

# *Dealing With Differences: Technology Tools as Accommodations*

A cooperative workshop developed by the  
Center for Performance Technology, FSU,  
and the  
Florida Inclusion Network  
Presented by  
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# *Workshop Outcomes*

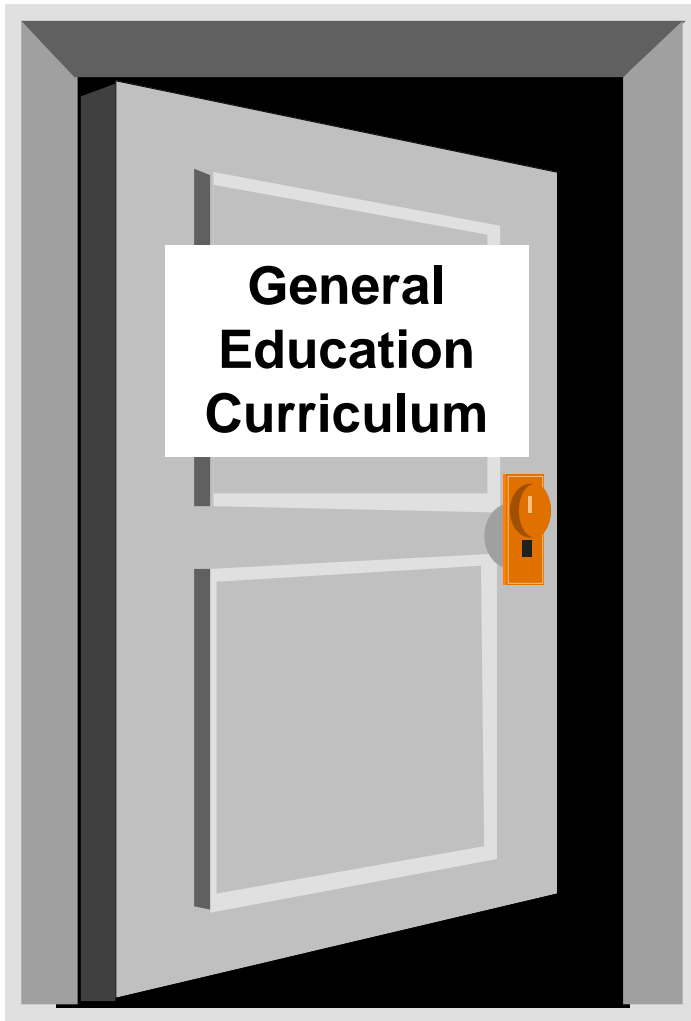
- ◆ Participants will be able to use a systematic decision-making process to...
  - identify individual student needs
  - differentiate between accommodations and modifications
  - select and design appropriate accommodations

# *Workshop Outcomes (cont'd)*

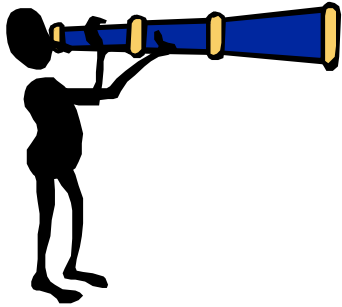
- implement and monitor accommodations
- evaluate the effectiveness of the accommodations

...so that the level of success in the general education curriculum is constantly increasing for each individual learner.

# *What Is Access?*



All students must have access to the general education curriculum.



# *What Is Access?*

Access may mean

- ◆ Differentiated instructional methods
- ◆ Unique accommodations and supports to enhance learning
- ◆ Modifications to requirements or content

# *How Do We Provide Access?*



# *Confused by Vocabulary?*



## **MODIFICATIONS**

### ◆ Accommodations

- Change **how** students learn and ways they demonstrate what they have learned
- Same objectives
- Standard diploma

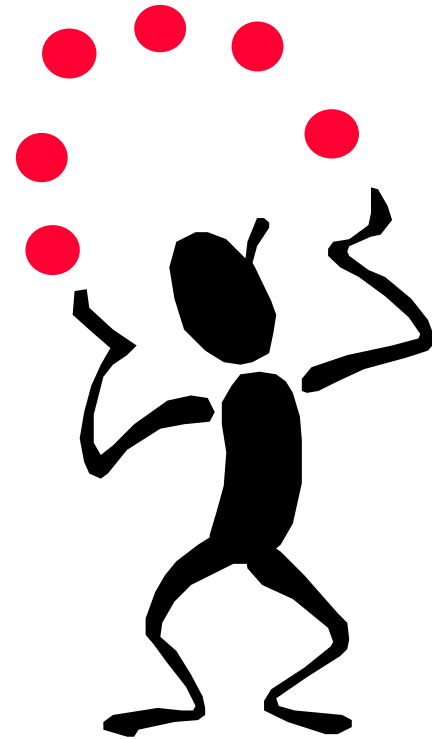


### ◆ Modifications

- Change **what** students are expected to learn and demonstrate
- Different objectives
- Special diploma

# *What Are Modifications?*

Changes to **what**  
students are expected to  
learn and demonstrate



## *Modifications may include*

- ◆ Partial completion of requirements
- ◆ Expectations below age or grade level
- ◆ Alternate assessment criteria
- ◆ Alternate curricular goals or portions of Sunshine State Standards

# *Modifications*



Students who need modifications to standards and requirements are working for a special diploma.

