Access to Core Curriculum for Special Education Students

Los Angeles Unified School District
Division of Special Education
Instructional Initiatives

2012-13
Objectives

- What are accommodations?
- What are modifications?
- How do we do it in the classroom?
Curricular Adaptations are “any adjustment or modification in curriculum, instruction, environment or materials in order to enhance the participation of a member of the classroom community.”

Udvari-Solner
Accommodation

Changes made to the environment, curriculum, instruction, or assessment practices that **DO NOT** fundamentally alter or lower expectations in instructional level, content or performance criteria.

V. DiCecco
Modification

Changes made to the environment, curriculum, instruction, or assessment practices that DO fundamentally alter or lower expectations in instructional level, content or performance criteria.

V. DiCecco
Three-Tier Model of School Supports

**Academic Systems**

**Tier 3** *Intensive, Individual Interventions*
- Individual students
- Assessment based
- High intensity
- Of longer duration

**Tier 2** *Targeted Group Interventions*
- Some students (at-risk)
- High efficiency
- Rapid response

**Tier 1** *Universal Interventions*
- All students
- Preventive, proactive

**Behavioral Systems**

**Tier 3** *Intensive, Individual Interventions*
- Individual students
- Assessment based
- Intense, durable procedures

**Tier 2** *Targeted Group Interventions*
- Some students (at-risk)
- High efficiency
- Rapid response

**Tier 1** *Universal Interventions*
- All settings, all students
- Preventive, proactive

John E. McCook, Ed.D.
Accommodations may be provided in four general areas

- Methods and Materials
- Assignments and classroom assessments
- Learning environment
- Special communication systems
Accommodations Activity 1:

What do you know about accommodations?
Minnie is a second grade student with an SLD eligibility. She currently reads at the 1st grade level. Minnie can read and write the entire alphabet. She still has difficulty identifying and reading words with long vowel spellings. Minnie can read CVC words with the short a, e, and o spelling. Minnie can decode some two syllable words. She has difficulty comprehending what she reads. She enjoys listening to stories and can comprehend stories read to her. She is able to restate sequences of events in stories read to her. She would benefit from the use of graphic organizers.
Accommodations Match

- Read the description of Minnie.
- Identify each of her strengths and areas of need and the students accommodations.
- How would you support her in the general education classroom?

<table>
<thead>
<tr>
<th>Reading Strengths/Abilities</th>
<th>Challenges/Needs</th>
<th>Supports/Accommodations</th>
</tr>
</thead>
<tbody>
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## Activity #1

<table>
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<tbody>
<tr>
<td>🔄 read and write the entire alphabet</td>
<td>🔄 difficulty comprehending what she reads</td>
<td></td>
</tr>
<tr>
<td>🔄 can decode some two syllable words</td>
<td>🔄 difficulty identifying and reading words with long vowel spellings</td>
<td></td>
</tr>
<tr>
<td>🔄 comprehend stories read to her</td>
<td></td>
<td></td>
</tr>
<tr>
<td>🔄 able to restate sequences of events in stories read to her.</td>
<td></td>
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</tr>
</tbody>
</table>
Given both her strengths and needs, what would you do to support Minnie?
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</thead>
<tbody>
<tr>
<td>✉️ read and write the entire alphabet</td>
<td>✉️ difficulty comprehending what she reads</td>
<td>✉️ Graphic Organizers</td>
</tr>
<tr>
<td>✉️ can decode some two syllable words</td>
<td>✉️ difficulty identifying and reading words with long vowel spellings</td>
<td>✉️ Summarize</td>
</tr>
<tr>
<td>✉️ comprehend stories read to her</td>
<td>✉️ Others?</td>
<td>✉️ Highlight Text</td>
</tr>
<tr>
<td>✉️ able to restate sequences of events in stories read to her.</td>
<td></td>
<td>✉️ Others?</td>
</tr>
</tbody>
</table>
Student needs accommodations because he/she has:

- Limited reading abilities
- Difficulty understanding lectures and discussions
- Visual or hearing impairments
Methods and Materials for Instruction

Can’t read?

