

# Accommodations for Instruction & Assessment

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# Webinar Agenda

- ▶ What are accommodations?
- ▶ Who is eligible to receive them?
- ▶ Guiding questions for the data-driven selection of appropriate accommodations
- ▶ Florida Dept. of Education Accommodations Guide 2018 4<sup>th</sup> edition
- ▶ Categories and Samples of commonly used accommodations

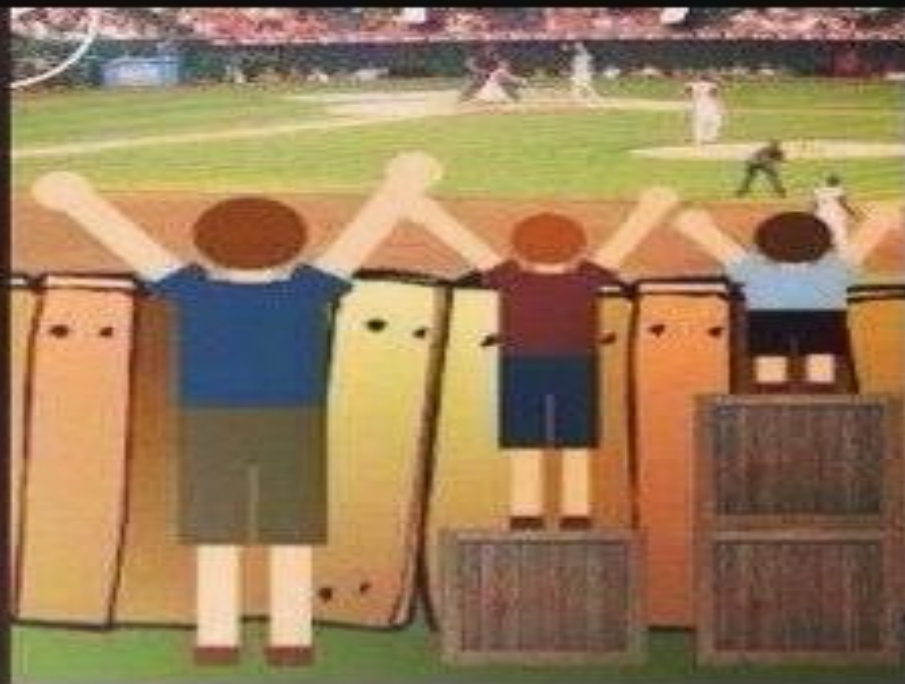




### **Equality = SAMENESS**

**Equality** is about **SAMENESS**, it promotes fairness and justice by giving everyone the same thing.

**BUT** it can **only work IF everyone starts from the SAME place**, in this example equality only works if everyone is the same height.



### **Equity = FAIRNESS**

**EQUITY** is about **FAIRNESS**, it's about making sure people get access to the same opportunities.

Sometimes our differences and/or history, can create barriers to participation, so we must **FIRST ensure EQUITY** before we can enjoy equality.



In Florida, accommodations are defined as changes that are made in how the student accesses information and demonstrates performance.

Rule 6A-6.03411(1)(a), F.A.C.

# Which students may receive accommodations?

## Section 504

- ▶ Students with a current 504 plan

## ESE


- ▶ Students with a current Individual Education Plan (I.E.P.)




## **Students Classified as Disabled by Section 504**

All qualified students with disabilities in Florida's public education system must be provided necessary related aids, services or accommodations in classroom instruction and assessment and the administration of statewide assessments. Districts must ensure that students with disabilities defined by Section 504 of the Rehabilitation Act of 1973 are considered for and provided the same accommodations as students with disabilities who have an IEP. Students with disabilities who are not classified as exceptional students with an IEP under the IDEA may qualify as a person with a disability as defined in Rule 6A-19.001 (6), F.A.C.:

“Any person who has a physical or mental impairment which substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.”



A determination is made if the student needs related aids, services or accommodations for instruction and assessment, including the statewide assessments. A Section 504 plan may be developed to access accommodations. Even students with a **temporary disability**, such as a broken arm, may require accommodations for a limited period of time that is specified on the student's plan. The student must use the specific accommodation regularly in the instructional setting. For example, the student with an injury that results in the inability to write will need an accommodation for writing in classroom activities as well as for statewide assessments (FDOE, 2015, January 15).



Classroom accommodations are used by the student regularly for academic work and assessments. In accordance with testing guidelines, these same accommodations—if proven successful in the classroom and if allowable—may be used during the administration of statewide assessments.





## Tell me more about what accommodations are.

Accommodations are reasonable changes that allow for the mitigation of potential barriers created by the disability.

Accommodations must be based on information and data used in the evaluation and eligibility determination process.

