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Unit Plan: Accommodations Template

	Title	Case Study	Description/Rationale	Visual
1	Classroom Arrangement	(For this section, design a seating arrangement for the students in the Case Studies you choose, as well as a number of other students you can create for your class.)	The student's desks are set in four rows of five. They can easily be moved together for cooperative work, but are separated for lessons and independent work. Bethany is seated at the front of the room she can see any writing on the board clearly and focus on the lesson. Stacy often feels embarrassed about using headphones for her text-to-speech, so she is in the back corner so she doesn't feel like everyone is staring at her and uses her accommodation as needed. This also puts her close to the teacher's desk should she need anything orally administrated to her. Hwan is at the front of the class so his full attention is on the board and the teacher during the lesson, as it may be easier for him to miss parts of the lesson due to the language barrier. Jerome is at the very back, directly in front of the teacher's desk. This keeps his classmate's attention off of him, and the teacher's attention on his behavior.	The diagram illustrates a classroom layout. At the top is a long horizontal rectangle labeled 'Whiteboard'. To its right is a small vertical rectangle labeled 'Door'. On the left side, there is a vertical rectangle labeled 'Bookshelf' and below it another vertical rectangle labeled 'Supply Cabinet'. On the right side, there is a vertical rectangle labeled 'Supply Table' and below it another vertical rectangle labeled 'Standing Desk'. In the center, there are four rows of five small squares representing desks. The names of the students are written in these squares: Row 1 (front): Quincy, Lola, Bethany, Jace, Hwan; Row 2: Anthony, Mason, David, Luz, Ellie; Row 3: Diamond, Bradon, Nate, Josuan, Yaritzi; Row 4 (back): Stacy, Erin, Jerome, Rylee, Jackson. At the bottom center, there is a rectangle labeled 'Teacher Desk'.

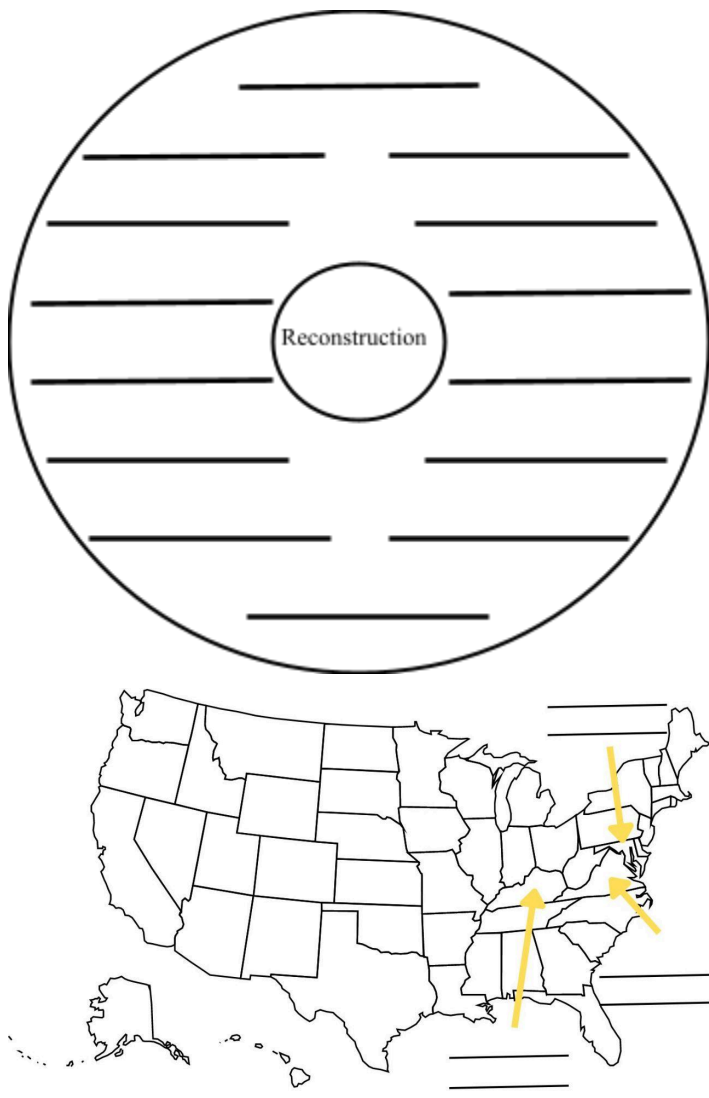
			Ellie is seated right next to the supply table to help her stay organized and not have to keep so many supplies with her, in an effort to reduce the amount of items she needs to steward and keep up with. Jackson is at the back corner of the class. This is to prevent him from distracting others. He is near the teacher's desk so she may keep a close eye on him. He is near the standing desk so that if his fidget band/flexible seat is not keeping him occupied enough, he has the option to stand and work. Diamond is seated at the edge of class, in hopes this will prevent her from distracting others. She is also near the bookshelf and supply cabinet, so when she is ready for her enrichment activity, she has easy access to supplies, or she can easily grab a book to read rather than talking to those who are still working. Quincy is in the very front row so that when the teacher is teaching, she can ensure he is awake and alert. Being in close proximity makes it easy for the teacher to walk over and redirect and gives him less opportunity to doze off.	
