

ACCOMODATIONS GUIDE

Adapted from Classroom-
Based Intervention Manual

Center for Adolescent Research in Schools



CENTER FOR ADOLESCENT
RESEARCH IN SCHOOLS

Moving Youth Toward Success

The *Center for Adolescent Research in Schools* Classroom-Based Interventions Manual

Acknowledgements

The CARS Classroom-Based Interventions Manual--Accommodations Guide was developed by several CARS project staff. Lead developers include Talida State, Lee Kern, Reesha Adamson, & Tim Lewis.

These materials have been developed to assist school personnel in their efforts to improve support for students with emotional/behavioral disabilities and those at high risk. Downloading single personal copies is permissible; however, photocopying multiple copies of these materials for sale is forbidden without expressed written permission by the *Center for Adolescent Research in Schools*.

The Center was supported by a grant from the Institute of Education Science, U.S. Department of Education (R324C08006). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the U.S. Department of Education, and such endorsements should not be inferred. For more information, contact Center Directors Drs. Lee Kern (ek6@Lehigh.edu), Steven Evans (evanss3@ohio.edu), or Tim Lewis (lewistj@missouri.edu).

Suggested Citation:

Center for Adolescent Research in Schools (2014). *Accommodation Guide: The Classroom-based interventions manual*. Bethlehem, PA: Center for Adolescent Research in Schools, Lehigh University

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Implementation Procedures

Accommodations

Materials

Accommodations Guide

Teachers should provide:

- Student Individualized Education Plan (IEP), if applicable
- Up to 3 samples of student work illustrating poor performance

Procedures

The purpose of the accommodation guideline is to facilitate selection of one or more accommodations that are matched to the student's specific academic or behavioral needs. This guideline was developed because accommodations are generally arbitrarily selected and are not always matched to student needs. The intent of the guideline is to increase the match between a particular student's difficulty and an appropriate accommodation.

Accommodations indicate changes to how the content is taught, made accessible, and/or assessed. The term "accommodation" may be used to describe an alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study in the general education curriculum. Accommodations do not change what the student is expected to master. The objectives of the lesson remain intact. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

Assumptions

- The accommodation should compensate for the student's disability by increasing accessibility and allowing him or her to demonstrate knowledge.
- The accommodation should allow the student to earn a valid score, not necessarily an optimal score.
- The accommodation should produce a differential boost. That is, it should produce a greater gain score for a student with a disability than it would for a student without a disability. For example, allowing a student who is easily distracted to work in an environment free of distractions should allow him or her to produce better work, while it should not improve the work of a student who is not easily distracted.
- A single accommodation is not valid or beneficial for all students. Teachers should use an individualized process to select student accommodations that are based on their specific skills and deficits. The accommodation should be selected based on the individual student's needs, and not the student's disability label (See table below).
- Testing accommodations and academic accommodations should be similar. That is, if instructional accommodations are needed, it is likely that similar accommodations will be beneficial during testing (See table below). Often, accommodations are only presented to students during classroom tests or standardized testing. Accommodations provided during tests should be practiced during instruction, prior to the testing situation. Check the accommodations policies on state standardized tests with your state's department of education for allowable accommodations for students with disabilities.
- A student may need more than one accommodation. If so, all necessary accommodations should be in place.

Accommodations differ from modifications. Modifications are used to describe a change in the curriculum and are made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. For example, assignments might be reduced in number and modified significantly for a student with cognitive impairments that limit his/her ability to understand the content in general education class in which they are included.

Modifications refer to changes in **what** is being taught.

- The student is expected to learn something different than the general education standard.
- The instructional level or general education benchmarks or number of key concepts to be mastered are changed.
- Changing, lowering, or reducing learning expectations:
 - Requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems)
 - Reducing assignments and tests so that a student only needs to complete the easiest problems or items.
 - Revising assignments or tests 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 2 options instead of 4).
 - Giving a student hints or clues to correct responses on assignments and tests.

