

THE MAJORITY OF HIGH SCHOOL STUDENTS WITH DISABILITIES RECEIVE ACCOMMODATIONS AND MODIFICATIONS, BUT

THE MAJORITY OF HIGH SCHOOL STUDENTS WITH DISABILITIES RECEIVE ACCOMMODATIONS AND MODIFICATIONS, BUT DESPITE THE WIDESPREAD IMPLEMENTATION OF SUPPORT SERVICES IN AMERICAN HIGH SCHOOLS, MANY STUDENTS WITH DISABILITIES STILL FACE SIGNIFICANT CHALLENGES THAT HINDER THEIR ACADEMIC SUCCESS AND OVERALL WELL-BEING. WHILE ACCOMMODATIONS AND MODIFICATIONS ARE DESIGNED TO LEVEL THE PLAYING FIELD, ENSURING THAT STUDENTS WITH DISABILITIES CAN ACCESS THE CURRICULUM AND DEMONSTRATE THEIR KNOWLEDGE, THE EFFECTIVENESS OF THESE SUPPORTS VARIES WIDELY. THIS ARTICLE EXPLORES THE CURRENT LANDSCAPE OF ACCOMMODATIONS AND MODIFICATIONS IN HIGH SCHOOLS, EXAMINES THE PERSISTENT BARRIERS FACED BY STUDENTS WITH DISABILITIES, AND DISCUSSES POTENTIAL STRATEGIES TO IMPROVE EDUCATIONAL OUTCOMES FOR THIS DIVERSE GROUP.

UNDERSTANDING ACCOMMODATIONS AND MODIFICATIONS

WHAT ARE ACCOMMODATIONS?

ACCOMMODATIONS ARE ADJUSTMENTS OR SUPPORTS PROVIDED TO STUDENTS WITH DISABILITIES TO HELP THEM ACCESS THE SAME CURRICULUM AS THEIR PEERS WITHOUT ALTERING THE LEARNING EXPECTATIONS. THESE ARE DESIGNED TO REMOVE BARRIERS WITHOUT CHANGING THE FUNDAMENTAL CONTENT OR PERFORMANCE STANDARDS. EXAMPLES INCLUDE:

- EXTENDED TIME ON TESTS
- NOTE-TAKING ASSISTANCE
- PREFERENTIAL SEATING
- USE OF ASSISTIVE TECHNOLOGY
- MODIFIED TEST FORMATS (E.G., ORAL INSTEAD OF WRITTEN)

WHAT ARE MODIFICATIONS?

MODIFICATIONS INVOLVE CHANGES TO THE CURRICULUM OR LEARNING EXPECTATIONS TO ACCOMMODATE STUDENTS WITH MORE SIGNIFICANT DISABILITIES. UNLIKE ACCOMMODATIONS, MODIFICATIONS ALTER WHAT A STUDENT IS EXPECTED TO LEARN OR DEMONSTRATE. EXAMPLES INCLUDE:

- REDUCING THE COMPLEXITY OF ASSIGNMENTS
- ADJUSTING GRADING CRITERIA
- PROVIDING ALTERNATIVE ASSIGNMENTS
- CHANGING THE SCOPE OF LEARNING OBJECTIVES

THE LEGAL AND POLICY FRAMEWORK SUPPORTING ACCOMMODATIONS AND MODIFICATIONS

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

THE IDEA MANDATES FREE APPROPRIATE PUBLIC EDUCATION (FAPE) FOR STUDENTS WITH DISABILITIES. IT EMPHASIZES THE IMPORTANCE OF TAILORED EDUCATIONAL PLANS, SUCH AS INDIVIDUALIZED EDUCATION PROGRAMS (IEPs), WHICH SPECIFY ACCOMMODATIONS AND MODIFICATIONS NECESSARY FOR EACH STUDENT.

SECTION 504 OF THE REHABILITATION ACT

SECTION 504 REQUIRES SCHOOLS TO PROVIDE REASONABLE ACCOMMODATIONS TO STUDENTS WITH DISABILITIES TO ENSURE EQUAL ACCESS TO EDUCATION. IT APPLIES TO STUDENTS WHO MAY NOT QUALIFY FOR SPECIAL EDUCATION BUT STILL NEED SUPPORTS.

EVERY STUDENT SUCCEEDS ACT (ESSA)

ESSA ENCOURAGES STATES TO DEVELOP POLICIES THAT PROMOTE EQUITABLE ACCESS TO HIGH-QUALITY EDUCATION, INCLUDING PROVISIONS FOR STUDENTS WITH DISABILITIES, EMPHASIZING THE IMPORTANCE OF ACCOMMODATIONS.

