

ACCOMMODATING YOUR CLASSROOM

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WHAT TO EXPECT

- Introduction
- Accommodations Defined
- Sensory processing accommodations
- Attention deficit accommodations
- Visual inefficiency modifications
- Improving the ease of transitions
- Application to YOUR classroom

ACCOMMODATIONS DEFINED

“Accommodations do not fundamentally alter or lower expectations or standards in instructional level (conceptual difficulty), content, or performance criteria. Instead changes are made in the instructional *delivery* method, *assessment* method, or both to enable the student(s) to have access to the same learning and equal opportunity to demonstrate learning.” - Natalie Olinghouse, 2008

AREAS FOR ACCOMMODATIONS

- The way a child learns
- The way a child shows they have learned
- The environment and materials a child uses to learn

SENSORY NEEDS IN THE CLASSROOM

<https://www.youtube.com/watch?v=p49epMEJE0E>

SENSORY PROCESSING DIFFICULTIES



We received sensory input from auditory, visual, movement, touch, and oral senses.

SENSORY PROCESSING AND BEHAVIORS

Our responses to sensory input impact behavioral outcomes including conduct, social emotional responses and attention.

Conduct: Indicates a child's response to expectations (e.g. rushes through work).

Social Emotional: Indicates a child's expressiveness and coping skills in specific situations.

Attentional: Indicates a child's ability to detect important incoming information in specific situations.

BUT is the root problem SENSORY or BEHAVIOR?

PATTERNS OF SENSORY BEHAVIOR

Seeking/Sensory Seeker: This is the degree to which a child obtains sensory input.

Avoiding/Sensory Avoider: The degree to which a child is bothered by sensory input.

Sensitivity/Sensor: The degree to which a child detects sensory input.

Registration/Bystander: The degree to which a child misses sensory input.

SENSORY SEEKERS

- Have anyone who just. won't. stop? Never sits? Hands in/on everything and everyone? Seems to purposefully fall to the ground, crash into mats, constantly throwing away trash or getting drinks?
- Let them move
- *Heavy work*
- Provide fidgets
- Consider allowing oral input
- Pair with a low registrator

BYSTANDER/LOW REGISTRATION

- Have anyone who appears out of it most of the time?
Slumps or lays their head on their desk? Completes tasks very sloooowly? Doesn't seem to notice when you're calling their name or have changed gears? Takes an extra few times to "get" the instructions?
- Give warm up time
- NEED extra input but won't look for it
- Give them a job to do
- Pair with a seeker

AVOIDERS

Often times these children can be perceived as being behavioral and non-compliant in the classroom. Have any children that refuse to participate in your activities even with bribes and rewards? Have any that get emotional and upset about others getting too close to their personal space? These children are avoiders looking for a way to escape sensory input.

- Provide cues to ready them for the task
- Establish boundaries and parameters of what is expected (shorten time they have to complete the task so they can process and start/finish to bothersome task)
- Use a sensory contract (modified behavior contract) and talk with them about learning to regulate their sensory system if they are older
- Establish an area to 'reset' after engaging in this task

SENSITIVE

Have anyone who holds their hands over their ears with loud noises? Have anyone that doesn't like getting messy? What about someone who is easily distracted by noise or movement in the classroom? These children are sensitive to sensory input in their environment.

- Quiet Area
- Headphones/Ear Buds
- Music/white noise
- Preferential seating to decrease visual/auditory distractions
- Work corral for visual distraction
- Do not pair with a seeker who will distract them further

