



Dissecting the Diagnosis

January 23, 2020 – 10:00 AM Session

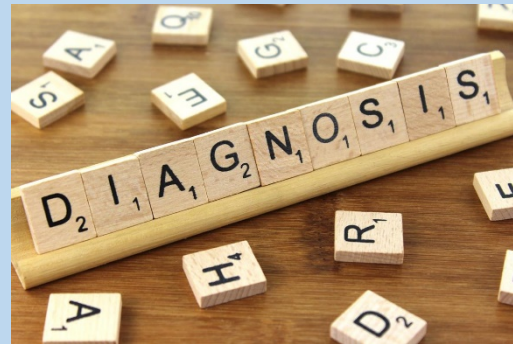
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Dissecting the Diagnosis

Why Accommodations Fail to Ensure Long Term Success



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What?





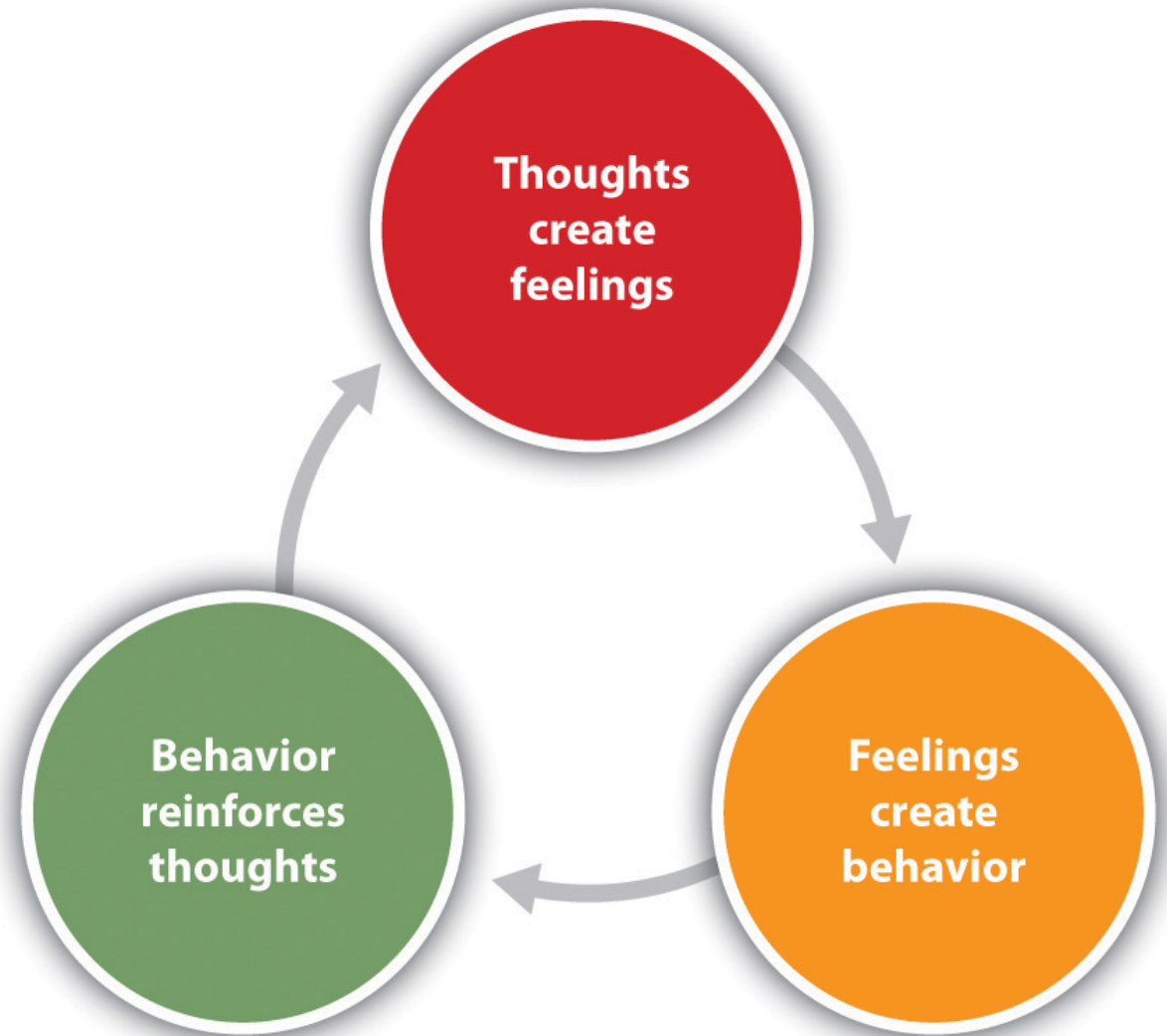
Why do I need to know this?

