Accommodations and Modifications in CTE Classroom Instruction III
Developed by
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Foreword
The Career and Technical Special Populations Training and Resource Education Center (CTSP Center) is a collaborative effort between the Family Development and Resource Management (FDRM) unit of Texas AgriLife Extension Service and the Texas Education Agency (TEA). The CTSP Center received a one-year grant from TEA to provide CTE teachers and other educators with access to resources for improving their knowledge regarding the education of students with special needs enrolled in CTE programs.

CTSP Center’s Role
The primary role of the CTSP Center is to help CTE, general education, and special education teachers, educators, paraprofessionals, administrators, and parents who are concerned with serving students with special needs in Texas. The CTSP Center disseminates resources such as books, videos, curriculum guides, multimedia learning modules, and educational opportunities to the target groups. The CTSP Center staff answers questions or solicits the responses of external experts regarding several critical issues related to serving students with special needs.

The current funding from TEA envisioned the center as a special populations clearing house. One of the main requirements of the grant for the year 2008-2009 was to create multimedia training modules and support materials addressing principles and strategies of accommodating a broad range of special population student learning needs in CTE.

The website, training manual and the toolbox are the resulting products. This is fourth in a series of learning modules showcasing best practices for career and technical education teachers, counselors, educators and parents concerned with serving students with special needs. The modules are developed by the Career and Technical Special Populations Training and Education Resource Center (CTSP Center) in cooperation with Texas AgriLife Extension Service and an expert consultant from Texas A&M University. We hope that our audiences find that the information enhances the services that they provide to their students with special needs.

Module Description:
This module will showcase best practices for CTE teachers planning and preparing to attend ARD meetings. CTE teachers will learn how to participate in the IEP process and develop IEP goals through collaboration with special education and CTE colleagues. The module will also demonstrate effective accommodations and modifications appropriate for students who have learning disabilities and/or Attention Deficit Hyperactivity Disorder.

OBJECTIVES:
- Describe roles and responsibilities of CTE teachers at an ARD meeting.
- Learn about developing IEP goals related to CTE programs of study.
- Explain and demonstrate accommodations and modifications.
- Outline the differences between traditional and non-traditional CTE instructional settings.
Tips for Trainers and Users

1. As users peruse the material they might find certain topics are more relevant to new teachers versus more experienced teachers, for e.g. the Definitions or just the “Examples” instead of the other chapters.

2. To aid in this regard the modules are organized into chapters and users can choose to view only relevant topics.

3. We recommend the following guidelines for each module to be used at workshops.
   a. The entire site does not have to be viewed in one day.
   b. Again, consider your target audience and choose to show relevant topics.
   c. Provide worksheets to accompany module content (refer to worksheets included with the module).
   d. Include a pre and post test to examine level of learning (refer to pre-post tests included with the module).
   e. Use evaluation surveys to provide feedback to the CTSP Center (refer to evaluation surveys provided with the module).
   f. Refer to the FAQs provided to answer participant questions. In the case of further clarification forward questions or concerns to the CTSP Center along with participant contact information so that we may address them in a timely manner.
   g. The CTSP Center will not provide professional development credits from in-service workshops. This will be the responsibility of the organizing entity.
   h. The organizing entity is responsible for all print costs associated with material distribution.

4. The online materials are available for distribution free of charge. TEA Copyright restrictions apply.

5. Direct learners to the toolbox for additional references, handouts and resources:
   http://ctsp.tamu.edu/videos09/toolbox
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Chapter 1

Maria Kaylor:
Hi. I’m Maria Kaylor. I’m an Assistant Professor of Special Education at the University of Texas at San Antonio. Welcome to part three of the Career and Technical Education Training and Resource Center’s module on Accommodations and Modifications in CTE classroom instruction. The purpose of this module is to assist CTE teachers as they participate in the educational process of students with disabilities. This module will showcase best practices in planning and preparing for an ARD meeting. CTE teachers will learn how to participate in the IEP process including writing goals for students with disabilities in the CTE field through collaboration. The module will also demonstrate effective accommodations and modifications that can be used in traditional and non-traditional CTE settings with students who have learning disabilities or Attention Deficit Hyperactivity Disorder.

