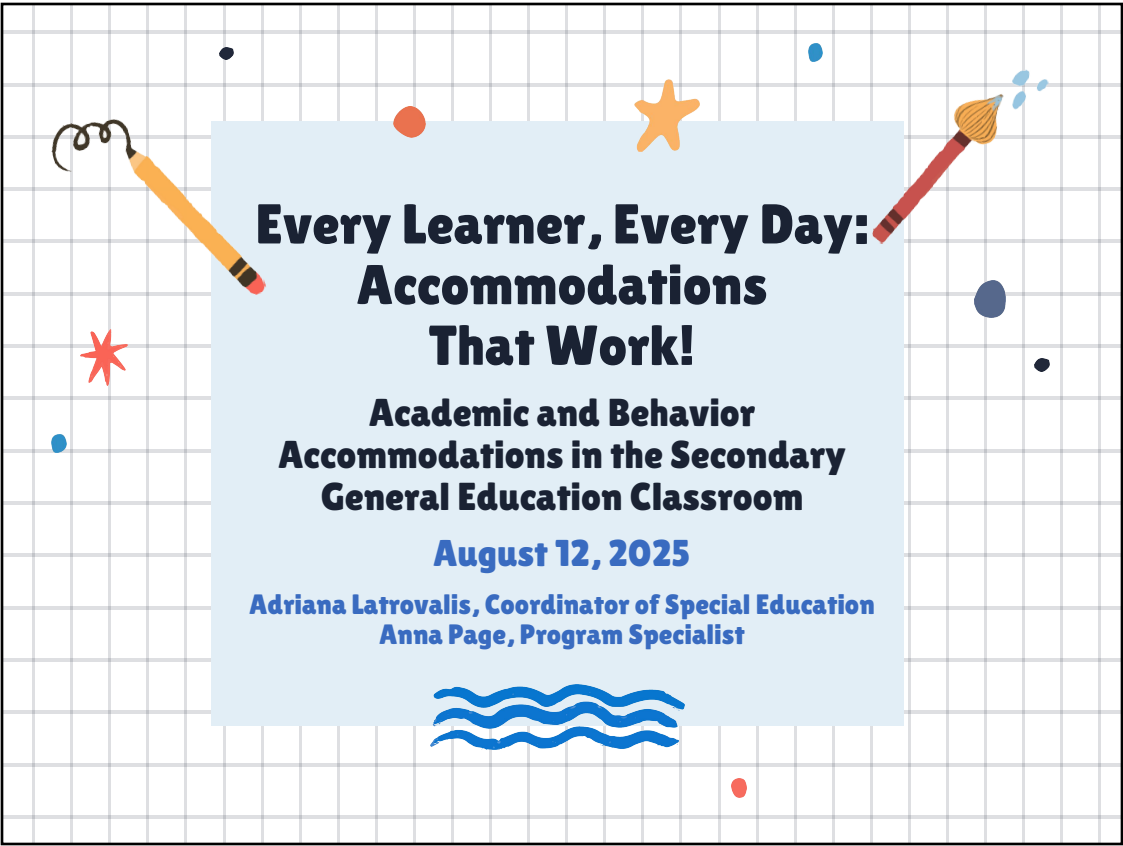




Every Learner, Every Day: Accommodations That Work!

Academic and Behavior Accommodations in the Secondary General Education Classroom

