



ACCOMMODATIONS 101: AN OVERVIEW

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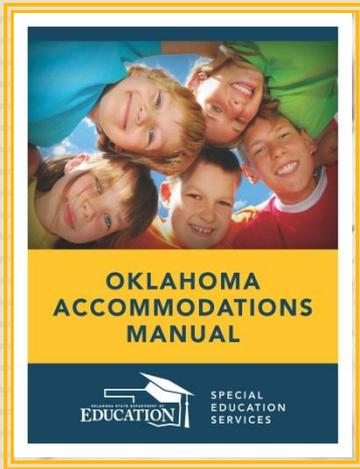


Objectives Today



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

Accommodations Manual



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

Accommodation Synopsis

Accommodations: Synopsis



SPECIAL EDUCATION SERVICES

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.

Accommodations Manual

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

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.



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

Step 1 (continued)



- To accomplish this goal, every IEP or 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.

What is an Accommodation?



Discuss with a table partner the following:

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

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.

Step 2

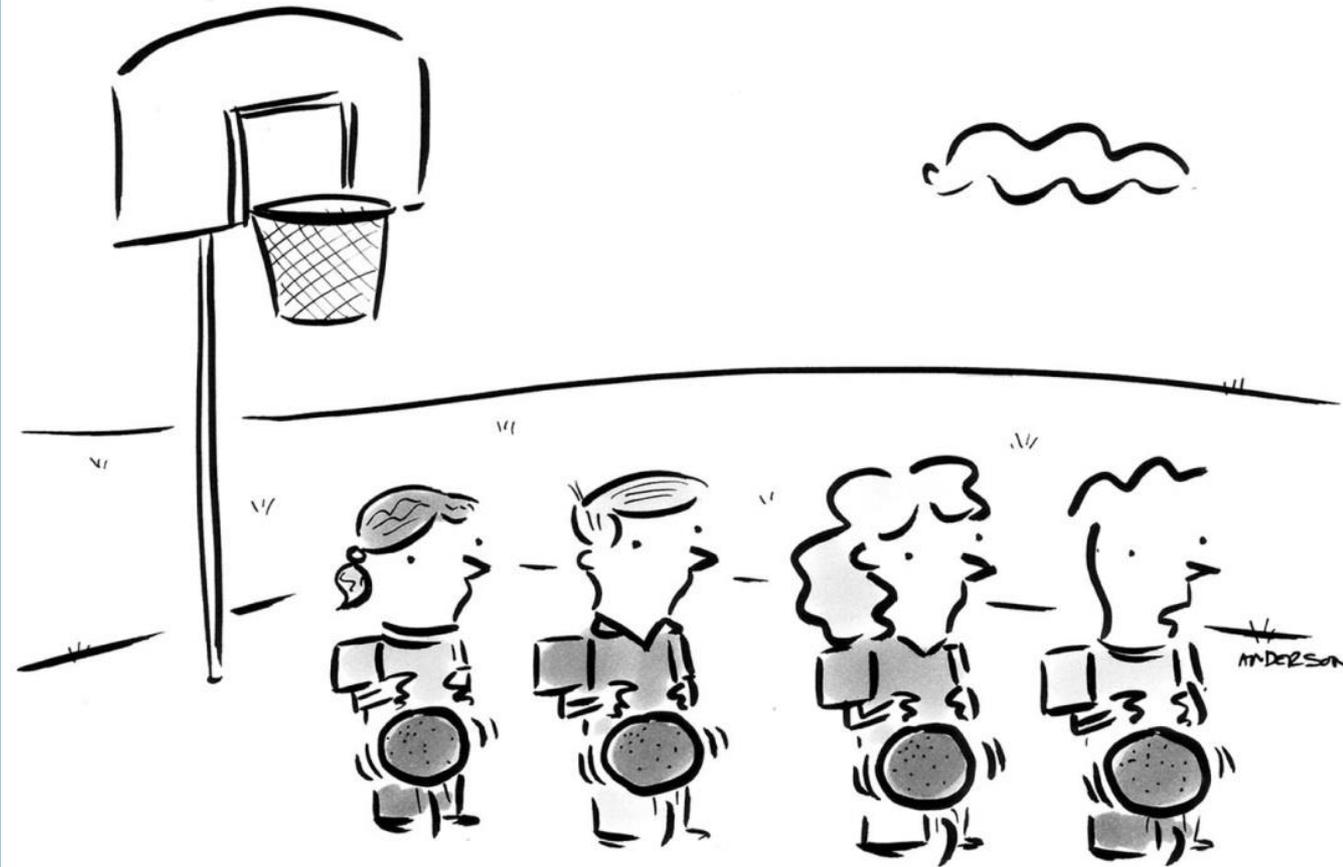
Learn about accommodations for instruction and assessment

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

Accommodations address student variability

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"Standardized testing is one thing,
but standardized recess..."

