

Appendix C

General Considerations and Suggested Accommodations for Students with Different Disabilities Taking the *PASA*

General Considerations for all Students:

- location of the pilot test (free of distractions, quiet, separate room if possible, natural setting, comfortable seating, adaptive furniture if needed)
- best time of day and the duration of each assessment pilot session
- appropriate lighting to illuminate the materials
- plane of presentation of materials (on table, black or white board, slant board)
- presentation of materials (on table, black or white board, slant board)
- use of appropriate attention-gaining methods before asking the question
- use of adequate wait time between prompts
- sufficient space between items so that scorers can discern the correctness of response, particularly if eye gaze is the preferred mode of communication

Expressive Language Disorders (please refer to the italicized print to determine if your change would be considered a modification which would reduce the student's score)

General Considerations:

- a production response can be changed to multiple choice. The field must include the number of items typically required by that test level (A level = 3 choices; B level = 4 choice; C level = 5 choices).
- allow the student to use his/her typical mode of augmentative communication (Dynamyte, TechTalk, Mayer-Johnson pictures, keyboard, Big Mac, switches, etc.). *Note: If an augmentative device is used, ensure that enough choices are available for the student.*
- allow the student to use sign language (ASL or English Sign, finger spelling, etc.). *Note: If the student uses individually created signs, provide a voice over describing the response to assist with scoring.*
- if the student is capable of using written communication, provide paper and pencil so that the student responds in writing to some of the expressive components. *Note: written responses cannot be used for items like reading numbers or reading words. Ensure that all written responses can be clearly seen in the video to assist with scoring.*

Specific Considerations:

1) Reading numbers; 2) reading prices; 3) reading words in isolation; 4) reading words in context; 5) reading a sentence; 6) or measuring length:

- For reading single words, prices or numbers, the student can select from a set of answer choices. If the task is single word reading, all words should have the same beginning letter. If the student is asked to read sentences, all of the words should be provided in random order. The student can then read the sentence by correctly sequencing the words. If the student is asked to read a number, the field of numbers on the augmentative device should resemble the target number. *If the field is reduced, if the numbers or words are not similar in the field, or if sentences are chunked together, the component will be considered modified.*
- When counting, include a number range on a page/display and tell the student to touch the corresponding number as he/she counts. *Note: Ensure that the student is pointing to the picture, then touching the corresponding number throughout the task. In order to receive the highest score for the component, the student must touch each number when counting. Counting silently and touching the device when the final number is determined will be considered a modification.*
- If using switches to answer questions, make sure that the entire field has the same type of switch. If using switches to respond "yes/no" provide additional choices ("I don't know," "maybe," etc.) so that the task is not reduced and the task considered modified.

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Hearing Impairments (please refer to the italicized print to determine if your change would be considered a modification which would reduce the student's score)

General Considerations:

- allow the student to use sign language (ASL or English Sign, finger spelling, etc.). *Note: If the student uses individually created signs, provide a voice over describing the response to assist with scoring.*
- orient the student toward your face
- supplement or replace verbal instruction with sign language
- supplement or replace verbal instructions with written instructions
- make sure that FM devices are functioning properly
- if the response requires pointing to or matching a number/quantity, do not require the student to name or describe the response

Specific Considerations:

1) Adding; 2) subtracting; 3) counting out loud; 4) reading words; 5) reading blocks of text; 6) reading numbers; 7) reading prices; 8) measuring; or 9) answering comprehension questions:

- present all spoken parts using ASL or other form of sign language
- encourage the student to respond in sign language
- if the student is able to read simple sentences, present the question in the form of a written question highlighting the key information. For example, write "How many forks now?" instead of "How many forks do you have now?" *Note: Make sure the skill being measured is not changed when rewriting the question; otherwise the component may be considered modified. You can refer to the scorable task component and alternate wording of the question as a guide for changing oral directions to written directions.*
- if the student is using ASL or other form of sign language, ask the student to sign each individual number as he/she counts. *Note: Counting silently and signing when the final number is determined will be considered a modification.*
- When asked to read words, text, numbers, or answer comprehension questions, encourage the student to respond using sign language. *Note: Writing answers for these components will be considered a modification.*

Visual Impairments (please refer to the italicized print to determine if your change would be considered a modification which would reduce the student's score)

General Considerations:

- enlarge materials. *Note: ensure that all materials maintain set variation in the size of material. If materials are 4 inches, 1 inch, 1 inch, ensure that enlarged materials are 8 inches, 5 inches, 5 inches.*
- allow the student to use his/her typical low vision devices.
- increase contrast of materials by using bolder lines, colors, contrasting backgrounds or increased spacing. *Note: Be careful to treat all materials equally, not just the materials which are the correct responses. If using colored paper for background, use it for all materials presented in the array; if highlighting materials with color, highlight all materials; if darkening outlines, darken all outlines.*
- use raised line drawings or tactile symbols to indicate key features (perimeters of sets, outline of pictures).
- use objects instead of pictures. *Note: This is an accommodation with no reduction in the score only if a student has a visual impairment.*
- use a divided tray or other means to keep the student oriented to the materials

Specific Considerations:

1) Orienting or 2) scanning:

- allow the student to touch each object in place of eye gaze

1) Selecting item or 2) demonstrating function of an item:

- allow the student to feel each object/picture/set on the desk prior to asking a question

1) Selecting identical items; 2) selecting similar items; 3) selecting related items; or 4) identifying a category:

- allow the student to feel each object/picture/set on the desk prior to presentation of the 2nd item

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- when presenting the 2nd item in a matching component, allow the student to feel the object/picture/set prior to asking the question

Physical Impairments (please refer to the italicized print to determine if your change would be considered a modification which would reduce the student's score)

General Considerations:

- change the size of pictures, objects or print so that the student may be able to grasp the item.
Note: ensure that all materials maintain set variation in size of the material. If materials are 4 inches, 1 inch, 1 inch, ensure that enlarged materials are 8 inches, 5 inches, 5 inches.
- complete any motor response portion of the task while allowing the student to verbally guide your actions
- have the student provide a verbal response instead of pointing to an answer
- point to each answer and ask the student to verbally respond "yes/no" to which response is correct

Specific Considerations:

1) selecting quantity named and shown; 2) selecting numeral named; 3) locating largest/smallest value on graph; 4) locating number named in display; 5) selecting longest/shortest in length; 6) selecting item related to season; 7) Selecting items named; 8) selecting picture with beginning sound; 9) locating picture in display; 10) locating partially hidden items; 11) selecting items by function; 12) selecting items by feature; 13) answering 'wh'- question from a field of items; 14) matching identical items; 15) selecting similar items; 16) selecting related items, 17) identifying category of item:

- allow the student to verbally give a response to the question by identifying the number of items in a set or by verbally providing the number or the ordinal position of the item (e.g., third choice)
- have the student use eye gaze or a head/mouth-pointer to identify the correct answer
- provide the student with the opportunity to respond yes/no to EACH item by asking "Is this the same? Is this the group that has two? Is this the longest? etc." and waiting for the student to respond yes or no to each. *Note: Do not accept an answer until the student has given a response for each item in the field or the component will be considered modified.*

Measuring:

- allow the student to instruct you on how many scoops, cups, etc. you should measure out. *Note: Do not stop at the exact number. After each scoop, give the student the opportunity to say whether or not you should continue putting more scoops in by asking "Is that 3? Should I keep going?" or the component will be modified.*
- instruct the student that you will begin scooping/pouring and he/she should say "Stop" when he/she thinks the proper amount has been reached. *Note: Do not stop until the student says "Stop" or the item measured is going to overflow or the component will be modified.*

Selecting heaviest/lightest:

- present objects and allow the student to hold items with your assistance prior to putting them on the desk
- allow the student to verbally respond to a question by identifying the heaviest/lightest items in a set
- have the student eye gaze or use a head/mouth-pointer to identify the correct answer
- provide the student the opportunity to respond yes/no to EACH item by asking "Is this the heaviest/lightest? Does this one weigh the most/least? etc." and waiting for the student to respond yes or no to each. *Note: Do not accept an answer until the student has given a response for each item in the field or the component will be considered modified.*

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Sorting:

- allow the student to verbally respond to a question by identifying the group in which the item should be placed
- have the student eye gaze or use a head/mouth-pointer to identify the correct answer
- provide the student with the opportunity to respond yes/no to EACH item by asking “Is this the correct group? Is this where it goes? Is this the same? Does it go here? etc.” and waiting for the student to respond yes or no to each. *Note: Do not accept an answer until the student has given a response for each item in the field or the component will be considered modified.*

Demonstrating an understanding of a direction:

- demonstrates different actions (putting head down, clapping hands, touching head, touching nose, standing up) while providing the student the opportunity to respond yes/no to EACH item by asking “Is this what the directions said to do?” and waiting for the student to respond yes or no to each. *Note: Do not accept an answer until the student has given a response for each item in the field or the component will be considered modified.*