BPS Office Of
English Learners

ACCOMMODATIONS AND MODIFICATIONS
Culturally Linguistic Sustaining Practices **(CLSP)**

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Content & Language Objectives

Content: Participants will understand the differences between accommodations and modifications for IEPs for English Learners with Disabilities.

Language: Participants will discuss CLSP implications for IEP accommodations and modifications for ELSWD.

ENGLISH LEARNERS and DIVERSE LEARNERS

English and other diverse learners often require culturally linguistically sustaining practices **(CLSP)** for instruction and assessment to best perform in today's classrooms.

Source: (Hoover & Patton, 2017)

Effective and Realistic Accommodations and Modifications for IEP Documentation for Culturally Diverse Learners

The effectiveness of selected accommodations and modifications for diverse learners with disabilities is influenced by several factors including:

➢ Cultural beliefs and teachings

➢ Native and English language proficiency levels

➢ Most proficient language of instruction

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Source: (Pennock-Roman & Rivera 2011)

ACCOMMODATIONS

Accommodations pertain to techniques that involve **_how_** students access the content being studied or assessed and, in turn demonstrating learning. An accommodation is intended to help the student to fully access and participate in the general education curriculum without changing the instructional content and without reducing the student's rate of learning.

Source: (Skinner, Pappas, & Davis, 2005, as quoted in Wright 2011, p.1)

ACCOMMODATIONS

Various accommodative practices involve making changes to:

➢ Setting
➢ Presentation of information
➢ Response
➢ Assignments
➢ Time

Accommodations level the playing field by providing learners with resources and tools; however the students are expected to learn the same content at the same proficiency level as their peers.

What are some of the barriers our ELs with disabilities face?

Log into [answergarden](#) and respond to this question.

https://answergarden.ch/653381

IEP Assessment and Instructional Accommodations with CLSP Considerations

Setting: Change in location to increases motivation and confidence in abilities to attend to and complete assessments / tasks

➢ Separate and/or quiet setting
➢ Small group
➢ Preferential seating

Culturally and Linguistically Sustaining Practice (CLSP)

- Classroom arrangement varies across cultures such as where students prefer to be situated(e.g., rows, desks, small clusters by gender)

- Ways in which learning occurs within a culture(e.g., all facing the teacher, through interpersonal interactions with extended dialog) should be valued, often leading to the need to change from large to small groups or to pairs when acquiring new skills to best motivate and elicit meaningful interactions and confidence.

Presentation: Changes to presentation of assessment or instructional material provide the learner with increased opportunities to acquire and/or demonstrate knowledge and skills

➢ Graphic organizer
➢ Outline
➢ Notes provided
➢ Visuals
➢ Audio
➢ read aloud
➢ Simplified language/clarify

CLSP: If not already included in daily instruction, use of effective ESL best practices may be considered accommodations (e.g., extended time for building background knowledge, incorporation of WIDA Can- Do Descriptors, visual labeling, manipulatives, simplified language, extended wait time) to directly accommodate equal access through presentation for students acquiring English as a second language. Providing notes and powerpoint slides ahead of time allows learners to focus on the content and meaningful dialog rather than taking notes during lectures or small group discussions.

Response: Allowing the learner to respond in an alternate or different manner (e.g., oral vs. written, using computer vs. paper-pencil, portfolio) results in increased attention in learning and accuracy in demonstrating knowledge and skills

- ➢ Oral, written portfolio
- ➢ Dictation
- ➢ Speech to text
- ➢ Word processor / keyboard access
- ➢ Alternative projects

CLSP: Cultural preference and second language acquisition stage of development guide the students' most appropriate or preferred response methods (e.g., some cultures adhere to oral tradition while others prefer a more visual method); emergent English speakers may be more successful providing oral responses over written or prefer to demonstrate knowledge through performance-based project over multiple-choice test.

Assignments: Adjusting the format facilitates task completion (e.g., breaking task into three segments) and providing resources (e.g., dictionary, spell checker) allows the learner fairer opportunity to demonstrate true abilities.

➢ Chunk
➢ Scaffold
➢ Dictionary: bilingual or English
➢ Spell checker
➢ Reduce multiple choice
➢ No true / false
➢ Word bank provided
➢ Adjusted schedule
➢ Alternative knowledge assessment

CLSP: Use of bilingual dictionaries, English dictionaries or spell checkers may benefit diverse learners who receive instruction in their native language and/or need support in English. Also, ways in which assignments and assessments are scheduled can be reformatted to allow diverse learners increased knowledge and skills, reducing issues associated with navigating ambiguity of instructions, questions, answers, etc.

Time: Providing additional time facilitates increased task completion or greater accuracy in demonstrating knowledge and skills

➤ Extended time
➤ Frequent breaks
➤ Adjust or no due dates

CLSP: Students in the process of acquiring English as a second language often require extended wait time to successfully think through a question or issue prior to responding, and some cultures teach that taking more time to think about an issue is preferred over quick, immediate or timed responses.

Source: (see Abedi, 2006; Kieffer et al.,2009;Klingner, Artiles & Barletta, 2006; Pennock-Roman & Rivera 2011)
Source: (Hoover & Patton, 2017)

MODIFICATIONS

➢ Modifications are *changes* to curricular topics that ultimately alter the anticipated outcomes for the learner.

➢ Modifications differ from accommodations in that these reflect adjustments to the expectations associated with the level and amount of content and skills to be acquired and mastered by the learner.

➢ Modifications *change* the expectations of what the student is required to know or do - typically by adjusting the academic standards against which the student is to be evaluated.

Source: (Wright, 2011, p.1)

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MODIFICATIONS

➢ When used appropriately for students with disabilities, modifications of ***what*** the student learners facilitates increased success by more accurately matching expectations with instructional level.

➢ Modifying curricular expectations and content requires careful thought and planning since the student may not be receiving the same level of content as others in a particular grade or class.

➢ Helpful tools like the WIDA Can-Dos and GoalBook can provide guidance in modifying the instructional content.

Modifying and Accommodating: Sample Instructional Activity

Activity: In small groups, read *Romeo and Juliet* and respond to higher- level comprehension questions for ten topics found in the material.

Evaluation: Students respond in writing with 90% accuracy to synthesis and evaluation questions, demonstrating comprehension of key topics

Modifications:

- Reduce the number of reading topics by 20% for mastery (i.e. 8 vs 10)
- Focus initially on responses to understanding and remembering level skills and questions followed by applying, analyzing and evaluating level items in reading
- Set accuracy level to 80% rather than 90%

Accommodations:

- Alternative textual materials (culturally relevant topics)
- Bilingual peers use first language to help second language learners understand concepts in English
- Specifically designed questions, in both first and second languages, to increase access to material
- Alternative assessment techniques (e.g., oral vs written response) to accurately demonstrate knowledge and skills