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2	Rewritten Text	Bethany is a year behind in reading. While her second-grade classmates are now reading chapter books, she is still struggling with emergent-level texts. She doesn't want to read baby books. She wants to read the same cool stories the other students in her class get to read.	Original Text: Reading Level 6 Before the Civil War, most African American people in the South were enslaved and had no legal rights. The Civil War ended slavery, but African Americans still faced many challenges in the South. They did not have citizenship, freedom from discrimination, or the right to vote. In the decade after the war, a time known as Reconstruction, the federal government tried to make changes in the South. The South had just tried to leave the U.S. during the Civil War. So, Reconstruction was meant to bring those states back into the U.S. and protect the rights of African American people. But Southern states resisted these efforts by passing laws called Black Codes. These laws discriminated against African American people by denying their right to vote, use public services like schools and post offices, meet in groups, or do any work except farming or being a servant. Many African American people were even forced to go back to labor for their former enslavers. Rewritten Text: Reading Level 2.1 Abraham Lincoln was born in a log cabin in the state of Kentucky on February 12, 1809. He and his sister worked on their family farm. When his	Original Text: Reading Level 6 The Reconstruction Amendments. (2022, June 20). Education.com; education.com. https://www.education.com/worksheet/article/the-reconstruction-amendments/ Rewritten Text: Reading Level 2.1 Abraham Lincoln facts. (2013, January 8). Education.com; education.com. https://www.education.com/worksheet/article/abraham-lincoln-facts/
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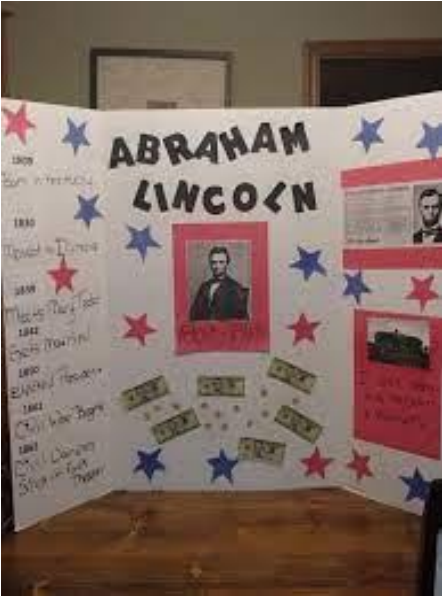
			family moved to Indiana, Abe helped build the family's new home. Abe didn't get to go to school very often, but he loved to read, and he would walk miles to borrow books. When he grew up, Abe had many different jobs. He was a shopkeeper and a mailman. Finally, Abe decided to study law, became a lawyer, and moved to Springfield, Illinois. There, he married Mary Todd. Abe and Mary had four children. In 1860, Abraham Lincoln was elected to be our 16th president. While he was president, the Civil War began. Our country was divided. The northern states were fighting against the southern states. During the war, Abraham Lincoln wrote the Emancipation Proclamation, which freed slaves. He also wrote a very famous speech called the Gettysburg Address. President Lincoln gave this speech to try to keep the United States together. The war lasted five years, and President Lincoln was killed just five days after the war ended. The United States had lost their president.	
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3	Adaptive & Assistive Technology	Stacy has a learning disability. She is a fifth-grade student who makes passing grades in math but has struggled with reading throughout elementary school. She tries her best but is still reading on a second-grade level. She is very self-conscious in class and tries to avoid having to read out loud in front of her peers.	Adaptive or assistive technology utilized in this class is text-to-speech technology. This is for a student who struggles reading, specifically out loud. Hearing words as she reads them should help her improve her comprehension and phonetic skills.	
4	Translated texts	Hwan, a fifth-grader, has been living in America since he was in second grade. Although he has learned to speak fairly well in English, he still is struggling to comprehend what he reads in English texts.	Hwan will be given translated texts as well as English ones, so when he is struggling with comprehension of the English text, he can reference the translated one. This is in an effort to increase understanding when reading English texts.	Instrucciones: Marque cada afirmación verdadera sobre la Reconstrucción. Deje las declaraciones falsas sin marcar. ☐ La reconstrucción se produjo después de la Guerra Civil. ☐ La reconstrucción liberó a los esclavos. ☐ El propósito de la Reconstrucción fue “volver a unir a Estados Unidos”. ☐ La reconstrucción ocurrió durante el siglo XVIII. ☐ La reconstrucción solucionó todos los problemas que enfrentaba Estados Unidos en ese momento. ☐ La reconstrucción ocurrió sólo en el Sur. ☐ La Enmienda 14 fue aprobada durante la Reconstrucción. ☐ Abraham Lincoln fue presidente durante todo el período de Reconstrucción. ☐ La reconstrucción dio a todos los afroamericanos igualdad total. ☐ A los afroamericanos se les permitió ocupar cargos públicos durante la Reconstrucción. ☐ El racismo todavía ocurrió durante la Reconstrucción.