SPECIAL NOTES:

- All of the student's general and special education teachers should be made aware of any instructional or testing accommodations. The student's case manager should ensure that the student has access to and/or is prompted to use the accommodations selected especially for the student.
- Teachers and IEP teams should evaluate the effectiveness and appropriateness of accommodations on at least an annual basis as determined by progress notes and present levels of academic functioning.
- Selection of accommodations should be based on student need, not on what teachers think is acceptable or feasible.

Accommodations Guide

Student: _____

Teacher: _____

Subject: _____

The purpose of this guide is to assist general and special educators in selecting and evaluating instructional and testing accommodations for students with emotional and/or behavioral difficulties who are included in the general education classroom.

Accommodations are changes to how academic content is presented or assessed. An important distinction is that accommodations do not change what the student is expected to master; the lesson or test objectives remain intact. *Modifications* are changes in what is being taught, such as the use of an alternate curriculum and revised/reduced assignments or tests.

Accommodations help remove barriers to learning and assessment caused by the student's disability. Appropriate accommodations are those that are selected to address the student's specific needs and allow the student to access content and demonstrate knowledge. Teachers should use an individualized process to select accommodations that are based on a student's needs. A student may need more than one accommodation. If so, all necessary accommodations should be provided; however, the effectiveness of accommodations should be evaluated one at a time.

Accommodations used for instruction may inform accommodations used in testing. Accommodations that are found to be effective during instruction should be considered for use during testing. The student should have experience with the accommodation prior to test day.

Accommodations Guide Worksheet

1. Gather Materials.

- Three samples of student work demonstrating frequent errors or low grades
- Student Individualized Education Program (IEP)

2. Identify Broad Problem Areas.

What are the general indicators of concern? Check all that apply.

Academic

- Reading
- Math
- Writing

Attention/Behavioral

- Following Directions
- Easily Distracted
- Sustaining Attention/Effort
- Attention to Detail
- Planning & Time Management
- Test Anxiety

3. Identify accommodations matched to student need.

Based on the broad areas of student need identified in Step 1, choose at least one corresponding accommodation which you are willing and able to implement. A glossary of accommodations can be found on page 6.

Academic Concerns

Reading

| Type of Problem | Suggested Accommodations |
|--|---|
| <input type="checkbox"/> Difficulty reading fluently | <input type="checkbox"/> Read materials out loud |
| <input type="checkbox"/> Difficulty with reading comprehension | <input type="checkbox"/> Read materials out loud <input type="checkbox"/> Use highlighted textbook |
| <input type="checkbox"/> Reads slowly | <input type="checkbox"/> Extended time |

Math

| Type of Problem | Suggested Accommodations |
|---|---|
| <input type="checkbox"/> Unable to rapidly access math facts | <input type="checkbox"/> Calculator <input type="checkbox"/> Fact table <input type="checkbox"/> Extended time |
| <input type="checkbox"/> Difficulty manipulating numbers <input type="checkbox"/> Transposes numbers | <input type="checkbox"/> Manipulative devices <input type="checkbox"/> Visual organizers (e.g., graph paper) <input type="checkbox"/> Self-monitoring list to double check work <input type="checkbox"/> Extended time |
| <input type="checkbox"/> Difficulty with converting word problems to mathematical expressions | <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Provide math expressions or formulas |
| <input type="checkbox"/> Reading difficulties that impede understanding or word problems | <input type="checkbox"/> Minimize distracting information in word problems <input type="checkbox"/> Read word problems aloud <input type="checkbox"/> Use graphic organizer <input type="checkbox"/> Extended time |