It is critical for educators to understand that although accommodations may provide short term gains, they generally undermine long term success of students as they provide a false sense of security and (these same accommodations) are not available in the real world.

Why do I need to know this?

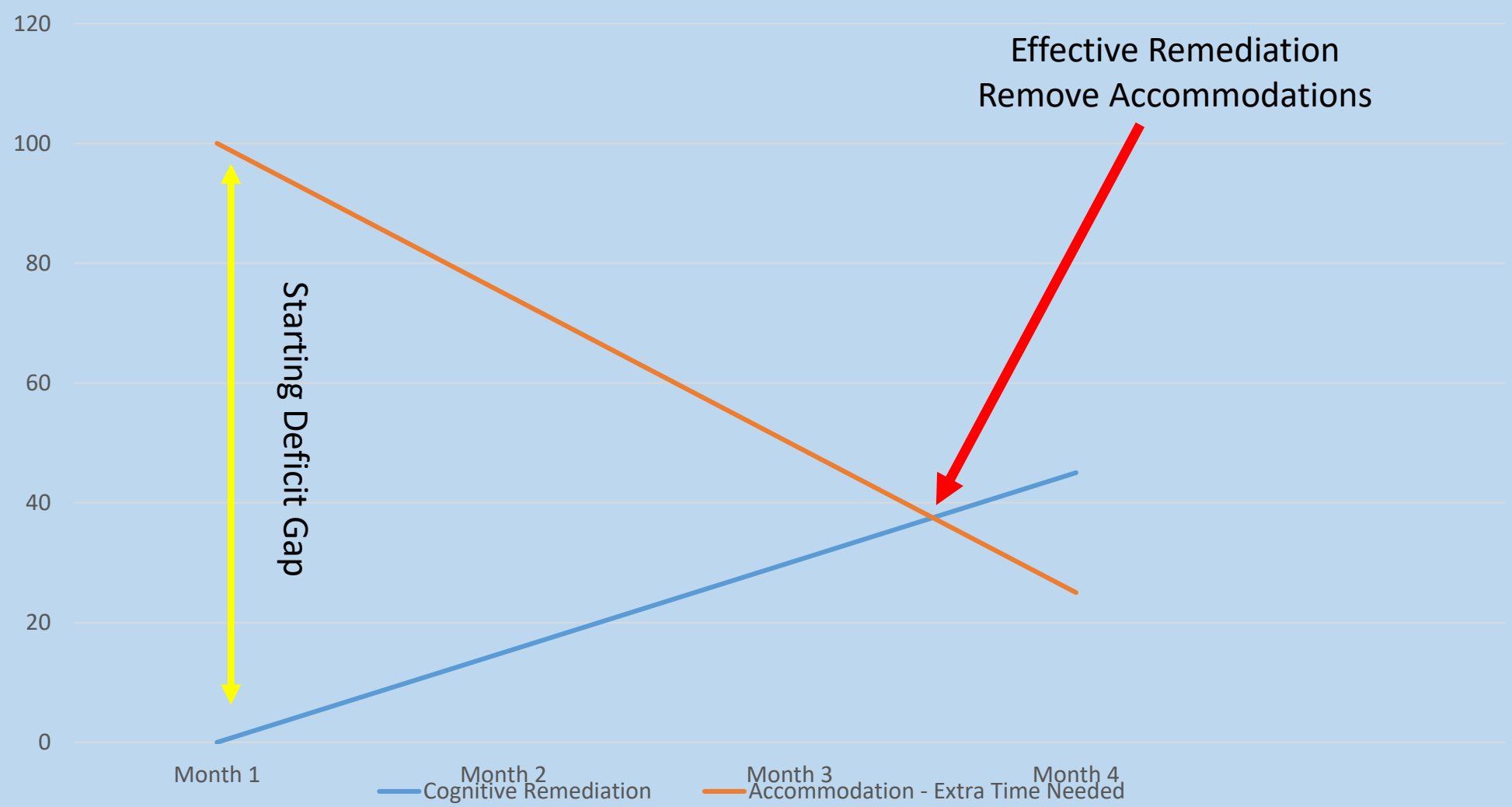
When implementing accommodations:

- There must be simultaneous remediation to address the underlying skill deficits the accommodations are addressing
- The effectiveness of the accommodations and remediation must be measured





Remediation / Accommodation Deficit Gap Graph





Learning Outcomes

1. Understanding the difference between accommodations, interventions, and remediation
2. Identifying effective and ineffective accommodations
3. Adjusting, prioritizing and measuring accommodation results



Learning Outcome 1

Accommodations / Interventions / Remediation

Accommodation

- Require very little (if any) additional work on behalf of the teacher
- Provide student with tools or an environment designed to improve performance
- Are passive in nature
- Do not change what a student is learning, but rather how the child is learning

Intervention (provide assistance without remediation)

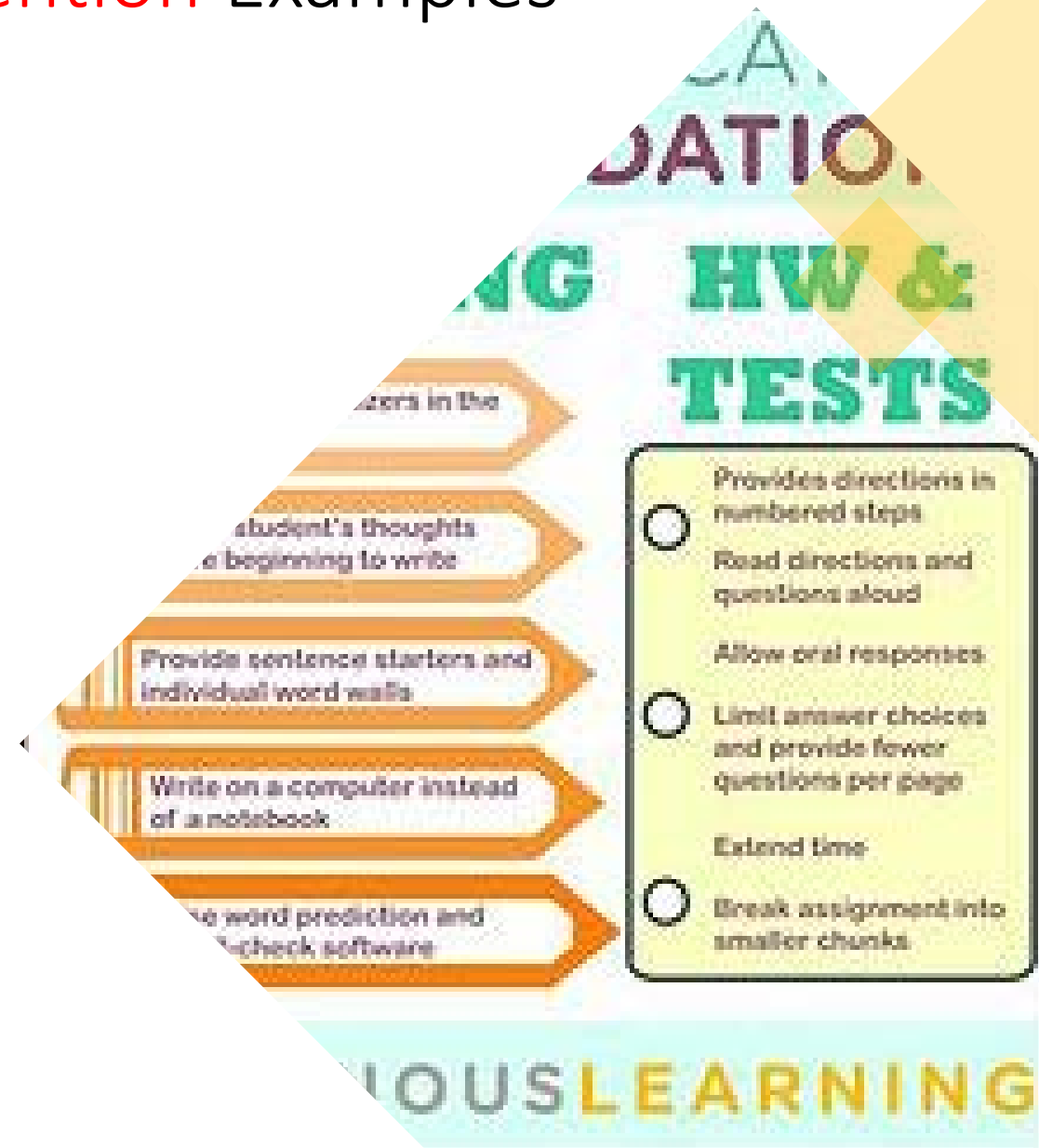
- Require additional resources (usually in the form of manpower)
 - Reading to you / shadowing you / prompting you / writing for you / redirecting you

