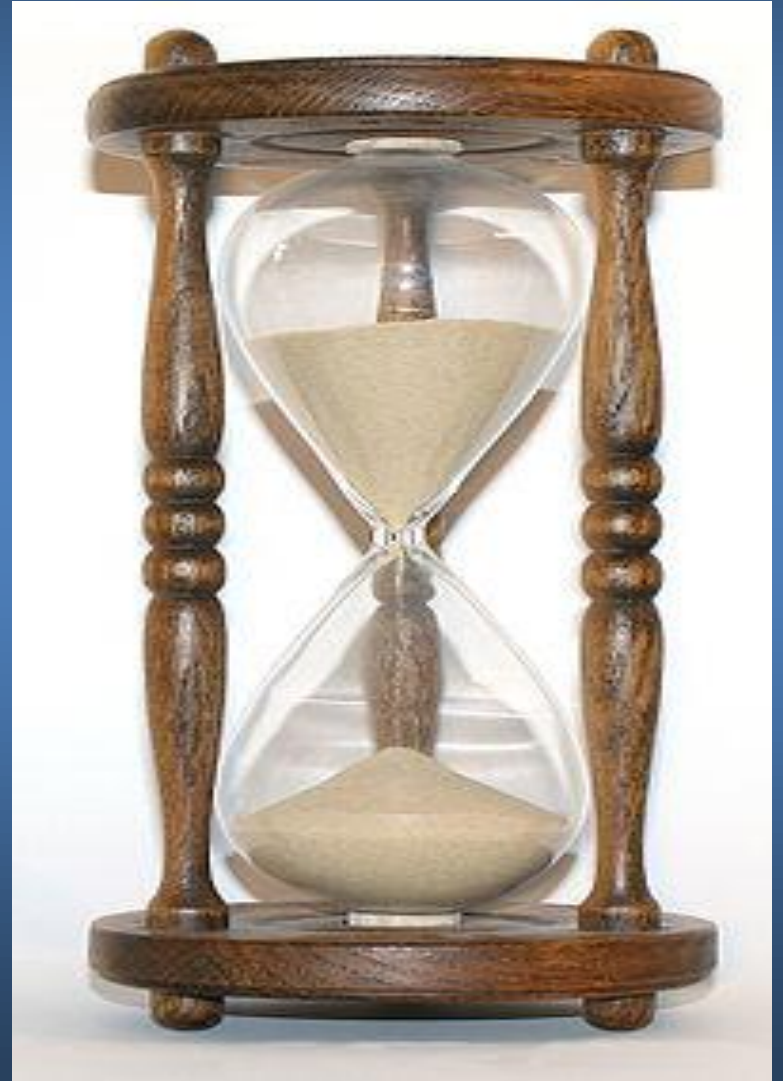


While you are waiting...

Please create and complete a K-W-L chart.

- What do you **KNOW** about accommodations and modifications?
- What do you **WANT** to know about accommodations and modifications?



Accommodations and Modifications: Differentiating Instruction and Effective Staff Implementation in the Classroom



Presented by:

Alpha Sanford

Who am I?



Alpha M. Sanford

PURPOSE

To assist both general and special educators in developing, implementing and sustaining appropriate accommodations and modifications to meet the needs of students with disabilities.

To provide an overview of the universal design of learning (UDL) practices and Differentiated instruction (DI).

OBJECTIVES

Participants will be able to:

- Explain the difference between accommodations and modifications
- Apply appropriate accommodations and modifications to specific student needs

AGENDA

1. Empowered Language (newer terms)
2. ACCOMMODATIONS
 - Research-based
 - Case Study
3. MODIFICATIONS
4. ADAPTATIONS
5. ACTIVITIES

What is People First Language?

“People First Language puts the person before the disability, and describes what a person has, not who a person is.”

