# 2 Behavioral Health 2 Behavioral Health 2 Behavioral Health Classionn **Implementing Accommodations** of the IEP or 504 Plan

#### April 22, 2025

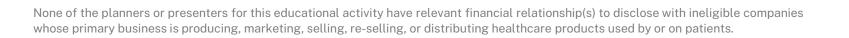
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## Learning Objectives

- Legal Obligations of Accommodations
- Defining Accommodations
- Types of Accommodations
- Appropriate identification of Accommodations
- Implementing Accommodations
- Effectiveness of Accommodations





### Law and Accommodations

Section 504

#### Individuals with Disabilities Education Act

## All about Accessibility





## Fair Does Not Mean Equal





## Accommodations Do Not....

- Change the expectations for learning
- Reduce the requirements of the task
- Change what the student is required to learn



# Who is responsible for understanding and implementing student accommodations? (put in chat)





Accommodations are Determined by a Team and Implemented those who Instruct & Support the Student

(Remember a student is a part of the team when appropriate



## **Types of Accommodations**

Presentation: How students receive information (i.e., copy of notes or slideshow)

Time/Scheduling: How or when time demands are adjusted or organized (i.e., extra time)

Setting: How a space or environment is configured to support instruction and assessment (i.e., specific seating)

Response: How students show what they know (i.e., take a test orally)

Other: Attendance, Technology for Medical Needs (i.e., phone allowed during state tests)



## **Appropriate Identification of Accommodations**

<b>Do</b> make accommodation decisions based on individualized needs.	<b>Don't</b> make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).	Do's and Don'ts when Selecting Accommodations
<b>Do</b> select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.	<b>Don't</b> select accommodations unrelated to documented student learning needs or are intended to give students an unfair advantage.	
<b>Do</b> be certain to document instructional and assessment accommodation(s) on the IEP or 504 plans.	<b>Don't</b> select accommodations that has not been documented on the IEP or 504 plans.	
<b>Do</b> be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	<b>Don't</b> assume that all instructional accommodations are appropriate for use on assessments.	
<b>Do</b> be specific about the "Where, When, Who, and How" of providing accommodations.	<b>Don't</b> simply indicate an accommodation will be provided "as appropriate" or "as necessary."	
<b>Do</b> refer to state accommodations policies and understand implications of selections.	<b>Don't</b> check every accommodation possible on a checklist simply to be "safe."	
<b>Do</b> evaluate accommodations used by the student.	<b>Don't</b> assume the same accommodations remain appropriate year after year.	
<b>Do</b> get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP team or 504 planning committee meetings.	<b>Don't</b> make decisions about instructional and assessment accommodations alone.	
<b>Do</b> provide accommodations for assessments routinely used for classroom instruction.	<b>Don't</b> provide an assessment accommodation for the first time on the day of a test	
<b>Do</b> select accommodations based on specific individual needs in each content area.	<b>Don't</b> assume certain accommodations, such as extra time, are appropriate for every student in every content area.	College of Education, Health and Human Sciences

## **Common Accommodations**

- Preferential Seating
- Extended Time on Tests and Assignments
- Reduced Assignments (still demonstrate mastery)
- Chunking Assignments
- Separate Setting
- Breaks
- Testing Over Several Days
- Oral Testing





What are some challenges that teachers face around implementing IEP or 504 accommodations? (put in chat)



## **Implementing Accommodations**

- Know and understand student accommodations.
- Collaborate with 504 coordinator and special education staff.
- Prepare class activities with accommodations in mind.
- Allow time for students to use and practice accommodations in your classroom.
- Communication and/or addressing barriers the student may encounter when using the accommodations in your classroom.
- Collaborate with 504 coordinator and special education case managers.
- Record the use of accommodations in your classroom.





## **Communicating Accommodations**

- Provide each team member a list of accommodations with a description of each and examples of how to implement in the classroom.
- Instruct student about each accommodation and how to advocate for themselves.
- 504 coordinator/IEP case manager do an accommodations check-in to make sure these continue to be appropriate.
- If the accommodation does not meet student need, teacher should share with 504 coordinator/IEP case manager.





# **Universal Design for Learning**

<u>Universal design for learning (UDL) is a teaching approach that works</u> to accommodate the needs and abilities of all learners and eliminates <u>unnecessary hurdles in the learning process.</u>



# **Questions and Answers**





## **Resources & References**

Accommodations vs Adaptations (SESTA)

"DOS" AND "DON'TS" WHEN SELECTING ACCOMMODATIONS

504 Accommodations Guide (David Bateman)

Universal Design for Learning

