

Creating Inclusive Classrooms: Accommodations, Modifications, and Co-Teaching Strategies

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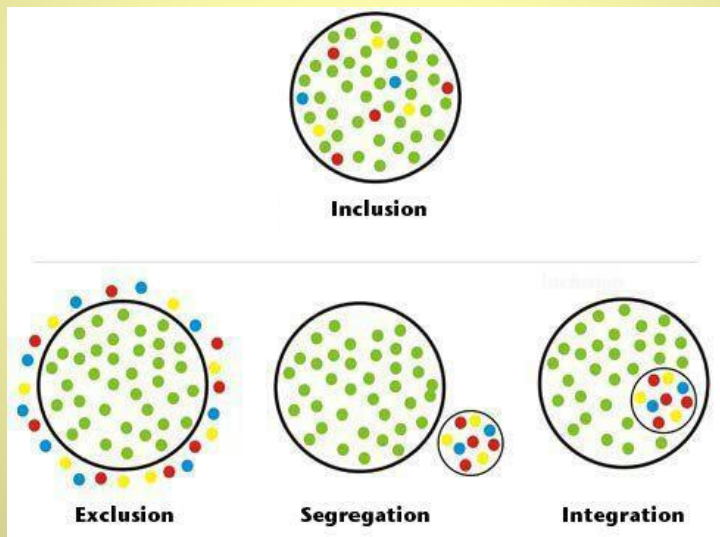
What is Inclusion?

- [Inclusion is] a gift we give to ourselves, a way of seeing all people as interconnected and realizing that any solution must address every person. Inclusion is about reconceptualizing classrooms so that they meet the needs of diverse groups of learners."
- "Inclusion is about understanding—and believing—that the only way for young people to learn about living in diverse, democratic communities—is by being part of one."

Source: Widening the Circle : The Power of Inclusive Classrooms by Mara Sapon-Shevin

What is Inclusion?

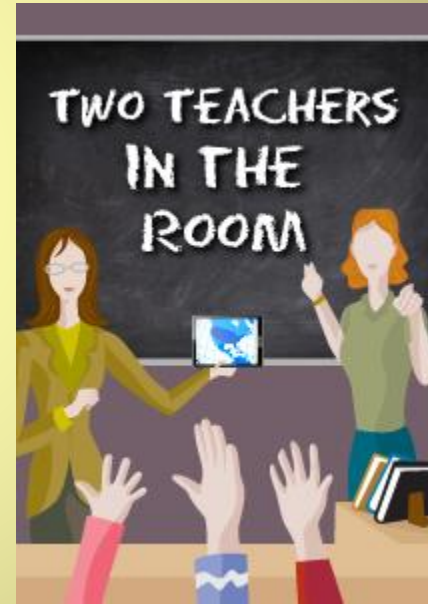
- Learning together



Source: www.thinkinclusive.us/mix-applesauce-with-medicine-to-create-inclusive-classroom-communities/

What is Co-Teaching?

- Two or more professionals with different areas of expertise
 - Importance of parity
- Joint delivery of instruction
- Diverse student population
 - Heterogeneous grouping
- Shared classroom space

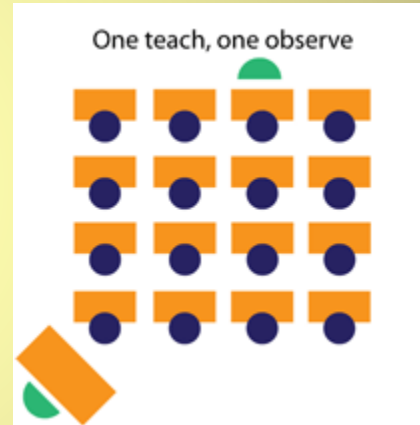


Benefits of Co-Teaching

- Addresses diverse needs of all learners
- Lower student to teacher ratio
- Models positive peer-to-peer interaction for students
- Allows for teachers to creatively plan and implement differentiated instruction
- Allows for small group instruction within the general education setting
- Community-oriented classroom

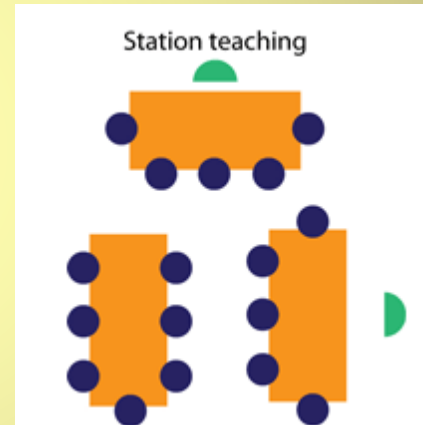
Types of Co-Teaching

- One Teaching, One Observing
 - One teacher delivers instruction, while the other systematically collects data
 - Teachers should periodically exchange roles
 - Ex: The beginning of this session
 - one of us collected participant data.



