Accommodations
Professional Development Materials

Activities/Handouts

Specific materials are required to ensure completeness of the professional development experience. This document provides a quick reference to the materials needed in the Accommodations Professional Development Module which can be copied or referenced when preparing for the presentation. 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. Reference: Oklahoma Accommodations Guide link (Slide 3) http://ok.gov/sde/documents/2014-08-07/oklahoma-accommodations-guide
    c. Handout: Accommodations Synopsis (Slide 4)
    d. 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
    e. Handout: Math page, double digit subtraction with regrouping (Slide 41)
    f. Activity Packet(for each group of 4 participants): Masking tape, paper clips, scissors, sticky notes, pencil (Slide 41)

2) 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. Handout: Accommodations Post-test

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. Teacher:
http://ok.gov/sde/sites/ok.gov.sde/files/Accommodations%20Self%20Assessment%20Teacher.pdf

Administrator:
http://ok.gov/sde/sites/ok.gov.sde/files/Accommodations%20Self%20Assessment%20Administrator.pdf

OSDE-SES Accommodations Self-Assessment Instructions (Teacher or Administrator)- Resource for teachers/administrators to aid in the process of completing Accommodations Self-Assessment sheet.
Teacher:
http://ok.gov/sde/sites/ok.gov.sde/files/Accommodation%20Teacher%20Instructions_0.pdf
Administrator:
http://ok.gov/sde/sites/ok.gov.sde/files/Accommodation%20Admin%20Instructions.pdf

OSDE-SES Accommodations Targeted Resources- Reference for specific tools and resources helpful to implementation of Accommodations. Title of resource, brief description, and link to URL provided.
Teacher:
http://ok.gov/sde/sites/ok.gov.sde/files/Accommodations%20Teacher%20PD%20Resources.pdf
Administrator:
http://ok.gov/sde/sites/ok.gov.sde/files/Accommodations%20Admin%20PD%20Resources.pdf

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.
http://ok.gov/sde/documents/2014-08-11/ostp-accommodations-placeholder

Pre-Test Score: _____
*Post-Test Score:*_____

Name: _____ Date: _____

Accommodations

Pre-Test/Post-Test

1. What is an appropriate definition of an accommodation?

a) A change to the learning environment where learning expectations are changed, lowered, or reduced.
b) A change that helps students overcome or work around a disability.
c) The use of assistive technology to overcome a disability.
d) Change of location in which a test or assignment is given.

2. What are the four types of accommodations?

i. _____
ii. _____
iii. _____
iv. _____

3. Which resource contains accommodations approved for students with an IEP or 504 plan on Oklahoma state assessments?

a) Oklahoma Special Education Process Guide
b) Oklahoma Special Education Handbook
c) Oklahoma Accommodation Synopsis
d) Oklahoma Test Preparation Manual

4. What is an example of a setting accommodation?

a) Test in a separate location
b) Allow frequent breaks during testing
c) Assistive technology communication device
d) Large print or Braille

5. What is an example of a scheduling accommodation?

a) Test in a separate location
b) Allow frequent breaks during testing
c) Assistive technology communication device
d) Large print or Braille

6. Accommodations must be documented in the student's _____.

7. Accommodations should be evaluated for effectiveness

a) Annually
b) Biannually
c) Quarterly
d) On an ongoing basis

8. What is the difference between an accommodation and a modification?

a) Accommodations and modifications address the individual needs of students with disabilities.
b) Accommodations and modifications provide students access to the curriculum.
c) Modifications lower grade level expectations.
d) Accommodations meet the needs of learners with special needs.

9. Name a resource that is helpful when considering the selection of accommodations for instruction and assessment.

a) Present levels of academic achievement and functional performance listed on the IEP
b) Assessment accommodations listed on the IEP
c) Accommodations offered in the previous IEP
d) All of the above

10. True or false. Best practices for using accommodations includes administering accommodations that are routinely used in instruction and during assessment.

_____

Pre-Test Score: _____
*Post-Test Score:*_____

Name: _____ Date: _____

Accommodations

Pre-Test/Post-Test

1. What is an appropriate definition of an accommodation? Correct answer: b

a) A change to the learning environment where learning expectations are changed, lowered, or reduced.
b) A change that helps students overcome or work around a disability.
c) The use of assistive technology to overcome a disability.
d) Change of location in which a test or assignment is given.