ACCOMMODATIONS FOR SENSORY NEEDS

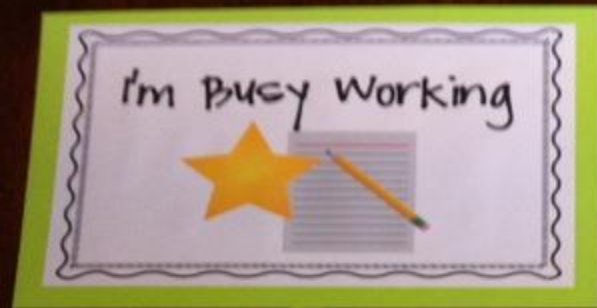
Movement in the Classroom

- Incorporate opportunities for movement throughout the day (2-5 minute movement breaks 2-3 times before lunch and 2-3 times after lunch will greatly increase the attention and focus for your ENTIRE class)
- Include different movement patterns when you are transitioning - it is an easy time to give extra movement and helps students change tasks as well
- You may want to try some of these strategies for quick movement breaks or to modify your lesson to include movement into the learning opportunity for the entire class
 - <http://www.davidkatzmd.com/docs/ABCmanual.pdf>
 - http://www.ecu.edu/cs-hhp/exss/upload/energizers_for_grades_K_2.pdf
 - http://www.ecu.edu/cs-hhp/exss/upload/energizers_for_grades_3_5.pdf
 - Or check out youtube for videos of brain breaks, movement etc.
- Morning and afternoon yoga poses (Go Noodle) or stretches could be a movement break for entire class

MOVEMENT BREAK

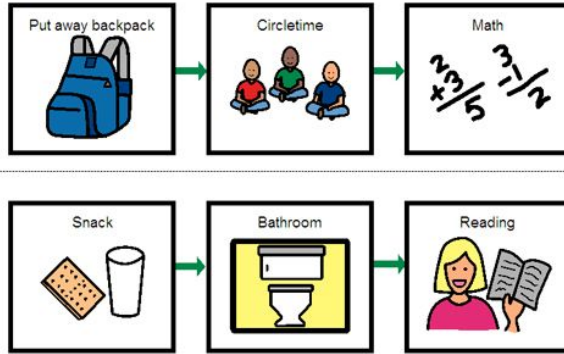
[https://www.gonoodle.com/channels/maximo/super-scooper?
source=channel](https://www.gonoodle.com/channels/maximo/super-scooper?source=channel)

Visual cue for Working/Need Help

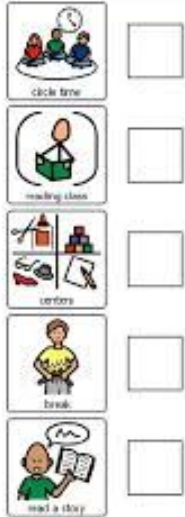


Visual Cues to provide

Morning Schedule



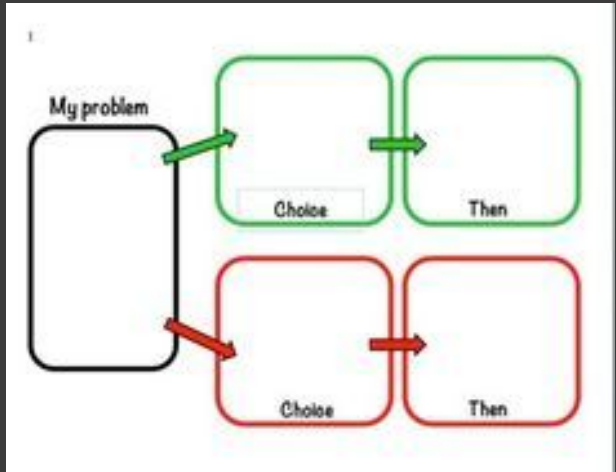
Today my schedule will probably be:



Give Me Five



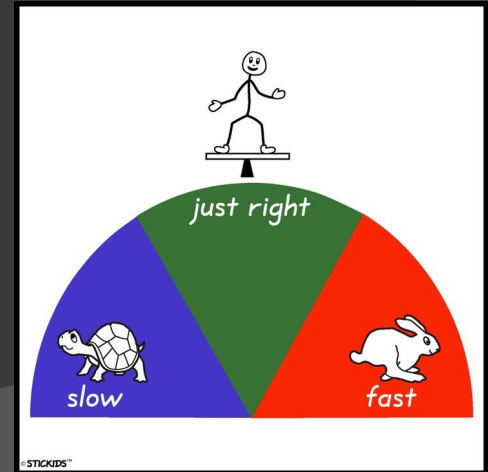
Cues for Behavior



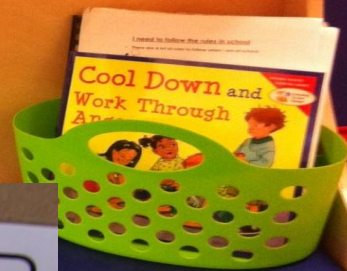


Establish some visual cues to help with self-regulation

- adjust speed dial for where their body needs to be to do different tasks (table top, centers, etc)
- give them visual cue of sensory task to do on movement picture strip

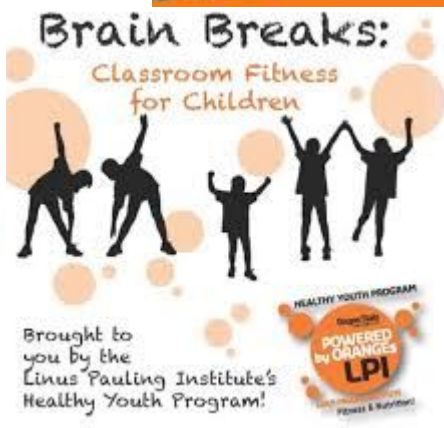
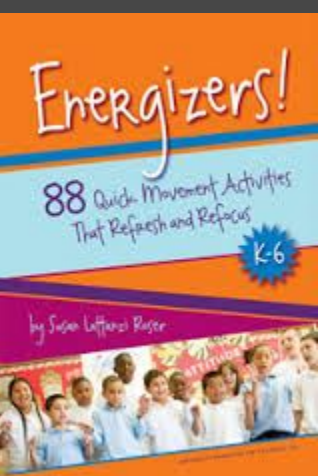


Provide quiet spot/calm down area and establish nonverbal cue to send them there



Movement

It is impossible to educate the mind without involving the body. Learning is thinking and movement integrated.



ACCOMMODATIONS FOR SENSORY NEEDS

The key with sensory accommodations is to use them PROACTIVELY so you can intervene BEFORE the sensory behaviors become a problem/disruptive.

Collecting data to make sure we have provided the right sensory strategy is also crucial!

ACCOMMODATING FOR ATTENTION DEFICITS



- A person diagnosed with ADD or ADHD, due to their difficulty paying attention, may in fact have an immature nervous system causing sensory integration dysfunction. This makes it difficult for him/her to filter out non-essential information, background noises or visual distraction and focus on what is essential.
- Students with difficulty attending often have trouble with multi-step directions, organization, and staying on task. They often are easily distracted by other things going on around them and it takes a great deal of effort to tune out unimportant information.

HELPING STUDENTS STAY ON TASK



ORGANIZING IMPORTANT INFORMATION



SOMETIMES SENSORY STRATEGIES CAN HELP

- Chewing gum or mints
- Alternative seating such as a wiggle seat or T-stool
(always consult with your OT before providing these tools to a student)
- Heavy work before time needing to focus
- Yoga activity as part of movement break

MOVEMENT BREAK

<https://www.gonoodle.com/channels/brainercise-with-mr-catman/tap-this-way?source=channel>

VISUAL INEFFICIENCIES

normal eye-tracking:

The cat on the mat.

Th ecat onth em at.

The cat on the mat.

The cat on the mat.

The cat on the mat.

The cat on the mat.

ACCOMMODATING FOR VISUAL INEFFICIENCIES

Visual efficiency refers to the extent to which a person makes the greatest use of the vision that is available to him or her.

