

Accommodations versus Modification

- a. Accommodation: facilitate student learning of the same material and having the same expectations as classmates by changing the conditions
- b. Modification: facilitate student learning by changing the material or expectations

IEP vs. 504 Plan

- a. An IEP (Individualized Education Plan) is a blueprint for a student's special education experience at school related to services to meet the unique needs of the student. Students qualify for an IEP by meeting one or more of the 13 specific disabilities stated in the Individuals with Disabilities Education Act (IDEA). There are strict legal requirements about who participates on a student's IEP team. Schools receive additional funding from the state for eligible students.
- b. A 504 Plan is a blueprint for how a student will have access to learning at school. The plan describes services and changes to the learning environment to meet the needs of the student. Section 504 of the Rehabilitation Act of 1973 provides a broader definition of a disability than IDEA including learning or attention issues. Legal rules are less specific for a 504 Plan. Schools do not receive additional funding from the state for eligible students.

As you read the following case studies...

1. Consider what additional information would help you determine appropriate accommodations or modification.
2. Which resources, school staff, or community members (e.g., student family members) can help identify and implement accommodations or modifications?
3. Content teachers are expected to meet the learning needs of all of their students, but they are not necessarily specialists (ELL, special education, physical/occupational therapy, social work, etc.). **What is one SMART goal that you, as a novice teacher, can develop to help you become more adept at meeting the needs of all students?**
S = specific
M = measurable
A = attainable
R = realistic
T = timely

IEP/504 Plan Snapshot Case Studies

Modified from work by Penny Reed, Coalition for Assistive Technology in Oregon

CASE STUDY

Juanita (*High School*)

Juanita is a quiet 10th grade student who is hearing impaired. She is very well liked by her peers and serves as class representative to her school's student government association. She is interested in going to college and becoming a lawyer. She currently has attained a 3.5 GPA, but typically struggles in classes where the teacher presents content by lecturing. She finds she is most productive and successful working in small cooperative learning groups. When the teacher gives directions for testing, Juanita usually needs additional time to make sure she fully understands all of the directions.

She is taking her first AP class, where the teacher uses a conventional approach of lecture, whole class question/review, and unit multiple choice tests. The special educator will meet with the general educator to review the documented accommodations in Juanita's IEP and explain that these accommodations are to be implemented during instruction and testing so that she can reach academic content standards. The following instructional/testing accommodations are listed on Juanita's IEP.

Instructional / Testing Accommodations	Purpose	Strategies in your content classroom
Provide visual cues.	To ensure teachers keep their faces visible when speaking.	
Provide notes, printed material before lesson.	To give student time to preview information, organize concepts and prepare note taking approach.	
Provide extended time for testing.	To allow extra time for thorough review of directions.	
Arrange desk in front of room facing teacher.	To help student see teachers' faces' when speaking.	

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CASE STUDY: Juanita

<p>Present Levels of Performance (Reading, Math, Communication, Social Skills, Motor Skills, etc. . .)</p> <p>Reading: Vocabulary 12.0 Comprehension 11.0</p> <p>Written Language: Passed state assessment reaching advanced proficiency level.</p> <p>Math: Passed state assessment reaching advanced proficiency level.</p>		
<p>Goals for Future Growth To continue using visual skills to maximize learning opportunities in general and advanced content area classes.</p>		
<p>Strengths</p> <p>Excellent thinking, writing, and math skills Leader among students in his class College bound Adept at use of computers, PDAs, cell phones, etc.</p>	<p>Weaknesses</p> <p>Needs to spend more time reviewing for class when given notes prior to instruction</p>	
<p>Learns Best</p> <p>When seated in front of room so attention can be on teacher. When he feels teacher is addressing his individual needs.</p>		
Instructional / Testing Accommodations	Purpose	Recommendations
Provide visual cues.	To ensure teachers keep their faces visible when speaking.	
Provide notes, printed material before lesson.	To give student time to preview information, organize concepts and, and prepare note taking approach.	
Provide extended time for testing.	To allow extra time for thorough review of directions.	
Arrange desk in front of room facing teacher.	To help student see teachers' faces' when speaking.	
<p>Motivation</p> <p>Understands importance of learning how to best respond to instructors using lecture method.</p>	<p>Organization Strategies</p> <p>Uses PDA for organizing homework, contact information, and keeping task lists.</p>	
<p>Assessment</p> <p>Provide extra time to ensure understanding of directions</p>	<p>Cautions</p> <p>Will distract teacher is not providing visual cues.</p>	

