

Randolph Public Schools District Curriculum Universal Accommodation Plan

PURPOSE:

The following information is provided to comply with the Massachusetts General Laws Ch. 71 Section 38Q 1/2 mandating that school districts provide a District Curriculum Accommodation Plan (DCAP) designed to assist Principals in ensuring that all efforts have been made to meet students' needs in regular education and avoid unnecessary referrals to special education. In addition, Section 59C of Ch.71 mandates that each School Council meets with the Principal "for the development, implementation and assessment of the curriculum accommodation plan" to be individualized for each school.

Supports for General Education Classroom Teachers

Universal accommodations are accommodations that any student can utilize to access information and demonstrate learning. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and equal opportunity to show what he or she knows and is able to do.

Below are checklists of instructional strategies to maximize student success in general education classrooms. The lists are broken down by domain: memory, listening, speaking, reading, writing, spelling, calculations, academic performance, depression/motivation, rules and expectations, and social skills/communication. The universal accommodations below are successful teaching strategies to support learning with the curriculum and with behavior.

For more information on instructional practices in Randolph, please refer to the June 2017 Instructional handbook.

DOMAIN AREA: Memory, Abstractions, Generalizations, and Organization

BEHAVIOR

UNIVERSAL ACCOMMODATION (UA)

RESOURCES

Disorganized	<ul style="list-style-type: none"> • Develop monthly calendars to keep track of important events, due dates, assignments, etc. • Provide a space for materials to be stored • Provided colored folders or a binder system for organization • If previous assignments/handouts are not needed, make sure they are discarded. Students should perform a weekly clean-out session of their desks and lockers. • Use of daily organizational checklist to assist students in remembering what to bring to class daily. • Schedule posted on board-picture icons use as appropriate 	
Difficulty remembering homework	<ul style="list-style-type: none"> • Provide daily agenda book • Create a parent communication log 	
Forgets rules and routine	<ul style="list-style-type: none"> • Provide a written-out sequence of steps for student to refer to for transitions • Provide peer partner 	
Difficulty taking notes	<ul style="list-style-type: none"> • A copy of the lesson notes (e.g. Smart board, overhead, lecture notes) printed out for the student, to follow along with • Provide scaffolded materials with partially completed notes to eliminate excessive copying/writing . 	
Difficulty following rules	<ul style="list-style-type: none"> • PBIS rules posted in classroom, reviewed on daily basis, correction procedures followed 	

DOMAIN AREA: *Listening*

BEHAVIOR	UNIVERSAL ACCOMMODATION (UA)	RESOURCES
Not Listening	<ul style="list-style-type: none"> • Maintain visibility, verbal repeat back 	

Differentiating sounds is difficult	<ul style="list-style-type: none"> • Use non-verbal signals • Give steps of directions • Give verbal directions before handing out papers 	
Doesn't listen to what other students are saying	<ul style="list-style-type: none"> • Practice active listening • Clear consequences 	
Difficulty following along while listening	<ul style="list-style-type: none"> • Present the information piece-by-piece • Use many hands-on manipulatives to reinforce the objective • Stop every so often to make sure the students are keeping up with you 	Teacher proximity Small group planning
Difficulty following oral directions	<ul style="list-style-type: none"> • Use of visuals paired with auditory directions, allow students to repeat and/or paraphrase directions, multi-step directions broken down into manageable 	
Difficulty following verbal directions	<ul style="list-style-type: none"> • Pair with visuals, gain attention prior to giving directive, frequent check-ins, student must repeat directions back to teacher 	

DOMAIN AREA: *Speaking*

BEHAVIOR	UNIVERSAL ACCOMMODATION (UA)	RESOURCES
Expressive and/or Receptive Language issues	<ul style="list-style-type: none"> • Small group instruction • Teacher led centers • Social skills groups during lunch or recess with peer role models • Repetition in small groups, wait time, provide written cues and examples for students to use, text to talk feature on I-pad 	Guidance Counselor

Omits, adds substitutes, rearrange sounds	<ul style="list-style-type: none"> • Say to student the correct and incorrect way • Make cards with target sounds 	Read Naturally Project Read SIPPS LLI
Not use appropriate subject/verb	<ul style="list-style-type: none"> • With a list of verbs not used correctly; create a learning activities centers 	Wonders Phonics LLI
Poor use of grammar in spoken language	<ul style="list-style-type: none"> • Provide student with appropriate language models 	

