Accommodations and Modifications in High School
Josephinum Academy of the Sacred Heart

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Agenda

1. Mission & Essential Questions
2. Game Time!
3. The “How” Factor & Pair Share
4. Accommodations & Modifications: Scenarios and Solutions
5. Personal Reflection
Our Mission:

1. To foster inclusivity in the general education classroom
2. To prepare our students for success in our wall-to-wall International Baccalaureate program
Big Question #1 - How does a team foster a school wide systematized provision of accommodations and modifications?
Big Question #2:
What accommodations and modifications should you provide?
1) Pass the handout to your peers!
2) Let’s read it together!
   a) I will need a few volunteers.
Congress finds the following...

(1) Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

The “HOW” Factor

Interdisciplinary Team:
- 1 or 2 Members of Admin
- 1 member from each Department (Ideally)

Weekly or Bi-weekly Meetings:
Admin members do not always have to attend (at least once or twice per month)

Goal #1: Set up RtI and Silent Study Hall
Goal #2: Extended Time Testing Schedule
Goal #3: Professional Development: Train Academic Interventionists for RtI & Staff as a whole
Goal #4: Track Student Data from RtI
Pair Share:

1. Please write down 2 to 3 questions that you have so far!
2. Then grab a partner nearby and share your questions.
3. We will walk around to each group and answer as many questions as we can!

6:00
Accommodations & Modifications: Scenarios and Solutions
Accommodations: Reading Comprehension

Scenario #1: Student can’t identify main ideas or important points in a text (across all content areas)

Possible Solutions: Take a minute to brainstorm in your Graphic Organizer!
Accommodations: Reading Comprehension

Possible Solutions: (Please write down 1 or 2 ideas that you like in your graphic organizer!)

- **Highlight** important points of the text to draw attention. Tell the student to read these points first!
- **Use hands-on activities**, pictures, or diagrams to support understanding of abstract concepts or complex information
- Have the student **read the summary** or objectives first
- **Vocabulary in context**: Have students circle any words they do not know and work on defining them as a class in the context of the reading passage
- **Give the student a segmented study guide** to follow when he or she is independently reading
- Let the student **use a book written at a lower grade level**. This may help the student pay more attention to the main ideas.
Accommodations: Daily Lessons

Scenario #2: Student has difficulty with most lessons.

Possible Solutions: Take a minute to brainstorm in your Graphic Organizer!
Accommodations: Daily Lessons

Possible Solutions: (Please write down 1 or 2 ideas that you like in your graphic organizer!)

◉ Present material in a logical manner and use explicit cues to shift from one aspect to the next.

◉ Promote active involvement of students by asking questions or breaking up the lecture with small group interaction, discussion, or structured responses.

◉ Repeat, paraphrase, and summarize all important points, particularly at the conclusion of the lecture or discussion

◉ Ask the student to paraphrase key points in his or her own words and identify anything that is still unclear

◉ Use cooperative learning techniques such as “Think-Pair-Share” or “Jigsaw” to have students review key points.
Accommodations: Mathematical Concepts

Scenario #3: Student has difficulty with mathematical concepts and processes.

Possible Solutions: Take a minute to brainstorm in your Graphic Organizer!
Accommodations: Mathematical Concepts

Possible Solutions: *(Please write down 1 or 2 ideas that you like in your graphic organizer!)*

- Let the student **use concrete materials** and **manipulatives** to explore and learn about mathematical concepts.
- **Color-code** or **highlight key words** in math word problems.
- Let the student **use a flowchart** to plan strategies for problem solving.
- Let the student **use a calculator** for routine computation tasks.
- **Use computer-based models** to represent mathematical or scientific concepts.
- Let the student **use a chart or table** with basic math facts.
- Let the student **practice skills** using computer-based instruction.
Accommodations: Assignments and Instruction

Scenario #4: Student has difficulty following instructions.

Possible Solutions: Take a minute to brainstorm in your Graphic Organizer!
Accommodations: Assignments and Instruction

Possible Solutions: (Please write down 1 or 2 ideas that you like in your graphic organizer!)

◉ Use a prearranged signal to gain the student’s attention before giving directions
◉ Combine oral directions with pictures, words, or diagrams
◉ Have the student paraphrase instructions or show you what to do
◉ Repeat and simplify instructions for the student
  ◎ Simplify directions by numbering each step
◉ Check to see if the student needs any assistance in getting started
◉ Break long-term assignments into parts with corresponding due dates
◉ Use a timer to define work times (I would suggest Google or YouTube timers on the projector or smartboard).
◉ Allow for students to revise their assignments
  ◎ Each time a student revises an assignment: I would suggest giving him or her oral and/or written feedback.
  ◎ #OURGOALISMASTERY
Accommodations: Assessments

Scenario #5: Student has difficulty taking tests.

Possible Solutions: Take a minute to brainstorm in your Graphic Organizer!
Accommodations: Assessments

Possible Solutions: *(Please write down 1 or 2 ideas that you like in your graphic organizer!)*

- **Provide large print or enlarged copies** of the test that are broken into smaller chunks (This is often a good strategy for students who have dyslexia.)
- **Read the directions** and questions aloud.
- **Provide extended time** on quizzes as well as tests (this can be done in the classroom as well as in a testing center)
- **Reread or explain** the directions during the test if the student needs it.
- **Underline or highlight key words** in the directions, passages, or questions.
- **Change the response mode:**
  - Let the student respond orally, dictate to a test proctor or aide, or tape record answers on a test
  - Provide pre-designed webs, diagrams, charts, or outlines in order for students to plan as well as respond to open-ended questions.
Modifications: Curriculum & Learning Objectives

Scenario #6: There is no modified curriculum or learning objectives for this student.

Possible Solutions: Take a minute to brainstorm in your Graphic Organizer!
Modifications: Curriculum and Learning Objectives

Possible Solutions: *(Please write down 1 or 2 ideas that you like in your graphic organizer!)*

- **It Takes A Village:**
  - Test your student to get a baseline for each subject area
  - Have each department **review their learning objectives and curriculum**
  - Have each department **select** which **learning objectives** best align with the student’s capabilities
  - If no learning objectives align, programs such as Voyager Sopris, Aimsweb, Dibels, IXL, and many more can offer supplemental options.

- **Revise the language and length of your learning objectives as well as assessments.**
  - Think Bloom’s Taxonomy: You may need to **alter the language and verb choice** of your question or learning objective.
  - This may require your student to **learn or work on different materials** (such as continuing to work on multiplication while classmates move on to fractions)
Personal Reflection: What are three things you can apply to your own teaching right now?

Take a minute to brainstorm in your Graphic Organizer!
Thanks!

Any questions?

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