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Today's Agenda

**1 Why do we use
Accommodations?**

**2 Who needs
Accommodations?**

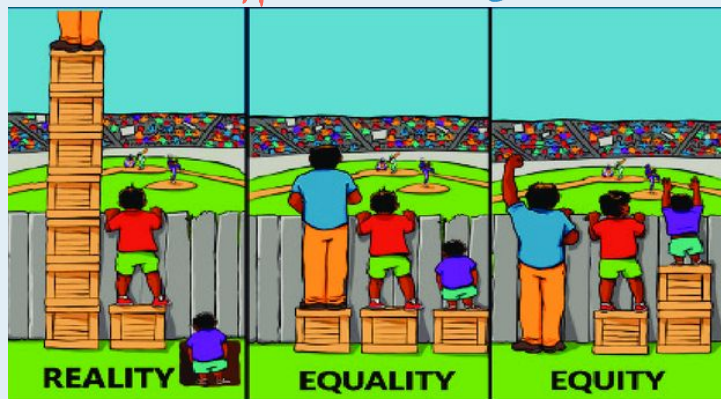
**3 Types of
Accommodations**

4 Roles & Responsibilities

5 Record Keeping

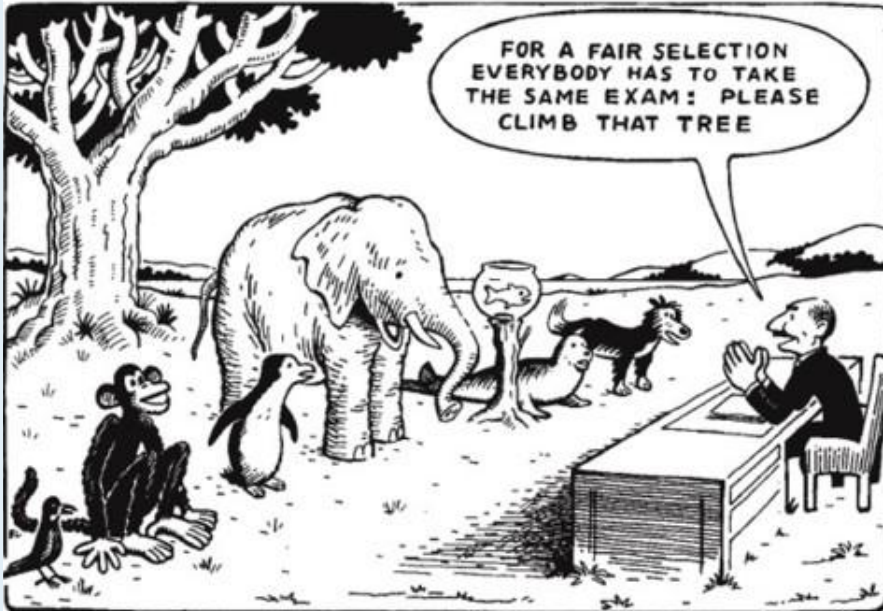
01

Why do we use accommodations?



Fair doesn't mean giving every child the same thing. It means giving every child what they need.

-Rick Lavoie



Why Use Accommodations?

- **Ensure equitable access to education.**
- **Support students with disabilities or learning differences.**
- **Promote student independence and success.**
- **Required under laws like IDEA and Section 504.**

Accommodations

Changes to the course content that DO NOT fundamentally alter or lower the standards of the course. The student is working on the grade level standard

Example: Giving students extra time to finish work, Breaking an assignment into small parts.



Modifications

Changes which DO fundamentally change or lower expectations of the standard. Example: giving a student a multiplication worksheet when the standard is fractions.

You are not responsible to modifying curriculum!!





02

Who needs Accommodations?