Writing

| Type of Problem | Suggested Accommodations |
|-----------------|--------------------------|
|-----------------|--------------------------|

| | |
|--|--|
| <input type="checkbox"/> Motor skill deficits | <input type="checkbox"/> Provide pen/pencil grip <input type="checkbox"/> Use word processor for drafts and final copy <input type="checkbox"/> Dictate work into audio recording device <input type="checkbox"/> Use dictation program <input type="checkbox"/> Extended time |
| <input type="checkbox"/> Difficulty with spelling | <input type="checkbox"/> Use spelling and grammar assistive devices (e.g., Spell Check) <input type="checkbox"/> Teacher or peer proofreading <input type="checkbox"/> Allow for re-submission of work after feedback <input type="checkbox"/> Extended time |
| <input type="checkbox"/> Difficulty organizing writing | <input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Chunk large assignments into smaller tasks <input type="checkbox"/> Provide model of completed writing task |

Behavioral Concerns

Following Directions

Suggested Accommodations

- Read directions out loud
- Have student repeat directions back
- Simplify number of instructions on page
- Reword instructions using simpler language
- Highlight or bold font key directions

Easily Distracted/Sustaining Effort/Attention to Detail

Suggested Accommodations

- Give short and simple directions
- Highlight key words in directions and text
- Use highlighted textbook
- Check in frequently with the student
- Assign a peer partner
- Use graphic organizers
- Provide guided notes
- Plan hands-on activities
- Frequent breaks (use private signal)
- Cue with a device (e.g., sports watch, timer) to stay on task
- Self-monitoring sheet for on-task behavior
- Self-monitoring sheet/rubric for task completion
- Limit length of sustained effort (e.g., reading, reasoning) by providing breaks or assistance
- Chunk large assignments into smaller tasks
- Change seat to reduce distractions

Planning and Time Management

Suggested Accommodations

- Provide start-up assistance and frequent feedback
- Chunk large assignments into smaller tasks
- Use graphic organizers
- Use self-monitoring sheet/rubric for task completion
- Use self-monitoring sheets for organization

Test Anxiety

Suggested Accommodations

- Chunk similar test items together (e., chunk all multiple choice together, all true/false together)
- Divide test into smaller segments (e.g., fewer problems per page)
- Use graphic organizers
- Allow student to choose seat where he/she feels most comfortable
- Allow student to choose preferred way to respond to test questions

4. Coordinate accommodation.

List the accommodations selected from pages 2 and 3.
Next, review the accommodations listed in the student's IEP. List accommodations from the IEP. Circle any overlap.

| Accommodations Suggested by the Guide | Accommodations on IEP |
|---------------------------------------|-----------------------|
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5. Meet with the student for input and preferences. Write any notes in the box below.

- Meet with the student to discuss the academic or behavioral concerns. Examine the permanent products during the discussion, if helpful.

- Describe the accommodations that were recommended by the Accommodations Guide and those currently identified in the IEP.

- Ask the student for his/her input regarding accommodations he/she thinks may be helpful.

- Discuss specific assignments, conditions (e.g., independent work), and frequency of the accommodations. Some accommodations may not be necessary for all circumstances.

- Encourage the student to share his/her thoughts about the accommodation.

6. List accommodations to be implemented and evaluated.

- Create a single list of accommodations to be evaluated for effectiveness. Prioritize and number based on student input and teacher preference. List in the order accommodations will be tested.
- Determine if the accommodation will be used during instruction for classroom teaching activities and assignments or for testing. It is possible to use an accommodation for both purposes.
- Define and describe the conditions under which the accommodation will be provided for the student (see below).

| | Accommodation | Instruction or Testing | Activity | Description |
|---|-------------------|---|---|--|
| 2 | Extended Time | <input checked="" type="checkbox"/> Instruction | Independent seat work | Time and a half |
| | | <input checked="" type="checkbox"/> Testing | Unit tests Quizzes requiring written responses | Time and a half |
| 1 | Graphic Organizer | <input checked="" type="checkbox"/> Instruction | Group, pair, or independent writing tasks | Teacher-created or pre-made organizers (e.g., story maps, writing scaffolds) |
| | | <input type="checkbox"/> Testing | | |
| | | <input type="checkbox"/> Instruction | | |
| | | <input type="checkbox"/> Testing | | |
| | | <input type="checkbox"/> Instruction | | |
| | | <input type="checkbox"/> Testing | | |
| | | <input type="checkbox"/> Instruction | | |
| | | <input type="checkbox"/> Testing | | |