CURRENT TRENDS AND DATA ON ACCOMMODATIONS AND MODIFICATIONS

HIGH RATES OF SUPPORT PROVISION

STATISTICS INDICATE THAT A SIGNIFICANT MAJORITY OF HIGH SCHOOL STUDENTS WITH DISABILITIES RECEIVE SOME FORM OF ACCOMMODATIONS OR MODIFICATIONS. ACCORDING TO THE NATIONAL CENTER FOR EDUCATION STATISTICS (NCES), APPROXIMATELY 70-80% OF STUDENTS WITH DISABILITIES ARE SERVED THROUGH IEPs OR 504 PLANS.

DISPARITIES IN ACCESS AND IMPLEMENTATION

DESPITE HIGH PERCENTAGES, DISPARITIES EXIST BASED ON:

- TYPE OF DISABILITY
- SCHOOL DISTRICT RESOURCES
- STATE POLICIES
- TEACHER TRAINING AND AWARENESS

SOME STUDENTS, ESPECIALLY THOSE WITH LESS VISIBLE DISABILITIES OR FROM UNDER-RESOURCED SCHOOLS, MAY NOT RECEIVE APPROPRIATE SUPPORTS.

CHALLENGES FACED BY STUDENTS WITH DISABILITIES DESPITE SUPPORT

SERVICES

INSUFFICIENT OR INCONSISTENT IMPLEMENTATION

EVEN WHEN ACCOMMODATIONS AND MODIFICATIONS ARE DOCUMENTED, THEIR CONSISTENT APPLICATION CAN BE PROBLEMATIC. TEACHERS MAY LACK TRAINING OR RESOURCES, LEADING TO INCONSISTENT SUPPORT DELIVERY.

OVER-RELIANCE ON MODIFICATIONS

SOMETIMES, MODIFICATIONS ARE USED EXCESSIVELY, WHICH CAN RESULT IN LOWERED EXPECTATIONS AND LIMITED ACADEMIC GROWTH, AFFECTING STUDENTS' READINESS FOR POST-SECONDARY EDUCATION OR EMPLOYMENT.

LACK OF STUDENT VOICE AND INVOLVEMENT

STUDENTS ARE OFTEN NOT ACTIVELY INVOLVED IN DEVELOPING THEIR ACCOMMODATIONS OR MODIFICATIONS, WHICH CAN REDUCE THEIR EFFECTIVENESS AND IMPACT ON MOTIVATION AND SELF-ADVOCACY SKILLS.

STIGMA AND SOCIAL BARRIERS

STUDENTS WITH DISABILITIES MAY FACE STIGMA OR SOCIAL ISOLATION, WHICH CAN HINDER THEIR WILLINGNESS TO SEEK SUPPORT OR FULLY PARTICIPATE IN SCHOOL ACTIVITIES, EVEN WITH ACCOMMODATIONS IN PLACE.

STRATEGIES FOR IMPROVING SUPPORT OUTCOMES

ENHANCED TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

PROVIDING ONGOING TRAINING FOR TEACHERS ON HOW TO EFFECTIVELY IMPLEMENT ACCOMMODATIONS AND MODIFICATIONS CAN IMPROVE CONSISTENCY AND QUALITY OF SUPPORT.

STUDENT-CENTERED PLANNING

INVOLVING STUDENTS IN THE DEVELOPMENT OF THEIR EDUCATIONAL PLANS ENSURES THAT SUPPORTS ARE TAILORED TO THEIR UNIQUE NEEDS AND PREFERENCES, FOSTERING GREATER INDEPENDENCE AND SELF-ADVOCACY.

USE OF ASSISTIVE TECHNOLOGY

INTEGRATING MODERN ASSISTIVE TECHNOLOGIES CAN SIGNIFICANTLY ENHANCE ACCESS TO LEARNING MATERIALS AND ASSESSMENTS, ESPECIALLY FOR STUDENTS WITH SENSORY, MOBILITY, OR COMMUNICATION DISABILITIES.

MONITORING AND EVALUATION

REGULAR REVIEW OF THE EFFECTIVENESS OF ACCOMMODATIONS AND MODIFICATIONS HELPS ENSURE THEY MEET STUDENTS' EVOLVING NEEDS AND PREVENT SUPPORTS FROM BECOMING A SUBSTITUTE FOR MEANINGFUL ENGAGEMENT.

