

The background of the slide is a green chalkboard. At the top, a world map is mounted in a wooden frame. On the left side, a wooden ruler is placed vertically. In the bottom right corner, there is a small electrical outlet. The main title is written in large, bold, white letters with a drop shadow effect. The subtitle is written in smaller, bold, yellow letters with a drop shadow effect.

Access to Core Curriculum for Special Education Students

**Los Angeles Unified School District
Division of Special Education
Instructional Initiatives**

The background is a green chalkboard. At the top, a world map is mounted in a wooden frame. On the left side, a wooden ruler is placed vertically. At the bottom, there is a chalk tray and a power outlet on the wall.

Objectives



What are accommodations?



What are modifications?



How do we do it in the classroom?



Curricular Adaptations

Curricular Adaptations are “any adjustment or modification in curriculum, instruction, environment or materials in order to enhance the participation of a member of the classroom community.”

Udvari-Solner



Accommodation

Changes made to the environment, curriculum, instruction, or assessment practices that **DO NOT** fundamentally alter or lower expectations in instructional level, content or performance criteria.

V. DiCecco

The background of the slide is a green chalkboard. At the top, a world map is displayed in a horizontal frame. On the left side, a wooden ruler is placed vertically. In the bottom right corner, there is a small electrical outlet. The word "Modification" is written in large, bold, yellow letters with a black outline.

Modification

Changes made to the environment, curriculum, instruction, or assessment practices that **DO** fundamentally alter or lower expectations in instructional level, content or performance criteria.

V. DiCecco

Three-Tier Model of School Supports

Academic Systems

Behavioral Systems

Tier 3 *Intensive, Individual Interventions*

- Individual students
- Assessment based
- High intensity
- Of longer duration

5%

Tier 3 *Intensive, Individual Interventions*

- Individual students
- Assessment based
- Intense, durable procedures

5%

Tier 2 *Targeted Group Interventions* 15%

- Some students (at-risk)
- High efficiency
- Rapid response

15%

Tier 2 *Targeted Group Interventions* 15%

- Some students (at-risk)
- High efficiency
- Rapid response

15%

Tier 1 *Universal Interventions* 80 %

- All students
- Preventive, proactive

80 %

80%

Tier 1 *Universal Interventions*

- All settings, all students
- Preventive, proactive

Students



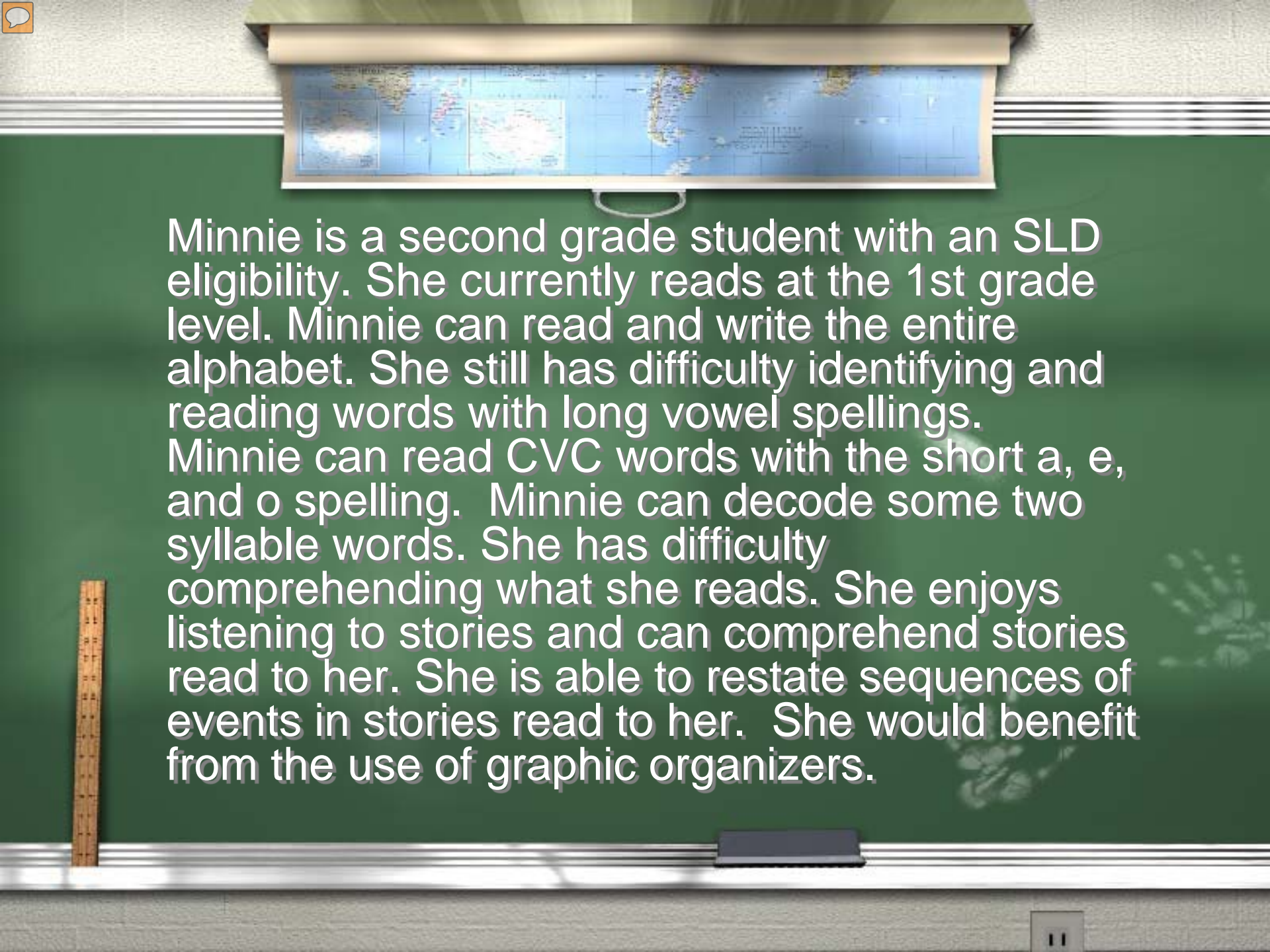
Accommodations may be provided in four general areas

