



# Designing Effective Adaptations and Accommodations to Promote General Education Access

Improving  
lives  
through  
learning

Stanford GRADUATE SCHOOL OF  
EDUCATION



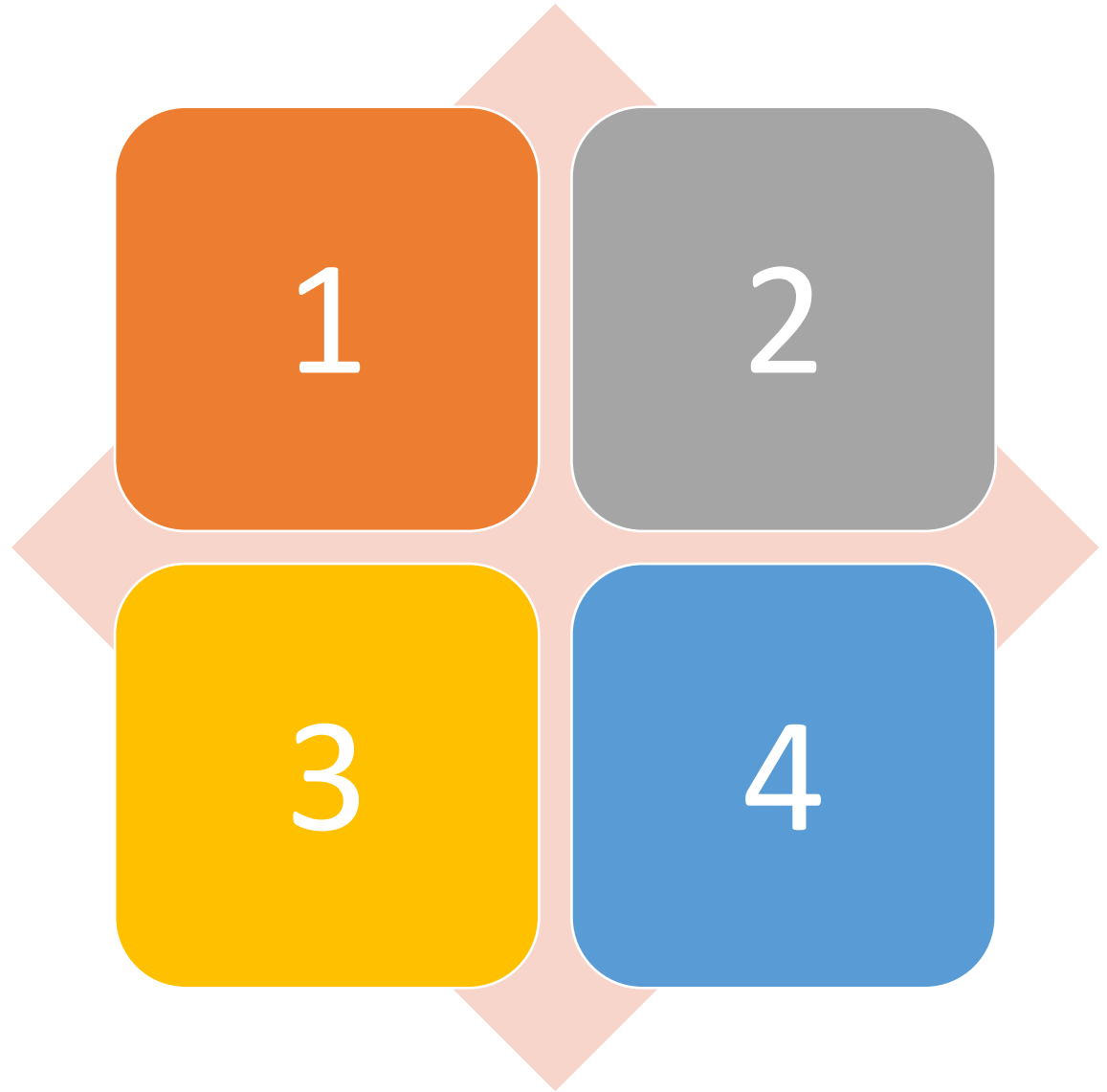
# Options for Participation

Stand, Pace, Self regulate

Poster, psper, Post it

Talk, write sculpt

How much do  
you know about  
Accomodations  
and  
Modifications?



