Appendix of Accommodations and Modifications-Special Education/504, ELLs, G&T, and At Risk Students Copied from: Computer Science - Principles, Copied on: 02/21/22

Content Area: **Sample Content Area**
Course(s): **Sample Course**
Time Period:
Length: **Sample Length & Grade Level**
Status: **Published**

Appendix of Accommodations and Modifications-Special Education/504, ELLs, G&T, and At Risk Students

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Appendix of Curricular Accomodations and Modifications

Special Education/504, ELLs, G&T, and At Risk Students

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Curriculum Team, 2018-19

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: December 17, 2018

Appendix of Accommodations and Modifications

The purpose of this appendix is to serve as a guide for educators as they meet all student needs through Accommodations and Modifications of sub-groups of students identified by the New Jersey Department of Education (NJDOE), N.J.A.C. 6A:8-11.1., et seq. This appendix of accommodations and modifications is not meant to be an exhausted list of accommodations and modifications, but rather serve as a guide to meet various educational needs of the identified subgroups below. Educators are encouraged to modify and accommodate as needed to meet student needs.

Sub-groups identified by NJDOE

- Special Education Students
- Students with 504's
- English Language Learners
- Students considered "at-risk" for school failure
- Gifted and Talented Students

General Accommodations and Modifications

Please use this list as a general guide for student modifications and accommodations. Specific identified subgroups follow.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups

- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education and 504** student accommodations and modifications that will be employed from the list below.

- Additional time for skill mastery
- Allow use of assistive technology
- Anticipate where needs will be
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding

- ELA (Elementary): ● https://www.vocabulary.co.il/parts-of-speech/ ● https://betterlesson.com/community/lesson/21837/main-idea-cookies
- Extended time on assessments (benchmarks, tests and quizzes)
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assessment content (benchmarks, tests and quizzes)
- Modified assessment format (benchmarks, tests and quizzes)
- Modified assessment length (benchmarks, tests and quizzes)
- Modified or reduced length of assignments
- Multi-sensory presentation
- Multiple test/quiz sessions
- Preferential seating
- Preview of content, concepts, and vocabulary
- Printed copy of board work/notes provided
- Prioritize tasks
- Provide choices and extended time on assessments (benchmarks, tests and quizzes)
- Provide modifications as dictated in the student's IEP/504 plan
- Reduced/shortened reading assignments
- Reduced/shortened written assignments
- Remediation of assignments
- Secure attention before giving instruction/directions
- Small group instruction
- Student working with an assigned partner
- Students can do a picture walk before reading the book and identify nonfiction text features
- Students can use graphic organizers to organize facts
- Students will read books geared to their level
- Teach how to chunk unfamiliar or “tricky” words or concepts
- Teacher conferences
- Teacher initiated weekly assignment sheet
- Teacher provided study guides
- Tutoring & RISE periods (elementary)
- Use open book, study guides, test prototypes
- Use visual aids that highlight non-fiction text features as a reference
- Utilize computer or electronic devices

English Language Learning (ELL)

Please identify the **English Language Learning** accommodations and modifications that will be employed from the list below.

- Design questions and prompts for different proficiency levels
- *ELL Students- Instruction will be based on language proficiency
- Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph or how to use a calculator)
- Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Audio and Visual Supports
- Avoid slang, colloquial expressions, complex structures
- Check for comprehension - use questions that require one word answers, props, and gestures (Avoid "Do you understand?")
- Decreasing the amount of work presented or required
- Do a chapter walk and identify text features (title, headings, photographs, charts, index, bold print, and more)
- ELA (Elementary) ● https://betterlesson.com/community/lesson/20095/portable-sight-wordwall ● https://www.kizphonics.com/ ● https://www.vocabulary.co.il/english-language-games/
- Get to know the student's reading and writing ability (Consult with an ESL teacher if in doubt)
- Graphic Organizers
- Having peers take notes or providing a copy of the teacher's notes
- Identify text features by highlighting with an EZ Reader
- Math (Elementary): https://www.scholastic.com/teachers/articles/teaching-content/10-ways-help-ells-succeed-math/
- Math (K-8): http://www.dreambox.com/blog/blogsix-strategies-to-help-ells-succeed-in-math
- Modification Plan
- Modifying assessments to reflect selected objectives
- NJDOE Resources:https://www.nj.gov/education/njtss/
- Pair students up with English proficient speakers to read
- Provide models of completed homework assignments, projects, etc.
- Providing study guides
- Recycle new and key words
- Reducing or omitting lengthy outside reading assignments
- Reducing the number of answer choices on a multiple choice assessment
- Speak clearly, using a normal tone and rate of speed, or slightly slower
- Strategy Groups
- Students can use pictures to enhance meanings and assistance with words
- Students should collaborate with peers to assist with comprehension
- Students will be provided resources geared to their level
- Teach how to chunk unfamiliar or "tricky" words or concepts

- Teacher Conferences
- Teacher modeling of practice
- Teaching key aspects of a topic. Eliminate nonessential information
- Tutoring by peers
- Use anchor charts and mentor texts to teach
- Use Google translate when appropriate
- Use native language texts
- Using computer word processing spell check and grammar check features
- Using true/false, matching, or fill in the blank assessments in lieu of essay assessments
- Using videos, illustrations, pictures, and drawings to explain or clarify learning

Gifted and Talented (G&T)

Please identify the **Gifted and Talented** accommodations and modifications that will be employed from the list below.