-  Methods and Materials
 -  Assignments and classroom assessments
 -  Learning environment
 -  Special communication systems
- 
- 
- 

The background of the slide is a green chalkboard. At the top, a world map is mounted in a wooden frame. On the left side, a wooden ruler is placed vertically. The text is centered on the chalkboard.

Accommodations Activity 1:

What do you know about accommodations?

The background of the slide is a green chalkboard. At the top, a world map is displayed in a horizontal frame. On the left side, a wooden ruler is placed vertically. At the bottom center, there is a small black rectangular object, possibly a chalk eraser or a piece of chalk. In the bottom right corner, there is a small grey rectangular object with two vertical lines, possibly a power outlet or a switch.

Minnie is a second grade student with an SLD eligibility. She currently reads at the 1st grade level. Minnie can read and write the entire alphabet. She still has difficulty identifying and reading words with long vowel spellings. Minnie can read CVC words with the short a, e, and o spelling. Minnie can decode some two syllable words. She has difficulty comprehending what she reads. She enjoys listening to stories and can comprehend stories read to her. She is able to restate sequences of events in stories read to her. She would benefit from the use of graphic organizers.

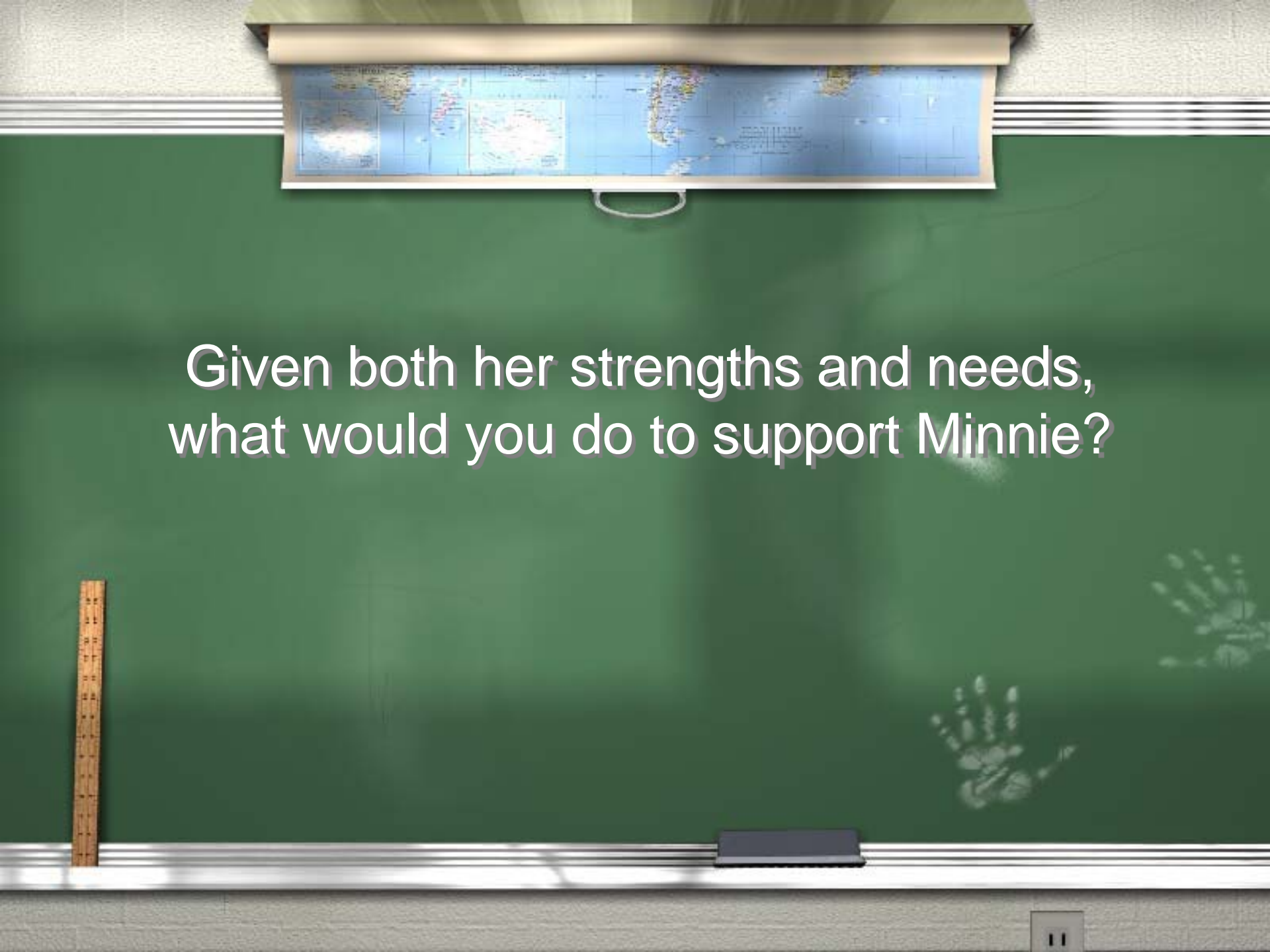
Accommodations Match

- 📖 Read the description of Minnie.
- 📖 Identify each her strengths and areas of need and the students accommodations.
- 📖 How would you support her in the general education classroom?

