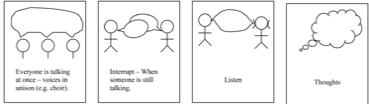


**SPE 310 and 340 Accommodations, Instructional Strategies, and Assistive Technology for Use with Students with Disabilities**

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Date: 07/31/2017

Disability Category & Skill/Characteristic of Concern (use behavioral terms)	Accommodations	Instructional Strategies	Assistive Technology
<p><b>1.</b></p> <p><b>Disability Category:</b></p> <p>600-Autism</p> <p><b>Skill/Characteristic of Concern:</b></p> <p>Student has difficulty using language for social communication. This results in deficits in his capacity to form relationships with others.</p>	<p><b>1-a.</b> An appropriate accommodation would be to give the student visual cues, direction, and instruction in social situations.</p> <p><b>1-b.</b> The purpose of this accommodation is to show the student how he should act to appropriately build relationships with those around him. This would help him feel more comfortable and confident when involved in social situations.</p> <p><b>1-c.</b> This accommodation would be appropriate for students with Autism, but it can also help students with other learning or intellectual disabilities, as well as students with multiple disabilities.</p>	<p><b>1-a.</b> Social stories can be extremely helpful to students that struggle with forming relationships. They can include pictures and words to represent social situations that the student might encounter. An example would be a blank sheet with an area for the student to work with the teacher to draw a scenario, along with lines for possible dialogue to use in conversation.</p> <p><b>Sample:</b></p>  <p><b>1-b.</b> The purpose of this instructional strategy would be to help students identify appropriate behaviors in conversation and social situations to help them build relationships with others.</p>	<p><b>1-a.</b> The use of applications on computers or tablets can help create social stories. Apps like <i>Strip Designer</i> and <i>Bookabi</i> give the student and the teacher the opportunity to add their own photos, drawings, color, and speech bubbles.</p> <p><b>1-b.</b> The purpose of this assistive technology would be to help the student virtually create scenarios and conversations that he may encounter in his daily life. Creating the social stories with an app may make it easier for a student to grasp the understanding of appropriate behavior in communication in order to form relationships.</p> <p><b>1-c.</b> This assistive technology would also be helpful to students with Autism that cannot write or draw. Being able to use an iPad may be easier for them to use.</p>
	<p><b>Reference/Sources:</b></p> <p>"Accommodations and Supports for School-Age Students with ASD." <i>Center for Autism Research</i>. N.p., 29 June 2016. Web. 30 July 2017.</p>	<p><b>Reference/Sources:</b></p> <p>"Social Stories and Comic Strip Conversations." <i>The National Autistic Society</i>. N.p., n.d. Web. 30 July 2017.</p>	<p><b>Reference/Sources:</b></p> <p>Sutton, Bronwyn. "Comic Strip Conversation Apps." N.p., 17 Apr. 2015. Web. 30 July 2017.</p>

Disability Category & Skill/Characteristic of Concern (use behavioral terms)	Accommodations	Instructional Strategies	Assistive Technology
<p><b>2.</b></p> <p><b>Disability Category:</b></p> <p>1000-Intellectual Disability</p> <p><b>Skill/Characteristic of Concern:</b></p> <p>Student's cognitive abilities and adaptive behavior are reduced. This results in a negative effect on his educational performance.</p>	<p><b>2-a.</b> An appropriate accommodation would be to repeat directions frequently, to write schedules, and to minimize distractions in the classroom.</p> <p><b>2-b.</b> The purpose of this accommodation is to help the student focus on completing their work correctly without getting easily distracted, and keeps them on task for their daily activities.</p> <p><b>2-c.</b> This accommodation is helpful not only to students with intellectual disabilities, but also to students with ADHD that can have a difficult time focusing while completing work.</p>	<p><b>2-a.</b> A helpful instructional strategy would be to use step-by-step processes with small steps to complete a task. Teachers can demonstrate the task and then have students try it themselves.</p> <p><b>2-b.</b> This instructional strategy is helpful because it gives the student the chance to try to complete tasks on their own. It lets them know that the teacher is right there if he needs them, but that they are also giving the student the freedom to try it on his own.</p>	<p>2-a. One assistive device that is frequently used is making the text on a page much larger than the average size. This helps the student not only see it better, but it helps them focus on the words on each page, and it minimizes distractions by having less words on each page.</p> <p>2-b. The purpose of this assistive device is to help the student stay on task and remain focused on their work. By having less words on each page and making them larger to see, the student is better able to complete one problem at a time.</p> <p>2-c. This assistive device is helpful to students with intellectual disabilities, but it is also helpful to students that have ADHD or Autism, because it gives them one task or problem to focus on at a time.</p>
	<p><b>Reference/Sources:</b></p> <p>"Different Modifications for Students with an Intellectual Disability for the Classroom or at Home." <i>Bright Hub Education</i>. N.p., 11 Sept. 2012. Web. 31 July 2017.</p>	<p><b>Reference/Sources:</b></p> <p>"Intellectual Disability." <i>Do2Learn: Educational Resources for Special Needs</i>. N.p., n.d. Web. 31 July 2017.</p>	<p><b>Reference/Sources:</b></p> <p>Morin, Amanda. "Common Modifications and Accommodations." <i>Understood.org</i>. N.p., n.d. Web. 31 July 2017.</p>

