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)
   d. Handout: Accommodations Synopsis (Slide 4)
   f. Handout: Math page, double digit subtraction with regrouping (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)
   d. Handout: Accommodations Synopsis (Slide 4)
   e. Reference: OSTP: Accommodations for Students with an IEP or a Section 504 Plan (Slide 17)
   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.
Presenter:

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

Notes:
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.


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

Notes:
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:
Refer participants to Accommodations Synopsis handout

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


Notes:
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:
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:
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:

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:
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:
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:
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:
Presenter:
There are four categories of accommodation types. They are:

- Setting
- Timing/scheduling
- Presentation
- Response

Notes:
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:
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.
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:
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:
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:
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.
Specific accommodations in the general education setting are addressed on the services page of the IEP.

Accommodations should be addressed for each academic area. Any accommodations for State assessment must be addressed on the assessment page of the IEP. Not all instructional accommodations are approved for State assessments (i.e. math manipulatives such as plastic coins, rulers, or multiplication charts). From an instructional standpoint, sometimes greater supports are needed when introducing new content and allowing for guided practice before independent work.

Notes:
Accommodations for assessment purposes are addressed on the assessment page of the IEP for each subject area. Accommodations listed must be offered on a regular basis as part of the student’s instruction. Accommodations listed must match accommodations addressed on the assessment page. Assessment accommodations must be state approved.

Notes:
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](http://ok.gov/sde/documents/2014-08-11/ostp-accommodations-placeholder)

Notes:
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:
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:
Presenters:

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.
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.
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.
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:
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.
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”
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”
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:
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”*
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:
Document 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 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:
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:
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 most 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:
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:
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:
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.
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:
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:**
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:
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:
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:
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.
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:

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:
Presenter:

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

Notes:
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:
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:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Accommodations to Consider for Instruction</th>
<th>Accommodations to Consider for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Reduced Speed</td>
<td>2. Reduced Speed</td>
<td>2. Reduced Speed</td>
</tr>
</tbody>
</table>
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:
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:
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:
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:
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:
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:
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:
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:
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.


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:
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:
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

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:
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).
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:
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 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. She 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:

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:
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:**
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:
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:**
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:
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.”
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 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:
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:**
Presenter:

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

Notes:
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.”
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:
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:

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:
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.
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:
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:
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:
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:
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:
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:
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:
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:**
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 benefiting community, or a basketball one-on-one during lunch. Involvement in such activities may create a sense of community and belonging for Steven.

Notes:
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:
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).
The four categories of accommodations are on this slide. The following slides will explain each area in more detail.
An example of a timing/scheduling accommodation is to give the student frequent breaks or spreading the assignment (or test) over several days.
An example of a setting accommodation is to work in a small group or one on one support with the teacher.

Notes:
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:
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:

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.