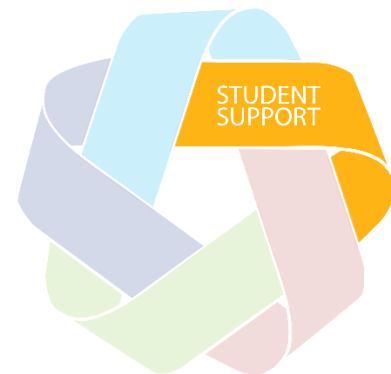


Catapult Learning

SUPPORTING STUDENTS WITH SPECIAL NEEDS IN THE GENERAL EDUCATION CLASSROOM:

EXPLORING MODIFICATIONS & ACCOMMODATIONS



Student & Family Support

- Identifying & Understanding the Needs of Students with Learning Differences
- Exploring Modifications & Accommodations for Students with Learning Differences
- Universal Design for Learning
- Foundations of IDEA & Section 504
- The IEP: Your Role as the General Educator
- The IEP: Develop, Implement, & Monitor Individualized Education Plans
- Specially Designed Instruction (Reading or Math)
- Keys to Successful Inclusion: Co-Planning & Co-Teaching

Workshop Question

How can I implement accommodations and modifications to support students with learning differences in the general education setting?

Workshop Objectives

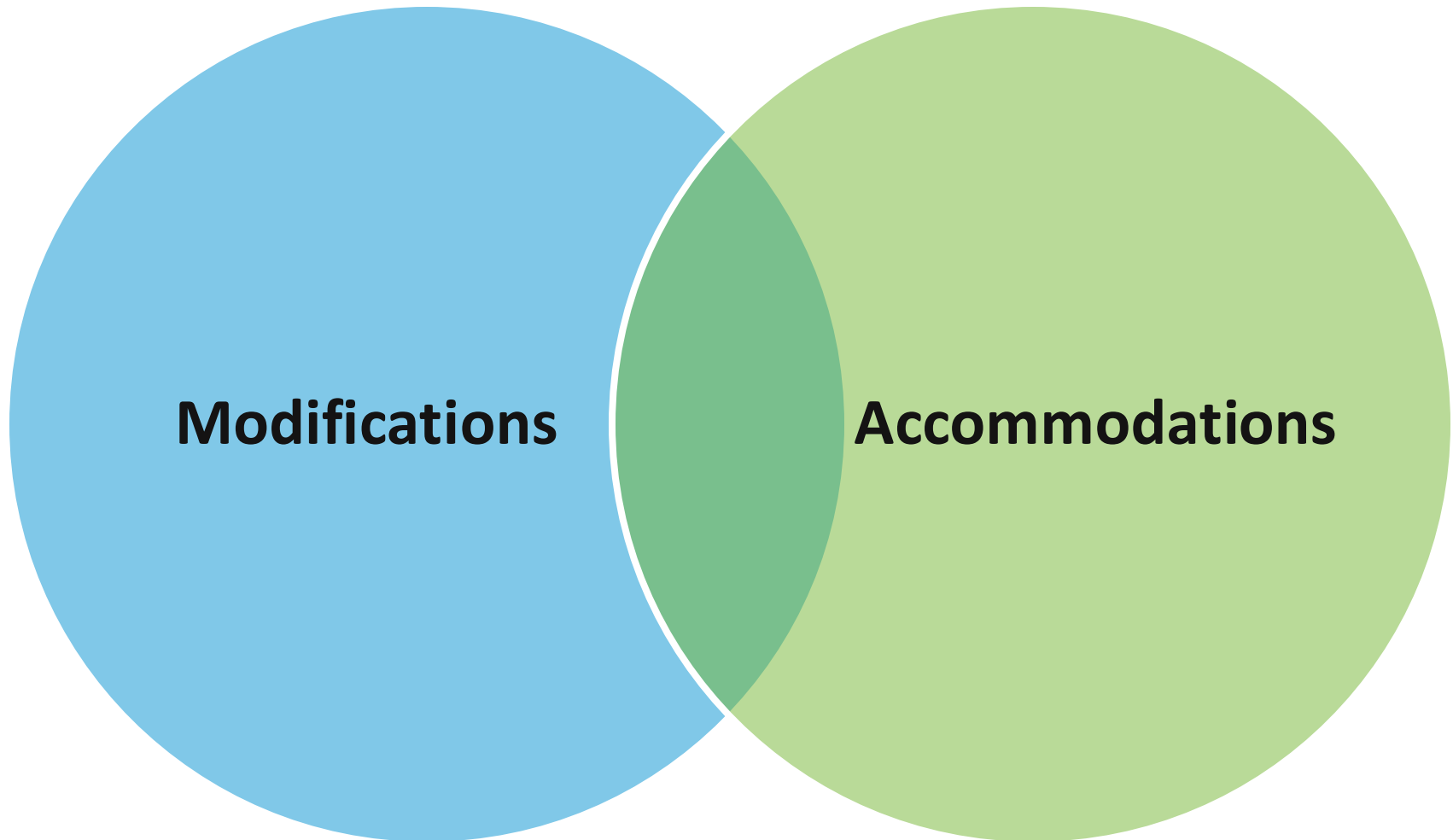
- Distinguish modifications from accommodations
- Explore accommodations and modifications to support students with learning differences
- Examine how to differentiate instruction to address the needs of all learners in the classroom
- Implement modifications and accommodations in the general education setting

