraph, while the rest of the class will write beginning, middle, and ending paragraphs.

Ask: Is this a modification or accommodation? –Pause- Modification. *Click to advance appearance of animated text “Modification.”*

Bullet #2 -Jack's textbooks will be based on the 8th grade curriculum requirements, but at his independent reading level (4th grade). Jack will use the same content and have the same expectations as peers.

Ask: Is this a modification or accommodation? –Pause- Accommodation. *Click to advance appearance of animated text “Accommodation.”*

Bullet #3 -Jack will have test questions read to him, when he makes this request. –Pause-

Ask: Is this a modification or accommodation? –Pause- Accommodation. *Click to advance appearance of animated text “Accommodation.”*

Bullet #4 -Jack will provide his answers to essay-type questions by speaking the answers rather than writing them down.

Ask: Is this a modification or accommodation? –Pause- Accommodation. *Click to advance appearance of animated text “Accommodation.”*

Notes:

Slide 21:

Task Three

- Discuss an appropriate accommodation for each given classroom situation using classroom example cards provided.



Presenter:

Using the handouts provided, work through each of the 6 classroom examples as time allows. List possible classroom accommodations for the student. You may use knowledge from your own classroom experience or the handout of the classroom accommodations page as a reference. Please note that the instructional accommodations are different than the assessment accommodations approved in the Oklahoma State Testing Protocol (OSTP): Accommodations for Students with an IEP or Section 504 Plan.

Slide 22: *Refer participants to Modified/Accommodations Scenarios handout*

Classroom Example 1: Rajiv

- Rajiv is a fourth grade student who receives special education services for disabilities in reading and mathematics. He has difficulty in all areas of reading such as decoding words, blends, and frequently used sight words.



Presenter:

Rajiv is a fourth grade student who receives special education services for disabilities in reading and mathematics. He has difficulty in all areas of reading such as decoding words, blends, and frequently used sight words.

Ask: What are possible classroom accommodations for Rajiv?

Notes:

Slide 23:

Rajiv's Classroom Accommodations

- Additional support personnel
- Books provided on student's instructional level
- Peer tutoring/one-on-one support from teacher
- Book on CD
- Flashcards of frequently used sight words
- High school student can record reading for Rajiv

Presenter:

Listed on this slide are several suggested classroom accommodations.

Ask: Can you think of any others? *Call on participants to share their responses.*

Notes:

Slide 24:

Classroom Example 2: Eliza

- Eliza is a fifth grade student who does not receive special education or Section 504 services. She struggles with mathematics computations, but her performance improves when she uses a calculator.



Presenter:

Eliza is a fifth grade student who does not receive special education or Section 504 services. She struggles with mathematics computations, but her performance improves when she uses a calculator.

Ask: What are possible classroom accommodations for Eliza? *Call on participants to share their responses.*

Notes:

Slide 25:

Eliza's Classroom Accommodations

- Hundreds , addition, or multiplication chart
- Example of math problem showing a sequence of steps for the student to follow
- Graph paper (or notebook paper turned sideways)
- Computer program to review math facts and increase automaticity with math recall (chart student's progress and reward improvement).
- Other ideas

Presenter:

Suggested accommodations for a numbers chart, math problem example, and use of graph paper or a computer program are provided for you.

Notes:

Slide 26:

Classroom Example 3: Jesse

- Jesse is able to recall basic mathematics facts; however, when solving more complex mathematics problems with algorithms, he is unable to remember the steps and often loses his place. Jesse has attended after-school tutoring all year, but scores on his classroom assignments and tests indicate that his performance has not improved.



Presenter:

Jesse is able to recall basic mathematics facts; however, when solving more complex mathematics problems with algorithms, he is unable to remember the steps and often loses his place.

Ask: What are possible accommodations for Jesse? *Call on participants to share their responses.*

Notes:

Slide 27:

Jesse's Classroom Accommodations

- Look at test results in the specific area he is struggling.
- Provide step-by-step example of a math problem
- Student may use open notes
- Teacher notes
- Peer tutoring
- Check problem and answer with teacher after completion of two problems
- Use colored pencils (different color for each step)
- Other ideas

Presenter:

Jesse is able to recall basic mathematics facts; however, when solving more complex mathematics problems with algorithms, he is unable to remember the steps and often loses his place.

Ask: What are possible accommodations for Jesse? *Call on participants to share their responses.*

Notes:

Slide 28:

Classroom Example 4: Victor



Victor is an eighth grade student who receives special education services to address his needs related to a physical disability. Victor does not struggle with mathematics reasoning and computation; however, he is only able to write with a pencil for short amounts of time because his muscles become fatigued easily and begin to cramp.

Presenter:

Victor is an eighth grade student who receives special education services to address his needs related to a physical disability. Victor does not struggle with mathematics reasoning and computation; however, he is only able to write with a pencil for short amounts of time because his muscles become fatigued easily and begin to cramp.

Ask: Do you have any possible accommodations for Victor? *Call on participants to share their responses.*

Notes:

Slide 29:

Victor's Classroom Accommodations

- Shortened assignments
- Paraprofessional scribes for student
- Peer tutor/mentor
- Calculator to calculate problem
- Multiple choice answer sheet to select answer
- Other ideas

Presenter:

Victor's teacher can shorten his assignments; and offer a paraprofessional to scribe for the student, minimizing the fatigue associated with writing. The teacher could provide a peer tutor or mentor, the use of a calculator to calculate problem, and/or multiple choice answer sheet.

