

Providing Accommodations and Modifications for Students with Disabilities

Presenters:

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Objectives

- ⦿ Demonstrate increased knowledge of accommodations and modifications.
- ⦿ Increase knowledge in developing, implementing, monitoring, or changing accommodations and modifications on an IEP.

Federal and state laws and regulations require schools to provide accommodations.

- ⦿ *The Individuals with Disabilities Act 2004 (IDEA)*
- ⦿ *Section 504 of the Rehabilitation Act of 1973*
- ⦿ *Americans with Disabilities Act of 1990*
- ⦿ *TN State Board of Education Chapter 0520-1-9*

IDEA § 300.320

Tennessee Board Policy 0520-1-9-.12

The IEP for each child must include:

1(a) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (the same curriculum as for children without disabilities), or for preschool children to participate in appropriate activities; and (b) Meeting each of the child's other educational needs that result from the child's disability.

Defining

Confusing Terms

- Do the terms “accommodations” and “modifications” mean the same?

- ① Accommodations do not reduce learning expectations. They provide access.
- ② Modifications refer to practices that change, lower, or reduce learning expectations.

Accommodations vs. Modifications

Accommodations

- Do not fundamentally alter or lower expectations or standards in 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

- Do fundamentally alter or lower expectations or standards in instructional level, content or performance criteria.
- Changes are made to provide student meaningful and productive learning experiences based on individual needs and abilities.
- Grading may be different.

An Accommodation Does ...

- Provide equitable access during instruction and assessments by making adjustments to the environment, situation, or materials
- Mitigate the effects of a student's disability or language barrier

An Accommodation Does Not...

- Reduce learning or achievement expectations
- Change the content being instructed or assessed
- Compromise the integrity or validity of the standard or assessment

Modifications are changes in what is being taught to or expected from the student.

Modifications

- ⦿ Reduce learning or achievement expectations
- ⦿ Change the content being instructed or assessed

When thinking about modifications, team members should consider

- ⦿ Have all other types of accommodations been tried and to what degree of success have they had
- ⦿ Long range impacts of lowering expectations

Types of Modifications

- ⦿ Partial Completion of Requirements
- ⦿ Alternate Curriculum Expectations/Goals
- ⦿ Alternate Assessment Criteria

IEP's may include both **Testing**
and Instructional
Accommodations/Modifications.

Testing Accommodations

- Changes to the format of a test or to how the test is administered.
- Testing accommodations may vary by conditions.
- Allowable accommodations for standardized testing are determined by the state.

<http://www.tn.gov/education/assessment/index.shtml>

Testing Accommodations

- ⦿ Read Aloud / Text to Speech
- ⦿ Extended Time
- ⦿ Providing Scribe
- ⦿ Small Group Setting
- ⦿ Prompting Upon Request

Allowable accommodations for standardized testing are determined by the state.

<http://www.tn.gov/education/assessment/index.shtm>

Instructional Accommodations

- ⦿ Changes made to classroom instruction or activities and materials. Instructional accommodations do not alter the grade-level standard nor student expectations of mastery of content.
- ⦿ Instructional accommodations may differ from one class setting to another.

Types of Accommodations:

- Presentation
- Response
- Setting
- Timing and Scheduling

Presentation Accommodations

- ⦿ Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

Response Accommodations

- ⦿ Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.

Setting Accommodations

- Change the location in which a test or assignment is given or the conditions of the assessment setting.

Timing and Scheduling Accommodations

- ⦿ Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

Decision Making

Who makes IEP decisions about accommodations?

- *The IEP team of professionals, parents, and sometimes the student determine what accommodations are appropriate through the IEP process.*

Guiding questions when determining what accommodations are appropriate for the student:

- ① *Is the accommodation necessary for the student to access the curriculum in order to learn and demonstrate mastery of the skill?*
- ② *Will the accommodation facilitate an accurate demonstration of student knowledge or performance?*
- ③ *Will the accommodation provide an unfair advantage or interfere with the validity of assessments?*

- ① *Does the student use the accommodation regularly?*
- ② *Does the accommodation allow the student to fully participate without reducing the learning/assessment expectations?*
- ③ *Does the student know his/her accommodations; is there a preference?*
- ④ *Is the accommodation one that is subject specific or is it to be used in multiple areas?*

Implementation

- ⦿ Case managers will distribute IEP at a glance(s) to general education and related area teachers. All teachers are legally responsible for the implementation of accommodations/modifications listed on the IEP.
- ⦿ Signatures are obtained for documentation purposes upon receipt of IEP at a glance.
- ⦿ All teachers implement accommodations, document students progress, and collaborate on needs or issues.

Tips for Teachers:

- ① Make a chart for your lesson plan book with the names of students and needed accommodations/modifications.
- ① Include in your lesson plans strategies to differentiate to meet the needs of each student in your class.
- ① Document collaboration with all team members regarding implementation of the accommodations/modifications.

Monitoring

Monitoring Student Impact

- ⦿ Did the student use the accommodation?
- ⦿ Did the accommodation allow the student to fully participate?
- ⦿ When given the accommodation, did the student master the lesson's objective?

Changing Accommodations

- ⦿ Changing accommodations can be made at any time by convening an IEP meeting.
- ⦿ These decisions require input from each IEP team member.
- ⦿ Data supporting the proposed change needs to be shared during this meeting with all team members.
- ⦿ Any changes to the IEP must be documented through an IEP addendum.
- ⦿ A new IEP at a glance will be sent out and signatures obtained for those not in attendance.

Questions?

References

- Beech, M. (1999) *Accommodations: Assisting Students with Disabilities. A Guide for Educators*. Tallahassee, FL: Florida Department of Education, Bureau of Instructional Support and Community Services.
- National Dissemination Center for Children with Disabilities
<http://nichcy.org/accommodations-instructional-and-testing-supports-for-students-with-disabilities>
- Tennessee Department of Education
http://www.tn.gov/education/student_support/index.shtml
- U.S. Department of Education “Building the Legacy: IDEA 2004”
<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CPresentation%2C>