Remediation

- Require resources in the form of instructional time
- Target specific skills or content
- Provide additional or complementary instructional content
- Remediation addresses underlying skill deficits (interventions do not)

Classic Accommodation vs Intervention Examples

- Larger Print
- Provide a designated reader / scribe
- Present instructions verbally and in writing
- Provide a “shadow” or assistant
- Allow for verbal responses instead of written
- Technological Assistance (Calculator, Computer, FM System, Ipad)
- Additional time
- Allow frequent breaks
- Provide preferential seating in classroom
- Provide special lighting or acoustics
- Allow for private room or small setting
- Break tasks up over several sessions or days
- Provide on-task focusing prompts
- Provide special preparation
- Reward system






Learning Outcome 2

Understanding the difference between effective and ineffective accommodations.

An Effective Accommodation:

1. Will transfer or be successful in a non academic setting (real world)
2. Directly addresses the underlying issue
3. Can be measured in terms of success




Learning Outcome 2 - Example

Roberta has trouble completing her work within a given time frame.

What should the accommodation be?


The typical response to this question would be to give Roberta extra time. However, prior to making any accommodation, data needs to be collected.



Learning Outcome 2 - Example

Identifying the need:

1. Physical / physiological (see, hear, speak)
2. Setting or environment
3. Choice – Can't or Won't
4. Cognitive Skill Deficits



Learning Outcome 2 - Example

Data Through Observation (Roberta)

- Is she distracted?
- Is she obsessing on one question?
- Is the work too difficult?
- Is she messing around / class clowning?
- Other?



Learning Outcome 2 - Example

Accommodation or Intervention or Remediation

Distracted - Move Roberta's seat to the front of the room (A)

Work too difficult – Reduce work quantity (A) Provide tutoring (I/R)

Obsessing or stuck on question - Provide cognitive strategies (I/R) (A)

Messing around - Implement consequences (I)

Appropriate assessment of the problem is required to determine whether accommodation, interventions, or modifications are necessary.

Learning Outcome 2 – Scenario A

Accommodation - Roberta's seat was moved and she was able to successfully complete assignments within time frame.

1. Is this accommodation one that will transfer or be successful in a non academic setting (real world)? **Yes, as Roberta will learn the importance of working in the least distractible environment.**
2. Does the accommodation directly address the underlying issue? **Yes, as Roberta performed better in the accommodated setting.**
3. Can I measure the success of the accommodation? **Yes, tasks were completed within given time frame**

Comment:

Follow Up – Discuss the situation with Roberta (no further intervention / remediation needed at this point in time)

Learning Outcome 2 – Scenario B

Accommodation - Roberta's was given extra time to complete assignments and was now able to complete her work.

1. Is this accommodation one that will transfer or be successful in a non academic setting (real world)? **No, the real world will not provide Roberta additional time to complete assignments beyond her peer group.**
2. Does the accommodation directly address the underlying issue? **Yes, as Roberta performed better in the accommodated setting.**
3. Can I measure the success of the accommodation? **Yes, tasks were completed with the additional time given**

Comment:

Follow Up –Further intervention / remediation are needed at this point in time

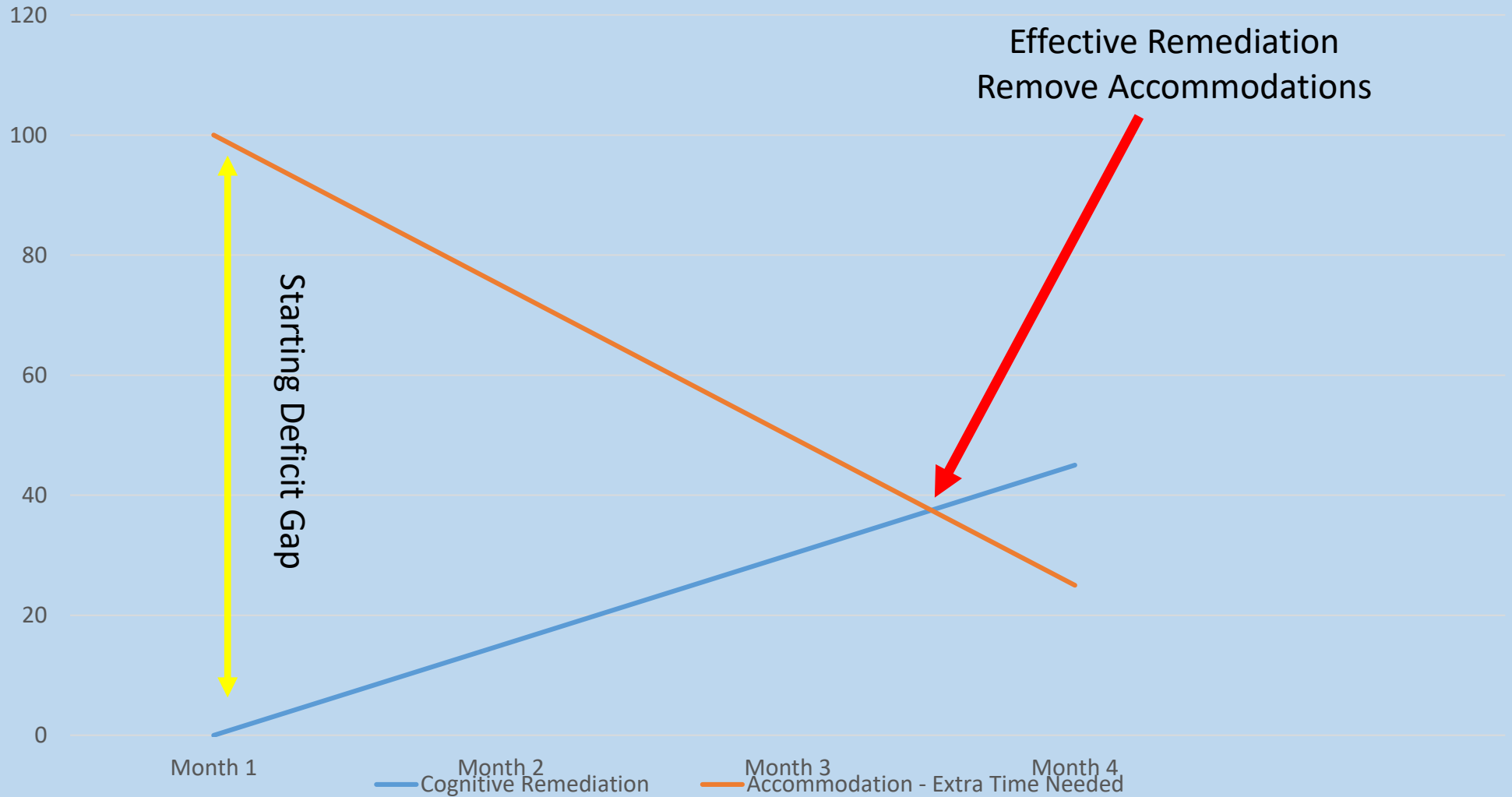
Learning Outcome 2 – Scenario C with Remediation

