

# Designing for Online & Distance Learning

## Accommodations

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# Accommodations



Stated on the IEP  
Listed on the 504 Plan



## List of Reasonable Accommodations and Modifications

- Grant time and a half or double writing time.
- Provide a consistent daily routine.
- Make sure documents are visually appealing and are not too visually dense.
- Preview new topics and review old topics to ensure vocabulary.
- Review old topics to assure the retention of knowledge.
- Break projects into organized steps with clear expectations and deadlines.

for Students with  
Learning Disabilities

[www.learningspecialistmaterials.blogspot.com](http://www.learningspecialistmaterials.blogspot.com)



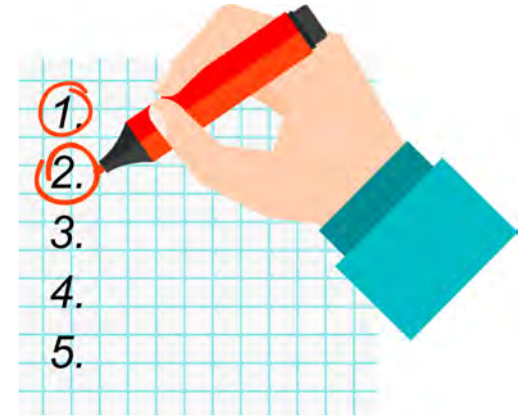
# What does the Law Say?



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# Agenda

- Consider Accommodations
- Apply them to Online Learning
- Share tips & strategies



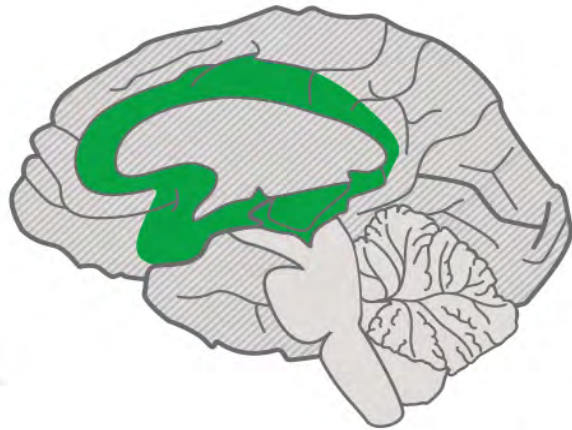
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# IMPROVING EDUCATION:

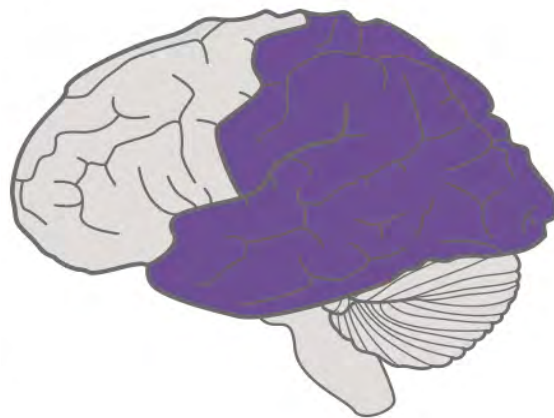
An Overview of 4 Instructional Design Models





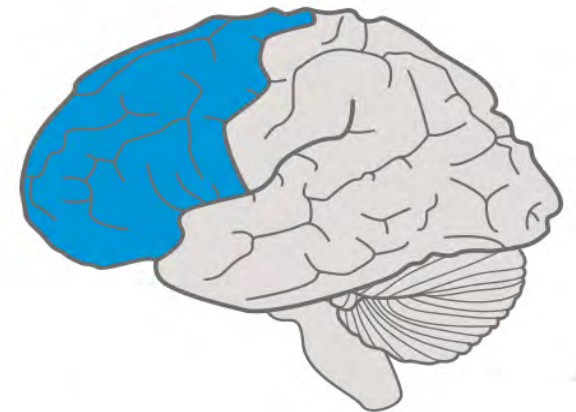
**Affective Network**  
The “WHY” of Learning

