

Access to Core Instruction with Accommodations

Anika Chambers

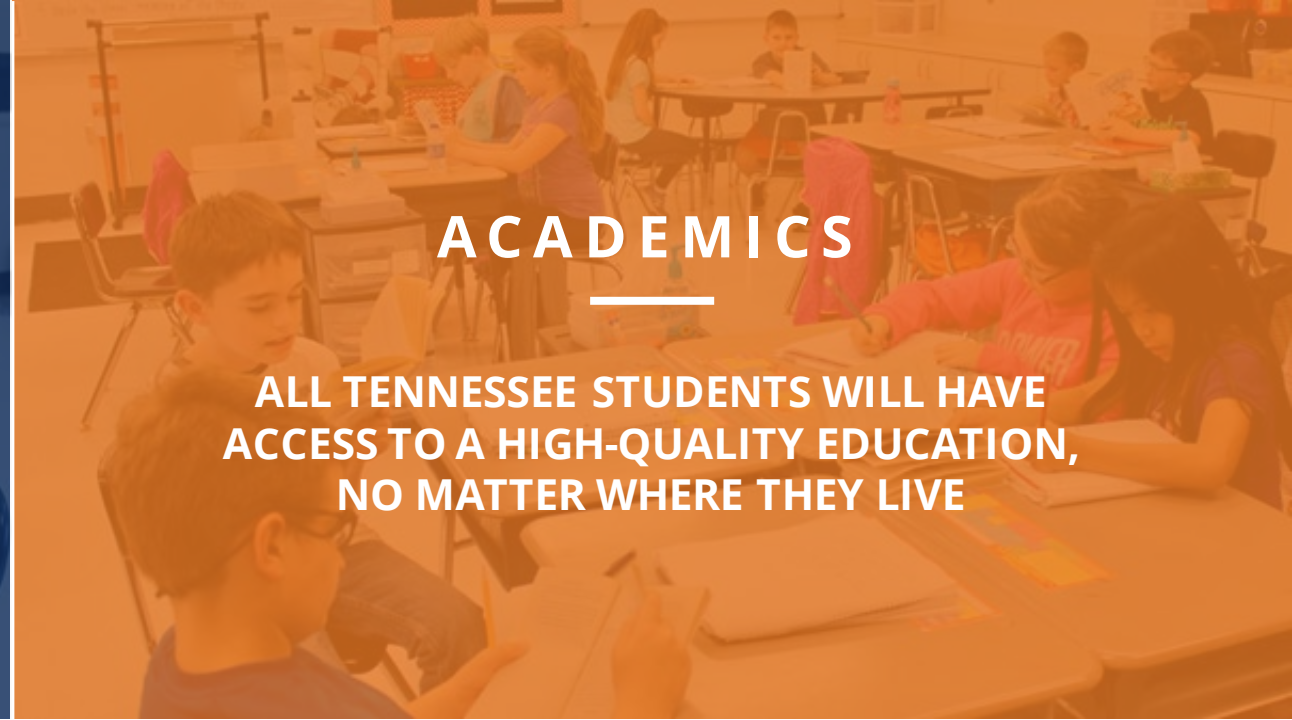
TDOE Special Education Programs





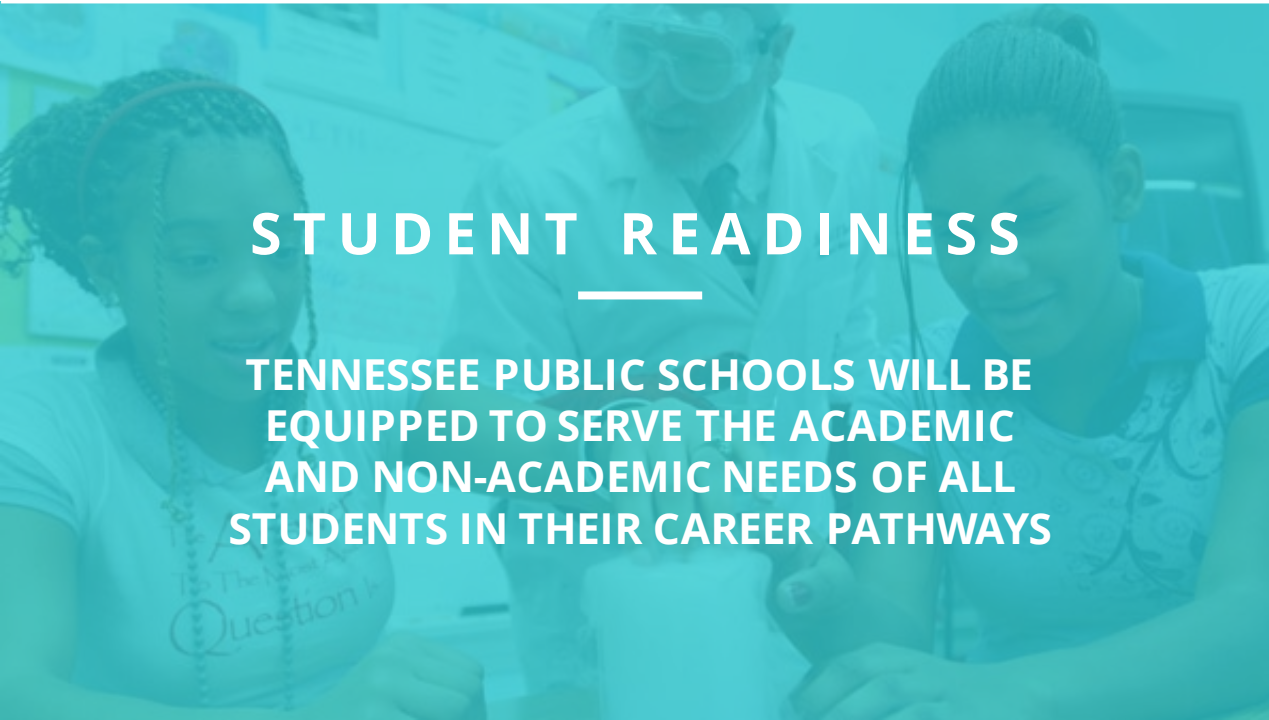
BEST FOR
ALL

We will set all students on a path to success.