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<http://www.andertoons.com/school/cartoon/6312/standardized-testing-one-thing-but-standardized-recess->

Accommodations Categories

- Setting
- Timing/Scheduling
- Response
- Presentation





Accommodations

≠

Modifications!

Shortened spelling vs. modified

Spelling list

5th grade

1. assistant
2. brilliant
3. compliant
4. extravagant
5. ignorant
6. artifact
7. migration
8. nomad
9. adapt
10. agriculture
11. rounding
12. possible
13. quiet
14. natural
15. build
16. middle

Spelling list

5th grade

1. assistant
2. brilliant
3. compliant
4. extravagant
5. ignorant
6. artifact
7. migration

Accommodation

Spelling list

5th grade

1. assistant
2. brilliant
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4. extravagant
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8. nomad
9. adapt
10. agriculture
11. rounding
12. possible
13. quiet
14. natural
15. build
16. middle

Spelling list

1st grade

1. the
2. of
3. and
4. cat
5. mat
6. sat
7. hat

Modification

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.

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

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



Quiz Time

The next two slides give an example scenario.

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

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

Accommodation or Modification?

- Patricia has a learning disability in mathematics. Her teacher has required her to complete the first 10 fast fact problems, but she does not have to reduce to simplest form. The rest of the class must complete the entire page of addition fractions and reduce to the simplest form, including challenging questions numbers 1-30.



Modification

Decide

Making Accommodations Decisions



Based on present levels of performance

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

Step 3 (continued)

Select accommodations for instruction and assessment for individual students

- Accommodations must be:
 - ▣ selected based on the individual student's needs, and
 - ▣ used consistently for instruction and assessment as documented in their IEP or 504 plan.

IEP documentation of Accommodations

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



PLAAFP

- 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



Documentation for PLAAFP

- Present Levels of Academic Achievement and Functional Performance
- Formal Assessments
- Informal Assessments
- Curriculum-Based Assessments
- Behavioral Data
- Observations
- Parent Interviews
- Student Interviews



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 504 plan teams should involve students in selecting, using, and evaluating accommodations used in instruction and assessment.



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.

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 Plan (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.

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)

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

Create a Math Accommodation

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

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!

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

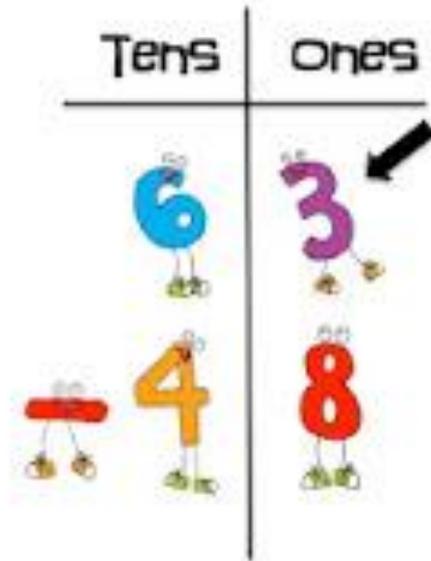
Number's the same?
Zero's the game!

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

Series of steps to follow

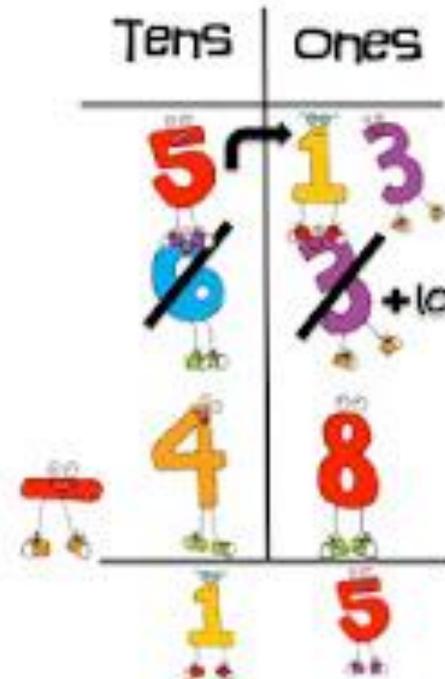
Double Digit Subtraction

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.