-Kathie Snow

SYMBOL



Examples

Old Language	People First Language
Down' s Child	A child with Down Syndrome
Autistic boy	Boy who has autism
CP kid	Child with cerebral palsy
Mentally Retarded	Developmentally delayed Intellectually impaired
Normal Kid	Typical kid
Regular Education	General Education

Examples

Old Language	People First Language
Mainstreamed/ Mainstreaming	Included / Inclusion
Segregation	NO LONGER IN USE Inclusion
Bad boy	A child is never bad; A boy made a bad choice or decision
Pull Out	Push in
Autism	ASD: Autism Spectrum Disorder
Disabled Students	SWD: Students with Disabilities
Self-contained Classrooms	Substantially Separate Classrooms

Examples

Old Language	People First Language
Slow Learners	Students with learning Challenges; students with LD
Poor	Economically Challenged
Blind	Visually Impaired
Deaf	Hearing Impaired
Physically disabled	Physically Impaired
I teach..... SPED Students	I teach a set of....Diverse learners/ students on IEP/ Students with IEP
Gifted	Gifted and Talented

Why should we use PFL?

- People with disabilities are **PEOPLE FIRST**
- Disability is a natural part of the human experience.
- 1 in 5 people have a disability.

Continuum of Alternative Placements

...includes instruction in:



regular
classes



special
classes



special
schools



child's
home



hospitals or
institutions



<< *Less*

More >>

Restrictive

Always remember.....

**LEAST RESTRICTIVE
ENVIRONMENT**

THINK ABOUT THESE:

Turn and Talk

- Who is “entitled” to “Differentiated Instruction” or “Accommodations”
- Is the problem IN the student, or IN the instruction?
- What is the difference between IEP and 504 Plan?

THINK ABOUT THESE:

Turn and Talk

- What are accommodations and modifications?
- Are they the same thing?
- When do you use them?
- Who determines when and what to use?

ACCOMMODATIONS



Accommodations

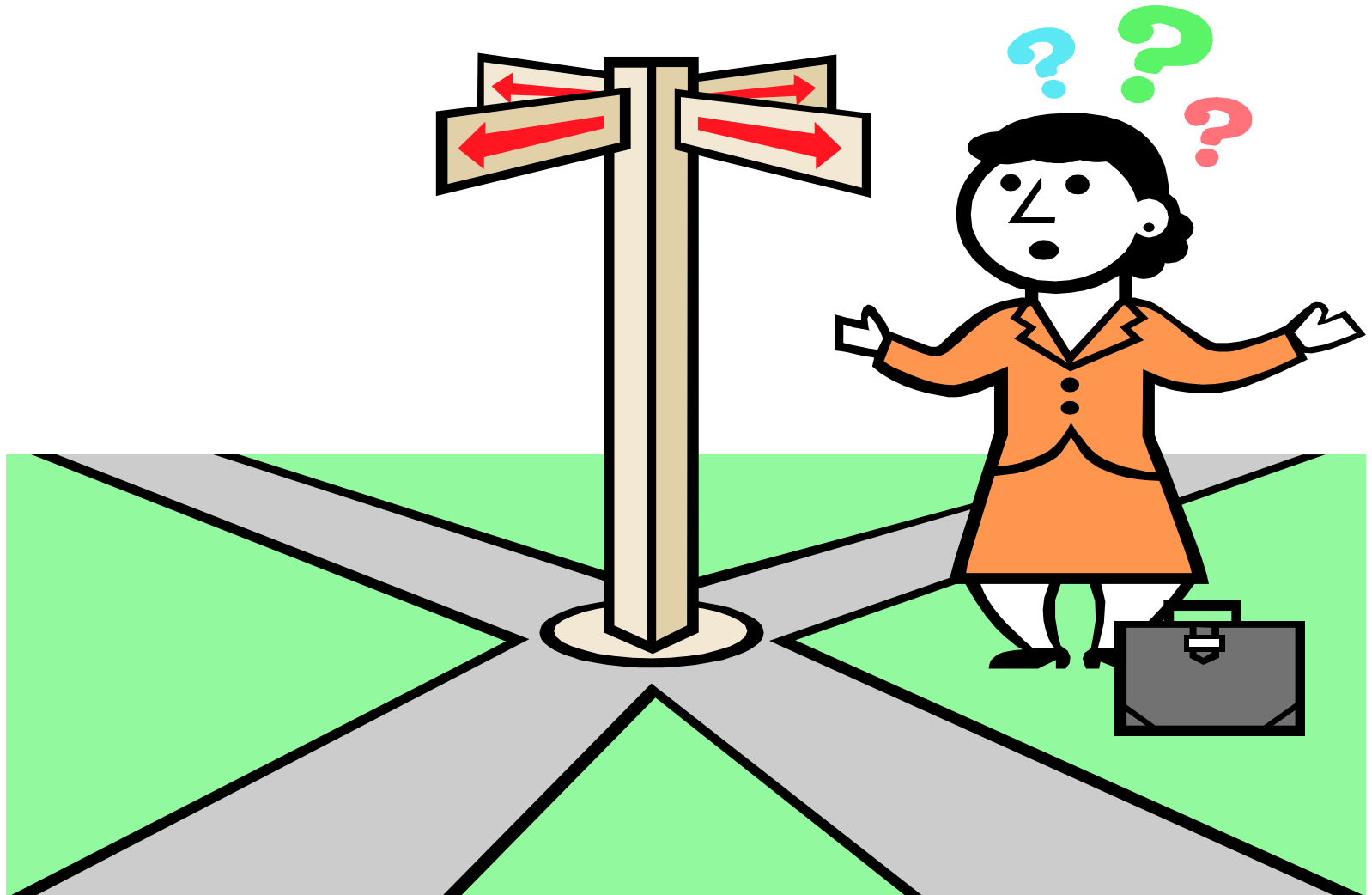
the actual teaching supports and services that the student may require to successfully demonstrate learning

