Accommodations in the School
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Today’s Objectives
• Identify the difference between accommodations and modifications
• Provide overview of categories of accommodations and modifications
• Role of the school and parents

Accommodations vs. Modifications
What’s the difference?

Accommodations
• Provide access so that kids learn the same material and meet the same expectations as their classmates
• Example: using videos that have closed captioning or providing a note-taker

Modifications
• Changes what a student is taught or expected to learn
• Example: reducing the length of the assignment.
Accommodations and modifications are important to ensuring the success of children with hearing loss in the classroom.

Categories of Accommodations and Modifications

Accommodations/Modifications Checklist for the IEP/504 Plan

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Personal and Hearing Technology Accommodations

- Personal hearing technology (BTEs, BAHA, Cis)
- Classroom hearing technology (FM system, soundfield, Roger)
### Communication Accommodations
- Ensure student’s attention before speaking
- Reduce background noise
- Allow extra time for processing information
- Allow/assist student with locating the speaker
- Ensure clear access for speechreading
- Repeat/rephrase
- Interpreting

### Physical Environment Accommodations
- Noise/reverberation reduction (carpet, acoustic tiles)
- Special lighting
- Flashing fire alarms/smoke detectors

### Instructional Accommodations and Modifications
- Visual supplements
- Check for understanding
- Interactive whiteboards
- Classroom captioning (CART, CPrint)
- Interpreting
- Captioning for videos
- Extra time to complete assignments
- Step-by-step directions

### Curricular Modifications
- Modified reading/writing assignments
- Pre-/post-teach vocabulary/concepts
- Extra practice
- Supplemental materials
- Expanded core curriculum
Evaluation
Accommodations and Modifications
• Reduce quantity of tests
• Provide alternate test methods

Other Needs/Special Considerations
• Counseling
• Family support/training
• Sign language instruction for family members

Team Decision
• Parent-school collaboration
  • Observe student in the classroom
  • Evaluate academic progress
  • Utilize checklists (LIFE-R)

• Student input

The Role of the School and Parents
How do we know which accommodations a child needs?
IEP/504 Plan

• Accommodations and modifications are generally protected by federal law (IDEA/ADA)
• Important to specify the necessary accommodations and modifications

RESOURCES

• http://heartolearn.org
• http://www.handsandvoices.org
• http://successforkidswithhearingloss.com
• http://www.agbell.org

Thank you for listening!
Contact us at heartolearn.org