

Individualized Program Planning (IPP) Workshops

Workshop #5: Selecting Accommodations and Strategies

Time	Approximately one hour
Purpose	To explore considerations for selecting accommodations and strategies during the IPP process.
Reference	Chapter 6: Selecting Accommodations and Strategies in <i>Individualized Program Planning</i> (2006)
Grouping	Small groups and whole group
Resources	<ul style="list-style-type: none">• Blackline masters for Activities 1 and 2 (attached)• File cards
Process	<ol style="list-style-type: none">1. Introduce yourself and complete an introductory activity such as “Introducing Your Neighbour” or “Four Questions.”2. Organize participants into small groups and complete the following activities:<ul style="list-style-type: none">• Choosing Accommodations• Barriers to the Effective Use of Accommodations
Wrap-up	Complete a culminating activity such as “3-2-1” in which participants summarize: <ul style="list-style-type: none">• 3 important ideas that they want to remember about selecting accommodations and strategies• 2 things they would like to know more about selecting accommodations and strategies• 1 accommodation strategy they would like to try in the future.

Workshop #5: Selecting Accommodations and Strategies
Activity 1: Choosing Accommodations

Consider the following student scenarios.

Peter is a Grade 3 student with significant cognitive delays who is easily agitated.

Rachel is a Kindergarten student who has a great deal of difficulty sitting still and participating in both small and whole group activities.

Halle, a Grade 1 student, has difficulty gripping a pencil. She also has limited mobility.

1. Brainstorm at least three examples of potential accommodations for each of these students.

Peter

- _____
- _____
- _____
- _____
- _____

Rachel

- _____
- _____
- _____
- _____
- _____

Halle

- _____
- _____
- _____
- _____
- _____

2. Supporting All Students

How could one or more of these accommodations be used to support all students in the classroom?

3. Classroom Experiences

Using file cards, write a brief description of the student you are working with and list some examples of classroom tasks that he or she finds challenging. Exchange the card with another participant or small group, and brainstorm potential accommodations and strategies for that student.

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Activity 2: Barriers to the Effective Use of Accommodations

Working with a partner or small group, think of an example from your classroom experience that illustrates each of the following types of barriers to accommodations. Record on the organizer below.

Misunderstanding the purpose

Example:

A young boy in the Grade 5 program had some short-term memory difficulties that made memorizing multiplication facts extremely challenging. The teacher supplied him with a calculator during math class and this helped considerably and marks on his math test averaged 70 percent. At parent-teacher interviews, his parents repeatedly asked for another kind of accommodation for math class because, they felt, if the accommodation was really working, their son would not be making any errors on his math tests.

Example:

Selecting accommodations that are not appropriate

Example:

Not involving students in the process

Example:

Using accommodations inconsistently

Example:

Overusing accommodations and possibly reducing expectations

Example:

Share your examples with the whole group and discuss strategies for overcoming these barriers.