



# Brother Rice High School

## Accommodation Guide Handbook

# Brother Rice High School Accommodation Plan

## Introduction

Students with a variety of learning and attentional needs are present in our classrooms. As an academic community we value diversity while we make a commitment to meet the individual educational needs of all of our students. The provision of reasonable accommodations for our special needs students relies on the collaborative efforts of our faculty and administration. Providing appropriate accommodations for our students involves offering diversified approaches to teaching and appropriate means of assessing the skills our students have acquired. To this end, the Accommodations Guide Handbook has been provided.

When a student is identified as a special needs student (through an existing IEP, ICEP, 504 or recent diagnosis), an Accommodation Guide is completed and distributed to the appropriate teachers. This Guide directs the classroom teacher to specific methods that allow the special needs student to have the optimum chance for success. These accommodations are similar to those granted at the college level. This is done specifically to ease the transition from high school to college for our special needs students. While most teachers provide these accommodations as part of their regular, on-going classroom management, this guide and Handbook help to formalize the communication between the student, parents, faculty and staff of Brother Rice High School.

The Handbook begins with a sample of the Accommodation Guide. Each item on the Guide has page numbers that refer the reader to a specific section of the Handbook. An explanation of why the item may be recommended, as well as suggestions on how to provide for the specific accommodations, is discussed. Additionally, information sheets relating to a particular diagnosis applicable to that student are also included (i.e., detailed information on ADD/ADHD or sensory disorders) towards the end of the Handbook. Please refer to this Handbook as you become familiar with the specific needs of your students.

On behalf of the administration, thank you for all you do for our students. Your commitment to their success is evident in your approach to their educational needs.

Thank you.

James Antos  
Principal

**\*\* This Accommodation Guide was researched and authored by Mrs. Eileen Ryan, M.A., Mother McAuley Learning Resource teacher, 2003-2006. We thank Mrs. Ryan and Mother McAuley Liberal Arts High School for allowing us access to their materials and information.**

## Brother Rice High School Individual Catholic Education Plan

Student \_\_\_\_\_ Date \_\_\_\_\_

Reason for Accommodation/Diagnosis \_\_\_\_\_

<b>Materials/Books/Equipment (page 5)</b>	
<input type="checkbox"/> Large Print * <input type="checkbox"/> Textbooks on tape * <input type="checkbox"/> Calculator * <input type="checkbox"/> Other _____	<input type="checkbox"/> Spell Check <input type="checkbox"/> Note Taker
<b>Tests/Quizzes (pages 6-7)</b>	
<input type="checkbox"/> Prior notice of tests <input type="checkbox"/> Student writes on tests <input type="checkbox"/> Extra time on tests <input type="checkbox"/> No scantron tests <input type="checkbox"/> Other _____	<input type="checkbox"/> Provide study guides <input type="checkbox"/> Test outside classroom <input type="checkbox"/> Oral testing
<b>Organization (page 8)</b>	
<input type="checkbox"/> Post routine <input type="checkbox"/> Expandable folder/binder <input type="checkbox"/> Other _____	<input type="checkbox"/> Post assignments/Edline <input type="checkbox"/> Assignment notebook
<b>Environment (page 9)</b>	
<input type="checkbox"/> Preferential seating <input type="checkbox"/> Other _____	
<b>Behavior Management/Support (page 10)</b>	
<input type="checkbox"/> Regular feedback to student <input type="checkbox"/> Structure transitions <input type="checkbox"/> Other _____	<input type="checkbox"/> Positive reinforcement <input type="checkbox"/> Cue expected behavior
<b>Instructional strategies (pages 11-13)</b>	
<input type="checkbox"/> Check work in progress <input type="checkbox"/> Immediate feedback <input type="checkbox"/> Provide models <input type="checkbox"/> Oral reminders <input type="checkbox"/> Use mnemonics <input type="checkbox"/> Prior notice for oral reading/presentations <input type="checkbox"/> Provide course outline to student <input type="checkbox"/> In-house tutoring services (Catapult, Resource Room, peer tutoring, extra assistance from teacher) <input type="checkbox"/> Other _____	<input type="checkbox"/> Visual reinforcement <input type="checkbox"/> Review sessions <input type="checkbox"/> Offer concrete examples <input type="checkbox"/> Review directions <input type="checkbox"/> Visual reminders <input type="checkbox"/> No oral reading <input type="checkbox"/> Have student restate information

**\*These materials are not provided by Brother Rice High School and parents/guardians should be aware that they may incur an extra cost for obtaining such items.**

**Brother Rice High School  
Individual Catholic Education Plan**

Student \_\_\_\_\_ Date \_\_\_\_\_

Reason for Accommodation/Diagnosis \_\_\_\_\_

\_\_\_\_\_

Additional Information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Assistant Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Accommodation Guide provided to teachers on: \_\_\_\_\_ (Date)

**Materials/Books/Equipment**

- Large Print
- Textbooks on tape
- Calculator
- Other \_\_\_\_\_

- Spell Check
- Note Taker

**Large Print**

Students with a visual impairment may require large print for their textbooks and/or handouts and tests. If a large print copy of a text is required, parents/guardians can work in conjunction with the administration to secure such items. When requesting copies of tests or handouts, please indicate that a large print copy be made, which you can then supply to your student.