PROMOTING INCLUSIVE SCHOOL CULTURES

CREATING AN ENVIRONMENT THAT VALUES DIVERSITY AND PROMOTES ACCEPTANCE REDUCES STIGMA AND ENCOURAGES ALL STUDENTS TO PARTICIPATE FULLY IN SCHOOL ACTIVITIES.

THE ROLE OF FAMILIES AND COMMUNITIES

ENGAGED PARENTAL INVOLVEMENT

PARENTS AND GUARDIANS PLAY A CRUCIAL ROLE IN ADVOCATING FOR APPROPRIATE ACCOMMODATIONS AND ENSURING THEIR CHILDREN'S NEEDS ARE MET.

COMMUNITY RESOURCES AND SUPPORT NETWORKS

PARTNERSHIPS WITH COMMUNITY ORGANIZATIONS CAN PROVIDE ADDITIONAL SUPPORTS, SUCH AS COUNSELING, TUTORING, AND SOCIAL SKILLS TRAINING.

POST-SECONDARY TRANSITIONS AND SUPPORTS

PREPARING STUDENTS WITH DISABILITIES FOR LIFE BEYOND HIGH SCHOOL INVOLVES:

- TRANSITION PLANNING INTEGRATED INTO IEPs
- SKILL DEVELOPMENT IN SELF-ADVOCACY AND INDEPENDENCE
- CONNECTING WITH POST-SECONDARY EDUCATION SERVICES AND EMPLOYMENT SUPPORTS

CONCLUSION

WHILE THE MAJORITY OF HIGH SCHOOL STUDENTS WITH DISABILITIES DO RECEIVE ACCOMMODATIONS AND MODIFICATIONS, THESE SUPPORTS ARE NOT A PANACEA. THE EFFECTIVENESS OF THESE SERVICES DEPENDS ON CONSISTENT IMPLEMENTATION, MEANINGFUL STUDENT INVOLVEMENT, AND A SUPPORTIVE SCHOOL CULTURE. ADDRESSING EXISTING DISPARITIES, ENHANCING TEACHER TRAINING, AND FOSTERING COLLABORATION AMONG STUDENTS, FAMILIES, AND COMMUNITIES ARE ESSENTIAL STEPS TOWARD ENSURING THAT ALL STUDENTS WITH DISABILITIES HAVE EQUITABLE ACCESS TO QUALITY EDUCATION AND THE OPPORTUNITY TO SUCCEED ACADEMICALLY AND BEYOND. AS AWARENESS AND POLICIES CONTINUE TO EVOLVE, THE GOAL REMAINS CLEAR: TO CREATE INCLUSIVE LEARNING ENVIRONMENTS WHERE EVERY STUDENT CAN REACH THEIR FULL POTENTIAL.

FREQUENTLY ASKED QUESTIONS

WHY DO THE MAJORITY OF HIGH SCHOOL STUDENTS WITH DISABILITIES RECEIVE ACCOMMODATIONS AND MODIFICATIONS?

BECAUSE THESE ADJUSTMENTS HELP ENSURE STUDENTS WITH DISABILITIES HAVE EQUITABLE ACCESS TO EDUCATION, ALLOWING THEM TO PARTICIPATE FULLY AND DEMONSTRATE THEIR LEARNING EFFECTIVELY.

ARE ACCOMMODATIONS AND MODIFICATIONS SUFFICIENT FOR STUDENTS WITH DISABILITIES TO SUCCEED ACADEMICALLY?

WHILE THEY PROVIDE ESSENTIAL SUPPORT, THEIR EFFECTIVENESS DEPENDS ON INDIVIDUAL NEEDS, PROPER IMPLEMENTATION, AND ONGOING ASSESSMENT TO ENSURE STUDENTS ARE TRULY SUPPORTED.

WHAT ARE SOME COMMON TYPES OF ACCOMMODATIONS AND MODIFICATIONS PROVIDED TO HIGH SCHOOL STUDENTS WITH DISABILITIES?

EXAMPLES INCLUDE EXTENDED TIME ON TESTS, NOTE-TAKING ASSISTANCE, MODIFIED ASSIGNMENTS, PREFERENTIAL SEATING, AND ASSISTIVE TECHNOLOGY TOOLS.

WHAT CHALLENGES DO STUDENTS WITH DISABILITIES FACE EVEN WHEN RECEIVING ACCOMMODATIONS?

