Accommodations, Modifications and Specially Designed Instruction

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Instructional Strategies:

Are methods that are used to deliver a variety of content objectives. Instructional strategies determine the approach a teacher may take to achieve learning objectives.
Instructional Strategy

7.12D—differentiate between structure and function in plant and animal cell organelles including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole.

Sorting Activity
At a station, a student matches a variety of pictures associated with a plant &/or an animal cell to its corresponding vocabulary word

Collaboration:
Students work in teams to compare and contrast an animal & a plant cell

Optional Testing Administration Procedures & Materials
Color overlay
Magnifier
Highlighters/Color Pencils
Multiple intelligences

Logical Mathematical

Interpersonal

Verbal Linguistic

Intrapersonal

Musical

Spatial

Bodily Kinaesthetic

Biological-Natural
Differentiated Instruction Is Guided By Three General Principles

1. Instruction must focus on essential principles and skills. Teachers must be able to identify instructional goals and outcomes for students.

2. Teachers recognize and attend to the differences in their students. They do not attempt a one-size fits all approach to instruction.

3. Assessment and instruction go hand in hand. Teachers pre-assess to understand their students' starting point and continue with ongoing assessments and make adjustments as needed.

We differentiate in response to the learner's...

- Learning Profile
- Interest
- Readiness

These three components represent the WHY in differentiated instruction.
A Lesson from Forrest Gump Regarding Expectations for Students with Cognitive Disabilities

Adapted from a presentation done by
Kevin S. McGrew, PhD
Director, Institute for Applied Psychometrics (IAP) llc

• IQ does not maximize potential!
• In fact, IQ test scores, under optimal test conditions, account for 40%-50% of current expected achievement.
• Thus, 50%-60% of student achievement is related to variables “beyond intelligence”
• We cannot deny students the right to challenging standards and expectations!

http://www.slideshare.net/iapsych/forrest-gump-and-iq-expectations
Special Education Services = Specially Designed Instruction

34 CFR § 300.39(a)(1)

**Specially Designed Instruction:**

“adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction to address the unique needs of the child that result from the child’s disability; and to

Ensure access of the child to the general curriculum so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

(34 CFR § 300.39 (b)(3))
Differentiated Instruction

All Students, including students receiving special education services

Specially Designed Instruction

ONLY students receiving special education services

MUST implement the IEP!

This is what great teachers do anyway!
Consideration for learning styles, background knowledge and more!
On-going Assessment: A Diagnostic Continuum

Feedback and Goal Setting

Preassessment (Finding Out)
- Pre-test
- Graphing for Greatness Inventory
- KWL Checklist
- Observation
- Self-evaluation
- Questioning

Formative Assessment (Keeping Track & Checking up)
- Conference
- Peer evaluation
- 3-minute pause
- Observation
- Talkaround
- Questioning

Summative Assessment (Making sure)
- Exit Card
- Portfolio Check Quiz
- Journal Entry
- Self-evaluation

- Unit Test
- Performance Task
- Product/Exhibit
- Demonstration
- Portfolio Review
Why would I make changes to accommodate learners? 

Possibly because….

• Student self-esteem is improved
• Class participation is increased
• Academic success is enhanced
• It’s the **LAW**!
  – IDEIA
  – No Child Left Behind
The Legal Framework for the Child-Centered Special Education Process

Region 18 providing Statewide Leadership for the Legal Framework for the Child-Centered Process in Texas

In collaboration with the Division of IDEA Coordination at the Texas Education Agency

The resource page provides access to documents which are used in the Special Education Process.

- A Guide to the Admission, Review and Dismissal Process (Document)
- A Guide to the Admission, Review and Dismissal Process (Addendum)
- Guía para el Proceso de Admisión, Revisión, y Retiro (Documento)
- Guía para el Proceso de Admisión, Revisión y Retiro (Suplemento)
- Notice of Procedural Safeguards
- Aviso Sobre Procedimientos de Protección
- Side by Side view of Special Education Rules and Regulations

Please select the Site you wish to use below.
Accessing the General Curriculum

- Accommodations, modifications and instructional strategies give students the supports they need to access the general curriculum.
- All teachers/service providers involved in the student’s education plan should provide input on the student’s PLAAFP.
  - Even if not an attendee to the actual meeting, the ARD Committee’s decision should be based on consideration of all teachers/service providers.
- The IEP is a legal document.
  - If the accommodation is in the student’s IEP, it MUST be implemented. It is a requirement!