Accommodations should not change expectations to the curriculum grade levels. It is about leveling the playing field.

Accommodations

- Changes in how a student accesses information and demonstrates learning
- Do not substantially change the instructional level, content, or standard
- Changes made in order to provide a student with equal access to learning and equal opportunity to show what he or she knows and can do

The curriculum standard is not negotiable,
but the road to it is.



Same standards, high expectations with
'support'



What does research say?

Accommodation policies vary considerably from state to state. Interestingly, 12 states even extend eligibility for **accommodations to all students** (Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005).

Approximately two-thirds of special education students have been afforded accommodations in **statewide assessments**, the most common being extended time, alternative setting, and/or read-aloud accommodations (Bolt & Thurlow, 2004).

Example of MCAS Testing Accommodations

- (1) Frequent Breaks
- (2) Time of Day
- (3) Small Group
- (4) Alt. Setting
- (5) Individual
- (6) Specific Setting
- (7) Familiar Test Admin.
- (8) Noise Buffers
- (9) Magnification or Overlays
- (10) Test Directions Clarified
- (11) Large-Print
- (12) Braille
- (13) PlaceMarker

Example of MCAS Testing Accommodations

(14) Track Test Items

(15) Amplification

(16) Admin. Reads Test Aloud

(16B) Admin. Read Test Aloud (Selected Text)

(17) Test Administrator Signs Test

(18) Electronic Text Reader

(19) Scribe Test

(20) Organizer, checklist or ref. sheet

(21) Student Reads Test Aloud (22) Monitor Placement of Responses

(24) Student Records Answers In Booklet (25) Other Standard

Accommodation (26) Test Admin. Reads Aloud-ELA (27) Test

Administrator Signs ELA Reading Comprehension (28) Electronic Text

Reader for the ELA Reading Comprehension Test (29) Scribe ELA

Composition (30) Calculator (31) Spell- or Grammar-Checking

Function (32) Other Non-Standard Accommodation

What does research say?

Accommodations affect test scores for students with disabilities, lowering scores in some cases, raising scores in most others

(Chiu & Pearson, 1999; Elliott et al., 1999; Elliott, Kratochwill, & McKevitt, 2001; Kettler et al., 2005; McKevitt, 2000; Koenig & Bachman, 2004; Schulte, Elliott, & Kratochwill, 2001; Tindal, Heath, Hollenbeck, Almond, & Harniss, 1998).

What does research say?

Lowered scores appear to result when accommodations are poorly matched to student need or when the student has not had sufficient opportunity to practice using an accommodation in **day-to-day settings** prior to the testing situation.

Who can receive

ACCOMMODATIONS?

Accommodations are for...

- Students with a disability who have an IEP or 504 plan
- Students without a disability who have barriers to learning
- Students who receive ELL (English Language Learners) services*
- Students who are at risk of failure

Activity #1: Case Study

Directions:

- Find 5 people that you have not worked with. Stay with this group.
- Read the three (3) student profiles that will be shown after this slide.
- For 10 minutes develop an **accommodation plan** for each of the student profiles.
- Be prepared to share your plan with the larger group.

