

Accommodation Implications: Students with Mild-Moderate Disabilities in a General Education Setting

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Problem of Practice

What developmental strategies can educators utilize to successfully execute IEP language so that accommodations can properly reflect higher implementation rates and academic outcomes?

Enacting Change

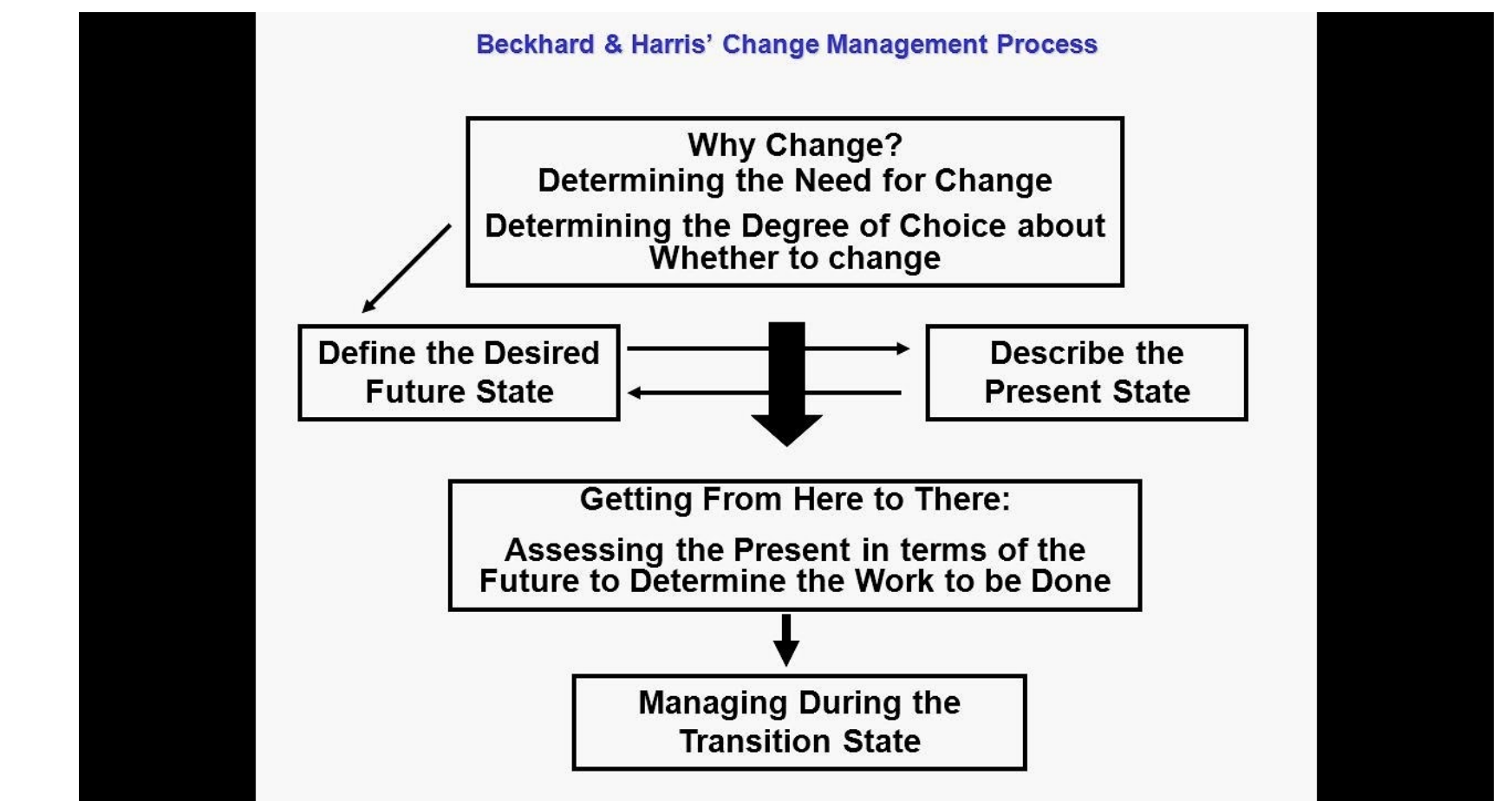
First assess why change is needed in how students with IEPs receive accommodations. Assessing why change is needed; present evidence on barriers teachers face to providing accommodations to their students properly. Identify pros and cons be identified by possible change.

