

Accommodations: Instructional and Testing Supports for Students with Disabilities

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** This module overviews instructional and testing accommodations for students with disabilities, explains how accommodations differ from other kinds of instructional adaptations, defines the four categories of accommodations, and describes how to implement accommodations and evaluate their effectiveness for individual students (est. completion time: 2 hours).
- **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 Content Map

Challenge

- **Video:** Ms. Potter, a first-year teacher, is having an eventful school year. She was hired by Hamilton Middle School two-weeks after the start of the semester to take over for a 6th-grade teacher who has gone on extended leave. Now Ms. Potter is having to adjust quickly to a new school and unfamiliar students.

Notes

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?

Notes

Accommodations: Instructional and Testing Supports for Students with Disabilities

Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
 - Distinguish accommodations from modifications and instructional strategies/interventions
 - Describe how instructional and testing accommodations help students with disabilities gain access to the general education curriculum and to assessments
 - Understand the responsibilities of the IEP team, including the role of teachers, for making accommodation decisions for students with disabilities
 - Select appropriate accommodations that address barriers presented by a student's disabilities and take into account her or his learning goals
 - Identify how teachers can ensure that students receive the maximum benefit from accommodations
 - Use objective data to determine an accommodation's effectiveness
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Accommodations

- [Link: The Every Student Succeeds Act \(ESSA\) \[definition\]](#)
- [Link: The Individuals with Disabilities Education Act \(IDEA\) \[definition\]](#)
- [Barriers presented by disabilities \[bullets\]](#)
- [What is an accommodation?](#)
 - [Definition of "accommodations"](#)
 - [Link: adaptation \[definition\]](#)
 - [Link: pencil grip \[definition\]](#)
 - [Examples of accommodations \[table\]](#)
 - [More specifically, accommodations... \[bullets\]](#)
- [Equity Versus Equality \[box with graphic\]](#)
 - [Definition of "equity"](#)
 - [Definition of "equality"](#)

Accommodations: Instructional and Testing Supports for Students with Disabilities

Notes

❖ Page 2: Practices Confused with Accommodations

- Modifications
 - Unlike accommodations, modifications... [bullets]
 - Examples of modifications [table]
 - Audio: Margaret McLaughlin further elaborates on the distinction between accommodations and modifications
- Instructional Strategy or Intervention
 - Explanation of strategies and interventions
 - Examples of strategies and interventions [table]
 - Link: Collaborative Strategic Reading [definition]
 - Link: self-monitoring [definition]
- Activity: Determine whether the supports listed below are accommodations, modifications, or strategies/interventions

Notes

❖ Page 3: Instructional Versus Testing Accommodations

- Link: individualized education program (IEP) [definition]
- Link: 504 plan [definition]
- Instruction
 - Explanation of instructional accommodations
 - Examples of Instructional Accommodations [box with bullets]
 - Student example: Rae, a student with a learning disability (LD), struggles to identify and remember important information
 - For Your Information
 - Link: differentiated instruction [definition]

- Link: Universal Design for Learning (UDL) [definition]
- Aliyah's Barriers: Traditional Instruction versus UDL [table]
- Audio: Candace Cortiella discusses why, when educators implement current technology and practices to enhance student learning, the discussion about accommodations may change
- Links: IRIS Modules
- Testing
 - Explanation of testing accommodations
 - Examples of Testing Accommodations [box with bullets]
 - Explanation of access skills and target skills
 - Audio: Ryan Kettler discusses that though testing accommodations provide a student with a disability better access to the curriculum, such access does not automatically equate to higher scores on tests or better grades on class assignments
 - Activity: Identify the target skill being assessed and the access skill required to demonstrate the target skill
 - Classroom Assessments
 - Standardized Assessments
 - Link: universally designed assessments [definition]
 - Universal features
 - Designated features
 - Accommodations
 - For Your Information
 - Link: The National Center on Educational Outcomes (NCEO)
 - Audio: Martha Thurlow discusses why it is important that some states require that testing accommodations be made available to the student for a specified amount of time prior to the day of testing
 - For Your Information
 - Link: alternate assessment [definition]