We want students to have access to the general curriculum but without accommodations and modifications some of our students would have their ACCESS DENIED!
Curriculum Continuum

- Standard TEKS Curriculum No Accommodations or Modifications
- Standard TEKS Curriculum with Accommodations
- Concept Based Instruction Modifications
- Prerequisite Skills to the TEKS Alternate Achievement Standards

General Education

Special Education and Related Services

Expanded Knowledge and Skills

Nolet and McLaughlin (2005)
Accommodations---
do **NOT** change the content, but are supports or services that help a student fully access the general education curriculum.
Accommodations...

- Are not intended to provide a student with an advantage over other students. Rather, accommodations are intended to provide access to a student who would not otherwise be able to participate in grade-level instruction.

- Are provided on an individual basis taking into consideration the needs of the student.

- Should be used routinely in classroom instruction and testing.

- The goal of appropriate accommodation use is to determine which accommodation(s) a student needs (for access) as opposed to which accommodation(s) would merely provide a benefit (increasing a passing score to a higher score).
Accommodations...

May be appropriate for instructional use, but may not be appropriate or allowed on state assessments.

Just because an accommodation is not allowed on the state assessment, doesn’t mean it isn’t perfectly appropriate for instructional use!
Levels of Support

- **Transitional**
  - Temporary

- **Low**
  - Always available but not needed on a regular basis

- **Medium**
  - Necessary on a regular basis

- **High**
  - Absolutely necessary for the student to learn and must be provided consistently
**Assistive Technology Options**

- **Low Tech/Low Cost**
  - Pencil Grip
  - Blank place markers
  - Daily Visual Schedule
  - Books Adapted for page turning
  - Word cards/book/wall
  - Highlighter Tape

- **Mid Tech/Mid Cost**
  - Audio/Digital Books; i.e., Bookshare, Learning Ally
  - Manipulatives; i.e., Base Ten Blocks, Geometric Figures, Algebra Tiles, Clocks, Play Money, Faction Pieces, Wikisticks, Counting Beans

- **High Tech/High Cost**
  - Adapted Computer
  - Math Software
  - Scanners—Single Word; Hand-Held; Calculator
  - Talking Calculator
  - Voice Recognition Software; i.e., Dragon Diction
  - Text-to-Speech Software & Speech-to-Text Software; i.e., Dragon Naturally Speaking
  - Electronic Dictionary
  - Magnifying devices
  - Electronic Organizer
  - Large Print Materials
  - Apps for iPad, iTouch, Smart Phones
  - Proloquo 2 Go, Time Timer, Dragon Diction/Search, White Noise
  - Abacus/Math Line/Geoboards
  - Screen Reader Software
  - Customized Keyboard
  - Word Processors
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  - Abacu
Accommodating TEKS

The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function.

7.12D—differentiate between structure and function in plant and animal cell organelles including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole.

- Enlarge the Picture
- Oral Response
- Color Overlay
- Transcribing
- Create a Mnemonic
- Provide a partially completed diagram of the anatomy of a plant and animal cell
Accommodations are not...

A Software Program

<table>
<thead>
<tr>
<th>Recommended Accommodations</th>
<th>Rd</th>
<th>ELA</th>
<th>Mth</th>
<th>Sc</th>
<th>SS</th>
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<tr>
<td>1. Change pace of instruction</td>
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<td>PCD. Colored overlays</td>
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<td>6. Highlighted texts</td>
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<td>7. Taping lectures</td>
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<td>9. Extended time for assignments</td>
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<td>RM. Study aids/manipulatives</td>
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<td>13. Repeated review</td>
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<td>14. Reduce written tasks</td>
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<td>RCD. Calculator</td>
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<td>16. Preferential seating</td>
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<td>17. Interpreter for the deaf</td>
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<td>TRB. Frequent breaks</td>
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<td>19. Defined physical space</td>
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<td>20. Cooling-off period</td>
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<td>21. Concrete reinforcers</td>
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<td>22. Positive reinforcers</td>
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<td>23. Modified Assignments</td>
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<td>PRS. Reading Test Aloud to Self</td>
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<td>SMD. Minimizing Distractions</td>
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<td>26. Change in TEKS</td>
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<td>27. Change in project report requirements</td>
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<td>28. Change in tool equipment/machinery used in classroom</td>
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<td>29. Check for understanding</td>
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<td>Other: Use copy of notes taken by peer</td>
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<td>48. Content Mastery</td>
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<td>RSA. Supplemental Aids</td>
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<td>PPM. Face Markers</td>
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<td>SIA. Individual assessment</td>
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<td>SIG. Small Group assessment</td>
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<td>Other:</td>
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Other Considerations:

- Time of Day
- Home Life
- Returning from Dad's Weekend
- Medication
- Growth Spurts
- Hormones
- Personalities
- Peers
- Functional concerns
- Organizational concerns
Modifications---

**CHANGE** the content or what a student is expected to learn and/or demonstrate
Modifications...

- Examples include:
  - Including the student in the same activity, but individualizing the expectations and materials;
  - Student is involved in the same theme/unit, but is provided different tasks and expectations to complete; and
  - Student works math problems that cover one concept/skill when peers are working on math problems that cover multiple concepts/skills
Identify the broad-based concept to be taught

Identify the curricular goals for learners

Identify the instructional plan for most learners.

Identify the instructional plan for learners who will need adaptations.

Check for Student Understanding

Reflect and evaluate the effectiveness of the adaptations, make adjustments as needed.

Reteach based upon evaluation.

Taken from *Adapting Curriculum & Instruction in Inclusive Classrooms: A Teacher's Desk Reference*.
The student knows that living systems at all levels of organization demonstrate the complementary nature of structure and function. 7.12D—differentiate between structure and function in plant and animal cell organelles including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole.

What are the most “critical” components that a student needs to know?

Student participates in all class discussions, activities, and assignments, but is only expected to demonstrate mastery of the “critical” components.

Student is only assessed on knowledge of “critical” components.
Reading Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding (K.6; 1.7; 2.6; 3.5; 4.3; 5.3; 6.3; 7.3; 8.3; Eng I.2; Eng II.2; Eng III.2). Students are expected to:

- identify elements of a story including setting, character, and key events (K)
- discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience (K)
- recognize sensory details (K)
- recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures (K)
- connect the meaning of a well-known story or fable to personal experiences (1)
- explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales (1)
- identify moral lessons as themes in well-known fables, legends, myths, or stories (2)
- compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot (2)
- paraphrase the themes and supporting details of fables, legends, myths, or stories (3)
- compare and contrast the settings in myths and traditional folktales (3)
- summarize and explain the lesson or message of a work of fiction as its theme (4)
- compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature (4)
- compare and contrast the themes or moral lessons of several works of fiction from various cultures (5)
- describe the phenomena explained in origin myths from various cultures (5)
- explain the effect of a historical event or movement on the theme of a work of literature (5)
- infer the implicit theme of a work of fiction, distinguishing theme from the topic (6)
- analyze the function of stylistic elements (e.g., magic helpers, rule of three) in traditional and classical literature from various cultures (6)

Readability Formula

Microsoft Word 2007 & older

![AutoSummarize dialog box showing different types of summaries and summary length options. It includes options for highlighting key points, creating a new document, and selecting the length of the summary as a percentage of the original text.](image)
Any accommodation may be appropriate for classroom use.

**BUT** some accommodations may not be appropriate or allowed for use on a statewide assessment.
Using Accommodations on State Assessment

Check TEA website to see which accommodations can be used on the state assessment.

*Just because a student uses an accommodation(s) in the classroom, does not mean they will be allowed to use it on state assessment.*

http://www.tea.state.tx.us/student.assessment/accommodations/staar-telpas/
Accommodations for Students with Disabilities Taking STAAR, STAAR Spanish, STAAR Modified, STAAR L, and TELPAS

2014 Accommodations for Students with Disabilities

- Individualized Structured Reminders
  - Amplification Devices
  - Projection Devices
  - Manipulating Test Materials
  - Oral/Signed Administration
    - Spelling Assistance
    - Math Manipulatives
    - Calculation Devices
    - Basic Transcribing
    - Supplemental Aids
      - Extra Time
      - Large Print
      - Dictionary
      - Braille

- Complex Transcribing
  - Math Scribe
  - Photocopy
  - Extra Day
  - Other

Type 1 Accommodations

- Individual or Small Group Administration
  - Reminders to Stay on Task
    - Amplification Devices
    - Projection Devices

- Manipulating Test Materials
- Oral/Signed Administration

Type 2 Accommodations

- Spelling Assistance
- Math Manipulatives
- Calculation Devices
- Basic Transcribing
- Supplemental Aids
  - Extra Time
  - Large Print
  - Dictionary
  - Braille

Type 3 Accommodations

- Complex Transcribing
  - Math Scribe
  - Photocopy
  - Extra Day
  - Other
**Extra Time (Same Day)**

**Description of Accommodation**
This accommodation allows a student with a disability to have extra time until the end of the school day to complete a state assessment.

