

ACCOMMODATIONS MANUAL

Office of Student Support Services

SAU # 34

Hillsboro-Deering Cooperative School District

Hillsboro-Deering, Washington, Windsor

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Section I

Accommodations, Modifications, and Interventions...What's the difference?

This document is meant to serve as a resource with definitions, examples and clarifications of accommodations, modifications, and interventions. The list of examples is not exhaustive, but may provide you with ideas of what each might look like in the classroom.

Definitions	Examples	Clarifications
<p>Accommodations: Changes made to instruction and/or assessment intended to help students fully access the general education curriculum without changing the instructional content. Accommodations provide equitable instruction and assessment for students by reducing or eliminating the effects of a student's disability. They do not change or reduce the learning expectations in regard to the goal being addressed or assessed. Generally, the resulting student product with accommodations is equal to the student product without accommodations.</p>	<ul style="list-style-type: none"> • Providing more time to complete work • Allowing movement to increase physical comfort • Allowing use of recorder to tape lectures • Allowing oral responses instead of written responses • Providing study guides before tests • Orally reading test items in any subject other than reading/comm. arts (if "reading" is not the goal being addressed/assessed.) 	<p>Accommodation or Modification? Determining the difference between a modification and accommodation can be difficult. The key is to begin with the end in mind. Ask yourself, "What is the goal I want the student to learn and master?"</p> <p>If a change made to the instruction and/or assessment does allow for demonstration of mastery of the goal, then change is probably an accommodation.</p> <p>If a change made to the instruction and/or assessment does not allow for demonstration of mastery of the goal, then change is probably a modification.</p>
<p>Modifications: Alterations made to instruction and/or assessment that change, lower, or reduce learning expectations. Modifications change or reduce the learning expectations in regard to the goal being addressed or assessed. More often than not, the resulting student product is not equal to the student product without modifications.</p>	<ul style="list-style-type: none"> • Reducing the amount or complexity of content the student has to know • Rewording/explaining/paraphrasing test questions • Shortening a spelling list • Oral Reading of reading/comm. Arts content (if "reading" is the goal being addressed/assessed.) • Using a different grading scale 	<p>If the goal is to have the student learn the same content as all students and produce the same product as other students you do not want to provide modifications to any assignments/instructional activity related to that goal, rather you would want to provide that student with accommodations to complete assignment/instructional activity.</p> <p>Examples: <i>Given the same math assignment, reducing the number of problems a student has to complete can be either an accommodation or a modification depending on the goal being assessed.</i></p>
<p>Intervention: Academic or behavior interventions are strategies or techniques used to teach a new skill, build fluency in a skill, or encourage the application of existing skills to a new situation. Interventions should include a targeted assessment, planning and data collection. Interventions should be scientifically research based or evidence based and monitored regularly (progress monitoring) to determine student growth and to inform instructional decision-making.</p>	<ul style="list-style-type: none"> • Examples of evidence based interventions can be found on the websites listed here http://dese.mo.gov/3tierdmodels/ebpc/resources.html 	<p>If a student was expected to complete 100% of every math assignment given to peers, reducing the number of problems would be a modification. However, if a student was expected to show they could add 2 digit numbers with 100% accuracy allowing the student to work just enough problems (on an assignment) to prove he/she has mastered the goal would be an accommodation.</p>

Section II

LEARN ABOUT ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT

WHAT ARE ACCOMMODATIONS?

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.

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. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. There may be consequences (e.g., lowering or not counting a student's test score) for the use of some accommodations during state assessments. It is very important for educators to become familiar with state policies regarding accommodations during assessments.

Typically, 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.

DESCRIPTION OF ACCOMMODATIONS CATEGORIES

Accommodations are commonly categorized in four ways: presentation, response, setting, and 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

MODIFICATIONS OR ALTERATIONS VS. ACCOMMODATIONS

Accommodations do not reduce learning expectations. They provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Examples of modifications include:

- 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

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. Providing a student with a modification during a state accountability assessment may constitute a test irregularity and may result in an investigation into the school's or district's testing practices. It is helpful to think of an accommodation as when the teacher changes how a student will reach the lesson's objective; whereas, a modification is when the teacher changes the objective to meet the specific needs of a student.

EVALUATE AND IMPROVE EFFECTIVENESS OF ACCOMMODATIONS

Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment. Collecting and analyzing data on the use and effectiveness of accommodations are necessary to ensure the meaningful participation of students with disabilities in state and district-wide assessments. Data on the use and impact of accommodations during assessments may reveal questionable patterns of accommodations use, as well as support the continued use of some accommodations or the rethinking of others. Examination of the data may also indicate areas in which the IEP team, 504 plan committee, and test administrators need additional training and support.

In addition to collecting information about the use of accommodations within the classroom, information also needs to be gathered on the implementation of accommodations during assessment. Observations conducted during test administration, interviews with test administrators, and talking with students after testing sessions will likely yield data that can be used to guide the formative evaluation process at the school or district level and at the student level. Information on the use of accommodations can be feasible to collect when it is coded on the test form with other student information. Accommodation information can be analyzed in different ways. Here are some questions to guide data analysis at the school and district level and the student level.