# Outline

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Common Sense Ideologies that govern Special Education

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Flip those Assumptions

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The Science of Individuality

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UDL Explained

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What does UDL look like in the Classroom?

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Wielding the Legal Power of the IEP :  
Accommodations vs Modifications

## Some Jargon Explained

Pre-Teaching

Explicit Instruction

Universal Design for Learning

Specialized Academic Instruction

Priority Standards or Essential Standards

Resource, Special Day Class or Learning Center

# Common Sense Ideologies

Ready and  
Prepared

Distinctly  
Different

Specialized  
Supports need  
Separate Setting

# Flip those Assumptions

Inherent Value

Need Specialized  
Supports,  
Accommodations and  
Adaptations

General Education is a  
**Place** where those  
services can be  
provided

# Science of Individuality

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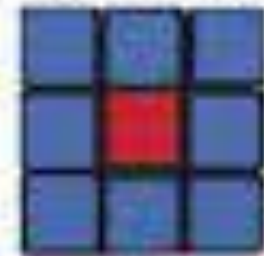
- Jaggedness Principle
- Context Principle
- Pathways Principle

"OVERTURNS OUR FUNDAMENTAL ASSUMPTIONS ABOUT TALENT."

—KIM BERNARD, *Wired* (author of *How the Brain Works*)

# THE END OF AVERAGE

UNLOCKING OUR POTENTIAL  
BY EMBRACING WHAT MAKES  
US **DIFFERENT**



"CONSISTENTLY MIND-BLOWING."

—DANIEL KANZLER, *Wired* (author of *The Power of Thinking*)

# TODD ROSE

"SUBVERSIVE AND READABLE." —*Wired*



# Providing Access

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Elimination of Obstacles

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Wide range of Strategies,  
Activities and Environments

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Adjustments to allow  
Optimum Participation.



What  
Proactive  
Design Can  
Do

# UDL Explained

CAST **25** YEARS OF  
INNOVATION  
1984-2009

*Transforming education through Universal Design for Learning — <http://www.cast.org>*

# UDL at a glance



# Identifying and Reducing Barriers in Goals

- Clear goals with flexible means reduces barriers
- Goals should be clear but **flexible** – avoid writing how to meet the goal.



# Clear Goals Flexible Means

**Goal:** Students will write a five-paragraph essay describing the phases of metamorphosis of butterflies.

- Is the goal specific?
- Is the how embedded?
  - If so, does it need to be?
- How can we scaffold or support the learning to reduce barriers?



