Module 2C: Outline & Manual

The Art and Science of Accommodations

Contents

Module Description

This interactive training module supports teachers to differentiating interactions to meet a child's needs. This module will train and educate participants to identify and use modifications with children. Individual children learn and develop in different ways. As educators, we need to be equipped to help them succeed in the most beneficial way. This training will show teachers how to view children through the lens of individuality, give them different ways to identify if children need accommodations, and demonstrate practical ways to use and understand accommodations to help children succeed.

Pre-Work

- *None*

Materials

- Chart paper and markers
- Copy paper
- Pencils or pens for participants
- Handouts
    - *Pre- and Post-Assessment*
    - *Early Learning Style Quiz for Early Education Children*
    - *Learning Style for Young Children*
    - *6 Learning Types*
    - *Early Childhood Inclusion by DEC and NAEYC*
    - *Early Childhood Inclusion: For All Children in Louisiana*

Learning Outcomes

Candidates who actively participate in this session will be able to…
- Adjust our lens to better identify with each child as an individual
- Understand and define modifications
- Explore why it is important to be able to modify
- Identify when to use modifications
- Understand how to use individualization and modifications to help children succeed

Training Agenda

Total Content Time: 1.0 hours
Total Session Time: 2.0 hours

Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start (*not included in total course time*)
Welcome, Session & Group Introductions	20 minutes
Understanding Children as Individuals	10 minutes
Learning Styles	20 minutes
Understanding Accommodations	10 minutes
Benefits of Inclusion	5 minutes
Session Closing & Post-Assessment	15 minutes (*not included in total course time*)
Individualized Q&A	15 minutes following course completion (*not included in total course time*)

Training Manual
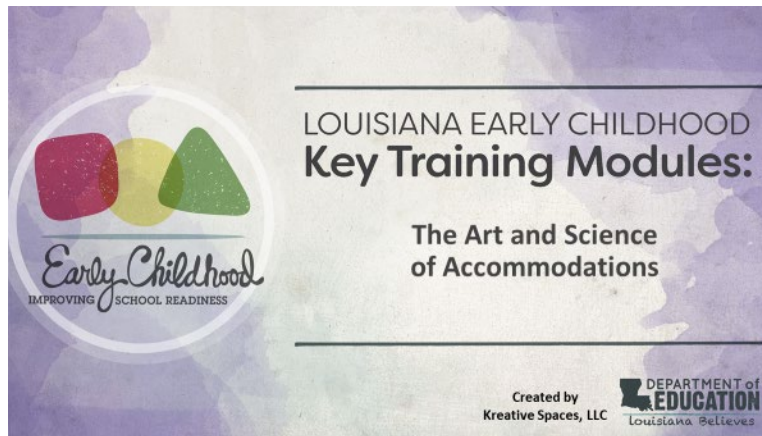
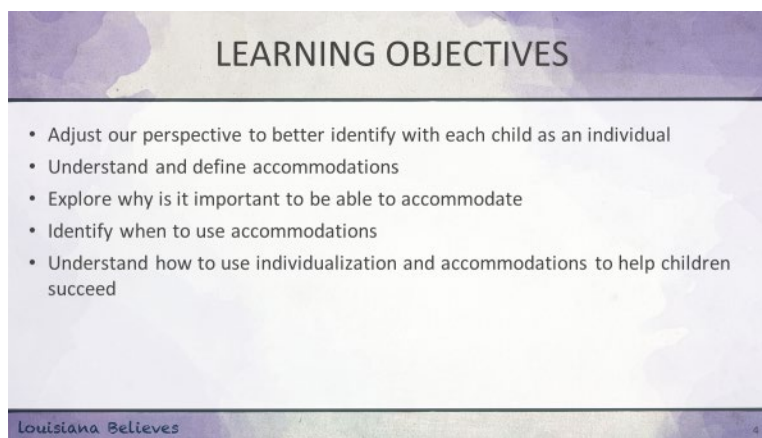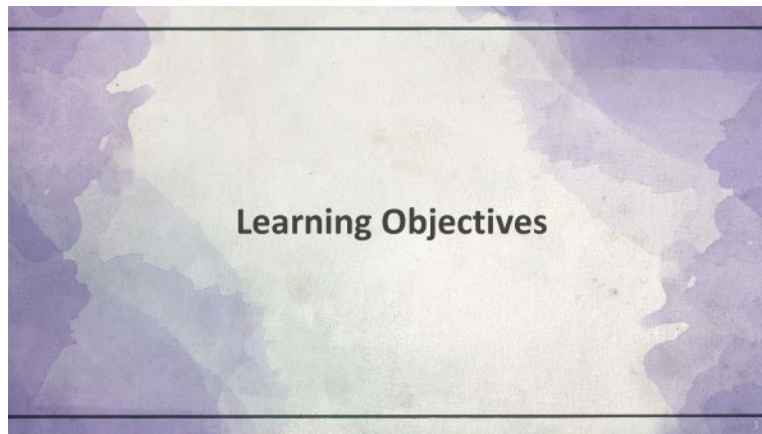*Distribute the Pre-Assessment Evaluation as participants enter the training.*
- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by the group*
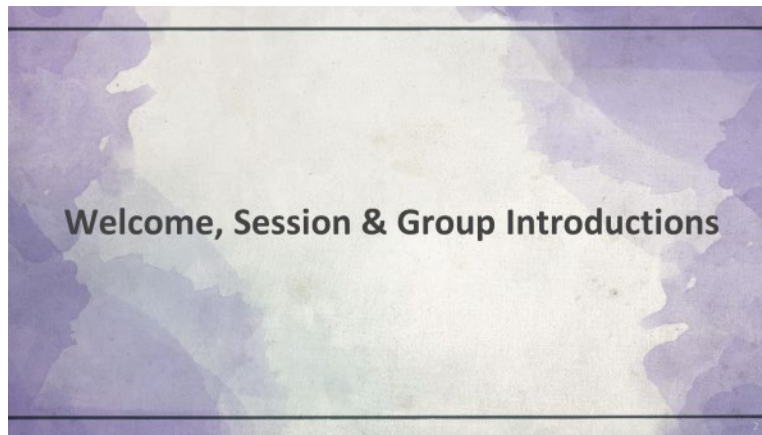
Introduce yourself and the session.