2. What are the four types of accommodations?

i. __Setting_____
ii. __Timing_____
iii. __Response_____
iv. __Presentation_____

3. Which resource contains accommodations approved for students with an IEP or 504 plan on Oklahoma state assessments? Correct answer: d

a) Oklahoma Special Education Process Guide
b) Oklahoma Special Education Handbook
c) Oklahoma Accommodation Synopsis
d) Oklahoma Test Preparation Manual

4. What is an example of a setting accommodation? Correct answer: a

a) Test in a separate location
b) Allow frequent breaks during testing
c) Assistive technology communication device
d) Large print or Braille

5. What is an example of a scheduling accommodation? Correct answer: b

a) Test in a separate location
b) Allow frequent breaks during testing
c) Assistive technology communication device
d) Large print or Braille

6. Accommodations must be documented in the student's _____. IEP

7. Accommodations should be evaluated for effectiveness_____. Correct answer: d

a) Annually
b) Biannually
c) Quarterly
d) On an ongoing basis

8. What is the difference between an accommodation and a modification? Correct answer: c

a) Accommodations and modifications address the individual needs of students with disabilities.
b) Accommodations and modifications provide students access to the curriculum.
c) Modifications lower grade level expectations.
d) Accommodations meet the needs of learners with special needs.

9. Name a resource that is helpful when considering the selection of accommodations for instruction and assessment. Correct answer: d

a) Present levels of academic achievement and functional performance listed on the IEP
b) Assessment accommodations listed on the IEP
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d) All of the above

10. True or false. Best practices for using accommodations includes administering accommodations that are routinely used in instruction and during assessment. Correct answer: True

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Accommodations: Synopsis

WHAT ARE ACCOMMODATIONS?

An accommodation is a change that helps a student overcome or work around the disability. Allowing a student who has trouble writing to give his answers orally is an example of an accommodation. This student is still expected to know the same material and answer the same questions as fully as the other students, but he doesn't have to write his answers to show that he knows the information. Accommodations reduce or eliminate the effects of a student's disability; they do not reduce learning expectations.

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.

I. **Setting Accommodations:** Change the location in which a test or assignment is given or the conditions of the assessment setting.
II. **Timing and Scheduling Accommodations:** Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.
III. **Response Accommodations:** Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using an assistive device or organizer.
IV. **Presentation Accommodations:** Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

MODIFICATIONS OR ALTERATIONS VS. ACCOMMODATIONS

Accommodations do not reduce learning expectations. They provide access. Modifications refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career.

DOCUMENTING ACCOMMODATIONS ON A STUDENT'S IEP

I. *"Consideration of Special Factors" [Sec. 614 (d) (3) (B)].* This is where communication and assistive technology supports are considered.

II. *"Supplementary Aids and Services" [Sec. 602 (33) and Sec. 614 (d) (1) (A) (i)].* This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings.

III. *"Participation in Assessments" [Sec. 612 (a) (16)].* This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments.

Involving Students in Selecting, Using, and Evaluating Accommodations

Typically, accommodation use does not begin and end in school. It is critical for students with disabilities to understand his/her disability and learn self-advocacy strategies for success in school and throughout life. Students who use accommodations will also need them at home, in the community, and as they get older, in postsecondary education and at work. The more that students are involved in the selection process, the more likely the accommodations will be used, especially as students reach adolescence and the desire to be more independent increases.

Accommodations During Instruction

The student must be provided the selected accommodations during instructional periods that necessitate their use. **An accommodation may not be used solely during assessments.** Although some accommodations may be appropriate for instructional use, they may not be state approved for use on a standardized assessment.

Accommodations During Assessment

Students with disabilities are to be included in all state wide and district wide assessments. The IEP team determines how the student will participate in state and district wide assessments—with or without accommodations, or by means of an alternate assessment. Assessment accommodations are determined based on the student's needs. Those accommodations can only be used for state assessment purposes if they are used regularly by the student during instruction and/or classroom testing. The state approved assessment accommodation list is located on the Oklahoma State Department of Education Web site. Students must meet the eligibility requirements found in the *Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments*[1] before taking an alternate assessment.

