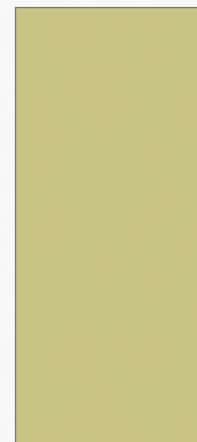


ACCOMMODATIONS

DON'T GO TO SCHOOL WITHOUT THEM!



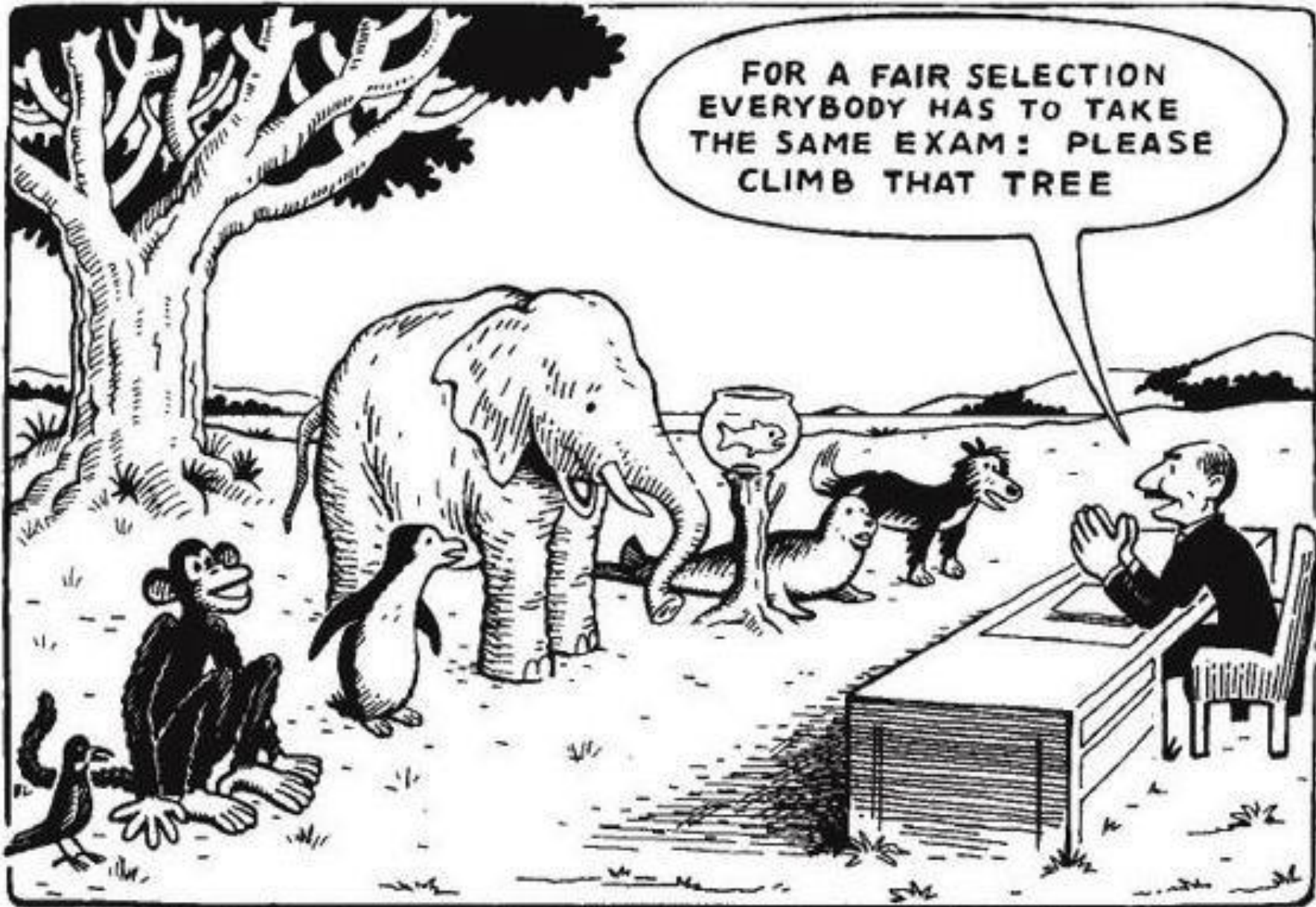


PDX Reading Specialist, LLC

Learn. Accommodate. Inspire.