Accommodations: Instructional and Testing Supports for Students with Disabilities

❖ Page 4: Selecting an Accommodation

- Link: individualized education program (IEP) team [definition]
- Consider Liam
- Accommodations are typically grouped into four categories...
 - Barrier/Accommodation Category/Example [table]
- Consider Liam
- The IEP team might also consider and discuss the following... [bullets]
- For Your Information
- Audios: Ryan Kettler, Candace Cortiella, and Martha Thurlow offer suggestions about identifying and selecting accommodations
- For Your Information

Notes

❖ Page 5: Presentation Accommodations

- Explanation of presentation accommodations [bullets]
- Common Barrier/Example Accommodations [table]
 - Link: advance organizers [definition]
 - Link: repeated or paraphrased information [definition]
 - Link: study guides [definition]
 - Link: digital pen [definition]
- Accommodation/Instructional Strategy or Intervention [table]
- Kaden
- Rae
- Cierra
- Keep in Mind

Notes

Accommodations: Instructional and Testing Supports for Students with Disabilities

❖ Page 6: Response Accommodations

- Explanation of response accommodations [bullets]
- Common Barrier/Example Accommodations [table]
 - Link: augmentative alternative communication device [definition]
 - Link: braille writer [definition]
- Accommodation/Instructional Strategy or Intervention [table]
- Kaden
- Rae
- Cierra

Notes

❖ Page 7: Setting Accommodations

- Explanation of setting accommodations [bullets]
- Common Barrier/Example Accommodations [table]
- Kaden
- Rae
- Cierra
- Setting Accommodations in Action
 - Audio: Ms. Harbison discusses some setting accommodations she has provided in her classroom to help Emma be more successful in participating in learning activities and in completing her work in a timely manner

Notes

Accommodations: Instructional and Testing Supports for Students with Disabilities

❖ Page 8: Timing and Scheduling Accommodations

- Explanation of timing and scheduling accommodations [bullets]
- Common Barrier/Example Accommodations [table]
- Accommodation/Instructional Strategy or Intervention [table]
- Kaden
- Rae
- Cierra
- Activity: Select accommodation categories and accommodations for a variety of students

Notes

❖ Page 9: Implementing an Accommodation

- Steps for maximizing an accommodation's effectiveness [drop-down menus]
 - Become familiar with each student's needs
 - Be knowledgeable about specialized equipment
 - Stay up to date
 - Link: [National Center for Educational Outcomes](#)
 - Link: [National Center for Learning Disabilities](#)
 - Prepare for testing
- Things for teachers to avoid [bullets]
- For Your Information
- Keep in Mind

Notes

Accommodations: Instructional and Testing Supports for Students with Disabilities

❖ Page 10: Evaluating Effectiveness

- Step 1. Determine how to measure the expected outcome [bullets]
 - Definition of “speed or rate”
 - Definition of “accuracy”
 - Definition of “frequency”
 - Definition of “duration”
 - Definition of “latency”
- Step 2. Collect data on the student’s current performance
 - Link: Sample Accuracy Recording Form [IRIS resource]
 - Link: Sample Duration Recording Form [IRIS resource]
 - Link: Sample Frequency Recording Form [IRIS resource]
 - Link: Sample Latency Recording Form [IRIS resource]
 - Link: Sample Speed or Rate Recording Form [IRIS resource]
- Step 3. Collect data during implementation of the accommodation
- Step 4. Evaluate the effect of the accommodation
 - View a sample graph that includes baseline and implementation data
- Consider Liam
- For Your Information
- Activity: Collect and graph data on Roberto’s behavior to create a visual representation of how he has responded to the accommodation

Notes

❖ Page 11: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 12: Credits

- Suggested module citation
- Content Contributor

Accommodations: Instructional and Testing Supports for Students with Disabilities

- Expert Reviewers
- Module Developers
- Module Production Team
- Media
 - Expert Interviews

Wrap Up

- Summary of the module
- Barrier/Accommodation Category [table]
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

Accommodations: Instructional and Testing Supports for Students with Disabilities

Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module Survey](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]