

Figure 3. Template with guiding questions to support IEP decision making

Step 1: Identify the student’s personal characteristics	
<p>General description of the student’s strengths and weaknesses:</p> <p><i>Does the student struggle due to lack of knowledge, skill, or ability in a particular area or due to a functional impairment that prevents access?</i></p> <p><i>In which subjects is the student struggling?</i></p> <p><i>What causes the student to struggle?</i></p> <p><i>During which activities or on what types of tasks does the student struggle?</i></p>	
Step 2: Features of the tests or testing situations that cause access barriers	Step 3: Align accommodations with barriers to improve access
1. <i>Does the format of the test cause an access barrier?</i>	• Consider accommodations to the presentation of the test.
2. <i>Does the testing situation cause an access barrier?</i>	• Consider accommodations to the setting or timing of the testing situation.
3. <i>Does the method of expression cause an access barrier?</i>	• Consider accommodations for response options.
4. <i>Does the format or presentation of items cause an access barrier?</i>	• Consider accommodations to the presentation of the items.
5. <i>Are there steps involved in responding to the items that cause an access barrier?</i>	• Consider accommodations to the presentation or response of the items.
Step 4: Collect and analyze data to verify the effectiveness of the accommodations	
<p>With regard to each accommodation, consider the following questions (adapted from: Christensen, Carver, VanDeZande, & Lazarus, 2011):</p> <ol style="list-style-type: none"> 1. Is the accommodation noted in the student’s IEP? 2. Does the student know how to use the accommodation? 3. Did the student use the accommodation? 4. For what task(s) did the student use the accommodation? 5. Was the accommodation difficult for the student to use or did the accommodation appear to make the task more difficult? 6. Did the student use the accommodation alone or with assistance? 7. What are the results of classroom assignments and assessments when the accommodation is used, versus when it is not used? 8. What are the student’s perceptions of the accommodation? 	