

Assistive Technology and Accommodations: For Instruction and Assessment

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Topics to be covered

- **Definition and types of accommodations and Assistive Technology (AT)**
- **Common aspects of accommodations and AT**
- **Steps for determining accommodations involving AT for classroom instruction, classroom assessment, and state-mandated tests**
- **Effective practices in the documentation and provision of AT based accommodations**

What are accommodations?

Definition and Types

Accommodations are changes in

- **the presentation of materials,**
- **responses by the student,**
- **setting, and/or**
- **timing of**
 - **instruction,**
 - **classroom assessments**
 - **or state-mandated tests.**

What are accommodations?

Lessening the affect of the disability on the assessment means:

- **The accommodation allows the student to demonstrate what they know and can do in relation to the construct and content**
- **The accommodation provides an “equal playing field” for students with disabilities (504 Plan or IEP)**

What are accommodations?

Lessening the affect of the disability on the assessment DOES NOT mean:

- **The construct (skill)of the instruction or assessment is changed**
- **The student with a disability is ensured proficiency within the instruction or on the assessment**
- **The expectations for learning and engaging in the construct (skill) is reduced**

Aspects of effective/appropriate accommodations

- **Individualized based upon student need**
- **Need is based on evidence from classroom/testing environments**
- **Accommodations, ranging from “simple” to “more complex”, may be provided alone or in combination to ensure all needs are met**
- **Accommodations are provided consistently – whenever required and in the same manner – to ensure appropriate use by the student**

Assistive Technology Device

Section 300.5 Assistive technology device.

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability.

The term does not include a medical device that is surgically implanted, or the replacement of such device.

(Authority 20 U.S.C. 1401(1))

Definition of Assistive Technology

- **Broad definition gives IEP teams the flexibility to provide a range of assistive technology solutions from low technology to high technology**
- **Depending on the individual needs of the student, the AT can range from easy to complex, inexpensive to expensive**
- **AT devices provide support for the student within the construct (skills), context (environment, materials), and activities of instruction and assessment**

Assistive Technology Tools

Assistive Technology (AT) is used to:

- **Remediate deficits**
 - Strategies and skills based instruction to improve the skills in area of deficit
 - Technology is customized to student's level of instruction, provides opportunities for independent practice and reinforcement of skills
 - Can first be used to increase the capabilities of the student in the skill area, then be faded as student increases in independence of skill
 - May not be necessary for student every time skill is presented

Assistive Technology Tools

- **Compensate for deficits**
 - Enhance access to and success in completing instructional tasks requiring students to demonstrate an understanding of concepts and use of skills
 - Typically, student needs the tool every time the skill is presented
 - Typically these use of the tool is not faded over time, although this may not always be the case

Assistive Technology Tools

- Many tools may have dual roles – both to compensate for and remediate deficits
- When tools have dual roles, it is important to understand the student need for each
- AT tools should “grow” with the student as the student increases in skill

Aspects of effective/appropriate AT utilization

- **Individualized based upon student need**
- **AT ranges from low tech to high tech, and can change based upon the construct and context of the activity**
- **AT is provided consistently – whenever required and in the same manner – to ensure appropriate use by the student**
- **The student must be instructed in the appropriate use of the AT**

Your turn to answer!

