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Curriculum Design

Sequencing Rationale

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 **Accommodations in the Inclusive Classroom**

**SEQUENCING RATIONALE**

 This accommodation unit is organized according to the learning-related pattern of familiarity. Although several patterns could have been used in sequencing the four subunits, the content is presented according to topics that educators may be more familiar with due to college training programs or classroom experience. As the units progress, the concepts and topics gradually become less familiar to the majority of the group.

 The first subunit, “The Purpose of Accommodations”, is the most obvious place to start because educators need to understand the correct meaning of accommodations and how they differ from modifications and interventions. Educators must understand why accommodations are essential. The roles of an educator in the inclusive classroom need to be periodically addressed to remind teachers of their responsibilities. Last, it is important to discuss reasons why some educators have difficulty providing accommodations for students with disabilities.

 The second subunit “Mandates that Protect Students with Disabilities”, is the next logical step in the curriculum. This unit will help educators recognize the legal responsibilities they have to provide appropriate accommodations and the implications of the laws. Teachers need to further understand two laws, IDEA and The Rehabilitation Act of 1973, so they realize the differences between them and how they relate to students and parents. Finally, educators need to become more familiar with the legal documents they are responsible for.

 The third subunit, “Types of Accommodations and Uses”, will be more complex due to the categories of accommodations presented. Educators are generally not familiar with specific terminology and the number of accommodations available to students. Furthermore, educators must understand the organizational structure of classifying accommodations which requires analyzing the content.

In the final subunit, “Selection and Evaluation Process”, educators will apply information learned in previous subunits to help make decisions regarding appropriate accommodations for students with disabilities. The concepts in this subunit will involve the highest thinking level skills which are synthesis and evaluation. Most educators have not been exposed to the suggestions and guidelines located in the *Accommodations Manual* found on the ODE website.

In conclusion, the sequence of this curriculum will present information to educators based on familiarity. The goal is to make educators more knowledgeable and comfortable with providing accommodations in the general education classroom. Educators can use the information from each subunit and apply the concepts learned to everyday classroom situations.