

HOW!

Accommodations

Are specific teaching and assessment strategies, human supports and/or individualized equipment required to enable a student to learn and to demonstrate learning (*IEP Resource Guide, Ministry of Education, p.28*).

- **Do not alter** provincial curriculum expectations (*IEP Resource Guide, Ministry of Education, p.28*)
- Once listed in the IEP, accommodations **must** be made readily available to the students

When Implementing Accommodations—Remember

Fairness is **not** sameness. Treating all students exactly the same means that children who need accommodations in order to succeed **will be** disadvantaged. (*Learning for All, Ministry of Education, p.5*)

Accommodations need to be highly individualized in response to a student learning profile. In order to be **effective**, instructional and assessment accommodations **must be in direct response** to student strengths and needs.

Research confirms that gaps in student achievement can be narrowed and overall improvement in achievement attained if there has been a sustained and deliberate focus on individual students' strengths and needs, assessment for learning, and precision in instruction through evidence-informed interventions (Fullan, 2007).

What We Know To Be True

- All students **can** succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports all students.
- Fairness is **not** sameness. (*Learning for All, Ministry of Education, p.7*)

References/Suggested Reading

Baldree, N. et al. *ETFO Special Education Handbook: A Practical Guide for All Teachers*. Elementary Teachers' Federation of Ontario.

College Committee on Disability Issues (July 2008). *LD Resource Guide: Accommodations, Learning Strategies, Assistive Technology and Universal Design for Instruction*. from www.disabilityissues.ca

LD @ School from www.ldatschool.ca

Learning Disabilities Association of Ontario from www.ldao.ca

Ontario Ministry of Education (2010). *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Queen's Printer for Ontario.

Ontario Ministry of Education (2004). *The Individual Education Plan (IEP): Resource Guide*. Queen's Printer for Ontario.

Ontario Ministry of Education (2013). *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12*. Queen's Printer for Ontario.

WHAT!

Modifications

Modifications are **changes made to the grade-level expectations** for a subject or course in order to meet a student's learning needs.

Modifications may include:

- Expectations at a different grade level;
- An increase or decrease in the number and/or complexity of expectations

As most students with LD have **AVERAGE TO ABOVE AVERAGE INTELLECTUAL ABILITY**, modifications are generally **not applicable**.



LEARNING DISABILITY

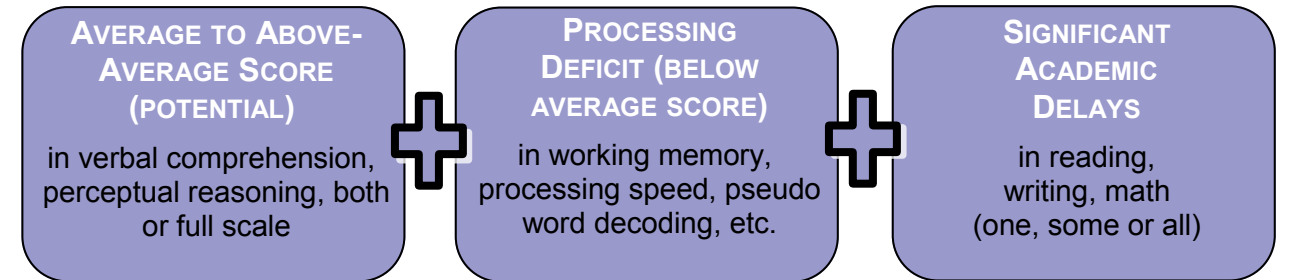
Central Algonia Secondary School
We teach students through curriculum