# *Confused by Vocabulary?*



## **MODIFICATIONS**

### ◆ Accommodations

- Change **how** students learn and ways they demonstrate what they have learned
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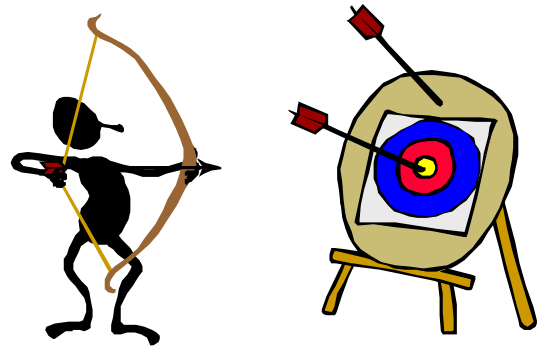


### ◆ Modifications

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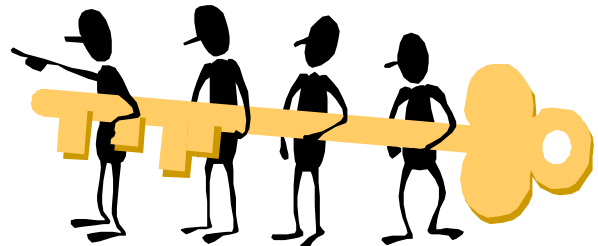
# *What Are Accommodations?*

- ◆ Changes to **how** students are instructed and assessed
- ◆ Expectations for student achievement do not have to change



# *Accommodations...*

- ◆ Involve varied techniques and support systems
- ◆ Help students to work around any limitations that result from disability
- ◆ Assure opportunity to access general curriculum and earn a diploma



# *Types of Accommodations*

- ◆ Accommodations may be provided in five general areas:
  - Instructional methods and materials
  - Assignments and classroom assessments
  - Time demands and scheduling
  - Learning environment
  - Use of assistive technology devices or systems

# *Modifications*

- 
- **Substitute Curriculum**
  - **Level of Support**
  - **Alternate Goals**

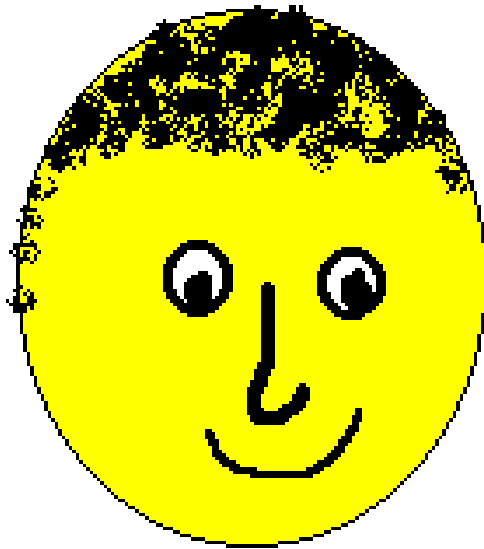
- **Participation**
  - **Difficulty**
  - **Output**
  - **Input**
  - **Time**
  - **Size**

# *Accommodations*

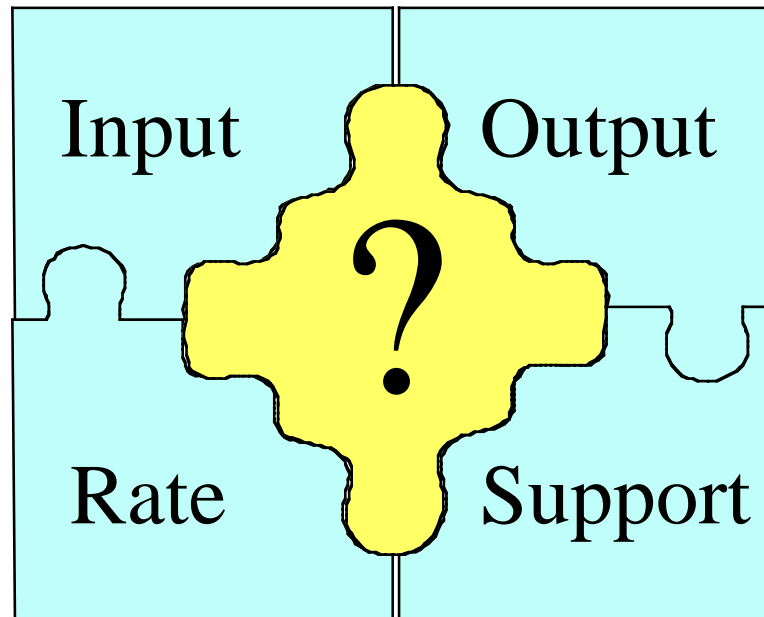
# *Who is eligible for accommodations?*

- ◆ Students who have been evaluated and staffed into programs for students with disabilities
- ◆ Students with “504 Plans”
- ◆ Others who need support to achieve the desired learning outcomes

# Face of a Child



# *Factors to Consider*



# *Decision-making Principles*

Accommodations...

- ◆ Must be **necessary**
- ◆ Should facilitate **accurate** demonstration of knowledge and skills
- ◆ Must **not** provide an unfair advantage or compromise test validity
- ◆ Should be **the same** for instruction and assessment situations

# *More about Accommodations*

- ◆ Methods and materials for instruction
- ◆ Assignments and assessments
- ◆ Learning environment
- ◆ Time demands and scheduling
- ◆ Assistive Technology Devices or systems

# *Instructional Methods and Materials*

- ◆ **Students need accommodations because they have:**
  - Limited reading abilities
  - Difficulty understanding lectures and discussions
  - Visual or hearing impairments

# *Instructional Methods and Materials*

## ◆ Can't read?

- Use audio version
- Use alternate version (lower reading level)
- Use a videotape or movie
- Use reading buddy
- Use scanned text in talking word processor or text processor (Write-Out Loud, eReader)

# *Instructional Methods and Materials*

- ◆ **Can't identify main points when reading?**
  - Highlight text (can be done in eReader)
  - Read summary or objectives first
  - Give vocabulary list before reading
  - Provide a worksheet or study guide for independent reading - webbing software
  - Use hands-on activities, diagrams, etc. for learning abstract or complex concepts

