

Improve Student Access Q&A

Amy Campbell

Helen Baller Elementary, WA State Teacher of the Year 2020

Question:

Are you using a captioning service, or how is the captioning being generated? (Cindy J.)

Answer:

I am using the Live Captioning available my Google Slides presentation

1. Connect to the Internet.
2. Open your presentation in Google Slides and start presenting.
3. To turn on captions, click CC or press the shortcut for your browser:
4. Chrome OS or Windows: Ctrl + Shift + c
5. Mac: ⌘ + Shift + c
6. As you speak, captions appear at the bottom of the screen.
7. Captions don't include punctuation.
8. Keep in mind the captioning is not always 100% accurate.

Question:

There is confusion with IEP online as to what an accommodation is vs. modifications. There are a lot of things put in modifications that I don't believe are modifications. Please clarify. (Kristen L.)

Answer:

I can't be entirely sure who creates the drop-down options in IEP Online, but hopefully there is a custom tab that allows you to make sure that the modifications and accommodations are sorted into the correct categories on the IEP.

Question:

Especially now with COVID and virtual learning, what recommendations do you have for finding the balance between trying/finding tools/accommodations that help and support learners while not overwhelming students and families with too many different and new technology all at once? (Megan B.)



Answer:

I think this varies for each family. I have a few families who need support to implement one strategy at a time and others who want as many as I can. I would prioritize the top few that are going to create immediate positive outcomes and then build from there. The goal is to start to build the success and decrease the stress, but you are absolutely right to not want to overwhelm.

Question:

I would love to add alternative seating. Is there a list of suggested funding sources where we might seek grants for this? (Mary D.)

Answer:

We have a lot of support using Doners Choice in our school to create entire classrooms with alternate seating options, but also some teachers are just getting inexpensive yoga balls at department stores. I usually send out an all school email and make a social media post inquiring if people have any stools, yoga balls or alternate seating options they are done with. I have gotten some great stuff!

Question:

Accommodations vs. modifications is a big area of misunderstanding in the general education environment. (Mary D.)

Answer:

I think there is confusion between the two things across a lot of settings. There are a number of resources available on the internet and I would recommend finding one that features examples that match your students' needs but [here is a page](#) that I found with some nice examples that contrast the differences between the two and how we implement with both.

Question:

I'd love to hear behavior accommodations as my toolbox isn't working. Do you recommend a book or website to find ideas? (Cecilia A.)

Answer:

I love all things [PBIS and this website outlines](#) a lot of thinking about behavior support and after you have tried your Tier 1 intervention then you can investigate the Tier 2 page and there are more intensive supports that would maybe be helpful you as you are considering additional supports.

Question:

I struggle with kids who want to sit/lie on the floor to read or do work. In some ways I feel like kids cannot learn that way (they may zone out or fall asleep), and other times I feel like it might be okay. Thoughts? (Loreley S.)



Answer:

I think there has to be a balance that works for you and your group of students. If you can work as a class and establish some norms and expectations, arrange times it would be most appropriate for your schedule, space and activities then I think it is a nice way to encourage student autonomy. Maybe it could start as part of a reward and then grow into the schedule. I think it wouldn't hurt to trial (to see if you lose engagement or work production) to break up the day without losing work opportunity!

Question:

So, can students requiring interventions to improve fundamental reading ability or math ability, expect to have that need met in a modified environment? (Mary D.)

Answer:

Specially Designed Instruction can be delivered in most settings and accommodations and modifications can happen at any time and anywhere. The team has to determine and document in the IEP where and when services will be provided. Unless you are referring to the accommodations that we give in an environment modifying it to increase access. I usually think of setting accommodations rather than modifying the environment so I can list each change to the environment. Again, the learning standard isn't changed, but the way the student will receive and experience instruction or share their knowledge might be adjusted.