Modifications & Accommodations: What and Why

Why modify and accommodate?



Activating Relevant Knowledge



Defining the Terms



Sort Answers



Accommodations

Four Types of Accommodations

Presentation

- A change in the way instructions and information are presented

Response

- A change in the way a child completes assignments or tests

Setting

- A change in the environment where a child works

Timing & Scheduling

- A change in how much time a child has to complete a task or being allowed time to take breaks

Accommodations Brainstorm

| | |
|--------------------------------|--|
| Presentation | <i>Keep instructions and directions chunked. Provide one step at a time, don't overload the student on too many pieces of information at once.</i> |
| Response | <i>Provide computer or tablets for typing responses instead of handwriting.</i> |
| Setting | <i>Provide a study carrel or alternate place to work for specific tasks.</i> |
| Timing & Scheduling | <i>Provide frequent breaks during testing.</i> |

Share Out



Modifications

Accommodation

Changes the way a child meets the demands of a program

Modification

Changes the content of the program itself

Sample Modifications

Curriculum

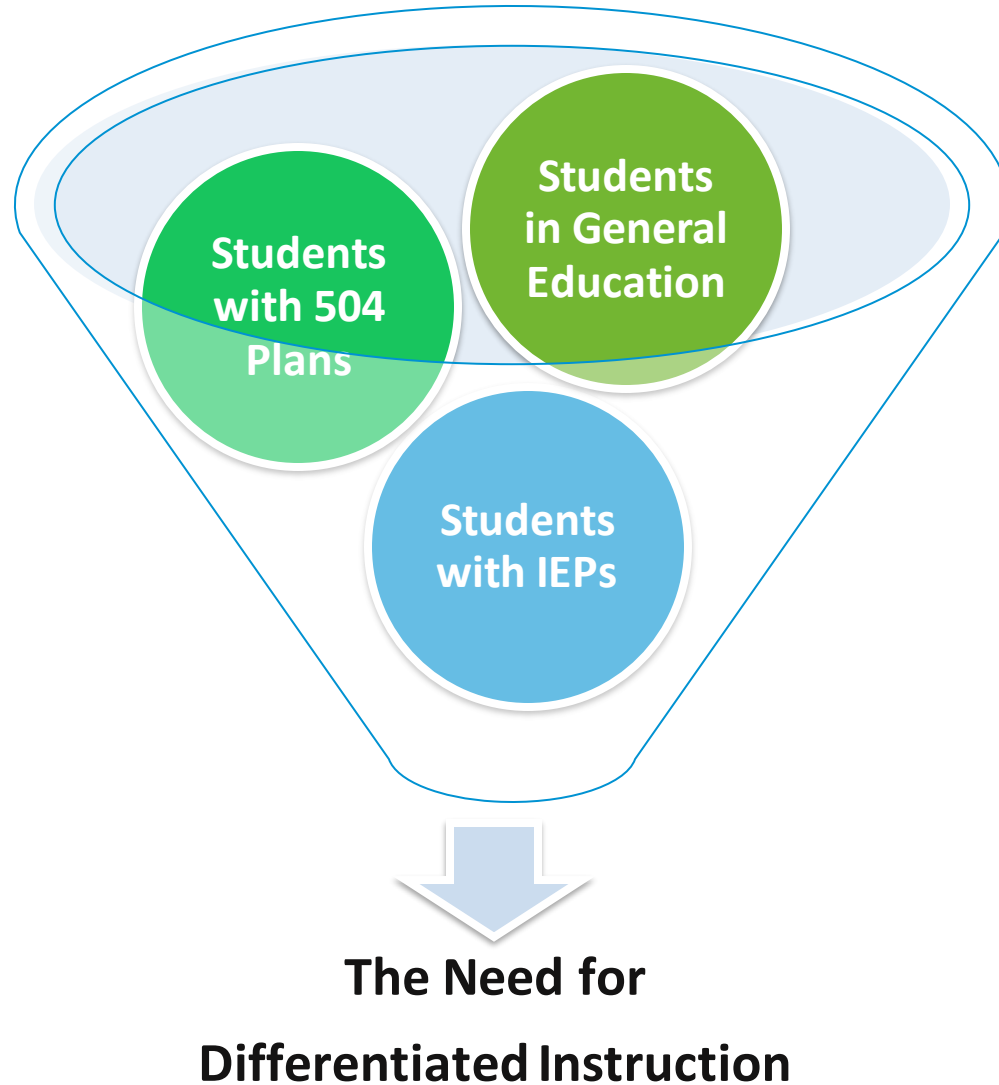
Provide alternate reading materials that focus on similar concepts but are written on a student's reading level.

Assignment

Shorten assignments to focus on mastery of key concepts or skills.

Differentiated Instruction

The Mixed-Ability Classroom



Differentiation in Action

Generate a list of questions you have about differentiated instruction.

Explain to a new teacher what differentiation is in terms of what a teacher would be doing in the classroom and why. Your definition should create an image of differentiation in action in a real setting.

Develop a metaphor, analogy or visual symbol that you think represents and clarifies what's important to understand about differentiation.

What *is* differentiated instruction?

DIFFERENTIATED INSTRUCTION is an approach to teaching that increases the opportunity for all students to learn by:

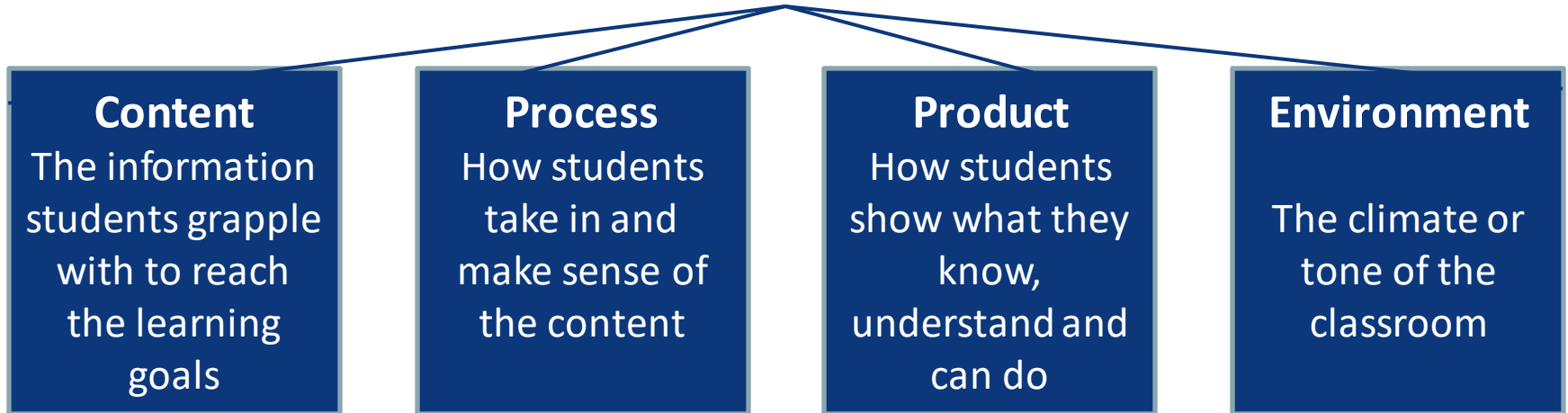
- 1) identifying the variety of needs that students have and
- 2) addressing those needs simultaneously with alterations that support different students or groups of students.

The Purpose of a Differentiated Classroom

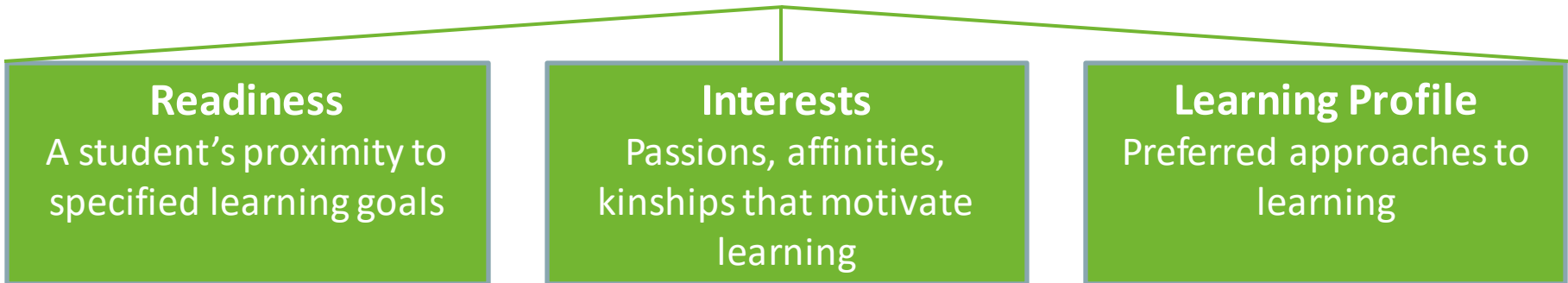
“The purpose of a differentiated classroom is to make sure that there’s opportunity and support for each student to learn essential knowledge and skills as effectively and efficiently as possible. In other words, differentiation occurs to ‘make room’ for all kinds of learners to succeed academically.”



Teachers can differentiate through



according to the student's



through a variety of instructional strategies

A Differentiated Task

What was the goal of this activity?

Generate a list of questions you have about differentiated instruction.

Explain to a new teacher what differentiation is in terms of what a teacher would be doing in the classroom and why. Your definition should create an image of differentiation in action in a real setting.

Develop a metaphor, analogy or visual symbol that you think represents and clarifies what's important to understand about differentiation.

How was it differentiated?

