

SOUTH HARRISON TWP. ELEMENTARY SCHOOL DISTRICT

INSTRUCTIONAL SCAFFOLDING

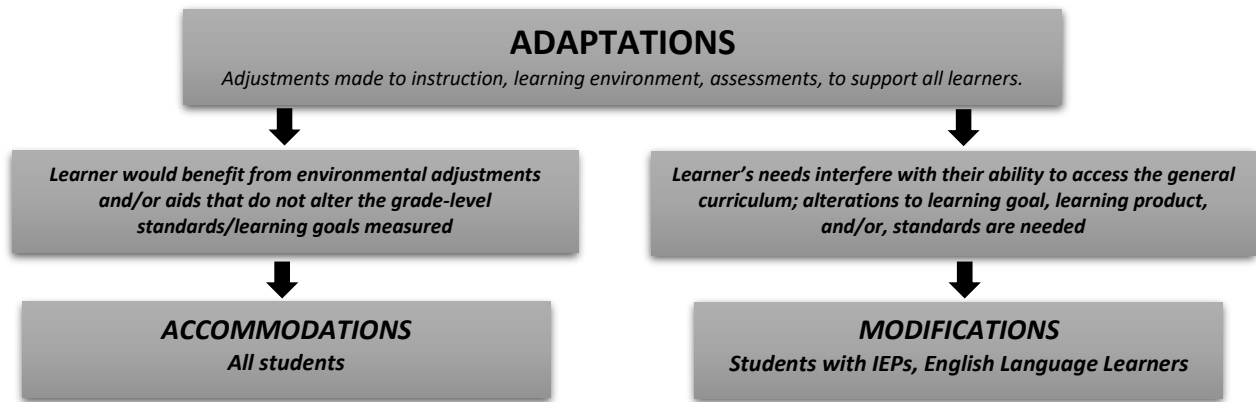
ACCOMMODATIONS/MODIFICATIONS REFERENCE SHEET

This reference sheet is meant to assist in the development of appropriate, fitting and individualized adjustments for Special Education students, English Language Learners and At-Risk students, including Advanced Learners. For students with IEPs and 504 plans, it is important that you consult the student's IEP/504 Plan and respective case manager with any questions about a student's accommodations and modifications. It is possible for students to receive adaptations that go above and beyond what is outlined in the 504 Plan/IEP.

ADAPTATIONS

Accommodations are adaptations that do not alter the learning goal or standards being measured.

Modifications are adaptations that DO alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. **Accommodations** can be for ALL students; **Modifications** are appropriate for some students with IEPs and some English Language Learners.



ACCOMMODATIONS FOR ASSESSMENTS

- Frequent rest breaks
- Additional time
- Choice of test format (multiple-choice, essay, true-false)
- Vary test formats
- Read directions to student
- Provide study guides prior to tests
- Highlight key directions
- Test in alternative site
- Use of calculator or word processor
- Allow for re-dos/retakes
- Pace long-term projects
- Chunk long-term assignments
- Preview test procedures
- Clarify test directions, read test questions
- Eliminate redundant test questions
- Order test items from least complex to most complex

MODIFICATIONS FOR ASSESSMENTS

- Oral testing (if assessing reading comprehension/writing skills)
- Answers to be dictated (if assessing writing skills)
- Read test passages/articles aloud (if assessing reading comprehension)
- Use of calculator (if assessing numerical operations)
- Choice of test format/Alternate ways to evaluate (i.e., if assessing argumentative writing, and the student creates a poster instead)
- Truncated/shortened assessment (if omitting complex questions or altering rigor of assessment)
- Accept short answers

ACCOMMODATIONS FOR CLASSROOM INSTRUCTION

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|---|--|---|
| ○ Large print textbooks | ○ Extra visual and verbal cues and prompts | ○ Alternate quiet and active time |
| ○ Textbooks for at-home use | ○ Lab and math sheets with highlighted instructions | ○ Teach time management skills |
| ○ Additional time for assignments | ○ Graph paper to assist in organizing or lining up math problems | ○ Rest breaks |
| ○ Review of directions | ○ Use of tape recorder for lectures | ○ Verbal and visual cues regarding directions and staying on task |
| ○ Review sessions | ○ Use of computers and calculators | ○ Agenda book and checklists |
| ○ Use of mnemonics | ○ Books on tape | ○ Daily check-in with case manager or special education teacher |
| ○ Have student restate information | ○ Graphic organizers | ○ Adjusted assignment timelines |
| ○ Provision of notes or outlines | ○ Quiet corner or room to calm down and relax when anxious | ○ Visual daily schedule |
| ○ Concrete examples | ○ Preferential seating | ○ Varied reinforcement procedures |
| ○ Support auditory presentations with visuals | ○ Alteration of the classroom arrangement | ○ Immediate feedback |
| ○ Use of a study carrel | ○ Reduction of distractions | ○ Work-in-progress check |
| ○ Assistance in maintaining uncluttered space | ○ Answers to be dictated | ○ Personalized examples |
| ○ Weekly home-school communication tools (notebook, daily log, phone calls or email messages) | ○ Hands-on activities | ○ No penalty for spelling errors or sloppy handwriting |
| ○ Peer or scribe note-taking | ○ Use of manipulatives | |
| ○ Space for movement or breaks | ○ Follow a routine/schedule | |
| ○ Study sheets and teacher outlines | | |