Chapter 2

CTE/Special Education Collaborative Example 1

Special Education Colleague (SEC):
Good Morning Joanette

Cosmetology Teacher (CT):
Good Morning

SEC:
Next week we’re holding an ARD meeting for a student that’s going to be enrolled in your course next year. I wanted to take some time to talk to you about that meeting and how you will participate and work with that student once they’re in your classroom. Have you ever attended an ARD meeting?

CT: No I have not and I’ve never had a student with any special needs or disabilities so I have a few concerns. One of my concerns; I don’t really know what I’m supposed to do with this student and how much time is the student going to take up in my classroom? Will I still be able to devote time to my general ed students? I’m not quite sure.

SEC:
I understand your concern. We’re going to talk first about how you can prepare for and participate in this ARD meeting. In the meeting they’re going to be completing an annual review. This is done for each student in the special ed department. In the meeting we will talk about the student’s testing, their current grades, their progress, the courses they are taking and their accommodations and modifications for general ed classes. You’ll be asked to participate in the meeting. The student’s name is Mark.

CT:
So what will I be asked to do?
SEC:
Well since Mark will be enrolled in your class next year the committee will want to hear the types of activities that occur in your classroom. They’re also going to want you to write some goals for Mark. The goals will describe what the student is expected to master in your classroom. The goals should be aligned with the TEKS and reflect the learning that occurs in the classroom. You may be asked about accommodations and modifications that would be appropriate for him.

CT:
I’m not sure what all that means.

SEC:
Well that’s why I’m here to help you prepare for this. I’m going to be able to support you also next year while Mark is in your class. Let’s start talking about the goals for your course. In the meeting you will be asked to contribute goals for Mark based on his abilities. The goals will be measurable and they need to demonstrate how Mark will be able to progress in your classroom. Since he’ll be part of a career cluster for the first time, it’s going to be important for you to help the other members of the ARD committee understand your specific course of study. The CTE teachers are asked to participate in the ARD meetings for students with disabilities. In many cases the teachers will be asked to help create goals for this student to master all of these in your classroom and they need to provide suggestions for appropriate accommodations and modifications in order to master the goals. Remember that these goals are based on a student’s PLOP.

CT:
What is a PLOP?

SEC:
Well it stands for ‘Present Levels of Performance’.

CT:
I see. I really need to focus on how Mark is performing already and use that to create the goals for my program of study. I know the activities he’ll need to do in my class but I don’t know where he’s performing. Can we talk about this now?

SEC:
That’s a good idea. This will help you when you prepare for the ARD meeting next week. Let me tell you a little about Mark. Mark has a learning disability. He’s currently functioning on grade level but he has difficulty reading. He struggles when he’s asked to read in the class. Sometimes he gets frustrated and acts out when he gets asked to read in front of his peers. He is distractible but he also needs to be reminded to stay on task. Mark responds well when he is given instruction and assistance by his peers and teachers however.

CT:
So in my class, an objective for Mark could be mastery of practical applications at least 75%?
SEC: Yes.

CT: Another one could be written exam questions that should be limited to no more than four multiple choice options?

SEC: Actually that’s more of an accommodation. The other goal could be related to a lab experience.

CT: Ok. A lab experience in my program of study has to do with clipper cutting. So my goal for Mark will be to perform this function with no assistance by the end of the school year?

SEC: Yes.

CT: Ok.

Chapter 3
More About Accommodations

Maria Kaylor:
Accommodations can be defined as changes that are made to allow a student with a disability to have access to the general education curriculum. These changes can include changes to format, timing, or the way in which a student provides a response to an assignment. Often times, the terms accommodations and modifications are used interchangeably but we want to use the terms separately at this point. You can consider accommodations as assisting the student in meeting the same goals as all other students in the classroom. Each state has to develop guidelines that describe what accommodations are allowed on state mandated tests used for accountability purposes. So we can describe accommodations that may be appropriate for a student in the classroom that would also be necessary on a state assessment.

Examples of Accommodations

Some examples are:

- Use of interpreter for instruction
- Use of Braille or large print test
- Dictate or type composition
- Oral administration
- Allowing for an oral response
- Use of color transparencies
- Place markers
- Individual administration
• Small group administration
• Use of highlighters/colored pencils
• Responding orally
• Having the response marked in the test booklet or having the response typed

Allow for Oral Response:
Music plays
Response Accommodation-Student is being allowed to explain orally what he has learned.

Oral Administration:
Music plays
Testing Accommodation- Student is being read the test so that she may mark her responses.