This 1-hour interactive training module supports teachers to differentiating interactions to meet a child's needs. This module will train and educate participants to identify and use modifications with children.

Individual children learn and develop in different ways. As educators, we need to be equipped to help them succeed in the most beneficial way. This training will show teachers how to view children through the lens of individuality, give them different ways to identify if children need accommodations, and demonstrate practical ways to use and understand accommodations to help children succeed.

Learning Objectives

LEARNING OBJECTIVES

- Adjust our perspective to better identify with each child as an individual
- Understand and define accommodations
- Explore why is it important to be able to accommodate
- Identify when to use accommodations
- Understand how to use individualization and accommodations to help children succeed

Louisiana Believes

Let's take a look at our learning objectives for today.

Read each learning objective aloud.

- **Adjust our lens to better identify with each child as an individual**
- **Understand and define accommodations**
- **Explore why it is important to be able to accommodate**
- **Identify when to use accommodations**
- **Understand how to use individualization and accommodations to help children succeed**

Are there any additional points we should add to our list of objectives for today?

Record responses on chart paper.

DEFINITION OF INDIVIDUAL

Individual: A single human being as district from a group, class, or family.

Merriam-Webster Dictionary

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What words stick out to you in this definition and why? *Encourage large group discussion.*

<u>*Trainer Note:*</u> *Suggested answers:*
1. Distinct – meaning recognizably different in nature from something else of a similar type. (Merriam-Webster)
2. Group, class, family – refer to culture, social norms, values, and perspectives of their respective communities