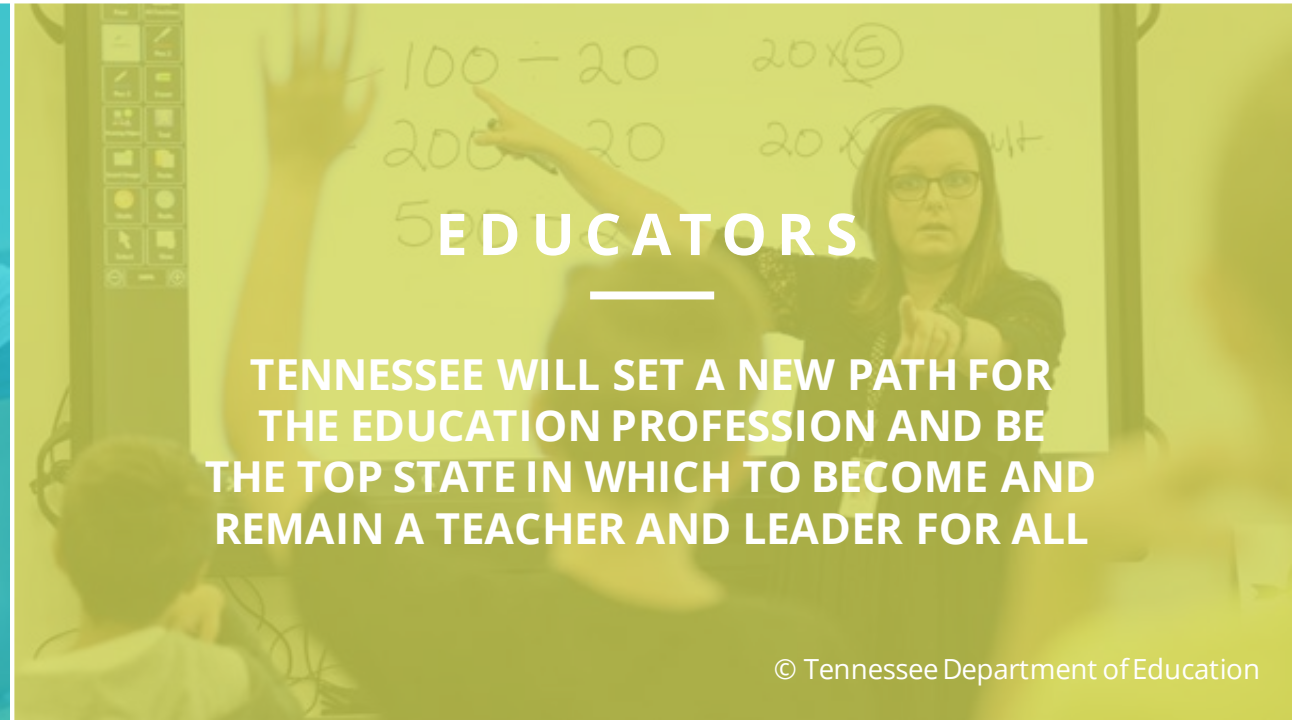
ACADEMICS

**ALL TENNESSEE STUDENTS WILL HAVE
ACCESS TO A HIGH-QUALITY EDUCATION,
NO MATTER WHERE THEY LIVE**



STUDENT READINESS

**TENNESSEE PUBLIC SCHOOLS WILL BE
EQUIPPED TO SERVE THE ACADEMIC
AND NON-ACADEMIC NEEDS OF ALL
STUDENTS IN THEIR CAREER PATHWAYS**



EDUCATORS

**TENNESSEE WILL SET A NEW PATH FOR
THE EDUCATION PROFESSION AND BE
THE TOP STATE IN WHICH TO BECOME AND
REMAIN A TEACHER AND LEADER FOR ALL**

TDOE Coordination of Special Education



Office of Academics

Programmatic Design



Office of the Commissioner

Data Reporting



CORE Regional Intervention Specialists

Implement Strategic Support



Tennessee Technical Assistance Network

Implement Strategic Support



Office of Operations

Monitor Programs and Supports



Office of General Counsel

Interpret the Law





Agenda

You will be able to support teachers to:

- identify access points and scaffolds within high-quality instructional materials;
- differentiate between an accommodation and modification;
- identify appropriate use of an accommodation; and
- incorporate accommodations into instruction.

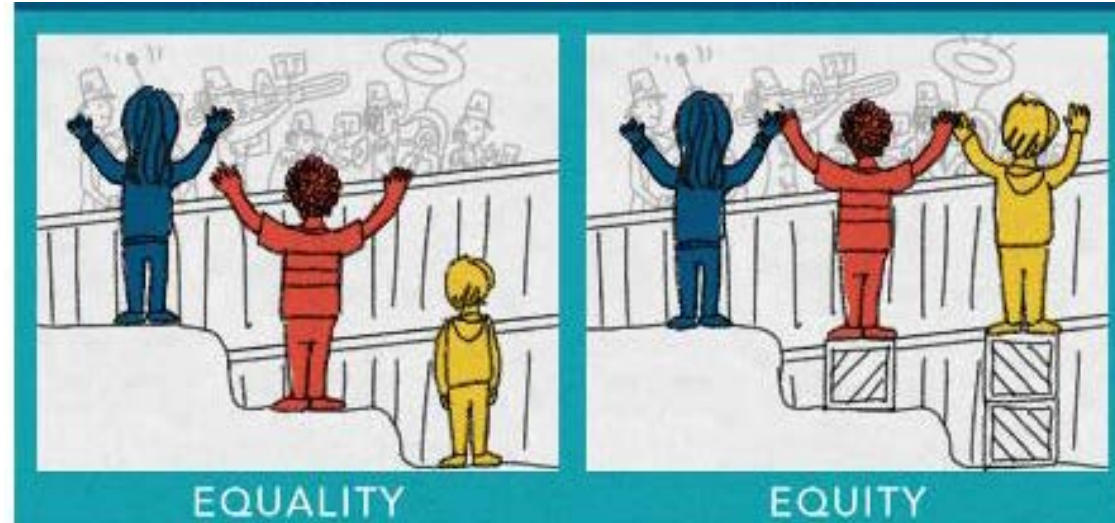


What is equity and how do we ensure this happens for all students?

