

Adaptations for Accommodating Students who are Blind or Visually Impaired, Deaf/Hard of Hearing, or Physically Impaired

BLIND/ VISUALLY IMPAIRED

Guidelines for accommodations

- Look at the standard and review the description of expectations for the student's performances on tasks.
- Define the student's skills level for each of the performance tasks in terms of task completion, accommodations and assistive technology.
- Look at feedback checklist and determine which points vision loss impacts in terms of task completion, accommodations and assistive technology.

Statements to clarify use of materials developed

- Consider all areas of accommodation (methods, materials, technologies) when developing interventions.
- The goal of accommodations is to have access to curriculum, so we need to consider all options.
- Notetakers are more an issue of handwriting efficiency and processing than it is the vision impairment. The issue is not simply one of a single primary disability but one of function.
- The Minnesota Graduation High Standards are activity based and emphasize groups and production of products including a great deal of written communication.
- Facilitation of independent access and response to curriculum includes multiple avenues that will make it necessary for all levels of assistive technology intervention.

Process for decision making when making accommodations

- Look at the multiple needs of each individual student.
- Instructional strategies, materials, and technologies need to be considered.

DEAF/HARD OF HEARING

- In the areas of Read, Listen & View and Write & Speak, it is important to know that Deaf or Hard of Hearing (D/HH) students who were raised using American Sign Language to communicate consider learning to read and write English as learning a second language. American Sign Language (ASL) is not English but has its own syntax and grammatical structure. ASL is not abbreviated or slang English but a different Language. Keep in mind that Deaf/HH students are learning the language and skills of the English language as they learn to read and write. Many Deaf/HH students struggle through high school and life in translating their thoughts in to written English.

Concerns

- Standards need to be clear when English is the requirement.
- What will we do when we have a student who will not have access to any standards where language deficits create issues? (For example: A student who is not mainstreamed; social science lack due to textbook difficulties)
- Those standards which require English need to be given to D/HH teachers in advance so that adaptations can be outlined on IEPs/IFSPs.

PHYSICALLY IMPAIRED

Guidelines for accommodations

- As a general guideline, options for the accommodations of learners who are physically impaired will include more assistive technology methods than other learners.
- Consider independence, efficiency, and access to the material when developing accommodations for learners with physical impairments.

Statements to clarify use of materials developed

- Concrete presentations in instruction and in the assessment process is necessary for many learners with physical impairments.
- Use graphic and visual information to assist learners with physical impairments synthesize the material in the instruction and the assessment process for the performance assessments.
- Optimal positioning for physical access for the learner with a physical impairment will increase their ability to complete the assessment performance independently and demonstrate optimal skills.
- When possible, choose independently completed quality writing versus the quantity of writing. However, the use of a scribe for portions of the writing process will enable some learners to be able to show breadth of learning rather than producing limited writing due the students' physical capabilities.
- Provide a model of the final products required for the performance assessment.

Process for decision making when making accommodations

- Look at the multiple needs of each individual student.
- Instructional strategies, materials, and technologies list needs to be consulted.