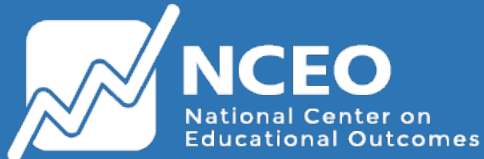


How Much Do Educators Know about Accessibility Features and Accommodations?

Erik Larson



Based on *Educators' Experiences With and Attitudes Toward Accessibility Features and Accommodations* by Martha L. Thurlow, Erik D. Larson, Sheryl S. Lazarus, Vitaliy V. Shyyan, and Laurene L. Christensen

Theoretical Framework

1. Educators should collect data to inform decisions about accessibility features and accommodations
2. These data should be from instruction and assessments
3. Decisions should account for students' individual needs and preferences
4. Educators should have up-to-date knowledge of accessibility features and accommodations allowed in their states

Problem

More accessibility
features and
accommodations

=

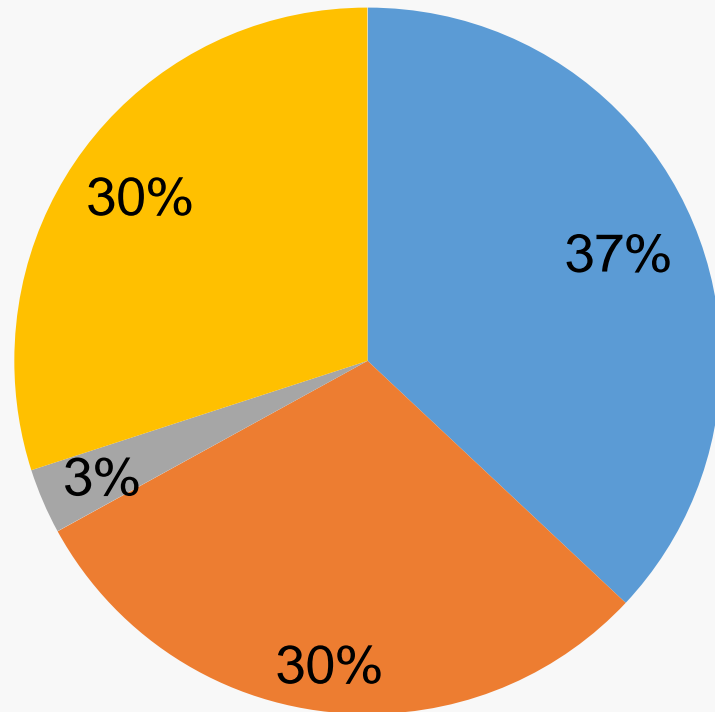
More decision
making for more
educators

Research Questions

- What are educator experiences with accessibility features and accommodations?
- What are educator attitudes toward accessibility features and accommodations?
- Do educator experiences and attitudes vary by professional role?

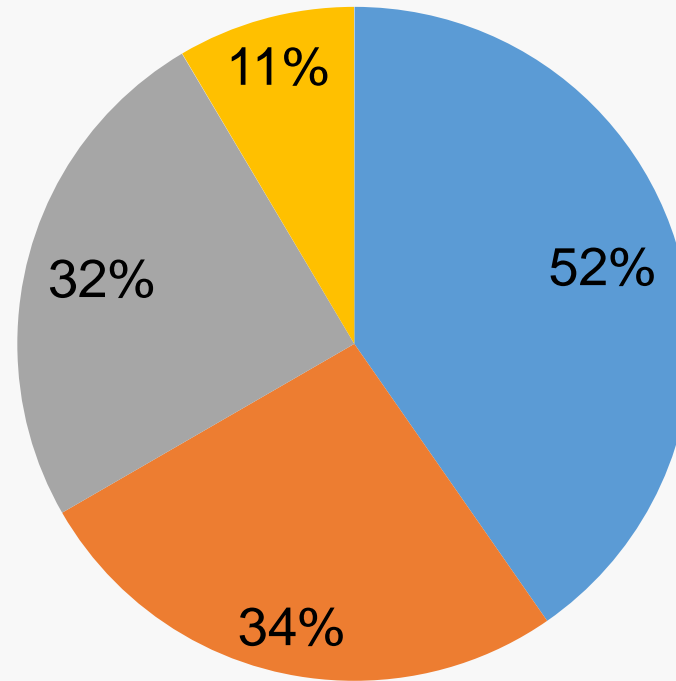
Data Sources

(n = 2,242)