| | | | | |
|--|--|--------------------------------------|--|--|
| | | <input type="checkbox"/> Instruction | | |
| | | <input type="checkbox"/> Testing | | |
| | | <input type="checkbox"/> Instruction | | |
| | | <input type="checkbox"/> Testing | | |
| | | <input type="checkbox"/> Instruction | | |
| | | <input type="checkbox"/> Testing | | |
| | | <input type="checkbox"/> Instruction | | |
| | | <input type="checkbox"/> Testing | | |

*Plan to evaluate the effectiveness of each accommodation one at a time to determine the most beneficial accommodations for the student. If specific accommodations are already in place and effective, continue providing the accommodation as usual and test additional accommodations one at a time to determine if student outcomes are enhanced.

7. Teach the accommodations(s).

- Teach the student how to access and use the accommodation using curricular materials and in authentic settings, if possible. Ensure the student understands how to use the accommodation correctly.
- Be sure the student has a clear understanding of how to request the accommodation if it is not provided. Model and role-play how to appropriately request the accommodation.
- Multiple opportunities for practice may be necessary.

Date Taught: _____ Duration of Lesson: _____

How comfortable do you feel that the student understood the accommodation and use. (Please rate from 0 to 10. Circle your response.)

0 1 2 3 4 5 6 7 8 9 10

8. Examine at least three samples of student work/tests to determine if there is change in performance trend:

- After the student can use the accommodation independently, or
- Within 4-6 weeks of implementation

(Assignments should be comparable in quantity, level of difficulty, and type as the initial assignments in Step 1.)

Determine improvement in any of the following (circle all that apply):

- Grades
- Quality of work
- Work completion
- Academic engagement

Yes

1. Continue using the accommodation.
2. Determine whether additional indicated accommodations would further improve performance (Step 6). Repeat steps 7-8.

No

- 1. Select another accommodation from within the problem area (Step 3) and repeat Steps 7-8.
- 2. Determine if problem area was misidentified. Select accommodation from another problem area (Step 2). For example, a student who was thought to have difficulty with math calculation may actually be struggling with sustaining attention. Repeat Steps 3-8).
- 3. Determine if alternative interventions are needed (e.g., Assignment Tracking, Organizational Skills).
- 4. Suggest the IEP team consider modifications to the general education curriculum.

ACCOMMODATIONS TREATMENT INTEGRITY FORM

Student: _____ Date: _____

Teacher: _____ Observer: _____

Name of Accommodation _____

Date Accommodation Introduced to Student _____

Instructions: Observe for duration of class or activity in which the above accommodation is to be provided. Identify treatment integrity by selecting ONE of the following options:

| Accommodation Integrity - Teacher | Y | N |
|--|-----------------------|-----------------------|
| 1. The teacher did not provide the accommodation and the student did not request it. (0%) | <input type="radio"/> | <input type="radio"/> |
| 2. Student requested the accommodation but the teacher did not provide it. (0%) | <input type="radio"/> | <input type="radio"/> |
| 3. The teacher provided the accommodation, but missed one or more key components <u>and</u> missed one or more opportunities to provide the accommodation. (25%) | <input type="radio"/> | <input type="radio"/> |
| 4. The teacher provided the accommodation for every opportunity, but missed one or more key components. (50%) | <input type="radio"/> | <input type="radio"/> |
| 5. The teacher provided all the key components of the accommodation, but missed one or more opportunities to provide the accommodation. (75%) | <input type="radio"/> | <input type="radio"/> |
| 6. The teacher provided all key components of the accommodation for all opportunities. (100%) | <input type="radio"/> | <input type="radio"/> |

If integrity does not reach **100%** booster session indicated:

| | |
|---|---|
| Booster Session indicated: Y N <div style="text-align: center; margin-top: 10px;"> <input type="radio"/> <input type="radio"/> </div> | If indicated, date booster session completed: <div style="text-align: center; margin-top: 10px;"> _____ </div> |
|---|---|