**Provide Multiple  
Means of Engagement  
Principle**



**Recognition Network**  
The “WHAT” of Learning

**Provide Multiple  
Means of  
Representation  
Principle**



**Strategic Network**  
The “HOW” of Learning

**Provide Multiple  
Means of Action and  
Expression  
Principle**



	Provide multiple means of <b>Engagement</b> <small>Effortful Networks The "WHY" of learning</small>	Provide multiple means of <b>Representation</b> <small>Recognition Networks The "WHAT" of learning</small>	Provide multiple means of <b>Action &amp; Expression</b> <small>Strategy Networks The "HOW" of learning</small>
Active	<b>Provide options for Recruiting Interest :-</b> <ul style="list-style-type: none"> <li>• Optimize individual choice and autonomy :-</li> <li>• Optimize relevance, utility, and authenticity :-</li> <li>• Minimize friction and distraction :-</li> </ul>	<b>Provide options for Perception :-</b> <ul style="list-style-type: none"> <li>• Offer ways of customizing the display of information :-</li> <li>• Offer alternatives for auditory information :-</li> <li>• Offer alternatives for visual information :-</li> </ul>	<b>Provide options for Physical Action :-</b> <ul style="list-style-type: none"> <li>• Offer the flexibility for flexible and temporary :-</li> <li>• Provide access to useful assistive technologies :-</li> </ul>
Build	<b>Provide options for Sustaining Effort &amp; Persistence :-</b> <ul style="list-style-type: none"> <li>• Engage students at points and intervals :-</li> <li>• Set relevant and achievable goals and challenge :-</li> <li>• Foster collaboration and community :-</li> <li>• Provide timely and useful feedback :-</li> </ul>	<b>Provide options for Language &amp; Symbols :-</b> <ul style="list-style-type: none"> <li>• Clearly evaluate and synthesize :-</li> <li>• Clearly explain and describe :-</li> <li>• Support learning of text, mathematical notation, and symbols :-</li> <li>• Evaluate understanding across languages :-</li> <li>• Evaluate through multiple modes :-</li> </ul>	<b>Provide options for Expression &amp; Communication :-</b> <ul style="list-style-type: none"> <li>• Offer multiple modes for communication :-</li> <li>• Offer multiple tools for communication and representation :-</li> <li>• Offer resources with graduated levels of support for content and performance :-</li> </ul>
Transfer	<b>Provide options for Self Regulation :-</b> <ul style="list-style-type: none"> <li>• Monitor individualized achievement and progress :-</li> <li>• Optimize personalizing with technology :-</li> <li>• Develop self assessment and reflection :-</li> </ul>	<b>Provide options for Comprehension :-</b> <ul style="list-style-type: none"> <li>• Access to large background knowledge :-</li> <li>• Highlight contexts, critical features, key ideas, and relationships :-</li> <li>• Foster relational processing and fluidity :-</li> <li>• Monitor transfer and generalization :-</li> </ul>	<b>Provide options for Executive Functions :-</b> <ul style="list-style-type: none"> <li>• Guide appropriate goal setting :-</li> <li>• Support planning and strategy development :-</li> <li>• Facilitate managing information and resources :-</li> <li>• Enhance capacity for monitoring progress :-</li> </ul>
Goal	<b>Purposeful &amp; Motivated</b>	<b>Resourceful &amp; Knowledgeable</b>	<b>Strategic &amp; Self-Directed</b>



**NEW REALITY**



# Accommodations



An *accommodation* generally refers to a change in the materials or procedures that does not change what is being measured. NCEO

An *accommodation* as used in this document allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. This accommodation does not alter in any significant way what the test or assignment measures. OSEP

# Accommodations in Schools

1. Presentation
2. Response
3. Timing
4. Setting
5. Test Scheduling



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# Presentation Accommodations

- Changes the way information is presented



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# Presentation Accommodations

- Changes the way information is presented

## Solution

Listen to Audio Recordings instead of Reading Text



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# Presentation Accommodations