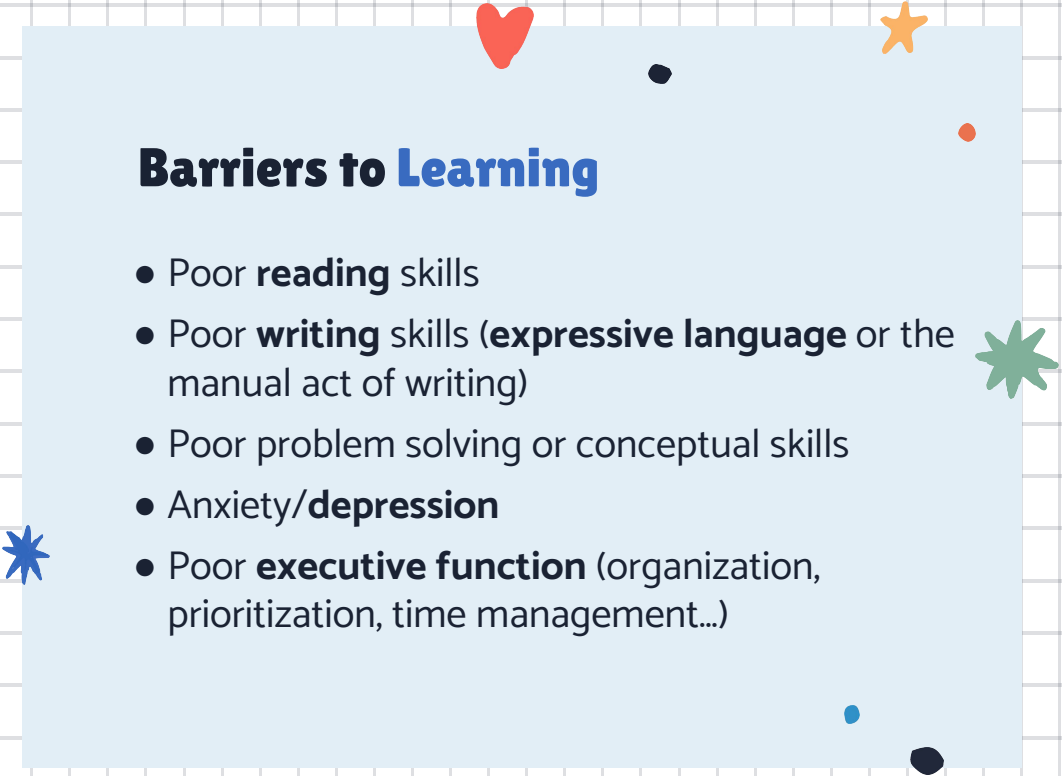


Who needs accommodations?

Any student who is not able to make progress in the general curriculum without support.

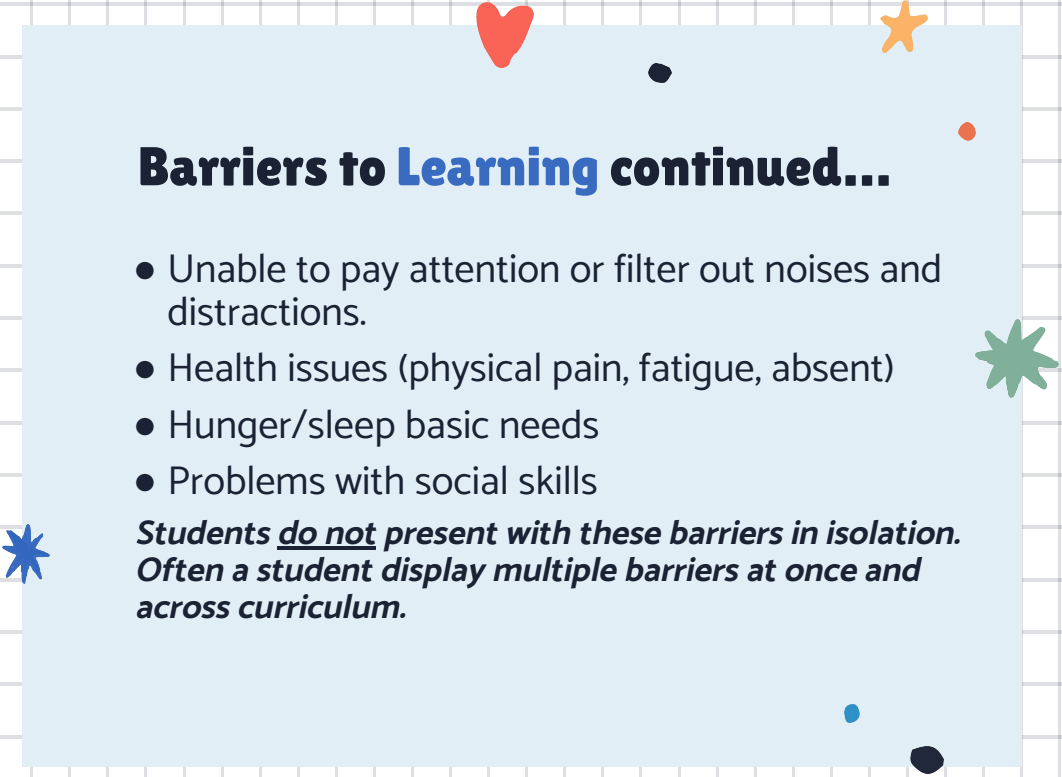
- **English Language Learners**
- **Students with Disabilities (IEP/504)**
- **Students not making progress**
 - At-risk students
 - Students involved in the SST process
- **GATE students struggling to make progress**

You do NOT need an IEP or 504 plan!!



Barriers to Learning

- Poor **reading** skills
- Poor **writing** skills (**expressive language** or the manual act of writing)
- Poor problem solving or conceptual skills
- Anxiety/**depression**
- Poor **executive function** (organization, prioritization, time management...)



Barriers to Learning continued...