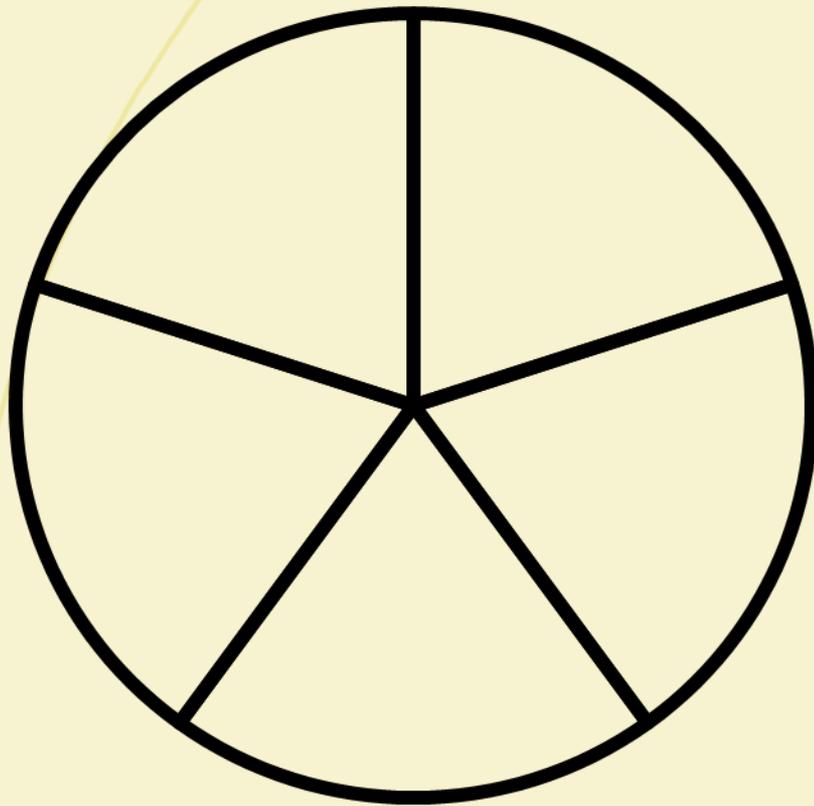
Think, Pair, Share

- **Based upon what you know about AT, think of at least one way in which accommodations and the use of AT are the same – what accommodations and AT have in common.**
- **Pair with a person sitting next to you.**
- **Share your commonality with your partner.
Share at least one commonality with the group.**

Common Elements for Accommodations and AT

- Both accommodations and AT are:

The 5 Sept Process for Determining Accommodations



- ▣ Setting Expectations
- ▣ Understanding Accommodations
- ▣ Selecting Accommodations
- ▣ Implementing Accommodations
- ▣ Evaluating Accommodations

Found in the Georgia Accommodations Manual

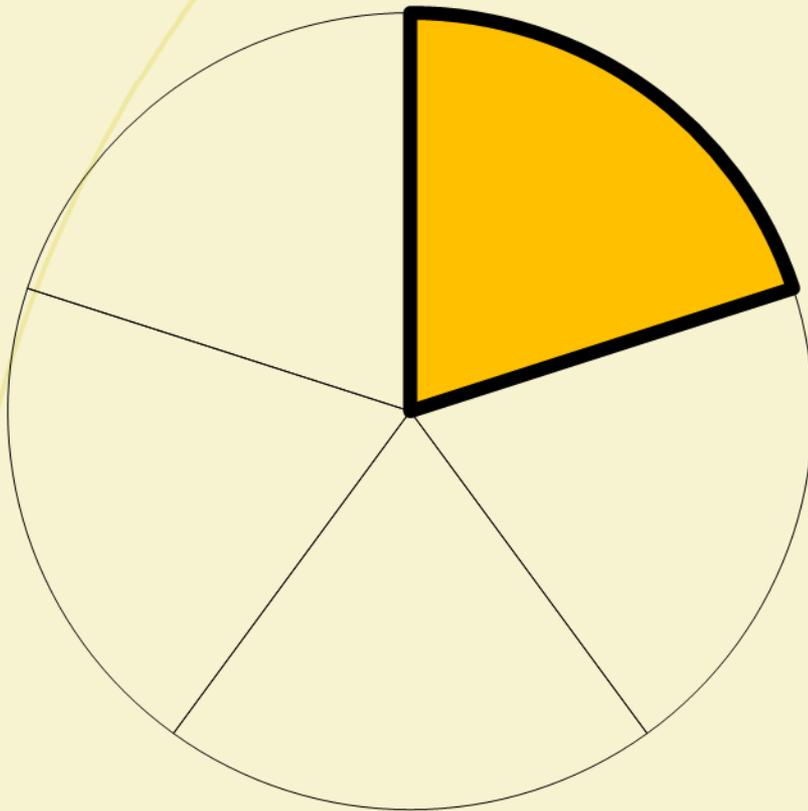
Your turn to answer!