## ➤ Text-to-Speech Tools

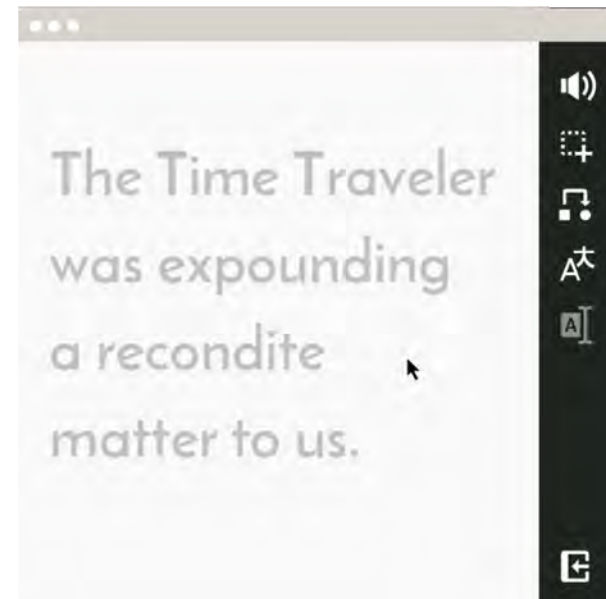
- Read Write
- Bookshare
- Learning Ally
- Snap & Read



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# Presentation Accommodations

- Snap & Read
  - Read Aloud
  - Dynamic Text Leveling
  - Translates
  - Study Tool
  - Removes distractions



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# Presentation Accommodations

- Bookshare
  - Digital Text
  - Adjustable text format
  - Read Aloud
  - Digital books for accessible materials
  - FREE



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The image shows a screenshot of a Google Docs document titled "advance post for 4/9 - Google Docs". The document content is a paragraph about children's behavior and SLPs. Red arrows point from various UI elements to descriptive text boxes:

- Turn word prediction on/off**: Points to the word prediction icon (a head with a lightbulb) in the top left toolbar.
- Access word or picture dictionary**: Points to the dictionary icon (an open book) in the top left toolbar.
- Play/Pause/Stop text-to-speech**: Points to the text-to-speech icon (a speaker) in the top left toolbar.
- Add or remove highlights**: Points to the highlighter icon (a pencil with a colored eraser) in the top left toolbar.
- Collect highlights or highlighted vocab words into separate Google Doc**: Points to the "Add-ons" menu in the top left toolbar.
- Customize features such as speaking voice, # of predicted words**: Points to the "textHELP" button in the top right corner.

The document text reads:

Book it, Part 26: The Way to A...Better Day

Many children we work with do not see a link between their behavior and immediate positive consequences they can receive, let alone the connection between their behaviors and their long-term impressions on others. As SLPs, these students can be challenging in many ways, not only because it can be difficult for us to get them to participate in activities that improve

# Presentation Accommodations

- Read Out loud
- Teachers Reading Aloud
- Family Members Conducting Reading Out loud



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# Presentation Accommodations