Reading Strengths/ Abilities	Challenges/ Needs	Supports/ Accommodations

Activity #1

Reading Strengths/ Abilities	Challenges/ Needs	Supports/ Accommodations
<ul style="list-style-type: none">📖 read and write the entire alphabet📖 can decode some two syllable words📖 comprehend stories read to her📖 able to restate sequences of events in stories read to her.	<ul style="list-style-type: none">📖 difficulty comprehending what she reads📖 difficulty identifying and reading words with long vowel spellings	



Given both her strengths and needs,
what would you do to support Minnie?

Activity #1

Reading Strengths/ Abilities	Challenges/ Needs	Supports/ Accommodations
<ul style="list-style-type: none">📖 read and write the entire alphabet📖 can decode some two syllable words📖 comprehend stories read to her📖 able to restate sequences of events in stories read to her.	<ul style="list-style-type: none">📖 difficulty comprehending what she reads📖 difficulty identifying and reading words with long vowel spellings	<ul style="list-style-type: none">📖 Graphic Organizers📖 Summarize📖 Highlight Text📖 Others?



Methods and Materials for Instruction






Student needs accommodations because he/she has:

- 
-  Limited reading abilities
 -  Difficulty understanding lectures and discussions
 -  Visual or hearing impairments



Methods and Materials for Instruction







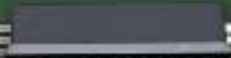

Can't read?


-  Use audio version
-  Use alternate version
-  Use a videotape or movie
-  Use reading buddy
-  Use text to speech software



Methods and Materials for Instruction

Can't identify main points when reading?


