

“Fair is not giving everyone the same thing, fair is giving everyone what they need.”

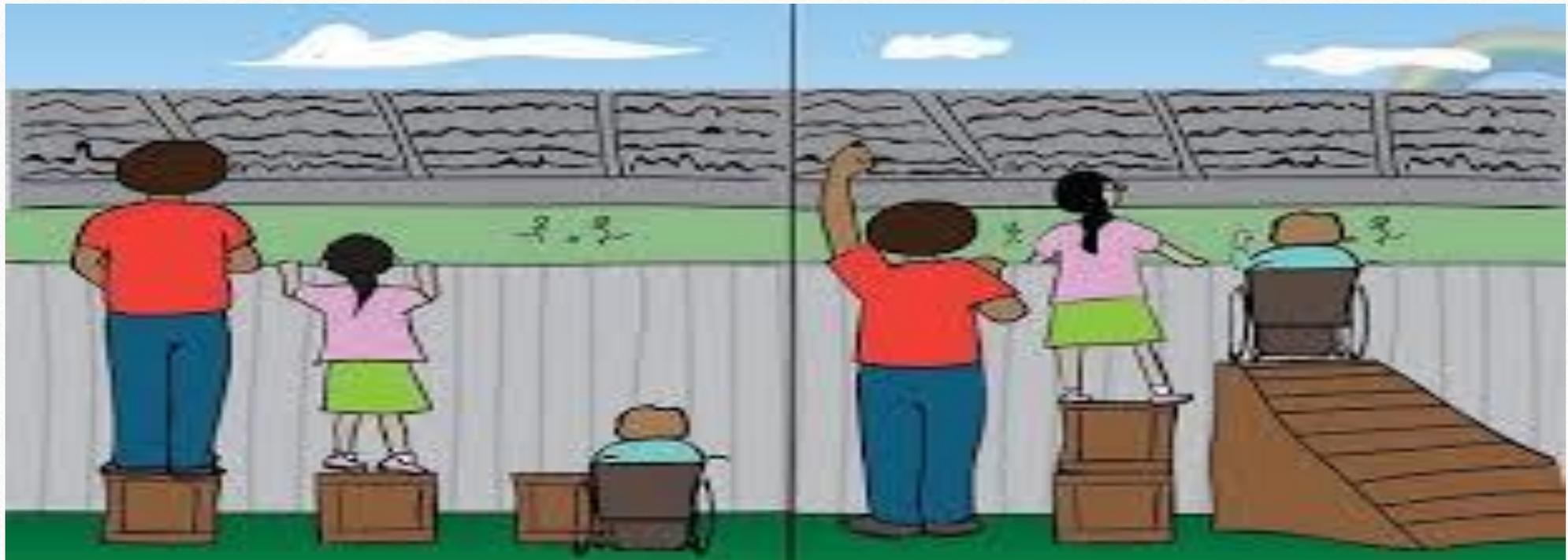
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Let's discuss what Fair looks like.

The picture to your left is giving everyone the same thing.

The picture to your right is giving everyone what they need.



Accommodations Vs. Modifications

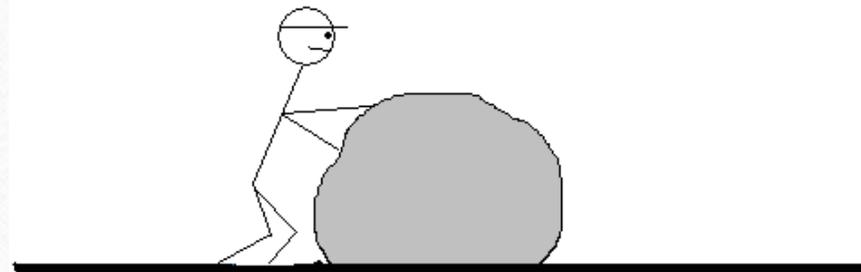
<i>Accommodation</i>	<i>Modification</i>
<ul style="list-style-type: none">• A strategy used to help a student with learning needs access the same curriculum as their peers.	<ul style="list-style-type: none">• A strategy used to help a student with significant learning needs achieve the same curriculum as their peers.
<ul style="list-style-type: none">• Curriculum learning expectations and outcomes are the same.	<ul style="list-style-type: none">• Curriculum learning expectations and outcomes are different.

When an IEP is created accommodations and modifications are an integral part.

Let's start with accommodations, then we will review modifications.

