

# Making classroom instruction work for all students

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*“Don’t look for the big, quick improvement. Seek the small improvement one day at a time. That’s the only way it happens - and when it happens, it lasts.”*

**John Wooden**





The challenge is to see this as an opportunity to raise aspirations for all students by creating a unified education system that works for all students .

In decreasing the separation between the worlds of special and general education, there are really two sets of related questions:



**How can special education programs help students meet the challenging education standards, curriculum, and assessments that are now being developed in the general education system?**



How can the general public education system be tailored and individualized to better serve its diverse learners-whether or not those students have disabilities?

- Special and general educators have much to offer one another in finding answers to these questions.



The IEP team will identify what accommodations and modifications will be applied when instructing the student in all learning situations.

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# Accommodations

- \* -are supports or services provided to help students progress in the general education curriculum and demonstrate their learning. These do not mean big changes in the instructional level, content, or standards. Rather, support is provided so that students have an equal opportunity to learn and demonstrate what they have learned.

# ACCOMMODATIONS - made in how a student accesses/demonstrates

## learning

- \* They do not substantially change instructional level or content
- \* Provides student an equal access to learning
- \* Provides student equal opportunity to demonstrate what is known
- \* Based on individual strengths and needs
- \* May vary in intensity and degree

# Accommodations are:

- Techniques utilized to help students access curriculum
- Strategies that validate what students have learned
- Methods used that alter the academic environment so students can easily access information

# Accommodations are also:

- \* Approaches to information that **level** the Playing field for students with disabilities

- \* Extended time

- \* Large print

- \* Braille

- \* Signed instruction

Extra Grading opportunities

# Other Accommodation Definitions

- \* Appropriate arrangements that allow for access to same information, activities, opportunities, ex: books on tape, computer writing programs, tape recorders, calculator, checklists, dictation of answers, etc.

# Accommodations do NOT:

- Change the information
  - \* to be learned
- Change the amount of information
  - \* that is to be learned...
  - \* modifications do this!

# Accommodations Summary

- \* Enable students to participate more fully in instruction and assessments and to demonstrate their knowledge and skills
- \* Based on individual needs and not disability category, English language proficiency alone, level of instruction, amount of time spent in general education classroom, program setting or availability of staff

# Cont....

- \* Accommodations should be based on a documented **need** in the instruction/assessment setting and should not be provided for the purpose of giving the student an enhancement that could be viewed as an unfair advantage.

# *Modifications*

- \* -change the content and performance expectations for what a student should learn. For example, a student may work at a different level (at a 4th grade level instead of a 6th grade level in reading) or study fewer concepts or skills.

# Modifications

- \* Generally, modifying curriculum is not recommended unless it is stated on a student's Individualized Educational Plan (IEP), since it involves altering student academic expectations

# Accommodations/modifications

## Accommodations

- \* Graphic Organizer
- \* Text to speech with the book
- \* Template for long division
- \* Raised line paper
- \* Calculator
- \* Class lecture notes ahead of time
- \* Completed agenda with homework expectations
- \* Sensory break “pass”
- \* Picture schedule
- \* Word processor for writing assignments
- \* Assignment broken into smaller units
- \* Oral assessment for understanding

## Modification

- \* Partially completed graphic organizer with fewer links and less complexity
- \* Low level high interest reading with text to speech
- \* Simple division facts with pictures, graphics, manipulatives or number line
- \* Dotted words and letters to trace
- \* Modified rubric for presentations to include fewer elements and more explicit understanding
- \* Essential elements from instruction taught with hands-on material
- \* Assessed on only a portion of the test or concept

# Individualized Goals:

- 1) Which standards closely relate to the educational concerns / needs identified?
  
- 2) How will the student meet the standard?
  - Regular
  - Regular with Accommodations (direct instruction)
  - \* Modified (Intense Instruction)

What are the primary  
grade level expectations?

- How will the student meet these content standards? (Not IEP Goals)
  - Regular
  - Regular with Accommodations
  - \* • Modified

# Regular

The student can meet the age appropriate standard in the same way as general education students with no changes.

# Regular with Accommodations

Provisions are made in “how” a student accesses information or demonstrates the standard. The student can meet all of the components of the regular standard if necessary accommodations are provided.

Examples: oral tests, assignments read orally or taped assignment shortened yet reflects all of the required components; access to a word processor for written assignments/tests, etc.

# Modified Standard (direct instruction)

Changes the expectation of “what” the student is to learn.