Individual Administration:
Music plays
Testing Accommodation-Student is being administered an assessment in a space relatively separate from the rest of the class. Also student is being allowed to demonstrate what she has learned.

Small Group Administration:
Music plays
Testing accommodation: A small sub-set of students are being allowed to test. Allows for students to ask for help or clarification and teacher to provide one-on-one attention where necessary.

Chapter 4
CTE/Special Education Collaborative Example 2
Student Profile: Attention Deficit Hyperactivity Disorder

Special Education Colleague (SEC):
I hear you have some concerns about a new student in your classroom.

Instructional Design Teacher (IDT):
Yes I do. Her name’s Michele and I’ve had her in class for a few weeks and I’m not really sure what to do with her in the classroom setting. I also have to go to an ARD in a week and I have a couple of concerns. One is, what do I do with her in class? And the other is, how do I prepare for the ARD?

SEC:
Well, since the ARD is next week, you can use this time to make some observations about Michele in your classroom. That way you will have information to share at the meeting and some specific examples of her behavior that you can ask questions about. Let’s talk about your class. What kinds of activities go on in your classroom?
IDT:
Well, we’re constantly moving from station to station. To pretty much perform any task they have to move around quite a bit.

SEC:
So the students are up and moving around all of the time?

IDT:
Yes, constantly.

SEC:
How has Michele responded to this?

IDT:
Michele is fine about moving about but when I check on her progress a lot of times she hasn’t completed the tasks.

SEC:
That could be attributed to her disability. She has qualified for special education services under the category of attention deficit hyperactivity disorder. This is also referred to as ADHD. There are three types of ADHD. One is impulsive, another is inattentive, and the third type is a combined type. Michele does have the combined type which means that she can be impulsive and inattentive at the same time. That might explain why when you check on her in class, she does not have any work completed. She could be distracted by all the movement and have difficulty focusing on the task at hand. When you go to the ARD meeting, you may be asked to write some goals for Michele. The goals will describe what the student will be expected to master in your classroom. The goals should be aligned with the TEKS and they reflect the learning that is occurring in your classroom. You may also be asked to write appropriate accommodations and modifications for Michele. When you’re writing goals for Michele you’ll use information about her. You must use the information about her PLOP to determine the appropriate goal. The PLOP describes how the student is performing academically. The PLOP also describes how a student’s disability impacts their performance in the general ed class. This information will be shared at the meeting.

IDT:
So I really need to focus on how Michele is currently performing. Then I use that information to create goals for her based on my program of study. One goal that I thought of might be that she could identify basic Photoshop tools with 80% accuracy for a measurement. Or that she would do step-by-step instruction with maybe five different steps with minimal assistance and perhaps after a certain amount of time she could do that without any assistance, maybe at the end of the six-weeks. But what I don’t know is how Michele is currently performing. Can we talk about that now?
SEC:
Yes, that’s a good idea. It will help you when you’re preparing for next week’s ARD meeting. Let me tell you a little about Michele. Once again, Michele has ADHD. She’s currently functioning below grade level. She has difficulty staying on task and remaining in her seat during class. She does follow directions when the teachers ask her to comply, like when they ask her to return to her seat, but they do have to do this frequently. Also, when she’s working at her desk, she gets distracted and completes very little of her work. Information from Michele’s paperwork indicates that there is no reason that she could not perform on grade-level. Therefore, it is believed that her inability to stay on task causes her to fall behind and impacts her grades. Using the information about Michele, let’s see if we can write some goals for your classroom. Think about your classroom and objectives and while you’re doing that I’ll provide you with some general goals.

Chapter 5

Maria Kaylor:
In one of our examples, Michele has ADHD and is currently functioning below grade level and has difficulty remaining on task. She often gets out of her seat and in many cases she doesn’t even begin her assignment. She is easily distracted but does respond to prompts from the teacher to get back on task. On the other hand, students with learning disabilities like Mark may have difficulties with several cognitive and academic tasks. These include memorization, processing, meta-cognitive tasks, and attention. Now consider your classroom environment and the objectives that you have for the students in your classroom. What accommodations do you think would be appropriate for Michele and Mark in your class? Think about changes to format, timing, or the way in which they can provide a response to their assignments. For example, since Michele is easily distracted, how can you minimize the distractions in her work area? She’s also frequently off task. What kind of accommodations can you make to help her stay on task? Since Mark has trouble with reading, how might you help him get through the reading material in your class? Can you think of some examples of the reading activities that you do? Do students read aloud? Do they read to themselves? Do they only read for homework?