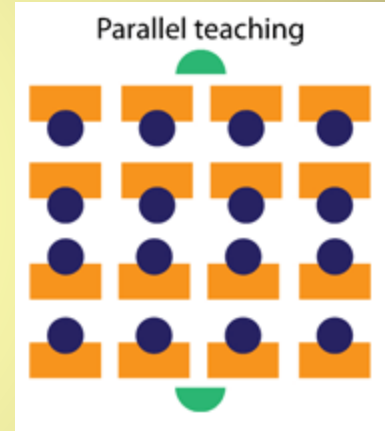
Types of Co-Teaching

- Station Teaching
 - Teachers Divide instructional Content
 - Common to have one station with each teacher and a third in which students work with peers or independently.
 - Ex: Accommodations and Modifications portion of this presentation



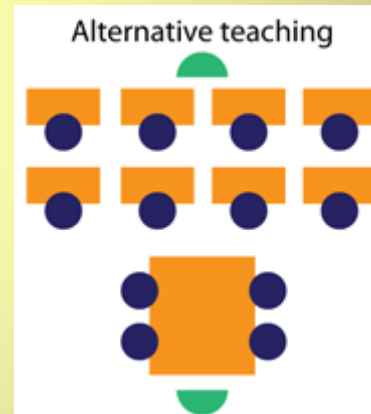
Types of Co-Teaching

- Parallel Teaching
 - Students are divided into two heterogeneous groups.
 - Teachers deliver same content.
 - Lowers student-teacher ratio.



Types of Co-Teaching

- Alternative Teaching
 - One teacher takes a small group for preteaching/reteaching/enrichment
 - Ex. Reading “The Land Ethic”



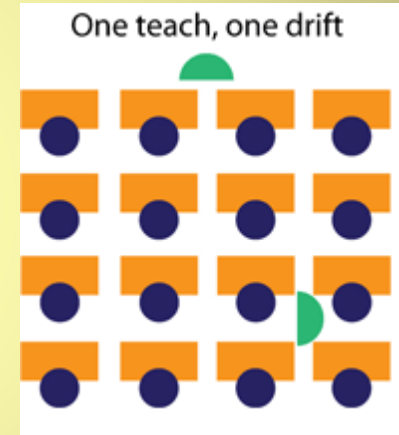
Types of Co-Teaching

- Teaming
 - Both teachers are responsible for giving a lesson.
 - Teachers must be comfortable working together.
 - Ex: The delivery of this part of the session



Types of Co-Teaching

- One Teaching, One Assisting
 - One leads instruction while the other supports students
 - Should be used only occasionally
 - Teachers should switch roles
 - Commonly used when teachers do not have shared planning time



Co-Teaching Relationships

*"The success of your class depends on the strength of your co-teaching relationship."-
Marisa Kaplan*

Divide into 2 groups:

K-6 → Caitlin

7-12 → Todd

(Parallel Teaching)

Accommodations and Modifications Stations

- Station 1 (Caitlin): K-6
- Station 2 (Todd): 7-12
- Station 3 (Independent): Share an example of effective accommodation/modification you used in an inclusive setting.

Choose 2 of the 3 stations to visit – switch on teacher's signal
(incomplete stations)

Sources

- Friend, M. & Cook, L. *Interactions: Collaboration Skills for School Professionals*. Boston: Pearson Education, Inc. 2013.
- Stein, Elizabeth. "Are You Co-Teaching or Just Taking Turns?" MiddleWeb.com
<https://www.middleweb.com/25614/are-you-co-teaching-or-just-taking-turns/> Accessed on 16 January, 2019.
- Co-Teaching in the Classroom. "What Does Co-Teaching Look Like?"
<https://edu240coteaching.wordpress.com/what-does-co-teaching-look-like/> Accessed 16 January, 2019.

