

Supports and Accommodations Webinar

SUPPORTS FOR STUDENTS WITH HEARING IMPAIRMENTS

Presenters

- Jennifer Paul, EL & Accessibility Assessment Consultant
- John Jaquith, Assessment Consultant for Students with Disabilities

Topics

- Review of Supports and Accommodations framework
- Selecting appropriate supports and accommodations
- Review of high-use supports/accommodations

Big Ideas for the Framework

- Make team-based decisions, even for ELs
- Make individual student decisions
- Provide supports that the student uses in their regular instruction

Supports and Accommodations Framework

- Universal Tools (Accessibility Tools)
 - Available to all students-use is primarily student driven
- Designated Supports
 - Available to students who have a specific need-use is primarily educator driven
- Accommodations
 - Available to students with disabilities or those who have 504 plans

Our Students

- Auditory Processing Disorders
- Conductive
- Sensorineural
- Mixed

ELA

○ Accommodation

✦ Questions with Listening passages:

- Online: Video Sign Language (in ASL) available for the Listening stimulus and questions only, can be group administered
- Paper/Pencil: Human Signer allowable
 - ASL or SEE allowable for directions
 - ASL allowable only for Listening passages and questions only
 - Can be administered in a small group with other students who need signing
 - Can be administered individually
 - Can NOT be administered in a mixed group of both students who need signing and those who do not

Mathematics

- Accommodation

- Online: Video Sign Language (in ASL) available for all content of Math questions
- Paper/Pencil: Human signer (in ASL or SEE) allowable for all directions and test questions/answers
 - Can be administered in a small group with other students who need signing
 - Can be administered individually
 - Can NOT be administered in a mixed group of both students who need signing and those who do not

Science/Social Studies

- Online & Paper/Pencil: Human signer allowable (in ASL or SEE) allowable for all directions and test questions/answers
 - Can be administered in a small group with other students who need signing
 - Can be administered individually
 - Can NOT be administered in a mixed group of both students who need signing and those who do not

○

Recording & Turning On Supports and Accommodations

- Online

- Turn on and record in eDIRECT
- Not all supports and accommodations listed

- Paper/Pencil

- Record on test booklets
- Not all supports and accommodations listed

eDIRECT Draft

Student Detail	Accommodations	Demographics	Test Sessions			
Accommodations						
Type	Accommodation	ELA	Math	Science	Social Studies	
Online	Color Chooser (CC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online	Contrasting Text (CT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online	Masking (MSK)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online	Spanish Translation (Stacked) (ST)		<input type="checkbox"/>			
Online	Text-to-Speech (TTS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online	Video Sign Language (test content) (VSL)	<input type="checkbox"/>	<input type="checkbox"/>			
Standard	Abacus		<input type="checkbox"/>			
Standard	Alternative communication device			<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Auditory Amplification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Bilingual word-to-word dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Directions provided in ASL or SEE (Human Signer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard	Music Buffers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

WIDA

- Online & Paper/Pencil:
 - Directions provided by human signer in ASL: Listening, Reading, Writing, and Speaking
 - Request a WIDA Test Exception for the Listening & Speaking domains on December 8, 2016 in the BAA Secure Site
 - **IF you request a WIDA Test Exception for Listening & Speaking the student will need to take the test via paper/pencil**

SAT

- ELA:

- ✦ Test content provided in American Sign Language (ASL) Note: Signed Exact English (SEE) allowable if approved by the College Board, for students having both a hearing and reading impairment

- Mathematics:

- ✦ Student responds in ASL

ACT WorkKeys

- Student responds in American Sign Language (ASL)

MI-Access

- VSL is not provided
- At this time, the majority of students taking this assessment who use ASL or SEE do not have experience with VSL and are used to a finite number of sign language interpreters.
- To ensure that students are being assessed in the content, and not their understanding of the interpreter, it is suggested that students taking MI-Access FI with this support, receive the support from an interpreter they are used to during their instructional day.

MI-Access Cont.

- Human ASL or SEE are permitted to be used for the MI-Access Assessment:
- For directions or clarification of directions
- For the FI ELA Listening Items
- For any content that is allowed to be read to students
 - Note the following exceptions
 - ✦ Paper: any items indicated in the DNRA table in the inside cover of the paper booklet
 - ✦ Online: anything that is not read by the text-to-speech feature on the computer
 - Note: If a student is a functional reader, they are not required to have content read to them. The only items that would require the sign interpretation (if that is how spoken language is accessed) are the listening items on the FI ELA Accessing Print and Using Language assessment.

MI-Access Cont.

- P/SI – sign Language interpretation should mirror what and how it is used for instruction. Please follow the DNRA tables in the front of the assessment administrator booklets to determine what should not be communicated via sign (same as what can not be read).

What Do I Put on the IEP?

- Do I need to include universal tools and designated supports on an IEP?
 - The reason to include a universal tool or designated support on the IEP, is to ensure that a student gets what they need. The IEP should describe the student needs and how those needs are addressed (regardless of whether the support is universal, designated or an accommodation in our tables).
 - ✦ For example, while it may be “understood” within a building or program what is provided to all, this does not provide for what the student individually needs. If that student suddenly moves out of the district or ends up in an interim alternate placement, those understandings can get lost and the student will likely not get the supports he or she needs.

Resources

- Supports and Accommodations Table
- Supports and Accommodations Manual
- Scribing Protocol
- ELA and Math Read-Aloud Guidelines
- Math Spanish Read-Aloud Guidelines
- **Math Arabic Read-Aloud Guidelines (NEW!)**
- Recommended Qualifications and Guidelines for Translators
- Word-to-Word Bilingual Dictionary Guidance
- M-STEP Multiplication Table
- Supports and Accommodations Tracking Sheet

Questions?

- If you have questions after today's webinar, please send them to baa@Michigan.gov.

Thank you!