**Textbooks on tape – CD**

Students diagnosed with a reading disorder struggle with lengthy reading assignments. These students benefit from hearing the text as they read it. Many textbooks come with audio CDs. Parents/guardians can work in conjunction with the administration to secure such items. Also, many novels have audio CDs. If you are assigning outside reading, such as a novel, please inform the Assistant Principal for Academics so there is time to check if a CD form of the outside reading is available to the student.

**Calculator**

A student with a disorder that affects math calculations requires the use of a calculator for all tests and assignments. This accommodation allows the student to concentrate on mastering higher-level math operations.

**Spell Check**

Students with a reading disorder may have difficulty with spelling. They may rely on phonics when spelling unfamiliar words. While working on the computer, the use of spell check helps them, although it is not a perfect solution. When completing handwritten assignments, spelling may be compromised. Please be aware of this difficulty and separate spelling errors from content.

**Note Taker**

A student who struggles with note taking benefits from a copy of the class notes provided to him. These notes can be provided by the teacher or by another student in the class (with that student's permission). If another student is providing notes, please be sure the student is a good note taker and has good handwriting. The notes can be shared by either making a duplicate copy of the notes, or by using "no carbon required" (NCR) paper. Another option is for the teacher to provide an outline of the class notes prior to class time. The student then fills in the appropriate information as it is presented in the lecture.

### **Tests/Quizzes**

- |  |   |
|--|---|
| <input type="checkbox"/> Prior notice of tests   | <input type="checkbox"/> Provide study guides   |
| <input type="checkbox"/> Student writes on tests | <input type="checkbox"/> Test outside classroom |
| <input type="checkbox"/> Extra time on tests     | <input type="checkbox"/> Oral testing           |
| <input type="checkbox"/> No scantron tests       |   |
| <input type="checkbox"/> Other _____             |   |

### **Prior notice of tests**

Test anxiety is very real for some learning disabled students. Allowing students prior notice of a test can help alleviate some of this anxiety. However, if a pop quiz is part of your curriculum, let students know in a general way that there is a possibility of a pop quiz for certain areas. For instance, if you intend on giving pop quizzes for vocabulary words, let students know in the beginning of the year that this is a possibility.

### **Student writes on tests**

Allowing students to write on tests provides them with the opportunity to organize their thoughts. Some students develop mnemonic devices while studying, and if they have the opportunity to write these mnemonic devices on the test it will aid them with organizing their answers. Also, for matching and multiple choice tests, putting a line through discarded or used choices will also help their test-taking.

### **Extra time on tests**

Some learning disabled students process information slowly. As a result, the amount of time it takes these students to complete a test is longer than for typical students. If a student requires extended test time, please see the Assistant Principal for Academics and/or the Resource Room teacher for alternatives.

### **No scantron tests**

Students with visual perception and/or fine motor difficulties struggle with the small bubbles on scantron answer sheets. Alternatives for these students include answering the questions directly on the test, or writing the correct letter next to the number on the scantron sheet.

### **Provide study guides**

Students with learning disabilities often feel overwhelmed while preparing for a test. Providing these students with a study guide may help relieve some of the stress. A study guide provides a review of vocabulary, lists the specific chapters covered, provides an outline of information from class discussions, and prepares the student for the types of problems and types of test questions (multiple choice, true/false, essay). A study guide will help the student remain organized and focused while studying.

## **Test outside classroom**

Many learning disabled students are easily distracted and benefit from a distraction-free environment while testing. As with other testing accommodations, individual arrangements can be made through the Assistant Principal for Academics and/or the Resource Room teacher.

## **Oral testing**

For students with a reading and/or written language disability, having the test administered orally allows for the student to demonstrate his mastery of the material while removing the source of the disability. As with other testing accommodations, the arrangements can be made through the Assistant Principal for Academics and/or the Resource Room teacher.