-  Highlight text
 -  Read summary or objectives first
 -  Give vocabulary list before reading
 -  Provide a worksheet or study guide for independent reading
 -  Use hands on activities or diagrams for presenting abstract or complex concepts
- 
- 
- 




Methods and Materials for Instruction

Can't understand lectures and discussion?


 Before:

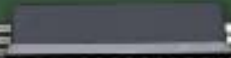

 Provide visual aids, advance organizers, give overview

 During:

 Provide note-taking organizers, emphasize verbally or with color

 After:





 Repeat, paraphrase, summarize; provide written summary aid, encourage questions





Methods and Materials for Instruction






Visual or hearing impairment?

-  Preferential seating
-  Materials in alternate format
-  Specialized equipment
-  Special communication systems



Assignments and Assessments







Student needs accommodations because he/she has:

-  Difficulty following instructions
-  Difficulty completing assignments
-  Difficulty with complex tasks and organization
-  Limited writing abilities
-  Difficulty taking tests



Assignments and Assessments

Difficulty following instructions?

-  Provide oral/written directions, include pictures or diagrams
 -  Model, describe critical components
 -  Complete sample problems or tasks
 -  Have student paraphrase directions
 -  Provide assessment rubric
- 



Assignments and Assessments

Difficulty completing assignments?



Provide individual responsibility checklist



Use timer to define work periods



Reduce work to essentials for learning objectives



Teach use of a planner/calendar



Accommodations



MINI LAB



Activity Series of Metals

PURPOSE

To develop an activity series of metals.

MATERIALS

- 15 100-mL beakers
- 5 small strips each of copper, magnesium, and zinc metal
- steel wool or fine sandpaper
- aqueous solutions of the following:
 - CuSO_4 (0.05M)
 - MgSO_4 (0.05M)
 - NaCl (0.05M)
 - AgNO_3 (0.05M)
 - ZnSO_4 (0.05M)

PROCEDURE

1. Clean each strip of metal with the steel wool or sandpaper.
2. Label each beaker with the name of one of the solutions. There should be three beakers for each solution.
3. Pour 20.0 mL of each solution into each of its labeled beakers.
4. Divide the beakers into three groups, each with one beaker of each solution. Label one group of beakers copper, one magnesium, and one zinc. Place a strip of the corresponding metal into each beaker.
5. After 1, 5, and 15 minutes make observations of the metal strips and the solutions.

ANALYSIS AND CONCLUSIONS

1. In which solutions did the appearance of the metal change? (Ignore the formation of bubbles.)
2. Write a balanced equation for each reaction between a metal and a solution.
3. Based on the results of your experiment, construct an activity series for these five metals. Put the most active metal first.

Modified

MINI LAB

Activity Series of Metals

PURPOSE

To develop
an activity
series of
metals.

MATERIALS

- 15 100-mL beakers



- 5 small strips each of:

copper



magnesium



and zinc metal



- steelwool



or fine sandpaper



- aqueous solutions of
the following:

$\text{CuSO}_4(0.05\text{M})$

$\text{MgSO}_4(0.05\text{M})$

$\text{NaCl}(0.05\text{M})$

$\text{AgNO}_3(0.05\text{M})$

$\text{ZnSO}_4(0.05\text{M})$

MINI LAB

Activity Series of Metals

PROCEDURE

1. Clean each strip of metal with the steelwool or sandpaper .
2. Label **each** beaker with the name of one of the solutions. There should be three (3) beakers for each solution.
3. Pour 20.0mL of each solution into each of its labeled beakers .
4. Divide the beakers into three (3) groups, each with one beaker of each solution. Label one group of beakers copper , one (1) magnesium , and one (1) zinc . Place a strip of the corresponding metal in to each beaker .
5. After 1, 5, and 15 minutes make observations of the metal strips and the solution.

ANALYSIS AND CONCLUSIONS

1. In which solutions did the appearance of the metal change?(Ignore the formation of bubbles.)
2. Based on the results of your experiment, construct an activity series for these five (5) metals. Put the most active metal first.