Notes:

Slide 30:

Classroom Example 5: Steven

- Steven is an eleventh grade student who exhibits anger frequently. He talks back to teachers and often misses class, causing him to be behind in his work. Steven's favorite class (when he attends) is History class with Mr. Michaels.



Presenter:

Steven represents a student with behavior problems. He is an eleventh grade student who is an angry individual. He is an eleventh grade student who exhibits anger frequently. He talks back to teachers and often misses class, causing him to be behind in his work. Steven's favorite class (when he attends) is History class with Mr. Michaels.

Ask: What are the possible accommodations a teacher could offer Steven? *Call on participants to share their responses.*

Notes:

Slide 31:

Steven's Classroom Accommodations

- Establish a mentorship time for the student to meet with Mr. Michaels each week (teacher helper 15 min/week)
- Reward attendance with time with Mr. Michaels
- Have a plan for student to help him appropriately deal with anger (step by step procedures for student: breathe, count)
- Arrange an event with school counselor for:
 - After school activity
 - Volunteer project benefitting community
 - Basketball during lunch for 1 on 1 tournament
- Other ideas

Presenter:

The teacher can possible accommodations to Steven by establishing a mentorship time for him to meet with Mr. Michaels each week (since he already has a good rapport with him); attendance could be rewarded with time with Mr. Michaels..

Steven's teachers should implement a uniform plan to help him appropriately deal with anger (step-by-step procedures for student: breathe, count)

Steven may benefit from arranging an event with school counselor for an after school activity, a volunteer project benefitting community, or a basketball one-on-one during lunch. Involvement in such activities may create a sense of community and belonging for Steven.

Notes:

Slide 32:

Classroom Example 6: Tonya

- Tonya is a seventh grade student who loves science. She is a student with high functioning Asperger's Syndrome. Her dad is concerned that Tonya fails to fill out her daily agenda. She performs poorly on in-class assessments, because she doesn't study for the tests. Tonya has six assignments missing from Mr. Jones' class.



Presenter:

Tonya is a seventh grade student who loves science. She is a student with high functioning Asperger's Syndrome. Tonya's dad is concerned that Tonya fails to fill out her daily agenda. She performs poorly on in-class assessments, because she doesn't study for the tests. Tonya has six assignments missing from Mr. Jones' class.

Ask: What are possible accommodations for Tonya? *Call on participants to share their responses.*

Notes:

Slide 33:

Tonya's Classroom Accommodations

- Teacher initiates E-mail communication with parents regarding upcoming tests
- Staggered approach to help student fill out agenda starting with more restrictive to less restrictive intervention
- Colored folders and notebooks for each subject area
- Address organizational goals with student (locker location, transition time)

Presenter:

The teacher can initiate possible accommodations for Tonya, such as E-mail communication with parents regarding upcoming tests and Tonya to complete her agenda starting with more restrictive to less restrictive intervention. For example in the most restrictive model, Tonya will copy her schedule onto the agenda word for word from another agenda. A mid-level accommodation will provide Tonya with daily lesson objectives from the board from two of her classes onto her agenda vs. the least restrictive model where Tonya will copy daily lesson objectives from the board independently. Tonya can use colored folders and notebooks for each subject area. Additionally, the teacher can work with Tonya to address organizational goals (locker location, transition time).

Notes:

Slide 34:

Areas of Accommodations:

- Timing/Scheduling
- Setting
- Presentation
- Response



Presenter:

The four categories of accommodations are on this slide. The following slides will explain each area in more detail.

Notes:

Slide 35:

Timing/Scheduling Example

- Allow frequent breaks
- Spread testing sessions over several days



Presenter:

An example of a timing/scheduling accommodation is to give the student frequent breaks or spreading the assignment (or test) over several days.

Notes:

Slide 36:

Setting Example

- Work in a small group
- Work one-on-one with the teacher



Presenter:

An example of a setting accommodation is to work in a small group or one on one support with the teacher.

Notes:

Slide 37:

Presentation Example

- Provide audiotaped lectures or books
- Give copies of teacher's lecture notes
- Use large print books, Braille, or books on CD (digital text)



Presenter:

An example of a materials accommodation is to provide books or lectures, using a digital recording or audio tape, teachers notes, and/or large print books and resources.

Notes:

Slide 38:

Student Response Example

- Allow answers to be given orally or dictated
- Use a word processor for written work
- Use sign language, a communication device, Braille, or native language if not English.



Presenter:

Accommodating a student's response may include allowing answers to be given orally or dictated by a scribe; the use of a word processor for written work, or the use of sign language or braille.

Hopefully by addressing the topic of accommodations and modifications, you have gained more clarity on their appropriate use in your class or for assessment purposes. Thank you for your participation today.

Notes:

Presenter:

Presentation may conclude with Accommodations self-assessment tool (if not previously administered). Teachers complete the self-assessment tool to evaluate the effectiveness of the provision of accommodations included within their own classroom. Administrators may collect self-assessment tools anonymously or ask teachers to keep and identify personal goals for areas of improvement.