- Explore many points of view about contemporary topics and allow opportunity to analyze and evaluate material
- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow children to be highly mobile as they move in and out of groups and tasks at their own pace
- Allow flexible seating arrangements
- Allow gifted children to assume ownership of their own learning through curriculum acceleration
- Allow gifted children to create and publish a class newspaper to distribute
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them
- Allow students to pursue independent projects based on their own individual interests
- Allow students to work at a faster pace
- Cluster grouping
- Collaborate with a partner and read chunks of texts. Discuss together the main idea and try to “shrink” what was read into one sentence (partner can agree or disagree=critical thinking)
- Complete activities aligned with above grade level text using Benchmark results
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Create a plan to solve an issue presented in the class or in a text
- Create an environment where ideas are accepted without being evaluated and criticized; where risk-taking is encouraged
- Debate issues with research to support arguments
- Do not assign extra work to gifted children who finish assignments early

- ELA (Elementary) ● https://www.readworks.org/find-content#!q:/g:/t:/pt:/features:/
- Elementary: https://www.naset.org/index.php?id=giftedandtalented2
- Engage G&T Students: https://teach.com/blog/engaging-gifted-and-talented-students/
- Enrichment activities that are unit specific
- Flexible skill grouping within a class or across grade level for rigor
- Higher Order Thinking Skills
- Higher order, critical & creative thinking skills, and discovery
- Make decisions using a choice board. Process should be modified: higher order thinking skills, open-ended thinking, discovery, etc.
- Make the curriculum student-centered
- Math (Elementary): https://www.davidsongifted.org/Search-Database/entry/A10515
- Multi-disciplinary unit and/or project
- NJDOE Resources:https://www.state.nj.us/education/aps/cccs/gandt/
- Provide a learning-rich environment that includes a variety of resources, media, tasks, and methods of teaching
- Provide plenty of opportunities for gifted children and other children to engage in social activities
- Students can survey the text and think about what pops out when reading (non-fiction text features such as photos, graphs, charts, main idea, headings, subheadings).
- Students can use a graphic organizer to think about what the author is trying to convey (main idea and supporting details).
- Students will read books above grade level
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

At Risk

Please identify accommodations and modifications that will be employed for **At Risk** students using the list below.

- Allow students many opportunities for practice and learning
- Allow take-home or open-book assessments, unless memorization of content is required
- ELA(K-12) ● https://www.vocabulary.co.il/parts-of-speech/
- Explore use of assistive technology (audio books, electronic dictionary/thesaurus, etc.)
- Implement authentic activities
- K-12: http://inservice.ascd.org/10-strategies-and-practices-that-can-help-all-students-overcome-barriers/
- K-12: https://www.thoughtco.com/intervention-strategies-for-students-at-risk-3111338
- NJDOE Resources

- NJDOE Resources:https://www.nj.gov/education/njtss/
- Permit students to rework missed assignments for a better grade
- Provide additional time to complete a task/assessment
- Provide pre-designed rubrics, webs, diagrams, or charts and outlines for students to plan and respond to open-ended or essay questions
- Provide structured organizers for notetaking, outline of lecture, or pre-designed graphic organizers
- Provide students use of self-checking materials or computer-assisted instruction to practice skills
- Provide study guides to help students prepare for the assessment (benchmarks, tests and quizzes)
- Show a model of the end product (i.e.: completed math problem or finished assessment)
- Students can “Stop and Jot” important facts that they remember
- Students can analyze each page and notice which words repeat. This will assist in figuring out the main idea of the book
- Students can compare what they already know about a topic (schema) and what they have learned. Teacher can prompt students, “What do you already know about _____ ? Now think of what you are learning. What are some similarities and differences? Now picture what you are learning.”
- Students can sketch information in chunks after reading a paragraph or section. Students then can look at their sketches and think about the main idea
- Students will read books geared to their level
- Tier Interventions following I&RS plan
- Tiered Intervention following RTI Framework
- Tutoring & RISE periods
- Use a reward system to motivate assignment/task completion (PBIS Belleville BUCKS)
- Use of preferential seating (close to teacher or positive role model)
- Use scaffolding for complex tasks