**Assessments**
For a student who meets the eligibility criteria, this accommodation may be used on
- STAAR
- STAAR Spanish
- STAAR L
- STAAR Modified

**Student Eligibility Criteria**
A student may use this accommodation if he or she
- routinely and effectively uses this accommodation during classroom instruction and testing,
- is unable to effectively use other accommodations or any allowable test administration procedures or materials to address this need, and
- **meets at least one of the following** (which makes it necessary for the student to have more time than is allowed in the standard test administration procedures).
  - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
  - The student is identified with dyslexia.
  - The student is receiving special education services and has evidence of reading difficulties documented in the IEP.
  - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a behavioral or emotional disabling condition that affects attention and/or focus.
  - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a physical disability or medical condition that requires a significant amount of time for treatment and/or recovery.
  - The student is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much of his or her typical structure and routine as possible.

**Authority for Decision and Required Documentation**
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student’s IEP.
- For a student receiving Section 504 services, the decision is made by the placement committee based on the eligibility criteria and is documented in the student’s IAP.
If you are recommending accommodations for students to use on state assessment, be prepared to show data, documentation, work samples and justification as to why a student should use the accommodation.

As well, it must be properly documented in their IEP, 504 plan, LEP documentation, etc.
Considerations to Modified Curriculum and Modified State Assessment

*Currently, a student taking the Modified State Assessment could result in implications that could adversely affect a student throughout the individual’s educational career*

STAAR Modified

- Reduces the number of options on a multiple choice test
- Modifies reading selections by providing simplified vocabulary
- Chunks information
What does for this mean for us?

- Increased expectations for all students.
- Increased levels of differentiated instruction.
- Increased accommodation use in teaching and planning.
- Increased reflections.
- Inclusion considerations increase.
- Graduation requirements and scholarship opportunities become more equitable.
- Continuum of Services DOES NOT fade away!
IEP/ARD Considerations

• Only request mods/accommodations that you have data for.

• Be cautious to over serve – does the student benefit?

• Do you have data to support it?

• Can the student use it independently and effectively?  
  (Reminder that YOU are responsible for implementing and documenting.)

• Keep a portfolio with work samples and data collection of strategies implemented and used (or not).

• Supplemental aids should be included in the portfolio.
IEP/ARD Considerations

• Be able to report to parent/ and at ARD how modifications and/or accommodations are being implemented.

• Be prepared to explain to ARDC individualization for the student.

• Services/Accommodations/Modifications can not be denied due to staffing or unwillingness of the campus or district.

• What are ramifications of Failure to Implement?
  • Teacher evaluations
  • legal issues
  • Public record
Without Data Collection, how will you prove the student is: Making progress (or not)?

And if: Accommodations and/or modifications are appropriate/effective (or not)?

I am the "I" in IEP

- Gather Information
- Identify the Needs
- Develop the IEP
- Respond to the Needs/Set the Direction
- Implement the IEP
- Review and Update the IEP (at Annual ARD meeting or sooner)
- Report Progress
Are you familiar with resources already available on the test?

STAAR GRADE 8 SCIENCE REFERENCE MATERIALS

FORMULAS

Density = mass / volume

Average speed = total distance / total time

Net force = (mass)(acceleration)

Work = (force)(distance)
Check TEA website for complete information on allowable supplemental aids for STAAR.

http://www.tea.state.tx.us/student.assessment/accommodations/staar-telpas/
REI

• Routinely
• Effectively
• Independently

The Difference between Taught and Learned!
Supplemental Aids

Supplementary Aids are critical elements in supporting the education of children – especially those with a disability.

- According to TEA, supplemental aids are paper-based resources that assist a student with a disability in recalling information.

They are also great tools for instructional use for ALL students!
• Mnemonics with subject specific words that the mnemonic represents
• Graphic organizers or science graphics containing titles, words, labels, pictures, acronyms, mnemonics, numbers, symbols, or variables
• Labeled pictorial models
• Grammar/Mechanic Rules with specific examples
• Formula triangles representing relationships between variables and symbols for mathematic operations
• Executive Functioning skills
Additional Resources

LiveBinders

Search Results for "jamiesped"

- Education
  - Supplemental Aids and Accommodations
    - By: Jamie Goodwin
    - Views: 39

- Science Resources
  - Experimenting With Science Strategies
    - By: Jamie Goodwin
    - Views: 134

- Special Education Forms
  - Sped Forms
    - By: jamiesped
    - Views: 17

QR Code

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