QUESTIONS TO GUIDE EVALUATION OF ACCOMMODATION USE AT THE SCHOOL OR DISTRICT LEVEL

1. Are there policies to ensure ethical testing practices, the standardized administration of assessments, and that test security practices are followed before, during, and after the day of the test?
2. Are there procedures in place to ensure test administration procedures are not compromised with the provision of accommodations?
3. Are students receiving accommodations as documented in their IEP and 504 plans?
4. Are there procedures in place to ensure that test administrators adhere to directions for the implementation of accommodations?
5. How many students with IEPs or 504 plans are receiving accommodations?
6. What types of accommodations are provided and are some used more than others?
7. How well do students who receive accommodations perform on state and local assessments? If students are not meeting the expected level of performance, is it due to the students not having had access to the necessary instruction, not receiving the accommodation, or using the accommodations that were not effective?

QUESTIONS TO GUIDE EVALUATION AT THE STUDENT LEVEL

1. What accommodations are used by the student during instruction and assessments?
2. What are the results of classroom assignments and assessments when accommodations are used versus when accommodations are not used? If a student did not meet the expected level of performance, is it due to not having access to the necessary instruction, not receiving the accommodations, or using accommodations was ineffective?
3. What is the student's perception of how well the accommodation worked?
4. What combinations of accommodations seem to be effective?
5. What are the difficulties encountered in the use of accommodations?
6. What are the perceptions of teachers and others about how the accommodation appears to be working?

These questions can be used to formatively evaluate the accommodations used at the student level, as well as the school or district levels. School- and district-level questions can be addressed by a committee responsible for continuous improvement efforts, while the student-level questions need to be considered by the IEP team. It is critical to stress that formative evaluation is not the responsibility of just one individual. The entire IEP team should contribute to the information gathering and decision-making processes.

PRESENTATION ACCOMMODATIONS

WHAT ARE PRESENTATION ACCOMMODATIONS?

Presentation accommodations allow students to access instruction and assessments in ways that do not require them to visually read standard print. These alternate modes of access include auditory, tactile, visual, and a combination of auditory and visual accommodations.

WHO CAN BENEFIT FROM PRESENTATION ACCOMMODATIONS?

Students who benefit most from presentation accommodations are those with print disabilities, defined as difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability.

ACCOMMODATIONS CONDITIONS

Visual Presentation Accommodations
<p>Large Print</p> <p>Large print editions of tests and instructional materials are required for some students with visual impairments. It is recommended that regular print materials be manipulated to reformat test items and enlarge or change the font as needed. All text and graphic materials—including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes—must be presented in at least 18-point type for students who need large print. Students, working with their teachers, need to find an optimal print size and determine the smallest print that can still be read. (Copyright issues may need to be addressed). It is important for the print to be clear, with high contrast between the color of the print and the color of the background. When using large-print classroom material, consider the weight, size, and awkwardness of books. Large-print books are now available that look very similar to the same books in standard print.</p>
<p>Magnification Devices</p> <p>Some students with visual impairments read regular print materials and enlarge the print by using magnification devices. These include eyeglass-mounted magnifiers, free standing or handheld magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students also use Closed Circuit Television (CCTV) to enlarge print and display printed material with various image enhancements on a screen.</p>
<p>Sign Language</p> <p>Sign language interpreters may be required for students who are deaf or hard of hearing. Sometimes an interpreter is only needed or allowed to sign instructions and to assist in communication. Some students may need all print materials interpreted while learning to read print. Interpreters need to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language, Cued Speech). Interpreters must not paraphrase, clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described but should also be available in print or tactile formats. A standard video presentation of a test in sign language may be used to increase quality, consistency, pacing, and accuracy.</p>

Tactile Presentation Accommodations
<p>Braille</p> <p>Braille is a method of reading a raised-dot code with the fingertips. Not all students who are blind read Braille fluently or choose Braille as their primary mode of reading. Even if they use it as their primary mode of reading, Braille users should also build skills in using audiotape, compact discs, and speech synthesis. Decisions also need to be made about whether a student will use contracted or uncontracted Braille. Check to see if practice tests are available in Braille. Although still uncommon, “refreshable Braille displays” are electronic devices used to read and write text. The device is connected to a computer and produces Braille output on the Braille display. The Nemeth Braille Code is a system of Braille that makes it possible to convey technical expressions in a written medium to students who are blind or visually impaired. The Nemeth Braille Code contains numerous technical symbols that occur in mathematics and science.</p>
<p>Tactile Graphics</p> <p>Tactile graphic images provide graphic information through fingers instead of eyes. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format (paper or thermoform). Tactile sensitivity (recognizing graphic images through touch) is less discriminating than visual reading, making many diagrams too complicated to understand without significant additional information. Additional information can be created through word descriptions.</p>

Auditory Presentation Accommodations	
Human Reader	
A qualified person may be provided to read orally to students who are unable to decode text visually. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word for word exactly as written. Readers may not clarify, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Graphic materials may be described but should also be made available in print or tactile formats. Readers must be provided to students on an individual basis—not to a group of students. A student should have the option of asking a reader to slow down or repeat text. This cannot occur when a person is reading to an entire group of students.	
Audiotape or Compact Disk	
Written tests and instructional materials are prerecorded on an audiocassette or compact disk (CD) that a student accesses by listening. Classroom directions, assignments, and lectures could also be recorded. When taping lectures, students should sit near the front of the classroom, use a small microphone, and tape only parts of the class that can clearly be replayed (e.g., turn the tape recorder off during small group discussions). Advantages include ease of operation and low costs. The greatest difficulty with an audio cassette is rewinding if a student wants to repeat material. This is not as difficult with a CD that can be programmed. Audio versions of tests and other written materials need to be supplemented with a print or Braille version of the text so a student can have access to complicated graphic material. When using a two-sided cassette tape, students may need to be reminded to play the other side. Spot check audio formats before use to make certain everything is working properly. Copyright issues may need to be addressed. Audiotapes and CDs must be signed out, collected, and kept in a secure location.	
Books on Tape	
Books on Tape is a service provided by Recordings for the Blind and Dyslexic for which students and schools can apply. Students call a toll-free number to borrow textbooks for a specified period of time. A special tape player may also be needed.	
Recorded Books	
Recorded Books are produced on tape or CD and can be borrowed from libraries or purchased from bookstores. Many online bookstores also carry recorded books, making access even easier. Some of the tapes contain the full book and some are abridged (e.g., Reader’s Digest version). These tapes play on standard cassette or CD players. Tapes or CDs for children often include a book for following along. Students who can see print may want to obtain a print copy of a taped book to follow along.	
Audio Amplification Devices	
Some students may require audio amplification devices in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise.	