# *Instructional Methods and Materials*

- ◆ **Can't understand lectures and discussions?**
  - **Before:** Provide visual aids, advance organizers, give overview (, Diagram from Inspiration)
  - **During:** Provide notetaking organizers, emphasize verbally, with color (PowerPoint Handout)
  - **After:** Repeat, paraphrase, summarize; provide written summary aid; encourage questions

# *Instructional Methods & Materials*

- ◆ **Visual or hearing impairment?**
  - Preferential seating
  - Materials in alternate formats
  - Specialized equipment
  - Assistive technology systems

# *Assignments and Assessments*

## ◆ Students need accommodations because they have:

- Difficulty following instructions
- Difficulty completing assignments
- Difficulty with complex tasks and organization
- Limited writing abilities
- Difficulty taking tests

# *Assignments and Assessments*

## ◆ **Difficulty following instructions?**

- Provide oral/written directions, include pictures or diagrams (Inspiration diagram)
- Model, describe critical components
- Complete sample problems or tasks
- Have student paraphrase directions
- Provide assessment rubric

# *Assignments and Assessments*

## ◆ **Difficulty completing assignments?**

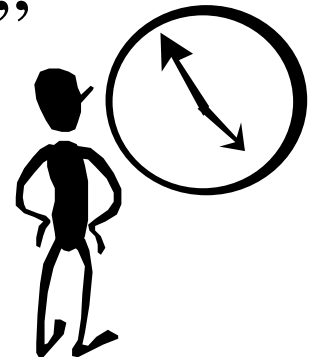
- Provide individual responsibility checklist
- Use kitchen timer to define work periods
- Reduce work to essentials for learning objectives
- Teach use of planner/calendar
- Use digital personal assistants
- Create timeline in Inspiration with small steps of task

# *Assignments and Assessments*

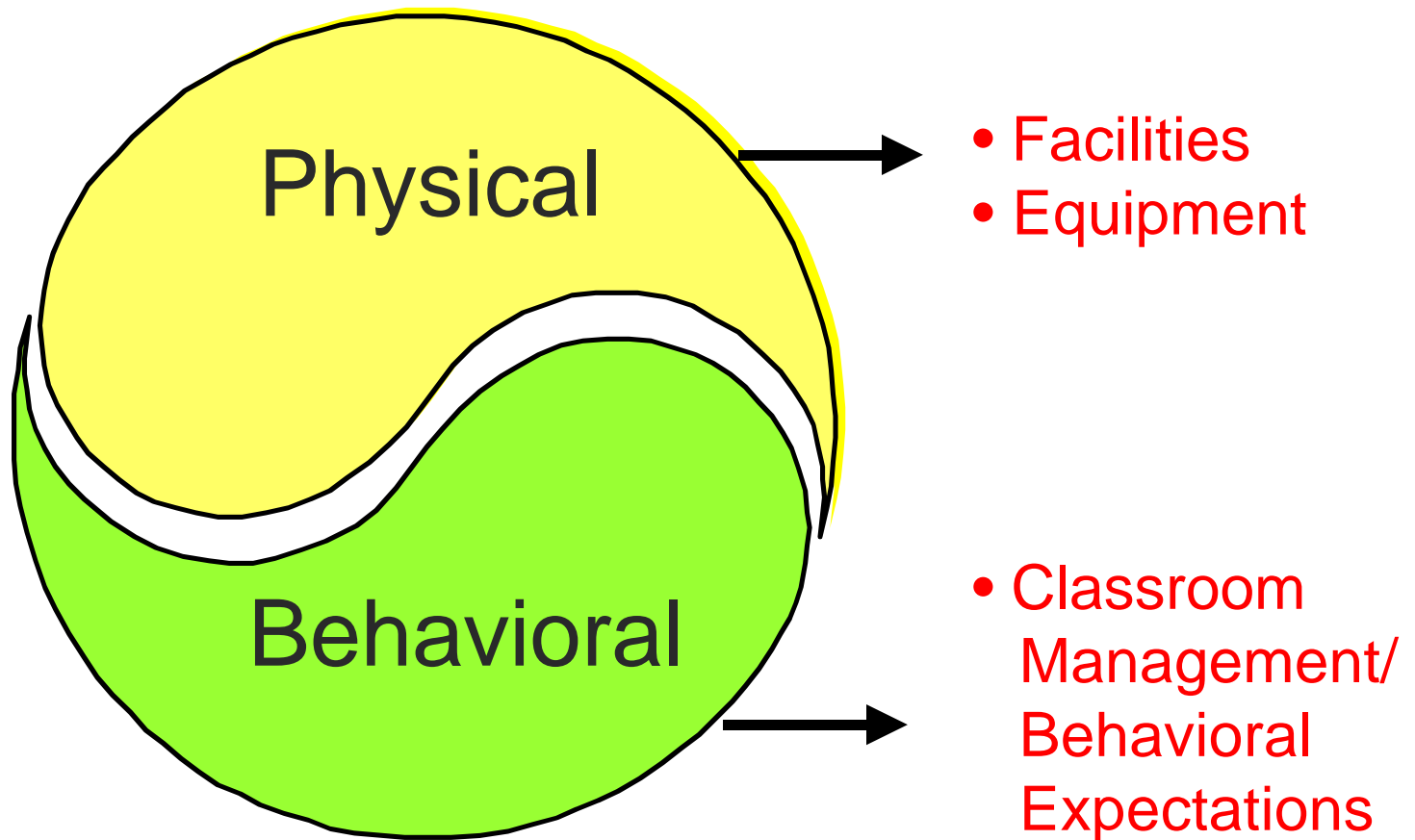
- ◆ **What can be changed for assessments?**
  - Presentation format
  - Response mode
  - Test procedures
  - Setting