Access

EQUALITY

Providing the same level of opportunity and assistance to all segments of society



EQUITY

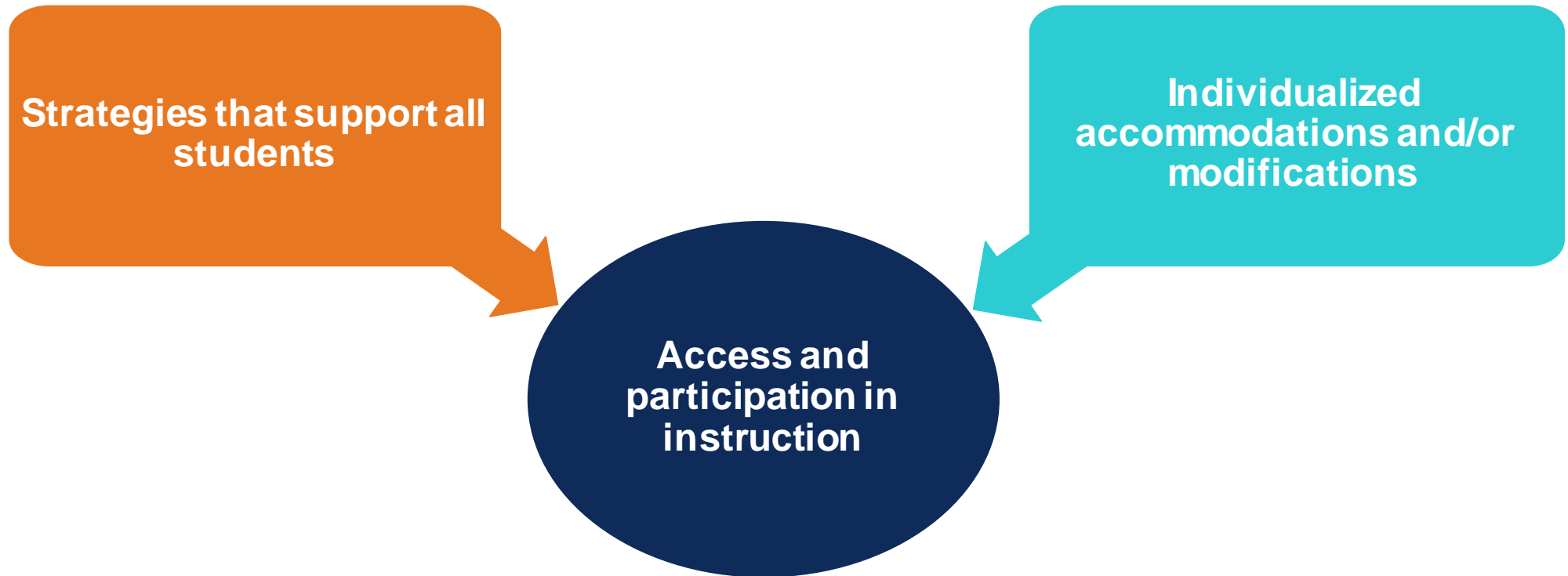
Providing various levels of support and assistance based on specific needs or abilities with freedom from bias or favoritism

“Educational equity means that every child receives whatever she/he/they need to develop to her/his/their full academic and social potential and to thrive, everyday.”

Elena Aguilar, Coaching for Equity

Access to Instruction

All students should be engaged in grade level content that is of high-quality, meaningful and aligned to standards.



In order to ensure ALL students have access to grade level content, it takes...

strong core instruction that is inclusive of all learners, where all students are given the opportunity to access grade-level instruction, and high-quality instructional materials have multiple access points so all learners can maximize their grade-level learning opportunities.

To improve student outcomes and future success in post-secondary opportunities, all students, including student with unique learning needs, must have access to high-quality instruction and HQIM.



Access Points

- Annotations within high-quality

Instructional Scaffolds

- A temporary, student-specific support

This greater access to flexibility in how curriculum and instruction are delivered, and multiple options in the way students can respond to instruction for demonstrating their knowledge should **reduce** the need for singling out individual students to provide accommodations.

demonstrates knowledge in a particular setting.

Access Points

Annotations within high-quality instructional materials that help teachers determine additional supports for students within the lessons to ensure they can fully engage (e.g., pre-teach vocabulary, additional practice, alternative writing tools, etc.).

ay's weather?"

ugh the use of a designated sound, tions clear and brief. Invite students g their weather journals with them

r, emphasize the importance of y try your best to color inside the is okay. (Example: "High-quality r. But sometimes, even when I'm ntally bump the table and color good because I tried my best to

dents to put the learning target neans to do high-quality work. eather today.")

rnal entry, explicitly discuss the xample: "What is the difference cold? Who can act like they are is it cold?")

pleting it once more as an inter- ore independent work.

g their work aloud. Help them n to repeat words and phrases. i.' Watch me point to the words.

Questioning: Prompts are included (e.g., "What color would be the best?") to help students continue to focus on today's criterion for quality work (color carefully).

Meeting Students' Needs: Suggestions are offered to further check for understanding of terms and the learning target (e.g., asking students to put the learning target in their own words).

Meeting Students' Needs: Suggestions to scaffold student writing by giving them oral rehearsal help students practice and elaborate on their ideas before writing them down.

Instructional Scaffolding

Instructional Scaffolding

A **temporary, student-specific** support **structure** designed to **maximize access** to **grade-level** concepts and tasks.

Structure	<p>The support structure may take one of many forms:</p> <ul style="list-style-type: none">• Tools - graphic organizers, sentence frames, bookmarks, concept maps, realia, visuals, etc.• Peer Interactions - pair share, peer tutoring/feedback, etc.• Teacher interactions - assessing and advancing questions, wise feedback, etc.• Exercises - routines, self-evaluation or reflection, visualization, etc.
Student-specific	<p>Scaffolds respond to evidence (not assumptions) of individualized needs and assets to clear the path to learning. If evidence supports entire class needing a scaffold, then it may be applied whole-group while still meeting the criteria of being student-specific.</p>
Temporary	<p>Scaffolds function as temporary supports that are strategically removed over the course of the lesson, unit, or year to foster independent learning.</p>
Grade-level	<p>Scaffolds provide students with a pathway to experiences that build competence and confidence with grade-level content.</p>
Maximize access	<p>The purpose of an instructional scaffold is for students to maximize their time grappling productively with complex grade-level content, which means the scaffold must minimize anticipated, student-specific barriers to learning, such as interference from non-essential content or other cognitive distractions.</p>

Analyze HQIM for Access Points & Scaffolds

- Use the Unit Prep Protocol/Lesson Prep Protocol to identify embedded access points in your HQIM.
- Identify scaffolds needed for the specific lesson/unit for students in the class.
- What are the grade-level expectations of this standard, complex text, and/or task?
- What prerequisite knowledge/skills (including those related to language) are needed in order to access the new learning?
- Which content might require instructional scaffolds for access?