Disability Category & Skill/Characteristic of Concern (use behavioral terms)	Accommodations	Instructional Strategies	Assistive Technology
<p><b>3.</b></p> <p><b>Disability Category:</b></p> <p>900- Hearing Impairment/Deafness</p> <p><b>Skill/Characteristic of Concern:</b></p> <p>The student has difficulty hearing instruction and direction in the classroom. This results in the misunderstanding and incorrect completion of work.</p>	<p><b>3-a.</b> An appropriate accommodation would be to give the student extra instructional help in a variety of formats so they can easily learn and retain instruction.</p> <p><b>3-b.</b> The purpose of this accommodation is to help the student better understand the material, thus increasing his chance of productive work and correct answers.</p> <p><b>3-c.</b> This accommodation would be appropriate for students with a Hearing Impairment/Deafness, but it would also benefit students with ADHD if they cannot concentrate in the classroom, they can receive additional one-on-one instruction outside of a lecture.</p>	<p><b>3-a.</b> Using classroom captioning can be helpful to the student. It can include everything the teacher says during a lecture, as well as the questions other students may ask and the answers the teacher gives them. An example would be CART or TypeWell.</p> <p><b>3-b.</b> The purpose of this instructional strategy would be to give the student an alternate way of hearing the material that is being taught by the teacher. This will facilitate their learning and comprehension of the subject material.</p>	<p><b>3-a.</b> One important assistive technology device that could help students with hearing impairments is an interactive whiteboard, like a Smart Board.</p> <p><b>3-b.</b> This is a good way for students to see what is being taught if they cannot hear what the teacher is saying. It gives them a visual aid of what is going on, which can help facilitate their learning.</p> <p><b>3-c.</b> This assistive technology would not only be helpful to students with a hearing impairment, but also to students who are in a general education classroom. It provides an opportunity to broaden learning styles.</p>
	<p><b>Reference/Sources:</b></p> <p>"SAVE THE DATE." <i>Hands &amp; Voices</i>. N.p., n.d. Web. 31 July 2017.</p>	<p><b>Reference/Sources:</b></p> <p>"IEP/504 CHECKLIST: ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING." <i>Hands &amp; Voices</i>. N.p., n.d. Web. 31 July 2017.</p>	<p><b>Reference/Sources:</b></p> <p>"Instructional Accommodations &amp; Modifications." <i>Hands &amp; Voices</i>. N.p., n.d. Web. 31 Aug. 2017.</p>

Disability Category & Skill/Characteristic of Concern (use behavioral terms)	Accommodations	Instructional Strategies	Assistive Technology
<p>4.</p> <p><b>Disability Category:</b></p> <p>1900-Traumatic Brain Injury</p> <p><b>Skill/Characteristic of Concern:</b></p> <p>Student has difficulty performing certain tasks in the classroom. This can result in low test scores and other decreased academic performance.</p>	<p><b>4-a.</b> An appropriate accommodation would be to give the student more time and to minimize stimulation. Giving one-on-one attention or small group instruction can be helpful.</p> <p><b>4-b.</b> The purpose of this accommodation is to increase the student's focus, and their ability to complete work with help from the teacher.</p> <p><b>4-c.</b> This accommodation would be appropriate for students with Traumatic Brain Injury, but it would also benefit students on the Autism Spectrum, as well as students with ADHD.</p>	<p><b>4-a.</b> One instructional strategy that can be useful in the classroom is to give the student the instructor's notes, or help them get quality notes from another student.</p> <p><b>4-b.</b> The purpose of getting the student high-quality notes is to help them thrive in the classroom. The notes will help them learn without having to try to focus on writing their own notes. Instead, they can focus more on listening so they do not have to multi-task.</p>	<p><b>4-a.</b> Allowing the student to use a tape recorder during lectures can also be helpful to them in the classroom.</p> <p><b>4-b.</b> By recording the lecture, the student can go back and listen again if they got distracted at any time while the teacher was talking. This will also help reduce their stress when trying to figure out what the teacher said.</p> <p><b>4-c.</b> This assistive technology would be helpful to students with Traumatic Brain Injury as well as students with ADHD. It can help them focus more easily on the work at hand.</p>
	<p><b>Reference/Sources:</b></p> <p>"Classroom Modifications and Strategies for TBI Students." <i>Classroom Modifications and Strategies</i>. N.p., n.d. Web. 31 July. 2017.</p>	<p><b>Reference/Sources:</b></p> <p>"Accommodations Guide for Students with Brain Injury." <i>Accommodations Guide for Students with Brain Injury</i>   BrainLine. N.p., n.d. Web. 31 July 2017.</p>	<p><b>Reference/Sources:</b></p> <p>"Accommodations and Teaching Strategies for Traumatic Brain Injury: Information You Need to Know." <i>Bright Hub Education</i>. N.p., 20 Apr. 2015. Web. 31 July 2017.</p>