Seeing a Child as an Individual Means...
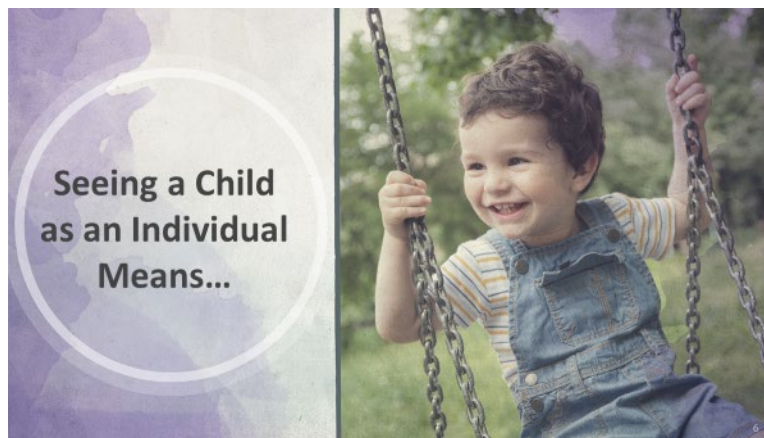
Group discussion: Record responses on large chart paper and leave up to refer back to throughout the session.

CHILDREN AS INDIVIDUALS

- Unique
- Have different needs
- Have different learning styles
- Have different interest and connections
- Come from different communities
- Identify with different cultures and customs
- Speak different languages
- Different abilities/disabilities

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Why is it important to see each child as an individual and approach learning and support through this lens?

Use chart paper to capture some of the participants' responses and expound on them. As participants give you answers, query their thinking.

Ask questions like:
1. *Why did you use that word or phrase?*
2. *What other ways can we support individualization?*
3. *What other ways can we support learning?*

Trainer Note: Intended take away – All children learn differently and not taking their differences into consideration or adapting teaching practices can hinder a child's development.

Activity: Learning Styles
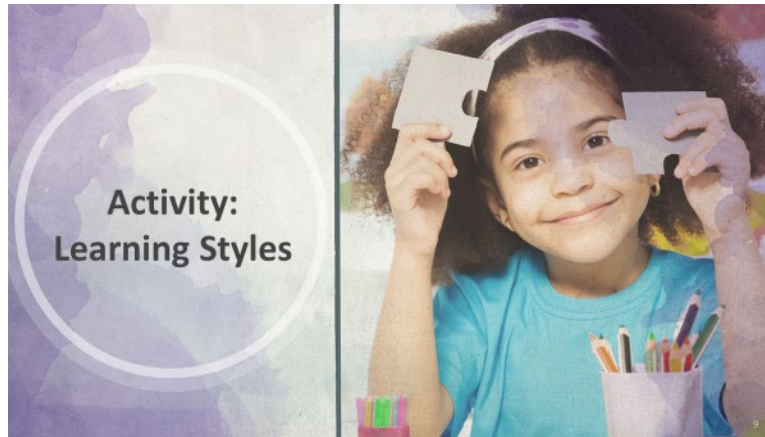
In order to help us better understand children as individuals, we can consider their learning styles – how they connect to and process information.

Distribute Early Learning Style Quiz for Early Education Children and Learning Styles for Young Children handouts.

Think of a child in your class. Using the first handout, check all the descriptions that you think apply to them. The learning style with the most checks may be their predominate learning style.

Now, complete the second handout, checking all the descriptions that you think apply to you.

Compare the learning style of the child you chose and your learning style. Consider:
- Are they the same or different?
- How do you usually connect with that child in the classroom?
- Do you consider that child to have "challenging behavior?"
- Do you think the challenges or ease with this child is due to their learning type being different or the same as your learning style?

Teachers tend to teach using their predominant learning style because that is how they process information most effectively. Challenge yourself to incorporate all the learning styles into your classroom.

Next, we are going to take a detailed look at each learning style.

LEARNING STYLES

Predominant Styles		
Visual	Auditory	Kinesthetic

Other Styles		
Verbal	Logical or Mathematical	Social/Solitary

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There are six learning styles related to early learners.

The first three we will discuss are the **predominant styles**, which are **visual**, **auditory**, and **kinesthetic**.

The **other** three **styles** are less common, but children can still fall into one of these styles. They are **verbal**, **logical or mathematical**, and **social/solitary**.