Multi-Sensory Presentation Accommodations	
Videotape and Descriptive Video	
Many books have been made into movies, giving students a visual and auditory way to access literature. Videotapes are now often closed-captioned. Captions are visible when activated by a decoder. Built-in decoders are required on all 13-inch or larger television sets. Descriptive video is a descriptive narration of key visual elements, making television programs, feature films, home videos, and other visual media accessible to people who are visually impaired. Key visual elements include actions, gestures, facial expressions, and scene changes. Inserted within the natural pauses in dialogue, audio descriptions of important visual details help to engage viewers with the story.	
Screen Reader	
A screen reader is a computer application that converts text to synthesized speech or to Braille (read with an auxiliary Braille display). Computer literacy is essential for screen reader use. Screen reading software allows students to listen to text as it is displayed on a computer screen. Students can choose to listen to any text multiple times. Some products work by having a student lay a page on a scanner. When a student activates the machine, it reads the text aloud using an optical character recognition (OCR) system. Mathematics formulas are normally displayed on screen as graphics that cannot be read by a screen reader.	
Visual Cues	
Students who are deaf or hard of hearing need visual cues in the classroom. Teachers should keep their faces visible to the class when speaking, pass out printed material before class, repeat questions asked by other students, and summarize classroom discussion.	
Notes, Outlines, and Instructions	
Written notes may be taken by another student and copied. A teacher could provide a print copy of instructions and assignments. Students could also be given a detailed outline of the material to be covered during the class period and an outline of material to be covered (syllabus) at the beginning of each grading period.	
Talking Materials	
Many classroom materials are now available with auditory components. These include calculators, “talking” clocks, thermometers, timers, and voltmeters.	

RESPONSE ACCOMMODATIONS

WHAT ARE RESPONSE ACCOMMODATIONS?

Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.

WHO CAN BENEFIT FROM RESPONSE ACCOMMODATIONS?

Response accommodations can benefit students with physical, sensory, or learning disabilities (including difficulties with memory, sequencing, directionality, alignment, and organization).

ACCOMMODATIONS CONDITIONS

Description of Response Accommodations
Scribe A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, sign language, or speech. Much skill is involved in being a scribe, skill that requires extensive practice. A scribe may not edit or alter student work in any way and must record word for word exactly what the student has dictated. Scribes should request clarification from the student about the use of capitalization, punctuation, and spelling key words, and must allow the student to review and edit what the scribe has written. Individuals who serve as a scribe need to carefully prepare to assure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write only what is dictated, no more and no less.
Word Processor A student types on a word processor. This option may increase a student’s independence and reduce the need for a trained scribe. Research has found that students who complete better work on computers than by handwriting are students who are very familiar with computers and have good keyboarding skills. Assistive technology that can be used for typing includes customized keyboards, mouth or headstick or other pointing devices, sticky keys, touch screen, and trackball.
Speech to Text Speech-to-text conversion or voice recognition allows students to use their voices as input devices. Voice recognition may be used to dictate text into the computer or to give commands to the computer (e.g., opening application programs, pulling down menus, or saving work). Older voice recognition applications require each word to be separated by a distinct space. This allows the machine to determine where one word begins and the next stops. This style of dictation is called discrete speech. Continuous speech voice recognition allows students to dictate text fluently into the computer. These new applications can recognize speech at up to 160 words per minute. While these systems do give students system control, they are not yet hands-free.
Braille A Braille is a Braille keyboard used for typing Braille that can then be printed in standard print or Braille (embosser). The Braille is similar to a typewriter or computer keyboard. Paper is inserted into the Braille and multiple keys are pressed at once, creating Braille dots with each press. Through an alternative computer port, newer Brailles can simultaneously act as a speech synthesizer that reads the text displayed on the screen when paired with a screen reading program.
Note Takers Students may have another student take notes or use an electronic note-taking device. Portable note-taking devices are small, lightweight devices equipped with a Braille or typewriter-style keyboard for input and synthetic voice. Some note takers also contain a Braille display (between 18 and 40 characters) for output. Note takers are excellent tools for recording notes in school, at home, or at work. They often have additional features such as a calculator and a calendar function. Newer models have a built-in modem, which allows the user to access e-mail as well as surf the Web. When these models are connected to a PC, files can be exchanged or information can be sent from the note taker to a Braille embosser or to an ink printer. When linked to a computer using a screen reader, note takers equipped with a Braille display can act as a Braille output device.
Tape Recorder A student uses a tape recorder to record class work or test responses rather than writing on paper.
Responding in Test Booklet This accommodation allows a student to write directly in a test booklet rather than on an answer sheet (e.g., scannable “bubble” sheet).
Monitor Test Response Monitor placement of student responses on answer sheet. Students who are able to use bubbled answer sheets may benefit from having an adult simply monitor the placement of their responses to ensure they are actually responding to the intended question.