Accommodations and Modifications in K-6 Classrooms

Caitlin Smith, B.S. Ed.
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Motivation in Education
January 2019

Accommodations vs. Modifications

- Not defined under IDEA, but there is a general agreement in education what accommodations and modifications mean
 - Accommodation: alters the way in which material is presented or *how* a student accesses learning
 - Modification: alters the content of material presented or changes *what* the student is learning
- Both can provide pathways to learning in the student's least restrictive environment!

Why are they so important?

- Remove the barriers to inclusive practices
- They seek to provide ACCESS and OPPORTUNITY for students in the general education classroom setting.

Helpful Tool:

Layers of Accommodations and Modifications

Hierarchy of Accommodations and Modifications

Layers based on their effect on the general curriculum

Layer 0 No Changes	All students do the same assignments.	No changes in grading criteria. It is the same for everyone.
Layer 1 Minimal Classroom Changes	All students do basically the same assignments, except some receive additional support or reinforcement. <i>(minimal accommodations)</i>	No changes in grading criteria. It is the same for everyone.
Layer 2 Classroom Changes	All students learn the same basic content, except with changes in how it is learned or tested. <i>(complex accommodations)</i>	Grading criteria may vary slightly.
Layer 3 Some Changes to Curriculum	Some students do reduced or similar assignments, but at a less frustrating level. <i>(accommodations and modifications)</i>	Grading criteria may be based on individual goals and class participation.
Layer 4 Significant Changes to Curriculum	Students do a smaller part of the general curriculum. <i>(significant accommodations and modifications)</i>	Grading criteria is based on individual goals and class participation.
Layer 5 Significant Changes to Curriculum	Students do alternate activities relating to the general curriculum. <i>(significant accommodations and modifications)</i>	Grading criteria is based on individual goals and class participation.

*Less than 10% of the special education students participating in general education classes need Layer 4 or 5 supports. The majority of our special education students can be successful and master much of the general education curriculum with Layer 2 or 3 accommodations.

Source:

http://www.shaker.org/Downloads/Accommodations_and_Modifications_Guide.pdf

Accommodations

- Do not fundamentally alter or lower the standard or expectation
- **Areas to consider:** Environment, Behavior, Curricular Content and Expectations, Method of Instruction, Technology, Home/School Relations
- Teams should consistently document and evaluate if they are working for the child!
- Helpful tools for determining accommodations:
 - Don Johnston's Protocols for Accommodations in Reading
 - For Ohio's State Tests - decision making frameworks on ODE

Suggestions for the Elementary Classroom: Accommodations

Environment:

- Post Daily Schedule (pictures and words)
- Give preferential seating
- Distraction-reduced environment
- Provide frequent breaks / scheduled breaks
- Provide place for quiet time
- Prompting or systems for transition
- Use color-coded materials
- Small group testing
- Container to carry belongings in to aid in transition and organization between switch classes
- Adult check ins to ensure that papers are organized in corresponding folders/binders for content areas during school day

Behavior:

- use of a visual timer
- Provide area for student to reset or use calming strategies
- Models and visuals for expected behaviors
- Check in / Check out behavior management system
- Give student option to work in a group or independently
- Review expectations prior to transitions
- Notify student of changes in schedule
- Individual, verbal or non-verbal redirections to task

Suggestions for the Elementary Classroom : Accommodations

Curricular Content and Expectations:

- Extended time (time specified) for assignments
- Reduced amount of items on an assignment at teacher discretion without modifying content
- Teacher check-ins to ensure understanding
- Read aloud for text that is above student's instructional reading level
- break information, directions, and assignments into manageable chunks

Method of Instruction:

- Verbal talk throughs and reminders for tasks that have more than one step
- Access to cover sheets to display one item at a time on a page
- Repeat/Clarify directions
- Immediate corrective feedback
- Use of a multiplication chart / manipulatives/ calculator
- Small group instruction
- Graphic organizers

Suggestions for the Elementary Classroom : Accommodations

Technology (High Tech and Low Tech):

- FM or sound field amplification system
- Adaptive Paper and utensils
- Magnetic words, letters, or phrases
- Word prediction program
- Speech to text or Text to speech
- Voice output communication device
- Enlarged text/magnifiers
- Noise reducing headphones
- Adaptive seating
- Slant board

Home/School Relations:

- Planner checks by an adult at the end of each day
- Locker checklists for what to take home each day
- Daily email/ report sent home

Modifications

- Fundamentally alter or lower the standard or expectation of the course, standard or test.
- Beneficial for students whose instructional learning levels are well below that of their peers.
- Don't take away the need for ambitious IEP goals to help the child make progress toward the grade level standard.
- **Areas to consider:** Curricular Content and Expectations, Method of Instruction

Suggestions for the Elementary Classroom : Modifications

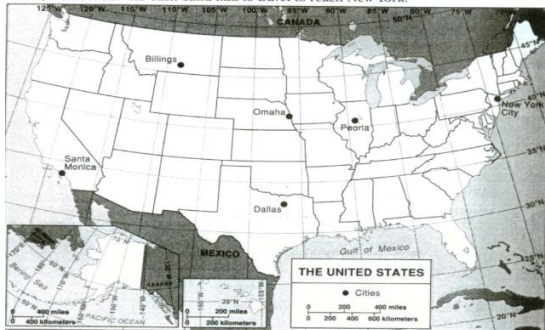
- Spelling lists at student's instructional level
- Reading instruction at student's instructional level
- Visual organization strategies given for student responses
- Simplify complex text when it is above student's instructional level
- Math content will be modified at teacher discretion to make student responsible for mastering a percentage of the full content assessed in the classroom.
- Written expression expectations will be modified at teacher discretion to make student responsible for completing a paragraph template to address a prompt.

Picture Examples

FINDING DISTANCE ON A MAP

MAP SKILLS HANDBOOK

* School bands from different states traveled to New York City to march in the Thanksgiving Day parade. Using the distance scale on the map below, estimate how far each band had to travel to reach New York.



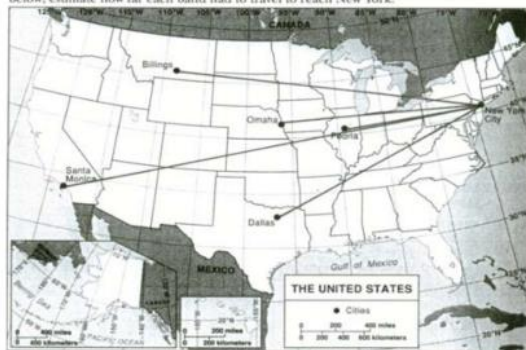
Approximate Distance to New York
Miles _____
Kilometers _____

1. Omaha, Nebraska
2. Peoria, Illinois
3. Billings, Montana
4. Santa Monica, California
5. Dallas, Texas

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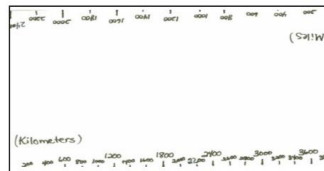
Approximate Distance to New York
Miles _____
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1. Omaha, Nebraska
2. Peoria, Illinois
3. Billings, Montana
4. Santa Monica, California
5. Dallas, Texas

Visual Organization accommodations made to this assignment:

- lines are drawn on the map
- measuring card with a straight edge is given to students to use

A flat edge measuring card was made using an index card and the map scale.



Picture Examples

MAP SKILLS HANDBOOK REVIEW

USING THE VOCABULARY

On a separate sheet of paper, write the letter of the term that best matches each numbered statement.

- | | |
|-----------------|----------------------------|
| a. latitude | g. perspective |
| b. longitude | h. relief |
| c. hemispheres | i. projection |
| d. scale | j. International Date Line |
| e. elevation | |
| f. cartographer | |
- The height of the land
 - Shown by horizontal lines on a map
 - The relationship between distances on a map and real distances on the earth's surface
 - An imaginary line that marks the place where each calendar day begins
 - Differences in the elevation of landforms on a map
 - The way things look from a given point by their size, shape, and distance
 - Equal halves of the earth
 - Shown by vertical lines on a map
 - A way to show a drawing of the earth on a flat surface
 - A person who makes maps

REMEMBERING WHAT YOU READ

On a separate sheet of paper, answer the following questions in complete sentences.

- From where does the word *orientation* come?
- For what are geographic coordinates used?
- Why would it be difficult to use a map without a scale?

- From what point is elevation measured?
- What are the three perspectives that maps can show?
- How is a political map different from a physical map?
- Name three kinds of maps an atlas might include.
- Why is a globe the only accurate way to draw the earth?
- Why was Mercator's projection such an important invention at the time?
- How did the ancient Egyptian hours differ from the hours that we use?