Step 0: Prework

Before coming to your unit preparation meeting, be sure you complete the following so you are fully prepared to engage in unit study.

- ✓ Read each text from a learner's approach.
- ✓ Annotate the texts for challenging sentences, language, or vocabulary.

Step 1: What knowledge will students be gaining?

(Reminder: Knows: New learning Dos: Standards-based outcomes).

Guiding Questions	Notes
<i>What are the 1-3 most important "Big Ideas" (new knowledge) students will come to understand as a result of engaging in this unit?</i>	
<i>What "Essential Question" will guide the knowledge gained from this unit?</i> <small>Note: an "Essential Question" should not include the answer. Non- example: Why are the 5 senses important? This already tells students that the 5 senses are important. A stronger essential question is "How do we use our 5 senses?"</small>	

Supporting general education teachers knowledge of accommodations and modifications



Accommodations and Modifications



- Accommodations change **how** the student accesses information, engages in learning, or demonstrates their knowledge.
- Modifications change **what** the student is taught or expected to learn.

The least dangerous assumption would be that students are able to participate within the core curriculum **without** accommodations and/or modifications unless there is substantial student performance data indicating otherwise.

Accommodations

Accommodations should:	Accommodations should not:
<ul style="list-style-type: none">▪ enable students to participate fully in instruction and assessments and demonstrate their true knowledge and skills▪ be based upon individual student need, and not upon the category of disability, level of instruction, or program setting▪ be aligned with and part of daily instruction▪ be provided on a regular basis during instruction▪ foster and facilitate independence for students, not dependence▪ provide access not advantage	<ul style="list-style-type: none">▪ remove instructional content or standards▪ eliminate participation or opportunities within general education▪ be introduced only for high-stakes testing▪ be provided solely as a way to help ensure proficiency

Considerations for Accommodation Selection

- Expect all students to achieve grade-level content standards
- Review the student's strengths
- Review the student's PLEPs and MAGs
- Identify barriers to access for the student
- Select accommodations as an IEP team that support the student's current needs for access and participation
 - **Accommodations should provide access so the student can accurately reflect their current level of knowledge and mastery.*
- Administer accommodations during instruction and assessment as appropriate
- Evaluate and improve accommodation use by talking to the student

Considerations for Accommodation Selection

How the materials are presented?

- For example, provide large-print or Braille, pre-teach vocabulary, or use media/technology

How the student responds?

- For example, allow student to dictate to a scribe, use word processing for writing, or respond orally for formative tests

What is the environmental setting?

- For example, allow student to work at a table instead of desk or in a group of two rather than four, dim lights in the classroom, test in a small group or a separate setting

What are potential changes for timing or scheduling?

- For example, allow student to complete small portions of an assignment at a time, have extra time to complete a large project, have choice of activity or work from two

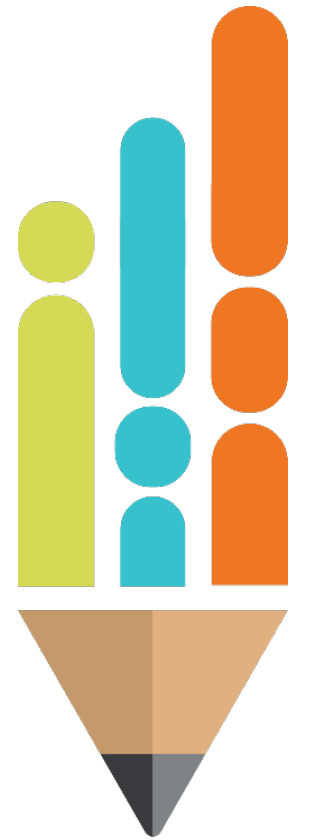
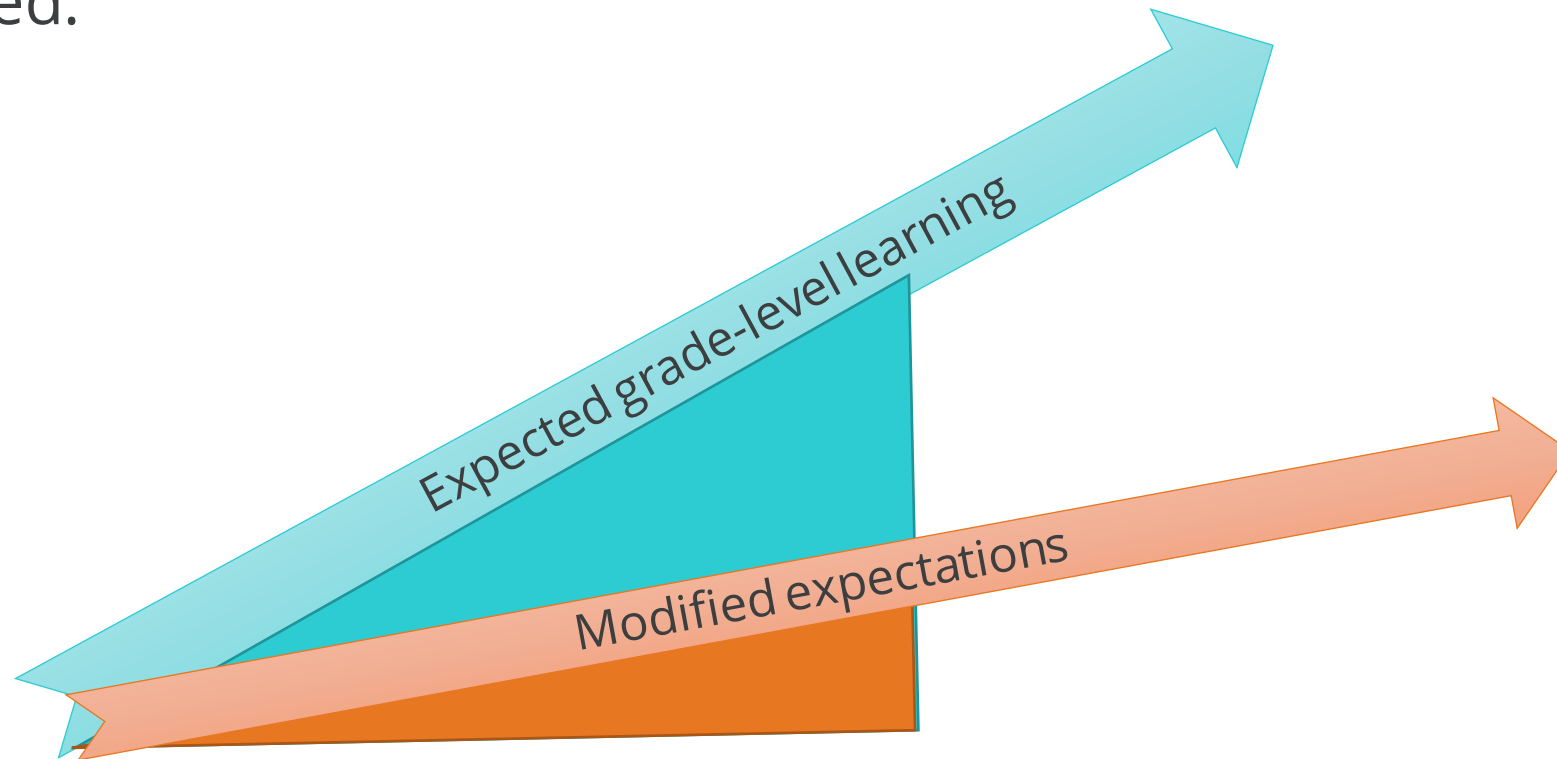
Modifications

