

Module 1.2 Interventions and Accommodations

BBBD Guideposts: Embrace the Gray

- The first guidepost is a reminder that the identification and interventions related to SLD is not an easy “black-and-white” process
- Supports that work for one student may not be effective for another student
- Individualized supports, flexibility, and professional judgment is key

Important Considerations: Significance of Your Approach

- All students can learn and benefit from education
- SpEd teams should focus on dispelling myths about SLD. Teachers must teach new skills that improve outcomes for students with disabilities
- Keep high expectations, but remember “can’t vs. won’t”
- SLD supports can improve a student’s life well beyond school and academics

Important Consideration: Your Role

- Not to “cure” SLD, but to provide supports and targeted interventions that may moderate the disability
- Employ empirically based supports that are effective
- Provide access to the curriculum and teach new skills to the extent possible given the severity of the SLD
- Realistic goals based on specific needs

Important Considerations: Stay Positive, but Realistic

- A learning disability can’t be cured; it is a neurological and lifelong issue. With the right support and interventions, SLDs can be moderated, but not completely fixed
- Degrees of SLD-mild, moderate, severe
- Doubt deficit and the neural circuit

Cautions

- Quality and targeted vs. Quantity and General
- Too many goals at one time
- Beware of the Neuro-myths
- Attitude/relationship impacts outcomes

Definitions: Interventions vs. Accommodations

- Intervention-based on student's needs, targeted, specifically designed instruction to improve a specific skill
 - Building phonemic awareness skills
 - Direct instruction for increasing math facts
 - Build reading comprehension skills
- Accommodation- a change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills
 - Allow for extra time
 - Allow use of calculator
 - Allow for use of open notes during tests

Evidence Based: What Does it Mean?

- Theoretically plausible and empirically validated
- ESSA replaces phrase "scientifically based instruction" with "evidence Based Interventions"
- Peer-reviewed publication
- Replicable Random Controlled Trials (RCTs)/Correlations Studies (equal to or greater than .50)
- Demonstrated practical effectiveness

Four Categories of Accommodations

- Based on Student need to access the curriculum
- Documented effectiveness and student's use
 - Presentation
 - Opportunities to Respond and Response Types
 - Setting and Environmental
 - Timing and Scheduling

Mainstay Intervention: Direct and Explicit Instruction

- Long-standing research to support its use
- Not fancy or magic, but effective if employed with fidelity and consistently (critica)
- Repeated and emphasized throughout presentation series as each module can be a stand-alone lesson