



Accommodations: Instructional and Testing Supports for Students with Disabilities

Module Home

- Module Description: This Module provides an overview of accommodations for students with disabilities (est. completion time: 1 hour).
- *STAR Legacy Cycle*
- Related to This Module
 - Link: Module Outline
 - Video: Navigating an IRIS *STAR Legacy* Module
 - Link: IRIS and Adult Learning Theory
 - Wrap-Around Concept Map

Challenge

- Video: Ms. Hamadi is having an eventful school year. She has recently been hired by nearby Hamilton Junior High to take over for an eighth-grade history teacher who has gone on extended leave. Now Ms. Hamadi is having to adjust quickly to a new school and unfamiliar students, though one of them—Sean—has suddenly become the focus of her attention.

Initial Thoughts

- What should teachers know about accommodations for students with disabilities?
- What types of accommodations are commonly used for students with disabilities?
- What are the teacher's responsibilities for students with disabilities who use accommodations?

Perspectives & Resources

Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
 - Define accommodations
 - Understand how accommodations help students with disabilities gain access to the general education curriculum and assessments
 - Understand the responsibilities of the IEP team for making accommodation decisions for students with disabilities
 - Access resources that support the use of accommodations for students with disabilities



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❖ Page 1: Understanding Accommodations

- Although most students with disabilities are able to learn in the general education classroom...
- Two types of accommodations [graphic]
- Audio: Margaret McLaughlin discusses the distinction between accommodations and modifications
- For Your Information
 - Link: differentiated instruction [definition]
 - Link: Universal Design for Learning (UDL) [definition]

❖ Page 2: Types of Accommodations

- Additional supports or services for students with disabilities include [bullets]
- Instructional Accommodations
 - Link: content standards [definition]
 - Audio: Candace Cortiella talks about the benefits of knowing a student's needs and the pitfalls of providing too many accommodations
- Testing Accommodations
 - Audio: Martha Thurlow discusses why this is important that testing accommodations be made available to the student for a specified amount of time prior to the day of testing
 - Audio: Kettler discusses the possibility that, even with the help of accommodations, a student may not understand the content and successfully demonstrate his or her knowledge
 - For Your Information
 - Link: alternate assessment [definition]

❖ Page 3: Commonly Used Assessments

- Instructional and testing accommodations are generally grouped into four categories
 - Accommodations Categories [graphic]

❖ Page 4: Presentation

- Presentation accommodations allow a student with a disability to...
 - Presentation Accommodations
 - Video: A mobile device reads a section of Kipling's *The Jungle Book*
 - Video: Quinn talks about using braille
- Guiding Questions for Teachers
 - Teachers should ask themselves [bullets]
 - Presentation Accommodations in Action
 - Video: Quinn talks about using his Pac Mate for learning



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❖ Page 5: Response

- Response accommodations allow students with disabilities to...
 - Response Accommodations
 - Link: augmentative assessment [definition]
- Guiding Questions for Teachers
 - Teachers should ask themselves [bullets]
 - Response Accommodations in Action
 - Audio: Eric's mother talks about the response accommodation he receives

❖ Page 6: Setting

- Setting accommodations allow for a change in the environment
 - Setting Accommodations
- Guiding Questions for Teachers
 - Teachers should ask themselves [bullets]
 - Setting Accommodations
 - Audio: Ms. Harbison discusses some setting accommodations she has provided in her classroom

❖ Page 7: Timing and Scheduling

- Timing and Scheduling allow students with disabilities to...
 - Timing and Scheduling Accommodations
- Guiding Questions for Teachers
 - Teachers should ask themselves [bullets]
 - Timing and Scheduling
 - Audio: Katie's mom discusses how these kinds of accommodations help her daughter

❖ Page 8: The Teacher's Role on the IEP Team

- Link: A list of potential IEP team members and their roles
- The teacher plays an integral role in this process [bullets]
- Some items educators and professionals might discuss during an IEP meeting [graphic with checklist]
- For Your Information
- Audio: Ryan Kettler talks about how IEP teams address instructional and testing accommodations
- Audio: Ryan Kettler talks about the importance of identifying effective accommodations for students
- Audio: Martha Thurlow gives three recommendations for identifying accommodations for students
- Revisiting the *Challenge*



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❖ Page 9: Tips for Teachers

- To maximize the student's success with accommodations, teachers can...
 - Become familiar with each student's needs
 - Arrange the classroom environment
 - Be knowledgeable about specialized equipment
 - Stay up to date
 - Prepare for testing
 - Avoid
- Revisiting the *Challenge*

❖ Page 10: References & Additional Resources

- References
- Additional Resources

❖ Page 11: Credits

- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Video: Martha Thurlow talks about how a teacher might use accommodations to support a student with a disability
- Revisiting Initial Thoughts

Assessment

- Complete the numbered questions

You Have Completed This Module

- Give Us Your Feedback
 - Link: Module feedback survey form
- Professional Development Hours
 - Link: IRIS PD Hours Shop
- Related Resources [links]