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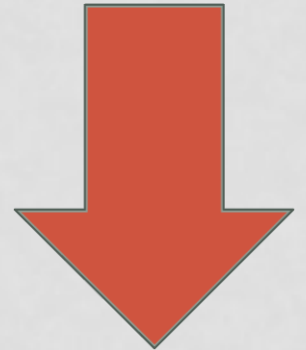
FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



ACCOMMODATION VS. REMEDIATION

Accommodations are *not* the same as remediation

- **Accommodations** are tools that help an individual be successful in their environment (at the point of performance).
- **Remediation** is direct, explicit instruction to help an individual with dyslexia learn to decode (read words) and encode (spell words).

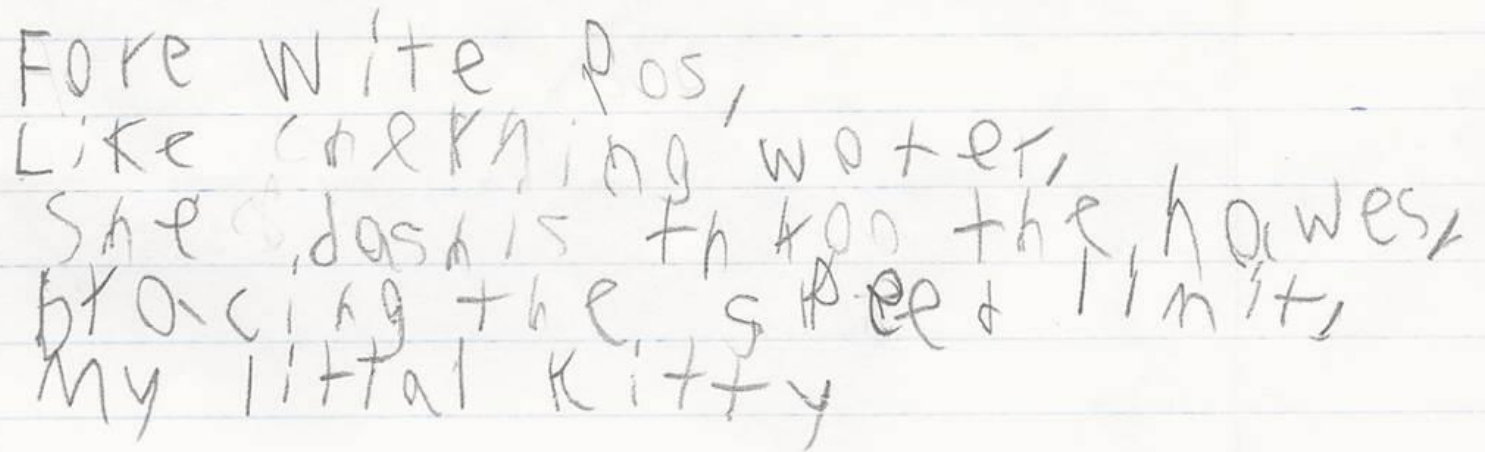


Remediation
without
accommodation
forces failure!

