Homework Modifications for Students with Down Syndrome

presented by:

Elizabeth Lewis, Education Director

Elizabeth@dscba.org

and

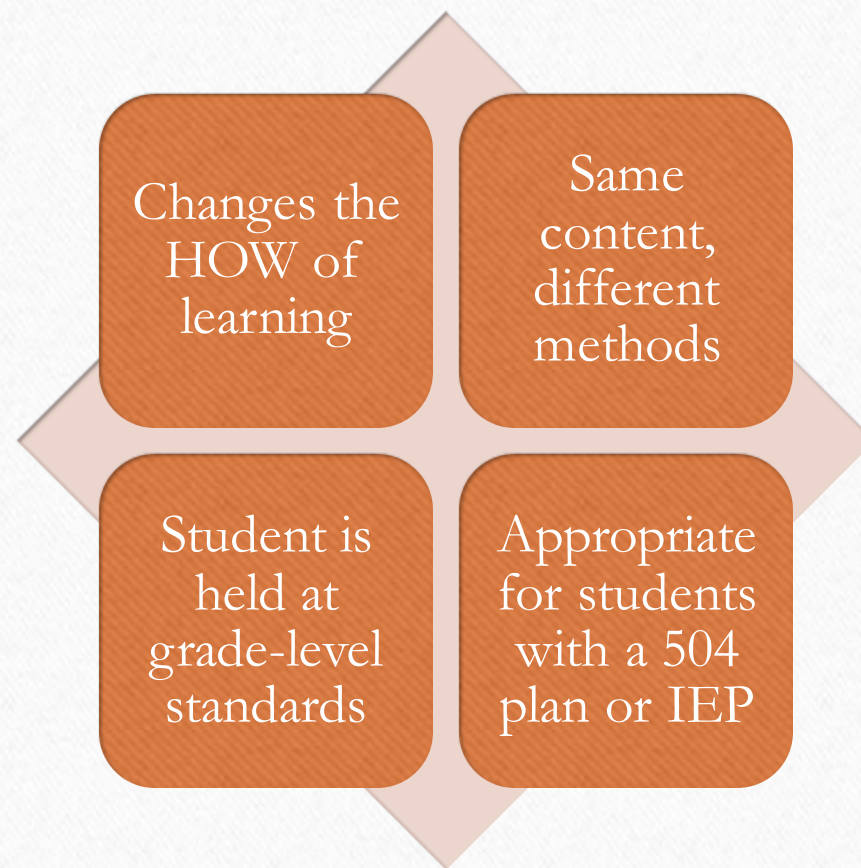**Laurie Hawley,** Education Support Manager