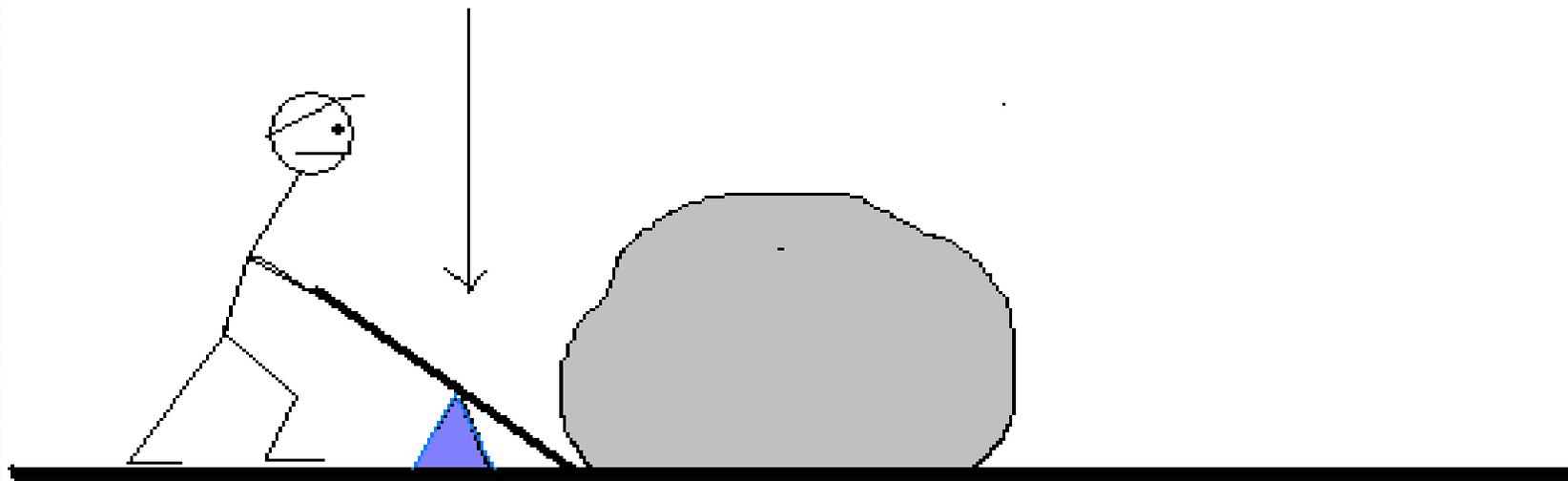
- Visualize the standard or expectation. (See right)
- The rock symbolizes an academic task , an exam that is the expectation or standard.
- You will see in the next slide that accommodations do not change the task, but change the timing, environment, or format of the presentation or testing; yet modifications change the task

Expectation, standard



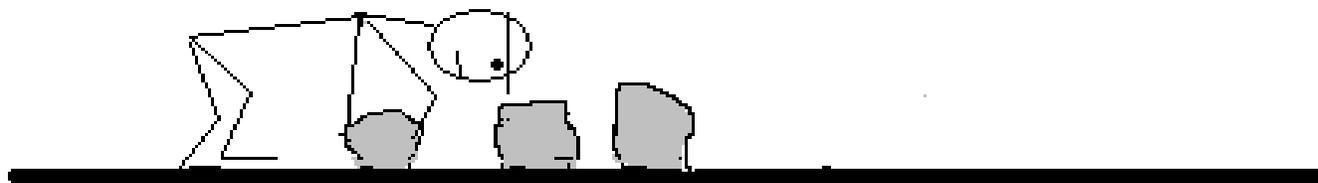
Accommodation: Does not change the task/test.
Makes the task equitable

an accommodation is used to assist the student in completing the same assignment or test as other students, but with a change in timing, environment, response format or presentation format that does not alter in any significant way what the test or assignment measures. Such as a student going to a quieter room or respond using a typewriter to take a test.



Modification: is an adjustment to an assignment or test
changes the standard of what the test or assignment is
suppose to measure.

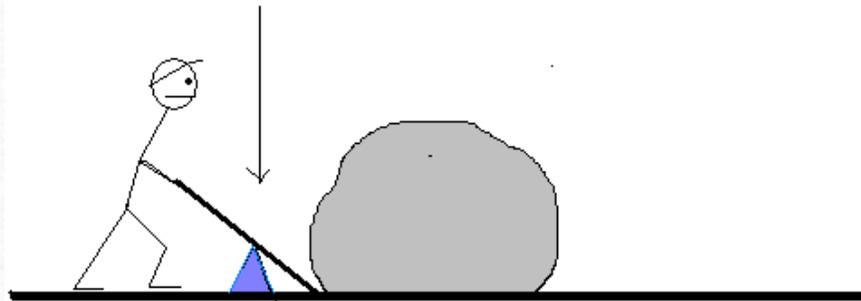
A modified assignment may be shorter or more easily achieved.



Let's have a side by side look! Discuss.

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BAM! That was piece of cake!



Not quite done, a little more information on Accommodations.

- "Excessive accommodations can result in denial of benefit or opportunity. Providing accommodations that are not needed circumvent the learning process by doing too much of the work for a student and results in denial of benefit or opportunity to learn."
Sherman v. Mamaroneck Union Free School District, 340 F. 3d 87 (2nd Cir. 2003)

What does this mean?

- Accommodations should create opportunities for success however, they should not remove student responsibility. We have to prepare our students to be successful adults and advocates for themselves. They should understand the purpose of their accommodations and know how to use and request them.
- Does the student benefit from the accommodations? **A strategy is not a strategy, if it is not effective.**

One more thing.
STAAR Accommodations.