Troubles with Visual efficiency

- Tracking (Horizontal, Vertical, Diagonal, Rotational)
- Convergence/Divergence
- Scanning
- Eye hand coordination

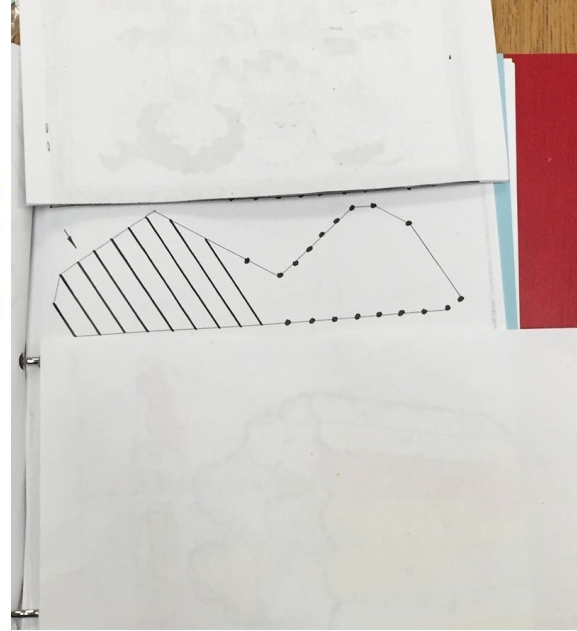
Practice Mode Retrains the Brain to Move Eyes Correctly for Reading

00:21 Touch Every M Found: 6/13 Trial: 1/1 skip

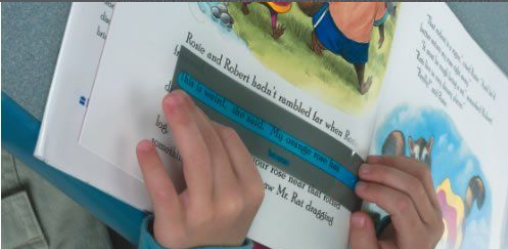
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TARGET MEMORY & ATTENTION						
=	M	V	M	Y	M	↖
M	M	F	\$	⇕	M	H

ERRORLESS LEARNING

Settings shown: Practice | Red Signal on Left | 1 Target | Blank Cancelled Targets | Font Maximized



Visual Accommodations



In this film, the General for the Confederate Army was _____ who fought against the _____ Army at the Battle of _____ in the state of _____.

The battle started on July ___ 18__ and ended July ___ 18__ when the _____ Army won.