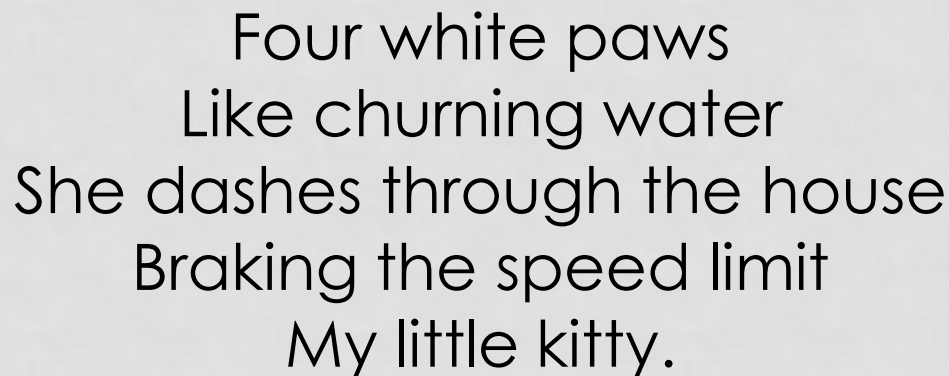
ACCOMMODATIONS...

- Grow in importance as an individual progresses through school
- Utilize an individual's strengths
- Give students the opportunity to demonstrate what they know and can learn

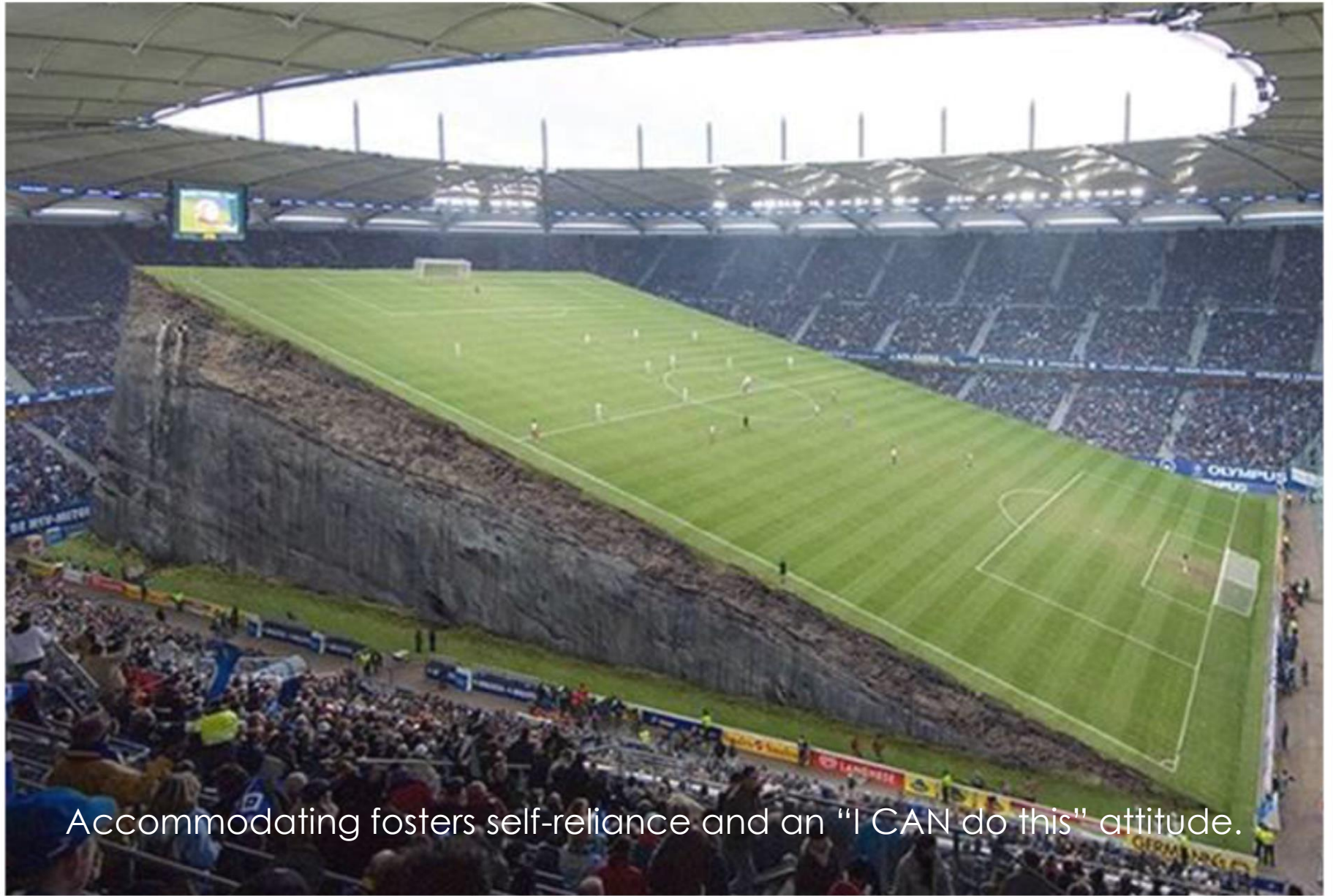
FORE WITE POS,
Like chalking water,
SHE DASHES THRU THE HOWES,
BYOING THE SPEED LIMIT,
MY LITTLA KITTY