Orange, Yellow, Blue

- **You have three cards – one orange, one yellow, one blue**
- **The orange card is used to signify “I feel comfortable with this information” or “I do this regularly”**
- **The yellow card is used to signify “I know a little about this” or “I do this sometimes”**
- **The blue card is used to signify “I don’t really know about this” or “I don’t do that step right now”**
- **Listen to the following questions and hold up the card that best describes your answer.**

Getting the Right Fit

Step 1: Expect Students with Disabilities to Achieve Grade-Level Academic Content Standards



■ Setting Expectations

Step 1: Setting Expectations

General Understandings

- **ALL students are included in the general curriculum**
- **The majority of students will be instructed and expected to learn all parts of the general curriculum**
- **Accommodations are just one part of ensuring that students with disabilities are working toward grade-level content standards**

Step 1: Setting Expectations

Basic Assumptions

- **All students with disabilities have IEPs that target learning goals that facilitate their progress within the general curriculum**
- **All students have access to both direct instruction in targeted areas as well as instruction on grade-level standards in all content areas**
- **All students with disabilities are provided with instruction in and on their grade level**

Step 1: Set High Expectations

Basic Assumptions

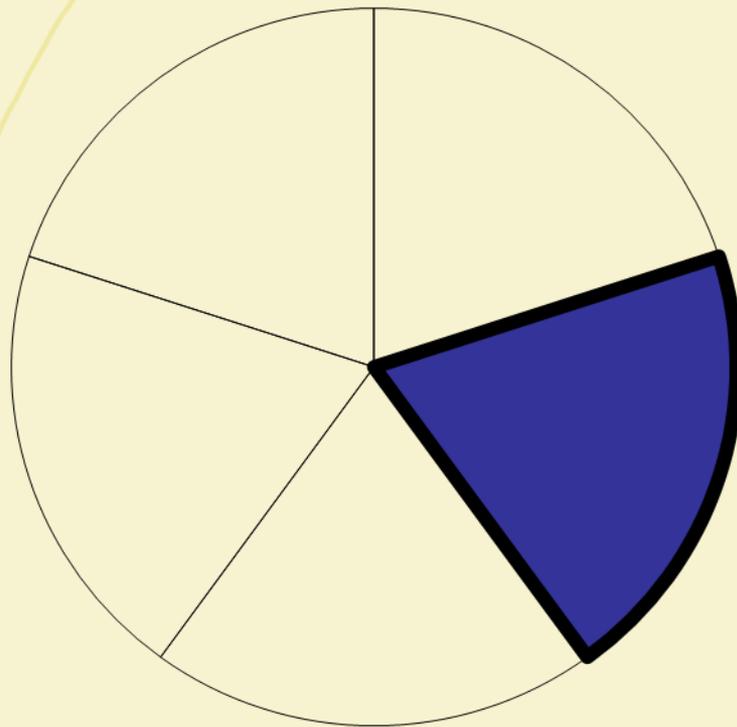
- **All students with disabilities are given a range of instructional strategies to meet their needs – which includes AT**
- **All students with disabilities participate in the state-mandated tests**
- **All students can learn!**

AT Considerations

- **AT provides support in the learning of grade-level curriculum**
- **AT provides support for student demonstration of what they know and can do within the grade-level curriculum**
- **AT use focus on the construct, student skill, and tasks**
- **AT is not in place to take away the need to learn an important skill**

Getting the Right Fit

Step 2: Learn About Accommodations for Instruction and Assessment



■ Understanding Accommodations

Step 2: Understanding Accommodations

- **Remember that accommodations, including the use of AT, must take place during instruction, classroom assessments, and state-mandated tests**
- **Remember that certain accommodations may be appropriate for certain content areas**
- **Accommodations can be made in presentation, response, setting, or scheduling**

Step 2: Understanding Accommodations

General Understandings

- **There is a difference between differentiation of instruction, modifications and accommodations**
- **There is a difference between standard and conditional accommodations**
- **There may be a difference between accommodations available for classroom use and those available for use on statewide assessments**

Step 2: Understanding Accommodations

- **Categories of Accommodations**
 - **Presentation Accommodations** – adjusts the presentation of material and/or directions
 - **Response Accommodations** – adjusts the manner in which students respond or answer questions
 - **Setting Accommodations** – adjusts the place in which instruction and/or testing normally occurs
 - **Scheduling Accommodations** – adjusts the time allowances or scheduling of instruction and/or testing