VISUAL RESOURCES

www.eyecanlearn.com

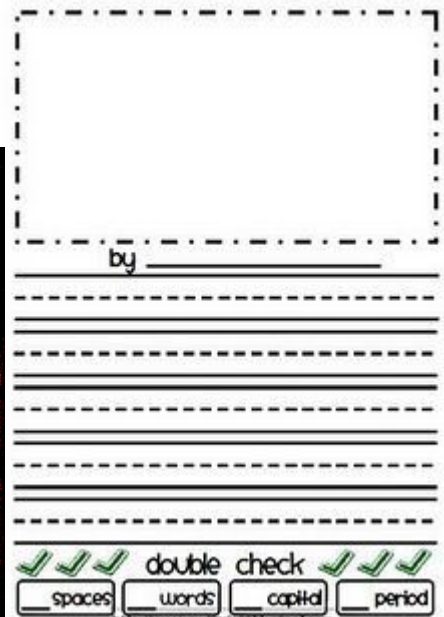
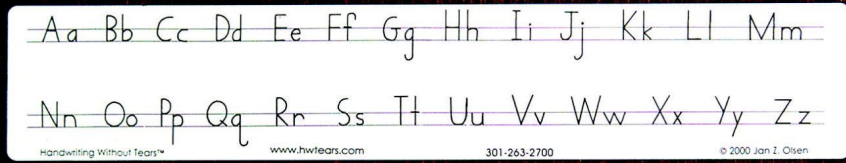
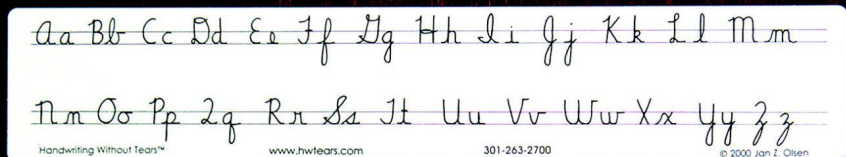
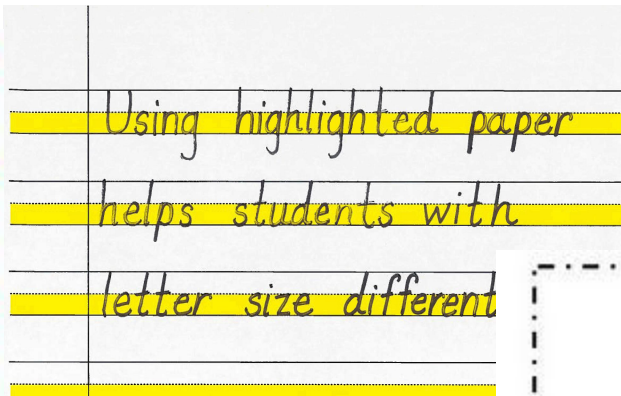
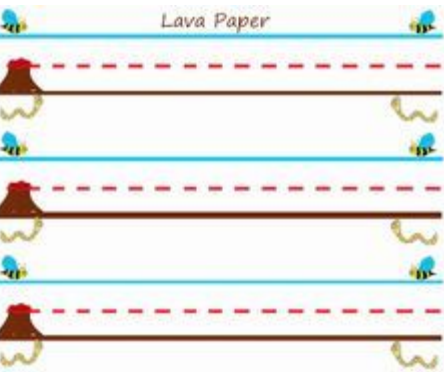
<http://www.teachingvisuallyimpaired.com/visual-efficiency.html>

http://www.tedmontgomery.com/the_eye/VT/therapy.html

Visual Efficiency Skill Apps

- Monster Hunt, Visual Attention lite, Cross Finger, Dots, Drawesome, Matrix Game 3, Matrix Game 2, Dexteria Dots 2, Spatial Line Puzzles, Tangram HD, Alpha Maze, Spot a Dot)

VISUAL INEFFICIENCIES AND HANDWRITING



5 Reminders to Self Check Your Handwriting

Letters are the correct size and shape.

abcdefghijklmnopqrstuvwxyz
 ABCDEFGHIJKLMNOPQRSTUVWXYZ

Letters are on the line.
 cat _sat_ _mat_ _bat_

Handwriting is neat.
 My handwriting is neat and not messy.

There is proper spacing between letters.
 My letters are spaced properly. I do not put spaces between letters like this - l e t t e r s.

There is proper spacing between words.
 There is one finger width in between words.

VISUAL INEFFICIENCIES AND HANDWRITING

Some letters are small.
a e m n o r s u v w x z

Some letters are tall.
b d f h i k l t

And some letters fall.

Name _____ Date _____

Please skip lines when you write on this kind of paper.

When you write a story, you should indent each new paragraph like I did here. Don't forget to write neatly!

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Chicken Letters
a, c, e, l, m, n, o, p, q, u,
v, w, x, z

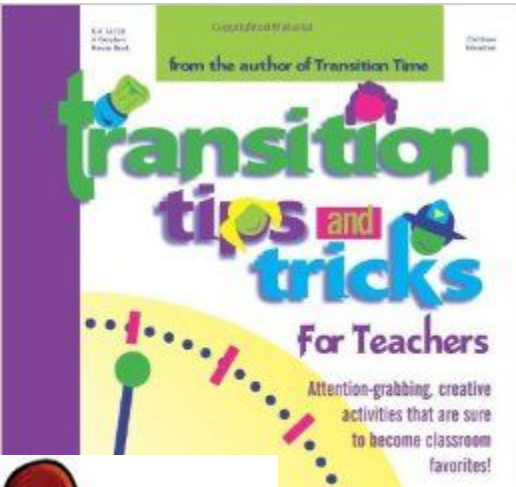
Giraffe Letters
b, d, f, h, k, l, t

Monkey Letters
g, j, p, r, y

IMPROVING EASE OF TRANSITION



TRANSITIONS MADE BETTER



Time Monitor

	Time is over.	1
	Time is almost finished.	2
	I can work for a little bit.	3
	I have some time.	4
	I have lots of time.	5

