

ACCOMMODATIONS

A CRITICAL COMPONENT OF A FREE APPROPRIATE PUBLIC EDUCATION

ACCOMMODATIONS

What are accommodations?

34 C.F.R. §300.42

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§ 300.114 through 300.116.

ACCOMMODATIONS

What is the purpose of accommodations?

34 C.F.R. §300.320(a)(4)(i-iii)

...provided to enable the child -

- (i)** To advance appropriately toward attaining the annual goals;
- (ii)** To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
- (iii)** To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;

ACCOMMODATIONS VS. MODIFICATIONS

- When we use accommodations we are going to change how the student is taught or how they learn.
- When we use modifications we are changing the content of what we are teaching.

IF FAPE WERE A CUPCAKE...

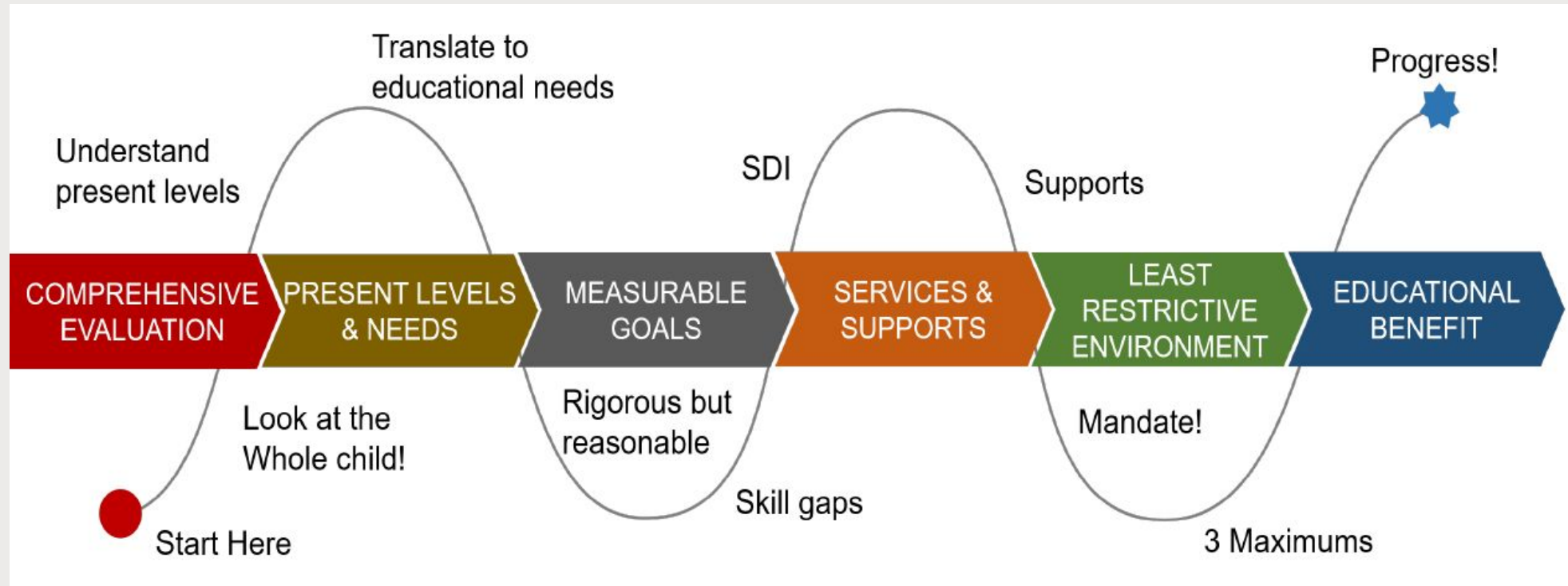


IF FAPE WERE A CUPCAKE...



FREE APPROPRIATE PUBLIC EDUCATION

The FAPE Continuum



EVALUATION

As we are planning our evaluations we need to be aware of accommodations the child may need. Test results may not be valid if the student does not have equal access to the test materials.

34 C.F.R §300.304(c)(3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the factors that the test purports to measure).

EVALUATION

In the section on evaluation procedures (34 C.F.R §300.304(b)(1)), in the IDEA, public agencies are required to use a variety of assessment tools that assist in determining. -

(i) Whether the child is a child with a disability under §300.8; and

(ii) The content of the child's IEP, including information related to enabling the child to be involved in in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities;

PRESENT LEVELS OF ACADEMIC AND FUNCTIONAL PERFORMANCE

- Once we have completed the comprehensive evaluation, we use that information to draft a PLAAFP. It tells us where a student is currently functioning and identifies the skills gaps we need to address.
- The PLAAFP describes the academic, developmental, and functional needs of the child and how the disability affects their involvement and progress in the general education curriculum.

GOALS

- The IEP team will look at the skill gaps identified in the PLAAFP and write goals that are rigorous, yet attainable.
- Because one of the purposes of accommodations is to support the student to advance appropriately toward attaining the annual goals, consideration of accommodations should be part of this process.

SERVICES

- After the goals are in place, the team decides the services that will be needed. This includes specialized instruction, related services, supplementary aids and services and modifications.
- This is where we ensure that the accommodations, which we identified in our evaluation, which were documented in the PLAAFP, that we identified and considered as we developed goals are well documented in the IEP.

LEAST RESTRICTIVE ENVIRONMENT

Robust, student specific and evaluation driven accommodations ensure our students are able to receive their education in the least restrictive environment. This is one of the identified purposes of supplementary aids and services.

PROGRESS

if a student is not making adequate progress on goals, we need to reconvene and consider changes to the IEP.

Accommodations should be considered in this process:

- Have accommodations been consistently implemented?
- Do the accommodations in the IEP adequately support the child's progress on goals?
- Are there accommodations that need to be added to the IEP?

IMPORTANCE OF ACCOMMODATIONS

Throughout the IEP process, from evaluation to ensuring educational benefit, accommodations should be considered at every step.

- They ensure that students can access information.
- They allow students to have meaningful access to the general education curriculum.
- They allow students to be educated in the least restrictive environment with their non-disabled peers.
- They provide our students with the support they will need once they leave school and enter the workforce.

COMMON ACCOMMODATION PITFALLS

Evaluations are not comprehensive enough to identify needed accommodations.



COMMON ACCOMMODATION PITFALLS

Accommodations are liberally applied and not targeted.



COMMON ACCOMMODATION PITFALLS

Accommodations are provided based on disability category instead of individualized to the student.



COMMON ACCOMMODATION PITFALLS

The frequency, duration and location of the accommodations are not well described.



COMMON ACCOMMODATION PITFALLS

Accommodations are not consistently utilized.



THE LONG VIEW

When the school careers of our students end and they enter the “adult world” their need for accommodations will not end.

If we fail to identify the unique accommodations they need and ensure they are implemented, their post-secondary experience may be unnecessarily challenging.

If we work to provide them with the supplementary aids and services that they need, they can walk into their future with the tools they need to be successful in whatever path they take.

Evaluation

QUESTIONS AND CONTACT

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