Chapter 6

Maria Kaylor:
We have talked about appropriate accommodations for Mark and Michele. Now we need to talk about modifications for them. Sometimes people use the terms accommodations and modifications interchangeably. We described accommodations as ways to assist a student in meeting the same goals as other students in the class. Now, we can think of modifications as a way to assist a student in reaching some of the same goals as the other students. Maybe a student will be responsible for fewer course objectives or will have fewer problems to answer on an assignment. This means that teachers have to consider the student’s needs and suggest modifications that would help the student progress in the classroom. Some examples of modifications are:

- Writing alternatives such as displays or projects
- Checking for understanding
• Immediate feedback
• Allowing self-talk
• Preferential seating
• Adjusting the length of assignments
• Allowing extra time to complete assignments
• Reading a test to a student
• Using taped texts
• Using study guides
• Providing a copy of notes
• Creating an assignment notebook for the student
• Giving them credit for oral response
• Using peer readers or tutors
• Using graphic organizers

Using Displays or Projects:
Music plays
Testing Modification- Students are demonstrating what they have learned through creative projects such as building models and art.

Adjusting Length of Assignments
Music plays
Testing Modification- Student only has to respond to half the multiple choice questions on a test or pick the correct response from three choices instead of four.

Check for Understanding
Music plays
Curriculum Modification-The teachers are ensuring that students have comprehended the content of the day’s lessons.

Taped Texts:
Music plays
Curriculum Modification- The student is listening to a lesson on tape and reading the corresponding text on a computer screen.

Study Guides
Music plays
Testing Modification- The student is being provided a study guide outlining what to expect on a test, rubrics, and tips for studying.

Peer Tutoring
Music plays
Curriculum Modification- The students are helping each other on class projects.

Using Graphic Organizers
Music plays
Curriculum Modification- Student is using a “Persuasion Map” layout to organize her thoughts on a concept.
Immediate Feedback
Music plays
Curriculum Modification- The teacher is providing the student with immediate feedback on her work or progress for the day.

Individualized Instruction
Music plays
Curriculum Modification- The teacher explains a concept to only one or two students at a time.

Tutorial
Music plays
Curriculum Modification: The board is used to provide students with guidelines for tasks they need to accomplish during a class period.

Maria Kaylor:
Let’s consider Mark and Michele. Remember, Michele has ADHD. She is currently functioning below grade level and has difficulty remaining on task. She often gets out of her seat and in many cases she does not even begin her assignment. She is easily distracted but does respond to prompts from the teacher to get back on task. Considering the objectives and activities that take place in your classroom, what modifications might you want to provide for Michele to help her successfully meet your objectives? You might want to think about changes to the length of assignments or allowing her extra time to complete assignments. Since she is easily distracted, you might also want to consider using a timer to help her focus on her class work. Mark is currently functioning on grade level but has difficulty reading. He struggles when asked to read aloud in class. Sometimes he gets frustrated and begins to act out when asked to read in front of his peers. He is also distractible and needs to be reminded to stay on task. Mark responds well when given assistance by peers or teachers. What accommodations do you think would be appropriate for Mark in your class? Think about changes to the length of an assignment or allowing him extra time to complete an assignment.

Chapter 7
CTE Teacher Collaboration

Maria Kaylor: One of the best practices that we could recommend to make this process easier for you as CTE teachers is to discuss accommodations and modifications with one of your colleagues. Here is an example:

Dena (Teacher on the Left):
So Joanette, I was telling you about how I have a whole lot of hyper active students or students who have a problem keeping their mind focused and I made some goals and I wanted to see if you might help me fill out the accommodations that I need to make for those and the modifications because it’s kind of new to me what writing the goals…but the goal part of it, I’ve got an idea but would you just go over it with me and see then if we can come up with the accommodations and the modifications?
Joanette (Teacher on the Right):
Sure

Dena:
Well, a lot of times I have step by step instruction for the students and it might have you know, like, ten or fifteen steps with it. But for the students that have trouble focusing, I’m thinking that maybe I need to have it in smaller pieces so the goal that I came up with is to follow a step-by-step instruction up to maybe five steps with maybe limited assistance. Does that sound like a reasonable goal?