Laurie@dscba.org

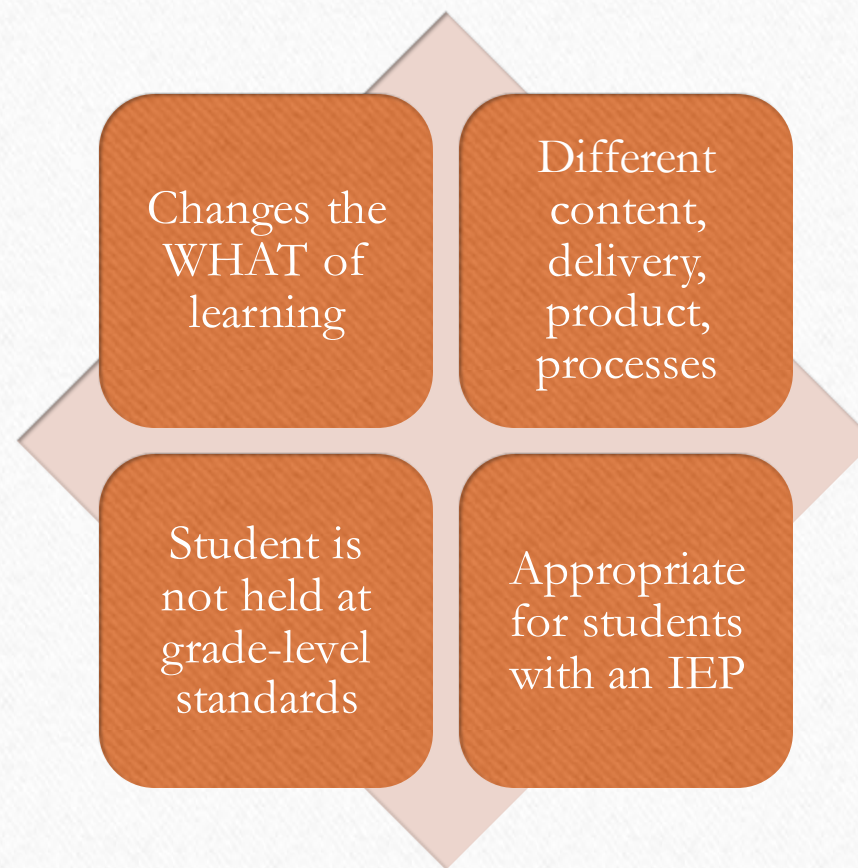Down Syndrome Connection of the Bay Area

dsconnection.org

Down Syndrome Connection
OF THE BAY AREA

ACCOMMODATIONS

Changes the HOW of learning

Same content, different methods

Student is held at grade-level standards

Appropriate for students with a 504 plan or IEP

MODIFICATIONS

Changes the WHAT of learning

Different content, delivery, product, processes

Student is not held at grade-level standards

Appropriate for students with an IEP

Students with Down syndrome need Accommodations **AND** Modifications

1. **Quantity**
2. **Time**
3. **Level of support**
4. **Input**
5. **Output**
6. **Difficulty**
7. **Participation**
8. **Alternate goals**
9. **Substitute curriculum**

Accommodation vs Modification

Accommodation

- **Reading:** Provide books in alternate formats, such as Braille, large print, audio formats, and digital text.

- **Math:** Provide fewer problems on a worksheet (student completes all problems, but on multiple worksheets)

- **Testing:** Allow test to be taken in a room with few distractions

- **Grading:** Weigh daily work higher than tests for a student who performs poorly on tests due to the disability

Modification

- **Reading:** Provide alternate books with similar concepts but at an easier reading level.

- **Math:** Reduce cognitive demands; focus on mastery of more functional math concepts

- **Testing:** Use recognition tests (true-false, multiple choice, or matching) instead of essays

- **Grading:** Permit student to rework missed problems for a better grade. Use a pass-fail or an alternate grading system

Universal Design for Learning

Teachers create lessons and activities that incorporate the following:

- Multiple means of representation - Information and content are presented in various ways, such as through visual, audio and tactile materials

- Multiple means of action and expression – Students can demonstrate their understanding of the material in numerous ways, such as written, spoken, artistic or digital presentation.

- Multiple means of engagement – Teachers provide different ways for the student to engage and remain motivated during the lesson.

From Inclusion in Action by Nicole Eredics

Equal, static instruction. (c.f. "Traditional Instruction")

Equitable, support based on student need. (c.f. "accommodations and modifications")

Flexible learning experiences, such that variable learners have access. (c.f. UDL)

Steps to Effective Differentiation

- Gather Facts About Learner (remember to focus on strengths!)
- Facts about the class, lesson, teaching style
- Identify mismatches between student facts & class/lesson/teaching style facts
- Brainstorm potential solutions to mismatches between facts
- Differentiate Content & Materials
- Differentiate Products & Assessments
- Differentiate Processes of Learning

Know you student AND his/her IEP Goals!

"All About Me"

TROY HANSEN AGE 5

Teach Me To Soar and I Will!

VISION STATEMENT
We envision Troy living a self-determined life of choice. We envision him being a respected and included community member. Troy will graduate high school prepared for college or work. We envision him living a happy, purpose-filled life surrounded by love and support.

STRENGTHS
- Polite and Congenial
- visual learner
- socially motivated
- Sight Word Memorization
- Letter sounds
- Counting
- Helping Teacher

WHAT WORKS FOR ME
- Visual cues and schedule
- Lots of repetition
- Appropriate modifications
- Peer help
- Giving me a job

WHAT DOESN'T WORK
- Negative Commands
- Tests without Modifications
- Taking my behavior personally

WHAT I'M WORKING ON
Academically, Troy is working writing his name, learning new sight words, and one-to-one correspondence. Socially, Troy is working on asking friends to play, transitioning from task to task, and verbalizing wants and needs.

I LOVE: Music, Reading, Rhyming Books, Baseball, Pirates, Chips

IEP "Cheat Sheet"

Student Name

SPECIAL ALERTS

STUDENT INFORMATION
- Birthday (Age)
- Grade Level
- Disability

RELATED SERVICES

DAILY LIVING SKILLS

	ABILITIES	NEEDS
Reading		
Writing		
Math		
Social Skills		

MODIFICATIONS & MANAGEMENT

TESTING ACCOMMODATIONS

# When Making Accommodations & Modifications

- Know what the goal is for your learner

- Relate content to prior knowledge and interests

- Remember that "equity" isn't the same as "equality"

- Have the student's work be as close as possible (in appearance and topic) as the other students

- Know the common types of curriculum adaptations

Maintain High Standards

- Although learning standards may be at a different grade level than those of same-age peers, educators still need to take the time to use high-quality content.

- Students with disabilities can be challenged to think deeper and use higher level thinking skills with appropriate supports as needed.