Disability Category & Skill/Characteristic of Concern (use behavioral terms)	Accommodations	Instructional Strategies	Assistive Technology
<p>5.</p> <p><b>Disability Category:</b></p> <p>1500-Language Impairment</p> <p><b>Skill/Characteristic of Concern:</b></p> <p>Student has difficulty using semantics and syntax in conversation and writing. This results in lower test scores than peers and difficulty participating in social conversations or classroom discussions.</p>	<p><b>5-a.</b> An appropriate accommodation would be to be patient with the student and give them extra time to communicate with the teacher and other students.</p> <p><b>5-b.</b> The purpose of this accommodation is to help the student feel comfortable while learning in the classroom and to help them effectively communicate with others.</p> <p><b>5-c.</b> This accommodation would be appropriate for students with a language impairment, but it would also be beneficial to all students in the classroom, because everyone should be given enough time to speak their mind or finish their sentence while speaking in the classroom.</p>	<p><b>5-a.</b> Using visual cues and tactile objects are great strategies to use in the classroom with students that have a language impairment. Sign language can also be extremely helpful to students.</p> <p><b>5-b.</b> This instructional strategy is beneficial to students with language impairments because they can see what is going on and communicate through choosing objects or showing someone what they want or need if they cannot verbally speak. Sign language can also help them, but in a more consistent manner.</p>	<p><b>5-a.</b> Using iPad applications such as Proloquo2Go can really be a beneficial piece of assistive technology to students who do not or cannot communicate verbally.</p> <p><b>5-b.</b> The purpose of this assistive technology is to help students effectively communicate with teachers and peers.</p> <p><b>5-c.</b> This assistive technology benefits not only students with a language impairment, but also any other student who has difficulty communicating at certain points in their day.</p>
	<p><b>Reference/Sources:</b></p> <p>"Accommodations and Instructional Strategies." <i>Accommodations and Instructional Strategies   Regents' Center for Learning Disorders</i>. N.p., n.d. Web. 31 July 2017.</p>	<p><b>Reference/Sources:</b></p> <p>"Speech or Language Impairment." <i>Do2Learn: Educational Resources for Special Needs</i>. N.p., n.d. Web. 31 July 2017.</p>	<p><b>Reference/Sources:</b></p> <p>"Proloquo2Go." <i>AssistiveWare</i>. N.p., n.d. Web. 31 July 2017.</p>

All Grids must include at least three resources to be considered complete. Resources should be cited at the end of the Grid in a References section.

## References

- "Accommodations and Instructional Strategies." *Accommodations and Instructional Strategies* | *Regents' Center for Learning Disorders*. N.p., n.d. Web. 31 July 2017.
- "Accommodations and Supports for School-Age Students with ASD." *Center for Autism Research*. N.p., 29 June 2016. Web. 30 July 2017.
- "Accommodations and Teaching Strategies for Traumatic Brain Injury: Information You Need to Know." *Bright Hub Education*. N.p., 20 Apr. 2015. Web. 31 July 2017.
- "Accommodations Guide for Students with Brain Injury." *Accommodations Guide for Students with Brain Injury* | *BrainLine*. N.p., n.d. Web. 31 July 2017.
- "Classroom Modifications and Strategies for TBI Students." *Classroom Modifications and Strategies*. N.p., n.d. Web. 31 July 2017.
- "Different Modifications for Students with an Intellectual Disability for the Classroom or at Home." *Bright Hub Education*. N.p., 11 Sept. 2012. Web. 31 July 2017.
- "Intellectual Disability." *Do2Learn: Educational Resources for Special Needs*. N.p., n.d. Web. 31 July 2017.
- "Proloquo2Go." *AssistiveWare*. N.p., n.d. Web. 31 July 2017.
- "SAVE THE DATE." *Hands & Voices*. N.p., n.d. Web. 31 July 2017.
- "Social Stories and Comic Strip Conversations." *The National Autistic Society*. N.p., n.d. Web. 30 July 2017.
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- "IEP/504 CHECKLIST: ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING." *Hands & Voices*. N.p., n.d. Web. 31 July 2017.
- "Instructional Accommodations & Modifications." *Hands & Voices*. N.p., n.d. Web. 31 Aug. 2017.
- Morin, Amanda. "Common Modifications and Accommodations." *Understood.org*. N.p., n.d. Web. 31 July 2017.
- Sutton, Bronwyn. "Comic Strip Conversation Apps." N.p., 17 Apr. 2015. Web. 30 July 2017.