CHALLENGES CAN INCLUDE SOCIAL STIGMA, INCONSISTENT IMPLEMENTATION OF ACCOMMODATIONS, LACK OF TEACHER TRAINING, AND DIFFICULTIES IN SELF-ADVOCACY.

HOW CAN SCHOOLS IMPROVE THE EFFECTIVENESS OF ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES?

SCHOOLS CAN PROVIDE ONGOING STAFF TRAINING, INVOLVE STUDENTS IN THEIR OWN PLANNING, REGULARLY REVIEW ACCOMMODATIONS, AND FOSTER AN INCLUSIVE SCHOOL CLIMATE.

ARE ACCOMMODATIONS AND MODIFICATIONS AVAILABLE FOR ALL TYPES OF DISABILITIES?

YES, THOUGH THE SPECIFIC ACCOMMODATIONS VARY DEPENDING ON THE DISABILITY, AND SOME STUDENTS MAY REQUIRE MORE TAILORED SUPPORTS.

WHAT ROLE DO PARENTS AND STUDENTS PLAY IN THE PROCESS OF RECEIVING ACCOMMODATIONS AND MODIFICATIONS?

PARENTS AND STUDENTS ARE ESSENTIAL IN IDENTIFYING NEEDS, ADVOCATING FOR APPROPRIATE SUPPORTS, AND PARTICIPATING IN PLANNING THROUGH INDIVIDUALIZED EDUCATION PROGRAMS (IEPs).

WHY DO SOME STUDENTS WITH DISABILITIES STILL STRUGGLE ACADEMICALLY DESPITE RECEIVING ACCOMMODATIONS?

POSSIBLE REASONS INCLUDE INADEQUATE IMPLEMENTATION, THE SEVERITY OF THE DISABILITY, LACK OF CONSISTENT SUPPORT, OR OTHER EXTERNAL FACTORS AFFECTING LEARNING.

WHAT POLICIES ARE IN PLACE TO ENSURE EQUITABLE ACCESS TO ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES?

LEGISLATION SUCH AS THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) AND SECTION 504 OF THE REHABILITATION ACT MANDATE FREE APPROPRIATE PUBLIC EDUCATION AND ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES.

ADDITIONAL RESOURCES

THE MAJORITY OF HIGH SCHOOL STUDENTS WITH DISABILITIES RECEIVE ACCOMMODATIONS AND MODIFICATIONS, BUT

UNDERSTANDING THE LANDSCAPE OF SPECIAL EDUCATION IN HIGH SCHOOLS IS CRUCIAL FOR EDUCATORS, PARENTS, AND POLICYMAKERS ALIKE. THE PHRASE "THE MAJORITY OF HIGH SCHOOL STUDENTS WITH DISABILITIES RECEIVE ACCOMMODATIONS AND MODIFICATIONS, BUT" ENCAPSULATES A COMPLEX REALITY: WHILE MANY STUDENTS BENEFIT FROM TAILORED EDUCATIONAL STRATEGIES, SIGNIFICANT CHALLENGES AND DISPARITIES REMAIN. THIS ARTICLE DELVES INTO THE NUANCES OF THIS TOPIC, EXAMINING THE TYPES OF ACCOMMODATIONS AND MODIFICATIONS PROVIDED, THEIR EFFECTIVENESS, POTENTIAL PITFALLS, AND AREAS FOR IMPROVEMENT.

UNDERSTANDING ACCOMMODATIONS AND MODIFICATIONS IN HIGH SCHOOL EDUCATION

BEFORE EXPLORING THE BROADER ISSUES, IT IS ESSENTIAL TO DEFINE WHAT ACCOMMODATIONS AND MODIFICATIONS ENTAIL IN THE CONTEXT OF HIGH SCHOOL EDUCATION.

WHAT ARE ACCOMMODATIONS?

ACCOMMODATIONS ARE CHANGES THAT REMOVE BARRIERS TO LEARNING WHILE KEEPING THE CURRICULUM AND LEARNING EXPECTATIONS INTACT. THEY AIM TO PROVIDE STUDENTS WITH DISABILITIES EQUAL ACCESS TO EDUCATION WITHOUT ALTERING WHAT STUDENTS ARE EXPECTED TO LEARN.