- STAAR Accommodations should be RIE:
 - Routine
 - Independent
 - Effective

ROUTINE

- Does the student use the accommodations?
 - Do not assign a student a STAAR accommodation that they do not use in class. Remember, a strategy is not a strategy if it is not effective. If a student does not know how to use an accommodation, it is ineffective.
 - Make sure accommodations are routine. We want to set our students up for success.
 - We do not want students playing with accommodations during testing or distracted by them. Accommodations are to support, not hinder.

Independent

- Can the student use the accommodations independently?
 - This goes back to “routine.” If the student is using the accommodation routinely, they will learn how to implement the accommodation successfully.
 - Ensure students know how to use charts, graphs, graphic organizers, computer supports, when to request information be read to them, etc.

Effective

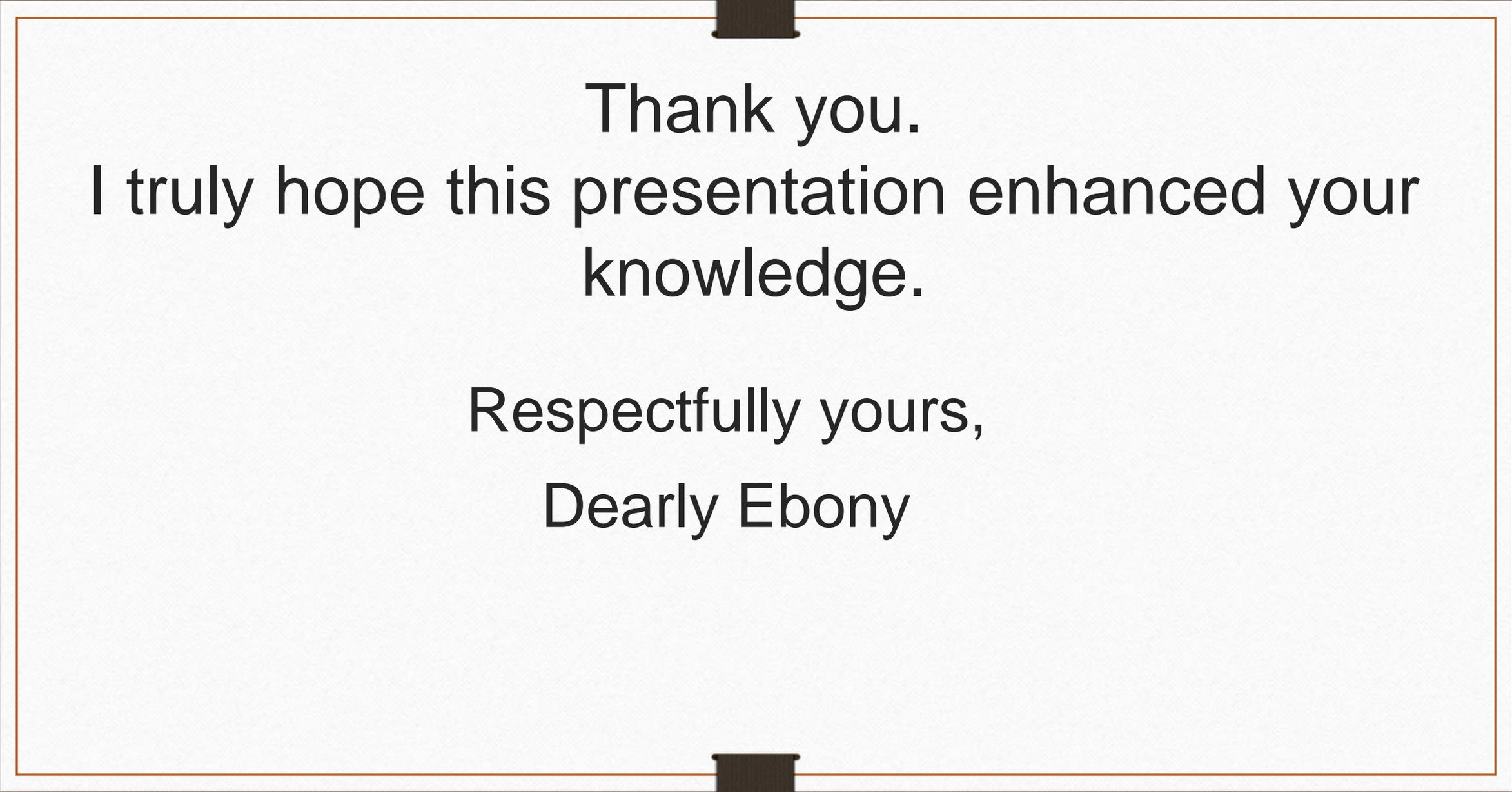
- When accommodations are used routinely and independently, they are **EFFECTIVE!**



**A strategy is not a strategy,
if it is not effective.**

FYI

- Accommodations are individualized to the student, not just blanketed for state assessment.
- Don't add accommodations that are unnecessary.
- Just because a student can't have a certain accommodation on STAAR, does not mean a teacher should not use them during normal instruction if the student needs it.



Thank you.

I truly hope this presentation enhanced your
knowledge.

Respectfully yours,

Dearly Ebony