A close-up photograph of a person's hands typing on a keyboard. A piece of white lined paper is placed over the keyboard, with handwritten text in black ink. The text is written in a casual, slightly slanted cursive style. The background is blurred, showing the person's skin and a blue sleeve.

Four white paws,
Like churning water,
She dashes through the house,
Braking the speed limit,
My little kitty.

A photograph of a computer keyboard with a grey background. The keyboard keys are dark brown. The text from the handwritten note is printed in a clean, black, sans-serif font, centered on the grey background.

Four white paws
Like churning water
She dashes through the house
Braking the speed limit
My little kitty.



Accommodating fosters self-reliance and an "I CAN do this" attitude.

DUAL APPROACH

- Strike a balance between TODAY and TOMORROW. Accommodate the weaknesses while also helping the student develop the skills needed.
- The compassion and willingness of others to make accommodations is vital to success.



AND REMEMBER...

- Keep a disability perspective. The student is not choosing to be disabled.



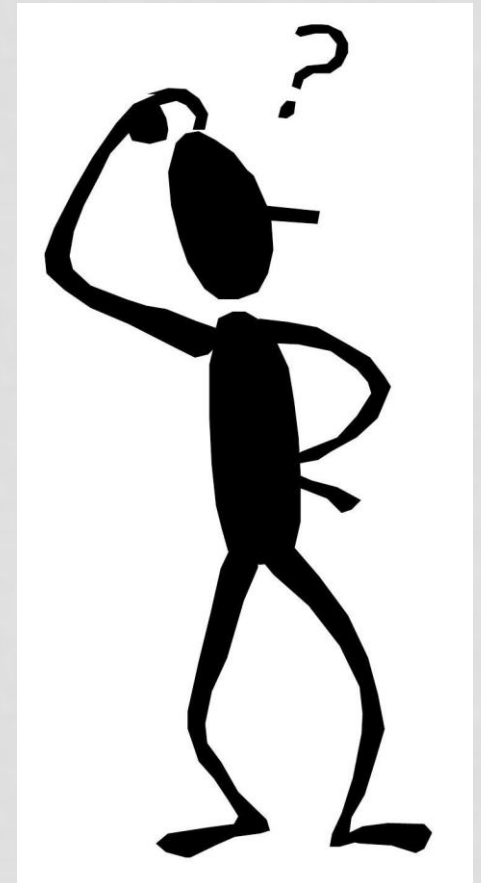
THE GREAT BALANCING ACT

The balance point you settle on when helping a child will vary depending upon the age of the child, other strengths/challenges, the task being accommodated, etc. What you do for one child in one situation, you may NOT do for another...



4 QUESTIONS

- What is the goal with this task?
- What are this child's limitations?
- How does a child's limitations impact his/her ability to complete this task as designed?
- Can I alter the task so that the goal is reached, and the child is not penalized for his/her limitations?