# *Time Demands & Scheduling:*

- ◆ **Assignments:** More time, choice of due dates, project timeline
- ◆ **Assessments:** Complete after school or in several short time periods
- ◆ **Courses:** Grade of “incomplete,” flexible scheduling



# *Learning Environment*



# *Physical Environment*

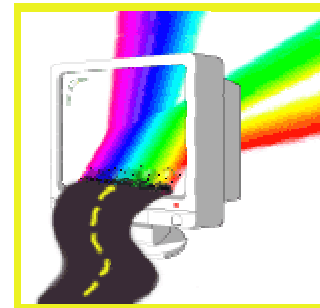
## ◆ Facilities

- Accessible
- Barrier-free



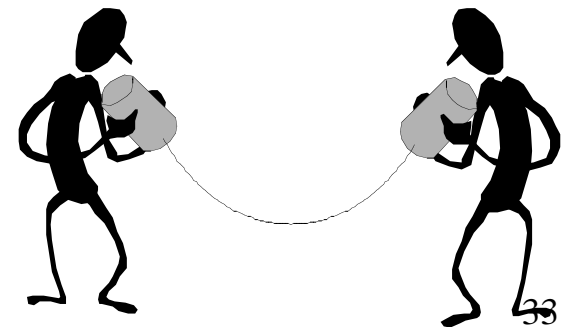
## ◆ Equipment

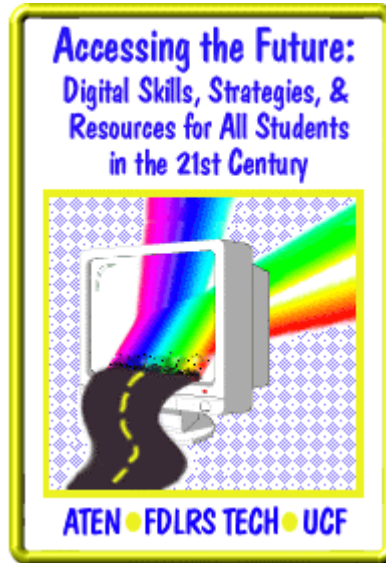
- alternative input
- alternative output



# *Assistive Technology Devices and Systems*

- ◆ Assistive/Augmentative communication systems
- ◆ Assisted Hearing Tools
- ◆ Assisted Writing Tools
- ◆ Assisted Reading Tools