- "Productive Struggle"

Integrate Technology

- Find out what motivates and provides access for your learner.

- Examples: picture boards, choice cards, speech generating devices, books on tape, calculators, Ipads and applications, word processors, etc.

- Integrate technology throughout the day.
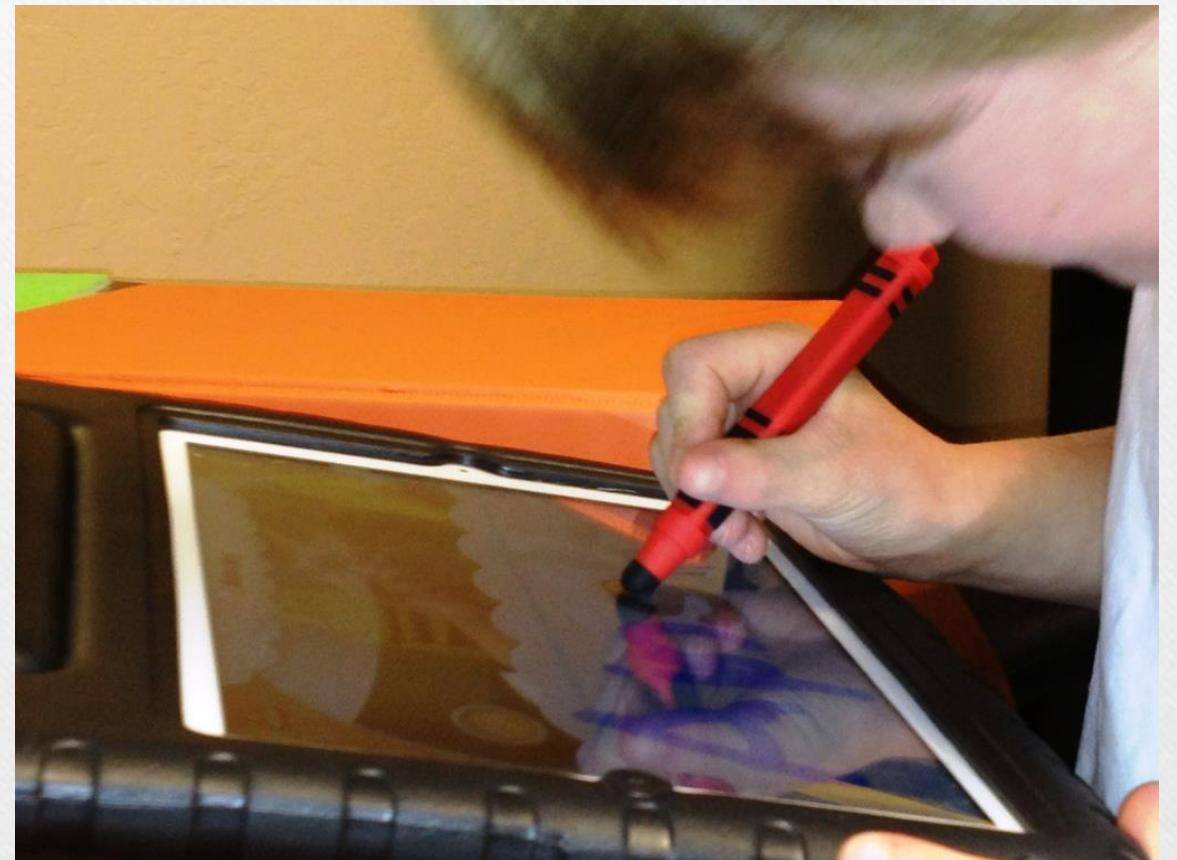
Allow multiple means of engagement with the curriculum.

Multimodal Communication

- Accept and incorporate all forms of communication: gestural, verbal, approximations, choice boards, etc.

- Model and encourage the use of the student's main mode of communication.

- Incorporate performing and visual arts: drama, dance, song, college, photo albums, etc.

- A STUDENT MUST BE ABLE TO COMMUNICATE IN ORDER TO PARTICIPATE!

Modifications

Modifications make the curriculum achievable! It involves combinations of altered content, conceptual difficulty, educational goals and instructional methods.

Utilize a Strengths Based Approach
Start by thinking about what they CAN do

Can't	Can
Can't write	Can type, use tiles, user Clicker app, copy, dictate, highlight, circle
Can't speak	Can point or use AAC
Can't add/subtract /multiply/divide	Can use manipulatives or calculator
Can't read	Can listen to a peer read, listen to audio book, understand visuals
Can't learn all of it	Can learn the big idea, key vocab

Stages of Modification

Can the student do what the rest of the class is doing?
If not, then determine the following:

- Can the student be given extra cues or prompts (such as highlighted text, or verbal and/or visual prompts from teacher) to accomplish the goals of the lesson? If not, then:

- Can the student get assistance from a peer to complete the lesson? If not, then:

- Can the student work in a cooperative learning group with adult assistance? If not, then:

- Can the student work on the same lesson with direct adult assistance? If not, then:

- Can the student work on a modified version of the lesson, accomplishing the most important objectives of the lesson? If not, then:

- Can the student work on an alternate activity that accomplishes the goals of the lesson?