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CASE STUDY

Kenny (*Middle School*)

Kenny is an 8th grade student who has just returned from an alternative school placement, due a long term suspension for fighting with another student. Kenny is prone to outbursts in class and has been identified as a student with an oppositional defiant disorder. He has difficulty working in groups; kicking other students, talking out of turn, and ignoring directions. His grades are either “D” or not passing, even though he has excellent reading comprehension skills, and has passed his math state assessment test at the “advanced proficiency level.” Kenny is being raised by a single grandmother while his parents are incarcerated for drug possession. His grandmother works full time, and Kenny is at home alone in the afternoons. The following instructional/testing accommodations are listed on his 504 plan:

Instructional / Testing Accommodations	Purpose	Strategies in your content classroom
Provide breaks at predetermined intervals, especially after completion of assignments, tests, or activities.	To provide shorter instructional and testing segments with specified beginning and end times to help student regulate his behavior.	
Reduce distractions and allow individual work.	To minimize triggers for off-task behavior.	
Take tests in small group or individual location.	To help student to stay focused during testing and not distract other students.	

CASE STUDY: Kenny

<p>Present Levels of Performance (Reading, Math, Communication, Social Skills, Motor Skills, etc. . .)</p> <p>Reading: Vocabulary 9.0 Comprehension 10.0</p> <p>Written Language: Passed state assessment test at proficiency level.</p> <p>Math: Passed state assessment test at the advanced proficiency level.</p>		
<p>Goals for Future Growth To improve behavioral skills related to attention to task, appropriate group interaction, following directions, and conflict management.</p>		
<p>Strengths</p> <p>Academic skills</p>	<p>Weaknesses</p> <p>Engages in inappropriate off-task behaviors frequently. Starts conflicts and fights with other students.</p>	
<p>Learns Best</p> <p>Individual setting Segmented lessons with routine breaks</p>		
Instructional / Testing Accommodations	Purpose	Recommendations
Provide breaks at predetermined intervals, especially after completion of assignments, tests, or activities.	To provide shorter instructional and testing segments with specified beginning and end times to help student regulate his behavior.	
Reduce distractions and allow individual work.	To minimize triggers for off-task behavior.	
Take tests in small group or individual location.	To help student to stay focused during testing and not distract other students.	
<p>Motivation</p> <p>Poor motivation. Says he enjoys failing school.</p>	<p>Organization Strategies</p> <p>Demonstrates best organization in math class; keeps notebook neat and keeps it in a "special" place in the class so he won't lose it.</p>	
<p>Assessment</p> <p>Administer quizzes and tests in small group or individual setting.</p>	<p>Cautions</p> <p>Easily angered—will engage in verbal outbursts and physical fighting.</p>	

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CASE STUDY

Michelle (*Middle School*)

Michelle is a 7th grade student who struggles with adding and subtracting 2-digit numbers. Michelle currently is enrolled in a functional life skills program in a middle school program. Michelle has difficulty with the knowledge of number relationships and computation. Michelle particularly finds subtraction challenging and requires that subtraction be demonstrated by separating sets of concrete objects and describing the results using words and pictures. She requires manipulatives, visuals supports, and verbal prompts to be successful at computing. Furthermore, Michelle has difficulty computing numbers greater than 10. A common mistake for Michelle occurs when Michelle adds $12 + 13$. Her usual answer is 14.

Michelle's IEP team noticed that without accommodations, revised strategies or applied technology Michelle would continue to have a high rate of error adding 2 digit numbers. The team reviewed Michelle's needs, her current abilities, the environments (home/school), and the tasks that were expected of Michelle. Based on this discussion, the team set up a trial period of the math manipulatives, calculator, and math software/websites.

The following instructional/testing accommodations and assistive technology are listed on Michelle's IEP:

Instructional/Testing Accommodations	Purpose	Strategies for your content classroom
Allow student to use calculator.	To improve calculation speed when completing life skills math assignments, quizzes, and tests.	
Math Software	To help student understand the basic relationship between computation and concrete representation.	
Manipulatives	To help student understand the basic relationship between computation and concrete representation.	
Extended Time	To help student complete classroom assignments.	

