

Accommodations

Dr. Jeff Sapp
TED 400



Many accommodations are made on the spot during regular classroom instruction. While a teacher is teaching a lesson, he or she may observe that one or more students are having difficulty with a certain skill or may need additional support to learn a concept or to complete a task. Indeed, **most of the accommodations classroom teachers make are incidental and in response to immediate student needs.**



Although incidental accommodations may be necessary and appropriate, it is also imperative for teachers to be intentional in making accommodations. **Successful accommodations should be part of a comprehensive plan for students.** As teachers get to know their students they can anticipate some student needs and plan appropriate accommodations before the lesson begins.



Children with Special Needs

Collaborative Teaching is when general education and special education teachers work together to jointly teach heterogeneous groups of students. Don't forget

that you have a team in your school!



Children with Special Needs

Typically the primary responsibility of general education teachers is to use their skills to instruct students in curricula dictated by the school system. Typically the primary responsibility of special education teachers is to provide instruction by adapting and developing materials to match the learning styles, strengths, and special needs of each of their students. In special education situations, individual learners' needs often dictate the curricula.



Children with Special Needs

- Make sure that the learning objectives are clear and easy to read and understand
- Provide written individual instructional guides if needed to insure that students stay focused and on task
- Create kinesthetic practice opportunities for hands on manipulations
- Provide visual aids if needed to accompany the lesson objectives
- Create classroom transitions that provide students with before and after warning reminders during activity or lesson changes
- Read the student's IEP to make sure that the proper and expected lesson accommodations are being implemented in the classroom



Children with Special Needs

- Scaffold the instruction by using creating smaller chunks of information for understanding
- Provide practice opportunities for students to understand the lesson expectations
- Model what you teach with clear, concise steps and processing
- Provide celebrations and reinforcement incentives for positive and constructive behavior in the classroom
- Create lesson assessments that are doable and provide increased challenges as the student masters the expected outcome
- Make lessons fun and teaching fun



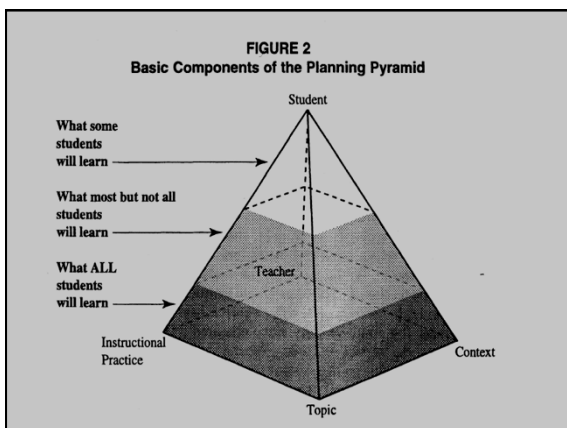
English Language Learners

Present information in a variety of ways.

Use gestures, point directly to objects, or draw pictures. Involve your students!

Use graphic organizers. These can be used in all subject areas in order to teach vocabulary, reading, and writing.

Build and activate background knowledge. Background knowledge is a major factor in reading comprehension. Connecting instruction to what learners know and then discussing how that knowledge applies to the topic at hand is a technique that teachers should use with ELL students.



English Language Learners

Focus on vocabulary.

• For ELL students, vocabulary development is especially critical for their ability to read and comprehend texts.

• Follow a 6-step process for teaching vocabulary:

- A. Provide students with a description, explanation, or example.
- B. Students will provide their own descriptions, explanations, or examples.
- C. Students will draw a picture representing the term or phrase.
- D. Do a variety of activities with the vocabulary term(s).
- E. Students will discuss the term(s).
- F. Students will play vocabulary games with the term(s).



English Language Learners

Know your accommodations for testing

• These are the state-approved accommodations for ELL students for tests.

- A. Districts may provide the assistance of a qualified translator to translate or clarify test instructions or translate test items that do not assess competency.
- B. Test Administrator and/or translator must transcribe answers verbatim into a Standard Student Answer Document.
- C. Read aloud, simplify, repeat, and clarify test instructions in English. Also, test items may be read aloud and repeated in English if the test is not a Reading Test.



English Language Learners

Adapt content to ELL students' needs through graphic organizers, outlines, labeling of pictures, study guides, adapted text, and highlighted text.



English Language Learners

Don't forget you have a **TEAM!**

Involve administrators,
English as a Second
Language (ESL) teachers,
content teachers, special
education teachers,
parents, and community
members in the
development of a plan.



Gifted Learners

Curriculum Compacting

The elimination of material that gifted children already know before instruction begins, a practice known as curriculum compacting, has been shown to be very effective with gifted learners. Specifically, with elementary and middle school children, elimination of as much of 50% of the regular content was not detrimental to gifted students' achievement as assessed on off-level tests. In several content areas, gifted students who had received compacting scored higher than gifted students who had not. However, their teachers had difficulty choosing appropriate replacement activities for the time saved by curriculum compacting. Teachers need training, continued support in the form of mentoring from master teachers, and additional instructional and curricular resources, in order to implement curriculum compacting effectively.



Gifted Learners

Research supports:

- *Off-level testing for gifted students
- *Homogeneous grouping of gifted students
- *Many forms of acceleration such as fast-paced classes, early access to advanced content, early college entrance, and grade skipping
- *Curriculum compacting
- *Gifted students experience increased mental health problems only when not well-matched to their educational environment



How will you accommodate Children with Special Needs, English Language Learners and Gifted Learners?