- Modifications are restrictive by nature and should be a last resort.
- Students with modifications must still be provided access and participation within core instruction.
- Changing what a student is taught has a long-term impact on the opportunity to graduate with a regular high school diploma. This further limits employment and college/technical school opportunities.

The least dangerous assumption would be that students are able to participate within the core curriculum without accommodations and/or modifications unless there is substantial student performance data indicating otherwise.

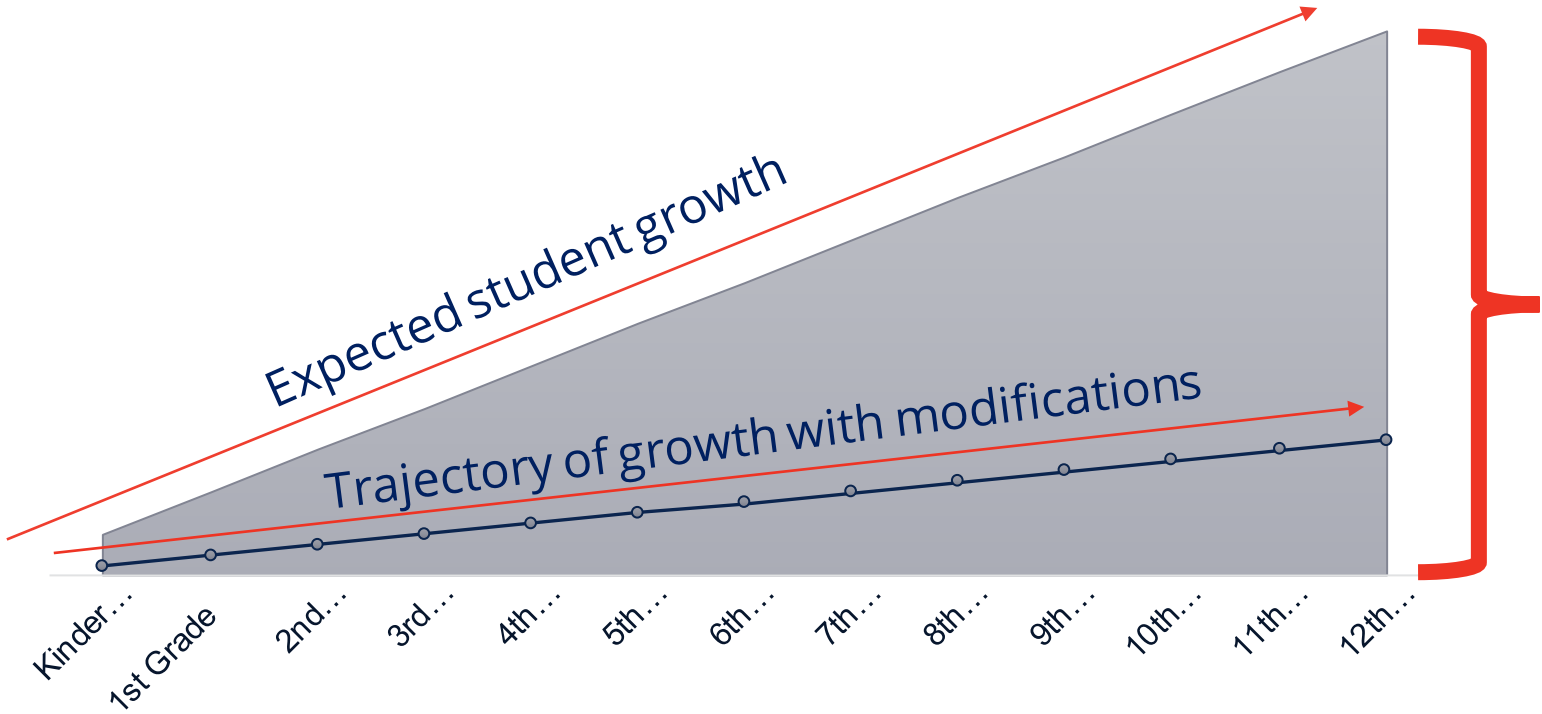
Impact of Modifications

State standards define the expected learning for each grade level. When the expectations are modified, the expected learning is reduced.



Implications of Participation

Over time, the impact of modifications can increase.