Learning Environment

Physical



Facilities



Equipment

Behavioral



Classroom management



Behavioral objectives



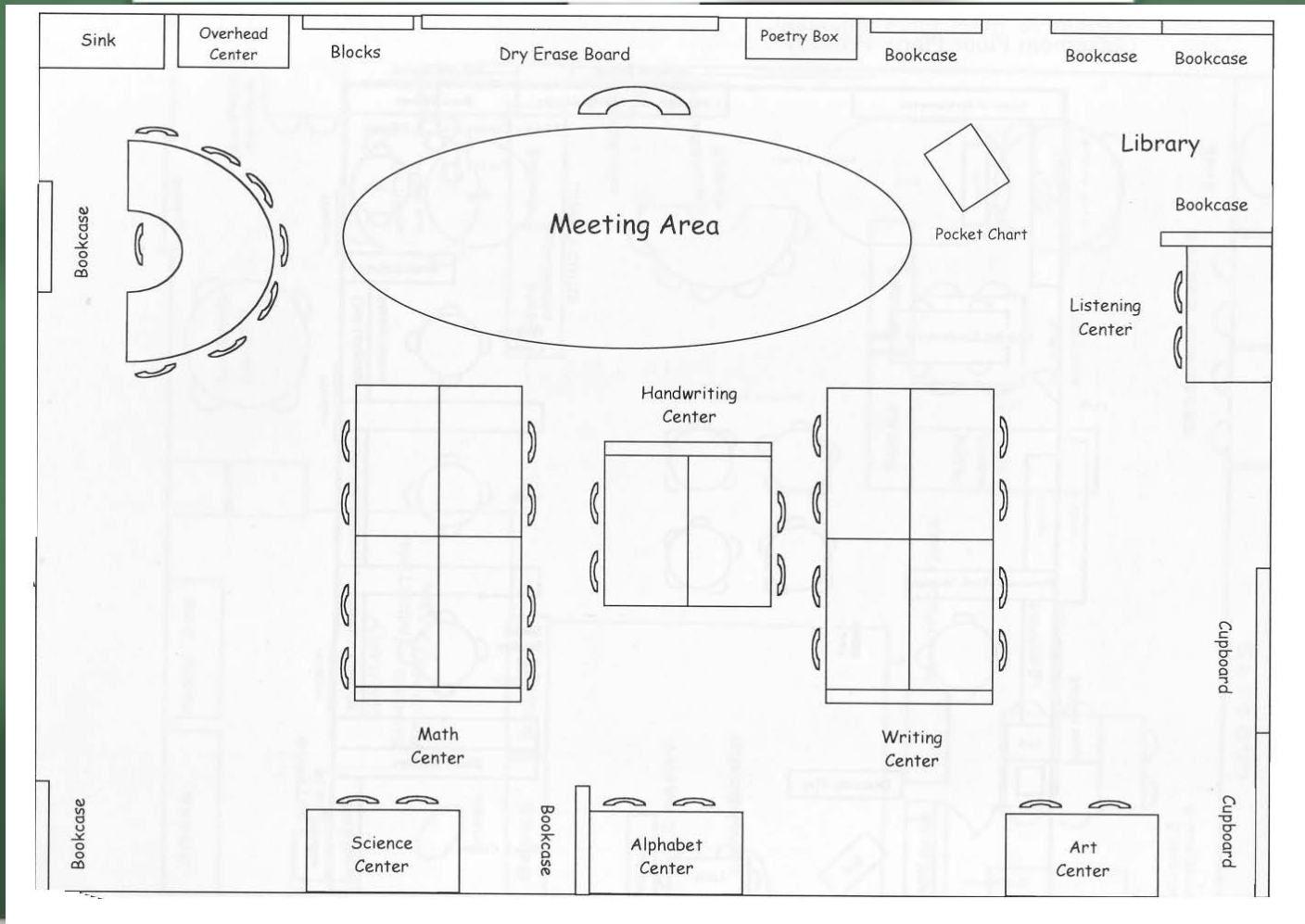
Learning Environment

Physical

 Facilities

 Accessible

 Barrier free





Learning Environment

Behavior -

-  Short attention span
-  Difficulty working in groups
-  Difficulty controlling own behavior



Time Demands and Scheduling

- 📅 Allows extra time for exam
- 📅 Adjust length of time for a task
- 📅 Allow breaks between assignments



Communication Systems



Accommodation

What animal would you like to be?
What habitat would it need to live in?
Draw a picture and write your answer.



What animal would you like to be?
What habitat would it need to live in?
Draw a picture and write your answer.