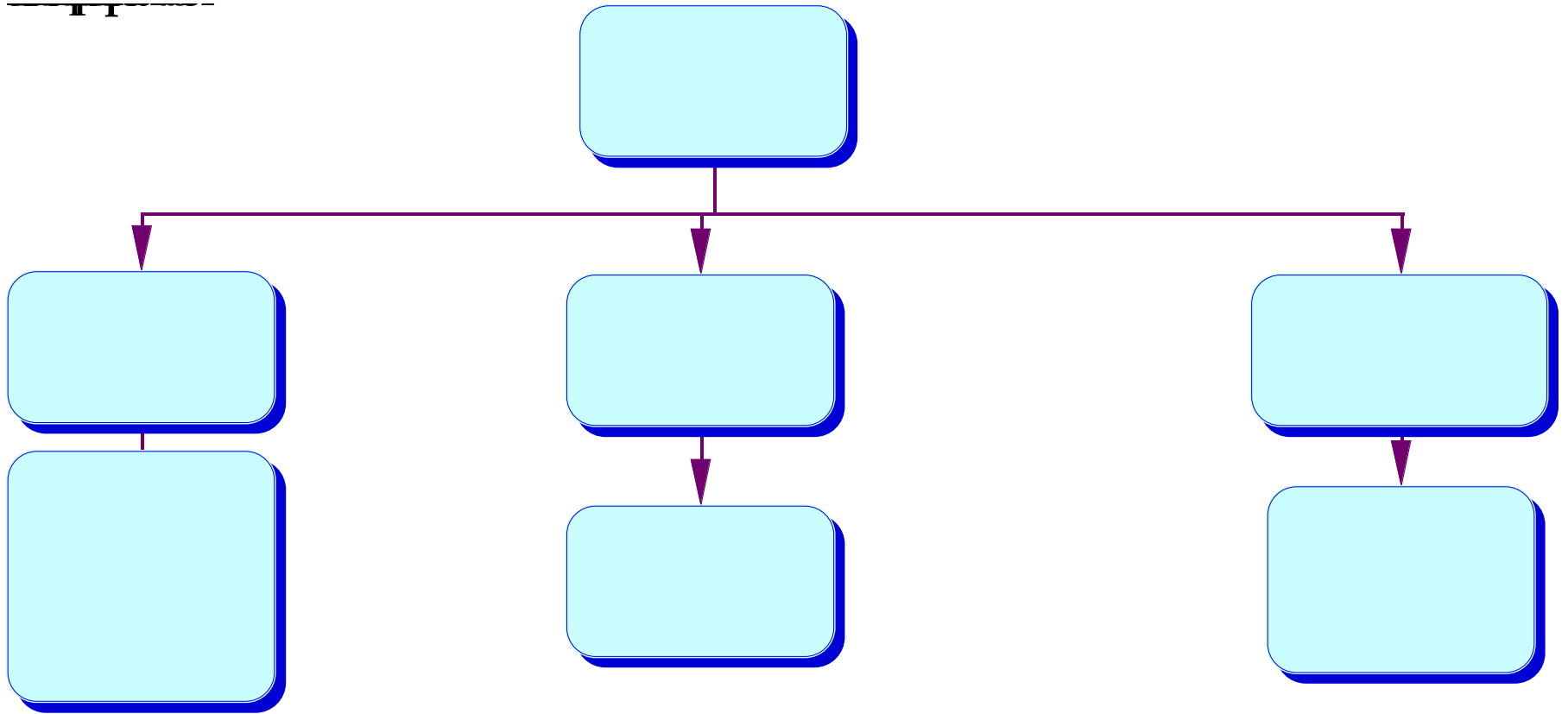




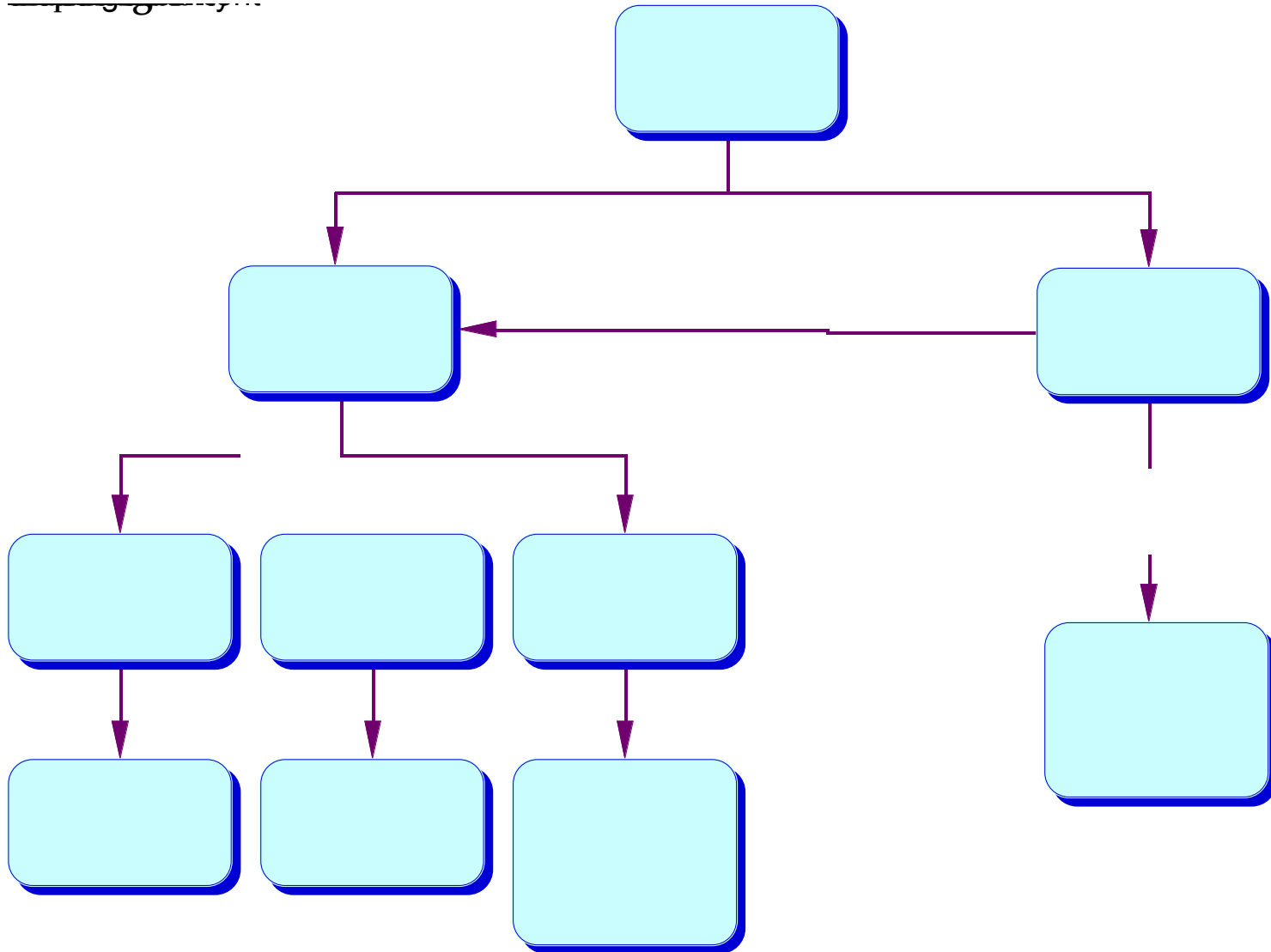
*Assistive Technology*  
*Accommodations*  
*Brainstorming*