# **SPE 310/340 ACCOMMODATIONS GRID – SCORING GUIDE/RUBRIC**

<b>TRAIT</b>	<b>TARGET</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>	<b>SCORE</b>
<b>DISABILITY CATEGORIES (1 pt. each; 5 pts. possible)</b>	All examples used current IDEIA 2004 diagnostic terminology  (5 points)	At least 4 examples used current IDEIA 2004 diagnostic terminology  (4 points)	0-3 examples used current IDEIA 2004 diagnostic terminology  (0-3 points)	
<b>SKILL or CHARACTERISTIC OF CONCERN (3 pts. each; 15 pts possible)</b>	All 5 skills and/or student characteristics of concern specified in the accommodations grid were written in observable, measurable, behavioral terms  (15 points)	At least 4 of 5 skills and/or student characteristics of concern specified in the accommodations grid were written in observable, measurable, behavioral terms  (9-12 points)	Only 0-3 of 5 skills and/or student characteristics of concern specified in the accommodations grid were written in observable, measurable, behavioral terms  (0-9 points)	
<b>ACCOMMODATIONS (3 pts. each; 15 pts possible)</b>	All 5 selected accommodations were research-based, appropriate to the skill or characteristic of concern, and appropriate for the age/grade/disability specified.  (15 points)	At least 4 of 5 selected accommodations were research-based, appropriate to the skill or characteristic of concern, and appropriate for the age/grade/disability specified.  (12 points)	Only 0-3 of 5 selected accommodations were research-based, appropriate to the skill or characteristic of concern, and appropriate for the age/grade/disability specified.  (0-9 points)	
<b>INSTRUCTIONAL STRATEGIES (3 pts. each; 15 pts possible)</b>	All 5 instructional strategies were research-based, appropriate to the skill or characteristic of concern, and appropriate for the age/grade/disability specified.  (15 points)	At least 4 of 5 instructional strategies were research-based, appropriate to the skill or characteristic of concern, and appropriate for the age/grade/disability specified.  (12 points)	Only 0-3 of 5 instructional strategies were research-based, appropriate to the skill or characteristic of concern, and appropriate for the age/grade/disability specified.  (0-9 points)	

TRAIT	TARGET	ACCEPTABLE	UNACCEPTABLE	SCORE
<b>ASSISTIVE TECHNOLOGY</b> (3 pts. each; 15 pts possible)	All 5 assistive technology options were research-based, appropriate to the skill or characteristic of concern, and appropriate for the age/grade/disability specified.  (15 points)	At least 4 of 5 assistive technology options were research-based, appropriate to the skill or characteristic of concern, and appropriate for the age/grade/disability specified.  (12 points)	Only 0-3 of 5 assistive technology options were research-based, appropriate to the skill or characteristic of concern, and appropriate for the age/grade/disability specified.  (0-9 points)	
<b>FORMAT, REFERENCES, AND WRITING QUALITY</b> (10 pts possible)	90-100% of information is research-based as noted by reference citations & References Page in APA format; <b>and/or</b> Minimal spelling or grammar errors throughout.  (9-10 points)	At least 70-80% of information is research-based as noted by reference citations & References Page in APA format; <b>and/or</b> Moderate amount of spelling or grammar errors throughout.  (7-8 points)	60% or less of information provided is research-based as noted by reference citations & References Page in APA format; <b>and/or</b> Extensive spelling or grammar errors throughout.  (0-6 points)	
<b>TOTAL</b> (75 points possible)	<b>TARGET:</b> 65-75 POINTS	<b>ACCEPTABLE:</b> 50-64 points	<b>UNACCEPTABLE:</b> 0-49 points	

**COMMENTS:**