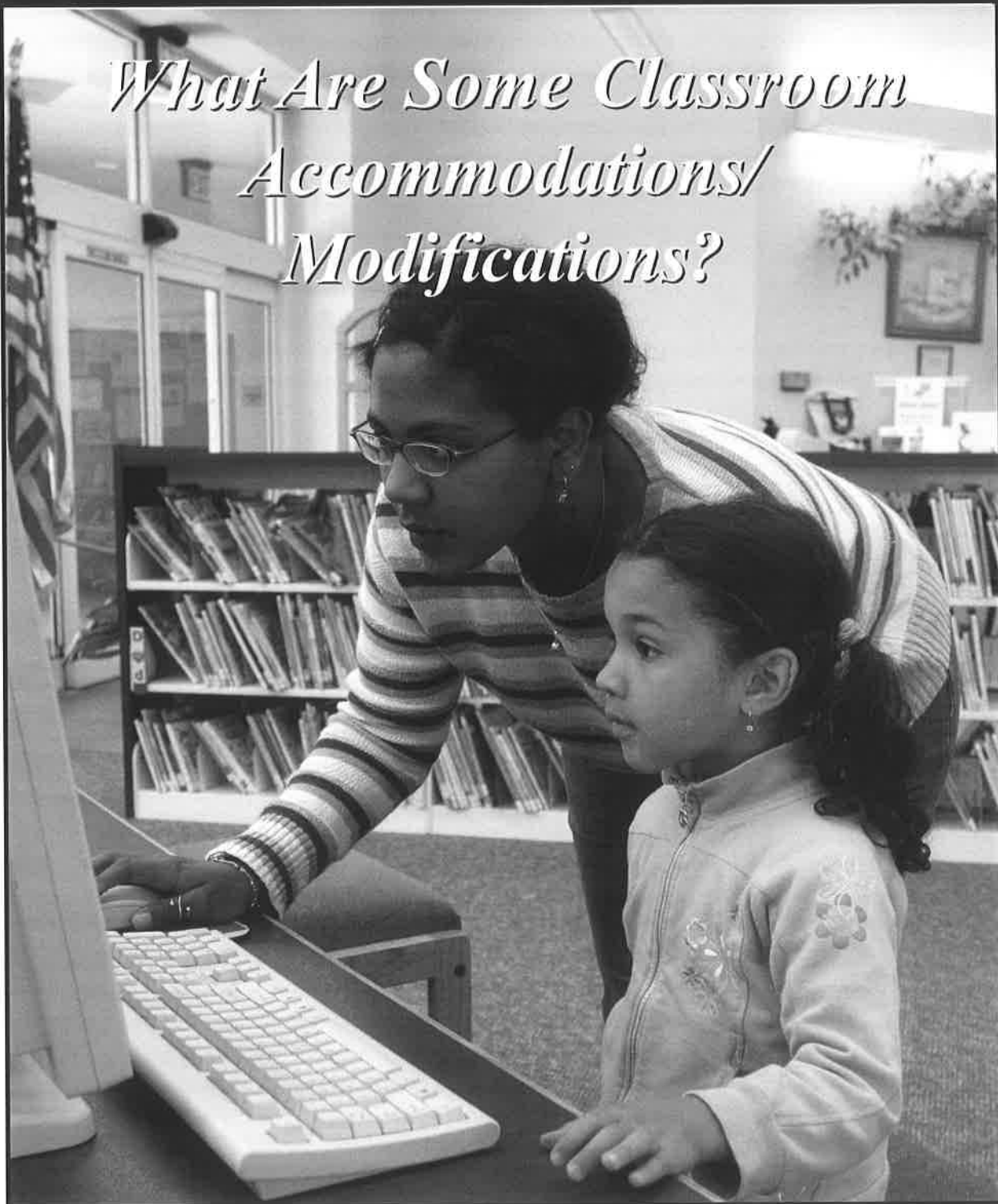


Section VII

*What Are Some Classroom
Accommodations/
Modifications?*



INSTRUCTIONAL ACCOMMODATIONS AND MODIFICATIONS

This section lists effective modifications and accommodations for working with the diverse needs of students in the regular classroom. Many of these are simply good teaching strategies. These strategies should be matched with students' learning styles and ability levels. Some students will have accommodations and modifications listed on their Individualized Education Programs (IEP's).