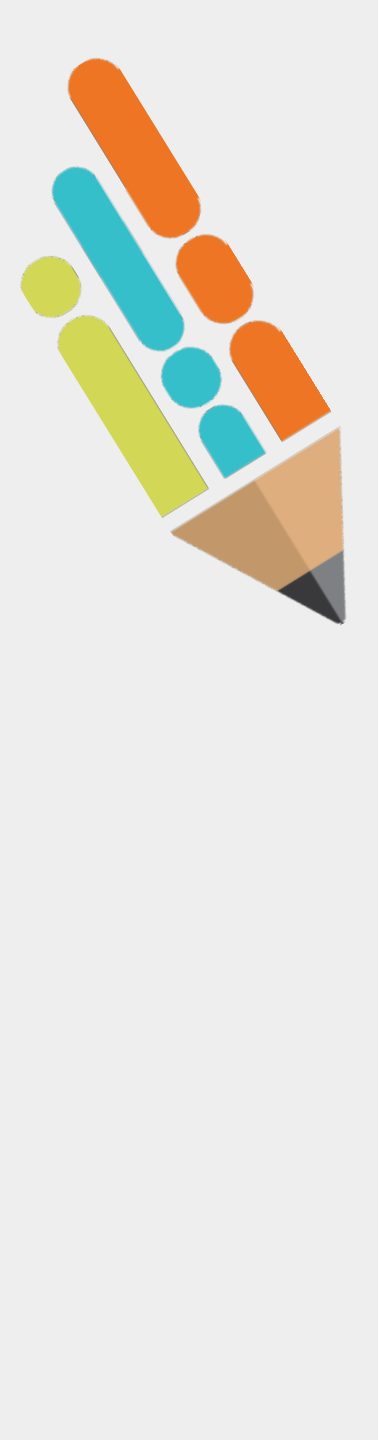


The gap between grade-level expectations and the modified expectations increases annually.



Activity

Repeat Directions	Read Aloud	Pre-teach Vocabulary	Large Print
Scribe	Reference Aids	Oral Testing	Preferred Seating
Special Lighting	Extended Time	Frequent Breaks	Choice of Activity
Calculator	Visual Schedule	Sensory Breaks	Shortened Assignments



Accommodations:	Modifications:
<p>Change learning expectations, both what is taught and what is expected</p> <p>Opportunities a student can access during and beyond school</p>	
<p>Are highly restrictive and should be used as a last resort</p>	
<p>participation within core instruction</p> <p>Are needed for access both in the</p> <p>Do not reduce learning expectations</p>	

The least dangerous assumption would be that students are able to participate within the core curriculum **without** accommodations and/or modifications unless there is substantial student performance data indicating otherwise.

How do teachers implement accommodations?

Steps to Implementing Accommodations

- Teachers are required to provide accommodations outlined within a student's individualized education program (IEP). Below are a few steps to help teachers ensure students have access to instruction and assessments through their required accommodations.



Become familiar with each student's accommodations



Plan to implement accommodations



Collaborate and communicate



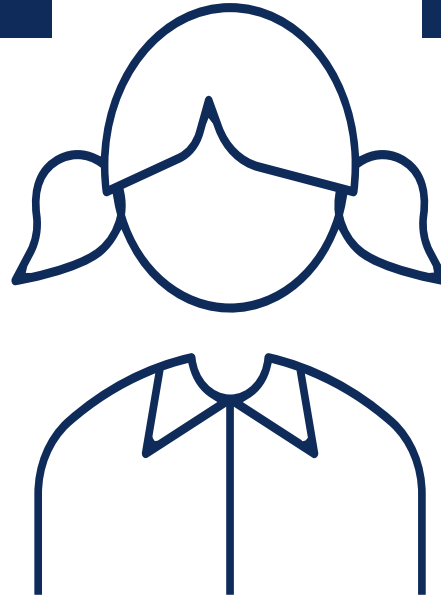
Be a continuous learner

Become Familiar with Each Student's Accommodations

Know the student's strengths and weaknesses

Ask questions to learn the why behind the accommodations

Review the student's IEP or 504 plan



Talk to the child, their parents, and their special education teacher(s)

Start with “Why”

As classroom teachers, knowing why an accommodation was chosen is a key step in understanding how to apply that accommodation.

Here are some ways to find the why:

- Read through the full IEP
- Read the prior written notice (PWN)
- Ask the case manager for more information



Activity

Each of the following students has an accommodation for preferential seating. Where would you place each of these students in the classroom?

Sally has ADHD and struggles to sit at a desk. She focuses better when she can remain standing.

Ethan struggles to copy from the board. He also needs redirection.

Lucy likes to socialize during class. She is a distraction to herself and others.

Start with “Why”

A student has preferential seating as one of their accommodations. This accommodation is vague and could mean many different things.

It might mean...

- the student is easily distracted and needs to be placed up front to limit distractions.
- the student may need fidgets, which have been known to disrupt peers, so their seating must be strategic.
- the student may need frequent standing breaks so their seat may need to be to the side or back of the class to minimize interruptions.

Knowing the why behind the accommodation ensures the accommodation is appropriately implemented.



Plan to Implement Accommodations

- Learn about each student's accommodations and/or equipment needs (e.g., software, devices).
- Create a classroom environment (e.g., seating arrangement) that supports the successful use of the student's accommodations and/or devices without excluding the student from the class.
- Allow students time to practice using new accommodations to become proficient. Start with familiar content so they are not struggling to learn new information at the same time they are learning to use new accommodations.
- Be aware that students using accommodations might require more or less time to complete instructional tasks.

Source: IRIS Center



Plan to Implement Accommodations

- Recognize that changing demands throughout the school day might mean that a student's accommodations differ from one class setting to the next.
- Be aware of how the student perceives the recommended accommodations (e.g., does your student think his accommodation is useful, embarrassing?).
- Monitor the student's progress regularly because needs can change over time.

Source: IRIS Center

Collaborate and Communicate

- Collaborate and communicate with individuals to learn more about a student's individualized education program, a student's accommodations, or about special education in general.

