

## WHAT IS ACCOMMODATED? THE CHARACTERISTICS OF THE LEARNER

*Goal: To remove barriers to learning the material and to demonstrating mastery*

➔ **Standards are substantially the same for all; outcomes will vary.**

- ***Learning Differences***
  - Speed of information processing
  - Memory: Encoding, Storage, Retrieval
  - Automatization of rote facts
  - Organization
  - Listening Skills
  - Attention
  - Forethought and Planning
  - Etc.
- ***Emotional/Temperament Characteristics***
  - Rigidity/Flexibility
  - Irritability
  - Placidity
  - Social Awareness
  - Desire for Novel vs. Familiar
  - Anxiety
  - Etc.
- ***Reading/Writing/Math Skill Deficits***
  - Reading Decoding vs. Understanding
  - Math Fact Recall vs. Math Concepts
  - Writing Mechanics vs. Written Content
  - Etc.
- ***Cognitive/Conceptual Skill Differences***
  - Processing speed
  - Conceptualization
  - Understanding of Elapsed Time
  - Inferential Thinking
  - Conservation, Multiple Variable reasoning
  - Etc.
- ***Sensory Input Challenges***
  - Vision
  - Hearing
  - Movement

## WHAT IS MODIFIED? THE LEARNING ACTIVITY

*Goal: To allow educational progress in mastering curriculum, physical and social access to a full array of IEP team determined appropriate classrooms and peers. Individualized goals are developed, skills taught and measured through either standard assessments with modifications (mild disabilities) or through alternate assessments (moderate to severe disabilities).*

➔ **High school diploma may or may not be earned, depending on the student's meeting of district graduation requirements and passing CAHSEE with modifications. What is taught and assessed is highly individualized. Achievement is not compared to peers.**