- Unable to pay attention or filter out noises and distractions.
- Health issues (physical pain, fatigue, absent)
- Hunger/sleep basic needs
- Problems with social skills

Students do not present with these barriers in isolation. Often a student display multiple barriers at once and across curriculum.

Case Study: Meet Dory!



Case Study: Dory



IEP Goal #1:

By the end of the IEP cycle, Dory will improve reading comprehension and information retention by identifying and summarizing main ideas and key details from grade-level texts with 80% accuracy in 4 out of 5 trials, as measured by teacher-created assessments, classwork, and curriculum-based probes.

What are her strengths?

What are her unique areas of need?

SAI: 75 minutes weekly

Accommodations:

 **Chunking Tasks:** Break longer assignments into smaller steps.

 **Check-Ins:** Check and clarify understanding and reinforce key concepts.

 **Visual Aids:** Use graphic organizers (e.g., story maps, concept webs) to help structure information and aid memory.

 **Reteaching Opportunities:** Offer opportunities to revisit and reprocess lengthy material

03

Types of Accommodations



Types of Accommodations:

1 Program Supports

2 Academic

3 Organizational / Behavioral Support

4 Instruction / Grading

5 Test Situations





Categories of Accommodations



Presentation

How information is presented (e.g., audio books, large print).

Setting

Where the student learns (e.g., quiet room, preferential seating).

Response

How students complete assignments (e.g., speech-to-text, scribe).

Timing/Scheduling

When and how long students work (e.g., extended time).

Tier 1– Proactive Classroom Management Components

16 Proactive Classroom Management Components

Each of these components has been validated as preventing problem behaviors. Teachers should strive to implement most, if not all, of these strategies.

___ **Classroom behavioral expectations are posted, taught, reviewed, and known by every student.** Students become clear on what desired behaviors are, and pre-correction prevents occurrences of problems.

___ **Teacher mobility and proximity control is used (teacher does not stand in one spot. Keeps students alert by tracking the teacher and teacher uses proximity control as a method to redirect problem behavior).** Students act out less when adults are more visible monitoring their behavior.

___ **A motivation system to reward desirable behavior is in place.** Students come with a range of intrinsic motivation for a range of subject areas and activities. Reinforcement increases motivation to engage in less desired activities.

___ **Visual schedule of classroom activities is used.** Knowing the schedule helps students understand what can be expected and helps with deficits in delaying gratification. For students with emotional issues, structures, and routines help anxiety bind.

___ **Strategic establishment of positive relationships with all students in the class (teacher intentionally reaches out to each and every student to get to know them and learn about them).** Students with emotional issues attribute teacher dislike, even when it is not true, and respond with either internalizing or externalizing behaviors. When a student is known by the teacher, that student is less likely to be impacted by negative peer affiliations, and individual behavioral compliance is easier to achieve.

Accommodating Testing Procedures



Read tests aloud



Use study carrels



Allow kids to write in answer book

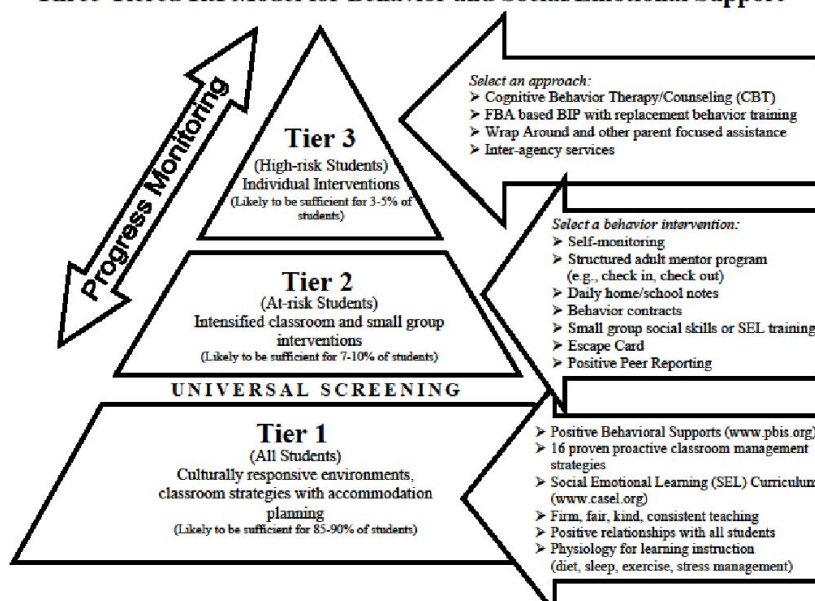


Extra Time



Using highlighters

Three-Tiered RtI Model for Behavior and Social/Emotional Support



• **Primary Level of Prevention - Tier 1**

Main Components:

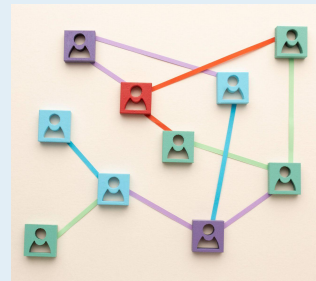
- Focuses on all students.
- Includes core curriculum and differentiated instruction within the regular classroom setting.
- Offer students in same class different teaching and learning strategies.

Increase Access By:

- *16 Proactive Classroom Management Components*
- Differentiated instruction
- Accommodations
- Modifications

• **Primary Level of Prevention - Tier 2**

- Evidence-based intervention(s)
- Small groups
- Delivered by well-trained staff
- Decisions about responsiveness are based on progress monitoring data.



04

Roles & Responsibilities

Teacher Responsibilities

- To help ALL students in the class access the curriculum.
- Communicate with the special education/general education teacher
- Work directly with students
- Be proactive
- Solve problems
- Follow behavior support plans, and other IEP mandates

- **Paraeducator Responsibilities**

- Support the teacher and all students.
 - Provide additional help and accommodations.
 - Work under supervision of credentialed teacher.
 - Do not modify curriculum or assign grades independently.
- 

- **Duties Allowed**

- Support students with accommodations as directed
 - Provide on-the-spot accommodations (e.g., chunking tasks)
 - Assist with behavioral support and test accommodations
 - Help implement IEPs and behavior plans without altering them
- 



Paraeducators **Should NOT**

- Sit or **stand next to one student** for the majority of the time, unless directly instructed to do so
 - Only assist students with IEPs
 - Give students answers to test or assignment questions or items
 - Tell the teacher what to do or not do
 - Stand around and wait for direction
- 



Examples of Appropriate Instructional Support

- 
- 
- Assisting the teacher in activities that **promote positive interactions**
 - Being around and **available for help**
 - **Encouraging** the use of strategies, social skills, and study skills
 - Designating **on-the-spot accommodations** for students who need them
 - Acting as “eyes” and “ears” of special education teacher
- 
- 

On-the-Spot Accommodations

- Simplify directions; be specific
- Tell student what to listen for
- Break complex tasks into smaller parts
- Ask students to repeat directions
- Reduce material on a page
 - Fold page
 - Use index card
 - Larger print

Steps to Successful Support

1

Work with the special educator on appropriate accommodations for students.

2

Make sure you have a schedule and a list of students who you will be working with

3

Go over important IEP information such as: goals, accommodations, and any health information

Steps to Successful Support

4

Maintain a professional appearance

5

Use a professional name (Ms. Smith, not Jodi)

6

Keep a notebook or file of papers and information of each class.

7

Be prepared to provide on-the-spot accommodations

1

Expectant Pause

Give the child time to respond or the opportunity to initiate communication.

2

Indirect Nonverbal Prompt

Use your body language to indicate to the child that something is expected (e.g. expectant facial expression, questioning hand motion with a shrug, etc).

3

Indirect Verbal Prompt

Use an open-ended question that tells the child that something is expected but nothing too specific (e.g. "Now what?", "What should we do next?").

4

Request a Response

If there is still no response, you can try to direct the child more specifically (e.g. "Tell me what you want." "You need to ask me.").

5

Gestural Cue

You can point to the symbol or leave/tap your finger there for several seconds to get the child started with his message.

6

Partial Verbal Prompt

If there is still no response, give them part of the expected response (e.g. "You went to the...").

7

Direct Model

If still no response, model on the student's device (e.g. "The bear is sad."). Pause and wait for the child to imitate or respond.

8

Physical Assistance

Provide hand-over-hand assistance to help the child to form the message using their device.

It is **never the
student's
responsibility to
access their own
accommodations**

"The students has to ask for more time"

"The student has to ask to test in a
separate setting"

"The student has to ask for copies of
notes"

"The student has to ask to sit closer to
instruction or take a break"



05

Record Keeping

Why record-keep?