SAMANTHA

Student Profile #1

- Integrated 1st Grader-IEP
- Loves to play with dolls
- Diagnosed with Autism
- Has undergone early intervention
- Receives ABA, SLP, OT, PT and home services
- Receives ESY
- Achievement uncertain

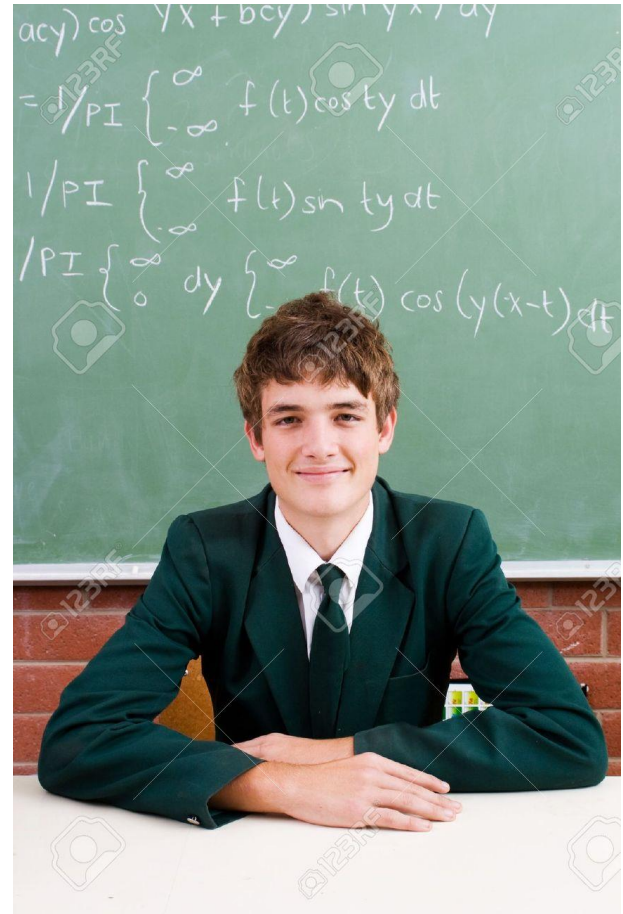


ABA – Applied Behavior Analysis;
SLP – Speech and Language
Pathologist
OT – Occupational Therapist
PT – Physical Therapist
ESY – Extended School Year

BILLY

Student Profile #2

- 5th Grader, AD/HD, currently on 504 Plan
- Loves basketball and football
- Struggles with organization and focusing in class
- Difficulty completing tasks
- Achievement on par



JOHNNY

Student Profile #3

- 10th Grader, 16 yr old-IEP
- Currently failing ELA*
- Feels like a failure; absent 1 out of 5 days in a week
- Has Learning Disability in written language
- Achievement deficits



*ELA – English Language Arts

ACTIVITY #1: STUDENT PROFILES

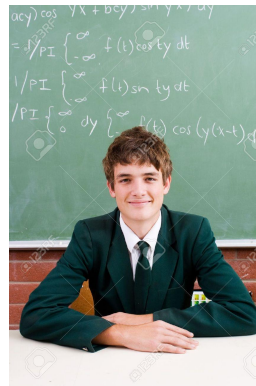
STUDENT PROFILE #1: SAMANTHA

- 10th Grader, 16 yr old-IEP Integrated 1st Grader-IEP
- Loves to play with dolls
- Diagnosed with Autism
- Has undergone early intervention
- Receives ABA, SLP, OT, PT and home services
- Receives ESY
- Achievement uncertain



STUDENT PROFILE #2: BILLY

- 5th Grader, AD/HD, currently on 504 Plan
- Loves basketball and football
- Struggles with organization and focusing in class
- Difficulty completing tasks
- Achievement on par