Step 2: Understanding Accommodations

- **Accommodations and Modifications**

Accommodations	Modifications
Do not reduce learning expectations	Reduce learning expectations by decreasing what the student is expected to learn
Do not change the construct intended to be learned or measured	Change or substitute constructs
Do not change the meaning of the scores of assessment	Reduce the ability to use scores as reliable measures of student skill in the construct
Designed to provide equity, and to reduce or eliminate the effect of the student's disability within instruction or on assessments	Designed to "make it easier" for the student to complete a learning activity or assessment, not necessarily to show all they know and can do

Step 2: Understanding Accommodations

- **Accommodations and Differentiation**

Accommodations	Differentiation
Do not reduce learning expectations	Allows student to learn content through targeted methods of instruction and multiple modalities
Do not change the construct intended to be learned or measured	Keeps the construct intact within instruction or assessment
Do not change the meaning of the scores of assessment	Allows the student to show what they know and can do in multiple ways
Designed to provide equity, and to reduce or eliminate the effect of the student's disability within instruction or on assessments	Designed to help ensure that all students learn content SO THAT the student can show knowledge in other assessments

Step 2: Understanding Accommodations

- **Standard and Conditional Accommodations**

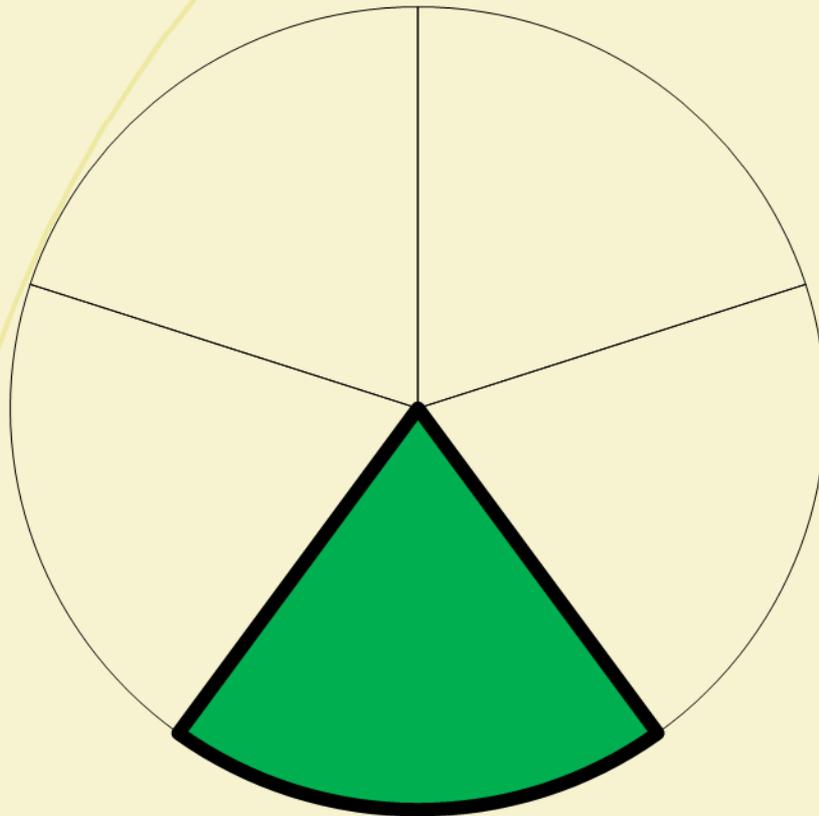
Standard	Conditional
Can be used by any student with a disability	Are only for students who cannot participate on the assessment in any other way
Do not alter or encroach on the construct being assessed	Could encroach on the construct if not utilize appropriately
Do not change the meaning of the scores of assessment	Must be considered when interpreting scores

AT Considerations

- **Most, but not all, AT is utilized as presentation or response accommodations**
- **We must continue to ensure that the AT provided as accommodations does not change the construct (modification)**
- **Use of AT in either presentation or response can lead to the need for accommodations in setting or scheduling.**

Getting the Right Fit

Step 3: Select Accommodations for Instruction and Assessment for Individual Students