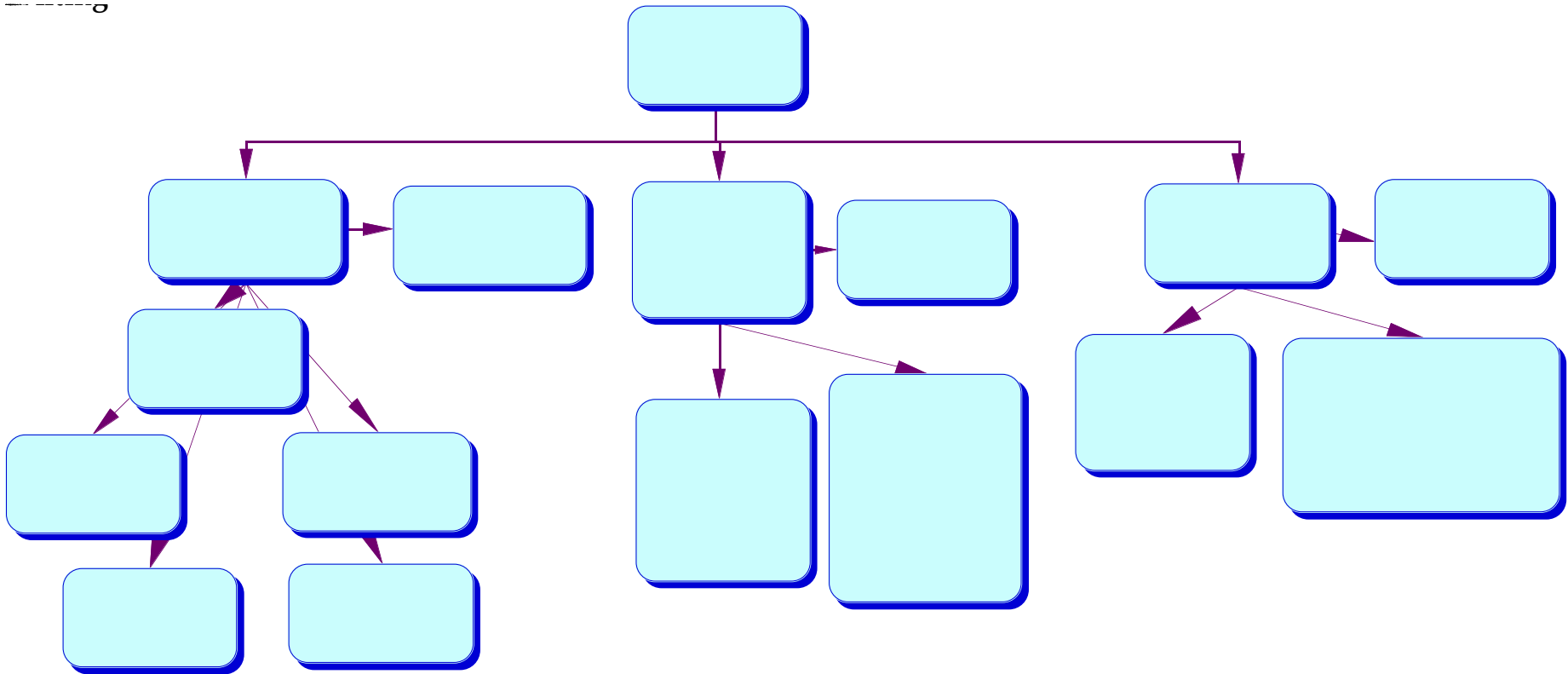
# *Physical Accommodations*



# *Reading Accommodations*



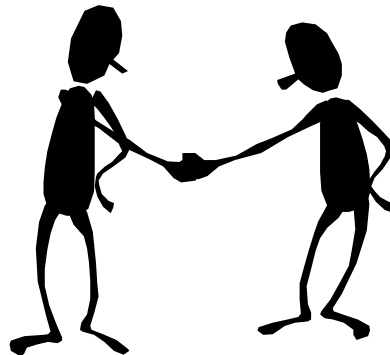
# *Writing Accommodations*



# *Collaboration is a must.*

“The nice thing about teamwork is  
that you always have others  
on your side.”

(Margaret Carty)





*Effective Instruction:  
What Research Tells Us*

# *What Research Tells Us*

- ◆ Focus on the essentials.
- ◆ Use explicit strategies.
- ◆ Provide temporary support.
- ◆ Make linkages obvious and explicit.
- ◆ Prime background knowledge.
- ◆ Review for fluency and generalization.

# *Focus on the Essentials*

- ◆ Teach to the **BIG ideas/key concepts**
  - Sunshine State Standards
  - Umbrella concepts and principles
  - Connect “small” ideas



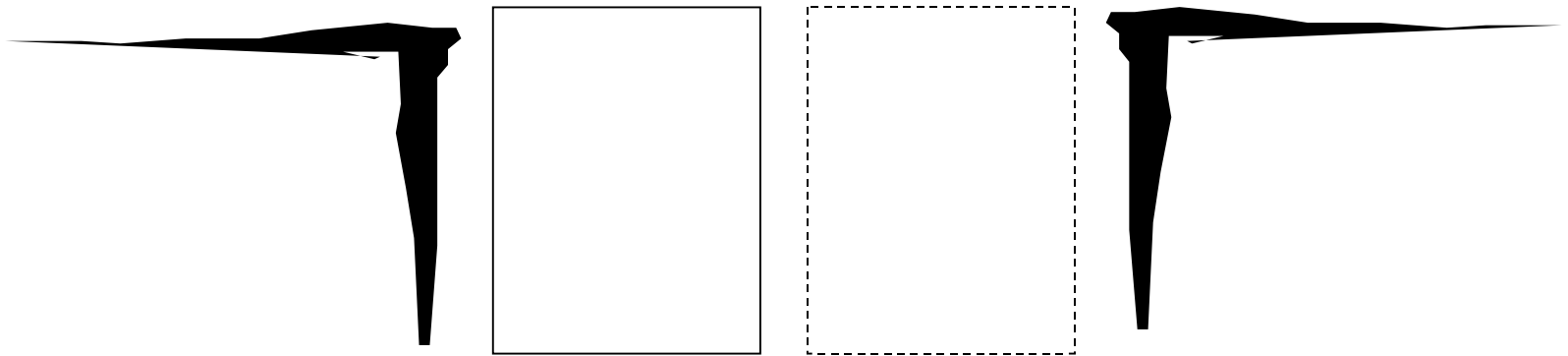
# *Use Explicit Strategies*

- ◆ Make strategies conspicuous to learners
  - Scientific process
  - Writing/editing process
  - Mathematical processes