Let's take a deeper dive into each learning style.
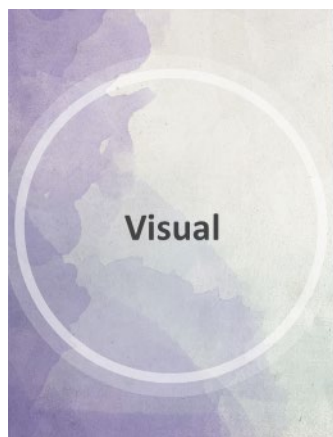
Visual

Children with a visual style of learning will remember information best when presented with pictures or graphics. Visual learners will often recognize numbers and letters better than peers with another type of learning style.

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Examples of visual learners include:
- A child who may process information better when shown pictures or a physical demonstration of information.
- A child who can identify community helpers when shown different pictures of them.
- A child who points out objects of certain colors.
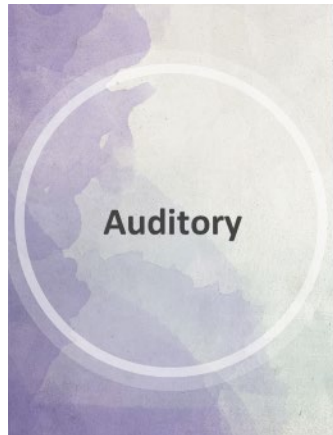
Auditory learners are best able to understand when they hear information. In early education, auditory learners are more likely to prefer telling and listening to stories or music as a way to understand information.

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Examples of auditory listeners include:
- A child who can remember their alphabets and colors through a song.
- A child who prefers learning through rhythms or may use rhymes to remember information.
- A child who can repeat the sound when asked, "What sound does a goat make?"

Children with a kinesthetic learning style learn best by manipulating objects and engaging in physical activities to learn the material.

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Examples of kinesthetic learners include:
- A child who learns by doing. They have to physically tie their shoes or they have to touch all the colors to recite them.
- A child who can remember the parts of house after putting together a puzzle of a house.
- A child who may seem really active, uses a lot of body language and is constantly moving.
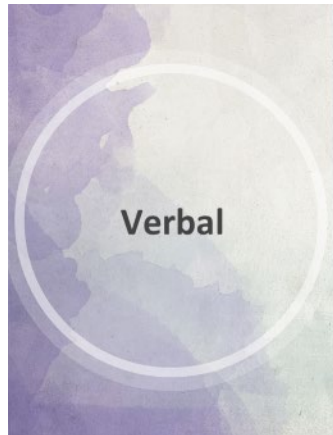
In early childhood education, verbal learners and auditory learners have similarities because they learn best from stories. As children get a little older, verbal learners prefer learning through reading, writing, and listening to information. Auditory learners focus on music and sound but will not necessarily enjoy reading or writing.

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Examples a verbal learners include:
- A child who loves to read and talk about what they read.
- A child who likes words and has grasped a range of vocabulary.
- A child who can say all the site words in the classroom.
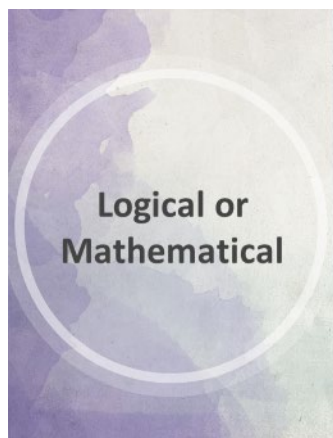
These children understand math and science better than other children, and focus on finding a pattern. As a teacher, you could use reasoning to provide answers that help these types of children learn information.

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Examples of logical or mathematical learners include:
- A child who is meticulous about counting, sorting, grouping, and classifying items – i.e. all the baby dolls have to sit together, all the red cars are together.
- A child who asks "why" frequently, to understand the larger meaning of things.

Some children learn better in group settings—something to keep in mind when arranging your classroom. On the flip side, others are solitary learners. They understand information best when allowed to work out the problems without others offering input. You'll notice that these children prefer playing alone rather than spending time with peers.