■ Selecting Accommodations

Step 3: Selecting Accommodations

General Understandings

- **Begin with the “end in mind” – will this accommodation support the student to get where they need to go?**
- **Start with the least intrusive accommodation**
- **Accommodations can be utilized alone or in combination to provide the support needed by the student**
- **Accommodations can be permanent or be faded, depending on the needs of the student**

Step 3: Selecting Accommodations

Basic Assumptions

- **Accommodations must be individualized, based upon the unique needs of the student**
- **Data from classroom instruction, classroom assessments and statewide assessments are used to assist in the selection**
- **There is a consistency between the accommodations documented for classroom instruction, classroom assessments and statewide assessments**

Step 3: Selecting Accommodations

Basic Assumptions

- The student's IEP documents learning strengths and needs in various content areas
- There is consistency between the accommodations chosen among content areas
- The student's IEP documents all accommodations that are to be provided during classroom instruction, classroom assessments and statewide assessments

Step 3: Select Accommodations

- **Understand how instruction and assessment are intertwined, and how accommodations affect both**
- **Identify accommodations and which could be used during instruction but not during state-mandated tests**
- **Although the discussion may not be documented in the IEP, the move of an accommodation from a classroom to assessment should be considered**

Step 3: Select Accommodations

Standard	Conditional	Not allowable
<ul style="list-style-type: none">▪ Provides access without encroaching on the construct of the skill/ assessment▪ Allowable for any student with a disability▪ Can be used without significantly altering the meaning of the scores of assessments	<ul style="list-style-type: none">▪ More expansive than standard accommodations▪ May encroach on the construct of the skill/ assessment▪ Only for a very small number of students with disabilities who could not access the information/ assessment without this assistance▪ Must be used with caution and with firm evidence of need▪ Must be considered when interpreting resulting scores	<ul style="list-style-type: none">▪ Significantly alter or completely change the construct of the skill/ assessment▪ Do not allow the student to be counted as a participant▪ Cannot use information/ score with confidence

Step 3: Selecting Accommodations

- **Support the student in identifying and self-advocating for appropriate accommodations**
 - **The student brings a unique perspective to the use of an accommodation**
 - **Self-advocacy is an important skill for all students with disabilities**
 - **The IEP team, which includes the student, can determine appropriate “next steps” in skills, AT, and instructional programming**

AT Considerations

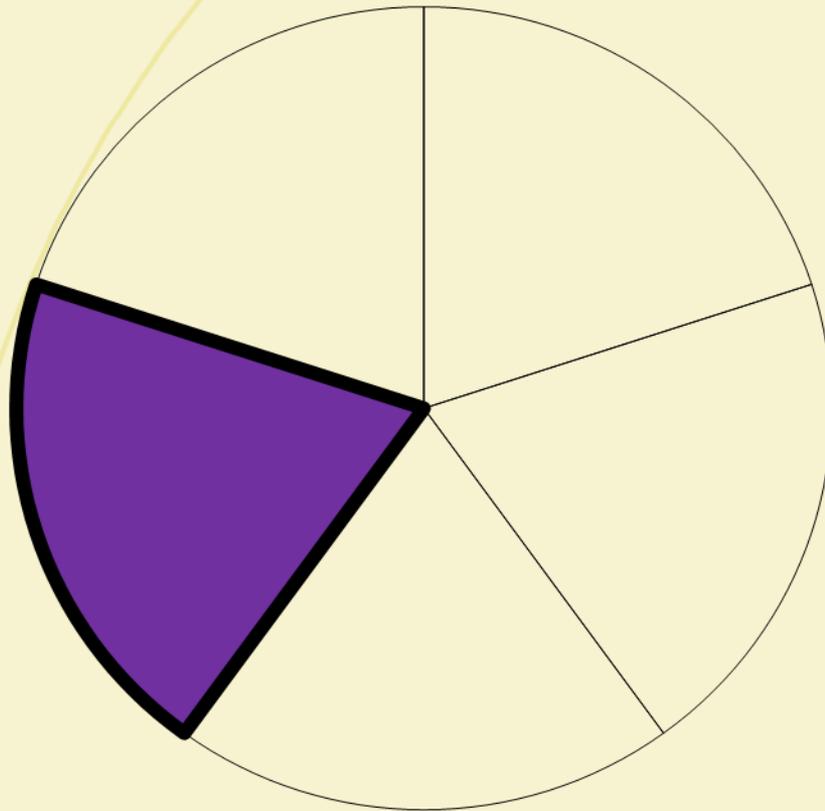
- **AT is important within the total accommodation plan for a student**
- **Documentation of the need for AT and consideration of how it will be utilized as part of the IEP is important**
- **Understanding HOW the AT will be utilized as an accommodation, either for remediation or for compensation, is also important**