A Survey of Your Practice

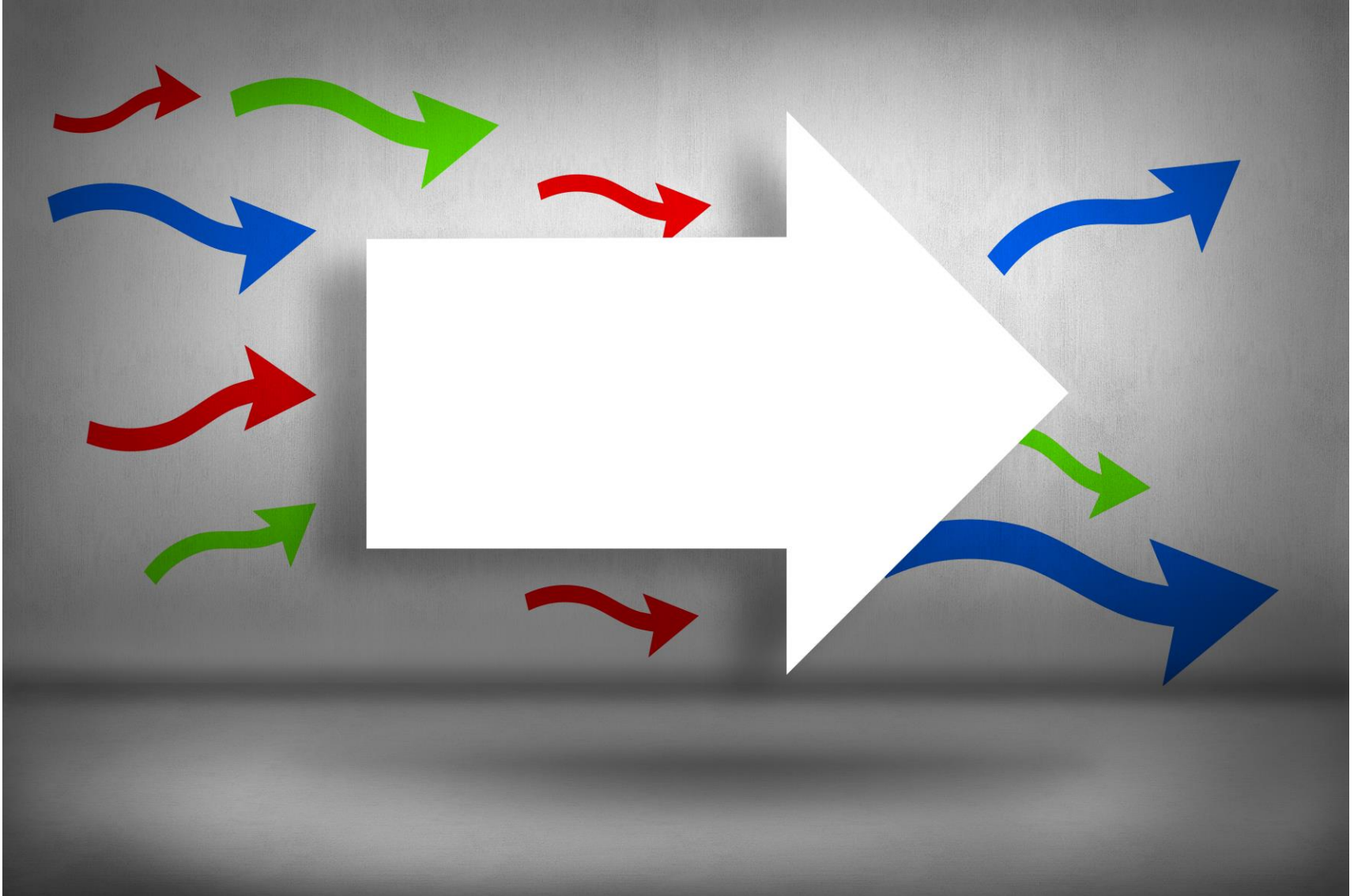
| | |
|--------------------|--|
| Content | |
| Process | |
| Product | |
| Environment | |

Case Study

- Read the case study in the participant guide.
- Choose the lesson that is best suited for the grade level and content area you teach.
- Differentiate the lesson to meet the needs of all of the learners in the sample classroom.