- Can the student work with the same/similar materials but with an alternate learning goal tied to their IEP goals (ex: find and highlight all the 5s on a math worksheet)

Reading Adaptations

Accommodations:

Larger print, audiobooks, read with sibling, use AAC to participate in reading aloud

Modifications:

- Comprehension worksheets – highlight answers in the text, can color code to each question

- Ask concrete questions and provide prompt of two contrasting choices

- Search for adapted books online
http://www.ric.edu/sherlockcenter/wwslist.html

- ReadWorks.org - to find lower level reading passages with comprehension questions related to a topic/theme

Macbeth

Match the character to the description.

Macbeth	Three old women who make spells. They can see into the future.
Duncan	She is married. She wants her husband to be King.
Lady Macbeth	He is a soldier and a Lord. He wants to be King of Scotland.
The Witches	He is a kind, good man who is King of Scotland.

Writing Adaptations

- Use markers instead of pencil/crayon
- Utilize a slant board
- Trace over highlighter
- Provide boundaries to write in
- Dictate to a scribe
- Provide a word bank
- Clicker Sentences or Clicker Connect App (low tech version: use sentence strips)
- Keep the primary goal in mind, is it handwriting, spelling, or composing

Writing Modifications

Reduce Cognitive Demands

Demands of journal writing

1. Come up with an idea (picture prompts)
2. Turn idea into a complete sentence (sentence starter)
3. Spell words (Clicker Sentences app, sentence strips cut up, dictate)
4. Write each letter (Clicker app, copy, trace highlighter, dictate)

Spelling Adaptations

- Build words with magnetic letters/letter tiles
- Fill in a missing letter (first, last, vowel, etc.)
  (can utilize label sheets if can't write)
- Circle the correctly spelled word
- Shorten spelling list (10 words, 5 words, etc)
- Utilize alternate spelling list related to IEP phonics goal
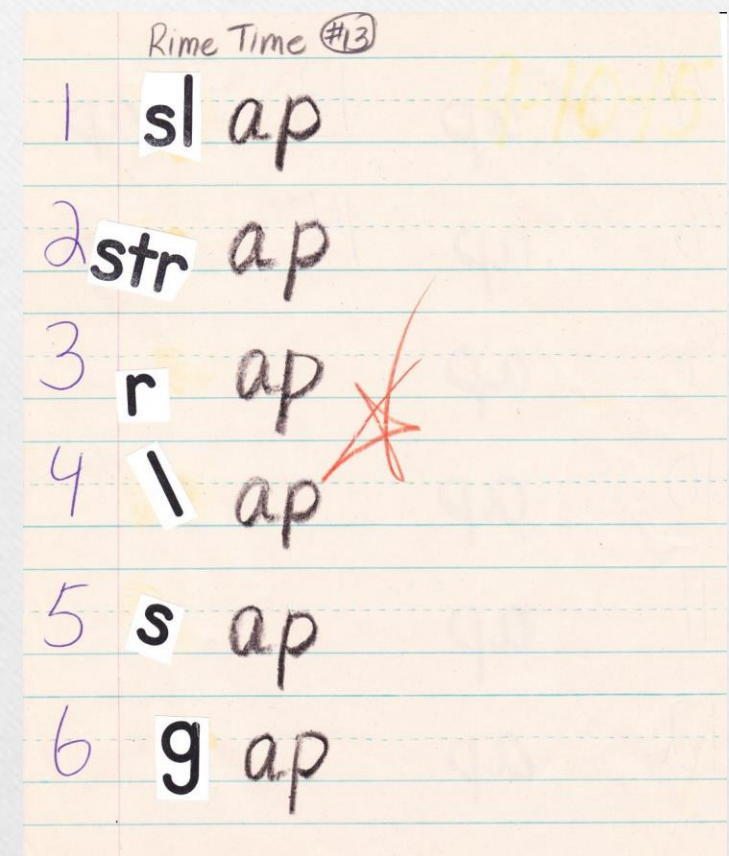
Science and Social Studies

They may not learn everything the other students learn about the topic and that is OK, they will learn something.