AT Considerations

- **AT should be considered for use during instruction and assessment**
- **Some AT, however, is utilized for remediation and its use may not be appropriate or approved for use during state-mandated tests**
- **Students need to know their AT devices and advocate for their use during the IEP meetings**

Getting the Right Fit

Step 4: Administer Accommodations During Instruction and Assessment



■ Implementing
Accommodations

Step 4: Implementing Accommodations

General Understandings

- To be effective, accommodations must be utilized consistently**
- Accommodations that are listed on the IEP must be implemented as written**
- Consistent progress monitoring assists in determining impact of accommodation on student learning and access**

Step 4: Implementing Accommodations

Basic Assumptions

- **All teachers involved with the student know, understand and can implement the accommodations on the IEP**
- **While utilizing accommodations, teachers keep learning expectations high and keep true to the construct**
- **Data collected reflect the accommodations utilized**
- **The student is aware of the accommodations being provided and why**

Step 4: Implementing Accommodations

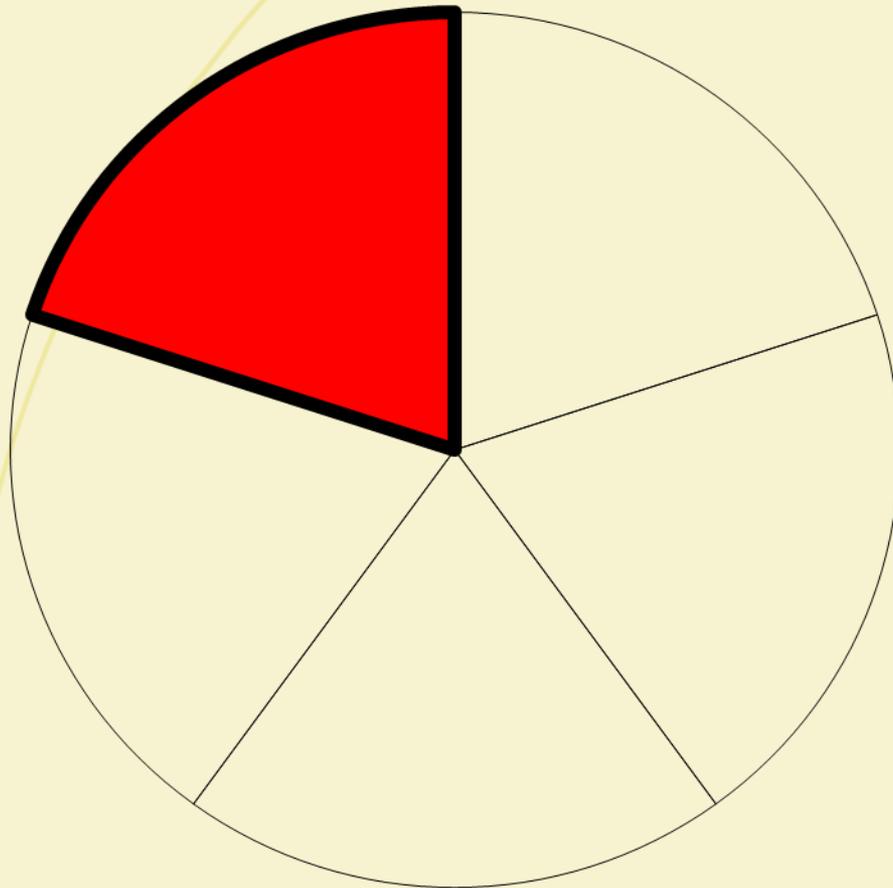
- **During classroom instruction and assessments:**
 - Teach **HOW** to use the accommodation
 - Ensure that accommodation is available each time (each classroom and in content areas) needed
 - Teach student to appropriately self-advocate for the accommodation
- **During state-mandated tests:**
 - Ensure that accommodation is available each time and in content area needed
 - Ensure that accommodation is provided appropriately, following accommodation guidelines