Examples: change in the number of key concepts learned within a standard or benchmark, change in the instructional level, limit in the number of concepts expected to master within a unit of study, etc.

# Learning Styles

The slide features a solid blue background. At the bottom, there are several overlapping, wavy, light blue lines that create a sense of movement and depth, resembling a stylized horizon or water waves.

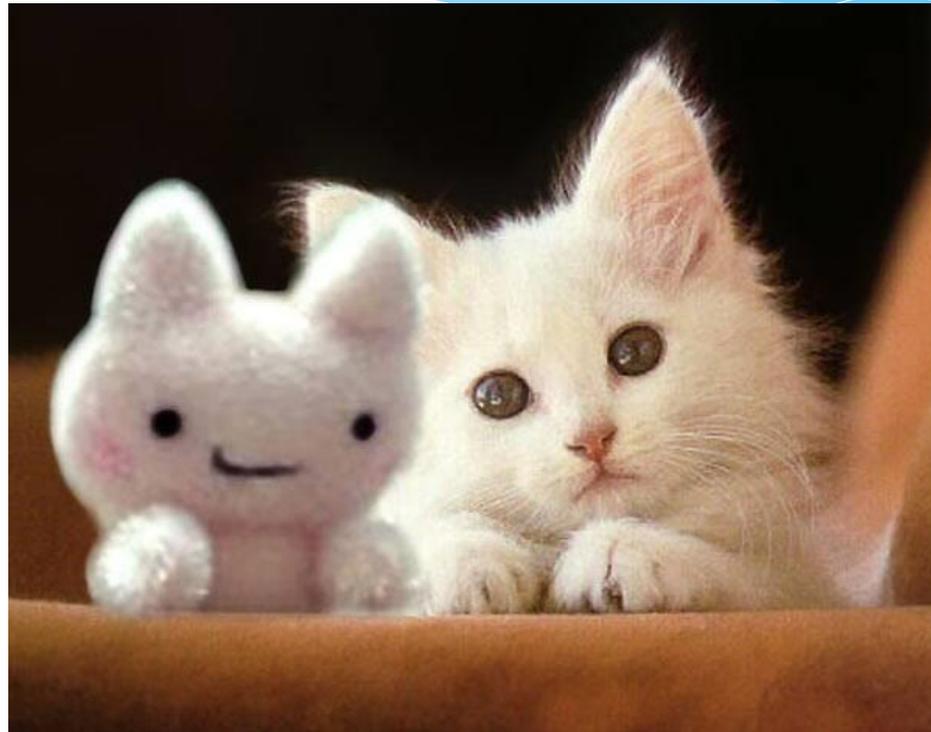
# Visual Learning

- \* Visual style absorb information by:
- \* seeing it in front of them and storing the images in their brains.
- \* They enjoy reading,
- \* have good handwriting
- \* detail-oriented
- \* organized,
- \* and have a keen awareness of colors and shapes

# Struggles

**verbal directions  
distracted by noise.**

**They remember people's faces better than  
their names,  
need to maintain eye contact with a person  
to concentrate on a conversation.**



# Auditory learner

- \* Auditory learner
- \* They learn best by hearing and speaking.
- \* are very social
- \* enjoy hearing stories and jokes
- \* understand concepts by talking about them
- \* may excel in music or the performing arts



## Struggles:

- Read slowly and have trouble writing
- struggle to follow written directions
- tough time staying quiet for long periods of time
- They often hum or sing, and they may whisper to themselves while reading.



# Kinesthetic

- \* Kinesthetic learning style learn best by doing:
- \* moving around and handling physical objects
- \* usually express their feelings physically, such as with hugging and hitting. They prefer trying new skills for themselves rather than being given directions or shown a demonstration.

## \* **Struggles:**

- \* hard to sit still for long periods of time and struggle with reading and spelling. They are often considered “difficult” and misdiagnosed with ADHD
- \* In recent years, more educators have accepted that they simply learn differently and have urged educators to consider more kinesthetic learning activities.



# Read/Write Learners

- \* Read/write learners specifically learn best through the written word.
- \* They absorb information by reading books and handouts
- \* taking notes (sometimes word-for-word)
- \* making lists.
- \* They prefer lectures, diagrams, pictures, charts, and scientific concepts to be explained using written language. They are often fast readers and skillful writers.

# Struggles

- \* Similar to visual learners, read/write learners may struggle with verbal directions
- \* easily distracted by noise
- \* Some may be quiet and struggle to detect body language and other social cues.



# Class project



What type of learner are you?