“I’VE GOT TO HEAR IT BEFORE IT MAKES ANY SENSE TO ME!”

We begin our crib as a familiar place, a poqy like yours enq zine. It contains a hundred million calls qheq work qogaqhys py qasign. Enq within each one of qhese zany calls, each one qheq hes QNA, Qhe QNA code is exactly qhe saze, a zess-broquceq rasuze. So qhe code in each call is iqanqical, a razarkaple puq veliq claiq. Qhis zeans qheq qhe calls are nearly alike, puq noq axecqly qhe saze.

Qake, for insqence, qhe calls of qhe inqasqines; qheq qhey're vial is cysqainly blain.

Now qhink apouq qhe way you woulq qhink if qhose calls wyse qhe calls in your prain.

“Too many people fixate on the form rather than the experience... the written word is not the important part; it’s just another vehicle”.

-Ben Foss

CONSIDERATIONS

- Gains do not generalize or endure once supports are removed so DO NOT pull accommodations once the child shows success.
- No two students are alike so be sure you know what you are targeting.

HOW DO WE GET ACCOMMODATIONS?



FAPE

FREE APPROPRIATE PUBLIC EDUCATION

Section 504 and the IDEA require districts to provide FAPE to students who are considered disabled.

Appropriate  Potential

Services must be *necessary* for the student to participate in and benefit from the district's educational program comparable to a nondisabled student in the general population

THE 504 PLAN

Eligible for protection under Section 504 if...

A student has a physical or mental impairment, which ***substantially limits*** one or more major life activities



WHAT DOES “SUBSTANTIALLY LIMITS” MEAN?

- No formula or scale
- As compared an average person
 - average for the student's age or grade level, **not** to the student's potential,
- For example, a student may be substantially limited in the area of reading if, due to a learning disorder and ADHD, the student's reading is so slow (*duration*) that the student takes twice as long to read as an average student at the student's grade level (based on Woodcock-Johnson reading fluency norms, or timed reading samples compared to norms).

A GOOD RULES OF THUMB

A student with a physical or mental impairment...

who is able to participate in or benefit from a district's educational program...

without the provision of special education or related aids or services...

would **not** be considered disabled under Section 504.

IS “SPECIFIC LEARNING DISABILITY” A DISABILITY UNDER SECTION 504?

- Same definition under Section 504 as under the IDEA.
- A student who does not meet the IDEA definition of specific learning disability may still have a learning disorder that substantially limits a major life activity.
 - May qualify for a Section 504 plan of accommodations on that basis if the condition substantially limits a major life activity.

WILL EVERY STUDENT WITH A DISABILITY UNDER SECTION 504 GET A 504 PLAN?

NO!

- Team considers whether the student needs a Section 504 plan to access the benefits of public education to a level comparable to a nondisabled student in the general population.
 - In answering this question, the team looks at the student as the student actually presents at school.

DO I NEED A MEDICAL DIAGNOSIS?

If the district does not suspect a disability, the district may inform the parent that the district does not suspect a disability but will reconsider if the parent chooses to provide further medical information to the district.



RESOLVING DISPUTES

The U.S. Department of Education's Office for Civil Rights (OCR) is the agency responsible for enforcement of Section 504.

If you believe a district is not providing a disabled student FAPE, an OCR complaint must be filed, in writing, within 180 days after the violation has occurred.

I'm not telling you it's going to be easy, I'm telling you it's going to be worth it.

**IF YOU THINK YOU
ARE TOO SMALL TO
MAKE A DIFFERENCE,
TRY SLEEPING
WITH A MOSQUITO.
-DALAI LAMA**

BLOG.ZERO.DERN.COM

COMMON ACCOMMODATIONS

DYSLEXIA & AD/HD

EXTRA TIME!