Materials or Devices Used to Solve or Organize Responses
Calculation Devices If a student’s disability affects mathematics calculation but not reasoning, a calculator or other assistive device (e.g., abacus, arithmetic table, manipulatives, or number chart) may be used. It is important to determine whether the use of a calculation device is a matter of convenience or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. On the other hand, if students are learning problem solving skills that include subtraction (e.g., bargain shopping for items with a better value), the use of a calculation device may be a valid accommodation. Calculators may be adapted with large keys or voice output (talking calculators). In some cases, an abacus may be useful for students when mathematics problems are to be calculated without a calculator. The abacus functions as paper and pencil for students with visual impairments.
Spelling and Grammar Devices The use of a dictionary may be allowed on assignments that require an extended response or essay. Spelling and grammar can also be checked with pocket spell checkers. Students enter an approximate spelling and then see or hear the correct spelling or correct use of a word. Students who use a word processor may be allowed to use a spell-check or other electronic spelling device. Some states require spell-check and grammar-checking devices to be turned off for writing tests.
Visual Organizers Visual organizers include graph paper, highlighters, place markers, scratch paper, and templates. Students may not be allowed to write in books owned by the school. Photocopying parts of written text allows a student to use a highlighter and write in the margins.
Graphic Organizers Graphic organizers help students arrange information into patterns in order to organize their work and stay focused on the content. Graphic organizers are especially helpful for writing reports and essays. Semantic mapping software is now available to enable students to understand a narrative story or writing elements through graphics.

SETTING ACCOMMODATIONS

WHAT ARE SETTING ACCOMMODATIONS?

Setting accommodations change the location in which a student receives instruction or participates in an assessment, or the conditions of an instructional or assessment setting. 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 physical access or access to special equipment. Some students may need changes in the conditions of an instructional setting. Every instructional and assessment setting should have good lighting and ventilation, with a comfortable room temperature, and be as free as possible from noise, traffic, and other interruptions. Chairs should be comfortable and tables set at an appropriate height with sufficient room for materials. Staff should check that all needed materials and equipment are available and in good condition.

WHO CAN BENEFIT FROM SETTING ACCOMMODATIONS?

Setting accommodations, which are changes in instructional and assessment locations, can benefit students who are easily distracted in large group settings and who concentrate best in a small group or individual setting. Changes in location also benefit students who receive accommodations (e.g. reader, scribe, frequent breaks) that might distract other students. Students with physical disabilities might need a more accessible location, specific room conditions, or special equipment.

ACCOMMODATIONS CONDITIONS

Description of Setting Accommodations
<p>Reduce Distractions to the Student</p> <p>A setting accommodation to reduce distractions would allow a student to do individual work or take tests in a different location, usually in a place with few or no other students. Changes may also be made to a student’s location within a room. For example, a student who is easily distracted may not want to sit near windows, doors, or pencil sharpeners. Sitting near the teacher’s desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful for students who are easily distracted. Students with low vision may prefer to sit in the part of a room that has the best light. Some students concentrate best while wearing noise buffers such as earphones, earplugs, or headphones.</p>
<p>Reduce Distractions to Other Students</p> <p>Some students use accommodations that may distract other students, such as having a reader or scribe. In addition, some students might perform better when they can read and think out loud or make noises that distract other students. Distractions to other students are reduced by using these accommodations in individual settings.</p>
<p>Change Location to Increase Physical Access or to Use Special Equipment</p> <p>Occasionally a setting might be changed to increase physical access for a student. For example, a student who uses a wheelchair with a specially designed tabletop and assistive technology may not have adequate space in an auditorium with theater seating. Other students may need equipment that requires specific locations for learning and assessment. For example, a student who uses a computer for word processing might need to complete assignments and take tests in a computer lab. A student who uses large-print materials may need to sit at a table rather than at a desk with a small surface area. Another student might benefit from a standing workstation. Keep aisles clear, and do not leave doors or cupboards half open to increase access for students with visual or physical disabilities. Provide space for a guide dog, and explain to other students that the dog is working and should be ignored. Make certain the school is accessible for students with mobility impairments. Students should have access to the building, cafeteria, classrooms, media center, restrooms, and playground. In essence, they should be able to access any room or space on the school grounds used by students in general. Some students may need to receive educational services and participate in assessments in home or hospital settings.</p>

TIMING AND SCHEDULING ACCOMMODATIONS

WHAT ARE TIMING AND SCHEDULING ACCOMMODATIONS?

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 the breaks they need to complete activities, assignments, and assessments. 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.

WHO CAN BENEFIT FROM TIMING AND SCHEDULING ACCOMMODATIONS?

Timing and scheduling accommodations are most helpful for students who need more time than generally allowed to complete activities, assignments, and assessments. Extra time may be needed to process written text (e.g., a student with a learning disability who processes information slowly), to write (e.g., a student with limited dexterity as a result of arthritis), or to use other accommodations or equipment (e.g., assistive technology, audiotape, scribe).

Students who cannot concentrate continuously for an extended period or who become frustrated, or stressed easily may need frequent or extended relaxation breaks. It may also help to schedule in the morning those classes and tests that require the greatest concentration for students who have difficulty concentrating and staying on task as the day progresses. Scheduling changes might also be helpful for students on medications that affect their ability to stay alert or who have more productive times of the day.

