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| IRIS Center logo. | **Outline** |
| **Accommodations**:  Instructional and Testing Supports for Students with Disabilities | |

Module Home

* Module Description: This module explores instructional and testing accommodations for students with disabilities, explains how accommodations differ from other kinds of instructional adaptations, defines the four categories of accommodations, and describes how to implement accommodations and evaluate their effectiveness for individual students (est. completion time: 2 hours).

Challenge

* Video: Ms. Potter, a first-year teacher, is having an eventful year….

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| NOTES |  |

Initial Thoughts

* What should teachers know about accommodations for students with disabilities?
* What types of accommodations are commonly used for students with disabilities?
* What are the teacher’s responsibilities for students with disabilities who use accommodations?

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Perspectives & Resources

* Module Objectives
* Distinguish accommodations from modifications and instructional strategies/interventions
* Describe how instructional and testing accommodations help students with disabilities gain access to the general education curriculum and to assessments
* Understand the responsibilities of the IEP team, including the role of teachers, for making accommodation decisions for students with disabilities
* Select appropriate accommodations that address barriers presented by a student’s disabilities and take into account her or his learning goals
* Identify how teachers can ensure that students receive the greatest (maximum) benefit from accommodations
* Use objective data to determine an accommodation’s effectiveness

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| NOTES |  |

* Page 1: Accommodations
* More than ever, school personnel are responsible for providing high-quality instruction to all students.
* Link: Every Student Succeeds Act (ESSA) [definition]
* Link: Individuals with Disabilities Education Act (IDEA) [definition]
* These barriers to learning can be related to… [bullet points]
* What is an accommodation?
  + Link: adaptations [definition]
  + Link: pencil grip [definition]
  + Disability Category/Barrier/Example Accommodations
    - Link: human reader [definition]
  + More specifically, accommodations… [bullet points]
  + Equity Versus Equality

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* Page 2: Practices Confused with Accommodations
* Teachers use a number of instructional practices to improve their students’ learning.
* Modifications
  + Unlike accommodations, modifications… [bullet points]
  + Disability Category/Barrier/Possible Modification [table]
  + Audio: Listen as Margaret McLaughlin further elaborates on the distinction.
* Instructional Strategy or Intervention
  + Area of Deficit/Example Instructional Intervention Strategy/Example Accommodations [table]
    - Link: Collaborative Strategic Reading (CSR) [definition]
    - Link: self-monitoring [definition]
  + Activity

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| NOTES |  |

* Page 3: Instructional versus Testing Accommodations
* As explained previously, accommodations help students with disabilities to access instruction and to demonstrate their learning.
  + Link: individual education program (IEP) [definition]
  + Link: 504 plan [definition]
* Instruction
  + Link: academic content standards [definition]
  + Examples of Instructional Accommodations
  + Example
  + For Your Information
    - Link: differentiated instruction [definition]
    - Link: Universal Design for Learning [definition]
    - Aliyah’s Barriers/Accommodations in Language Arts (Traditional Instruction)/Accommodations in Science (UDL) [table]
    - Audio: Listen as Candace Cortiella discusses this further.
    - Link: Differentiated Instruction: Maximizing the Learning of All Students [IRIS Module]
    - Link: Universal Design for Learning: Creating a Learning Environment That Challenges and Engages All Students [IRIS Module]
* Testing
  + Examples of Testing Accommodations
  + Audio: Listen as Ryan Kettler discusses this issue in more detail.
  + Activity
  + Classroom Assessments
  + Standardized Assessments
    - Universal features
    - Designated features
    - Accommodations
  + For Your Information
    - Link: National Center on Educational Outcomes [web page]
  + Audio: Listen as Martha Thurlow discusses why this is important.
  + For Your Information
    - Link: alternate assessment [definition]

