Accommodations in School Settings

- Accommodations? Why?
- Types of accommodations for students with ADHD
- Implementation process

Why is the understanding of ADHD important for school settings?

Our students deserve to be protected...

"Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities."

Accommodations in School Settings

**Instructional Accommodations**
- Provided by teachers during classroom instruction.

**Testing Accommodations**
- Provided by testing administration during state assessments.

Accommodations are decided by:
- Response to Intervention Teams
- 504 Committees
- Campus Advisory Boards
- Special Education Committees

Instructional Accommodations

- Allow student to read or copy lecture notes and transparencies when needed
- Assign work in smaller amounts
- Exam modifications (oral, individual admin, reduce length)
- Explain in small, distinct steps w/ multiple learning modes
- Give explicit instructions, including examples
- Peer Assistance
- Re-teach Difficult Concepts
- Small Group Administration for Exams/Tests

Equality doesn't mean Equity
Testing Accommodations

- Reminders to Stay on Task
- Extra Time (Same Day)
- Language and Vocabulary Supports
  - Student can request a change to the level of reading support provided during online test - ONLY Required Reference Materials and allowable accommodations.
- Small Group Administration

4. Help the student customize any Test-to-Speech (TTTS) settings (speed, volume, voice-modulation, etc.) and then save the setting.

5. Decide which accommodations (those with sufficient reading demands, those above independent reading level), the student will need to use Test-to-Speech.

6. Model the use of Test-to-Speech during assignments. Emphasize the right sound like "Find and highlight the words you don't know." Make your cursor a "read more"

7. Once the student has shown a basic level of competency with the task(s), allow the student to use the accommodations during instruction as relevant.

8. Develop a routine for how/where accommodations will be distributed and collected.

10. Monitor and record the student's progress and satisfaction with the accommodation.

11. Share progress and effectiveness with the student, the educational team, and the family.

Example: Extra Time

Giving a student extra time to provide an oral or written response.

Providing a student with extra time for assignments and assessments within the same day.

How to Implement:

1. Specify the appropriate assignment for extra time, based on your knowledge of the student's needs. Consult the student's IEP for guidance.

2. Choose an appropriate time, place, and method to provide the student with this accommodation, such as in a small group setting.

3. Train the relevant process and appropriate use of extra time.

4. Assign independent practice using extra time for assignments and tests.

5. Monitor and record the student's progress and the effectiveness of the accommodation.

6. Share progress and effectiveness with the student, the educational team, and the family.

Example: Oral Administration - Text-To-Speech

Students should complete the STAAR Online tutorial and may practice by using the STAAR or STAAR A released tests in order to gain familiarity with the functionality of online tests.

How to Implement:

1. Determine the student's need for reading support with Test-to-Speech (TTTS). Do

2. Collaborate with information technology staff to ensure that the accommodation (e.g., headsets, computer, downloadable tools, etc.) is available and that the STAAR Online site reads "read more"