1. Give clear oral and written instructions.
2. Provide study guides as a review before tests.
3. Provide study questions/guides for upcoming chapters or class discussions.
4. Use preview questions for media presentation.
5. Allow students to tape record class lectures and/or discussions.
6. Highlight the most essential information on handout material.
7. Provide outlines of videotape content.
8. Break lengthy projects down into short tasks.
9. Change activities before the student's attention span is gone.
10. Give students several alternatives in obtaining and reporting information - tapes, interviews, experiences, make charts, posters, hands-on activities.
11. Reduce the amount of material the student must copy from the board.
12. Allow access to computer for written work.
13. Provide new vocabulary list prior to instruction.
14. Pair low-ability students with peer tutors for study, review and/or test preparation.
15. Allow students to independently view films, listen to tapes, etc. outside of class.
16. Tape record content from text(s).
17. Provide seating in close proximity to activity to keep student focused.
18. Contact the Special Education Teacher if the student begins to fall behind and needs additional help.

INSTRUCTIONAL ACCOMMODATIONS AND MODIFICATIONS con't.

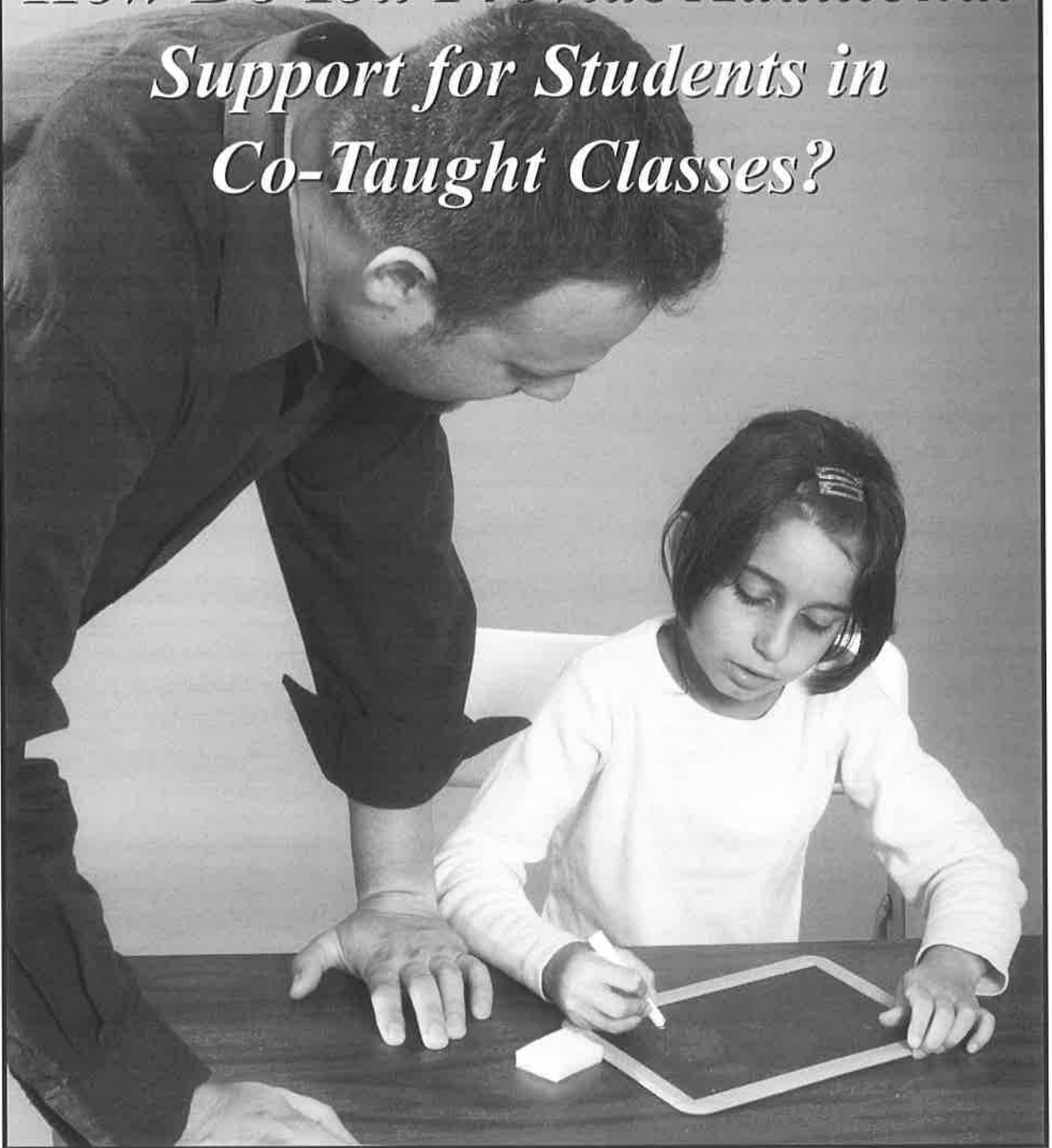
19. Provide notes or note taking assistance for students who are slower in writing skills.
20. Read printed material aloud.
21. Use assistive technology.
22. Provide extra time to complete assignments.
23. Allow calculator use for student with identified math disability.
24. Spelling should be counted only if that is the skill being tested.
25. Academic progress reports are given to parents on a regular time interval.
26. Reduce amount of work required to show mastery of concept.