# *Provide Temporary Support*



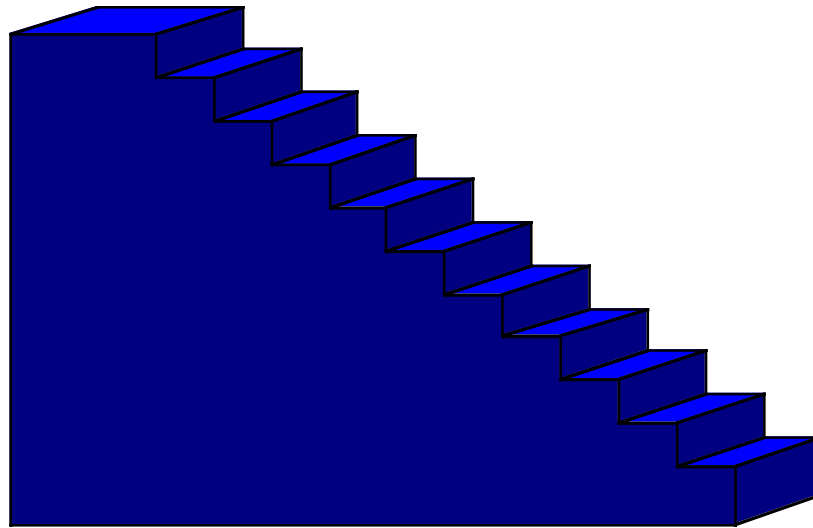
“temporary”



# *Continuum of Support*

## Maximum

- Copy of lecture notes
- Guiding hand when cutting

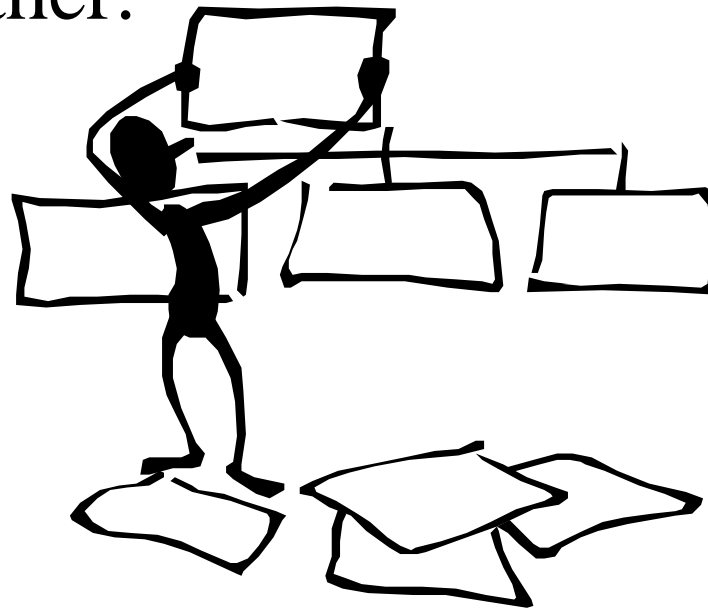


## Minimum

- Modeling
- Examples
- Study guides

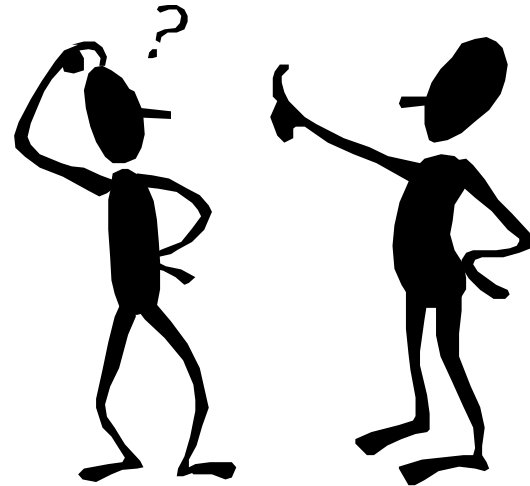
# *Make Linkages Obvious*

Help learners see how concepts relate to one another.



# *Prime Background Knowledge*

- ◆ Strategic integration with what the learner already knows
  - Ask questions to elicit recall of previous knowledge and skills
  - Point out similarities AND differences
  - Show how it fits