3. If the top number is smaller, then you must REGROUP.



4. Take a ten away and give it to the ones.

5. Then subtract.

Creation of a Math Accommodation

Name: _____

Date: _____

Borrow to Subtract.

Highlighting Cue: In class only

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

Creation of a Math Accommodation

Name: _____

Date: _____

Borrow to Subtract.

Template to reduce visible print

tens	ones
3	12
4	2
1	5
2	7

--	--	--

Creation of a Math Accommodation

Name: _____

Borrow to Subtract.

Secure paper to work area

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

Creation of a Math Accommodation

Name: _____

Date: _____

Borrow to Subtract.

Mask to maintain place

3	12
4	2
1	5

Accommodations Manual

The five-step process:

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

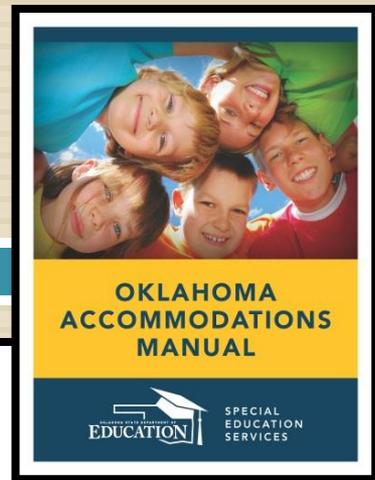
2. Learn about accommodations for instruction and assessment

3. Select accommodations for instruction and assessment for individual students

4. Administer accommodations for instruction and assessment

5. Evaluate and improve use of accommodations

Resource: Fact Sheet 1

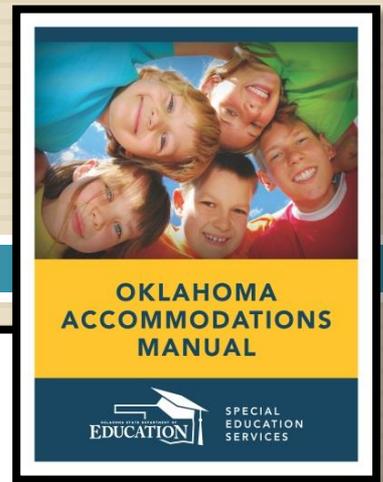


Appendix: Fact Sheet 1

EXAMPLES OF ACCOMMODATIONS BASED ON STUDENT CHARACTERISTICS

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 • Magnification devices • Braille • Nemeth Braille code • Tactile graphics • Human reader • Audiotape or compact disk (CD) • Screen reader • Large print or Braille notes, outlines, and instructions • Descriptive video • Talking materials 	<ul style="list-style-type: none"> • Large print • Magnification devices • Braille • Nemeth Braille code • Tactile graphics • Human reader • Read or sign test items if test is not a reading test • Color overlays to reduce glare • Students utilizing Braille may be provided an abacus • Provide cues (arrows, stop signs) on answer form

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.

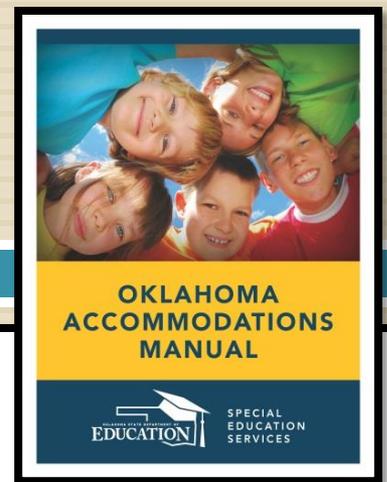
Do...be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.

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.”

Resource: Fact Sheet 3



Appendix: Fact Sheet 3

GUIDELINES FOR ADMINISTERING SPECIFIC ACCOMMODATIONS

210:10-13-2. Oklahoma School Testing Program (OSTP) scope and general administration

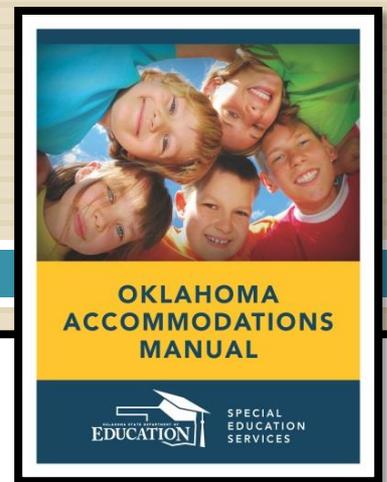
(a) All public school districts shall administer the state mandated academic achievement tests of the OSTP to all students enrolled in the designated grades. The series of tests shall be field-tested/implemented by the amended schedule in Title 70 O.S., Section 1210.508, or federal law.