Interaction with children is also a contributing factor in learning. Some children learn better in group settings – something to keep in mind when arranging your classroom. On the other hand, others are solitary learners.

They understand information best when allowed to work out the problems without others offering input. You'll notice that these children prefer playing alone rather than spending time with peers.

Examples of social and solitary learners include:
- A child who is always leading and encouraging play with friends; a child who is very friendly and doesn't want to leave anyone out.
- A child who likes to be isolated from the rest of the class to read their book.

LEARNING STYLES – ACTIVITY

Predominant Styles		
Visual	Auditory	Kinesthetic

Other Styles		
Verbal	Logical or Mathematical	Social/Solitary

Distribute the 6 Learning Types handout.

Break participants into six groups.

Trainer Note: If you do not have enough participants, break participants into 3 groups and just use the predominant learning styles (visual, auditory, and kinesthetic).

Assign each group:
- *A learning type to discuss amongst themselves*

- *A child's age (ex. 12 months, 22 months, 3 years old)*

Have each group come up with an activity that can be done that promotes learning through their assigned type and age range.

Give them 10 minutes to discuss, then let each group present to the larger group. Talk briefly about each types after the group presents if they have missed any information.
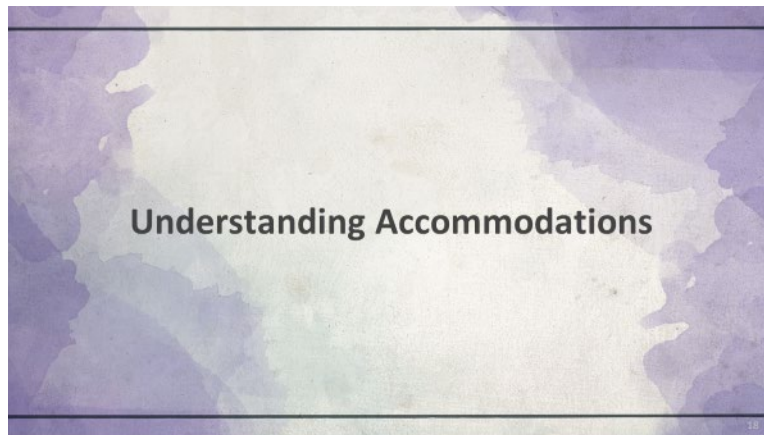
Ask participants the following questions.
- Do you think it is important to be able to adjust experiences within the classroom for different children? If so, why? If not, why not?
- What type of differentiated support do you currently provide for the students in your class?
  - Are they effective?
  - Do you struggle to incorporate modifications? If so, what do you attribute that to?

Next, we are going to answer three questions of accommodations: what, when, and how.

What are accommodations? **Accommodations are any adjustments to activities, lessons, routines, etc. for the benefit of a child.**

Some examples of accommodations include:

- Providing writing utensils in a variety of sizes for a child who struggles to use an appropriate pencil grasp.
- Incorporating more advanced questions into a lesson because a child has demonstrated an understanding of concepts presented.

Whenever you see that a child is having difficulty, adjust the experience to make it less challenging or more challenging to create more learning opportunities and to be more inclusive.

Some examples of when it is time to make accommodations include:
- Through teacher observation
- Through parent concern
- ASQs or other developmental assessment

Accommodations should only be given when necessary and when evidence suggests that a child needs individual support.

There are a variety of ways to adjust and modify activities. Teachers need to be creative and use the tools and knowledge they have acquired to best help their children.

Some examples of how to make accommodations include:
- Content, for example expanded or reduced stories, more topics
- Depth of content, such as higher level questioning, scaffolding, simplified text