- Use audio version
- Use alternate version
- Use a videotape or movie
- Use reading buddy
- Use text to speech software
Methods and Materials for Instruction

Can’t identify main points when reading?

- Highlight text
- Read summary or objectives first
- Give vocabulary list before reading
- Provide a worksheet or study guide for independent reading
- Use hands on activities or diagrams for presenting abstract or complex concepts
Methods and Materials for Instruction

Can’t understand lectures and discussion?

Before:
- Provide visual aids, advance organizers, give overview

During:
- Provide note-taking organizers, emphasize verbally or with color

After:
- Repeat, paraphrase, summarize; provide written summary aid, encourage questions
Methods and Materials for Instruction

Visual or hearing impairment?

- Preferential seating
- Materials in alternate format
- Specialized equipment
- Special communication systems
Assignments and Assessments

Student needs accommodations because he/she has:

- 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
- 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 timer to define work periods
- Reduce work to essentials for learning objectives
- Teach use of a planner/calendar
Accommodations

**MINI LAB**

**Activity Series of Metals**

**PURPOSE**
To develop an activity series of metals.

**MATERIALS**
- 15 100-mL beakers
- 5 small strips each of copper, magnesium, and zinc metal
- steel wool or fine sandpaper
- aqueous solutions of the following:
  - CuSO₄ (0.05M)
  - MgSO₄ (0.05M)
  - NaCl (0.05M)
  - AgNO₃ (0.05M)
  - ZnSO₄ (0.05M)

**PROCEDURE**
1. Clean each strip of metal with the steel wool or sandpaper.
2. Label each beaker with the name of one of the solutions. There should be three beakers for each solution.
3. Pour 20.0 mL of each solution into each of its labeled beakers.
4. Divide the beakers into three groups, each with one beaker of each solution. Label one group of beakers copper, one magnesium, and one zinc. Place a strip of the corresponding metal into each beaker.
5. After 1, 5, and 15 minutes make observations of the metal strips and the solutions.

**ANALYSIS AND CONCLUSIONS**
1. In which solutions did the appearance of the metal change? (Ignore the formation of bubbles.)
2. Write a balanced equation for each reaction between a metal and a solution.
3. Based on the results of your experiment, construct an activity series for these five metals. Put the most active metal first.
MINI LAB
Activity Series of Metals

PURPOSE
To develop an activity series of metals.

MATERIALS
- 15 100-mL beakers
- 5 small strips each of:
  - copper
  - magnesium
  - and zinc metal
  - steelwool
  - or fine sandpaper
- aqueous solutions of the following:
  - CuSO₄(0.05M)
  - MgSO₄(0.05M)
  - NaCl(0.05M)
  - AgNO₃(0.05M)
  - ZnSO₄(0.05M)

PROCEDURE
1. Clean each strip of metal with the steelwool or sandpaper.
2. Label each beaker with the name of one of the solutions. There should be three (3) beakers for each solution.
3. Pour 20.0mL of each solution into each of its labeled beakers.
4. Divide the beakers into three (3) groups, each with one beaker of each solution. Label one group of beakers copper, one (1) magnesium, and one (1) zinc. Place a strip of the corresponding metal in to each beaker.
5. After 1, 5, and 15 minutes make observations of the metal strips and the solution.

ANALYSIS AND CONCLUSIONS
1. In which solutions did the appearance of the metal change? (Ignore the formation of bubbles.)
2. Based on the results of your experiment, construct an activity series for these five (5) metals. Put the most active metal first.
Learning Environment

Physical
- Facilities
- Equipment

Behavioral
- Classroom management
- Behavioral objectives
Learning Environment

Physical

- Facilities
- Accessible
- Barrier free
Learning Environment

Behavior -

- Short attention span
- Difficulty working in groups
- Difficulty controlling own behavior
Time Demands and Scheduling

- Allows extra time for exam
- Adjust length of time for a task
- Allow breaks between assignments
Communication Systems
Typical

What animal would you like to be?
What habitat would it need to live in?