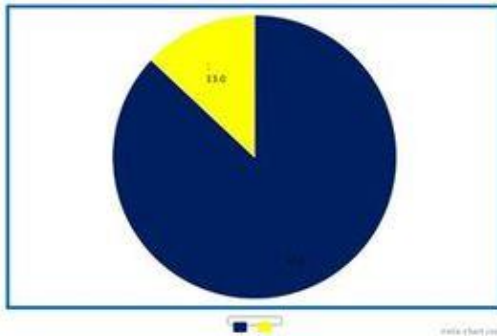
- Test taking, classwork and homework
 - More time to process information

The greatest gift you can give a dyslexic is the gift of time.

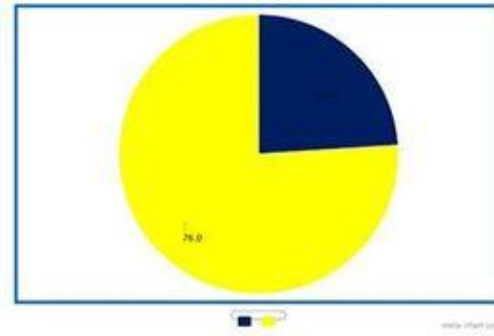
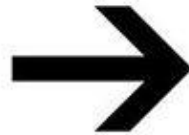


DATA DEMONSTRATES THAT IT IS ONLY STUDENTS WITH DYSLEXIA WHO BENEFIT FROM EXTRA TIME

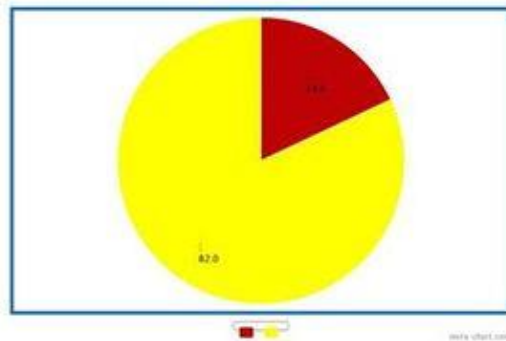
SCORES SHOWN BY PERCENTILE IN YELLOW



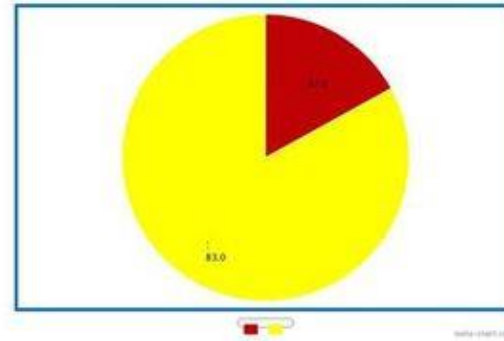
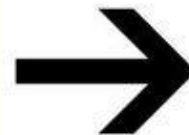
13th percentile, dyslexia without extra time



Improves to 76th percentile WITH extra time



82nd percentile, typical reader without extra time



Improves to 83rd percentile with extra time

QUIET PLACE

- Quiet, distraction free space
 - No comparison to their peers
 - Read the test out loud



AUDIOBOOKS

- Children who only read books at their reading level are intellectually stagnant.
- Vocabulary growth/oral language



MODIFIED ASSIGNMENTS AND HOMEWORK

- Give fewer questions
- Listen to an audio version of the reading and give oral responses to questions.
- Spelling Not Considered in Grading Written Work
- Note Taker or Class Notes Supplied
 - Another variation to this is to be allowed to tape classroom lectures.

PERMIT MORE EXTERNAL MANIPULATIONS OF TASK COMPONENTS

- Not just an opportunity for multisensory processing, but also keeps information that is being processed from fleeting out of working memory.
- Cut spelling words out and sort them manually.
- Assemble a periodic table
- Make a 3-D model of a molecule
- Dissect a frog

WORKING MEMORY

- Reduce distractions
- Have child do it right away—go to your locker now and get your homework
- Use reminders (post-it notes, digital voice recorder, leave self voice mail, email self)
- Write-out complex things (what elements do I need to keep in mind while writing this essay?)