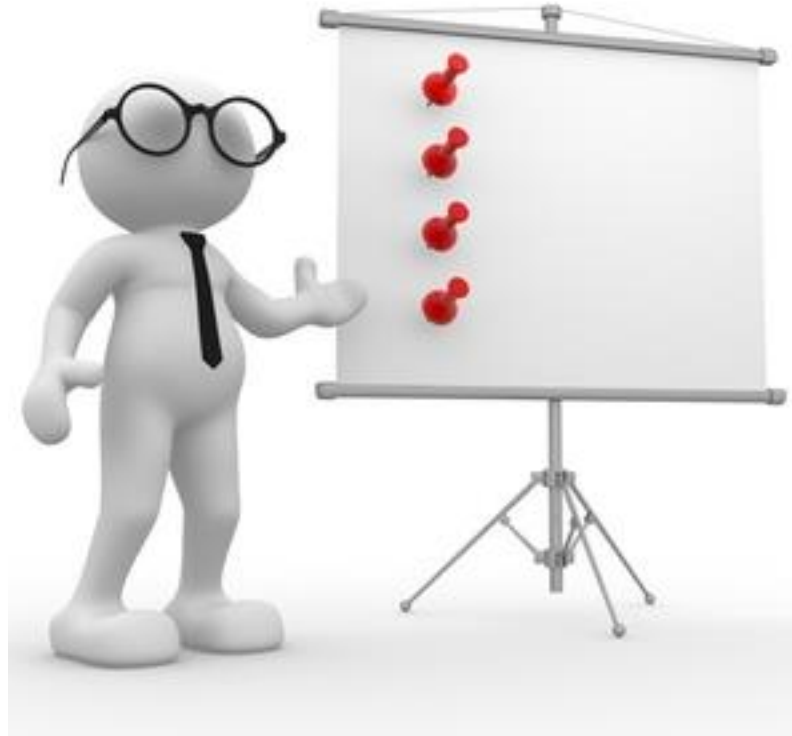


STUDENT PROFILE #3: JOHNNY

- 10th Grader, 16 yr old-IEP
- Currently failing ELA
- Feels like a failure; absent 1 out of 5 days in a week
- Has Learning Disability in written language
- Achievement deficits



WHO IS READY TO PRESENT THEIR PLAN?



Questions?



MODIFICATIONS



Modifications

changes made to curriculum expectations in order to meet the needs of the student

Modifications are changes in what the student is expected to learn and demonstrate in the content area.

Modifications

- Made when the expectations are beyond the student's level of ability
- Alter the standard or what the test or assignment is supposed to measure
- May be minimal or very complex depending on the student's performance
- Must be clearly acknowledged in the IEP

Differences between the two...



Accommodations

(can apply to all students)

Do not fundamentally change standards in terms of instructional level, content, or performance criteria

Changes are made in order to provide equal access to learning and equal opportunity to demonstrate what is known

Grading is same.

Modifications

(apply to students with disabilities)

Do fundamentally change standards in terms of instructional level, content, or performance criteria

Changes are made to provide student meaningful & productive learning experiences based on individual needs & abilities

Grading is different.

More differences....

- Accommodations focus on removing barriers and providing access to the general curriculum.
- Accommodations are designed for students who have barriers that can be removed to help them demonstrate what they know.
- Modifications focus on insuring meaningful participation in the general curriculum.
- Modifications are designed for students who would benefit from participation in the general curriculum even though it is above their ability level.

The game of school



THINK ABOUT THESE:
Which column is the accommodations/modifications?

COLUMN A

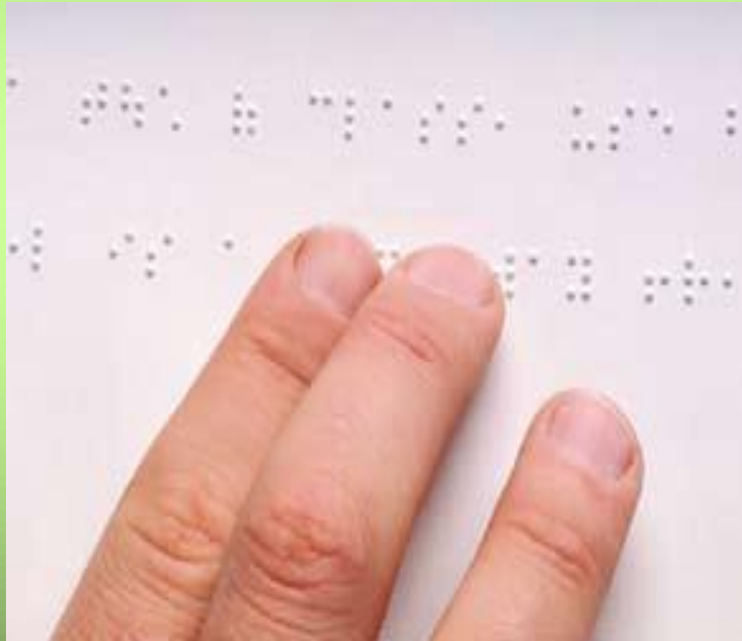
- A multiple choice test on identical facts is provided while other students "fill in the blank"
- Student receives 10 math problems instead of 20
- Homework limited to a certain number of minutes/hours instead amount of work to be completed.
- Limit information presented on page, large print, and more space between lines.
- Highlight important text.
- Students respond verbally instead of writing