DOMAIN AREA: *Reading*

BEHAVIOR	UNIVERSAL ACCOMMODATION (UA)	RESOURCES
Comprehension	<ul style="list-style-type: none"> • Look for story elements; highlight • Leveled/tiered texts, small chunks or passages, visuals paired with written text, jigsaw 	Flocabulary Elements of a Story - Video & lessons Story Maps - Reading Rockets Active Reading Strategies - Princeton Beyond the Yellow Highlighter - article MyOn for leveled texts Newsela for leveled articles Rewordify (simplified complex text) Common Lit for leveled texts Books That Grow for leveled texts Tween Tribune for leveled articles ReadWorks for leveled & less complex Word Walls for visuals paired w/ text Jigsaw Strategy – Reading Rockets Jigsaw Lessons 3-12
Word attack	<ul style="list-style-type: none"> • Make connections 	
Fluency	<ul style="list-style-type: none"> • Key words 	

	<ul style="list-style-type: none"> • Provide opportunities for students to read material multiple times, modeling of fluent reading 	
Decoding	<ul style="list-style-type: none"> • Use online reading websites 	MyOn for leveled texts Starfall - learn to read Bookshare – online reading ReadWorks for leveled & less complex Room Reces – word/reading games The Reading Machine – reading games
Difficulty finding supporting details	<ul style="list-style-type: none"> • Use graphic organizers • Give time to read independently • Reduce amount of reading • Make tasks match reading level • Play Devil's Advocate. As the student tries to explain the main idea, ask them "why?" (e.g. "why is pollution bad?") Consistently have them elaborate. 	Teacher created follow-up questions Graphic Organizers for Reading Main Idea & Supporting Details Lesson Helping Children Identify Main Ideas and Supporting Details when Reading Teaching Main Idea with Scaffolding Supporting Details Video Lesson Framing Mini Lesson - article
Will not read	<ul style="list-style-type: none"> • Ask questions that rely on interpretation of the book, not memorization • Do not force the student to read aloud or do anything that might make the reading "embarrassing" for them 	Team CPTs to develop HOT questions Shared Reading strategy More on Shared Reading Repeated Interactive Read Alouds PreK/K – Reading Rockets Choral Reading – Reading Rockets Think, Pair, Share strategy Free Audibooks links Librivox Public Domain Audiobooks
Difficulty identifying the main idea of reading material	<ul style="list-style-type: none"> • Use of scaffolded graphic organizers, teacher modeling of strategies 	See supporting details box above

Supporting the main idea	<ul style="list-style-type: none"> Graphic organizers, highlighters, verbal and visuals paired together 	See supporting details box above
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DOMAIN AREA: *Writing*

BEHAVIOR	UNIVERSAL ACCOMMODATION (UA)	RESOURCES
Fails to use capitals and punctuation	<ul style="list-style-type: none"> Reduce amount of copying from the board 	Graphic organizers typed with notes
Fails to write in provided space	<ul style="list-style-type: none"> Allow cursive or printing or typing when available 	
Won't take notes	<ul style="list-style-type: none"> Review good note taking; have anchor charts and models around the room Give the students a reason to use note (e.g. allow them to use teacher approved notes on some assessments) 	
Writing open responses	<ul style="list-style-type: none"> Consistently use a grade level approved graphic organizer Annotating texts (Chunking) 	Teacher/grade level Teams
Hand writing is not readable	<ul style="list-style-type: none"> Consult of OT Provide supports such as a binder. Provide different paper. Provide practice 	OT Teacher
Difficulty organizing written work	<ul style="list-style-type: none"> Use of graphic organizers, modeling 	
Does not apply appropriate grammar and mechanics to written work	<ul style="list-style-type: none"> Use of editing checklists, peer edits, conferencing, modeling of sentencing 	

Capitalization, punctuation errors	<ul style="list-style-type: none"> • Repetition, copying from a teacher source then fading prompts 	
Low written output	<ul style="list-style-type: none"> • Graphic organizers, reduce amount needed to be written, talk-to-text feature on iPad, teacher scribe, write around 	