Name: ________________________

Accommodation

Modification

Which habitat would it live in?

Name: ________________________

What animal would you like to be?

Name: ________________________

What animal would you like to be?

Name: ________________________
4th Grade Typical Student Story Board

Mandy Sue Day
by: Roberta Karim

Setting:
The story takes place at a farm. Mandy Sue and her family live there.

Characters:
The main characters in the story are Mandy Sue and Ben. Mandy Sue is a little girl, and Ben is her best friend.

Summary:
Mandy Sue is excited because today is her birthday. They had a birthday party. She plays with her friends all day. She has her horse. He is her best friend.

Opinion:
I liked this story because it has a horse in it. I like horses. I also liked the characters.

Chloe's Day:
If I had a day to do anything, I'd like to go to my friend's house and we will go to the store and buy things. We will play on the ride home. Then we will go to my house and have a party.
4th Grade Story Board With Accommodations

Summary

Mandy Sue Day
By: Roberta Karim
Illustrated By Karen Ritzi

This story is about a girl named Mandy Sue and her horse, Ben. Mandy Sue gets her own day off! So she goes for a ride. And as usual, she comes home and has dinner and has pie. Then she got to sleep in the loft above her horse. At the end of the story her brother bands her a flashlight and she says thanks, but remember: I can see so at the end of the story we find out that she is blind.

Setting

This story takes place on a farm, a stable, a house, and a forest.

My favorite setting in the story was the stable.

Characters

There were two main characters in this story. Their names were Mandy Sue and Ben. Ben is a horse, he is my favorite character.

Opinion

I liked the story a lot! I liked it because it had a lot of horse stuff in it. I think it was a tongue twister. But it would be easier for other people.

Casey's Day

I had my own day. I would go horse back riding. I would do the same thing Mandy Sue did... go see Chepalu! I would come all day on Ben. I would go horse back riding all day and when I would come home, I would have had a great day.
4th Grade Story Board With Modifications
<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accommodations</strong></td>
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</tr>
<tr>
<td>Simplify complex directions</td>
<td>Oral exams</td>
<td>Assign a homework buddy</td>
<td>Pre-teach vocabulary</td>
<td>Cooperative learning</td>
</tr>
<tr>
<td>Seat student near teacher</td>
<td>Adjust length of time for a task</td>
<td>Provide concrete examples</td>
<td>Provide individual work space</td>
<td>Give assignment orally and visually</td>
</tr>
<tr>
<td>Reduce extraneous noise</td>
<td>Mail a schedule of class and work assignments</td>
<td>Allow movement to increase physical comfort</td>
<td>Allow students to tape record response</td>
<td>Use study guides</td>
</tr>
<tr>
<td>Allow extra time for exam</td>
<td>Peer tutoring</td>
<td>Provide a scribe for written responses</td>
<td>Chunk a chapter</td>
<td>Put prompts on materials, i.e. bullets, stars, arrows</td>
</tr>
<tr>
<td>Use graphic organizers</td>
<td>Large print</td>
<td>Give children a choice of tasks</td>
<td>Peer editing or teacher assistance in revision process</td>
<td>Give easier tasks first</td>
</tr>
</tbody>
</table>
Activity #2

Accommodations Match

With your group:
- Read the Accommodations in the boxes.
- Place each of the boxes (the accommodations) where you think they belong in the 5 general areas.
<table>
<thead>
<tr>
<th>Methods and materials</th>
<th>GROUP 1</th>
<th>GROUP 2</th>
<th>GROUP 3</th>
<th>GROUP 4</th>
<th>GROUP 5</th>
</tr>
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<tbody>
<tr>
<td>Assignments and classroom assessments</td>
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<tr>
<td>Learning environment</td>
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<td>Time demands and scheduling</td>
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<tr>
<td>Special communication systems</td>
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</tbody>
</table>
“Let us put our heads together and see what life we will make for our children.”

Tatanka Iotanks

Sitting Bull