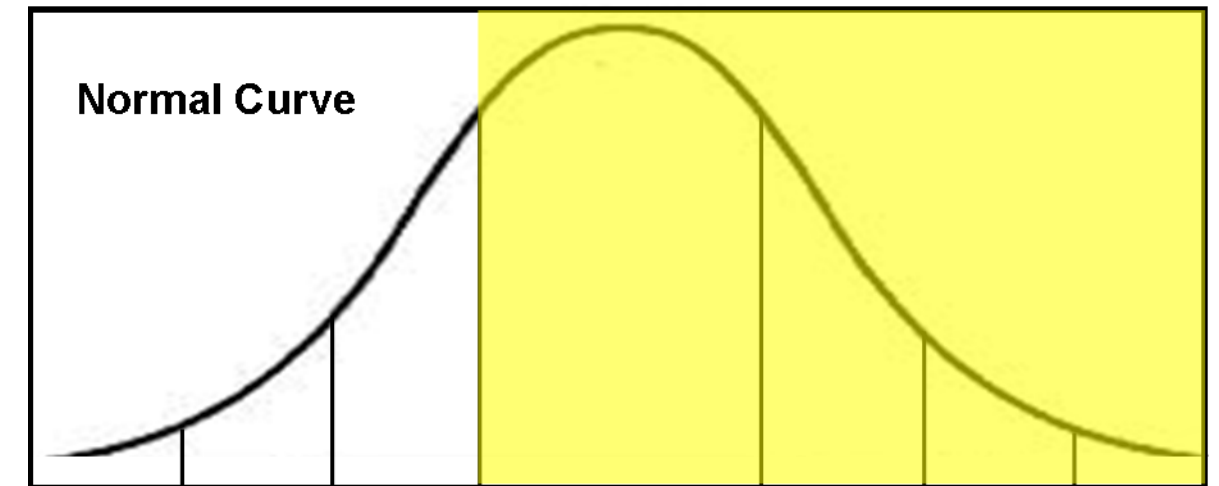
LEARNING DISABILITY

Central Algonia Secondary School
We teach students through curriculum

What is a Learning Disability?



Approximately 1/3 of our students who have an IEP are students with a learning disability. Students with a learning disability have **AVERAGE to ABOVE-AVERAGE COGNITIVE ABILITY**.



Descriptor	Extremely Low	Borderline	Low Average	Average	High Average	Superior	Very Superior
Percentile Ranks	2	3-8	9-24	25-74	75-90	91-97	98+
WISC IV / IQ Scores	69	70-79	80-89	90-109	110-119	120-129	130+
ADSB Possible IPRC	DD or MID	Non-Exceptional			Learning Disability Range		Gifted

Tests of Cognitive Ability

- standardized tests that measure a person's aptitude or potential for learning
- norm referenced as the individual is scored in comparison to individuals of the same age
- when plotted on a graph, the scores of the group will form a 'normal curve' (see above)
- scores are presented in percentiles (Example: If score is at the 50th percentile - 50% of their peers would score higher and 49% would score lower)
- scores ranging from the **25th to the 74th percentile** are considered to reflect **average cognitive ability**

THINKING & REASONING

VERBAL COMPREHENSION INDEX

Similarities • Vocabulary • Comprehension • (Information) • (Word Reasoning)

Verbal Comprehension score indicates how well a student did on tasks that require listening to questions and responding with spoken answers. These tasks evaluate skills in understanding verbal information, thinking and reasoning with words, and expressing thoughts as words.

If this is the student's **STRENGTH**, then:

- Provide oral explanations
- Create step-by-step descriptions of procedures
- Summarize main ideas from lectures and textbooks
- Provide partner/small group opportunities
- Encourage opportunities for self-talk

If this is the student's **NEED**, then:

- CAPITALIZE ON VISUAL STRENGTHS**
- Keep language of instruction as simple as possible
 - Teach the student to repeat directions, and ask for clarification of instructions not understood
 - Pre-teach subject-specific vocabulary
 - Present information using a variety of visual/non-verbal formats including manipulatives, pictures, graphics, charts, graphs, maps
 - Use modeling and demonstration to teach concepts
 - Teach student to create a visual image of what he/she hears
 - Use alternative format for assessment (i.e. multiple choice, T/F, fill in blank)

Show me!
Let me see the steps!