COLUMN B

- Learning letters and letter sounds while classmates read chapter books.
- Using blocks to build structures while other children do science experiments.
- Testing on continents while classmates are tested on countries of Europe.
- Completing assembly tasks while classmates complete independent work.
- Matching numerals to quantities while classmates put items in sets.
- Extending a 2 part pattern while classmates identify the unit of a 3 part pattern.

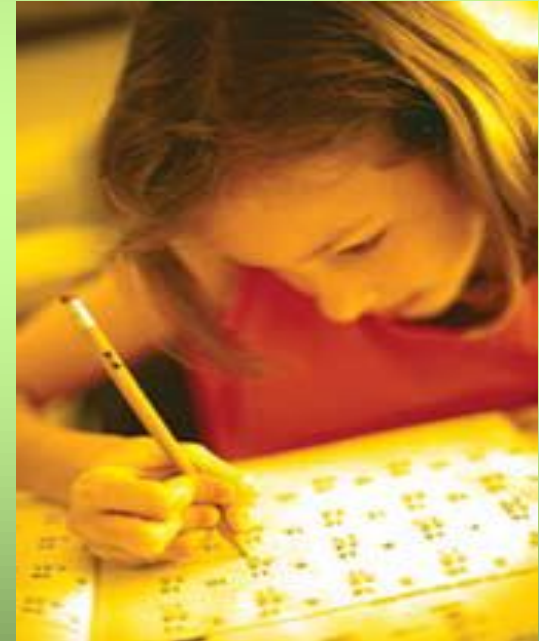
Accommodations

(Leveling the playing field)



Modifications

(Everyone plays)



Accommodations (Leveling the playing field)

- Knowledge of addition is demonstrated by manipulating blocks instead of through writing
- Extra textbooks are provided for home when a child has great organizational difficulties
- A scribe is provided to take notes for a child
- A multiple choice test on individual facts is provided while other students fill in the blank

Accommodations
do not change
knowledge
content.

Modifications (everyone plays)

- A child works on addition while classmates work on multiplication
- A child learns letters and letter sounds while classmates read chapter books
- A child uses blocks to build structures while other students do science experiments
- A child is given a test on continents while classmates are tested on countries in Europe

Modifications
do change
knowledge
content and/or the
standard.

Who is Responsible?

An Accommodation is the “HOW” of the curriculum.

*How are we going to get the information to the child and how are we going to test the student’s knowledge?

A Modification is the “WHAT” of the curriculum.

*What part of the general curriculum does the student need to know to reach his or her fullest potential?

Who can receive modifications?



Modifications are for...

- Students who would have been traditionally pulled out to a separate program
- Students for whom accommodations have been implemented to the fullest extent and still have difficulty succeeding

Remember!



The IEP or 504 team determines **how** a student will participate, not **whether** a student will participate.