DOMAIN AREA: *Spelling*

BEHAVIOR	UNIVERSAL ACCOMMODATION (UA)	RESOURCES
Fails to use spelling rules	<ul style="list-style-type: none"> • Teach clue words to look for • Break apart complex words 	
Does not use word ending correctly	<ul style="list-style-type: none"> • Post and review spelling rules • Use of dictionary/computer tool 	
Difficulty spelling sight words	<ul style="list-style-type: none"> • Utilize spelling games/activities to promote memory and automaticity • Example Games: spelling puzzle; trace-copy-recall; sight word memory game; stairsteps; window writing or using shaving cream 	Online resources for ideas (e.g. spelling games or activities in the search engine)
Struggles to apply phonics skills to daily written work	<ul style="list-style-type: none"> • Review of sound/symbol relationships and syllable types, review strategies for breaking apart longer words 	
Difficulty spelling sight words	<ul style="list-style-type: none"> • Word walls, sand writing, shaving cream writing, wheel of fortune game, repetition, draw and write, talk to text feature on iPad 	

DOMAIN AREA: Mathematical Calculations

BEHAVIOR	UNIVERSAL ACCOMMODATION (UA)	RESOURCES
Cannot recall facts fluently	<ul style="list-style-type: none"> • Provide either multiplication chart or reference sheet • Create flash cards 	

Fact fluency	<ul style="list-style-type: none"> • Create school wide or classroom wide competitions or events that promote fact fluency 	School Site Committee Grade Level Teams
Difficulty remembering process for mathematical operations	<ul style="list-style-type: none"> • Provide reference sheet 	
Fluency	<ul style="list-style-type: none"> • Before/ After school help • Zearn/ Prodigy/ Gizmo • Targeted intervention during AI block • Send home reference sheet for parents • Communication with parent • Online programs: Zearn, Prodigy, Starfall, IXL • Reference sheets, calculator 	IT Teacher
Struggles with fact recall and fluency	<ul style="list-style-type: none"> • Use of calculator or multiplication chart, consistent review of basic math facts (mad minute, 5-minute drills) 	
Does not apply algorithms when computing	<ul style="list-style-type: none"> • Use of math reference sheet 	

DOMAIN AREA: Academic Performance

BEHAVIOR	UNIVERSAL ACCOMMODATION (UA)	RESOURCES
Not completing work-HW on time	<ul style="list-style-type: none"> • Consistent routine • Provide timer • Shorten assignments • Chunk out work • Parent communication log • Create a student teacher contract 	

Lack of homework completion	<ul style="list-style-type: none"> • Incentive chart, phone calls home/teacher consequence, "mandatory" extra help sessions 	
Low out-put or performance during certain periods	<ul style="list-style-type: none"> • Modify the student's schedule • Allow the student to work in separate settings during difficult time of the day • Create entry tasks into non-preferred academic periods (e.g. 5 minutes on an academic website; 5 minutes of a free read) 	Auxiliary staff; Inclusion teachers
Not completing tasks	<ul style="list-style-type: none"> • Create an incentive plan • Earns points/checks for task completion or work output • Classroom wide level system or bucket filler for completed assignments or class behavior • Reward time for showing expected behavior around academics 	
Below grade level	<ul style="list-style-type: none"> • Offer before or after school help. • Use AI block to target content gaps. • Meet with parents 	Teacher
Lack of task completion	<ul style="list-style-type: none"> • Incentive plan (both individual and classroom based), shortening/<u>adapting</u> of assignments 	
Work refusal	<ul style="list-style-type: none"> • Incentive charts, behavior plans, reward times for positive behavior (PBIS), parent contact 	

DOMAIN AREA: Depression/Motivation

BEHAVIOR	UNIVERSAL ACCOMMODATION (UA)	RESOURCES
Inappropriate comments	<ul style="list-style-type: none"> • Communicate with home • Consistent routine 	
Does not participate/lacks motivation	<ul style="list-style-type: none"> • Behavior plan/chart • Refer to guidance/social worker, use of incentives for work completion 	

	<ul style="list-style-type: none"> • Incentive charts, scheduled break time, rewards, parent contact, tiered-work 	
Sleeping in class	<ul style="list-style-type: none"> • Schedule of reward/break times throughout the day when pre-determined expected behaviors are shown or tasks are completed 	Guidance Counselor Administration
Fails to work appropriate with peers	<ul style="list-style-type: none"> • Social/emotional learning • Progress reports 	
Withdrawn/poor peer relations	<ul style="list-style-type: none"> • Lunch Bunch • Social Skills/activity group 	Guidance Counselor Teacher Administration