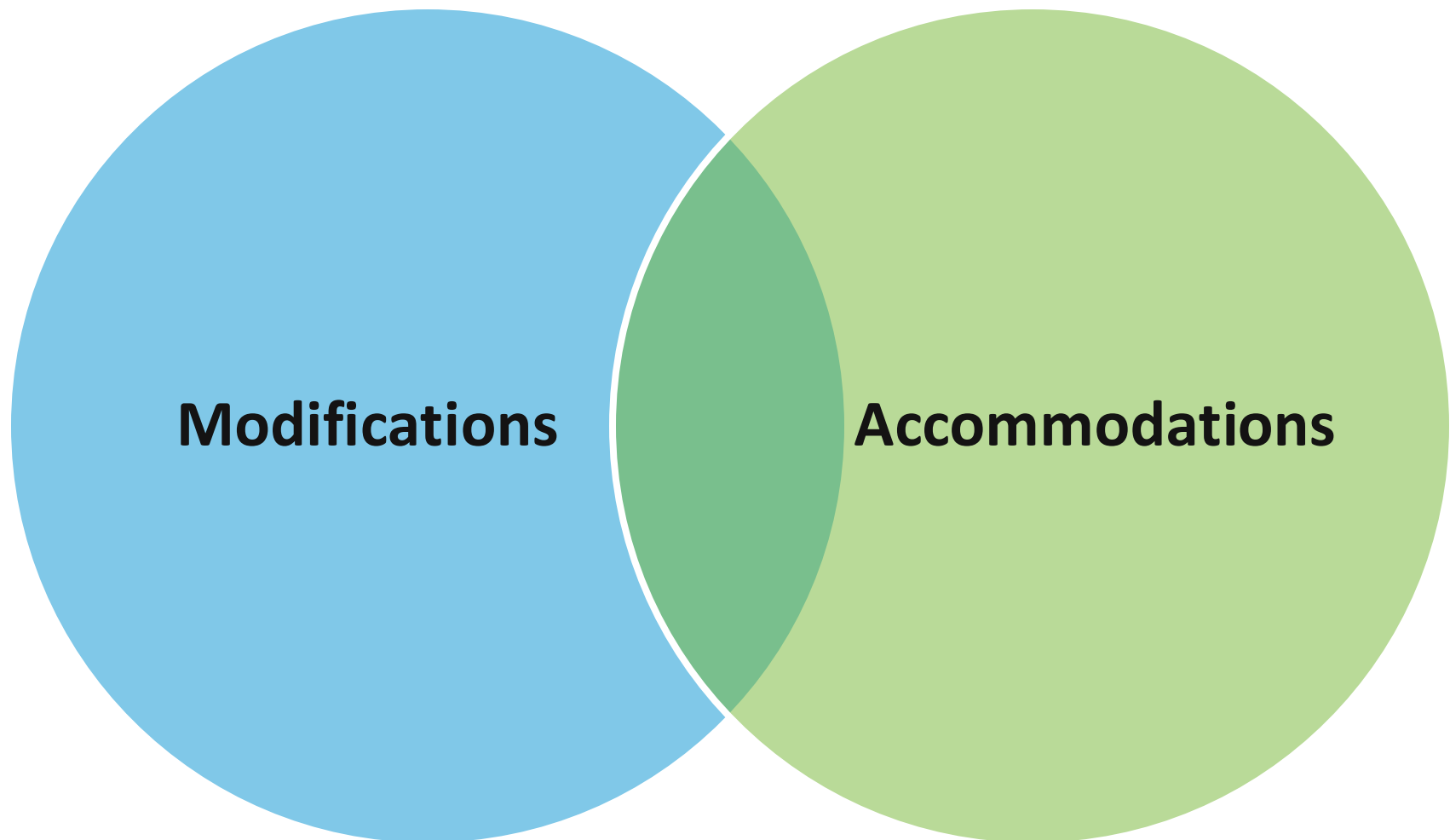


Lesson Exchange



Wrap-Up

Revisiting the Venn Diagram



A Final Note



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Thank you for participating. Please help us improve:

<http://tinyurl.com/CLPDSurvey>



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