## ➤ Audio Books

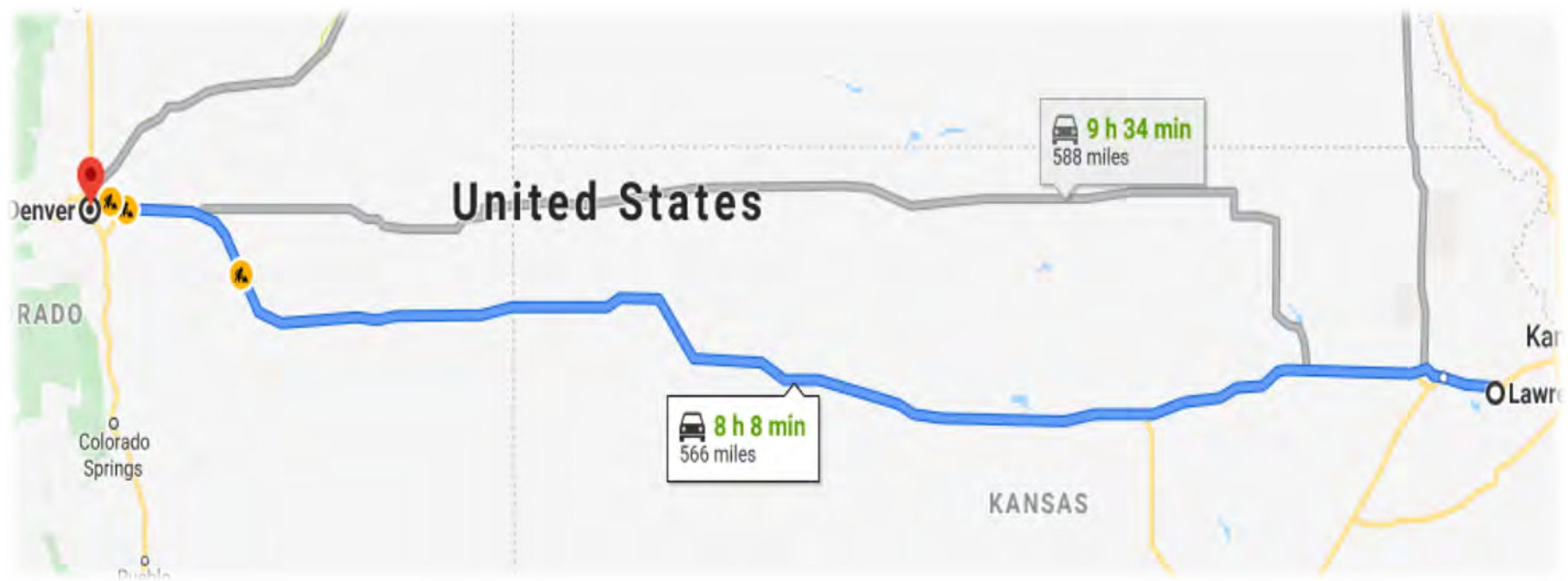


SCRIBD

audible



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# Presentation Accommodations

## ➤ Audio Books



SCRIBD

audible



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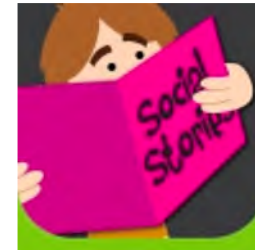


BOOK CREATOR

Tar Heel Reader  
Books for beginning readers of all ages



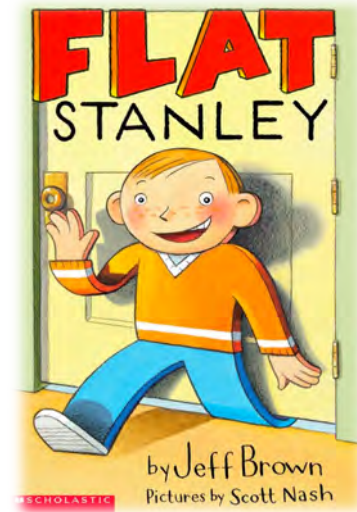
# Digital Books



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# Digital Books

- Leveled Books
- Relevant Images
- Personalized Voice
- Embedded Video



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# Tar Heel Reader

## Decorating a Cake

Jane Farrall



21

## Working with Junk Mail

S5@Aspley



9

## Making Pizza

S4@Aspley



10

## I See Yellow

CLDS



8

## Our Favourite Cats

Mount Ommaney A1



11

## Peppa Pig Alphabet

cassieblower2



8

## Sally is Hungry

Jane Farrall



29

## Fashion Models

Caroline Musselwhite & KH



15



Influenza or the flu is a worldwide health problem. It makes people very sick and can even kill people.



