

QUESTIONS TO ASK WHEN SELECTING ACCESSIBILITY SUPPORTS

The following questions can be used by local Educator Teams to guide the initial selection of appropriate accessibility supports and to revisit the usefulness of current supports.

QUESTIONS	YES	NO	COMMENTS
Are accessibility decisions based on individualized student needs (e.g., English language proficiency, disability needs) rather than on what is easiest, what other students are using, or what might provide a student with a potential advantage?			
Do the supports reduce the effect of the student's disability and/or language barrier in ways that facilitate access to content and demonstration of learning?			
Are the instructional and assessment accommodation(s) documented in the student's IEP, Section 504 plan, or EL/ML plan? Can it be confirmed that only documented supports are being used?			
Have universal tools been previously employed? Have those features which are distracting been deactivated?			
Are selected designated supports and accommodations based on multiple stakeholders' input instead of unilateral or blanket decisions?			
Have decisions about designated supports and accommodations been made based on evidence/data to support the usage on summative assessments and classroom instruction to ensure that various supports will be most impactful?			
Have specific questions been answered about "Where, When, Who, and How" regarding the provision of supports to be sure they will be used appropriately on assessments?			
Have Connecticut's accessibility policies been reviewed? Are the implications of selections understood?			
Have supports used by the student been evaluated and selected appropriately? (Versus selecting every support on a checklist simply to be "safe" or assuming that the same supports are appropriate year after year.) Have they been reviewed at each annual review for continuing need?			
Are the supports to be used during assessments also being used for classroom instruction, to enable students to learn and practice each support before the testing date?			

ACCESSIBILITY SUPPORTS FROM THE STUDENT'S PERSPECTIVE

Adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities, use this questionnaire to collect information about needed accessibility supports from the student's perspective. The questions can be answered by the student independently or as part of an interview process or discussion at a Planning and Placement Team Meeting or Section 504 Convening. Be certain that the student understands the concept of "accessibility supports" (universal tools, designated supports, and accommodations), and provide examples as necessary. Also, provide a list of possible accessibility supports to give the student a good understanding of the range of supports that may be available.

Student Name _____ Grade _____ Date _____

Educator Name _____ Role _____

ACTIVITY (e.g., vocabulary, grammar, reading, writing, listening, drawing, homework, subject, recall, groupwork)	ACCESSIBILITY SUPPORT Used for individual or independent activity	HELPFULNESS Is the accessibility support helpful?		ACTION STEP (Keep, remove, change support)	REASON FOR ACTION STEP
		YES	NO		
What parts of learning are easiest for you?					
EXAMPLE Class discussion in history	Questions translated	X		Keep it	It helps me know what other students are talking about.
What is something in class that you do well?					
EXAMPLE Listening	Note taking	X		Keep it	It helps me focus.
What parts of learning are hardest for you?					
EXAMPLE Organizing	Folders		X	Change to colored notebooks.	I lose my folders.
What is something that you do in class that is hard?					
EXAMPLE Spelling	Word prediction	X		Keep	It helps me learn the words.

This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities

From the CCSSO Accessibility Manual

PARENT & GUARDIAN INPUT ON ACCESSIBILITY

This tool contains questions that parents and guardians may want to consider when providing input about their child’s accessibility support needs during instruction and assessment.