first	then

first	next	then



Songs for Tranquil Transition Times

INCLUDE MOVEMENT AND THEN CUE TO STOP



<p>Ice Skate</p> <p>Don't lift your feet up! Skate over to your spot and pretend you are on the ice rink!</p> 	<p>Row That Boat</p> <p>Paddle your boat over to the carpet or to your area! Row, row, row!</p> 
<p>Dance Dance</p> <p>Show off your dance skills and move and groove your way on over!</p> 	<p>Tippy-Toe</p> <p>Tip toe over quickly and quietly to where you need to be.</p> 
<p>Froggy Hop</p> <p>Crouch down with your hands on the floor between your feet. Spring up and hop forward! Continue this until your destination.</p> 	<p>Walk Like an Egyptian</p> <p>Walk like an Egyptian - one arm forward, one arm back!</p> 
<p>Monster Walk</p> <p>Stretch your hands and arms high up in the air with your feet spread apart. Lumber on over with your best monster face and monster walk!</p> 	<p>Robot Walk</p> <p>You Must Come Over Now Move Your Arms, Scoot Along The Floor, Please.</p> 

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<p>Ride Your Bike</p> <p>Pretend that you are holding handlebars, and "pedal" your way over to where you need to be!</p> 	<p>Fly an Airplane</p> <p>Wings out to your sides! Fly over to the carpet or to the area you are supposed to go to!</p> 
<p>Giant Steps</p> <p>Take huge giant steps and pick your feet up high! You're a giant, you touch the sky!</p> 	<p>Baby Steps</p> <p>Take little tiny steps as you move over to where you are supposed to be!</p> 
<p>Sneaky Walk</p> <p>Pretend like you are trying to be super sneaky! Tippy-Toe over while holding your arms and body close!</p> 	<p>Penguin Waddle</p> <p>Put your arms straight down at your side with your hands pointed outwards. Keep your legs together and your feet pointed outwards too. Waddle on over!</p> 
<p>Ballerina Twirl</p> <p>Hold your hands over your head like a ballerina, stand on your tippy-toes, and twirl or over like a ballerina!</p> 	<p>Bunny Hop</p> <p>Move like a bunny! Hop over to your spot with your feet and legs together as you move!</p> 


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Eyes on the door,
feet on the floor,
hands behind my back
and say no more.



©2014 KindergartenWorks
Shared By Joanne on FB

Action Cup!



Write different "actions" on popsicle sticks. Each time you have to transition, have a student pick an action from the cup, such as "run in slow motion" and have the class do that action while they transition!

WHAT THINGS CAN YOU CHANGE IN YOUR CLASSROOM?

Do you need more movement?

Do you need more visual cues?

Do you need more verbal cues?

Do you need to accommodate a child's writing paper?

Do you need to change the environment to help a child focus?

Do you need to change your transitions to include more cues or movement?

Are there items an individual child needs in your class?

Do you need to get in touch with your school OT to help you?

MINDSET WHEN THINKING ABOUT ACCOMMODATIONS

- What learning demands are your students not meeting
- What materials can you adapt to help your student(s) learn
- What teacher strategies can you change to aid in their learning process
- Try the adaptations and teaching strategies, **take data** to determine your success and make adjustments
- Slowly decrease the need for your adaptations when appropriate
- Make parents part of this process - tell them what you are adapting and changing so they are well informed and can be active participants in their child's learning

QUESTIONS?

Thank you for coming!

Go. Accommodate. Succeed.

References available upon request.