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* Page 4: Selecting an Accommodation
* Identifying and selecting instructional and testing accommodations that will allow the student to access learning is the responsibility of the individualized education program (IEP) team.
* Link: individualized education program (IEP) team [definition]
* Consider Liam
* Barrier Related to/Accommodation Category/Examples [table]
* Consider Liam
* In addition to considering the type of accommodation that would best support the student given the barrier presented by his disability, the IEP team might also… [bullet points]
* For Your Information
* Audio: Listen as Ryan Kettler offers suggestions about identifying and selecting accommodations.
* Audio: Listen as Candace Cortiella offers suggestions about identifying and selecting accommodations.
* Audio: Listen as Martha Thurlow offers suggestions about identifying and selecting accommodations.
* For Your Information

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* Page 5: Presentation Accommodations
* To review, accommodations are changes to educational environments or practices designed to help students with disabilities overcome learning barriers that result from their disabilities.
* They provide support that allows students with disabilities to access… [bullet points]
* Presentation Accommodations [table]
  + Link: advance organizers [definition]
  + Link: repeated or paraphrased information [definition]
  + Link: study guides [definition]
  + Link: augmentative and alternative communication [definition]
  + Link: digital pen [definition]
* Accommodation/Instructional Strategy or Intervention [table]
* Kaden
* Rae
* Cierra
* Keep in Mind

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| NOTES |  |

* Page 6: Response Accommodations
* Response accommodations allow students with disabilities to demonstrate their learning by completing instructional assignments or assessments through ways other than typical verbal or written responses.
* They offer support that allows students with disabilities to access the same instructional opportunities as students without disabilities… [bullet points]
* Response Accommodations [table]
  + Link: braille writer [definition]
* Accommodation/Instructional Strategy or Intervention
* Kaden
* Rae
* Cierra

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* Page 7: Setting Accommodations
* In general, instructional or testing environments should be well lit with a comfortable temperature, good ventilation, and minimal extraneous noise or other interruptions.
* They provide support that allows students with disabilities to access the same instructional opportunities as students without disabilities… [bullet points]
* Setting Accommodations [table]
  + Link: fidgets [definition]
* Kaden
* Rae
* Cierra
* Setting Accommodations in Action
  + Audio: Listen as Ms. Harbison discusses some setting accommodations she has provided in her classroom to help Emma be more successful…

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| NOTES |  |

* Page 8: Timing and Scheduling Accommodations
* Timing and scheduling accommodations allow for changes to how time is organized.
* As with the other categories, keep in mind that timing and scheduling accommodations… [bullet points]
* Timing and Scheduling Accommodations [table]
* Accommodation/Instructional Strategy or Intervention [table]
* Kaden
* Rae
* Cierra
* Activity
  + Feedback [drop-down menu]

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| NOTES |  |

* Page 9: Implementing an Accommodation
* As covered on a previous page, teachers are required to provide instructional or testing accommodations documented on a student’s individualized education program (IEP) or 504 plan.
* Become familiar with each student’s needs [drop-down menu]
* Be knowledgeable about specialized equipment [drop-down menu]
* Stay up to date [drop-down menu]
  + Link: National Center for Educational Outcomes [web page]
  + Link: National Center for Learning Disabilities [website]
* Prepare for testing [drop-down menu]
* Therefore, teachers should avoid… [bullet points]
* For Your Information
* Keep in Mind

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| NOTES |  |

* Page 10: Evaluating Effectiveness
* Once a teacher begins to implement an accommodation, he or she should monitor whether it is having the desired impact on the student’s performance.
* Step 1. Determine how to measure the expected outcome.
  + To provide the most accurate picture of the changes in student performance as they expect to see… [bullet points]
* Step 2. Collect data on the student’s current performance.
  + Link: baseline data [definition]
  + Link: Sample Accuracy Recording Form [PDF]
  + Link: Sample Duration Recording Form [PDF]
  + Link: Sample Frequency Recording Form [PDF]
  + Link: Sample Latency Recording Form [PDF]
  + Link: Sample Speed or Rate Recording Form [PDF]
* Step 3. Collect data during implementation of the accommodation.
* Step 4. Evaluate the effect of the accommodation.
  + Sample graph [drop-down menu]
* Consider Liam
* For Your Information
* Activity

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| NOTES |  |

* Page 11: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 12: Credits
* Content Contributors
* Expert Reviewers
* Module Developers
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Barrier/Accommodation Category [table]
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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| NOTES |  |