ABOUT INSTRUCTION	ABOUT ASSESSMENTS (TESTS)
Is the need for each support recorded in my child’s IEP, Section 504 plan, or English language plan? How do educators and staff who work with my child know which supports to use and when there are changes?	Are the tests my child takes and the supports my child uses recorded in all planning tools? Who records this information?
What supports does my child need and prefer to use to perform grade-level work?	What are the tests my child needs to take? (e.g., English language proficiency or alternate assessments) What is the purpose of each test?
How can my child and I make sure there are neither too many nor too few supports? Is there a parent group or mentor available?	What supports are available for my child during state, district, school, and class tests?
What supports does my child use at home but does not have access to in the classroom?	How can I support my child at home to facilitate their performance on the tests?
How long will my child be given the supports? What is the plan for deciding when to stop using the supports?	How can my child take an assessment with or without certain supports? Why is one support allowed on one test and not on another?
How do all the educators and staff members who work with my child make supports available throughout the day and in different settings?	Are there any negative consequences if my child is allowed to use supports during tests? How will changes affect my child’s test scores and how they are counted for accountability purposes?
What type of support does my child receive in different classes (e.g., math intervention, science, or English language learning)?	How do the assigned accessibility supports help or hinder my child during different types of tests?
If a support used during instruction is not allowed on a test, is my child learning how to work without the support prior to the test? How can I tell how well my child was able to perform without the support?	If a planned accessibility support was not used during instruction (or used in a different way – e.g., using an online versus hand-held calculator), how will my child practice using the support prior to the day of testing?

Adapted from the *Minnesota Manual for Accommodations for Students with Disabilities in Instruction and Assessment*. Questions are based in part on questions and content from NCLD’s Parent Advocacy Brief, *NCLB: Determining Appropriate Assessment Accommodations for Students with Disabilities, and Testing Students with Disabilities: Practical Strategies for Complying with District and State Requirements*, 2nd ed. (2003) by Martha Thurlow, Judy Elliott, and James Ysseldyke.

ACCESSIBILITY SUPPORTS IN THE CLASSROOM: QUESTIONS FOR EDUCATOR TEAMS

Use this chart to track different aspects of the way(s) in which a student uses accessibility supports (universal tools, designated supports, and accommodations) in each classroom setting. This will help inform consistent decision-making on accessibility supports.

Student Name _____ Grade _____ Date _____
 Disability _____ Languages _____ Accessibility Support _____

Each team member answers questions about the implementation of the accessibility support the student uses in their class.

ACCESSIBILITY SUPPORT		
Team Members (e.g., teacher, parent, specialist)		
SPECIAL ED TEACHER	EL/ML TEACHER	CONTENT
1. Is it noted in student’s planning tool (such as a student profile) and/or EL/ML, IEP, or Section 504 Plan?		
2. For what types of task(s) is it used?		
3. Does the student use it for that task every time? Note how often.		
4. Does the student use it alone or with assistance? (e.g., aide, peers?)		
5. If more than one support is available, how do these supports interact? (e.g., does one accessibility support seem more effective when used with another on a task?)		
6. If the accessibility support is presented differently on the test (e.g., DESMOS calculator), how can you give the student opportunities to practice using it?		
7. Does the student’s individualized plan (e.g., EL/ML, IEP, Section 504) need to be updated?		

AFTER-TEST ACCESSIBILITY QUESTIONS FOR TEACHER-STUDENT DISCUSSION

Use this form after administration of a test to interview a student about the accessibility supports provided (i.e., universal tools, designated supports, and accommodations); whether supports were used; whether they were useful; and whether they should be used again. Also note any adjustments or difficulties experienced by the student in either how the accessibility support was administered or in using the accessibility support during the assessment. (Note: some students may prefer to complete this form independently.)

Student Name _____ Date _____

Assessment _____ Accessibility Supports Used _____

SUPPORTS AVAILABLE (List)							
1.	2.	3.	4.				
Was the accessibility support used? (circle yes/no)							
YES	NO	YES	NO	YES	NO	YES	NO
WHY?		WHY?		WHY?		WHY?	
Was the accessibility support useful? (circle yes/no)							
YES	NO	YES	NO	YES	NO	YES	NO
WHY?		WHY?		WHY?		WHY?	
Were there any difficulties with the accessibility support? (Are adjustments needed?) (circle yes/no)							
YES	NO	YES	NO	YES	NO	YES	NO
WHY?		WHY?		WHY?		WHY?	
Should the accessibility support be used again? (circle yes/no)							
YES	NO	YES	NO	YES	NO	YES	NO
WHY?		WHY?		WHY?		WHY?	