This might look like a:

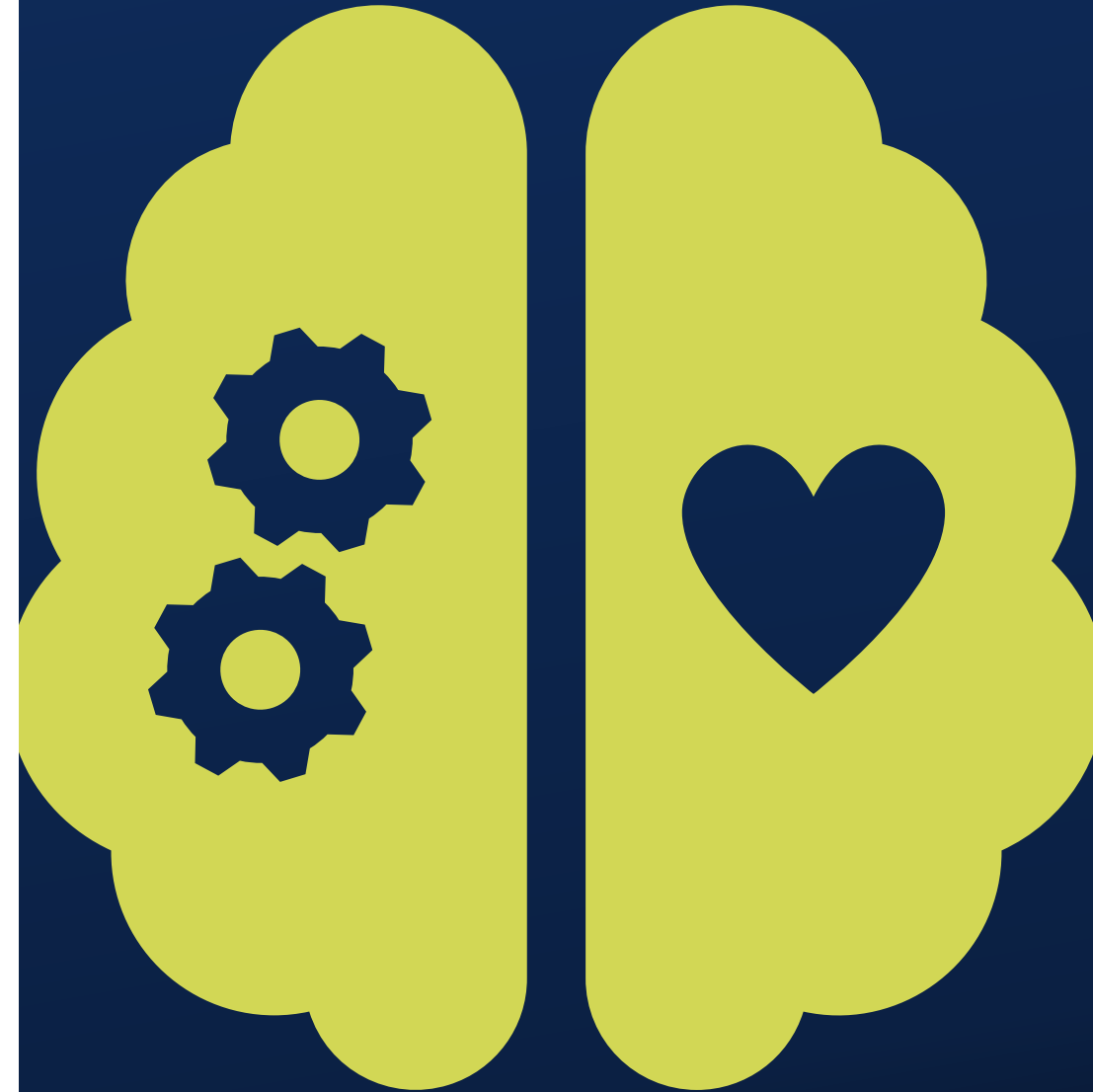
- Student
- Families
- Special education teacher
- Speech-Language or related service provider
- School psychologist
- School counselor
- School leaders
- District special education supervisors



Be a Continuous Learner

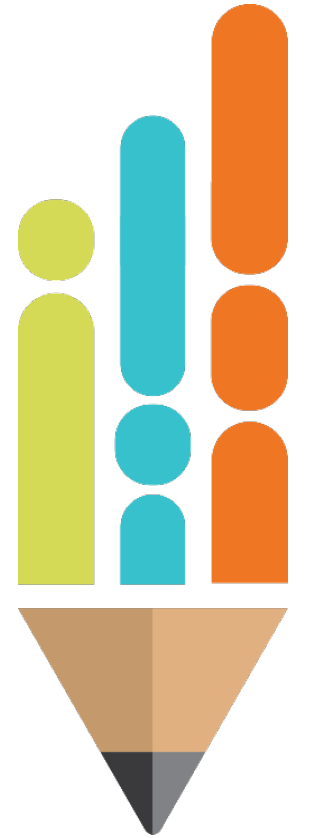
- Attend trainings about accommodations to understand specific policies and guidelines for your state (e.g., guidelines for testing accommodations).
- Read professional journals.
- Visit reputable Websites:
 - Federally funded centers (e.g., [National Center for Educational Outcomes](#))
 - Advocacy groups (e.g., [National Center for Learning Disabilities](#))

Source: IRIS Center



Effectiveness of Accommodations

- Throughout the year, the IEP team should be determining the effectiveness of a student's accommodation using data collection such as:
 - Formative assessments given with and without an accommodation
 - Teacher observation of student use of accommodation
- Asking if the accommodation is providing access by reducing/mitigating the effects of a student's disability



Brainstorm

- What opportunities are there for general education and special education to attend professional development together?
- What supports might you offer to ensure accommodations are implemented appropriately?





Summary

You will be able to support teachers to:

- identify access points and scaffolds within instructional materials;
- differentiate between an accommodation and modification;
- identify appropriate use of an accommodation; and
- incorporate accommodations into instruction.





Tennessee Technical Assistance Network (TN-TAN)

provides school districts, administrators, educators, and families access to high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22.

Intensive Behavior

TRIAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.

Preschool

AnLar assists in building capacity and systems to support meaningful access to preschool for students with disabilities. Supports include strategic action planning, professional development, leadership coaching, preschool program evaluation and support implementing evidence-based practices in inclusive settings.

RTI²-A+RTI²-B

Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.

Autism

TRIAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).

Assistive Technology

The Assistive Technology Project (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment-lending libraries for assessment trials.