MODIFICATIONS TO LEARNING ACTIVITIES

- No penalty for spelling errors (if assessing writing conventions)
- Alternate learning goals/objectives
- Change level of difficulty/complexity
- Read passages aloud (if working on reading comprehension)
- Use of a calculator (if working on numerical operations/math fluency)
- Shortening assignment (if altering the complexity/rigor of the assignment)
- Exempting assignment (if not providing an alternate activity for practice on the learning goal/standards)
- Allow outlining, instead of writing for an essay or major project
- Use of alternative books or materials on the topic being studied (outside of curriculum/grade-level standards)
- Reworded questions/problems in simpler language (changing rigor)
- Projects instead of written products
- Highlighting important words or phrases in reading assignments
- Pass/No Pass option
- Modified grading

RECOGNIZING AND UNDERSTANDING THE ADVANCED LEARNER

Advanced learners prefer and benefit from instruction that includes:

- a faster pace of learning
- greater independence in study and thought
- increased complexity and depth in subject content

Effective accommodations or modifications directly support the learning needs of advanced students through activities that simulate real world problems, address multiple perspectives, and result in the development and sharing of a variety of authentic products. This creates engaging and challenging instruction that is:

- inquiry based
- open ended
- multi-faceted
- concept centered
- interdisciplinary
- interest based
- student selection

TEACHING THE ADVANCED LEARNER

Teachers use a variety of strategies to create an instructionally responsive classroom for advanced learners. These strategies involve modifying the content of what is being taught, the process used for learning, and the products students are expected to create. These strategies also involve adaptations for individual student readiness, student interest, and student learning profiles. They are meant to work with, not in isolation from, core curriculum. A teacher selects a strategy or combination of strategies based on student needs, teacher style and expertise, curricular content, and available resources. The following are suggestions for how to best serve these students -- and what not to do.

DON'T:

1. **Use these students, whether formally identified as gifted or not, as teacher assistants.** Using gifted students as tutors or teacher assistants for other students in the classroom does not provide for their social-emotional or academic needs.
2. **Expect the gifted student to be well behaved.** Gifted students' cognitive and emotional development are sometimes out of sync. If there is a mismatch between classroom instruction and a gifted student's intellectual needs, that child may "act out" or misbehave.

3. **Give them more work because they finish early.** By giving gifted students more of the same type of work, you are penalizing them for being bright. You want them to produce quality, not quantity.
4. **Isolate them to work independently without oversight.** While independent research projects based on student interest may provide depth in an area, teachers assume that a gifted student

is self-regulated and can work independently on a project without any guidance, oversight, or accountability and may not produce the desired result.

5. **Expect a gifted child to be gifted in every subject area.** Emerging research and new definitions of gifted speak to gifted students having an area or domain of high ability that generally is not across all areas.

DO:

1. **Provide High-level Questions:** Questions that draw on advanced levels of information, require leaps of understanding, and challenge thinking that are presented to the advanced learners.
2. **Create Contracts/Management Plans:** An agreement between teacher and student in which the teacher grants certain choices about how a student will complete tasks, and the student agrees to use the choices appropriately in designing and completing work according to specifications.
3. **Plan and Implement Tiered Instruction/Assignments:** A technique by which all students are taught the same skill or concept with varied content, process and/or product, at a level that builds upon prior knowledge and prompts continued growth.
4. **Use Curriculum Compacting:** A three- step process that a) assesses what a student knows about material to be studied, b) plans for learning what is not known, c) plans for freed-up time to be spent in enriched or accelerated study.
5. **Create Independent/Small Group Projects:** A process through which the teacher and student(s) identify problems or topics of interest to the student(s), plan a method of investigating the problem or topic, and identify the type of product the student(s) will develop.
6. **Establish Learning Centers:** Stations or collections of material that learners use to explore topics or expand skills. Centers are designed to provide study in greater breadth and depth on interesting and important topics within a curriculum.
7. **Develop Interest Centers:** Activities that can provide enrichment for students who demonstrate mastery or competence with required work or who complete required assignments early.
8. **Explore Mentorships Program:** Students work with a resource teacher, media specialist, parent volunteer, older student, or community member who can assist them in developing skills of production in a field of study.

