

OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Accommodations
In Oklahoma Classrooms

Presented by:
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Objectives

- Least Restrictive Environment - LRE
- Introduction to Accommodations
- Accommodations and Learning Deficits
- Modifications
- Understanding/Evaluating Accommodations
- LRE & Accommodations

LRE

LRE
Least Restrictive Environment

- **IDEA states that**, “to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” 20 U.S.C. '1412(a)(5)(A).

East, B. & Reder, N. (Eds.) (2006). IDEA Reauthorized 2006 Edition. VA: LexisNexis Group.

Defining LRE

- **Each public agency must ensure that –**
 - To the **maximum** extent appropriate, children with disabilities are educated with children who are nondisabled and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only
 - if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Queen, S. (2012) Least Restrictive Environment [power point slides]. Retrieved from ec.ncpublicschools.gov/conferences-profdev/training-materials/least-restrictive.ppt

Defining LRE

- Placement decisions **must** be based on a child’s unique needs and IEP, **not** on administrative convenience, disability/program label, or allocation of funds.

What are LEA Requirements for LRE?

- Each LEA (Local Education Agency) must have a continuum of alternative placements to meet the needs of students with disabilities for **special education and related services**.
- The continuum refers to the entire spectrum of placements where a student's special education program can be implemented.

Summarizing LRE

- Special education is **not** a place.
- It is a set of **services and supports**.
- **Where** a child with a disability receives special education services is that child's **placement**.

Summarizing LRE



Children with disabilities must always be considered general education students first!

<http://www.spracheater.org/ouqafin.asp>

Accommodations

Accommodations: Simply stated

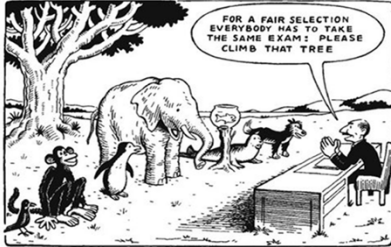
- **DEFINITION:** Accommodations are changes in HOW a student accesses information and demonstrates learning. Accommodations do not change the instructional level, content, or performance criteria.
- The changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he/she knows and can do.

Burgstahler, S. (1998). An Accommodation Model. Retrieved: <http://www.washington.edu/dail/accommodation-model>

Why do Students Need an Accommodation?

- Students with learning disabilities and attention issues (on an IEP or 504 plan) may need to receive material differently than other students their age.
- Accommodations are designed to help students reach the same academic goals as their general education peers.
- Accommodations do not lower expectations for what children can and do learn!

Equality or Equity



What are the Benefits of Accommodations?

- Increased achievement of IEP goals
- Greater access to general curriculum
- Higher expectations
- Higher self-esteem

How do I Know if the Student is Receiving the Right Accommodation(s)?

- Most information that is used to determine proper accommodations comes from data collected from the classroom, trial and error, and/or parental input. There is no exact formula or science in determining whether an accommodation fits a certain child.

When and Where are Accommodations Used?

- 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.

Accommodations for instruction and assessment are integrally intertwined.

Oklahoma State Department of Education [8/18/2014] Accommodations Guide . Retrieved: <http://ok.gov/sde/documents/2014-08-07/oklahoma-accommodations-guide>

Accommodation Categories

- Accommodations are commonly categorized in four ways:
 - I. Setting,
 - II. Timing and Scheduling,
 - III. Response, and
 - IV. Presentation

Oklahoma State Department of Education [8/18/2014] Accommodations Guide . Retrieved: <http://ok.gov/sde/documents/2014-08-07/oklahoma-accommodations-guide>

Setting

- “Setting” accommodations **change the location or the conditions of the setting in which a student receives instruction and participates in an assessment.**
- For Example:
 - students may be allowed to sit in a different location than the majority of students in order to reduce distractions to themselves or others, or to increase access to assistive technology.

Setting

- “Preferential Seating”
 - What exactly does that mean?
 - By the teacher
 - Back of the room
 - Facing the wall
 - In the middle of the second row
 - By a window
 - Away from distractions
 - The list can be endless.....

Timing/Scheduling

- “Timing and scheduling” **accommodations change the allowable length of time (or needed breaks) to complete assignments, assessments, and activities.**
 - Timing accommodations may also change the way the time is organized.
 - Other changes may include the particular time of day, day of the week, or number of days over which a particular activity, assignment, or assessment takes place.

Timing/Scheduling

- “Allow extra time for written response”
 - What exactly does that mean?
 - An extra hour?
 - End of the academic school day?
 - Additional day, in class only?
 - Additional day, take home?
 - End of the quarter?
 - End of the Semester?

Response

- “Response” accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using an assistive device or organizer.