- Other methods to explore the content, like materials provided, process through which children explore
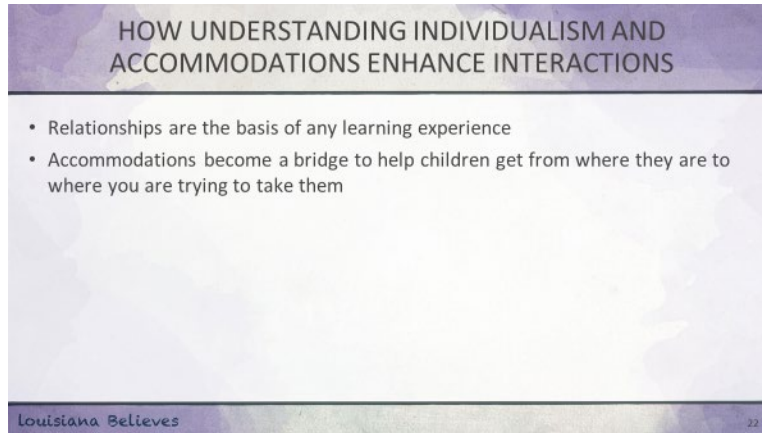
Relationships are the basis of any learning experience. When we are able to adjust to accommodate a child's needs, it strengthens that foundation of trust. It also reinforces to children that they matter and that we care about them.

Accommodations become a bridge to help children get from where they are to where you are trying to take them. Learning and development is a progression. Sometimes there are gaps on the way, and when we modify we build bridges for children to cross those gaps.
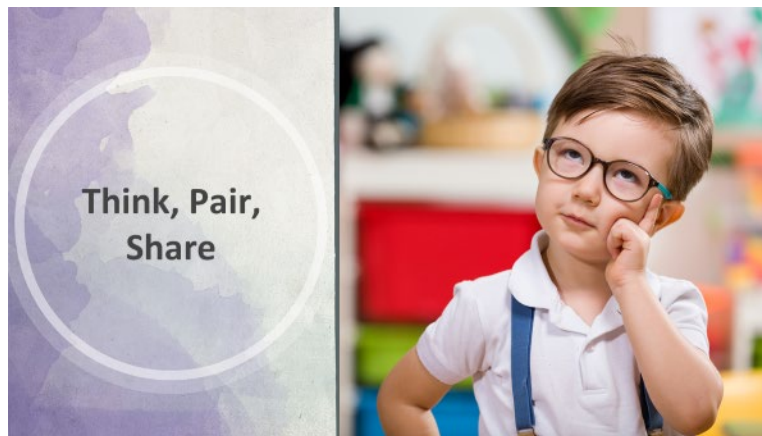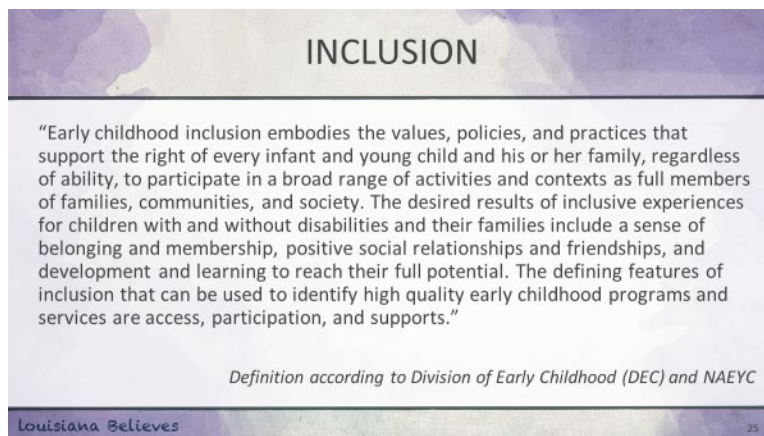

How do you think embracing a child's individuality and using accommodations enhance teacher-child interactions?

Some responses can include:
- *Encourage inclusion*
- *Show that you value each child as an individual*
- *Help children to understand information at their level and use modifications as a bridge*
- *Incorporating children's interests and ideas gives them ownership within the classroom*

Distribute Early Childhood Inclusion by DEC and NAEYC and Early Childhood Inclusion: For All Children in Louisiana handouts.

The definition of inclusion according to the Division of Early Childhood and NAEYC is the following:

"Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports."