PERCEPTUAL REASONING INDEX

*Block Design • Picture Concepts • Matrix Reasoning • *(Picture Completion)

Perceptual Reasoning score indicates how well a student did on tasks that required him/her to examine and think about things such as designs and pictures, and to solve problems without using words. These tasks evaluate skills in solving nonverbal problems, sometimes using eye-hand coordination, and working quickly and efficiently with visual information.

If this is the student's **STRENGTH**, then:

- Provide visual references when listening to verbal instructions (i.e. anchor charts)
- Practical hands-on activities (i.e. simulation, role play, manipulatives, demonstrations)
- Use mind maps to illustrate the connection or link between ideas (i.e. Smart Ideas)
- In advance, provide a structured template to organize and understand ideas of lesson
- Encourage use of highlighting and colour coding strategies

If this is the student's **NEED**, then:

- CAPITALIZE ON AUDITORY STRENGTHS**
- Provide a verbal explanation of all visual information
 - Avoid presenting too many visuals/text at one time
 - Use real objects/manipulatives along with verbal descriptions
 - Teach skills for monitoring comprehension
 - Teach verbal strategies to organize written work into steps
 - Avoid complicated/lengthy instructions and figurative language
 - Accompany visual representation with self-talk/think-aloud
 - For assessment, rely more on verbal instructions/responses
 - Ask clear, specific questions
 - Teach in the context in which they are most likely to be applied

Tell me!
Rephrase, restate!

THE WISC IV COGNITIVE PROCESSES

Legend
 * - timed tests
 () - supplemental

AUDITORY

VISUAL

WORKING MEMORY INDEX

Digit Span • Letter-Number Sequencing • (Arithmetic)

Working Memory score indicates how well a student did on tasks requiring him/her to learn and retain information in memory while utilizing the learned information to complete a task. These tasks measure skills in attention, concentration, and mental reasoning. This skill is closely related to learning and achievement.

If this is the student's **STRENGTH**, then:

- Allow student to learn by teaching new concepts to someone else
- Provide opportunities to engage in classroom discussions (whole group, small group, partner)
- Allow student to review information using verbal rehearsal
- Encourage study skills using rhyming words, limericks, mnemonics

If this is the student's **NEED**, then:

- Give a few instructions at a time, keep oral instructions short
- Repeat instructions
- Limit number of new facts, words and concepts presented at one time
- Written instructions should supplement oral instructions
- Teach use of external memory aids (i.e. lists, advanced organizers, agendas, to-do lists, schedules)
- Provide structure and outlines for instruction and assessment
- Provide anchor charts to enable independence and support student in remembering terms/formulas/mnemonics/models
- Have student create reference sheets with personalized cues to trigger memory

Show me while you tell me!

PROCESSING SPEED INDEX

*Coding • *Symbol Search • *(Cancellation)

Processing Speed score indicates how well a student did on tasks requiring him/her to quickly scan symbols and make judgments about them. These tasks measure skills in speed of mental problem-solving, attention, and eye-hand coordination. This skill may be important to the development of reading, and ability to think quickly in general.

If this is the student's **STRENGTH**, then:

- Encourage student to take notes in his/her own words
- Student can copy quickly and accurately
- Student can scan text visually
- Allow for multi-tasking of assignments

If this is the student's **NEED**, then:

- Provide extra time (i.e. wait time, turn/talk, pacing, task completion)
- Give copies of notes and instructions
- Reduce the amount of work/writing requirements
- Reduce questions that practice and measure the same concepts and skills
- Teach short-cuts/abbreviations once concept is understood
- Allow supervised breaks for assessment practices
- Reduce distractions, cover up all but one line at a time
- Use question formats that reduce the written output required
- Provide alternate ways for students to demonstrate their learning

Give me more time!

PROCESSING: INPUT & OUTPUT