So an answer to your question about kind of five steps I’m talking about. I’m talking about like on a computer they would open a document and then they would maybe put a colored square on there and then circles on there…these kind of steps and so I’m a little unclear on my goals about the difference between an accommodation and a modification. So can you help me a little with that? How would I accommodate a student like that versus modify that (the five steps)?

Joanette: Well you had mentioned having the five goals that you want the student to get to do within a ten minute time frame. We want that, but that would be considered accommodating. If you decide to stop them at the second task, as part of the five goals, then that would be your modification.

Dena: So an accommodation would be if I gave them more time or maybe just spent a little more time with them and a modification would be where instead of having them do all five steps, I would only have them do two, so I would be shortening that task actually?

Joanette: Correct

Dena: Ok, that helps a whole lot.

Joanette: Ok Dena. For the goals that I came up with for Mark, I have that he’s going to mastery his applications at at least 75% and I also have for clipper cutting that he’ll have no assistance by the end of the school year and he’ll have to interact with peers and customers using technical languages at at least 80% of the time.

Dena: And they do have guidelines again?

Joanette: Yes, they do. And also, Mark is going to have to make sure that his work station and his work area is clean which is prescribed by the TDLR which is our Texas Department of Licensing and Regulation at least 90% of the time.

Dena: With something like the clipper cutting, is that something that if he had an interest in that that you might be able to do that over and over until he’s very comfortable doing that so in that form you might be doing an accommodation for him to just let him practice it and get comfortable doing that? Would that work for an accommodation for you?

Joanette: I think so. I think that would work. I think so.
Chapter 8
Consider Academic Setting when Developing IEP Goals

Maria Kaylor:
An important consideration when developing your IEP goals is the type of classroom setting that applies best to your CTE program of study.

Non-Traditional Lab Settings:
This is a non-traditional setting. This is what we call our lab where we do practical applications; hands on applications. Students are able to put real world concepts into this lab. There is collaborative learning. There is also group work learning. In turn, they’re not only working on clients but they’re also communicating with other students. They’re able to not only work on clients but they have mannequins that they work on. They do manicures in here, there’s clipper cutting activities that go on. Hair cutting activities that go on in this lab setting. So basically all this means what they’ve learned in the theory, in the traditional classroom setting, they bring it into the non-traditional classroom setting to put those theories into practice.

Traditional Setting vs. Non-Traditional Setting
In a traditional classroom setting what you usually have are students in desks that are all set up in rows and they’re just facing the teacher. The teacher is usually lecturing. They usually work alone, they don’t necessarily work in teams and it’s usually conversation with permission only. They have to raise their hand and be called on and they do individual work. In a non-traditional classroom setting like mine, it’s more of a computer lab. I have a U-Shape setting where the computers are all around the wall. I can stand in one position and just with an easy pivot see everyone’s monitor. I can see if they’re on task. I can check for understanding. The students also work in teams in a lab setting. They do talk- they don’t have to wait for permission. We can use lecture in there but we might use demonstration, we might use videos, we might use step-by-step instructions that are written. We also use peer teaching or demonstration.

Chapter 9
A Tool You Can Use

Maria Kaylor:
One of the tools that we have designed for you is entitled, IEP Worksheet. This one page template guides you through the key elements of the IEP process and organizes your plans for the student’s goals, accommodations and modifications. We recommend the use of this document when preparing for an ARD meeting.
Conclusion
Maria Kaylor:
In summary, assisting students in meeting the goals of your CTE program of study can be achieved through active participation in the IEP process. This includes collaborating with colleagues from special education, general education, and CTE; determining appropriate goals based on your classroom requirements and the student’s present levels of performance; differentiating between accommodations and modifications; and applying them appropriately to the student’s needs. For additional resources, please refer to the toolbox that accompanies this module.
Detailed Descriptions of Demonstrated Accommodations and Modifications

Allow for oral response:
When teachers allow for an oral response, they remove the difficulty many students have in transferring what they have learned into written format. This is especially helpful for a student with a learning disability in written expression but can also be an effective modification for other students. The time that it takes a student to transfer an answer into a written response can be much longer that allotted time. Additionally, the student may provide a shorter response that does not fully express their learning simply because of the struggle they face in the process.

