

Module 1:

“Accommodations: Instructional and Testing Supports for Students with Disabilities”

This module is worth 5 points

Online Module Link:

Link for Online Module: <https://iris.peabody.vanderbilt.edu/module/acc/#content>

Module Objectives:

After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:

- Distinguish accommodations from modifications and instructional strategies/interventions
- Describe how instructional and testing accommodations help students with disabilities gain access to the general education curriculum and to assessments
- Understand the responsibilities of the IEP team, including the role of teachers, for making accommodation decisions for students with disabilities
- Select appropriate accommodations that address barriers presented by a student’s disabilities and take into account individual learning goals
- Identify how teachers can ensure that students receive the greatest (maximum) benefit from accommodations
- Use objective data to determine an accommodation’s effectiveness

Tasks from Part I, II, and III must be **evaluated** and **signed off** by either your Supervisor or ILC.

Please complete and turn in the following, attached behind this sheet, to the PL contact at your school.

Checklist		
Assignment	Date Completed (to be completed by participant)	Date Completed (to be completed by Supervisor or ILC)
Part I – Completed module online		
Part II – Hypothetical Situation		
Part III – Assessment		
Participant Name Printed:		Employee ID (E#):
Participant Signature:		Date:
Supervisor / ILC Name Printed:		Supervisor / ILC E#:
Supervisor / ILC Signature:		Date:

Part II – Hypothetical Situation

Use the information you learned from the Online Module to complete this section.

Consider the following hypothetical situations of students who are in need of accommodations. Please explain, in paragraph form, how you would react to each situation.

- **Situation #1:** There is an IEP meeting for Johnny Smith, who is a ninth-grade student with attention deficit disorder (ADD). Johnny’s parents believe that the reason Johnny is performing lower than expected is because he needs extended time for tests and assignments, so they would like to see that added to his IEP. In the classroom, you notice that Johnny rushes through tests and is often the first student who completes the test. As a teacher, do you think Johnny needs extended time on tests and assignments? Give reasons for and against the use of extended time.
- **Situation #2:** A first grade student identified with a language impairment has an IEP that states “assignments should be administered over several brief sessions allowing for frequent breaks.” As a first-grade teacher, how would you structure your classroom to ensure the accommodation was provided?

Part III – Assessment Component

Reflect upon the information you learned from the Online Module. Take some time now to answer the following questions. Please note that the IRIS Center does not collect your Assessment responses. You should turn them in to your supervisor or ILC along with the check list for evaluation. If you have trouble answering any of the questions, go back and review the information presented in the Online Module.

1. What are accommodations? How do they differ from modifications and instructional strategies or interventions?
2. List four accommodations categories. For each, give an example of an accommodation and describe how it could support a student with a disability.

Category	Example	Explanation
1.		
2.		
3.		
4.		

3. **SCENARIO:** Thirteen-year-old Senada has a learning disability. She is struggling in Mrs. Watkins' 8th grade science class. Although she understands grade-level content, she reads on a 3rd grade level and has difficulty identifying key ideas during lectures and independent reading. She also has difficulty organizing her ideas when writing. Mrs. Watkins typically:
- Lectures using PowerPoint presentations while students take notes
 - Requires her students to read the textbook and provide written responses to questions
 - Requires students to conduct lab experiments by following written procedures
 - Requires students to write up the results of their lab
 - Assesses her students using written tests

Based on what you know about Mrs. Watkins' class:

- a) List at least three areas where Senada might experience difficulty
- b) List at least three accommodations that could be used to address the barriers related to Senada's disability. Include the accommodations category and explain how these accommodations might help Senada access and demonstrate her learning.
- c) Based on the accommodations recommended above, what tips might be helpful for Mrs. Watkins to ensure that Senada receives the maximum benefit from her required accommodations?

*Upon completion of the Online Module, the Hypothetical written task, and the Assessment written task, submit all work and this document to either your Supervisor or ILC who will evaluate your responses. The task evaluator will contact the PL Department of your successful completion of this course.