Instructions: Observe for duration of class or activity in which the above accommodation is to be provided. Identify treatment utility by selecting ONE of the following options:

| Treatment Utility – Student (does not factor into integrity) | Y | N |
|---|-----------------------|-----------------------|
| The teacher provided the accommodation, and/but: | | |
| 1. The student did not use the accommodation for the class/activity. (0%) | <input type="radio"/> | <input type="radio"/> |
| 2. The student used the accommodation for part of the class/activity. (50%) | <input type="radio"/> | <input type="radio"/> |
| 3. The student used the accommodation for all of the class/activity. (100%) | <input type="radio"/> | <input type="radio"/> |
| Treatment Utility | % | |

Glossary

Source: Thompson, S., Morse, A., Sharpe, M., & Hall, S. (2005). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instructions and assessment of students with disabilities* (2nd ed.) Washington, D.C.: Council of Chief State School Officers.

| Accommodation | Definition |
|----------------------|--|
| Calculator | Calculation devices (e.g., calculators) may be appropriate to compensate for a student’s disability in calculation. 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. If students are learning problem solving skills (e.g., bargain shopping for items of a better value), then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills. |
| Extended time | Extended time is a specific, pre-determined amount of extra time to complete assignments, projects, and assessments with no grading penalty. 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. The amount of extended time may be determined on a case-by-case basis by a student’s IEP team. Usually, “unlimited” time is not appropriate or feasible. Students who have too much time may lose interest and motivation to do their best work. |
| Fact table | Multiplication fact grid or other tool to help students readily access basic computation facts. |
| Graphic organizers | Graphic organizers help students arrange information in order to organize their work, stay focused on the content, and recognize connections and patterns. Venn diagrams, story maps, and time lines are examples of graphic organizers. A wide variety of organizers are |

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| | <p>available for free download from the Internet at http://freeology.com/graphicorgs/.</p> <p>Teachers can make their own graphic organizers to meet specific instructional needs. Students should be encouraged to create their own graphic organizers or re-create organizers they find helpful.</p> |
| Guided notes | <p>Handout that outlines the lecture with blanks for important ideas (e.g., key concepts, definitions, facts). Student fills in the blanks as the lecture is presented.</p> |
| Highlighted textbook | <p>Textbook with key words and information pre-highlighted by a teacher or student with good study skills. Highlighted texts can be provided to the student for use during class or at home.</p> |
| Manipulative devices | <p>Physical objects (e.g., counters, blocks, paper chips, buttons, play money) students can arrange to better understand 1:1 correspondence, ratios, or other relationships.</p> |
| Multiple or frequent breaks | <p>Breaks given at pre-determined intervals or after completion of assignment, tests, or activities. Sometimes a student may be allowed to take breaks when individually needed. For example, the student becomes angry or frustrated and asks to leave the classroom, or the teacher recognizes cues in the student's behavior that signals a need for time away from the assignment or classroom.</p> |
| Read materials aloud | <p>Teacher or other qualified person reads text word-for-word orally to students. This may also include the use of books on tape and audio versions of written materials. During testing, readers should use an even inflection so that the student does not receive any clues by the way the information is read. Furthermore, readers may not clarify, elaborate, or provide assistance to students during testing situations. A student should have the option of asking the reader to slow down or repeat text; therefore, readers should orally present text to one</p> |

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| | student at a time rather than in a group format. |
| Self-monitoring checklist | Student follows a sequential checklist to complete a task or follow a strategy. The checklist may also be paired with a rubric for self-evaluation of task completion against teacher expectations. RubiStar is a free tool to create rubrics, http://rubistar.4teachers.org/ . |
| Spelling and grammar assistive devices | Pocket spell checkers of word processor spelling and grammar check programs may be an appropriate accommodation to help students communicate more effectively during writing assignments. |
| Visual organizers | Graph paper, highlighters, place markers, scratch paper, and templates. |