Accommodations involve the use of different strategies, assistive technology, changes in the schedule or environment, or support from a person to increase, maintain, or improve the performance of a student with a disability.



Accommodations make it possible for students to work around the effects of their disabilities.

Accommodations are an important part of an effective educational program

Many students with disabilities need only small changes in the way that they are instructed or tested to participate successfully in general education classes.



Tell me more of what accommodations are NOT.

Changes that reduce learning expectations

Strategies that once put into place never change

Plans that can be followed as an option or at the whim of an instructor

An unfair advantage or change that compromises the validity of an assessment

All 504 and IEP plans with accommodations are reviewed on a yearly basis.





The Florida Department of Education created four main guiding questions to assist planning teams to select, implement, and evaluate accommodations.

Question One?

-What instructional and assessment tasks are difficult for the students to do independently?

Question Two??

-Why are these tasks difficult for the student?

Question Three???

-What accommodations will allow the student to access the information and demonstrate performance of the task?

Question Four????

-How will the team know if the accommodations are effective?

This isn't an all you can/care to eat buffet? (insert story)



To further assist the planning team, several questions and criteria can be utilized to consider the potential impact of the selected accommodations



# Necessary?

Does the learner require the accommodation to perform the task?

Does the accommodation reduce or eliminate the impact of the student's disability?

Does the accommodation increase the learner's ability to access information and demonstrate performance?





# Supports Independence?

Can the student perform the task more independently with the accommodation?

Is the accommodation easy to use or considered to be the least complex alternative?

Does the accommodation support continued skill development?

Does it promote long-term self-sufficiency?



# Generalizable?

Can the student use the accommodation for similar tasks?

Can the student use the accommodation in different settings?



# Acceptable?

Does the student feel the accommodation will be helpful?

Is he or she willing to use the accommodation?



Does he or she prefer the specific accommodation over others that are also effective?

Florida Department of Education





Accommodations Manual 2018

<http://www.fldoe.org/core/fileparse.php/7567/urlt/0070069-accomm-educator.pdf>

**ACCOMMODATIONS**



**Assisting Students with Disabilities**



Florida Department of Education Fourth Edition 2018



# Categories of Allowable Accommodations

- ✓ Presentation
- ✓ Setting
- ✓ Scheduling
- ✓ Responding



Presentation:

Changes can be made in the way the lesson is presented or in the instructional materials that are used.

## Presentation – Sample Accommodations

Test administrator or proctor may sign or read directions aloud portions of the test to the student in the manner that is regularly used in the classroom

Test directions may be repeated, clarified, or summarized as many times as a Student requests

Verbal encouragement – “Keep working, you are really trying hard”

Portions of the test may be masked to direct attention to uncovered item(s)

Student may use a **highlighter to highlight key words or phrases** in directions, passages, prompts, items, and answer choices

Student may be allowed to demonstrate that he or she understands the directions by repeating, paraphrasing, etc.





Setting:

Changes can be made to both the physical environment and in the classroom management system



## Setting – Sample Accommodations



A student may be administered a test in a familiar place with a test proctor present, and/or a familiar person who has been appropriately trained may administer the test

Stimuli may be reduced (e.g. limiting the number of items around the student's desk)

The opportunity for movement may be increased or decreased

A student may be administered a test individually or in a small group setting

A student may go to an identified quiet area when necessary



## Scheduling:

Changes can be made to time demands and schedules to accommodate a student who works more slowly than others or has difficulty focusing

## Scheduling – Sample Accommodations

A student may be administered a test session during several brief periods within one school day, allowing frequent breaks

Giving assignments ahead of time

A student may use a specific time of day for test sessions

A student may be provided extended time to complete a test session. Please note that extended time is not unlimited time.





Responding:

Accommodations can be made  
in the classroom assignments and  
assessments

## Responding – Sample Accommodations

A student may use a computer or other device to provide responses

A test administrator may check periodically to be sure that a student is writing or entering answer choices correctly

A student may use special paper such as raised-line, shaded-line, or color-coded

A student may use speech-to-text technology to record responses

Completing only even or odd numbered problems





In summary, decisions about accommodations and assessment should be based on the following principles. Accommodations:

1 – must be \_\_\_\_\_ for the student to be able to learn and ultimately demonstrate \_\_\_\_\_ of knowledge and skills.

2 – should help facilitate an accurate demonstration of what the student \_\_\_\_\_ or can \_\_\_\_\_.

3 – must not provide the student with an \_\_\_\_\_ advantage in class or interfere with the \_\_\_\_\_ of tests.

4 – must be the same, or nearly the same, as accommodations used by the student in completing classroom \_\_\_\_\_ and \_\_\_\_\_ activities.