Some students with health-related disabilities may have functioning levels that vary during the day because of the effects of medications or diminishing energy levels. For example, blood sugar levels may need to be maintained by eating several times a day at prescribed times. These students could be accommodated by scheduling tests and activities around the eating schedule, or by allowing food to be taken to the classroom or testing site. Students who fatigue easily may need to take some academic classes and tests before rather than after a physical education class or recess, or may need to reduce physical activity.

ACCOMMODATIONS CONDITIONS

Description of Timing and Scheduling Accommodations
<p>Extended Time</p> <p>Extended time may require a student’s IEP team to determine a fairly specific amount of extra time to complete assignments, projects, and assessments. For timed tests, a standard extension may be time and one-half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Double time may also be allowed. Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of assignments, assessments, and activities. Usually “unlimited” time is not appropriate or feasible. Sometimes students who request extended time end up not needing it because of the reduction in anxiety of simply knowing that plenty of time is available. Students who have too much time may lose interest and motivation to do their best work.</p>
<p>Multiple or Frequent Breaks</p> <p>Breaks may be given at predetermined intervals or after completion of assignments, tests, or activities. Sometimes a student is allowed to take breaks when individually needed. Sometimes test booklets are divided into shorter sections so students can take a break between sections of a test (sometimes referred to as “short segment test booklets”). If the length of a break is predetermined, a timer might be used to signal the end of the break.</p>
<p>Change Schedule or Order of Activities</p> <p>If possible, schedule assessments and activities that require focused attention at the time of day when a student is most likely to demonstrate peak performance. Sometimes students are allowed to complete activities and take tests over multiple days—completing a portion each day. This is usually done to reduce fatigue.</p>

EXAMPLES OF ACCOMMODATIONS BASED ON
STUDENT CHARACTERISTICS

STUDENT CHARACTERISTIC: BLIND, LOW VISION, PARTIAL SIGHT		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<div> <input type="checkbox"/> Large print <input type="checkbox"/> Magnification devices <input type="checkbox"/> Braille <input type="checkbox"/> Nemeth Braille code <input type="checkbox"/> Tactile graphics <input type="checkbox"/> Audiotape or compact disk (CD) <input type="checkbox"/> Screen reader <input type="checkbox"/> Large print or Braille notes, outlines, and instructions <input type="checkbox"/> Descriptive video <input type="checkbox"/> Talking materials </div>	<div> <input type="checkbox"/> Large print <input type="checkbox"/> Magnification devices <input type="checkbox"/> Braille <input type="checkbox"/> Nemeth Braille code <input type="checkbox"/> Tactile graphics <input type="checkbox"/> Human reader <input type="checkbox"/> Audiotape or CD <input type="checkbox"/> Screen reader </div>
Response	<div> <input type="checkbox"/> Express response to a scribe through speech Type on or speak to word processor <input type="checkbox"/> Type on Braille <input type="checkbox"/> Speak into tape recorder <input type="checkbox"/> Use calculation devices (e.g., talking calculator with enlarged keys, abacus) <input type="checkbox"/> Use personal note taker </div>	<div> <input type="checkbox"/> Express response to a scribe through speech <input type="checkbox"/> Type on or speak to word processor Type on Braille <input type="checkbox"/> Speak into tape recorder <input type="checkbox"/> Use calculation devices (e.g., talking calculator with enlarged keys, abacus) </div>
Setting	<div> <input type="checkbox"/> Change location so student does not distract others <input type="checkbox"/> Change location to increase physical access Change location to access special equipment </div>	<div> <input type="checkbox"/> Change location so student does not distract others <input type="checkbox"/> Change location to increase physical access <input type="checkbox"/> Change location to access special equipment </div>
Timing and Scheduling	<div> <input type="checkbox"/> Extended Time </div>	<div> <input type="checkbox"/> Extended Time </div>

STUDENT CHARACTERISTIC: DEAF; HARD OF HEARING		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<input type="checkbox"/> Sign language <input type="checkbox"/> Audio amplification devices <input type="checkbox"/> Screen reader <input type="checkbox"/> Visual cues <input type="checkbox"/> Written notes, outlines, and instructions <input type="checkbox"/> Videotape and descriptive video <input type="checkbox"/> Provide advanced organizers and outlines of lectures for student to follow <input type="checkbox"/> Use gestures (e.g., point to materials) <input type="checkbox"/> Repeat questions and responses from classmates <input type="checkbox"/> Allow student to copy notes from classmate <input type="checkbox"/> Use captioned versions of instructional films and include script when possible <input type="checkbox"/> Give interpreter instructional materials in advance <input type="checkbox"/> Learn manual signs and teach them to hearing classmates <input type="checkbox"/> Allow student to use telecommunication device	<input type="checkbox"/> Sign language <input type="checkbox"/> Audio amplification devices <input type="checkbox"/> Screen reader
Response	<input type="checkbox"/> Express response to scribe or interpreter <input type="checkbox"/> Type on or speak to word processor <input type="checkbox"/> Use spelling and grammar assistive devices <input type="checkbox"/> Use visual organizers <input type="checkbox"/> Use graphic organizers	<input type="checkbox"/> Express response to scribe or interpreter <input type="checkbox"/> Type on or speak to word processor <input type="checkbox"/> Use spelling and grammar assistive devices <input type="checkbox"/> Use visual organizers <input type="checkbox"/> Use graphic organizers
Setting	<input type="checkbox"/> Change location to reduce distractions <input type="checkbox"/> Change location so student does not distract others <input type="checkbox"/> Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)	<input type="checkbox"/> Change location to reduce distractions <input type="checkbox"/> Change location so student does not distract others <input type="checkbox"/> Change location to increase physical access (e.g., minimize background noise, face student when speaking, speak to student and not to interpreter, and increase wait time for interpreter to finish)