BENEFITS OF INCLUSION

| FOR CHILDREN WITH EXCEPTIONALITIES	FOR CHILDREN WITHOUT EXCEPTIONALITIES
• Greater opportunities for interactions • Peer role models for academic, social, and behavioral skills • Families are more integrated into community • Enhance skill acquisition and generalization	• Increased appreciation and acceptance of individual differences • Increased understanding and acceptance of diversity • Opportunities to master activities by practicing and teaching others • Greater academic outcomes

There are benefits of inclusion both for children with exceptionalities, and for children without exceptionalities.

Benefits of inclusion for children with exceptionalities include:
- **Greater opportunities for interactions**
- **Peer role models for academic, social, and behavioral skills**
- **Families are more integrated into community**
- **Enhance skill acquisition and generalization**

Benefits of inclusion for children without exceptionalities include:
- **Increased appreciation and acceptance of individual differences**
- **Increased understanding and acceptance of diversity**
- **Opportunities to master activities by practicing and teaching others**
- **Greater academic outcomes**

Session Review
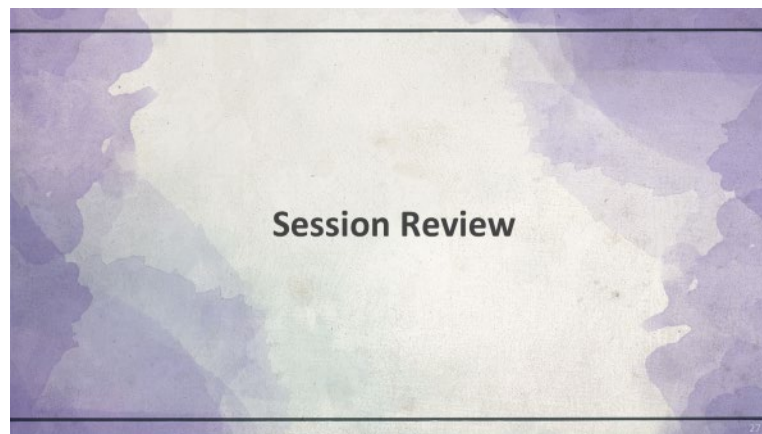
REVIEW LEARNING OBJECTIVES

- Adjust our perspective to better identify with each child as an individual
- Understand and define modifications
- Explore why it is important to be able to modify
- Identify when to use modifications
- Understand how to use individualization and modifications to help children succeed

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Explain that for each statement, they will show a "thumbs up" if they think we covered the objective, a "thumbs down" if we did not cover the objective, and a "sideways thumb" if we partially covered the objective.

Read the learning objectives on the screen.
- **Adjust our lens to better identify with each child as an individual**
- **Understand and define modifications**
- **Explore why it is important to be able to modify**
- **Identify when to use modifications**
- **Understand how to use individualization and modifications to help children succeed**

Reflections, Questions, & Comments

Open the floor for participants' comments and questions.
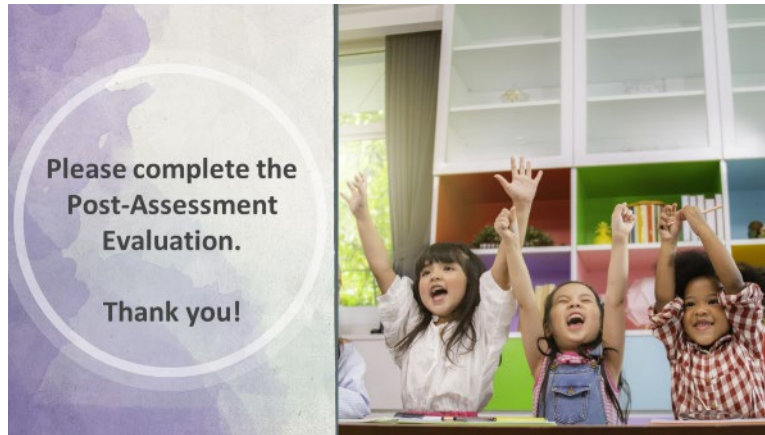
That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

Distribute the Post-Assessment Evaluation.

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further.

Thank you.

Post-Assessment Evaluation Guidance
- *Review the forms to identify the group's responses*
- *Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support*
- *Share results with Louisiana DOE representative to inform local continuing professional development efforts*