Typical

Modification

Name _____

What animal would you like to be?



bear



fish

Which habitat would it live in?







forest



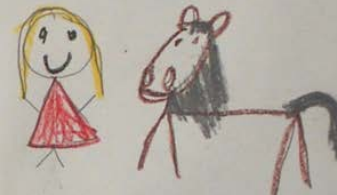


pond

4th Grade Typical Student Story Board

<p>Mandy Sue ^{Chloe} Day by: Roberta Karim</p> 	<p>Setting</p>  <p>The story takes place at a farm. Mandy Sue and her family live there.</p>	<p>Charactors ^{Mandy Sue} ^{Ben}</p>   <p>The main characters in the story are Mandy Sue and Ben. Mandy Sue is a little girl. Ben is her best friend. He is a horse.</p>
<p>Summary</p> <p>Mandy Sue is excited because today is her day. When children are sick they get a day off. Mandy Sue likes her horse all day. She loves her horse. He is her best friend.</p>	<p>Opinion</p> <p>I liked this story. I liked because it has a horse in it. I like horses. I also liked the characters.</p>	<p>Chloe's Day</p> <p>If I had a day to do anything I'd like I'd go to my friend's house. Then we will go to Disney land. We will go on all the rides. Then we will go to my house and have a party.</p>

4th Grade Story Board With Accommodations

<p>"Mandy Sue Day" By: Roberta Karim Illustrated By Karen Ritzel</p> 	<p>Setting</p> <p>This story takes place on a farm, a stable, a house, and a forest. My favorite setting in the story was the stable.</p> 	<p>Characters</p> <p>There are two main characters in the story. Their names are Mandy Sue and Ben. Ben is a horse, he is my favorite character.</p> 
<p>Summary</p> <p>This story is about a girl named Mandy Sue and her horse, Ben. Mandy Sue gets her own day off! So she goes on her horse, Ben. Then she goes for a ride. And when she comes home and has dinner and had pie. Then she got to sleep in the loft above her horse. At the end of the story her brother hands her a flash light and she says, "thanks but remember I can't see" so at the end of the story we find out that she is blind.</p>	<p>Opinion</p> <p>I liked the story a lot! I liked it because it had a lot of horse stuff in it. I think it was a tongue twister. But it might be easier for other people.</p>	<p>Casey's Day</p> <p>If I had my own day I would go horse back riding. I would do the same thing Mandy Sue did... go see Chiquita!!!! I would canter all day on her. I would go horse back riding all day and when I would go home I would have had a great day.</p>

4th Grade Story Board With Modifications

 <p>Mandy Sue Day</p>	<p>This story takes place in a</p>  <p>Farm</p>	 <p>Ben the Horse</p>  <p>Mandy Sue</p> <p>The characters in this story are</p>
<p>Summary</p>  <p>he takes e of her e Ben</p>  <p>She rode Ben through the farm</p>  <p>Mandy got the day off</p>	<p>Opinion</p>  <p>I really liked the story</p>	<p>Ale's day</p> <p>On my day off I would</p>  <p>Go for a walk</p> <p>Ale's day</p>

Accommodations

Simplify complex directions	Oral exams	Assign a homework buddy	Pre-teach vocabulary	Cooperative learning	Allow breaks between assignments	Provide a written outline
Seat student near teacher	Adjust length of time for a task	Provide concrete examples	Provide individual work space	Give assignment orally and visually	Stand near student when giving instructions	Give a symbolic example
Reduce extraneous noise	Mail a schedule of class and work assignments	Allow movement to increase physical comfort	Allow students to tape record response	Use study guides	Provide organizational charts, timelines	Allow use of computer
Allow extra time for exam	Peer tutoring	Provide a scribe for written responses	Chunk a chapter	Put prompts on materials, i.e. bullets, stars, arrows	Use color to indicate which part of assignment	Give students a preview of what is going to happen
Use graphic organizers	Large print	Give children a choice of tasks	Peer editing or teacher assistance in revision process	Give easier tasks first	Use self-checking materials	Stand near student when giving instructions

Group 1

Group 2

Group 3

Group 4



Group 5

A title banner with a world map background and the text "Activity #2" in blue.

Activity #2

Accommodations Match

With your group:

-  Read the Accommodations in the boxes.
-  Place each of the boxes (the accommodations) where you think they belong in the 5 general areas.



	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Methods and materials					
Assignments and classroom assessments					
Learning environment					
Time demands and scheduling					
Special communication systems					