Oral administration of a test:
Reading a test to a student can eliminate many difficulties faced by a student. If the purpose of the test is to measure content knowledge and not reading ability, an orally administered exam can provide a student with the opportunity to focus on the question being asked and their response rather than struggling to figure out what is being asked because of the difficulty they have reading the question.

Individual administration of a test:
Taking time to individually administer a test to a student can be very helpful. Students who are easily distracted may benefit from this accommodation. Students will be able to proceed at their own pace and will not feel the pressure of completing the exam as they often do when watching other students complete the exam and turn it in. Also, the students will be able to ask for clarification and for question to be repeated without disrupting other test takers.

Small group administration of a test:
Administering a test to a small group provides many of the same benefits of individual administration. Smaller groups of students allow a teacher to read a test orally, respond to individual questions, and provide additional time for answering the questions. Also, students may wish to revisit a question with the teacher repeating it orally.

Use of writing alternatives: written displays and projects:
Many students with learning disabilities have unique talents that can be used to demonstrate mastery of objectives. Research has shown that many students with disabilities struggle with writing and do not enjoy it. In many cases, students will provide a shorter response when asked to write it than if they are asked to provide the same information in a different manner. Providing alternative ways to present their information can assist students in many ways. A written display can help students organize their material in shorter segments while still covering the entire topic. It can also help them organize their thoughts around separate and specific concepts rather than being overwhelmed by the prospect of writing a lengthy assignment. Projects also allow students alternate ways of presenting information. By incorporating technology, pictures, drawings, and other items into a project, teachers can allow students to use their preferred method of demonstrating what they have learned.
**Checking for understanding:**
Many time students with disabilities are hesitant to ask questions in front of their classmates. This may lead to them stalling to begin their assignment, completing their assignment incorrectly, or not attempting the assignment at all. When a teacher checks for understanding at different points in the lesson cycle, they insure that the student knows how to complete the assignment, that the student understands what is expected on the assignment, and that the student knows that they will consistently receive help and does not have to continuously ask for help in front of classmates.

**Providing immediate feedback:**
When a student with a disability begins an assignment, it is important that the teacher check their progress. Providing immediate feedback will keep a student on track and eliminate the frustration of completing an assignment incorrectly. Students will receive feedback more frequently and will often be encouraged to complete the assignment if they are successful.

**Adjusting the length of assignments:**
It is often difficult for students with disabilities to complete the same amount of questions or problems on an assignment as students without disabilities. This can be due to reading difficulties, perceptual difficulties, a disability in written expression, and many other issues. Therefore, a teacher may choose to reduce the length of an assignment so that the student has adequate time to complete the assignment while still demonstrating mastery of the objectives. Some ways to adjust the length of an assignment are requiring half of the questions to be answered, grading what a student has completed in the allotted time, reducing the required number of paragraphs that must be written, and choosing select questions that need a response then allowing the student to continue with the assignment after those have been answered.

**Tutorials:**
Providing a student with a disability with the opportunity to have additional instruction on a specific topic can be beneficial to their success. Tutorials may be provided in oral or written format. It is especially helpful for a student to have a chance to use a tutorial with a set of practice questions prior to the actual assignment. Receiving feedback on their practice can assist them with being successful on the actual assignment. If time does not allow a separate tutorial, providing step by step instructions for a student can help them learn the skills. Continuous practice may eliminate the need for the step by step instructions.

**Taped texts:**
Taped texts can be helpful for students who need access to materials in a book but have difficulty comprehending that material when they read it alone. Providing taped texts can help a student learn content knowledge by eliminating the struggle they may have with reading the material. Often times the content is lost in the process of decoding words.

**Study guides:**
Study guides can be very helpful in organizing content for students with disabilities. Often times these students may have problems with organization and can feel overwhelmed by the amount of information they are required to learn. Study guides can help them connect the material into meaningful context and help them prepare for daily class, tests, or projects.
**Peer tutoring:**
Peer tutoring can assist both the students with a disability and the teacher. By having students with disabilities work with other students, they have more opportunities to ask questions, retell what they have learned, and have peers re-teach information in a different manner.