- Focus on the main ideas and key vocabulary

- Make assessments that reflect their learning goals

- Aim for active participation and engagement
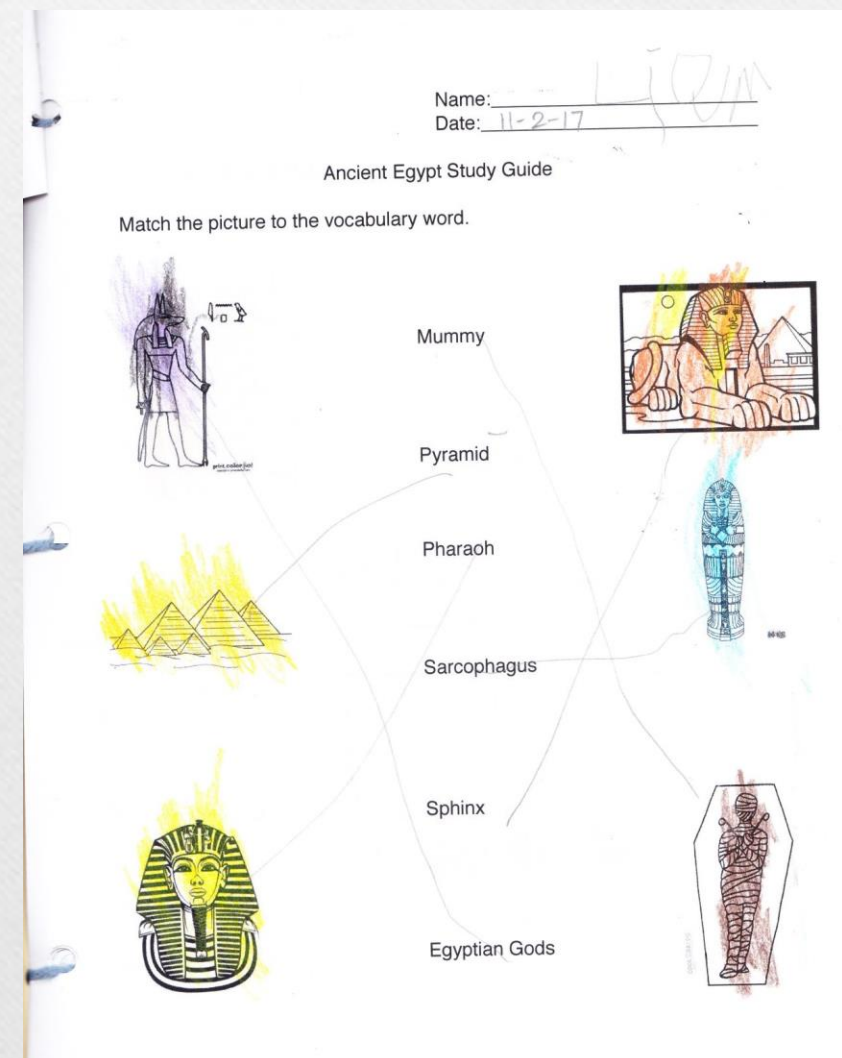
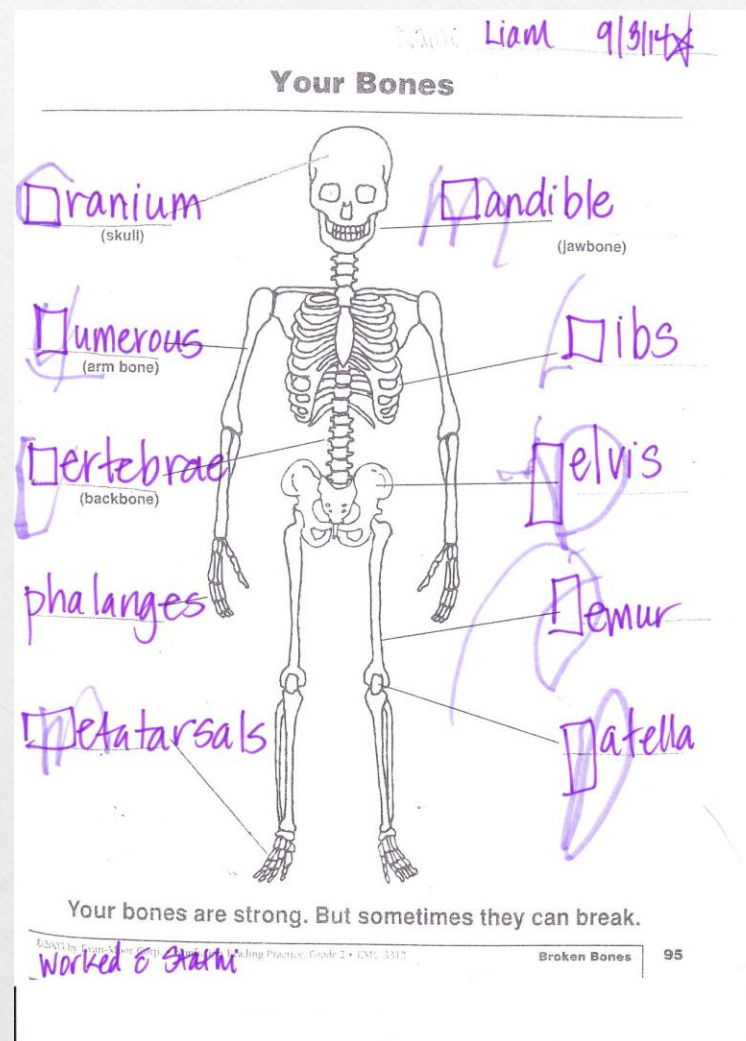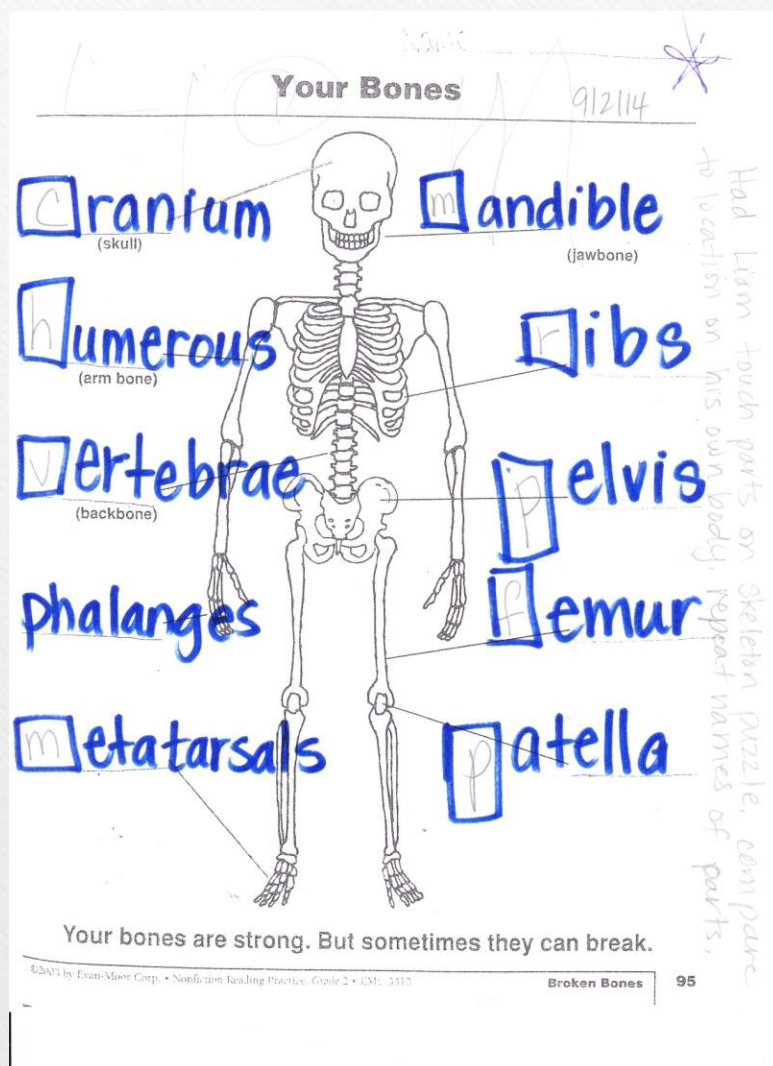# Science and Social Studies

