



# Teaching Students with Accommodations

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# Arcadia Charter School



## Stats:

- Located in Northfield, MN
- Both Middle & High School
- Project-based curriculum
- About 120 students total

## Japanese Program:

- Finishing the 2nd year
- Also enrolling Northfield High School Ss
- Class sizes between 8 and as few as 2 Ss



**ARCADIA**  
CHARTER SCHOOL

# Issues & Accommodations



- Dyslexia
- Dysgraphia
- Sensory (light, sound, touch, etc)
- Processing (speed, etc)
- Many more
- Extended time on assignments, assessments
- Different locations for quieter environments
- Ability to use helper tools, etc.
- Ability to wear headphones to limit aural distractions, etc.

# Accommodations vs. Language Education



- Extended time on assignments, assessments
- Different locations for quieter environments
- Ability to use helper tools, etc.
- Ability to wear headphones to limit aural distractions, etc.
- Others
- Timed to promote automaticity
- On the spot reactions to promote automaticity
- Restricted access to helpers to ensure memorization
- Fear of losing the student to distractions
- Others

# Two case studies



## Student 1

- 15 years old, High School 1st year
- Home-schooled until entering Arcadia
- Attention issues
- Handwriting issues
- Visual impairment
- Extra time

## Student 2

- 15 years old, High School 1st year
- Severe mental health issues
- ADHD & Autism diagnoses
- Dyslexia
- Dysgraphia
- Red/green color blind
- History of truancy
- Poor academic record

# Before accommodations

## Student 1

- 15 years old, High School 1st year
- Home-schooled until entering Arcadia
- Attention issues
- Handwriting issues
- Visual impairment
- Extra time
- Occasionally absent
- Frequent instances of 'zoning' out
- Panic attacks
- Handwriting was poor
- Struggled to turn in assignments
- Could not finish tests

# Before accommodations

## Student 2

- 15 years old, High School 1st year
  - Severe mental health issues
  - ADHD & Autism diagnoses
  - Dyslexia
  - Dysgraphia
  - Red/Blue color blind
  - History of truancy
  - Poor academic record
- Occasionally absent
  - Some instances of 'zoning' out
  - Frequently no prepared
  - Handwriting was slow, difficult
  - Struggled to complete/attempt assignments
  - Could not finish tests, gave up



## Changed My Teaching

- Entirely cut writing exercises as homework
- Color-coded particles
- Added iconography
- MUCH more listen & repeat in class real time
- Encouraged Ss to stand up while learning
- Most homework focused on comprehension with little written expression
- Devoted select class times to HW time



# After making changes

## Student 1

- 15 years old, High School 1st year
- Home-schooled until entering Arcadia
- Attention issues
- Handwriting issues
- Visual impairment
- Extra time

- Occasionally absent
- No zoning, engaged in class
- No panic attacks
- Handwriting improved
- More assignments completed & turned in
- Tests were more complete

# After making changes

## Student 2

- 15 years old, High School 1st year
- Severe mental health issues
- ADHD & Autism diagnoses
- Dyslexia
- Dysgraphia
- Red/Blue color blind
- History of truancy
- Poor academic record

- Attendance/attitude improved
- No zoning out
- More confident
- MUCH more participation in class
- Completed more assignments
- Completed more of the tests

# Suggested References



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