Resources:

Tomlinson, C. (1998). How can gifted students' needs be met in mixed-ability classrooms? Washington DC: National Association for Gifted Children.

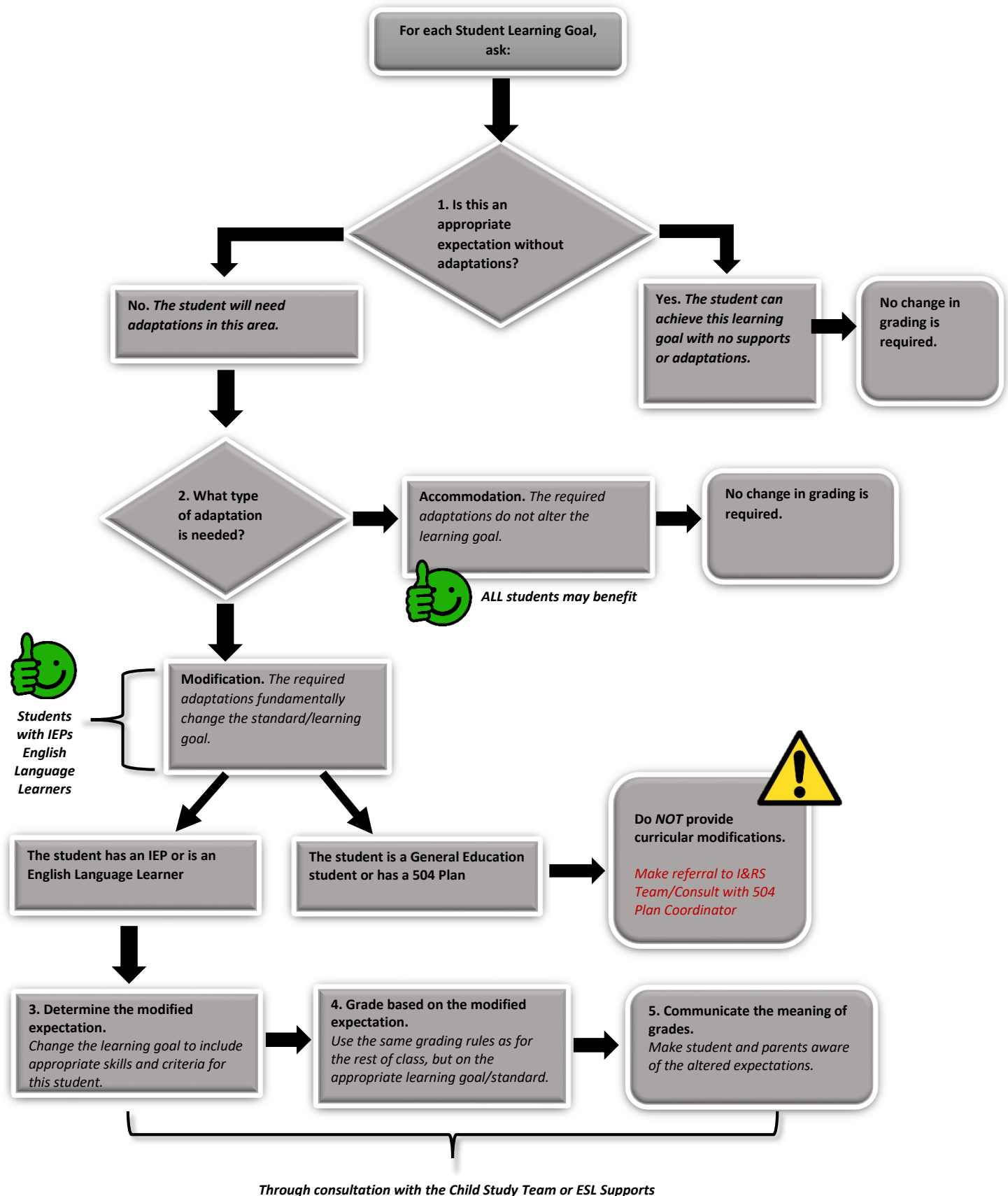
Tomlinson, C. (2001). How to differentiate instruction in mixed ability classrooms? VA: Association for Supervision and Curriculum Development.

Tomlinson, C. (1999). The differentiated classroom: responding to the needs of all learners. VA: Association for Supervision and Curriculum Development.

Winebrenner, S (2001). Teaching gifted kids in the regular classroom. MN: Free Spirit Press

Brown, E. (2015). Serving gifted students in general ed classrooms. <https://www.edutopia.org/blog/gifted-students-general-ed-classrooms-elissa-brown>.

Determining Adaptations & Grading Approaches



Source: Jung & Guskey, 2010