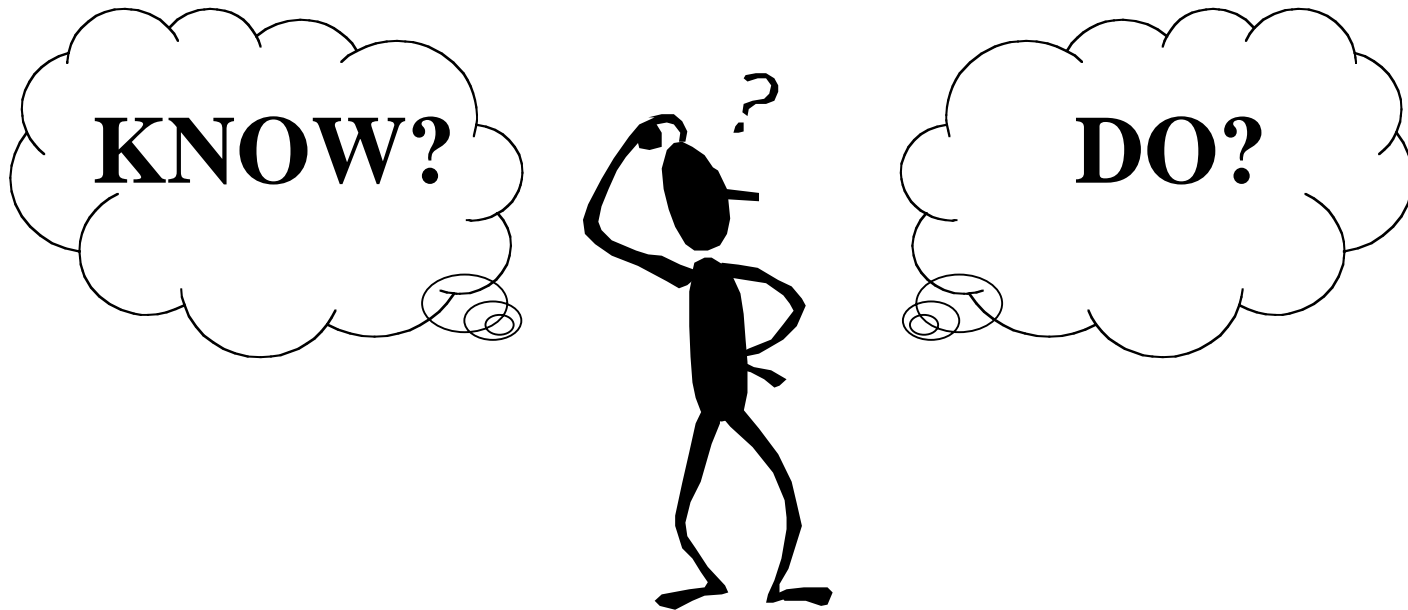


# *Use Effective Review*

- ◆ Sufficient and distributed
- ◆ Cumulative
- ◆ Varied applications

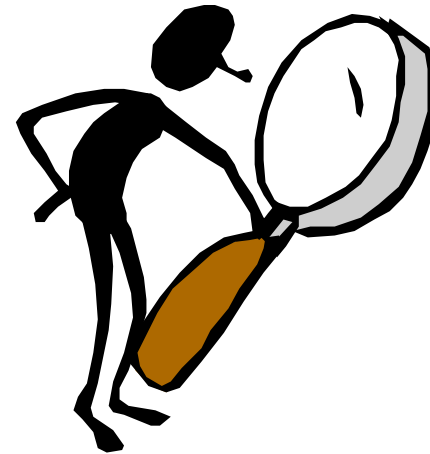
# *Desired Learning Objective(s)*

- ◆ At the end of this lesson most students will...



# Assessment

- ◆ **Evidence** that students have mastered the desired learning objectives
  - What must the students *do* to show mastery?
  - How will you decide if students have mastered the objectives?



# *Helping All Students Learn: Steps in the Process*

1. Determine learning objectives.



2. Plan instruction and assessment  
(most students).



3. Plan accommodations (same objectives).



4. Plan modifications (different objectives).

# *Resources*

- ◆ Materials and resources needed?
  - Internet access?
- ◆ Advance preparation?
  - Outline or Web map
- ◆ Prior arrangements?
  - Schedule Access Time



# *Procedure: Events of Instruction*

- ◆ Gain attention
- ◆ Present objectives
- ◆ Relate to present knowledge
- ◆ Engage students in learning
- ◆ Provide practice and feedback
- ◆ Summarize the lesson

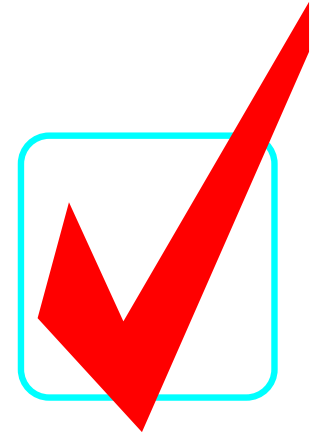
# *Step for Accommodations to Lessons*

- ◆ Design a lesson plan for most learners.
- ◆ Make accommodations to a lesson plan for some learners.
- ◆ Make accommodations to assessments and written assignments.
- ◆ Assess the effectiveness of accommodations.

# *Checkpoint:*

## *Planning a Learning Activity*

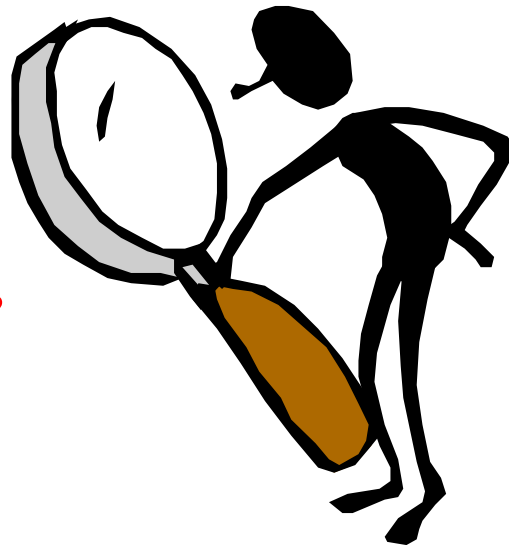
- ◆ Develop a lesson.
  - Identify a learning objective(s)
  - Address all events of instruction
  - Develop an assessment that measures accomplishment of objective(s)



# *Matching Accommodations to Individual Needs*



**Individual  
Learning Needs**



# *Checkpoint:*

## *Planning Accommodations*

- ◆ Plan accommodations to your lesson to meet the needs of the students described on the Accommodations Chart.
- ◆ Plan accommodations to meet the needs of the student in the *Face of a Child* picture.



# *Checkpoint:*

## *Critiquing a Learning Activity*

1. Label each component of the lesson plan.
2. Identify missing or inaccurate components.
3. Check 1,2, 3!
4. Revise as needed.
5. “Star” components where accommodations may be needed.



*Designing Written  
Assignments and  
Assessments*

# *Checkpoint: Revising Written Assessments and Assignments*

- ◆ Compare before and after versions
- ◆ Identify improvements
- ◆ Are there other suggested improvements?
- ◆ Be prepared to share your findings



# *Evaluating Effectiveness of Accommodations*

# *Reflect on the Impact of the Accommodation*

- ◆ Did the student use it?
- ◆ Did it help the student achieve the desired outcomes?
- ◆ Could it be embedded into the flow of curriculum and instruction?
- ◆ Could it be embedded into the assessment procedures?



# *The Accommodations Rubric*

- ◆ Use *after* implementing an accommodation.
- ◆ Mark one box in each row.
- ◆ Consider the results.