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CASE STUDY: Michelle

Present Levels of Performance (Reading, Communication, Social Skills, Motor Skills, etc. . .)		
Reading: Vocabulary 3.0 Comprehension 2.0		
Written Language: poor written expression skills/difficulty constructing sentences		
Math: Computation: 2.0 Operations 2.0 Applications 1.0		
Goals for Future Growth To improve functional math skills and complete 2 digit addition and subtraction problems with minimal verbal prompting.		
Strengths Demonstrated growth in reading and communication Enjoys reading Makes friends easily Likes earning rewards for work done well	Weaknesses Difficulty understanding math concepts Can get easily frustrated with paper and pencil tasks Resistant to request help when needed	
Learns Best Requires hands on activities Small group settings Engaging assignments that have novel experiences		
Instructional / Testing Accommodations/AT	Purpose	Recommendations
Extended Time	For completion of assignments	
Calculator	Computation	
Math Software	Computation Increase engagement Present new concepts in a novel way	
Manipulatives	Hands on activity Computation	
Motivation Understands importance of completing class and homework assignments to earn reward	Organization Strategies Uses color coded "binder" with designated areas for each class	
Assessment Provide a small group setting with extended time on all classroom assessments/observations.	Cautions Is easily bored with pencil and paper or skill and drill desk work and will lose motivation quickly.	

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CASE STUDY

Tyrell (*High School*)

Tyrell is a 17-year-old student in a non-diploma, school-to-work program at a school for special needs students. He has been followed since he was a toddler for moderate to severe developmental delays in all areas, but especially profound in the area of communication. Test scores reveal that he comprehends spoken language at about a 3 year level with scatter from 2 ½ years to 4 years. He is non-speaking except for a few intelligible words (e.g., hi, bye, nah). He uses basic sign language and some finger spelling with those who know signs. He reads many sight words, but spelling is very difficult for him. Over the years he has tried several speech generating devices, most recently the Say It! SAM communicator. The SAM allows the user to type in novel information using an on-screen keyboard with word and phrase prediction and text to speech capability. Tyrell's basic reading skills, along with the SAM's ability to predict words and phrases automatically and quickly, made the SAM a good tool for Tyrell. When encouraged by teachers, he uses the SAM willingly at school and in his after school care setting.

The following accommodations and assistive technology tools were listed on Tyrell's IEP:

Instructional/Testing Accommodations	Purpose	Strategies for your content classroom
Small groups	To help student attend to using text-to-speech device for more frequent communication with teachers and students.	
Sign language	To help student maintain communication with teachers and students.	
Social Interaction	To help improve frequency of communication with students and teachers and students.	

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CASE STUDY: Tyrell

Present Levels of Performance (Reading, Communication, Social Skills, Motor Skills, etc. . .)		
<p>Reading: Vocabulary 2.0 Comprehension 1.0</p> <p>Written Language: Poor written expression skills/requires fill in the blank or multiple choice worksheets for written expression. Tyrell is using several different software applications to also support his written communication.</p>		
Goals for Future Growth		
Tyrell will use compensatory strategies to increase/improve social interaction skills in school and community.		
Strengths	Weaknesses	
Uses basic sign language Is motivated by learning new concepts Increased desire to communicate with teachers and peers Enjoys art	Non-speaking except for a few intelligible words (e.g., hi, bye, nah). Difficulty in initiating "conversations" unless cued by a teacher/staff member Difficulty with spelling	
Learns Best		
Positive verbal reinforcement for using a variety of communication devices including a speech generated device. Implementation of reward system that charted his use of the device and rewarded him for using it. Encouraging sharing information between home and school to work on similar skills.		
Instructional / Testing Accommodations/AT	Purpose	Recommendations
Extended time	Allow sufficient time to communicate	
Alternative Augmentative Device (AAC)	To improve social interaction skills in school and community	
Sign Language	To improve social interaction skills in school and community To build repertoire of skills for Tyrell to communicate with others	
Motivation	Organization Strategies	
Appreciates being able to generate novel messages using a speech generating device.	Maintain consistent communication between home and school. Parents also utilize the AAC device at home for continued skill improvement. Keep staff trained and informed on communication device and newly learned student skills.	
Assessment	Cautions	
Record and chart data on the use of the device.	Avoid prompt dependency and encourage independent use of device.	