Utilize graphic organizers, visuals, word banks, simple sentences
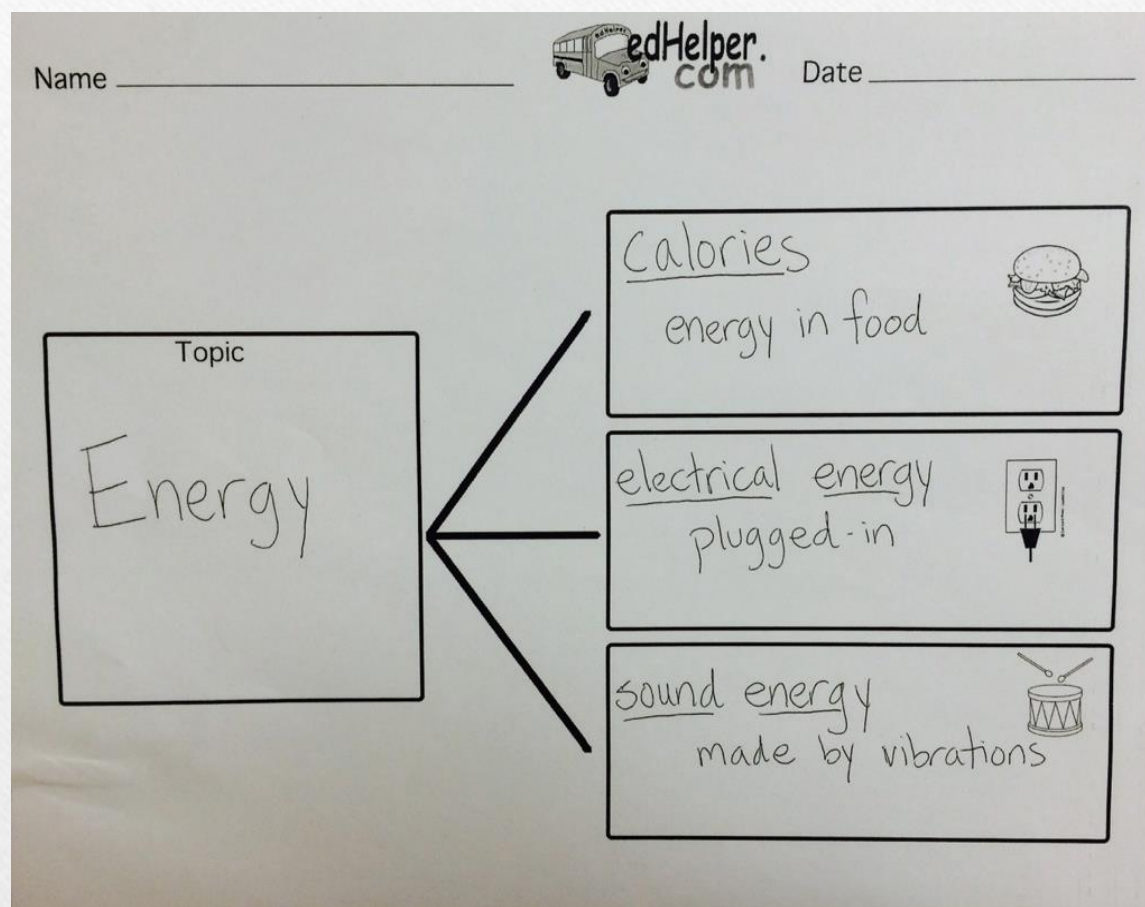
Don't forget about the community library and YouTube!