DOMAIN AREA: Inappropriate Behavior under normal circumstances

BEHAVIOR	UNIVERSAL ACCOMMODATION (UA)	RESOURCES
Easily angered; annoyed	<ul style="list-style-type: none"> • Give jobs/ responsibility 	
Not motivated by rewards	<ul style="list-style-type: none"> • Get help from service providers 	
Self-destructive behaviors	<ul style="list-style-type: none"> • Behavior plan; FBA 	
Lies Impulsive Does not accept change	<ul style="list-style-type: none"> • Clear expectations and consequences • Reinforce expectations • Behavior class agreements 	
Constantly interrupts/goes off topic	<ul style="list-style-type: none"> • Be proactive: Ask the student before they tell the story/comment, Is this relevant to the lesson? 	
Inappropriate language	<ul style="list-style-type: none"> • Do not address it publicly and make the student the center act of the show. Redirect with a calm demeanor, 	

	then reteach expected behaviors during a natural transition	
Angry/ SIB statements	<ul style="list-style-type: none"> • Give the student a job • Lunch group • Clear expectations • Pin up/ Pin down chart • Behavior chart • Contact outside agencies • Crisis team 	
Classroom disruption	<ul style="list-style-type: none"> • Proximity to student, verbal redirection, seat change, positive behavior incentives, consistent consequences 	
Disruptive behavior	<ul style="list-style-type: none"> • Behavior Support Plan, safety plan, rewards and incentives, complete work in a neutral space 	

DOMAIN AREA: Rules and Expectations

BEHAVIOR	UNIVERSAL ACCOMMODATION (UA)	RESOURCES
Obscene/ Inappropriate language	<ul style="list-style-type: none"> • Clear and concise consequences, rewards and incentives for those who use appropriate language 	
Does not take care of property	<ul style="list-style-type: none"> • Verbal/written reminders of class rules and consequences 	
Does not follow school rules	<ul style="list-style-type: none"> • Avoid power struggles • Cool down zones 	
Blurts out	<ul style="list-style-type: none"> • Ignore attention 	
Defiance and non-compliance	<ul style="list-style-type: none"> • Find time to clearly state the expectations of the classroom to the student prior to the group setting • Provide clear and concise verbal directives twice, provide written directive, rewards and incentives 	

	<ul style="list-style-type: none"> • Give 3 directives to the student to demonstrate expected behavior, with wait time in between each one; if non-compliance continues, then consequence is given 	
Runs around the building/ does not follow rules	<ul style="list-style-type: none"> • Consistent behavior chart. • 1-2-3 system • Rules and expectations explained. • Keep student safe • Give visual Schedule • Communication with home. 	
Classroom disruption	<ul style="list-style-type: none"> • Proximity to student, verbal redirection, seat change, positive behavior incentives, consistent consequences 	

DOMAIN AREA: *Group Behavior*

BEHAVIOR	UNIVERSAL ACCOMMODATION (UA)	RESOURCES
Classroom management	<ul style="list-style-type: none"> • Have all students participate in a set of norms/expectations; create an anchor chart and have all students sign it • Consistent routines and structures in the class room • Review expectations daily, parent contact, rewards and incentives • Pin up/ Pin down chart • PBIS incentives 	

DOMAIN AREA: *Social Skills/Communication*

BEHAVIOR	UNIVERSAL ACCOMMODATION (UA)	RESOURCES
Inappropriate peer interactions	<ul style="list-style-type: none"> • Reteach expected behavior • Clear and consistent consequences 	Super flex curriculum used by social worker and guidance

<p>Difficulty navigating social norms</p>	<ul style="list-style-type: none"> • Small group lunch group 	
<p>Lack of coping strategies</p>	<ul style="list-style-type: none"> • Pre-teach coping skills • Create spaces in the room to utilize coping skills • Create bins/buckets of fidgets and sensory tools • Review expectations of proper fidget use • Review expectations during morning meeting or as necessary, practice and role-play, social skills training during social group with counselors, social stories, expected vs. Unexpected behaviors, behavior plans 	<p>Online social stories Guidance counselor</p>
<p>Age Appropriate behavior</p>	<ul style="list-style-type: none"> • Peer buddy • Lunch Group with SW or Guidance • Behavior chart 	<p>Guidance/ Social worker Classroom teacher</p>