**Graphic organizers:**
Graphic organizers are helpful in many ways and can be designed for use in a variety of settings. They can be used for organizing writing assignments, planning responses, organizing thoughts and facts, delineating key concepts, identifying themes, comparing and contrasting, and solving problems.
FAQS

1. How can I allow additional time for a student to complete an assignment and keep other students in the class on task?

One approach to this situation is to use differentiated instruction so that all students are provided opportunities to demonstrate what they have learned in a manner that meets their needs. This may help to alleviate the discrepancy in time that students would require if they all were completing the same activity. See the section on differentiated instruction on the Toolbox section.

2. How can I design my classroom instruction so that students with disabilities can participate in the same activities as those students without disabilities?

The time to create the opportunity to make sure all students are included in class activities is during the planning of a lesson. Spending time thinking through the lesson activities will help teachers plan out instruction from start to finish with the needs of all students in mind. For ideas on how to do this, locate the link for Universal Design in the Toolbox section.

3. How do I assist students with disabilities in my classroom without taking too much time away from other students that may need my help?

As you work through your daily lesson, schedule in time to check on the progress of all students in your class. While doing this, you can make adjustments to the pace of the class or note which students you will need to work with at a later time. Another idea would be to make yourself available to students during the independent practice piece of your lesson. You can allow any student with a question come to you for help or you can even work with small group of students while allowing other students to come for help as necessary.

4. How can I help students with disabilities compete tasks independently?

Students with disabilities exhibit many individual characteristics. Therefore, this may vary from student to student. You may want to check with a student once they receive an assignment and have them repeat the instructions to you. Then, have them report to you after a certain amount of time or after completion of a certain amount of the assignment. That will help you to keep track of the student progress and provide the student with scheduled opportunities to interact with you. These scheduled interactions will assist the student with working independently when they know that they will have the chance to get your feedback at a set time. Visit the section on strategy instruction for more information on self-regulation for students with disabilities.

5. How can I make technology accessible for all students in my classroom?

One way to address the technology needs of students in your classroom is to work with the technology teacher or instructional technologist on your campus to discuss student needs. They will be the best resource for ideas to assist all of your students with the technology that you have.
Prepare for the meeting by collecting examples of how students use technology in your classroom and the difficulties that some students face.

6. What strategies can I use when students with disabilities will not be allowed modifications on a state mandated test?

There are many strategies that can assist students on state mandated tests. However, these strategies must be taught to the students and they need opportunities to practice using them. One strategy that can be helpful is strategic instruction. More information on this is available in the Toolbox section.

7. What are some non-traditional ways in which I can measure student progress?

There are many ways to measure student progress. Many times teachers use tests, projects and curriculum based measures to evaluate student learning. Some other ideas that may allow students with disabilities to better demonstrate what they have learned are allowing oral responses, recording responses, digital stories, and retelling.

8. How can I plan ahead for meeting the needs of students with disabilities in my classroom?

Planning ahead for all students in your classroom is very important. It is important to understand individual needs of students with disabilities. Even though students may qualify for special education services under the same category, they may have very unique needs. You may read their special education file for specific information and ask the special education staff on your campus for additional information or help when you needed. Once you are ready to start writing out your lessons, you may want to consider using Universal Design and/or differentiated instruction strategies to meet the needs of your students.
# TOOLS YOU CAN USE

<table>
<thead>
<tr>
<th>Accommodations:</th>
<th>Modifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations are used when students with disabilities are working on the same goals as all students in the class. Accommodations do not change what the student will be responsible for mastering.</td>
<td>Modifications are used to make changes to the content that a student with a disability maybe responsible for learning. In other words, students may not be required to master the same objectives or they may have a different level of instruction.</td>
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<tr>
<td><strong>Examples:</strong></td>
<td><strong>Examples:</strong></td>
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<tr>
<td>Extra time on assignments</td>
<td>Selected TEKS objectives some of which may be at a different level</td>
</tr>
<tr>
<td>Oral exams</td>
<td>Shortened assignments</td>
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<tr>
<td>Small group instruction</td>
<td>Alternate curriculum</td>
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<tr>
<td>Study guides</td>
<td>Fewer TEKS objectives to be mastered</td>
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<tr>
<td>Graphic organizers</td>
<td>Immediate feedback</td>
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<td>Immediate feedback</td>
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</tbody>
</table>

What are some accommodations that you might consider using in your classroom? What are some modifications that you might consider using in your classroom?
**Student Profile:**
Describe the characteristics of a student with disabilities in your classroom.

---

**Goals:**
What goals do you have for all students in your classroom?
What goals would be appropriate for the student described above?