Science and Social Studies

Use blank sticky labels, side by side modeling, and break task down one step at a time
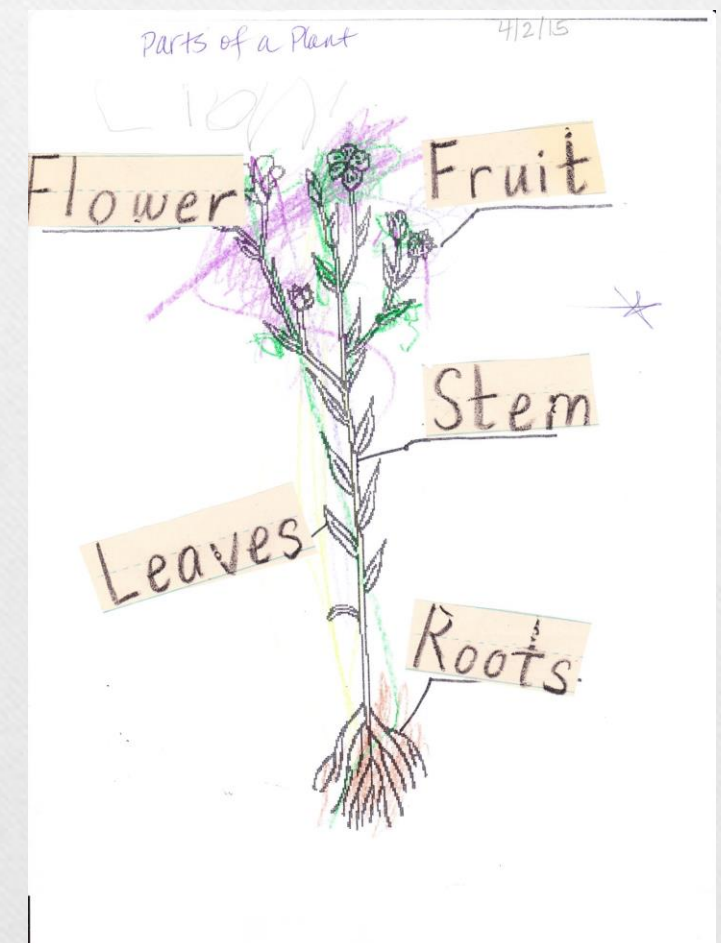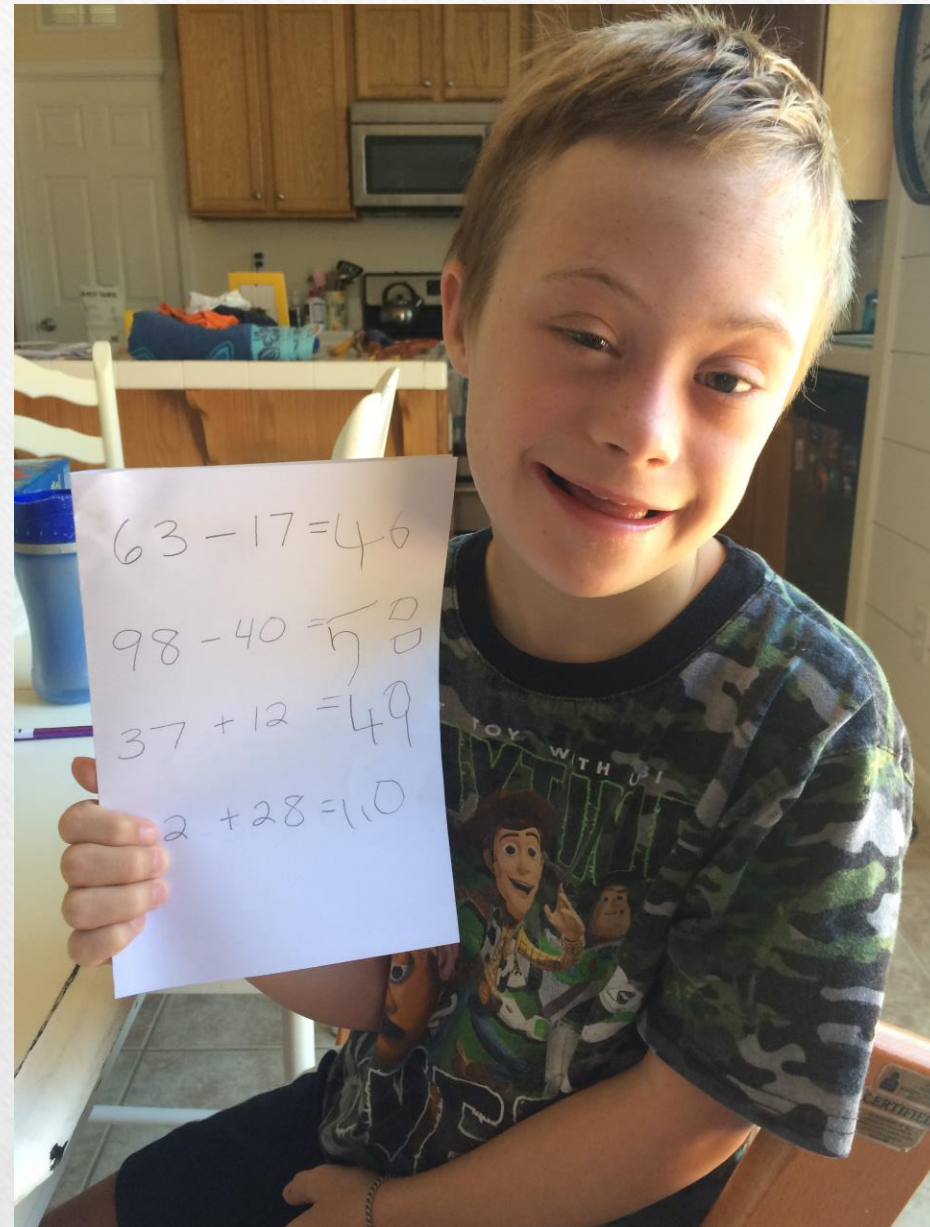
Math Modifications

Use manipulatives, number lines and hundreds charts
(Numicon manipulatives)

Math Modifications

Introduce calculator in Kindergarten or First Grade (Talking Kids Calculator app)

Math Modifications

Reduce Cognitive Demands

Demands of math word problem

1. Read the problem (parent/sibling read out loud)

2. Determine which numbers to use (highlight or circle)

3. Write equation (dictate to scribe, have already written)

4. Solve equation (manipulatives, calculator)

5. Write answer (prepared sticky labels, number tiles, copy, trace, dictate)

Learning Approaches that Support Students with Down syndrome

Reading and Language:

- RLI: https://www.down-syndrome.org/en-us/resources/teaching/rli/

- See & Learn: https://store.dseusa.org/collections/see-and-learn

- Special Reads for Special Needs: https://specialreads.com/

Math:

- Numicon: https://global.oup.com/education/content/primary/series/numicon/?region=international

- Touch Math: https://www.touchmath.com/

- Making Math Real http://www.makingmathreal.org/