

Hierarchy of Access (Modification Questions)

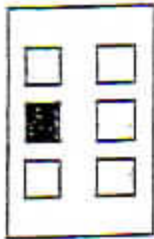
What about the student with severe disabilities who nevertheless is being currently educated in a general education setting? His or her IEP goals may especially focus on social skill development, partial participation, and development of functional skills. How do we determine modifications to activities to facilitate maximum access?

Modification Area	Questions
None	1. Can the student participate with peers in this activity just like the typical student? (e.g., listening during music, watching a dance performance)
Difficulty Participation	2. Can the student participate in this activity, but with <i>adapted materials</i> or substantially modified activities that results in a focus on a standard from a lower grade level? (e.g., greatly simplified worksheet)
Substitute Functional Curriculum, Alternate Goals, Participation (Level of Support)	3. Can the student participate in this activity, but <i>work on embedded skills</i> in the areas of communication, motor, social? (e.g., making choices, using a communication book, supported standing)
Substitute Functional Curriculum, Alternate Goals, Participation (Level of Support)	4. Can the student be with the group, but be working on an activity that <i>fulfills a completely different purpose</i> ? (e.g., using a switch to activate a tape recorder during reading group)
Substitute Functional Curriculum, Participation (Level of Support)	5. Can the student <i>be working in another part of the room</i> on a task that is related to his/her educational priorities? (e.g., class job, computer time)
Substitute Functional Curriculum, (Level of Support)	6. Can the student <i>do an out of class activity</i> at this time period that is relevant to educational priorities specified in the IEP and to classroom expectations? (e.g., class or school errands, library job)

Key Point:

Mastery of all standards will not be an educational priority; this student with severe disabilities will not be working towards a high school diploma; this student will receive an alternate statewide assessment to measure outcomes of a highly individualized education plan to master selected standards.

Student Participation



Adaptation of the learner's active involvement in the completion of a task.

- Structure activities for learners to demonstrate and/or draw the concepts they know.
- Learner assists in group instruction (Ex: Have them hold globe while others point out locations)
- Learner uses calculators to work out math problems.
- Learner practices spelling words on a computer.
- Learner dictates sentences on tape instead of writing them.
- Place learner in cooperative groups according to instructional objectives.
- Learner shares information and records the results.
- Learner repeats teacher directions for classmates (peer buddy)

Learning Environment

Adaptation of the physical setting to achieve the maximum benefit of instruction.

Physical Configuration

- Preferential seating
- Flexible room configuration
- Learning stations
- Study corrals
- Alternate classroom setting for finishing assignments
- Desk dividers
- Designated independent work areas
- Time out area within classroom
- Designated areas for specific activities to take place

Classroom Organization

- Student and teacher mobility
- Frequent breaks
- Limit the size and makeup of learning groups
- Clear classroom organization and design
- Consistent classroom routines
- Teacher is always visible and in proximity of students
- Organizational plans for materials, books and supplies
- Placing learners desk in close proximity to teacher
- Seating of learner among well focused students

Control of Stimuli

- Sound field system
- Adjustments to lighting
- Reduce auditory and visual stimuli
- Use of background music
- Availability of visual reinforcers

Material Availability

- Use of flip charts
- Availability of hands on materials (maps, charts, etc.)
- Learning reinforcers placed about the learning environment

Output



Adaptation of the learner's response to instruction and methods of assessment

Technological Supports

- Allow the use of a calculator for math problems
- Practice spelling words on a computer
- Learner dictates sentences on tape instead of writing them

Time Related

- Extended time to complete tasks
- Un-timed tests
- Increased verbal response time
- Times provided to help learner keep track of time

Materials Adaptation

- Use graph paper for math problems
- Reduce the number of social studies terms a learner must master at any one time
- Do every other problem in math
- Learner takes spelling test by filling in missing letters
- Reduced assignments
- Administering tests in segments
- Short answer tests
- Provide partial notes or outlines to fill in

Support Strategies

- Allow verbal rather than written response
- Use of communication book for some learners
- Allow learners to show knowledge with hands - on materials
- Authentic assessment of learning (projects, demonstrations)
- Pictorial responses
- Oral presentation of assignments, projects, etc.
- Note-taking assistance
- Reduce paper/pencil tasks
- Learner uses word banks in formulating responses
- Learner writes beginning, middle and end of essay on separate sheets of paper
- Use of post-its to organize notes and rearrange order
- Use of post its for writing main ideas or sequencing key points

Organizational Skills



Adaptation of time, methods and materials required for planning, carrying out and completing required tasks.

- Individualize a timeline for completing a task, project or test.
- Assist learner in developing calendar "due dates" for assignments, research, and projects.
- Use graphic organizers
- "Chunking of assignments"
- Use of calendars
- Color coding
- Use of index cards to sort and organize information
- Develop action plan/learning log.
- Use of checklists to gauge progress on a task
- Use of daily assignment sheets
- Learner develops study cards from one section of material at a time
- Forming homework clubs or "study buddy" system
- Use of "Story Frame"
- Go from concrete to abstract

Type of Support



Adaptation of the degree of assistance required for the learner's success.

Peer/Adult Support

- Peer buddy
- Peer tutor
- Cross age tutor
- Adult support (teacher assistants, school staff, etc.)
- Student readers
- Note takers
- One to one time with teacher assistant or peer

Materials/Activities Support

- Before and after school activities
- Use of alternative materials
- Study sheets
- Reader services
- Assist parents with home/school connection reinforcing activities