STUDENT CHARACTERISTIC: WEAK MANUAL DEXTERITY; DIFFICULTY WITH PENCIL; DIFFICULTY TYPING ON STANDARD KEYBOARD		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<input type="checkbox"/> Express response to a scribe through speech, pointing or by using an assistive communication device <input type="checkbox"/> Type on or speak to word processor <input type="checkbox"/> Speak into tape recorder <input type="checkbox"/> Use thick pencil or pencil grip <input type="checkbox"/> Use written notes, outlines, and instructions	<input type="checkbox"/> Express response to a scribe through speech, pointing or by using an assistive communication device <input type="checkbox"/> Type on or speak to word processor <input type="checkbox"/> Speak into tape recorder <input type="checkbox"/> Use thick pencil or pencil grip

STUDENT CHARACTERISTIC: READING DISABILITY; DIFFICULTY DECODING		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<input type="checkbox"/> Human reader <input type="checkbox"/> Audiotape or CD <input type="checkbox"/> Screen reader <input type="checkbox"/> Videotape	<input type="checkbox"/> Human reader <input type="checkbox"/> Audiotape or CD <input type="checkbox"/> Screen reader
Setting	<input type="checkbox"/> Change location so student does not distract others <input type="checkbox"/> Use written notes, outlines, and instructions	<input type="checkbox"/> Change location so student does not distract others

STUDENT CHARACTERISTIC: WRITING DISABILITY; DIFFICULTY WITH SPELLING		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<input type="checkbox"/> Express response to a scribe through speech <input type="checkbox"/> Type on or speak to word processor <input type="checkbox"/> Speak into tape recorder <input type="checkbox"/> Use spelling and grammar assistive devices <input type="checkbox"/> Use written notes, outlines, and instructions	<input type="checkbox"/> Express response to a scribe through speech <input type="checkbox"/> Type on or speak to word processor <input type="checkbox"/> Speak into tape recorder <input type="checkbox"/> Use spelling and grammar assistive devices (e.g., electronic spelling device, spell check on computer)

STUDENT CHARACTERISTIC: MATHEMATICS DISABILITY		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	Use: <ul style="list-style-type: none"> <input type="checkbox"/> Calculation devices <input type="checkbox"/> Visual organizers <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Math tables and formula sheets 	Use: <ul style="list-style-type: none"> <input type="checkbox"/> Calculation devices <input type="checkbox"/> Visual organizers <input type="checkbox"/> Graphic organizers

STUDENT CHARACTERISTIC: PHYSICAL DISABILITY		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Response	<ul style="list-style-type: none"> <input type="checkbox"/> Express response to a scribe through speech, pointing, or by using an assistive communication device <input type="checkbox"/> Type on or speak to word processor <input type="checkbox"/> Speak into tape recorder <input type="checkbox"/> Write in test booklet instead of on answer sheet <input type="checkbox"/> Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox) <input type="checkbox"/> Use written notes, outlines, and instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> Express response to a scribe through speech, pointing, or by using an assistive communication device <input type="checkbox"/> Type on or speak to word processor <input type="checkbox"/> Speak into tape recorder <input type="checkbox"/> Write in test booklet instead of on answer sheet <input type="checkbox"/> Use augmentative devices for single or multiple messages (e.g., BIG Mack, Jelly Bean switch, or Dynovox)
Setting	<ul style="list-style-type: none"> <input type="checkbox"/> Change location to increase physical access <input type="checkbox"/> Change location to access special equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> Change location to increase physical access <input type="checkbox"/> Change location to access special equipment
Timing and Scheduling	<ul style="list-style-type: none"> <input type="checkbox"/> Extended time <input type="checkbox"/> Multiple or frequent breaks 	<ul style="list-style-type: none"> <input type="checkbox"/> Extended time <input type="checkbox"/> Multiple or frequent breaks

STUDENT CHARACTERISTIC: EASILY DISTRACTED; SHORT ATTENTION SPAN		
Category	Accommodations to Consider for Instruction	Accommodations to Consider for Assessments
Presentation	<input type="checkbox"/> Use books on tape or recorded books to help focus on text <input type="checkbox"/> Give short and simple directions with examples	
Response	<input type="checkbox"/> Write in test booklet instead of on answer sheet <input type="checkbox"/> Monitor placement of student responses on answer sheet <input type="checkbox"/> Use materials or devices used to solve or organize responses <input type="checkbox"/> Use visual organizers <input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Highlight key words in directions <input type="checkbox"/> Have student repeat and explain directions to check for understanding <input type="checkbox"/> Use template <input type="checkbox"/> Use graph paper to keep numbers in proper columns	<input type="checkbox"/> Write in test booklet instead of on answer sheet <input type="checkbox"/> Monitor placement of student responses on answer sheet <input type="checkbox"/> Use materials or devices used to solve or organize responses <input type="checkbox"/> Use visual organizers <input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Highlight key words in directions <input type="checkbox"/> Have student repeat and explain directions to check for understanding <input type="checkbox"/> Use template <input type="checkbox"/> Use graph paper to keep numbers in proper columns
Setting	<input type="checkbox"/> Sit in front of room <input type="checkbox"/> Change location to reduce distractions	<input type="checkbox"/> Sit in front of room <input type="checkbox"/> Change location to reduce distractions
Timing and Scheduling	<input type="checkbox"/> Use short segment test booklets (when available) <input type="checkbox"/> Allow for multiple or frequent breaks Schedule tests in the morning <input type="checkbox"/> Cue student to begin working and stay on task <input type="checkbox"/> Change testing schedule or order of subtests Limit reading periods <input type="checkbox"/> Schedule activities requiring more seat time in the morning and more hands-on and physical activities in the afternoon <input type="checkbox"/> Divide long-term assignments	<input type="checkbox"/> Use short segment test booklets (when available) <input type="checkbox"/> Allow for multiple or frequent breaks <input type="checkbox"/> Schedule tests in the morning <input type="checkbox"/> Cue student to begin working and stay on task <input type="checkbox"/> Change testing schedule or order of subtests

