

## **BCAP: Middle and Secondary Level In-Class Accommodations and School Related Services**

When a student is identified as having an unfulfilled learning need, the classroom teacher will seek available resources, specialist and teacher consultation, parental input and expertise to clarify and address the learning challenge. Together they will develop and implement strategies that are designed to accommodate the individual needs of the student, while considering educational history and other educationally relevant individual information.

### **IN-CLASS ACCOMMODATIONS**

#### **A. Instructional accommodations:**

##### **Class instruction, assignments/homework, testing/assessments.**

1. The student has the opportunity to work with teacher in a variety of group structures including small group and one to one situations.
2. Instruction is differentiated to meet the needs of the student in academic areas (i.e. flexible grouping, repeating directions, checking for understanding, etc.)
3. Academic support teachers work with classroom teacher to design and deliver instruction to meet the needs of the student in inclusion and pull-out models.
4. A multi-sensory (visual, auditory, tactile, kinesthetic) approach is used consistently in teaching concepts.
5. Active learning experiences are provided to students, in addition to lecture and note taking (debate, role play, case studies, think-pair-share, discussion, peer-review)
6. Therapists in the areas of speech and language, occupational therapy and physical therapy are available to consult and advise on student performance/access in a classroom setting.
7. Flexible grouping occurs to meet the remediation or enrichment needs of the student.
8. Teacher uses 10-2 strategy for processing and reflection (10 minute of teaching, then 2 minutes of processing).
9. The student is provided with extended time to complete classroom assignments.
10. Assignment lengths are adjusted to assess for quality of concept mastery rather than quantity of work.
11. The student has access to a fusion writer (or other word processing device) in school for writing assignments.
12. Student has access to a variety of hands-on materials for the completion of assignments.
13. Teacher explains rubric prior to beginning an assignment.
14. Parents and teacher work together to determine a reasonable amount of

- time for the completion of homework. After the student has spent the allotted amount of time, the parents can “sign-off” to notify the teacher, fulfilling the student’s homework requirement.
15. Assessments are conducted frequently to determine the needs of the student and inform instructional decisions.
  16. Alternate assessments (i.e. core content only) and varied assessment formats (i.e. oral, multiple choice, open response, portfolio) will be provided for the student.
  17. Ensure that the language used in assessment is consistent with the language used during instruction and use the student's preferred mode of communication.
  18. Teachers allow extra wait time prior to expecting the student’s response.
  19. The student is assessed based on an individualized grading rubric.
  20. The student receives reading instruction at his/her instructional level.
  21. The student has the opportunity to work cooperatively in a partner or a small group setting.
  22. Teacher presents concrete examples/models/exemplars of desirable assignment outcomes as a component of assignment introduction.
  23. Allow flexibility in the time and scheduling of assessments.
  24. Allow for a variety of assessment environments. Consider the purpose of the assessment and the student’s unique needs and choose the environment that fits best.
  25. Teacher checks for understanding of instructions prior to the initiation of tasks.
  26. The student is provided with regular feedback and progress checks.
  27. The student has the opportunity to work within the arts as specialists tie in their projects with grade level curriculum.
  28. Teacher provides cues to the student prior to calling on him/her to allow him/her to prepare response.
  29. Teacher provides direct instruction/modeling of study skills.
  30. Teacher provides direct instruction/practice of test taking strategies.

## **B. Environmental Accommodations**

1. The student has the opportunity to sit close to the teacher’s main area of instruction.
2. The student may be given extra workspace – table instead of desk.
3. The student may be seated away from auditory distractions such as doors, windows, vents, etc.
4. Teacher monitors the classroom noise level.
5. Teacher limits the amount of visual distractions for students.
6. Teacher uses models and visual displays for the student’s reference.
7. The teacher provides visual schedules or individual checklists to organize the day.
8. Student has the opportunity to take work or movement breaks, as needed.

9. Quiet work areas in each classroom are available to the student.
10. The student may try varied working positions, including standing, to optimize “on-task” behavior.
11. When writing information on the board, the teacher keeps important information separated from visual “clutter”.

### **C. Time-related Accommodations**

1. Teacher increases the amount of time allotted for completion of tests or assignments.
2. Teacher reduces the amount of work and length of tests to reflect concept mastery.
3. Teacher prioritizes assignments and/or steps to completing assignments for the student.
4. Teacher arranges for short work periods with breaks or change of tasks.
5. Teacher maintains a consistent routine.
6. Teacher breaks tasks into smaller steps and provides the student timeline guidance for steps rather than presenting the entire task.
7. Teacher alternates quiet and active tasks.
8. The student has the opportunity to participate in untimed testing situations.