- Ensures students receive their IEP-mandated supports
- Helps monitor progress and identify needs
- Provides documentation for IEP meetings
- Supports collaboration with Gen Ed teachers

COLLABORATION Specialized Academic Instruction (SAI) Record Keeping

Student: _____ Paraeducator: _____

General Education Teacher: _____ Subject/Lesson: _____

Date	Accommodations	SAI minutes delivered	
☐ Student Absent	☐ IEP Goals addressed:	☐ 5	☐ 35
	☐ Check-in for understanding	☐ 10	☐ 40
	☐ Cues/Prompts	☐ 15	☐ 45
	☐ Reminders of rules/instructions	☐ 20	☐ 50
	☐ Separate setting for testing	☐ 25	☐ 55
	☐ Material read aloud	☐ 30	☐ 60
	☐ Copies of notes		
☐ Student Absent	☒ IEP Goals addressed:	☐ 5	☐ 35
	☐ Check-in for understanding	☐ 10	☐ 40
	☐ Cues/Prompts	☐ 15	☐ 45
	☐ Reminders of rules/instructions	☐ 20	☐ 50
	☐ Separate setting for testing	☐ 25	☐ 55
	☐ Material read aloud	☐ 30	☐ 60
	☐ Organizational supports		
☐ Student Absent	☐ Visual aids		
	☐ Scribe support		
	☐ Other:		

Case Study: Dory



COLLABORATION Specialized Academic Instruction (SAI) Record Keeping

Student: DORY

Paraeducator: Nemo

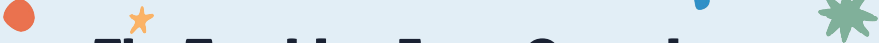
General Education Teacher: Mr. Ray

Subject/Lesson: English

Date	Accommodations	SAI minutes delivered	
8/12/25	☒ IEP Goals addressed: <u>Goal #1 - Reading comprehension</u>	☐ 5	☐ 35
	☒ Check-in for understanding	☐ 10	☐ 40
☐ Student Absent	☒ Cues/Prompts	☒ 15	☐ 45
	☒ Reminders of rules/instructions	☐ 20	☐ 50
	☐ Separate setting for testing	☐ 25	☐ 55
	☐ Material read aloud	☐ 30	☐ 60
	☐ Copies of notes		
	☐ Organizational supports		
	☒ Visual aids		
	☐ Scribe support		
	☐ Other:		

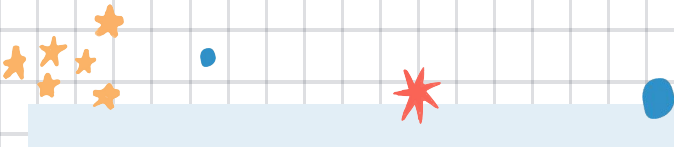
Maintaining Accurate Records

- Keep prompt and consistent records
- Use clear, objective language
- Keep digital and/or physical backups
- Ensure confidentiality (FERPA compliance)

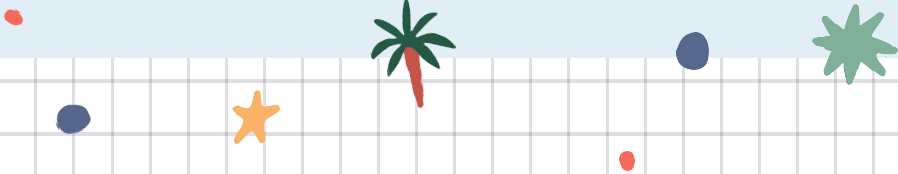


The Tracking Form Overview

- Date, Staff, Gen Ed Teacher, Subject/Lesson
 - Student name
 - Accommodations used
 - SAI minutes delivered
 - IEP Goals addressed
- 
- 



Recording SAI Minutes

- Select from preset time options (5–60 minutes)
 - Record accurately for each student
 - Include “Student Absent” if applicable
- 

Common Accommodations

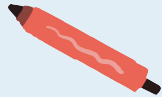
- Check-in for understanding
- Copies of notes
- Cues/Prompts/Reminders
- Organizational supports
- Separate setting for testing
- Visual aids
- Material read aloud
- Scribe support
- Other (custom needs)

Best Practices

- Fill out the form daily or after each session
- Be specific and consistent
- Communicate with Gen Ed teachers
- Keep forms organized and accessible

Questions and Supports

- Who to contact for help
- Where to find extra forms
- Encouragement to ask questions



Thank you!!!