Back



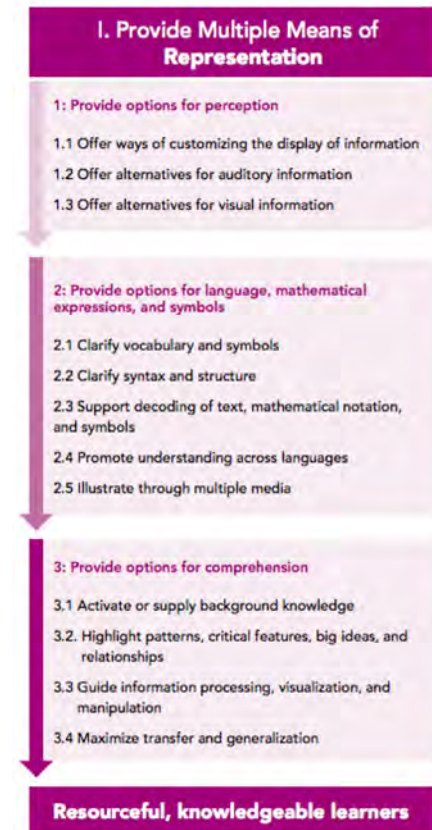
Next



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# Presentation Accommodations



### 1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

### 3: Provide options for comprehension

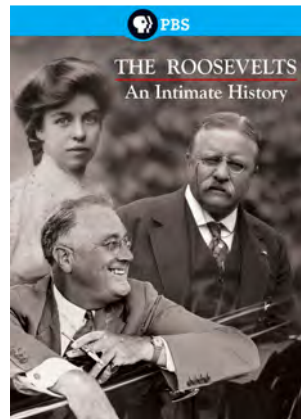
- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization



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# Presentation Accommodations

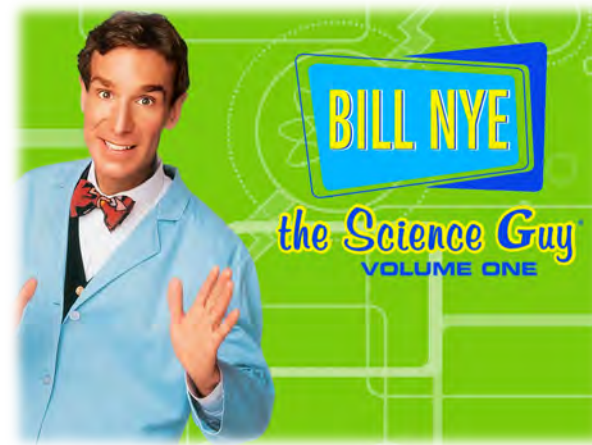
➤ Learn content from multiple outlets –



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# Presentation Accommodations

- Learn content from multiple outlets –



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# Videos for Teaching



**WatchKnowLearn.org**  
Free educational videos. Organized.

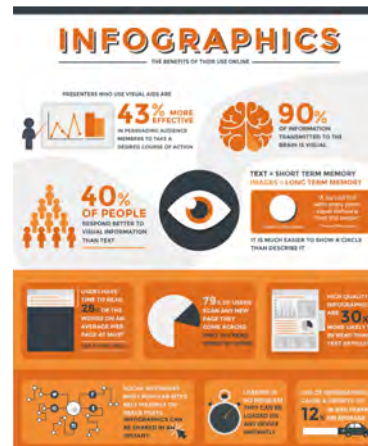


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# Presentation Accommodations

➤ Learn content from multiple outlets –

- ❑ Infographics
- ❑ Posters
- ❑ Web
- ❑ Mindmaps



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# Presentation Accommodations

- Fewer items per page—
  - ❑ Newsela
  - ❑ Smithsonian Tween Tribune
  - ❑ Lalilo
  - ❑ McGraw Hill Connect



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## WAR &amp; PEACE

## Nelson Mandela, 20th century colossus, dies at 95

By Christopher Torchia and Marcus Elason, AP  
Dec. 06, 2013



Nelson Mandela and his wife, Winnie, walk hand-in-hand with their raised clenched fists upon Mandela's release from Victor Verster prison, near Cape Town, South Africa, on Feb. 11, 1990. Photo: AP Photo/Greg English, File

### Questions for Discussion

1. Why is the death of Nelson Mandela news?
2. What qualities made Nelson Mandela remarkable?
3. How did Nelson Mandela's values influence the choices he made in his life?

