



## 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

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## Accommodations vs. Modifications

*What's the difference?*

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### 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.*

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*Accommodations and modifications are important to ensuring the success of children with hearing loss in the classroom*




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## Categories of Accommodations and Modifications

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### Accommodations/Modifications Checklist for the IEP/504 Plan



Categories of Accommodations and Modifications
Personal and Hearing Technology Accommodations
Communication Accommodations
Instructional Accommodations and Modifications
Physical Environment Accommodations
Curricular Modifications
Evaluation Accommodations and Modifications
Other Needs/Special Considerations

Source: Johnson, Benson, & Seaton. (1997). Educational Audiology Handbook. Appendix 11-A, p.448. Singular publishing Group, Inc.

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### Personal and Hearing Technology Accommodations

- Personal hearing technology (BTEs, BAHA, Cis)
- Classroom hearing technology (FM system, soundfield, Roger)



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## 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

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## 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

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## Physical Environment Accommodations



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

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## Curricular Modifications



- Modified reading/writing assignments
- Pre-/post-teach vocabulary/concepts
- Extra practice
- Supplemental materials
- Expanded core curriculum

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## Evaluation Accommodations and Modifications



- Reduce quantity of tests
- Provide alternate test methods

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## Other Needs/Special Considerations



- Counseling
- Family support/training
- Sign language instruction for family members

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## The Role of the School and Parents

*How do we know which accommodations a child needs?*

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## Team Decision

- Parent-school collaboration
  - Observe student in the classroom
  - Evaluate academic progress
  - Utilize checklists (LIFE-R)
- Student input



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## IEP/504 Plan

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

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## RESOURCES

- <http://heartolearn.org>
- <http://www.handsandvoices.org>
- <http://successforkidswithhearingloss.com>
- <http://www.agbell.org>

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Thank you for listening!

Contact us at [heartolearn.org](http://heartolearn.org)

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