**Organization**

- |   |  |
|---|--|
| <input type="checkbox"/> Post routine             | <input type="checkbox"/> Post assignments/Edline |
| <input type="checkbox"/> Expandable folder/binder | <input type="checkbox"/> Assignment notebook     |
| <input type="checkbox"/> Other _____              |  |

**Post routine**

Learning disabled students benefit from structure. Surprises often leave them confused and discouraged. Posting a schedule of your classroom routine will alleviate the fear of the unknown. This schedule can include items such as the process for collecting homework, what to do after an absence, testing procedures, the acceptable heading for assigned papers, etc...

**Expandable folder/binder**

Organization is a common challenge for learning disabled students. Permitting students to carry an expandable folder/binder to their classes can address some of these organizational issues. Helping the student to make use of the folder/binder for your specific classroom handouts and materials can also be of great assistance.

**Post assignments/Edline**

The students in your classes have many different learning preferences. Posting and announcing all assignments will address the learning styles of all students. Regular updating of assignments and grades on Edline is of benefit to all students and parents.

**Assignment Notebook**

A student with a poor memory must develop the habit of writing all assignments in an assignment notebook (our student handbook); however a student with poor memory is also the student apt to forget his assignment notebook/handbook. Please be aware of the student who needs encouragement, reminders, and assistance with this accommodation.



**Environment**

- Preferential seating
- Other \_\_\_\_\_

**Preferential seating**

Preferential seating may require the student to sit in the front row. This accommodation could also include a request that a student with ADD/ADHD be placed away from the windows or away from the door. A hearing impaired student should be placed in a seat most beneficial to his specific hearing needs. A student with behavioral difficulties may require special attention that would result in special seating i.e., near the teacher.

**Behavior Management/Support**

- Regular feedback to student
- Structure transitions
- Other \_\_\_\_\_

- Positive reinforcement
- Cue expected behavior

**Regular feedback to student**

Students who struggle with academic work often struggle with issues of self-confidence. Providing these students with regular feedback regarding their progress will help them stay focused on their goals. This feedback should include not only comments on progress, but also suggestions for improvement.

**Structure transition**

Learning disabled students thrive on structure. Surprises can confuse and disorient them. When transitioning from one activity to another, make sure the student understands that the first activity is ending, and the new activity is beginning.

**Cue expected behavior**

Students, particularly those diagnosed with ADD/ADHD, may respond to visual cues that their behavior is inappropriate. Letting this student know that you are aware of the difficulties he faces will open the door for the two of you to discuss an acceptable visual reminder that he must alter his behavior. For example, a student may respond best when touched lightly on the shoulder. Another student may react positively if you stand next to their desk.

**Positive reinforcement**

Students respond well to positive reinforcement. Giving students regular and appropriate encouragement may have a long-term effect.

**Instructional strategies**

- |   |   |
|---|---|
| <input type="checkbox"/> Check work in progress   | <input type="checkbox"/> Visual reinforcement             |
| <input type="checkbox"/> Immediate feedback   | <input type="checkbox"/> Review sessions                  |
| <input type="checkbox"/> Provide models   | <input type="checkbox"/> Offer concrete examples          |
| <input type="checkbox"/> Oral reminders   | <input type="checkbox"/> Review directions                |
| <input type="checkbox"/> Use mnemonics  | <input type="checkbox"/> Visual reminders                 |
| <input type="checkbox"/> Prior notice for oral reading/presentations  | <input type="checkbox"/> No oral reading                  |
| <input type="checkbox"/> Provide course outline to student  | <input type="checkbox"/> Have student restate information |
| <input type="checkbox"/> In-house tutoring services (Catapult, Resource Room, peer tutoring, extra assistance from teacher) |   |
| <input type="checkbox"/> Other _____  |   |

**Check work in progress**

The level of confidence of some learning disabled students is low as they begin new exercises and assignments. Periodically checking on their work as they practice new concepts will help keep them on the right track.

**Immediate feedback**

Learning disabled students often exhibit weak short-term memory. Returning graded assignments and tests in a timely manner allows students to reflect on their correct and incorrect answers while the material is still fresh in their mind. Also, permitting students to correct the wrong answers will reinforce the information.

**Provide models**

Learning disabled students often need a working model as they integrate new information with their existing knowledge. This can be done by modeling the correct way to approach a problem. For instance, in math the teacher can put the problem on the overhead projector, and think aloud while completing the problem. For writing a paper, the teacher can once again think aloud the process of organizing the information for an outline, while writing the outline on the overhead projector or board.

**Oral reminders**

Students who struggle with organization and/or memory have difficulty completing long-term assignments. An occasional oral reminder of the expected progress of the assignment is helpful to students. Some teachers may prefer to have periodic “checkpoints” to measure progress.