Do's and Don'ts When Selecting Accommodations

Domake accommodation decisions based on individualized needs of student to provide access to the curriculum.	Don'tmake accommodations decisions based on whatever is easiest to do (e.g. preferential seating.)
Doselect accommodations that reduce the effect of the disability to access instruction and demonstrate learning.	Don'tselect accommodations unrelated to documented student learning needs or are intended to give students an unfair advantage.
Dobe certain to document instructional and assessment accommodations for all students.	Don'tassume that all instructional accommodations are appropriate for use on assessments.
Dobe familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	Don'tsimply indicate an accommodation will be provided “as appropriate” or “as necessary.” Accommodations specified in a 504 Plan or an IEP are legal documents that must be fully implemented and followed.
Do ...be specific about the “Where, When, Who, and How” of providing accommodations.	Don'tcheck every accommodation possible on a checklist simply to be “safe” - less is often better and will provide more information regarding effectiveness of accommodations in place.
Do ...evaluate accommodations used by the student. Teacher feedback is essential to document the ongoing appropriateness of accommodations.	Don't ...assume the same accommodations remain appropriate year after year. Accommodations should change based on student growth.
Do ...get input about accommodations from teachers, parents, and students, and use it to make decisions at parent meetings, IEP meetings and 504 meetings.	Don't ...make decisions about instructional and assessment accommodations alone.
Do ...provide accommodations for assessments routinely used for classroom instruction.	Don'tprovide an assessment accommodation for the first time on the day of a test.
Do ...select accommodations based on specific individual needs in each content area.	Don'tassume certain accommodations, such as extra time, are appropriate for every student in every content area.

Section III

Area Specific Accommodations to Consider

Learning Problem	Accommodation
Difficulty with reading comprehension	<ul style="list-style-type: none">• Highlight important ideas and have student read them first• Give student a study guide to follow when they must read by themselves• Allow student to use a book that is written on a lower grade level• Typically, students with such difficulty have strong listening comprehension skills – as such – allow them to listen to a tape-recorded version of the material
Difficulty gaining information from lecture or discussion format, taking notes, and remembering ideas	<ul style="list-style-type: none">• Use visual aids, such as overhead, charts• Provide an overview of the content at the beginning of the lesson; introduce new vocabulary before the lesson• Give the student a summary of important information from the lecture with a list of questions to be answered• Break up lecture with small group activities or discussion in which student is required to develop a set of questions – to be answered by another group and or teacher• Identify the main steps or key components of the information• Write important ideas of the board - used colored chalk or markers for emphasis• Give student copies of lecture notes - require the student to highlight key information to maximize his or her attention• Use pictures, written words, charts, diagrams to reinforce what is presented orally
Difficulty understanding math concepts and solving problems	<ul style="list-style-type: none">• Allow student to use concrete materials and objects to learn new mathematical concepts• Color-code or highlight key words in math word problems• Allow student to use a chart to plan ways to solve math problems
Difficulty with fine motor skills	<ul style="list-style-type: none">• Allow student to use a word processor or computer• Provide student with adaptive devices such as pencil grips, special paper with raised lines (seek OT for assistance)

Learning Problem	Accommodation
Difficulty with expressive language	<ul style="list-style-type: none">• Allow student to use a thesaurus to find words to write• Provide activities that require the student to list attributes of objects, places, people, etc; have student maintain lists in an orderly manner and add to list until he or she is able to transfer information into sentence/paragraph format
Difficulty having trouble remembering what to do	<ul style="list-style-type: none">• Have student say the directions in their own words or show the teacher what they are to do• Teach student how to use an assignment notebook or personal planner to keep track of their assignment and tests
Difficulty understanding	<ul style="list-style-type: none">• Give step-by-step instructions. Outline the steps in writing or use pictures

directions	<ul style="list-style-type: none">• Complete sample problems or tasks to show students what they are to do• Combine spoken directions with pictures, words, or diagrams
Difficulty understanding complex instructions and materials	<ul style="list-style-type: none">• Use color-coding to help students identify different kinds of tasks or materials• Use uncluttered tests and worksheets; arrange problems or work so that it is easy to know where to start and how to proceed

Accommodations for Taking Tests

Accommodations are typically the same for classroom tests and standardized tests. There are basically five major categories: presentations, responding, scheduling, setting and assistive technology.