### **D. Material Accommodations/Visual Processing**

#### **1. Visual Motor Integration**

- a. Teacher reduces the amount of copying from the text and board (providing guided notes, study guides)
- b. Teacher is flexible with expectations for neatness due to visual or fine motor issues.
- c. The student’s workspace is kept free of irrelevant and/or extraneous distracters.
- d. Teacher provides clear and well-defined assignments.
- e. Teacher introduces visual tasks with the student to make sure that he/she has a clear understanding of all parts of the assignment.
- f. Teacher avoids the amount of visual traffic on a page by blocking (blocking assignments in smaller segments), cutting (cut text into sections), folding (folding assignment into sections) and highlighting, color-coding and underlining.

#### **2. Language Processing**

- a. Teacher gives visual representations of directions to supplement verbal directions.

- b. Teacher gives directions in clear, concise language that they are sure the student comprehends.
- c. Teacher encourages feedback from the student to check for understanding
- d. Teacher familiarizes the student with new vocabulary prior to the beginning of the lesson
- e. Teacher reduces the amount of extraneous noise in the students learning environment to optimize language processing
- f. Teacher utilizes visual aids such as charts and graphs
- g. Teacher uses manipulative hands-on activities whenever possible
- h. Teacher presents one concept at a time, ensuring each concept is understood as it is presented
- i. Teacher will paraphrase directions for the student
- j. The student verbalizes instructions prior to beginning a task.
- k. Teacher will allow for wait time prior to the expectation of an answer
- l. Allow the student oral multiple choice questions along with open ended responses in content areas

### **3. Organizational Accommodations**

- a. Teacher provides weekly syllabus to students, in print or electronically, to structure daily routine, upcoming assignment, project and assessment related deadlines.
- b. Teacher provides checklist for students to use to organize themselves for assignments, homework, and notes.
- c. Teacher provides end of the day closure with reminders to students.
- d. Teacher performs end of class checks for homework materials and take home materials.
- e. Teacher provides assistance to students with organization of materials.
- f. Teacher will break down longer assignments into smaller chunks and increments and provide a timeline for work completion with intermediate due dates.
- g. Student has homework folders, and/or class folders to organize materials.
- h. Teacher limits the amount of materials and clutter on student's desk.
- i. Teacher uses graphic organizers to help student organize thoughts and ideas.
- j. Teacher provides students with an established daily routine.
- k. Teacher provides clear rules and consistently enforces them.
- l. Teacher provides a specific place for turning in completed assignments.

### **4. Behavioral Accommodations**

- a. Teacher develops a positive relationship with each student
- b. Teacher begins with positive point in feedback to student and parents

- c. Teacher actively moves around the classroom while providing instruction
- d. Teacher maintains proximity to students having difficulty with behavior
- e. Teacher implements agreed upon behavioral planning in classroom
- f. Teacher actively uses positive reinforcement in the classroom
- g. Teacher employs logical consequences within the classroom
- h. Teacher actively communicates behavioral issues and progress to parents

## **SCHOOL RELATED SERVICES**

### **A. Accommodations through Behavioral Supports**

- 1. The school adjustment counselor is available to work with the student/family on a variety of social issues that impact school performance.
- 2. The school counselors and guidance department are available to provide support to the teacher when managing a student with challenging behaviors. They can work collaboratively with the teacher to develop and implement a behavior management plan.
- 3. Staff members, including administrators, develop and implement a variety of positive reinforcement activities and programs to encourage positive individual behaviors.
- 4. Staff members, including administrators, develop and implement an alternative schedule that best meets student behavioral needs

### **B. Student/Teacher Instructional Supports**

- 1. Remedial instruction for students as needed / appropriate
- 2. Consultative services for teachers
- 3. Small group instructional support when needed (i.e., peer tutors)
- 4. Appropriate services for ELL student

## **HOME AND SCHOOL COMMUNICATION**

- 1. Parent conferences
- 2. E-mail, phone calls
- 3. Home visits as necessary
- 4. Monthly newsletters or updated school website
- 5. Parent Teacher Organization with monthly meetings
- 6. Individual meetings as needed (initiated by parent or staff)
- 7. Parent volunteers
- 8. Open Door Day
- 9. Parent's Open House/Curriculum Night

10. Interpretive services available as needed