AT Considerations

- **Student must be taught how to use the AT during instruction, classroom assessments, and state-mandated tests**
- **AT must be provided consistently across content areas, assessments**
- **Students can advocate for the appropriate implementation of accommodations**

Getting the Right Fit

Step 5: Evaluate and Improve Accommodations Use



■ Evaluating
Accommodatons

Step 5: Evaluating Accommodations

General Understandings

- To evaluate accommodations, data must be collected in the classroom and on statewide assessments**
- The data should show what changes, if any, are needed to the accommodations being provided to ensure that the student continues to have access to grade-level curriculum while still meeting unique instructional needs**

Step 5: Evaluating Accommodations

Basic Assumptions

- **The evaluation of accommodations happens frequently throughout the school year**
- **Discussions about the need for different/ additional accommodations take place with a variety of people**
- **Any changes made to accommodations must be documented in the IEP**

AT Considerations

- **Utilization and effectiveness of AT must be reviewed on a routine basis**
- **The use of accommodation should be documented when reporting data**
- **As the student learns, the use of AT may change in either instruction, assessment, or both**

Your turn to answer!

Orange, Yellow, Blue

- **You have three cards – one orange, one yellow, one blue**
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- **The yellow card is used to signify “I’ve learned a little but need more”**
- **The blue card is used to signify “I still have questions about this”**
- **Listen to the following questions and hold up the card that best describes your answer.**

So – How Does AT Fit Within These Steps?

**All of these steps require that
you**

Know the content

Know the AT

Know the accommodations

Know the Content

- **This involves understanding the construct - what the content skill is/what the test is intended to measure**
- **Each content area has a different construct that must be attended to**
- **The student may have different needs based upon the content/construct being provided**

Know the AT

- **For the pieces of AT (low tech/high tech), understand the ways in which the AT provides access**
 - **Provides physical access (compensatory)**
 - **Allows the student to show all they know within the construct (compensatory)**
 - **Provides additional information that the student does not have to develop on their own**
 - **Provides information in an alternative format**

Know the AT

- **Ensure provision of the AT “meshes” with the constructs being taught during instruction and/or tested on classroom or state-mandated assessments**
- **Ensure the provision of AT allows the student to show what they know and can do within the construct**
- **Consider the possible change the construct being taught or tested by use of AT**

Know the AT

- **While understanding the construct, determine which AT might be better suited for instruction, and which for assessments**
- **Determine the AT needed and appropriate in each content area**
- **Determine additional supports (time, special location, equipment) needed by the student in order to utilize AT during instruction or assessments**

Know the Accommodations

- **Know the accommodations allowable for any student for whom a need is shown (standard)**
- **Know the accommodations for which guidelines must be adhered to (conditional)**
- **Know what cannot be provided as an accommodation (these may be modifications)**
- **Know where to find this information each year**

Know the Accommodations

- **By looking at the Approved Accommodations for Students with Disabilities Grid, identify AT that is Standard and AT that is Conditional**
- **Identify those additional accommodations that must be provided in order for the student to effectively utilize AT**
- **Identify the subtests of the state-mandated assessments that will be covered by the various accommodations**

Accommodations and AT Together

What construct is
being taught/assessed?

What AT is
being considered?

How does AT
support the skill?

Is the AT an accommodation
for instruction? For testing?

A review

- **Important aspects of the definition of accommodations and AT**
- **Five step process for determining accommodations**
- **Including AT within the five step process**
- **Identifying AT accommodations for classroom instruction, classroom assessments, and state-mandated tests**

Who to Contact

- **For accommodation questions:**
 - System Testing Coordinator
 - Special Education Director
- **For AT questions:**
 - AT Team
- **Your presenter:**
 - Toni Bowen, 404-463-0616 or tbowen@gadoe.k12.ga.us

THANK YOU!
HAVE A GREAT SUMMER!

WE WILL LEAD THE NATION IN IMPROVING STUDENT ACHIEVEMENT.