TEST TAKING ACCOMMODATIONS

1. Provide oral administration or tape recorded tests.
2. Make old tests available as study guides.
3. Read words aloud or restate questions on tests as needed.
4. Allow students to access a tape recorder or word processor to answer essay questions.
5. Allow the student additional time to complete the test.
6. Space the items on the test page to avoid crowding.
7. Break up test administration into shorter sessions.
8. Allow students to write on the test instead of using answer sheets.

Section VIII

How Do You Provide Additional Support for Students in Co-Taught Classes?



SUPPORT CLASS (PULL-OUT)

In addition to co-taught classes and other general education classes, some students are served in a support class. A support class may consist of teacher-directed instruction in study skills, as well as support for the students in their general education classes. The exact format of the class should be based on the needs of the students.

For those students who need additional support outside of content courses, a support class and its varied curriculum helps the student “keep it all together,” thus reducing the number of failures that might occur in the general education classroom. Not all students in a co-taught class will be served in a support class.

A typical support class may include these curriculum and instructional guidelines:

A. IEP goals and objectives

1. Address specific IEP goals/objectives for each student
2. Document student progress on goals and objectives

B. Basic organizational skills

1. Notebook organization with weekly notebook check using **Notebook Organization Point Sheet**, page 94.
2. Use of an agenda or **Homework Assignment Sheet**, page 90. Student records homework for all subjects. The support teacher monitors homework completion for the student’s content area subject using the **Agenda Check Sheet**, page 68.
3. Time management—setting time priorities, time to complete homework, studying for tests, and working on long range projects

C. Study skills

1. Understanding parts of the textbook
2. Reading the text for meaning, main ideas, outlining the chapters and using the book to study for tests
3. Completing exercises and practice in reading and following directions

4. Note taking skills
5. Test taking skills and methods to reduce test anxiety
6. Sentence and paragraph writing skills
7. Memory skills
8. Proofreading skills
9. Listening skills

D. Academic assistance for content area classes

1. Preteaching vocabulary or concepts
2. Providing additional time for accommodations/modifications

NOTEBOOK ORGANIZATION

Organize your binders to contain everything needed to be a successful student. Complete the following steps to organize each binder.

1. In the front of each binder, place a copy of your daily schedule and class syllabus (if applicable).
2. Using index tab dividers, separate and label each binder into sections, as directed by each content area teacher.
3. Place all loose assignments, worksheets, tests, etc. in the correct section of the binder as soon as you receive them.
4. **Date everything!** This includes all notes, assignments, tests, homework, etc. This will make it much easier to find information and to study for tests.
5. Keep plenty of paper in each binder at all times. This will prevent lost work due to writing in the wrong binder or section because you ran out of paper.

A notebook organization point sheet can be used to evaluate organizational skills.