PRESENTATION

Learning Problem	Accommodation
Difficulty reading	<ul style="list-style-type: none">• Read the test items aloud (unless a reading test)• Allow the student to read the test items to him-or herself while working on the test
Difficulty focusing	<ul style="list-style-type: none">• Allow the student to use a pointer, template, blank card, etc. to enhance visual attention on the test materials• Use blank colored transparencies or overlays to enhance visual perception• Provide headphones to reduce auditory distractions• Use symbols on the test or answer form that help the student follow directions, such as an arrow or stop sign
Difficulty following directions on test	<ul style="list-style-type: none">• Read the test directions aloud and any writing prompts• Reread or explain the directions of the test• Have student underline or highlight important words in the directions or test items
Students are unsure about what to do – test anxiety	<ul style="list-style-type: none">• Provide verbal encouragement• Give extra examples for practice• Do dry-run test prior to exam
Difficulty shifting from one type of task to another	<ul style="list-style-type: none">• Group questions so that similar kinds of items are together• Chunk into small groups of four or five items• Put easiest question first
Difficulty in recalling information	<ul style="list-style-type: none">• Provide a list of words to use for fill-in-the-blank or essay questions• Allow the student to take an open book test, unless memorization is required• Eliminate one of the choices in multiple-choice items• Require fewer questions, but select ones that measure all required content

RESPONSE

Learning Problem	Accommodation
Difficulty answering the test questions with their own handwriting	<ul style="list-style-type: none">• Allow the student to respond orally, dictate answers to a paraeducator or test proctor, or tape record answers• Allow student to use a word processor• Allow the student to use diagrams or charts and outlines to plan for open-ended or essay questions
Students have demonstrated concept understanding but are not able to demonstrate same understanding on tests	<ul style="list-style-type: none">• Provide pre-designed webs, diagrams or charts and outlines for student to use to plan for open-ended or essay questions• Let the student provide alternate demonstrations of knowledge and skills using demonstrations, role playing, or interviewing• Allow the student the use of references such as dictionary, thesaurus, or almanac• Allow the student the use of manipulatives to check or complete computations• Allow the student to retake test and give credit for improvement

SCHEDULE

Learning Problem	Accommodation
Difficulty working quickly or for extended periods	<ul style="list-style-type: none">• Allow additional time to complete test• Break test into small sections and let student take them over a period of days, if needed• Allow student to take short breaks during test period• If alertness is a problem due to medications, allow student to take test during time of day attention is best• Require student to answer fewer questions – ensuring that all required content and skills are assessed

Setting and Unusual

Learning Problem	Accommodation
Difficulty taking tests in a large group	<ul style="list-style-type: none">• Allow the student to take the test in a small group in Resource Room• Allow student to have an area in the classroom that provides a study-like enclosure
Difficulties related to visual and motor difficulties	<ul style="list-style-type: none">• Increase space between test items• Reduce items on page• Provide tabbed or modified pages for easy turning• Secure papers to work area

Section IV

NOTE-TAKING ACCOMMODATIONS

- Use a two or three column system for taking notes, with one column for recording key concepts and questions
- Date and number each page of notes, and label the topic
- Use a modified outline format, leaving space in which to add information when notes are reviewed
- Write key ideas of phases
- Use pictures and diagrams to relate ideas
- Use consistent abbreviations
- Record information that the lecturer writes on the board or transparency
- Underline, highlight, or use asterisk to mark key information
- If you miss information, draw a blank and fill it in later
- If you cannot spell a word, spell it the way you think it looks or sounds
- As soon as possible, review your notes and fill in missing information
- See teacher or other students if you have questions

Sample Two Column Note-taking Format

Date: _____	Page ____of____
Topic: _____	

#	Key Concepts & Questions	Notes

Essay Test-taking Strategies and Accommodations

Teach students a four-step method:

- 1. Read the questions and record relevant points to be mentioned or addressed next to each question (purpose: triggers student memory when returning to test item.)
- 2. Start with the easiest question.
- 3. Organize information in an outline format, flowchart, etc.
- 4. Use organized information as guide for composing answer (the following can be used as additional support for those students who are at the concrete level of ability or skill deficient.)
 - a. Rephrase the question as the initial sentence of the answer
 - b. Present the answer in a logical order with transitions from paragraph to paragraph
 - c. Give specifics when necessary
 - d. Use examples to support statements – start with.... For example,.....
 - e. Summarize the main points at the end of the essay

Instructional Cue Words for Answering Essay Questions

Cue	Meaning	Cue	Meaning
Analyze	Break into parts and examine each part	Interpret	Explain and share your own judgment
Apply	Discuss how the principles would apply to a situation	Justify	Provide reasons for your statements or conclusions
Compare	Discuss differences and similarities	List	Provide a numbered list of items or points
Contrast	Discuss differences and similarities, stressing the differences	Outline	Organize your answer into main points and supporting details. If appropriate use outline format
Critique	Analyze and evaluate, using criteria	Prove	Provide factual evidence to support your logic or position
Define	Provide a clear, concise statement that explains the concept	Relate	Show the connection among ideas
Describe	Give a detailed account, listing characteristics, qualifies, and components as appropriate	Review	Provide a critical summary in which you summarize and present your comments
Diagram	Provide a drawing	State	Explain precisely
Discuss	Provide an in-depth explanation; be analytical	Summarize	Provide a synopsis that does not include your comments
Explain	Give logical development that discusses reasons or causes	Trace	Describe the development or progress of the idea
Illustrate	Use examples or, when appropriate, provide a diagram or picture		

Section V

STUDENT ACCOMMODATIONS CHECKLIST

Student Name: _____ Teacher/class: _____
Date: _____

Below are the accommodations per (student name to be added) IEP to be used to support this student in your class. This list is to be assessed each marking period and returned to _____, the Case Manager, prior to our scheduled meeting on _____. Please be prepared to provide input of your assessment.

[illegible]