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Adaptations, Modifications & Accommodations | CEUs: 3

Facilitator: EYPD Faculty

Phone: 855-984-1756

Email: Registration@earnyourpd.org

Address: P.O. Box 4205 | Brandon, Mississippi 39047

Technical Support: helpdesk@earnyourpd.org

Introduction

Welcome to *Adaptations, Modifications & Accommodations*, an online professional development course geared primarily for educators. This course requires educators to implement new or improve current strategies for your current classroom. While the topic is not new, it does help to refresh and have educators retool themselves. Reflecting on current instructional and planning practices are a necessary part of the teaching. Ideas come and go. Some ideas stay the same but restated in different names. Many educators have different viewpoints on implementing the best strategy for *Adaptations, Modifications & Accommodations*. We believe Co-teaching is an effective strategy for understanding *Adaptations, Modifications & Accommodations* in the environment. Regardless of the strategy, it must be the same for all students. This course will explore these areas with great strategies for improvements.

This course will focus on the following modules:

- **Understanding Adaptation | What do you know about Adaptations?**
 - **Understanding Accommodations | How do you make Accommodations work?**
 - **Modifications changes things | How much is too much?**
 - **Accommodations vs Modifications | Do they overlap?**
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Academic Integrity Statement

The structure and format of most online courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in an online professional development course are expected to adhere to the following standards of academic conduct.

Academic Work

Coursework submitted by the individual shall be the educator's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.



Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards may result in loss of credit for the course.

Level of Application

This course is designed to be an informational course with application to educational settings. The strategies are appropriate for the remediation of challenging behavior in students.

Course Expectations:

Upon completion of the Units in this online professional development course, educators should:

- ✓ Fully understand their district view and guideline on this topic
 - ✓ Lead peer discussions regarding the course topics
 - ✓ Write a reflection response for *Adaptations, Modifications & Accommodations*
 - ✓ Collaborate more with specialist or general education teachers in their schools
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Course Description

How well does the special education and subject area teacher work together? Is it painful with contention or well-planned with equal input? Is the focus really on the students? Making sure all students get the opportunity to access the very best of a school system is imperative to the success of the relationship of both parties. Most students with learning disabilities share the same learning environment with all students. It takes collaboration with special education and subject area teachers to plan out an effective strategy for students. A part of the planning includes the general education teachers understanding of *Adaptations, Accommodations and Modifications*. Bringing clarity to these areas puts instruction and the curriculum into perspective for general education teachers.

This course also helps to strengthen educators' ability to work together to gain valuable insight in planning lessons with *Adaptations, Accommodations and Modifications*. Educators will be able to present relevant and interesting discussion with other educators in forums. Educators will see academic gains in the classroom.



Course Units

Unit 1: Understanding Adaptation | What do you know about Adaptations?

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **“Understanding Adaptation”**.
- Score 90 to 100% on **“Understanding Adaptation”** quiz.
- Share at least one technique implemented or enhanced.

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit/week 1	Assignment	Complete the reading assignments	5%
	Discussion	Understanding Adaptation	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%



Unit 2: Understanding Accommodations | How do you make Accommodations work?

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on **“Understanding Accommodations”**.
- Score 90 to 100% on **“Understanding Accommodations”** quiz.
- Share at least one technique implemented or enhanced.

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit/week 2	Assignment	Complete the reading assignments	5%
	Discussion	Understanding Accommodations	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%



Unit 3: Modifications changes things | How much is too much?

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on “**Modifications changes things**”.
- Score 90 to 100% on “**Modifications changes things**” quiz.
- Share their ideas with other educators (workshop and school).

Reading Assignments	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Various reading assignments are located in unit/week 3	Assignment	Complete the reading assignments	5%
	Discussion	Modifications changes things	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%



Unit 4: Accommodations vs Modifications | Do they overlap?

Upon completion of this unit, the educators are expected to:

- Provide understanding feedback through discussion forums on “**Accommodations vs Modifications**”.
- Score 90 to 100% on “**Accommodations vs Modifications**” quiz.
- Share their ideas with other educators (workshop and school).

Graded Activities and Deliverables			
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Reading, Assignments, Activities	Assignment	Complete the reading assignments	5%
	Discussion	Accommodations vs Modifications	5%
	Assessment	Quiz from reading assignments	5%
	Assignment	Lesson Plan Snippet	5%
	Assignment	Peer Observation	5%



Earn It – Final Wrap-up

Upon completion, the educators are expected to have more depths of knowledge on the course objectives.

Assessment	Graded Activities and Deliverables		
	Grading Category	Activities/Deliverables	Grade Allocation (% of all graded work)
Writing guidelines for reflection is located within course	Assessment	Complete the Reflection Assessment	Required to Pass

Some References:

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- Lee, Andrew (2017). Accommodations: What They Are and How They Work. Retrieved from <https://www.understood.org>
- Morin, Amanda (2017). Common Modifications and Accommodations. Retrieved from <https://www.understood.org>
- (2017, October, 28). Examples of Modified Assignments for Students with Special Needs. Retrieved from <http://www.theinclusiveclass.com/2014/10/examples-of-modified-assignments-for.html>
- (2017). Why Must I Make Modifications for a Child? It Seems Unfair to Other Children. Retrieved from <http://www.wrightslaw.com/howey/tchr.mods.unfair.htm>
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- Graves, Judith and graves, Carson (2017). Understanding Accommodations and Modifications. Retrieved from <https://www.makespecialeducationwork.com/understanding-accommodations-modifications/#sthash.B7RsMdju.dpbs>
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