COMMON EXAMPLES INCLUDE:

- EXTENDED TIME ON TESTS AND ASSIGNMENTS
- PREFERENTIAL SEATING
- USE OF ASSISTIVE TECHNOLOGY
- PROVIDING MATERIALS IN ACCESSIBLE FORMATS (E.G., LARGE PRINT, AUDIO)
- ALLOWING BREAKS DURING INSTRUCTION

FEATURES:

- DESIGNED TO SUPPORT STUDENTS IN DEMONSTRATING THEIR KNOWLEDGE
- DO NOT CHANGE THE CORE CURRICULUM

WHAT ARE MODIFICATIONS?

MODIFICATIONS INVOLVE CHANGES TO THE CURRICULUM OR LEARNING EXPECTATIONS, OFTEN SIMPLIFYING OR ALTERING CONTENT TO MEET THE STUDENT'S NEEDS.

COMMON EXAMPLES INCLUDE:

- REDUCED HOMEWORK OR ASSIGNMENT REQUIREMENTS
- SIMPLIFIED READING MATERIALS
- ALTERED GRADING CRITERIA
- CURRICULUM ADJUSTMENTS (E.G., FOCUSING ON ESSENTIAL STANDARDS)

FEATURES:

- CHANGE WHAT STUDENTS ARE EXPECTED TO LEARN
- USED WHEN ACCOMMODATIONS ARE INSUFFICIENT OR INAPPROPRIATE

THE PREVALENCE OF ACCOMMODATIONS AND MODIFICATIONS AMONG HIGH

SCHOOL STUDENTS WITH DISABILITIES

DATA FROM THE U.S. DEPARTMENT OF EDUCATION INDICATES THAT A SIGNIFICANT MAJORITY OF HIGH SCHOOL STUDENTS WITH DISABILITIES RECEIVE SOME FORM OF ACCOMMODATIONS OR MODIFICATIONS. ACCORDING TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), APPROXIMATELY 95% OF STUDENTS WITH DISABILITIES ARE PROVIDED WITH ACCOMMODATIONS, AND MANY ALSO RECEIVE CURRICULUM MODIFICATIONS BASED ON INDIVIDUAL EDUCATION PLANS (IEPs).

REASONS FOR HIGH PREVALENCE

- LEGAL MANDATES REQUIRING FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)
- INCREASED AWARENESS OF DIVERSE LEARNING NEEDS
- EFFORTS TO PROMOTE INCLUSION AND EQUAL ACCESS
- AVAILABILITY OF SPECIALIZED RESOURCES AND TRAINED PERSONNEL

IMPLICATIONS OF WIDESPREAD USE

- ENHANCED ACCESS TO EDUCATION FOR MANY STUDENTS
- GREATER OPPORTUNITIES FOR SUCCESS AND ENGAGEMENT
- POTENTIAL FOR OVER-RELIANCE ON ACCOMMODATIONS, LEADING TO QUESTIONS ABOUT INDEPENDENCE

EVALUATING THE EFFECTIVENESS OF ACCOMMODATIONS AND MODIFICATIONS

WHILE THE HIGH PERCENTAGE OF STUDENTS RECEIVING SUPPORT IS PROMISING, THE EFFECTIVENESS OF THESE INTERVENTIONS VARIES WIDELY.

BENEFITS OF ACCOMMODATIONS AND MODIFICATIONS

- IMPROVED TEST SCORES AND ACADEMIC PERFORMANCE
- INCREASED STUDENT ENGAGEMENT AND MOTIVATION
- REDUCED FRUSTRATION AND BEHAVIORAL ISSUES
- SUPPORTS FOR STUDENTS WITH DIVERSE NEEDS, INCLUDING THOSE WITH ADHD, LEARNING DISABILITIES, AND PHYSICAL DISABILITIES

CHALLENGES AND LIMITATIONS

- NOT ALL ACCOMMODATIONS ARE APPROPRIATELY MATCHED TO STUDENT NEEDS
- SOME STUDENTS MAY BECOME OVERLY DEPENDENT ON SUPPORTS
- POSSIBLE STIGMATIZATION OR FEELING OF BEING "DIFFERENT"
- INCONSISTENT IMPLEMENTATION ACROSS SCHOOLS AND DISTRICTS
- POTENTIAL TO DILUTE ACADEMIC RIGOR IF MODIFICATIONS ARE EXCESSIVE

KEY ISSUES AND CRITICISMS

DESPITE THE WIDESPREAD PROVISION OF ACCOMMODATIONS AND MODIFICATIONS, SEVERAL CRITICAL ISSUES PERSIST.