TYING MATH TO SOCIAL STUDIES

In the metric system, the distance between two places is measured in kilometers. A mile is equal to 1.609 kilometers. If you know the distance between two places in miles, you can figure it out in kilometers. To convert miles to kilometers, multiply the distance in miles by 1.609. Convert the distances between New York and these world cities from miles to kilometers: Cairo—5,602 miles; Hong Kong—8,054 miles; Mexico City—2,094 miles.

THINKING CRITICALLY

On a separate sheet of paper, answer the following questions in complete sentences.

- Does climate vary according to latitude or longitude?

Name _____

6 th Grade Social Studies Map Skills Handbook Review p. 36	
1. The height of the land	
2. Shown by horizontal (across) lines on a map	
3. The relationship between distances on a map and real distances on the earth's surface.	
4. An imaginary line that marks the place where each calendar day begins	
5. Differences in the elevation of landforms on a map	
6. The way things look from a given point by their size, shape, and distance	
7. Equal halves of the earth	
8. Shown by vertical lines on a map	
9. A way to show a drawing of the earth on a flat surface	
10. A person who makes maps	

- (a) latitude (b) longitude (c) hemispheres (d) scale
 (e) elevation (f) cartographer (g) perspective (h) relief
 (i) projection (j) International Date Line

Name _____

6th Grade Social Studies Map Skills Handbook Review p. 36

Remembering What You Read

- The term *orientation* comes from _____
- Geographic coordinates are used for _____
- It would be difficult to use a map without a scale because _____
- Elevation is measured from _____
- The 3 perspectives that maps show are:
 1. _____
 2. _____
 3. _____

A political map is different from a physical map because a political map shows _____ and a physical map shows _____

Accommodations and Modifications in 7-12 Classrooms

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 - Modification: alters the content of material presented or changes *what* the student is learning
- Both can provide pathways to learning in the student's least restrictive environment.
- Accommodations change **delivery**.
- Modifications change **content**.

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Accommodation Vs. Differentiation

Differentiation: Best practice education that has been adapted in:

- Content
- Process
- Product
- Learning Environment

according to students'

- Readiness
- Interest
- Learning profile

Accommodation: Altering the delivery of instruction in order to provide access to the curriculum for an individual student.

Suggestions for the Secondary Classroom: Accommodations

Environment:

- Post Daily Schedule (pictures and words)
- Give preferential seating
- Distraction-reduced environment
- Provide frequent breaks / scheduled breaks
- Provide place for quiet time
- Prompting or systems for transition
- Small group testing
- Adult check ins to ensure that papers are organized in corresponding folders/binders for content areas during school day

Behavior:

- Provide area for student to reset or use calming strategies
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Suggestions for the Secondary Classroom : Accommodations

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- Reduced number of items on an assignment without modifying content
- Teacher check-ins to ensure understanding
- Read aloud for text that is above student's instructional reading level
- Chunking information, directions, and assignments

Technology (High Tech and Low Tech):

- Text-to-speech for reading
- Speech-to-text for writing
- Digital timer

Method of Instruction:

- Verbal talk throughs and reminders for tasks that have more than one step
- Repeat/Clarify directions
- Immediate corrective feedback
- Use of a formula sheet / manipulatives/ calculator
- Small group instruction

Home/School Relations:

- Planner checks by an adult at the end of each day
- Locker checklists for what to take home each day
- Scheduled updates with family regarding homework, behavior, etc.

Modifications

- Fundamentally alter the expectation of the course, standard or test.
- Beneficial for students whose instructional learning levels are well below that of their peers.
- Don't take away the need for ambitious IEP goals to help the child make progress toward the grade level standard.
- **Areas to consider:** Curricular Content and Expectations, Method of Instruction

Examples:

- Curriculum based on Ohio's Academic Content Extended Standards
- Decreasing complexity of curriculum material
- Grade level appropriate reading materials

Examples – Accommodations

Print examples provided - look for the blue sheets!

These were created for students with disabilities included in high school general education English and Physical Science classes.

Examples – Modifications

Print examples provided - look for the yellow sheets!

These were created for a high school Applied Physical Science class in which all students are learning content based on the Ohio Extended Standards. The same modifications can be used for students learning in the general education setting.