The second step is providing a vision for the change. This part of the process brings forward many options that a school can implement to benefit every teacher, including special education teachers. In this second step state what is working and what is not and how change can improve the non-working factors, including persuading the resisting parties.

The third step, identify a gap between the present and the future and close that gap: a Gap Analysis. This aims to bring leaders' attention to the gap and provide them with the necessary steps.

The final step is the action planning step, where change is implemented. Discuss who will implement changes and who is most affected by the changes. Use various techniques and tools to achieve a positive outcome.

Selected Change Theory



The Individuals with Disabilities Education Act (IDEA) was created to ensure all students eligible for special education services receive a free and appropriate education. Students who qualify for special education have a legally binding contract known as an Individualized Education Plan (IEP) as a template for providing an appropriate education in the least restrictive environment. One aspect of an IEP is the accommodations portion designed to improve educational equity for students with disabilities participating in a general education setting. Accommodations are supports meant to help create equity, making it possible for students with mild to moderate disabilities to participate meaningfully in classrooms with their typical peers (Byrnes, 2008). Used correctly, accommodations encourage learning equality by allowing students who have IEPs to have equal educational opportunities in the least restrictive environment.

Change Plan

- Professional development opportunities
- Collaboration time
- Restructure Directed Studies/Resource curriculum
- Communication between all members of the team, including students to develop self advocating skills
- Develop guidelines for the effective evaluation of students with disabilities

Vision for Change

My Educational Improvement Plan aims to help make changes and improve procedures around accommodations for students participating in a general education program and their service providers.

Venture County SELPA
ACCOMMODATIONS and MODIFICATIONS for CLASSROOM INSTRUCTION & ASSESSMENT
 Rio School District

Student Name: [Redacted] D.O.B. [Redacted] Meeting Date: [Redacted]

ACCOMMODATIONS needed for student to be involved and progress in the core curriculum (must be related to student's disability):
 Note: Accommodations do NOT fundamentally alter or lower standards of coursework. Students receiving accommodations in the classroom shall be eligible to receive the same grade.
 The accommodations listed below apply to all subjects and settings unless specified otherwise.

SETTING / SCHEDULING	TEACHER DIRECTIONS	STUDENT RESPONSE
Seal at front of room	Fewer items on a page	Reduced paper-pencil tests
Seal away from distractions/noise	Short answer tests	No penalty for spelling except on spelling test
Seal near teacher	Written tasks presented in small chunks	No penalty for grammar unless a grammar task
Visual schedule	Allow for alternative response mode	Direct-to-test application
Warning before transitions	Use of manipulatives	Word processing application with spell check
Test in resource room	Word processing application with grammar check	
Extended time on tests		
Extended time to complete assignments		

SELF-REGULATION **ORGANIZATION / STUDY SKILLS** **PERSONAL CARE / EQUIPMENT**

None None None

MODIFICATIONS needed: None; modifications DO fundamentally alter or lower standards of coursework. Overall Report Card Type: (Specify)

SUBJECT	ASSIGNMENTS / TESTS	GRADING	COURSES / SUBJECTS	MODIFIED REQUIREMENTS	GRADING
None	None	None	None	None	None

Next Step and Future Considerations

- Find available training/ professional development for teachers
- accommodations needs for each student explore a reasonable way to expect teachers to deliver multiple different accommodations for different students
- provide supervision, collaboration, and allow for more resources to be shared with resource teachers and general education teachers.
- Implement procedures for accommodations imposed are implemented and documented throughout the IEP team
- allowing the special education teacher and the classroom teacher to meet to plan the activities while including conversations on