Accommodations and modifications are most often made in the following areas:

- Scheduling/Timing
- Setting
- Materials
- Instruction
- Student Response
- Presentation

Scheduling/Timing

- Give extra time to complete assignments or tests
- Break up testing over several days
- Give multiple or frequent breaks
- Change testing schedule or order of subtests
- Vary activities every 10-30 minutes
- Alert students several minutes before a transition time, then give reminders

Setting

- Change the location of instruction or testing
- Seat student in front, next to teacher, or study carrel
- Reduce fluorescent lighting and increase natural lighting
- Seat student away from windows or other students
- Instruct or test in small group or individual setting

Materials

- Audio tape lectures or books
- Provide copies of teacher's lecture notes
- Supply large print books, Braille, or books on CD (digital text)
- Offer manipulatives
- Use visual cues – charts, pictures, graphs
- Utilize graphic organizers to demonstrate how concepts and ideas are related

Instruction

- Reduce the difficulty of assignments
- Reduce the reading level
- Use a student/peer tutor
- Simplify multi-step directions
- Provide a partially completed outline during lectures
- Preteach vocabulary

Student response

- Allow answers to be given orally or dictated
- Use a word processor for written work
- Use sign language, a communication device, Braille, or native language if it is not English
- Replace summative assessment with oral reports and projects
- Give credit for participation
- Use recognition tests instead of essay tests
example: T/F, multiple choice, matching

Presentation

- Increase “white space” on page
- Use symbols on the test or answer form that help the student follow directions, such as an arrow or stop sign
- Give extra examples for practice to make sure the student knows what to do.
- Require fewer questions, but select ones that measure all required content.
- Eliminate one of the choices in multiple-choice items.

Nine Types of Curriculum Adaptations

Quantity * ●

Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.

For example:

Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.

Time *

Adapt the time allotted and allowed for learning, task completion, or testing.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Level of Support *

Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.

For example:

Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.

Input *

Adapt the way instruction is delivered to the learner.

For example:

Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.

Difficulty * ●

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:

Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

Output *

Adapt how the student can respond to instruction.

For example:

Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

Participation *

Adapt the extent to which a learner is actively involved in the task.

For example:

In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).

Alternate Goals ●

Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.

For example:

In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.

Substitute Curriculum ●

Sometimes called "functional curriculum"

Provide different instruction and materials to meet a learner's individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.

For example:

During a language lesson a student is learning toileting skills with an aide.

* This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.

● This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment. If routinely utilized, these adaptations are modifications and require individualized goals and assessment.

THINK ABOUT THESE: (TIME)

- Does giving more time to complete an assignment or take a test result in a lowering of a standard?
- How should this be graded or evaluated?
- Is this practice a modification or an accommodation?

Discuss at your table

THINK ABOUT THESE: (SUPPORT)

- Is this a common practice?
- Do students without disabilities often have this support?
- Do we use this too frequently or too little?
- Is this an accommodation?
If so, for what?
- Are we using one on one paraeducators effectively?

Discuss at your table

THINK ABOUT THESE: (INPUT)

- What is more effective: pre-teaching or re-teaching?
- Is Input an accommodation or modification?

Discuss at your table

THINK ABOUT THESE: (DIFFICULTY)

- Is altering the difficulty of an assignment a good practice?
- When is it an accommodation or a modification?

Discuss at your table

THINK ABOUT THESE: (OUTPUT)

- Do I alter the grading if I have altered the output method?
- Is this an accommodation or a modification?

Discuss at your table

Frequently Asked Questions

1. Who determines modifications?

The IEP team, including the Local Education Agency (LEA representative, Special Educator, General Educator, parent/legal guardian, the student)

2. Who gets accommodations and modifications?

Accommodations can be made for any student. Students with an IEP or 504 plan get accommodations that are required. Students with an IEP can receive modifications if needed. STUDENT NEEDS DETERMINE BOTH

3. Do I have to accommodate?

If a student has an IEP or a 504 plan, you must provide the accommodations and modifications that are part of the plan. If a student does not have an IEP or 504 plan, you are not required to accommodate, but it is considered best practice.

4. What do I say when students say, “It’s not fair?”

Fair means that everyone gets what they need to succeed. Fair does not mean “same” or “equal.”

Do accommodations look the same from
year to year?

technology

gap

strategies and skills

individual needs

effectiveness

Activity #2

- Take out your KWL chart
- Review what you KNOW, WANT to know...
- And finally, what did you LEARN about Accommodations and Modifications?

Putting it all Together

Goal: In order to remove barriers to learning and demonstrate mastery.

- **Accommodations will keep standards substantially the same for all; outcomes may vary.**
- **Modifications may fundamentally change the standard; instructional level or content may vary.**

Expectations remain high for ALL students.

Questions?