MAX

1120L

1050L



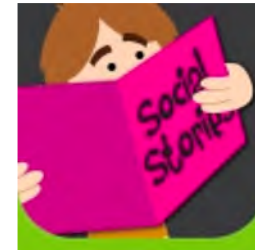


BOOK CREATOR

Tar Heel Reader  
Books for beginning readers of all ages



# Digital Books



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# Presentation Accommodations

- Text in larger print—
  - ❑ Alter font size
  - ❑ Browser
  - ❑ Operating Systems



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# Presentation Accommodations

- Designated reader—
  - Zoom with a Teacher
  - Parent or Family Member
  - Skype with a Relative
    - Social Distancing but Social Connecting



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# Presentation Accommodations

- Hearing instructions spoken aloud—
  - Design from the Get Go
  - Look for online resources

student01



Today, you are going to write a short story.

On the next page you will see a story starter. You will have one minute to think about the story you want to write. You will then have three minutes to write.

Click "Start" when you are ready.

Start



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# Presentation Accommodations

- Record a teacher's lesson instead of taking notes -

**hulu**

**NETFLIX**

**prime video**

**Disney+**



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# Presentation Accommodations

- Record a teacher' lesson instead of taking notes –
  - Provide a structured outline
  - Record your notes
  - Offer guided notes
  - Tips & Ideas



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# Presentation Accommodations

- Class Notetaker—
  - Provide a structured outline
  - Record your notes
  - Offer guided notes
  - Tips & Ideas



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# Presentation Accommodations

- Visual presentation of verbal information—
  - Graphic organizers
  - Word webs



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# Presentation Accommodations

- Visual presentation of verbal information—
  - Quizlet
  - CAP Videos



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# Response Accommodations



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## II. Provide Multiple Means of Action and Expression

### 4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

### 5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

### 6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

**Strategic, goal-directed learners**



#### 4: Provide options for physical action

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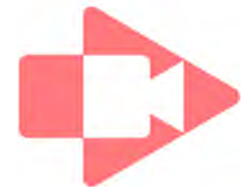
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# Response Accommodations



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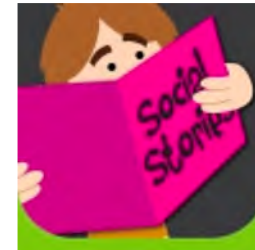


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# Digital Books



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# Setting Accommodations

## ➤ Different settings

- Have a designated work area (e.g., kitchen table, card table) for each child
- Remove clutter or unnecessary items (e.g., laundry, pets, wall decorations)
- Consider having a different “testing area” separate from the work area. Change of setting can break up tasks and serve as transitions.



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# Setting Accommodations

## ➤ Different settings

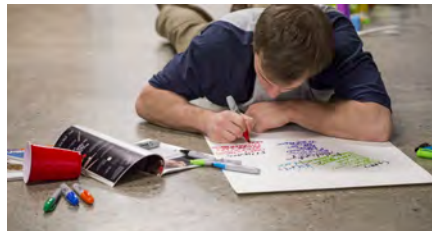


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# Setting Accommodations

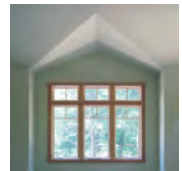
- Sit where they learn best (for example, near the teacher)
  - Flexible seating choice – standing, sitting in chair or sitting on the floor
  - Depending upon age of the child, parents may want to work “alongside” children for support



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# Setting Accommodations

- Use special lighting or acoustics
  - Use natural lighting
  - Small desk lamp
  - Set computer setting to cooler colors or lower the brightness to reduce eye strain
  - Be aware of where student sits and possible glare on computer screen
  - Use headphones with instrumental music or white noise to drown out distracting noises (e.g., neighbor mowing their lawn)



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# Setting Accommodations

- Take a test in a small group setting
  - COVID-19 has done this for you!
  - Consider changing the test to performance based (“show me” or “tell me”)
  - Consider having a “testing only” space different from the work area.



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# Setting Accommodations

- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
  - Take frequent breaks
  - Allow quiet fidgets (e.g., pipe cleaners)
  - Exercise balls for chairs
  - Remember fidgets are to help students get through long learning blocks – shortening the blocks can help.



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