EQUITY AND ACCESS DISPARITIES

- ISSUE: NOT ALL STUDENTS WITH DISABILITIES RECEIVE APPROPRIATE OR SUFFICIENT ACCOMMODATIONS DUE TO RESOURCE LIMITATIONS, LACK OF TRAINED PERSONNEL, OR SYSTEMIC BIASES.
- IMPACT: SOME STUDENTS WITH DISABILITIES ARE UNDERSERVED, LEADING TO ACHIEVEMENT GAPS AND LOWER POST-SECONDARY SUCCESS RATES.

QUALITY AND APPROPRIATENESS OF SUPPORTS

- ISSUE: THE QUALITY OF ACCOMMODATIONS VARIES, WITH SOME BEING POORLY DESIGNED OR IMPLEMENTED.
- IMPACT: INEFFECTIVE ACCOMMODATIONS CAN HINDER LEARNING OR CREATE UNFAIR ADVANTAGES/DISADVANTAGES.

OVER-MODIFICATION CONCERNS

- ISSUE: EXCESSIVE MODIFICATIONS MAY LOWER ACADEMIC STANDARDS, IMPACTING STUDENTS' PREPAREDNESS FOR COLLEGE OR CAREERS.
- IMPACT: STUDENTS MIGHT GRADUATE WITH SKILLS INSUFFICIENT FOR INDEPENDENCE OR FURTHER EDUCATION.

LEGAL AND ADMINISTRATIVE CHALLENGES

- ISSUE: NAVIGATING IEP REQUIREMENTS AND ENSURING COMPLIANCE CAN BE COMPLEX AND BURDENSOME FOR EDUCATORS.
- IMPACT: DELAYS OR INCONSISTENCIES IN PROVIDING SUPPORTS, AS WELL AS MISUNDERSTANDINGS ABOUT STUDENTS' NEEDS.

BALANCING ACCOMMODATIONS, MODIFICATIONS, AND ACADEMIC STANDARDS

ACHIEVING AN APPROPRIATE BALANCE BETWEEN PROVIDING NECESSARY SUPPORT AND MAINTAINING ACADEMIC RIGOR IS CRITICAL.

BEST PRACTICES

- INDIVIDUALIZED ASSESSMENTS TO DETERMINE WHAT SUPPORTS ARE TRULY NEEDED
- REGULAR REVIEW AND ADJUSTMENT OF ACCOMMODATIONS AND MODIFICATIONS
- COLLABORATION AMONG EDUCATORS, PARENTS, AND STUDENTS
- USE OF EVIDENCE-BASED STRATEGIES
- PROFESSIONAL DEVELOPMENT FOR STAFF ON DISABILITY ACCOMMODATIONS

INNOVATIVE APPROACHES AND FUTURE DIRECTIONS

- INCORPORATION OF TECHNOLOGY TO PERSONALIZE LEARNING EXPERIENCES
- UNIVERSAL DESIGN FOR LEARNING (UDL) PRINCIPLES TO PROACTIVELY CREATE ACCESSIBLE CURRICULA
- DATA-DRIVEN MONITORING OF ACCOMMODATION EFFECTIVENESS
- INCREASED INVOLVEMENT OF STUDENTS IN PLANNING THEIR SUPPORTS

CONCLUSION: MOVING TOWARDS MORE INCLUSIVE AND EFFECTIVE SUPPORT SYSTEMS

THE REALITY THAT THE MAJORITY OF HIGH SCHOOL STUDENTS WITH DISABILITIES RECEIVE ACCOMMODATIONS AND MODIFICATIONS, BUT SIGNIFICANT CHALLENGES REMAIN UNDERSCORES THE IMPORTANCE OF CONTINUOUS IMPROVEMENT. WHILE ACCOMMODATIONS AND MODIFICATIONS HAVE UNDOUBTEDLY OPENED DOORS FOR MANY STUDENTS, ENSURING THEIR

APPROPRIATENESS, CONSISTENCY, AND EFFECTIVENESS IS VITAL. EDUCATORS AND POLICYMAKERS MUST STRIVE TO CREATE EQUITABLE SYSTEMS THAT NOT ONLY PROVIDE ACCESS BUT ALSO FOSTER GENUINE LEARNING, INDEPENDENCE, AND SUCCESS FOR ALL STUDENTS. EMPHASIZING PERSONALIZED SUPPORTS, ONGOING ASSESSMENT, AND INCLUSIVE PRACTICES WILL BE KEY TO TRANSFORMING THE PROMISE OF SPECIAL EDUCATION INTO MEANINGFUL OUTCOMES FOR STUDENTS WITH DISABILITIES.

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