

Selecting Accommodations: A Five-Step Process Book Study

May 9–10, 2011 Field Test FDLRS/Miccosukee

Instructions to Participants

Selecting Accommodations: A Five-Step Process is written to assist members of IEP teams or persons who develop Section 504 plans for students with disabilities in using a problem-solving process as they select classroom and assessment accommodations for students with disabilities. Each step includes a description of the process and specific actions team members might take. Forms and an annotated list of resources are provided for each step.

Thank you for agreeing to participate in the field test of the *Selecting Accommodations: A Five-Step Process* Book Study. Your review and input will provide very valuable feedback as we finalize the document and the book study guide.

To get ready for the field test, please complete the following:

1. **Answer the Preview Questions** and send your responses to your contact person.
2. **Read the 3.5.11 Draft of *Selecting Accommodations: A Five-Step Process*.** Feel free to write any suggestions or questions right on the pages of the book. We'll be working with the process described in the book on May 9 and 10. Your comments will be used as we create the final version of the book. To guide your reading, discussion questions for each step are included on the back of this page.
3. **Select a student you work with who has a problem with a specific task in school.** Bring information about the student so you can practice applying the accommodations selection process with a real student. Be sure to cross out all identifying information to maintain confidentiality and privacy for the student. Here's a list of materials to bring
 - a. Copy of most recent IEP
 - b. Copy of report card
 - c. Samples of student work including testing and progress monitoring data that reflect the problems the student has with a specific task
 - d. Input from teachers about the student's problems related to the task (You can use the forms in Step One: Gather Information on pages 22–25 in the book if you like.)

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Guiding Questions

Step One: Gather Information

- Why it is important to review a comprehensive set of data about the student's strengths and needs when selecting accommodations?
- How do factors in the student's environment impact decisions about accommodations?
- How are problematic tasks and accommodations related?
- What constitutes a system of tools for a student with disabilities?
- How can teams make sure that all necessary data is gathered and organized for efficient use in the planning meeting?

Step Two: Analyze Problem

- How does the team determine which subject/developmental areas and tasks are problematic for the student?
- How does the team determine which critical elements of the tasks might be addressed through accommodations or specially designed instruction?
- How does the team consider instruction and environmental factors when considering the student's need for accommodations?

Step Three: Select Accommodations

- How does the team decide which type of accommodations is needed by the student—Presentation, Responding, Scheduling, or Setting?
- What additional procedures may be needed if the student requires assistive technology?
- What are the benefits of applying a set of criteria when selecting accommodations for a student?
- What additional factors must be considered when selecting testing accommodations?

Step Four: Document Accommodations

- What documentation is required for accommodations needed by students with disabilities?
- How can the team provide additional information that teachers might need to implement the accommodations?

Step Five: Implementing, Monitoring, and Evaluating Accommodations

- What is the purpose of an implementation plan for accommodations? How will the plan vary depending on the complexity of the accommodation?
- Why is it important to think about the needs of the student and the needs of the teachers/parents in learning how to use the accommodation?

- How can the impact/effect of the accommodation be measured?

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Agenda

Monday, May 9, 2011

- 8:00 am Introductions and Overview
- 8:30 am Preview Discussion: How Do I Select Accommodations?
- 9:15 am Guided Book Study
 - Step One: Gather Information
 - Step Two: Analyze Problem
- Lunch
 - Step Three: Select Accommodations
 - Step Four: Document Accommodations
 - Step Five: Implement, Monitor, and Evaluate Accommodations
- 2:30 pm Questions and Feedback
- 3:00 pm Adjourn

Tuesday, May 10, 2011

- 8:00 am Guided Practice with a Scenario
 - Tasha, a 12th grade student
 - Ted, a 9th grade student
 - Martez, a 5th grade student
- 10:30 am Discuss Scenario Findings
- Lunch
 - Apply Selection Process to Your Student
- 2:30 pm Questions and Feedback
- 3:00 pm Adjourn