NOTEBOOK ORGANIZATION POINT SHEET

Name _____

Name _____

Date _____

Date _____

Criteria: Notebook present _____
(25 points)

Criteria: Notebook present _____
(25 points)

Criteria: Dates on work _____
(20 points)

Criteria: Dates on work _____
(20 points)

Criteria: Pages in order _____
(20 points)

Criteria: Pages in order _____
(20 points)

Criteria: All papers secure _____
(10 points)

Criteria: All papers secure _____
(10 points)

Criteria: Study skills noted _____
(25 points)

Criteria: Study skills noted _____
(25 points)

Total score: _____/100 points

Total score: _____/100 points

Comments: _____

Comments: _____

SUPPORT CLASS SYLLABUS

MIDDLE/HIGH SCHOOL

Teacher's Name _____ Room _____

Planning Period _____ School Telephone _____

School Year _____

A. Instructional Goals:

1. To achieve success in all content area classes
2. To develop and reinforce organizational and study skills
3. To promote student responsibility and personal life skills

B. Textbook: None

C. Fees: None

D. Organization of Instruction:

1. The first half of each class period will be a teacher-directed lesson addressing study skills, organizational skills and individual needs.
2. The second half of each class period will be independent study for content area classes. (Teacher direction, guidance and assistance will be available to each student.)
3. Each student's progress will be monitored routinely.
4. The individual needs and goals of each student will be addressed and considered in all aspects of this course.

E. Student Responsibilities:

1. Each student is responsible for bringing all necessary materials to class daily. The student will be responsible for organizing content area notebooks and completing homework assignment agendas.
2. Active participation in all teacher-directed and independent activities is required.
3. Each student is expected to use this time in class and the assistance available to ensure his/her academic success.
4. Each student is expected to behave in an appropriate manner and show consideration for each person in the classroom.

SUPPORT CLASS SYLLABUS con't.

F. Grading Procedures:

Interim and nine weeks' grades will be computed as follows:

100% 1/3 daily work and/or homework
 1/3 content notebook check and completion of homework assignment sheet
 1/3 tests

1st and 2nd semester grades will be computed as follows:

80% Average of 1st and 2nd (or 3rd & 4th) nine weeks' grades
20% Exam grade

Yearly grades will be computed as follows:

Average of 1st and 2nd semester grades

G. Sequence of Instruction:

First Semester

1. Notebook Organization
2. Homework Assignment Sheet
3. IEP Self Advocacy
4. Parts of a Textbook
5. Time Management
6. Memory
7. Test Taking Strategies
8. Listening Skills

Second Semester

10. Notetaking/Outlining Skills
11. Writing/Editing Skills
12. SQ3R Study Strategies

H. Text:

Study Tools: A Comprehensive Study Skills Curriculum by Basso and McCoy, Twins Publications.

TEACHER ORGANIZATION

A co-teacher may be traveling room to room throughout the school building. Organizing all essential forms, supplies, and papers in one notebook is helpful. Use index tabbed dividers to label and separate the different sections. This notebook is used as a model when discussing organization with students.

A typical three-ring notebook might be organized in this way:

1. **Calendar/School Agenda**

Calendars located in the front of the notebook help to keep track of meetings, birthdays, assigned duties and other important dates.

2. **Co-Taught and Support Classes**

Label and divide each co-taught and support class into sections. In these sections include information for the class, student information and other pertinent data.

3. **Student Information**

In this section include **Documentation of Parental Contact**, page 89, **IEP Classroom Accommodations/Modifications**, page 92 and **Student Information**, page 99. Also include their schedule and/or teacher assignment.

4. **The Master Schedule**

This schedule lists the teaching schedule of all the teachers in the school, their location, and their planning period. This is especially valuable for meetings when consulting with students or teachers.

5. **Forms**

This section contains blank copies of any forms that may be needed throughout the school day.

6. **Supplies**

Carry pens, pencils, highlighters, rubber bands, paper clips, sticky notes, calculator, hall passes, etc. In short, any item that you can carry and will keep you from retracing your steps is put in your notebook.

7. **Student/Parent School Handbook**

Keep a copy of the school handbook to refer to as needed.