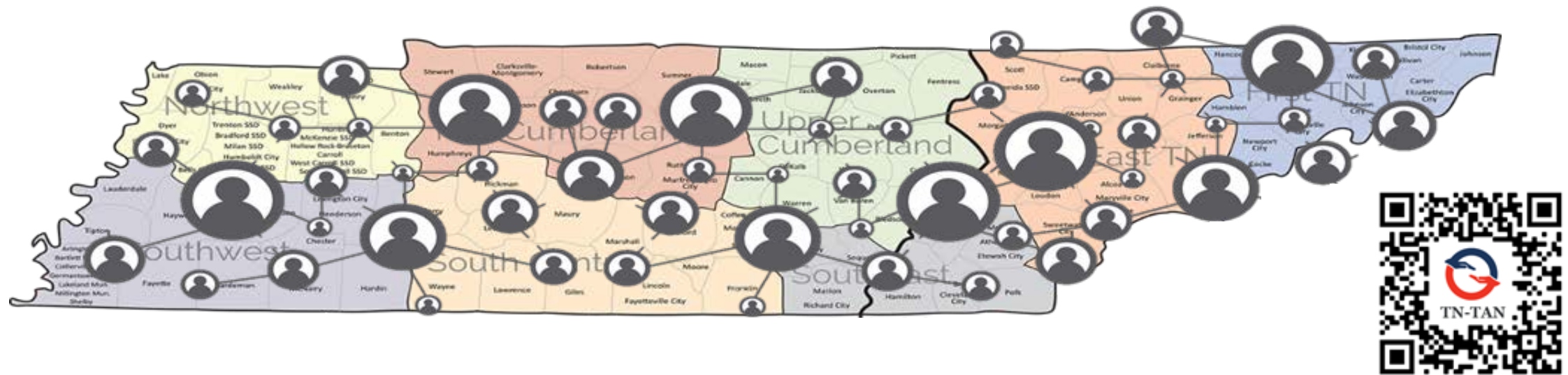
Secondary Transition

Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.

TN-TAN: The Vision

tn-tan.tnedu.gov

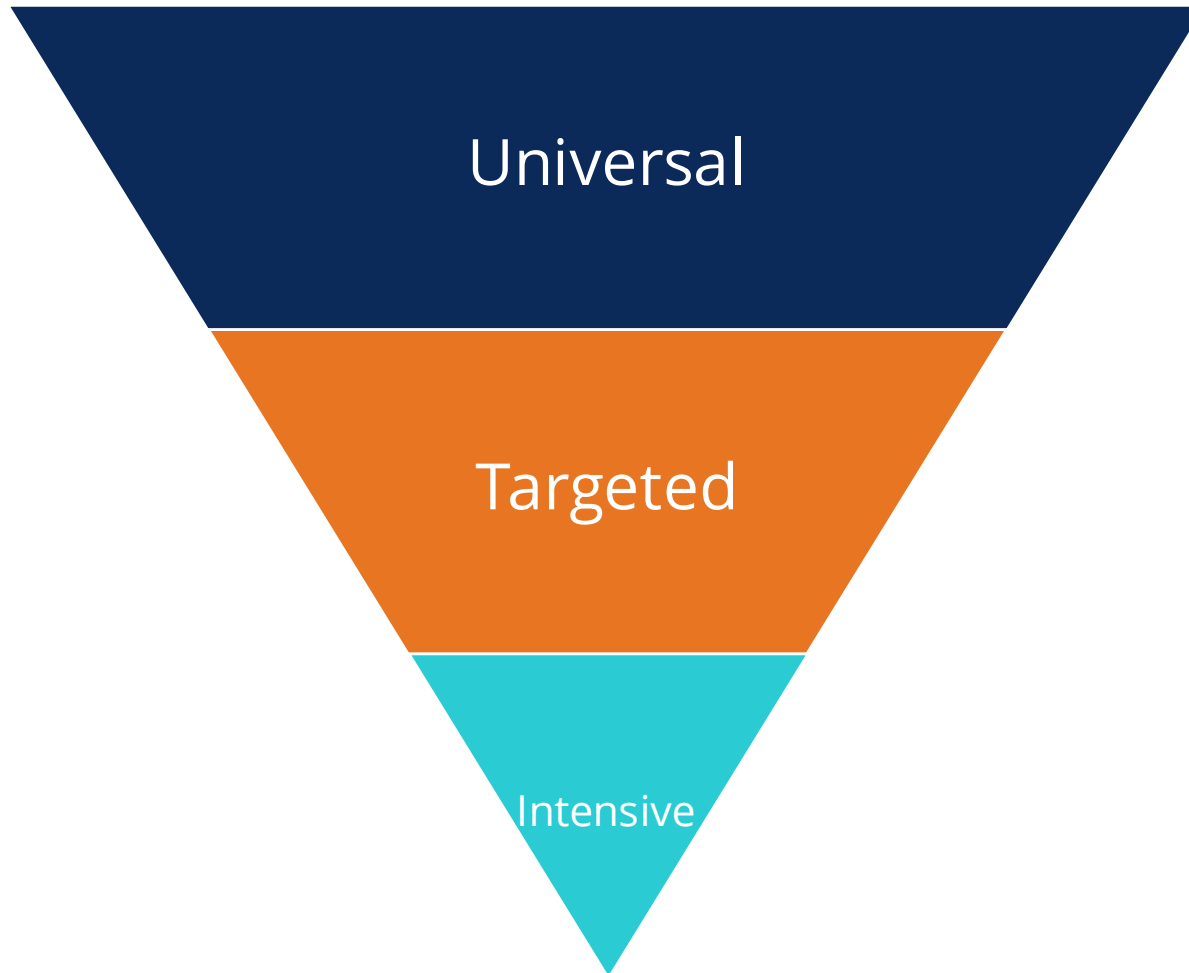
A coordinated network that implements strategic supports to school districts, administrators, educators, and families through high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22.



Autism • Inclusive Preschool • Intensive Behavior • RTI²-A+RTI²-B • Family Engagement
• Assistive Technology • Secondary Transition



TN-TAN: The Vision



TN-TAN Website

- Online Modules
- Materials and Resources
- CoPs

Referrals

- Requests via TN-TAN Website
- Priority assignments by the Department

Intensive District Support

- Support/Partnerships that extend over months/years



Contact Information

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You may access the PD by navigating here:

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