(1) Students with Individualized Education Programs (IEPs) shall have an appropriate statement on the IEP requiring administration of the general assessment with or without accommodations or an alternate assessment as part of the Oklahoma School Testing Program (OSTP). Any accommodations normally employed and needed must exist on the IEP. All documentation for each student shall be on file in the local school before tests are administered.

Oklahoma Special Education Handbook 2013

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—

Resource: Teacher Tool 1



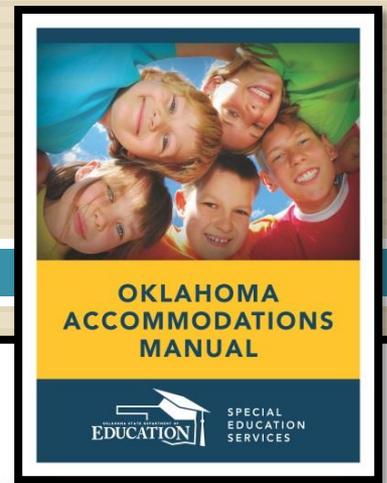
Teacher Tool 1

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"/>

Resource: Teacher Tool 2



Teacher Tool 2

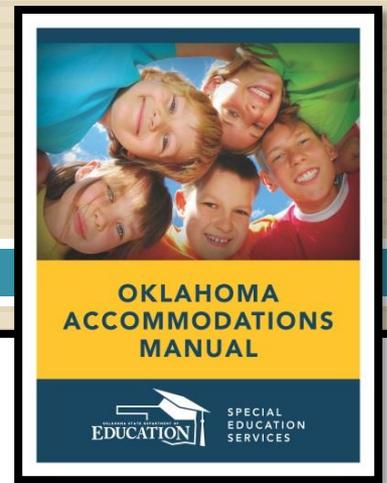
ACCOMMODATIONS FROM THE STUDENT'S PERSPECTIVE

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.

Resource: Teacher Tool 3



Teacher Tool 3 ASSESSMENT ACCOMMODATIONS PLAN

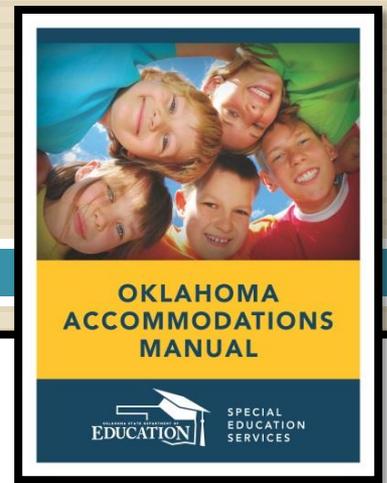
Student Information	Case Information
Name: _____ Date of Assessment: _____ Name of Assessment: _____	Special Education Teacher: _____ School Year: _____ Building/School: _____ General Education Teacher: _____

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

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

Comments:

Resource: Teacher Tool 4



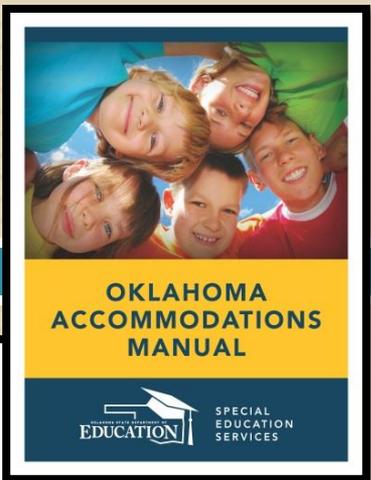
Teacher Tool 4 ASSESSMENT ACCOMMODATIONS AGREEMENT

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:

Resource: Teacher Tool 5

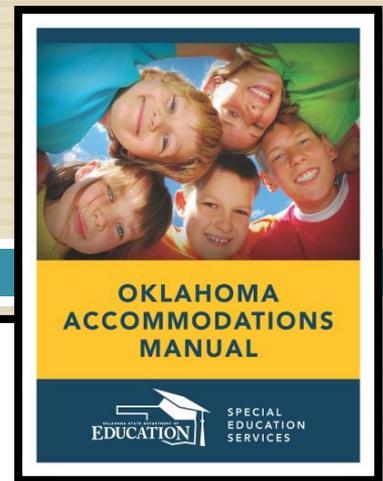


Teacher Tool 5 LOGISTICS PLANNING CHECKLIST

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 tape, 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"/>

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.

Objectives Today



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

Questions/Comments



Contact Information

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