# Clear Goals Flexible Means

**demonstrate their understanding**

**Goal:** Students will ~~write a five-paragraph essay~~ describing the phases of metamorphosis of butterflies.

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# Case Illustration

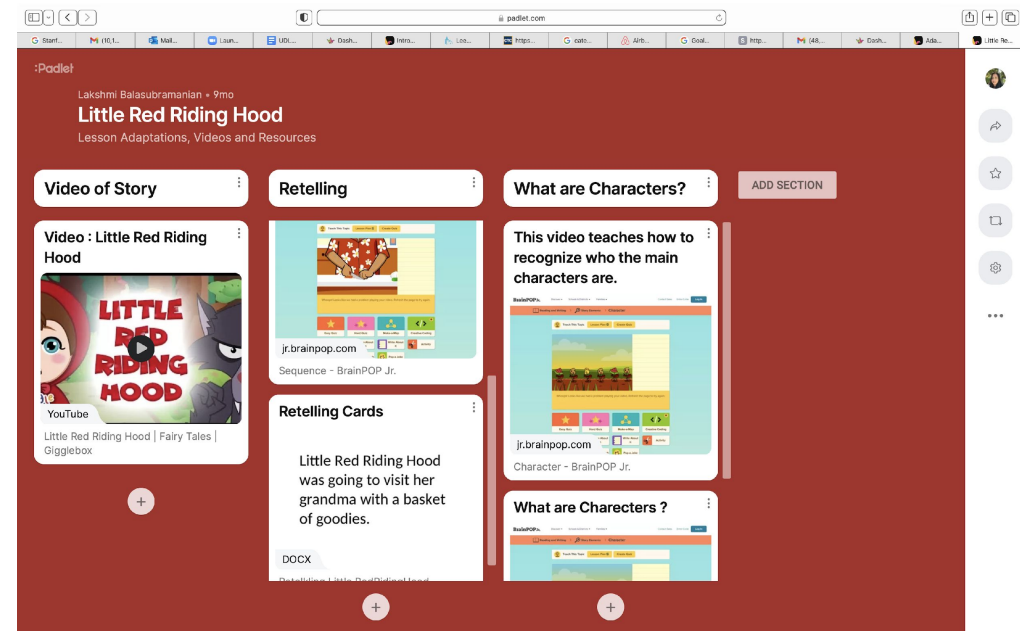
Arav is a first grader with Down Syndrome. The first-grade teacher says that Arav is unable to retell stories to meet grade level standards.

She reads the story using props and leads a discussion in class (oral) about the story. Arav is unable to retell the story from memory and hence she says he does not meet the gradelevel standard as assessed by the report card.

# What does UDL look like in this classroom?

First Grade Example : The students will **retell** Little Red Riding Hood by **sequencing the events of the story**.

[Padlet](https://padlet.com)



The screenshot shows a Padlet board titled "Little Red Riding Hood" by Lakshmi Balasubramanian, created 9 months ago. The board is organized into sections for lesson adaptations, videos, and resources. The sections include:

- Video of Story**: A video titled "Little Red Riding Hood" from YouTube, with the URL "Little Red Riding Hood | Fairy Tales | Gigglebox".
- Retelling**: A video from jr.brainpop.com titled "Sequence - BrainPOP Jr." showing a character with a basket.
- What are Characters?**: A video from jr.brainpop.com titled "Character - BrainPOP Jr." with the text "This video teaches how to recognize who the main characters are." and a DOCX file titled "Character - BrainPOP Jr.".
- Retelling Cards**: A text card with the sentence "Little Red Riding Hood was going to visit her grandma with a basket of goodies." and a DOCX file titled "Retelling Cards - BrainPOP Jr.".

The board also features an "ADD SECTION" button and a sidebar with navigation icons.

# Case Illustration

- Jen is a 4<sup>th</sup> grader at Garden elementary. One of the standards her teacher is working on is to identify key details in a reading selection and write a summary.
- Teacher reads the selection out loud, has the student annotate while she is reading and discussing. The students are expected to write a summary (1-2 paragraph).



# What does UDL look like in this classroom?

- Fourth Grade Example
- Students will **identify the key details and summarize** the reading selection (The Dred Scott Decision)
- [Padlet](#)

The screenshot shows a Padlet board titled "Grade 4\_Benchmark\_Unit 1" by Lakshmi Balasubramanian. The board is organized into several columns and rows of content:

- Column 1:** "The Dred Scott Decision" (Title), "Video" (Thumbnail of a Khan Academy video titled "What was Chief Justice Taney's reasoning?"), and another "Video" (Thumbnail of a document titled "The Dred Scott Decision - Key Details and Summary Chart").
- Column 2:** "Key Details and Summary" (Title), "How to Annotate" (Thumbnail of a document titled "I Love Annotating\_List"), and "Key Details and Summary" (Title).
- Column 3:** "Strategies and Skills" (Title), "Finding Main Idea" (Thumbnail of a BrainPOP video titled "Main Idea - BrainPOP"), and "Graphic Organizer" (Thumbnail of a document titled "First Person Reflection: Dred Scott").
- Column 4:** "Slavery" (Title), "Slavery" (Thumbnail of a BrainPOP video titled "Slavery - BrainPOP"), and "Slavery" (Text: "This video gives you some background information on Slavery.").

At the bottom of the board, there are three plus signs (+) indicating where new content can be added.