---

**Does this student need accommodations, modifications, or both?**

**Accommodations:**
What accommodations might work best for this student?

**Modifications:**
What modifications might be most appropriate for this student?
Writing IEP goals for students with disabilities

As a teacher of students with disabilities, you may be asked to write IEP goals for your students. You will need to use the TEKS for your class and consider the students present level of performance to write a goal. Goals should be measurable and observable. They should be written in a way that anyone could come into your classroom and observe whether or not the student is meeting the goal.

Examples of Goals:

- Mark will be able to comprehend grade level texts.
- When Mark is given a grade level text to read, he will be able to answer three comprehension questions about the text with 80% accuracy.
- When given a story to read, Mark will be able to identify the main idea of the story three out of four times.
- Mark will be able to solve 25 math problems in twenty minutes with 70% accuracy.

List some of the TEKS objectives required for your class.

Practice writing goals based on the above objectives.
Pre/Post Test

1. In order to determine the modifications you must provide for a student, you should
   a. Use the same ones that teachers use for other students with the same disability
   b. Refer to the student’s IEP*
   c. Ask the student what modifications he/she wants
   d. Use a reference guide provided by the special education staff

2. When writing IEP goals for a student with disabilities, you need to
   a. Make them interesting to the student
   b. Simplify the general education students’ goals and use those for the student with a disability
   c. Seek approval from a special education teacher
   d. Make them measurable*

3. Students’ IEP goals should be aligned with the TEKS and based on the student’s
   a. Chronological age
   b. Present level of performance*
   c. IQ
   d. Level of interest

4. ___________ are used to assist students in mastering the same goals as general education students.
   a. Accommodations*
   b. Modifications
   c. Manipulatives
   d. Curriculum based tests

5. A change in curriculum that may keep a child from mastering the same goals as general education students can be referred to as
   a. An accommodation
   b. A modification*
   c. An objective
   d. Manipulatives

6. When discussing student needs on state mandated tests, the term __________ is used.
   a. Modification
   b. Accommodation*
   c. Traditional
   d. Non-traditional

7. A classroom in which students tend to sit in rows and stay seated throughout the class may be referred to as a __________ classroom.
   a. Traditional*
   b. Non-traditional
   c. Modified
8. Mark has a learning disability. In his class, he must complete the same work as all other students. His teacher provides him with extra time to complete his assignments. This may be considered a(n)
   a. Modification
   b. Accommodation*
   c. Strategy
   d. IEP goal

9. Michele had ADHD. She is often off task and gets behind in her work. She is two grade levels behind in reading and her teacher often reduces the amount of an assignment she has to complete. This is an example of a(n)
   a. Modification*
   b. Accommodation
   c. Strategy
   d. IEP goal

10. If a teacher reads a test to a student without eliminating any questions, the teacher would be using a(n)
    a. Modification
    b. Accommodation*
    c. Strategy
    d. IEP goal
## EXAMPLE OF WORKSHOP EVALUATION

### Part I

Please indicate your level of agreement/disagreement with the following statements.  
*(sd=strongly disagree, d=disagree, u=undecided, a=agree, sa=strongly agree)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>sd</th>
<th>d</th>
<th>u</th>
<th>a</th>
<th>sa</th>
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</thead>
<tbody>
<tr>
<td>1. The information was accurate.</td>
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<td>2. The information was presented in a professional manner.</td>
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<td>3. The module was informative and easy to follow.</td>
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<td>4. There were no inconsistencies in the information presented.</td>
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<td>5. The information was comprehensive.</td>
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<td>6. The presentation flowed well.</td>
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<td>7. The presenters were credible.</td>
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<td>8. The information was highly relevant to CTE teachers.</td>
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<td>9. The visuals were of high quality.</td>
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<td>10. The video was of high quality.</td>
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<td>11. My time watching the instructional module and attending this workshop was well spent.</td>
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<tr>
<td>12. The video module provided enough reviews/recaps of the materials presented.</td>
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<td>13. The video adequately takes the place of a live presenter.</td>
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<td>14. I would enroll in online courses based on this module when offered.</td>
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Note: Please turn page over for Part II
Part II
What additional resources should be available with the instructional module?

If there were inconsistencies in the video, what were they?

What was the strongest aspect of the video module?

What was the weakest aspect of the video modules?

What other instructional module topics do you believe would be useful to CTE teachers?