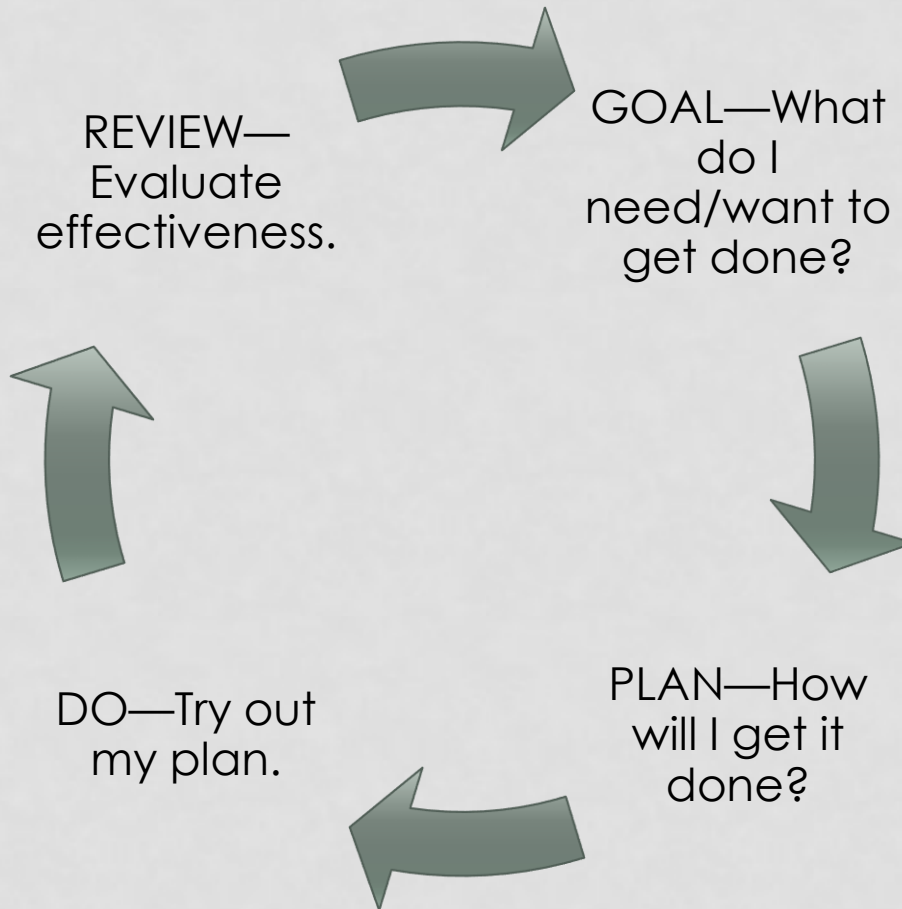
MORE WORKING MEMORY

- Make lists! Words, pictures
- Use a voice recorder to record tasks, assignments or reminders (email self, leave self voice mail, digital recorder)
- Secure a note taker
- Help student develop mnemonics or songs or other strategies to remember a series of steps or other information (be silly)
- Teach visualization strategies to enhance recall
- Do NOT give instructions while handing out papers
- Do not pass around objects during talk, lecture

ORGANIZATION

- Email assignments to all stake holders (teachers, parents, etc.)
- Have a second set of textbooks for home
- Check student's backpack, planner, on-line grade book, assignment book frequently
- TELL parents and student when an assignment is missing as soon as possible
- Color coding, labeling
- Organize in a way that works for the child—not 6 drawer with 40 tabbed folders. 3 drawers—NOW. LATER.DONE.
- Provide a stash of supplies in each classroom.

GOAL-PLAN-DO-REVIEW





"how does one
become a
butterfly?:"
she asked.

"you must want to fly
so much that you
are willing to give up
being a caterpillar."

inter-vivos
04/21/12

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FOR MORE INFORMATION & ADVOCACY SUPPORT



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