Module 1:
“Accommodations: Instructional and Testing Supports for Students with Disabilities”
This module is worth 5 points

Module link:
http://iris.peabody.vanderbilt.edu/module/acc/#content

Module Objectives:
The teacher should be able to define accommodations; understand how accommodations help students with disabilities gain access to the general education curriculum and assessments; understand the responsibilities of the IEP team for making accommodation decisions for students with disabilities; access resources that support the use of accommodations for students with disabilities.

Please complete and turn in the following, attached behind this sheet, to the PD contact at your school.

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Teacher Signature: Date:
PD Contact Signature: Date:
Part II – Hypothetical Application

Consider the following hypothetical situations of students who are in need of accommodations. Please explain, in paragraph form, of how you would respond to each situation.

- **Situation #1**: You are a teacher at South Woods Elementary School, where Johnny attends. There is an IEP meeting for Johnny Smith, who is a fifth grade student with attention deficit. Johnny’s parents believe that the reason Johnny is performing lower than expected is because he needs extended time for tests and assignments, so they would like to see that added to his IEP. In the classroom, you notice that Johnny rushes through tests and is often the first student who completes the test. As a teacher, do you think Johnny needs extended time on tests and assignments? Give reasons for and against the use of extended time.

- **Situation #2**: A 1st grade student identified with a language impairment has an IEP that states “assignments should be administered over several brief sessions allowing for frequent breaks”. As a first grade teacher, how would you structure your classroom to ensure the accommodation was provided?

Part III – Assessment Component

1. What are accommodations? How do they differ from modifications?
2. A student’s accommodations might differ from one setting to another. Explain why this might be the case and offer an example.
3. Name at least three accommodations categories. For each, give an example of an accommodation and describe how it could support a student with a disability.
4. Mrs. Watkins, a sixth-grade science teacher, typically lectures using PowerPoint while students take notes. She assigns her students to read and answer questions from the textbook, and requires them to conduct lab experiments by following written procedures. She assesses her students using written tests. A student in her classroom has a learning disability and reads at a third-grade level. Based on what you know about Mrs. Watkins class:
   a. List at least three areas where this student might experience difficulty in her classroom.
   b. Suggest at least four types of information that Mrs. Watkins can share in an upcoming IEP meeting to help identify appropriate accommodations.
   c. List at least two presentation accommodations and two response accommodations the IEP team might identify for the student. Explain how these accommodations might help.
   d. Based on the presentation and responses accommodations recommended above, what tips might be helpful for Mrs. Watkins to maximize her student’s success?