# Strategies that were used in both examples

## Pre-Teaching using Explicit Instruction

- I Do
  - We Do
  - You Do
- 
- Notes provided ahead of time and reviewed with students
  - Notes and resources shared with family.

# Case Illustration

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- Jay is a 6<sup>th</sup> grader and Math is an area of concern for the family. Jay needs longer to learn concepts and also struggles with the pace of the classroom. Topics are introduced and taught in his GE classroom and then problems gets assigned for homework. There is a classroom paraeducator who attempts to help Jay during Math class, but it is not helping him learn effectively. His teacher also uses the whiteboard to work out the problems and has the students take notes. Although Jay sits close to the front, he has a hard time tracking and writing down all the information.

# What the team decided to do

- Set aside **2 periods of SAI time / week** to pre teach Math concepts
- Identify **Priority Standards** and reduce the volume of work to be done so Jay can focus on learning the most essential part of a chapter / unit. (**Volume Reduction**)
- GE teacher would make short instructional videos (main concepts only) and assign those as homework, (info for parents) to allow for reteaching at home and to be used for HW support. (**Flipped Classroom**)
- Install **Kaptive** (whiteboard capture) to take the burden of note taking off Jay. The idea was that he could then focus on listening.

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- [Flipped Classroom](#)





# Case Illustration

- Eddie is an 9<sup>th</sup> grader and his English class is reading the novel “The Whirligig”. His teacher Ms. McAllister is concerned that Eddie will not be able to keep up with the reading and discussion. She asked Eddie’s case manager for some resources, tips and SAI support to facilitate Eddie’s participation in the classroom.

# What adaptations can be made to improve access?

- Audio Version of the book
- Recording of the teacher reading the book with explanations
- Pre teach Vocabulary
- Specialized Academic Instruction to support writing

[Padlet](#)

# Some things to note

- Specialised Academic Instruction is the support provided by the Special ed teacher (called RSP, SDC , LC)
- Intensive Intervention is needed to access and participate effectively
- Provide intensive intervention in areas of need : eg: comprehension, writing, decoding etc.
- Make adaptation so that student can do meaningful work and engage with peers in regular classroom.

# Accomodations Vs Modifications

- [Video](#)

# Accomodation vs Modification



Why is this important to understand?



What is the difference ?