- For example, a student struggles with writing, therefore he uses a computer or an iPad to type responses.

Response

- **“Ask student to repeat and explain instructions” &/or**
- **“Encourage student to verbalize steps needed to complete assignment/task”**
 - Do they shout out the steps in front of the class?
 - Ask and encourage? What is the difference between the two?
 - Repeat and explain and verbalize, what is the difference?

Presentation

- “Presentation” accommodations provide students to access instruction and assessments in other formats other than reading standard print. These alternate modes of access include auditory, tactile, visual, and/or a combination of auditory and visual accommodations.

- For example, the student has a vision impairment that makes small print difficult to see. Assignments and tests need to be magnified to 24 font in order to see the print.

Accommodations and Learning Deficit

Examples of accommodations based
on student deficit area

Decoding

- Preferential seating (specify based on student need)
- Allow additional time to complete assignments, tests, and homework (specify based on student need)
- Color coding overlay or colored highlighters
- Text to speech (when applicable)
- Avoid counting off for spelling errors

Handwriting

- Assistive technology, keyboarding, iPads, etc.
- Provide notes for student
- Provide an outline for student
- Use worksheets that require minimal writing
- Designate a "note taker" for the student

Low Vision/Poor Sight

- Use of assistive technology
- Text to speech
- Extra time to complete tasks and assignments

Hard of Hearing

- Assistive technology
- Repeat and simplify responses from teacher and classmates
- Student may ask for clarification of directions
- Preferential seating
- Extra time to complete assignments and tasks

Communication Disorder

- Assistive technology
- Simplification of directions/repetition/signage of directions
- Allow frequent breaks
- Extended time (students needs)

Short Attention Span

- Reverse color overlays to reduce glare
- Text to speech
- Give short and simple directions with examples
- Have student repeat and explain directions to check for understanding
- Activity band on desk legs
- Ability to stand in back of room when needed

Deficit Summary

- All students are different.
- An accommodation that works for one student with a specific deficit will not necessarily work for another with the same deficit.
- Its okay to be flexible in the creation of accommodations to meet the need of the individual student.

Modifications

Accommodations vs. Modifications

• **DEFINITION:**

- Modification - changes in WHAT a student is expected to learn. The changes are made to provide a student with opportunities to participate with other students in the classroom.

Burgstahler, S. (1998). An Accommodation Model. Retrieved <http://www.washington.edu/dait/accommodation-model>

Accommodation ≠ Modification

Modifications

- Modifications change WHAT a student is expected to learn.
- Some of the changes may include, but are not limited to:
 - Instructional level
 - Content/curriculum
 - Performance criteria (grading)
 - Assignment structure

How can modifications affect learning?

- Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.
- May result in implications that could adversely affect students throughout their educational career.
- May lead to modified curriculum

Burgstahler, S. (1998). An Accommodation Model. Retrieved <http://www.washington.edu/dalt/accommodation-model>

Examples of modifications

- Requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems);
- Reducing assignments and assessments so a student only needs to complete the easiest problems or items;
- Revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four); or
- Giving a student hints or clues to correct responses on assignments and tests.

Oklahoma State Department of Education (8/18/2014) Accommodations Guide . Retrieved <http://ok.gov/edu/documents/2014-08-07/oklahoma-accommodations-guide>

Modification Summary

- Modifications and accommodations are not the same thing.
- Modifications change the learning expectation
- Small percentage of the special education population require modifications
- Be very selective when using modifications for students to ensure that the grade level content is not compromised.

Understanding Accommodations

Understanding Accommodations

- Selecting accommodations is part of the development of the IEP. The following questions should be considered in the selection process:
 - What are the student's learning strengths and needs?
 - How do the student's learning needs affect the achievement of the grade level content standards?
 - What specialized instruction does the student need to achieve the grade level content standards?

Understanding Accommodations

- Next, the team needs to discuss and review the accommodations the student has already been using, ask these questions:
 - What accommodations is the student regularly using in the classroom and on tests?
 - What is the student's perception on how well an accommodation has worked?
 - Has the student been willing to use the accommodation?
 - What are the perceptions of the parents, teachers, and others about how the accommodations appear to have worked?
 - Have there been difficulties administering the selected accommodations?

**Evaluating
Accommodations**

- Evaluating Accommodations**
- Evaluating how effective the accommodations are should be an ongoing process.
 - Teachers and Parents can both collect data on use of accommodations.
 - There are a number of tools available online or from your school that can assist in the process.

**LRE &
Accommodations**

LRE & Accommodations

- How are LRE and accommodations tied together?
 - Each builds on the other for success.

Thank you!!!!

- Thank you for your time today! If you have any questions please feel free to contact OSDE:

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