				___ La reconstrucción tenía como objetivo unir a los estados del sur nuevamente en la Unión después de la Guerra Civil. ___ Los esclavos fueron declarados libres y se les concedió la ciudadanía durante la Reconstrucción.										
5	Behavior contract and reward system	Jerome often gets in trouble for how he reacts to his classmates. He is always ready to snap at others and has gotten into a number of fights on the bus and during recess. Many of his third grade classmates have asked to be moved away from him in the class. He is struggling to keep friends now, as he lashes out in anger at those in his way.	The student, teacher, and parent will agree to and sign the Behavior Contract in a joint effort to keep the student’s behavior on track in class. This copy will be laminated and taped to the edge of his desk. Each day, if there are no incidents, the student gets to write a point next to the day. At the end of the week, if the student has 5 points, they get to pick a prize.	Behavior Contract Goals: 1. I keep my hands and objects to myself. 2. I will use kind words when speaking to others. 3. I will take a deep breath and step away from others when I am upset. Consequences: 1. No recess. 2. Separation from classmates. 3. Phone call home. Rewards 1. No incidents all day: One point added to chart. 2. 5 points: 1 Prize from the Prize Box <table><tr><td>Monday:</td><td></td></tr><tr><td>Tuesday:</td><td></td></tr><tr><td>Wednesday:</td><td></td></tr><tr><td>Thursday:</td><td></td></tr><tr><td>Friday:</td><td></td></tr></table> Student Signature: Parent Signature: Teacher Signature:	Monday:		Tuesday:		Wednesday:		Thursday:		Friday:	
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6	Modified Notes and Paper Assignments (Enlarged, extra lines/boxes for organization)	Ellie has a lot of trouble staying organized. As a fifth-grader, she has been unsuccessful in keeping track of her homework assignments. Her notebook is not organized and her desk is a mess. Her grades are suffering due to her inability to keep up with her work. She often loses papers and books.	Assignments are slightly modified to be enlarged to allow extra space for readable righting and extra lines/boxes/cues are added to allow the student to keep thoughts and writings organized.	
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7	Writing Supports	Anthony's handwriting is very hard to decipher. He is in the fourth grade but has penmanship one would expect of a first-grader. He has struggled with fine motor skills, which affects his ability to grasp writing utensils correctly.	The student is accommodated with a computer to type rather than handwrite on long writing assignments. On shorter writing assignments, student is given a corrective pencil grip to encourage correct grasp and improve his penmanship.	 The image is a collage. The top portion shows six different colored pencil grips (green, orange, blue, light green, pink, and purple) arranged in two rows. The bottom portion shows a young boy with dark, curly hair, wearing a light blue shirt, sitting at a desk and smiling at the camera. He is positioned in front of two computer monitors, with his hands near a keyboard.
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8	Fidget Band/ Flexible Seating	Jackson is a third grade student who has been diagnosed with ADHD. Jackson struggles to focus in class. He is easily distracted. He tends to disrupt others by tapping, getting out of his seat, and fidgeting with things in his desk. His inability to stay focused is negatively affecting his grades.	Student is given positive reinforcements for his ADHD behavior. Flexible seating choices that allow him to fidget while staying on task will be offered.	 
9	Enrichment// Extensions Assignments and Activities	Diamond is getting bored in her third grade class. She is reading on a sixth-grade reading level and taught herself how to do long division by watching YouTube videos. She has been getting into trouble by trying to entertain her classmates while the teacher is teaching.	To encourage and enforce a proper and constructive outlet for her boredom, she is allowed to finish assignments early and will be given extension assignments that allow for creativity, crafting, and hands-on activities. This is to keep her engaged in her education and not distracting others.	

10	Extra Time/ Flexible Seating	Quincy cannot seem to stay awake in class. He often falls into a deep sleep during class. Sometimes, his fourth grade teacher cannot rouse him. He is missing out on hearing the instruction that his teacher is giving. Quincy's grades are suffering as a result.	To encourage Quincy to stay awake, several flexible seating options that allow for movement will be offered. He will also be given extra time on days he is really struggling to stay awake.	 The image displays a variety of flexible seating options under the heading "kinds of FLEXIBLE SEATING". The items shown are: - Wobble Stools: A blue, four-legged stool with a circular base that allows for movement. - Scoop Seats: A purple, U-shaped seat designed for comfort and flexibility. - Balance Balls: A large blue ball with a pump handle, used for balance and core strength. - Lap Desks: A green, rectangular desk with a small shelf and a handle, designed for use on a lap. - Stools: A simple white, four-legged stool. - Stability Discs: A blue, circular disc with a textured surface, used for balance and stability.
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