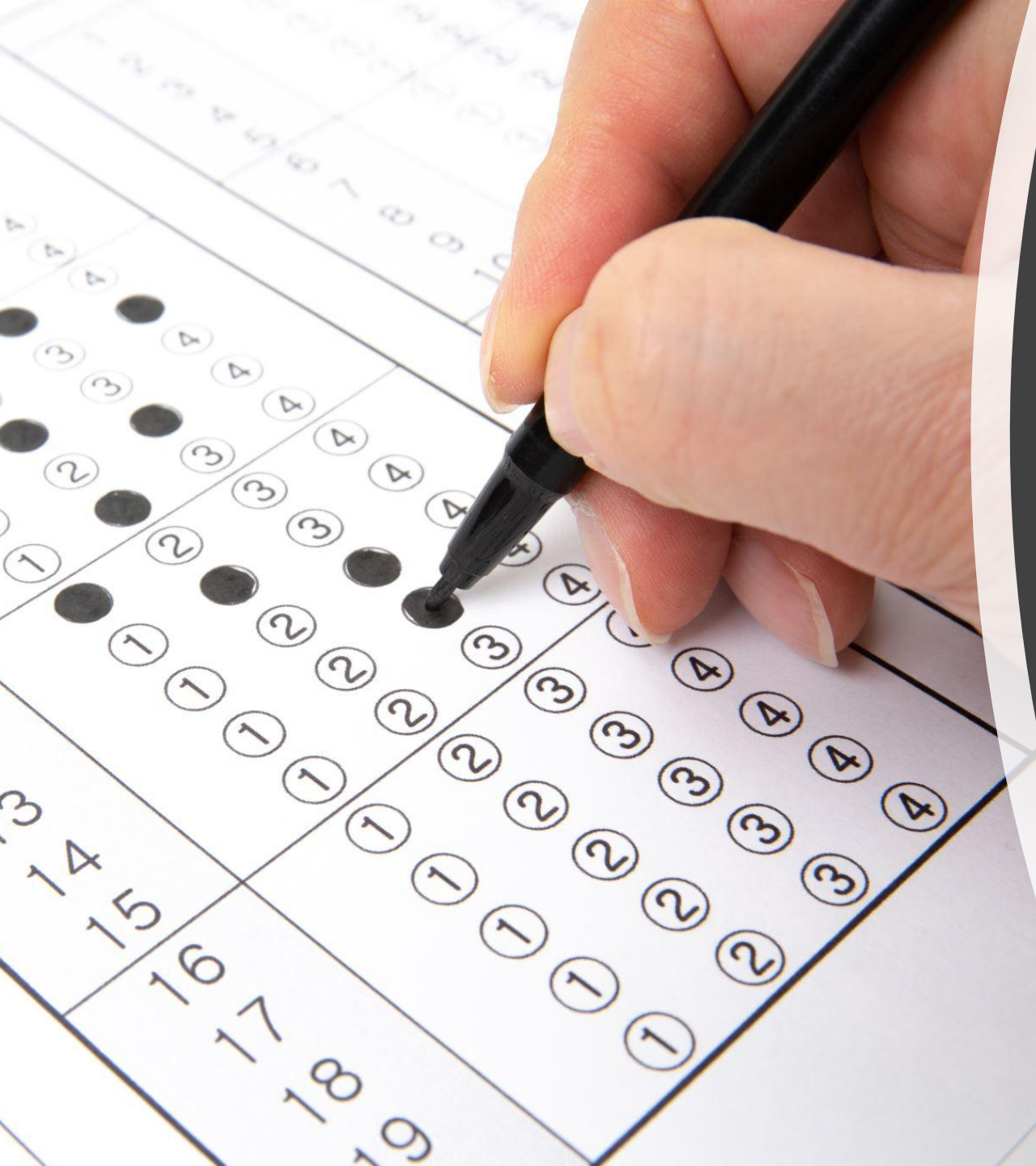
# Let's play a quick game

On a piece of paper write A or M and hold it up

Write your responses to your self – no need to share if you do not feel comfortable – chat with me at roundtable to clarify