**Use mnemonics**

Students with a weak short-term memory benefit from using mnemonics as a study aid. The most common example of this is the word “HOMES” to help remember the names of the Great Lakes, or “Please Excuse My Dear Aunt Sally” to help remember the order of operations. Creative teachers can develop their own mnemonics particular to their studies.

**Instructional strategies**

- |   |   |
|---|---|
| <input type="checkbox"/> Check work in progress   | <input type="checkbox"/> Visual reinforcement             |
| <input type="checkbox"/> Immediate feedback   | <input type="checkbox"/> Review sessions                  |
| <input type="checkbox"/> Provide models   | <input type="checkbox"/> Offer concrete examples          |
| <input type="checkbox"/> Oral reminders   | <input type="checkbox"/> Review directions                |
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| <input type="checkbox"/> In-house tutoring services (Catapult, Resource Room, peer tutoring, extra assistance from teacher) |   |
| <input type="checkbox"/> Other _____  |   |

**Prior notice for oral reading/presentations**

Students with a reading disability often struggle with oral reading and presentations. They may develop anxious feelings when called upon to read orally. Knowing ahead of time that they will be asked to read or present may alleviate some of these anxieties and allow them to practice. Prepare these students ahead of time by letting them know what passage they will be asked to read or what material they will be asked to present. This gives them time to prepare.

**Provide course outline to student**

Students who struggle with note taking benefit from a teacher-prepared outline. This allows the student to complete or “fill-in” the information as the lecture is given.

**In-house tutoring**

In addition to modifications in the classroom, many learning disabled students also require tutoring for specific classes. If you notice the student is delayed in mastering the classroom material, please be prepared to set aside time to work with that student for extra tutoring. In addition, tutoring services are available through the Resource Room and peer tutoring with National Honor Society students. If eligible, students may also access the services of Title I classroom tutors (Catapult Program).

**Visual reinforcement**

Students who are visual learners struggle when the majority of information is presented lecture style. Outlines, charts, maps, timelines, color coding, flash cards, vocabulary review lists, graphic organizers, and diagrams can assist the visual learner.

**Review sessions**

Selecting the important points from a myriad of information is a difficult task for learning disabled students. Conducting a review session at the end of a chapter and before a test can help the student organize the information and focus on important details.

### **Instructional strategies**

- |   |   |
|---|---|
| <input type="checkbox"/> Check work in progress   | <input type="checkbox"/> Visual reinforcement             |
| <input type="checkbox"/> Immediate feedback   | <input type="checkbox"/> Review sessions                  |
| <input type="checkbox"/> Provide models   | <input type="checkbox"/> Offer concrete examples          |
| <input type="checkbox"/> Oral reminders   | <input type="checkbox"/> Review directions                |
| <input type="checkbox"/> Use mnemonics  | <input type="checkbox"/> Visual reminders                 |
| <input type="checkbox"/> Prior notice for oral reading/presentations  | <input type="checkbox"/> No oral reading                  |
| <input type="checkbox"/> Provide course outline to student  | <input type="checkbox"/> Have student restate information |
| <input type="checkbox"/> In-house tutoring services (Catapult, Resource Room, peer tutoring, extra assistance from teacher) |   |
| <input type="checkbox"/> Other _____  |   |

### **Offer concrete examples**

Students with a learning disability often respond better to concrete images than to abstract concepts. By introducing new ideas in a concrete, organized, and systematic presentation, students will better integrate the information with previously learned material. For example, compare students' own lives with those of the characters in a story, use materials that present a progression of ideas from step to step, and/or provide time-lines for history lessons including information from past lessons.

### **Review directions**

By the time a student is in high school, he is expected to follow multi-step directions. For learning disabled students, this can present a problem. Reviewing the directions, both orally and visually, can help prevent confusion and can aid in completing the directions accurately.

### **Visual reminders**

Learning disabled students often rely on a visual model to correctly complete an assignment. Providing visual reminders throughout the classroom can assist with this. For example, posting the correct heading for homework assignments, displaying a poster identifying parts of speech or rules of grammar, and/or conjugating verbs, formulas or theorems, can be of large assistance to the student.

### **Have student restate information**

Asking the student to restate the new information will help determine the level of comprehension attained by the student. One way this can be done is by asking the student (orally or in writing) to complete sentences. For example, after reading/discussing the opening scene of Macbeth, the teacher can ask the student to complete the following: The three witches remind me of \_\_\_\_\_.

### **No oral reading**

For some students with a reading disorder, oral reading is best avoided. These students may stutter, have a slow reading rate, and a high anxiety level that may be very uncomfortable for the student as well as the entire class.

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