Resources

http://www.ok.gov/sde/achieving-classroom-excellence-act-ace

http://ok.gov/sde/assessment

http://ok.gov/sde/accountability-assessments

http://ok.gov/sde/assessment-administrator-resources-administrators

Oklahoma State Department of Education
Special Education Services
(405)521-3351
http://ok.gov/sde/special-education

[1] http://ok.gov/sde/sites/ok.gov.sde/files/OSDE%20Form%2012%20Assessment%20Criteria%20Checklist.pdf

Name: Date:

Borrow to Subtract.

	tens	ones
	3	12
	~~4~~	~~2~~
−	1	5
	2	7

	tens	ones
	4	6
−	1	7

	tens	ones
	6	6
−	2	9

	tens	ones
	4	7
−	2	8

	tens	ones
	9	3
−	1	6

	tens	ones
	8	7
−	3	9

	tens	ones
	3	6
−	1	9

	tens	ones
	5	3
−	2	9

	tens	ones
	5	3
−	2	9

	tens	ones
	6	5
−	2	7

	tens	ones
	9	3
−	5	9

	tens	ones
	4	5
−	2	7

Answers:

1) 27
2) 29
3) 37
4) 19
5) 77
6) 48
7) 17
8) 24
9) 24
10) 38
11) 34
12) 18

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

My Definition of Accommodation:

_____

_____

Definition of Accommodation:

_____

_____

My Definition of Modification:

_____

_____

Definition of Modification:

_____

_____

My Definition of Modification:

_____

_____

Definition of Modification:

_____

_____

My Definition of Accommodation:

_____

_____

Definition of Accommodation:

_____

_____

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 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.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need?_____

How?_____

_____

_____

Case Scenario 2

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.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need?_____

How?_____

_____

_____

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.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need?_____

How?_____

_____

_____

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.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need?_____

How?_____

_____

_____

Case Scenario 5

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.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need?_____

How?_____

_____

_____

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.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need?_____

How?_____

_____

_____

Classroom Example 1

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.

What accommodations can be utilized to address this student's need?

A. _____
B. _____
C. _____
D. _____

Classroom Example 2

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

What accommodations can be utilized to address this student's need?

A. _____
B. _____
C. _____
D. _____

Classroom Example 3

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.

What accommodations can be utilized to address this student's need?

A. _____
B. _____
C. _____
D. _____

Classroom Example 4

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.

What accommodations can be utilized to address this student's need?

A. _____
B. _____
C. _____
D. _____

Classroom Example 5

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.

What accommodations can be utilized to address this student's need?

A. _____
B. _____
C. _____
D. _____

Classroom Example 6

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.

What accommodations can be utilized to address this student's need?

A. _____
B. _____
C. _____
D. _____

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 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.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? *yes*

How? *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.*

Case Scenario 2

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.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? *yes*

How? *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.*

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.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? *yes*

How? *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.*

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.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? *yes*

How? *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.*

Case Scenario 5

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.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? *yes*

How? *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.*

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.

Is this an example of an accommodation or modification? (circle)

Are there other ways to address this student's need? *yes*

How? *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.*

Classroom Example 1

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.

What accommodations can be utilized to address this student's need?

A. *Additional support personnel*
B. *Books provided on students instructional level*
C. *Peer tutoring/one on one support from teacher*
D. *Book on CD*
E. *Flashcards of frequently used sight words*
F. *High school student can record reading for Rajiv*

Classroom Example 2

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

What accommodations can be utilized to address this student's need?

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

Classroom Example 3

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.

What accommodations can be utilized to address this student's need?

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

Classroom Example 4

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.

What accommodations can be utilized to address this student's need?

A. *Shortened assignments*
B. *Paraprofessional scribes for student*
C. *Peer tutor/mentor for struggling student*
D. *Calculator to calculate problem*
E. *Multiple choice answer sheet to select answer*

Classroom Example 5

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.

What accommodations can be utilized to address this student's need?

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

Classroom Example 6

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.

What accommodations can be utilized to address this student's need?

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

Pre-Test Score: _____
*Post-Test Score:*_____

Name: _____ Date: _____

Accommodations

Pre-Test/Post-Test

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b) Biannually
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10. True or false. Best practices for using accommodations includes administering accommodations that are routinely used in instruction and during assessment.

_____

Pre-Test Score: _____
*Post-Test Score:*_____

Name: _____ Date: _____

Accommodations

Pre-Test/Post-Test

1. What is an appropriate definition of an accommodation? Correct answer: b

a) A change to the learning environment where learning expectations are changed, lowered, or reduced.
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7. Accommodations should be evaluated for effectiveness_____. Correct answer: d

a) Annually
b) Biannually
c) Quarterly
d) On an ongoing basis

8. What is the difference between an accommodation and a modification? Correct answer: c

a) Accommodations and modifications address the individual needs of students with disabilities.
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a) Present levels of academic achievement and functional performance listed on the IEP
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c) Accommodations offered in the previous IEP
d) All of the above

10. True or false. Best practices for using accommodations includes administering accommodations that are routinely used in instruction and during assessment. Correct answer: True

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