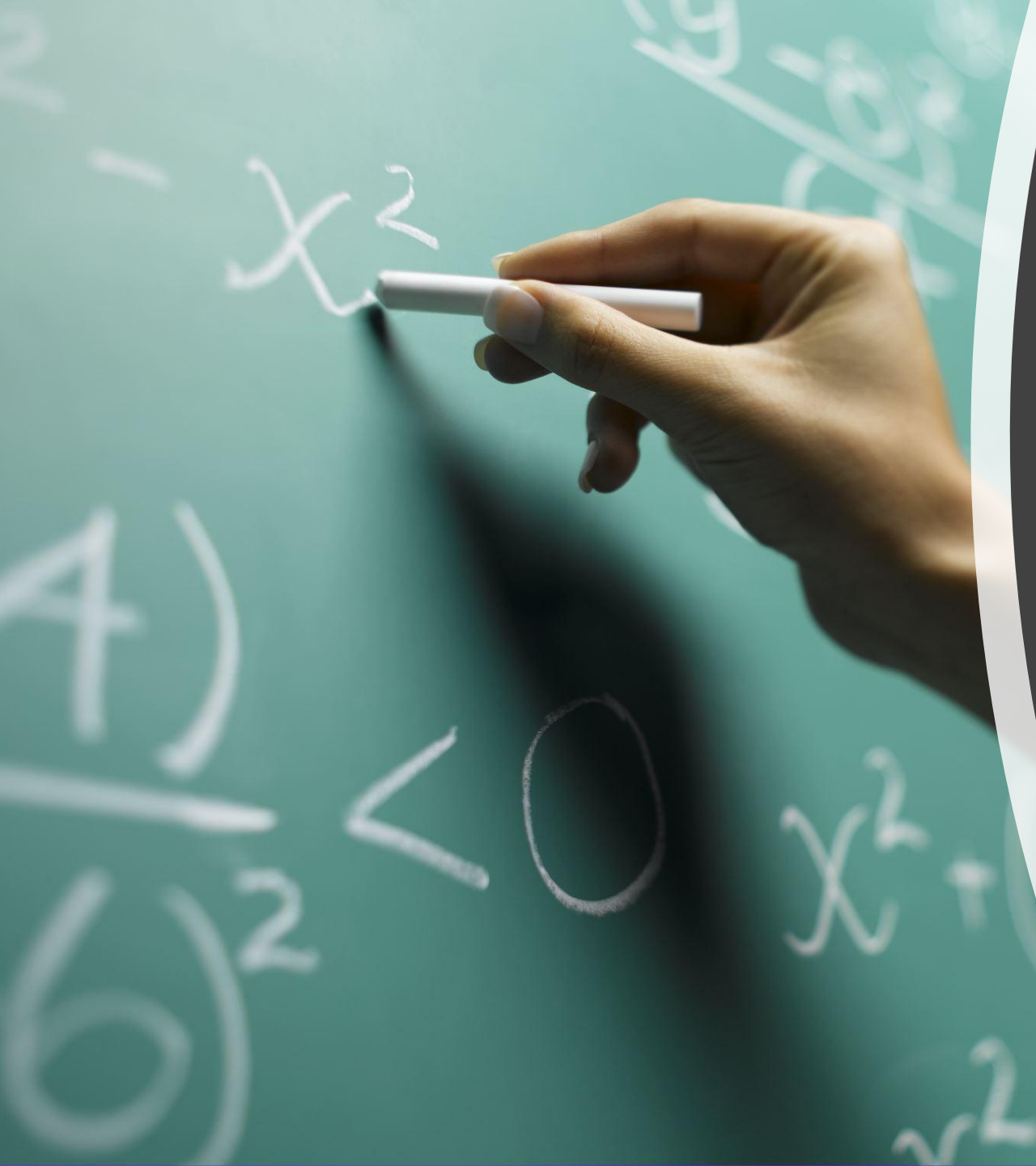
Say it out loud ....

You choose how you respond



## Accommodation or Modification?

- You are giving an MCQ test, and all students are taking it on paper. One of the students needs the answers written on four corners of a sheet so she can gaze at the right answer.



## Accommodation or Modification?

- You are giving a Math test and there are 25 problems. Student has volume reduction on her IEP. You have been asked to select 15 problems for the student to solve instead of all 25.

# Accommodation or Modification?

- Your student is being taught how to write a paragraph in third grade. He participates in writing by selecting words or phrases to fill in the blank.
- F/up question – is this an accommodation or modification across all content areas?

## Accommodation or Modification?

- Student needs to be assessed at optimal time of day.



Accommodati  
on or  
Modification?

- Alternate response format for instruction & assessments

# How can IEP be used to increase accountability?

## **Services : Offer of FAPE**

- Supplementary aids and services and other supports for school personnel; or on behalf of the student
  - Accommodations
  - Modifications
- Other Supports for student, or for school personnel or on behalf of student

Supplementary aids and services and other supports for school personnel; or on behalf of the student

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## Accommodations

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Monitor test response (esp if fatigue is an issue)

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Alternate response format (reading, writing, listening)

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SS, Science, Electives – Assessment to focus on mastery of concept (short answer to MCQ)

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Identify priority standards and tag them on tests/classwork to reduce volume of work

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Access to teacher content/ screen/ whiteboard at their desk

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Access to word banks and word prediction software

## Other Supports for student, or for school personnel or on behalf of student

- Training for students / staff on ableism
- Consultation for materials preparation, supervise materials preparation, curricular decisions (like ID priority standards), staff and para training
- Seating / positioning
- Sensory regulation strategies

# Wrap Up

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- Proactive Design
- UDL
- Adaptations
- Accommodations vs Modifications
- Putting it in the IEP