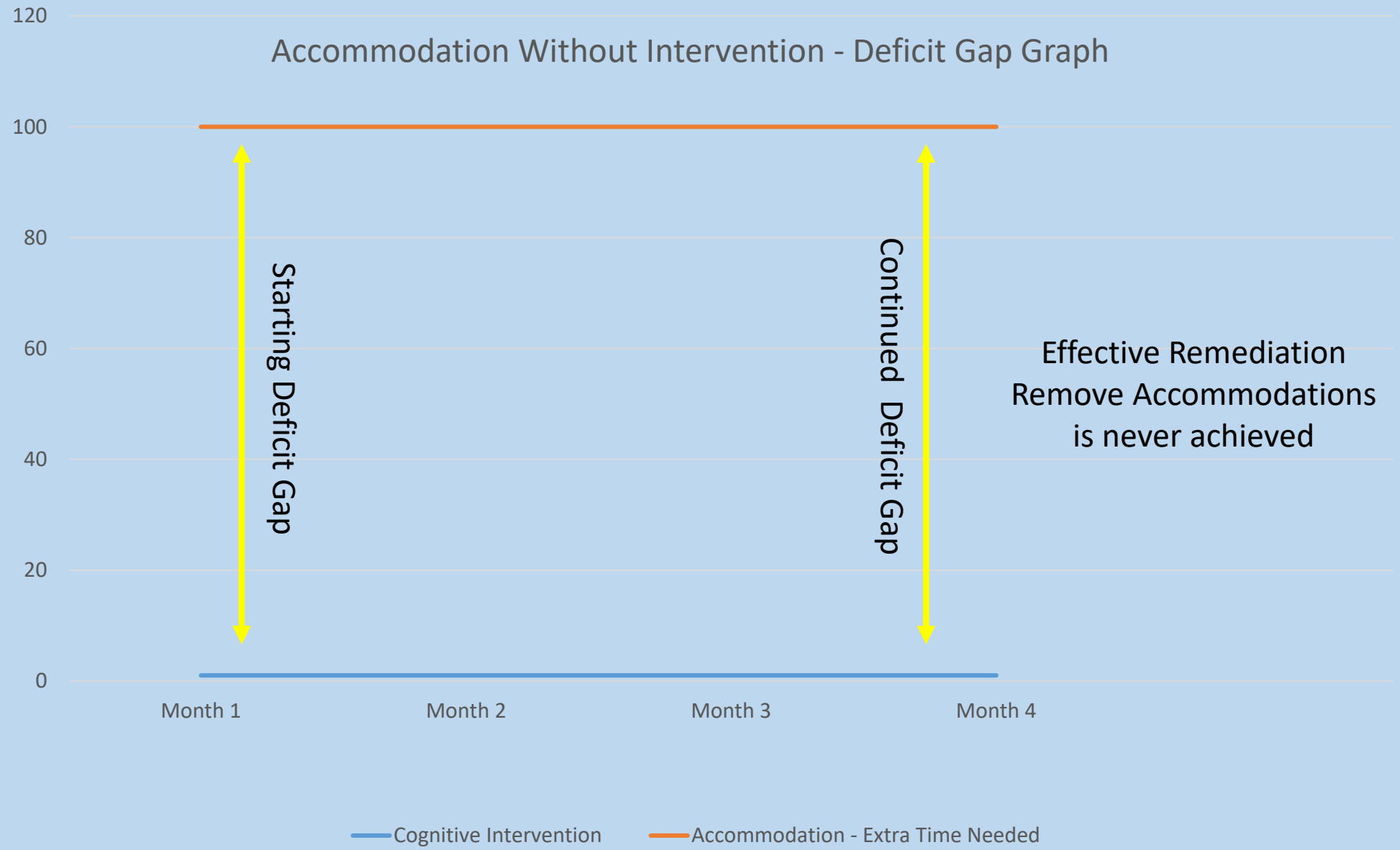
Accommodation - Roberta's was given extra time to complete assignments and was now able to complete her work.

Intervention / Remediation – Roberta was given cognitive skill therapy to improve her reading fluency and comprehension skills

1. Is this accommodation one that will transfer or be successful in a non academic setting (real world)? **No, the real world will not provide Roberta additional time to complete assignments beyond her peer group. However there is simultaneous remediation taking place.**
2. Does the accommodation directly address the underlying issue? **Yes, as Roberta performed better in the accommodated setting.**
3. Can I measure the success of the accommodation? **Yes, tasks were completed with the additional time given**

Intervention / Accommodation Deficit Gap Graph







Learning Outcome - 3

Adjust and prioritize accommodations in response to remediation and interventions



Learning Outcome 3 - Example

Measuring Accommodation Effectiveness

Distracted - Move Roberta's seat to the front of the room

Measure the effectiveness by tracking quantity of assignments successfully completed within given time frame

Work too difficult – Reduce work quantity

Work reduced to 5 questions instead of 20 (but if she doesn't understand work, she won't be able to complete regardless of quantity)

Obsessing or stuck on question - Provide cognitive strategies – Tracking frequency

Messing around - Implement consequences - Tracking Frequency



Summary



Real world accommodations

If not real world then interventions and remediation are necessary

Need to monitor and adjust based on success or failure

Setting the child up for failure due to lowering student expectations (based on accommodations)



Learning Outcomes

1. Understanding the difference between accommodations and interventions and remediation
2. Identifying effective and ineffective accommodations
3. Adjusting, prioritizing and measuring accommodation results



Any
Questions?

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