- General Education
- Special Education
- EL Education
- Other

(n = 1,987)



- Elementary
- Middle
- High
- Other

Results

Top accessibility features and accommodations

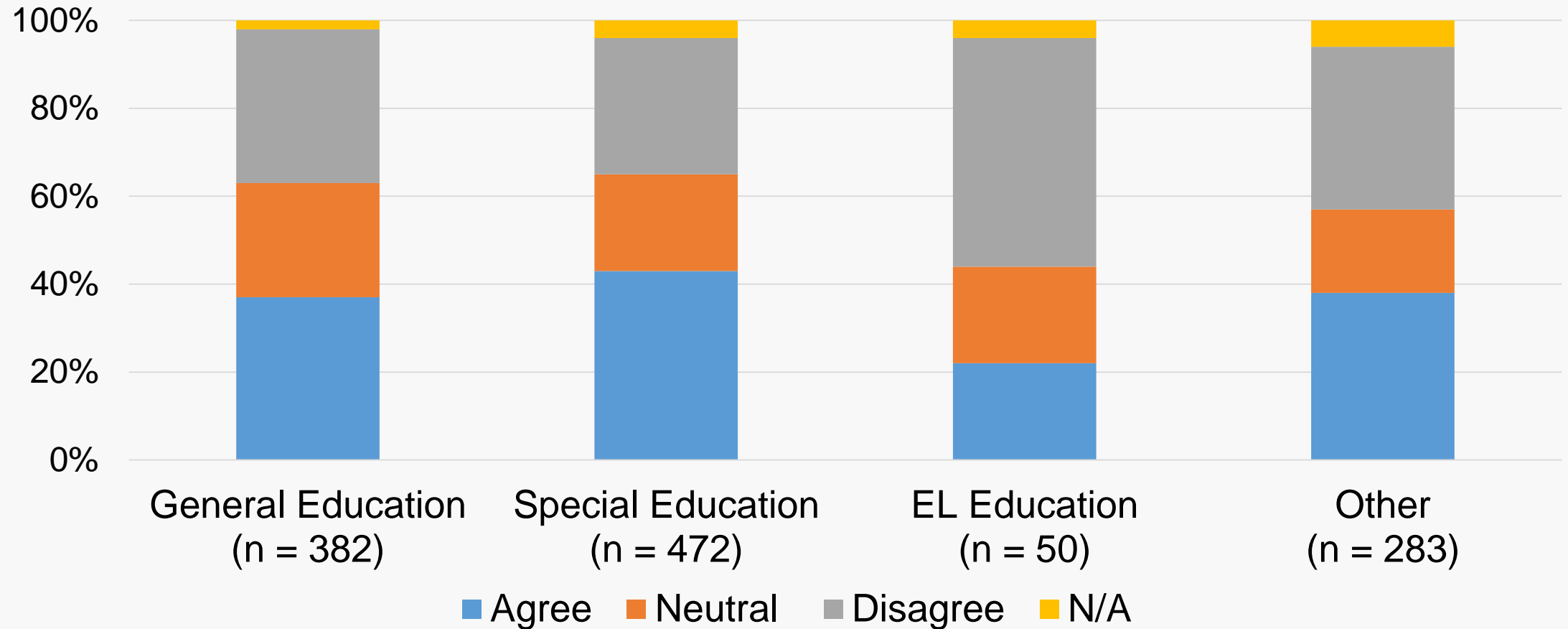
All Educators

- Separate setting
- Extended time
- Human reader
- Student reads test aloud
- Paper-and-Pencil Test

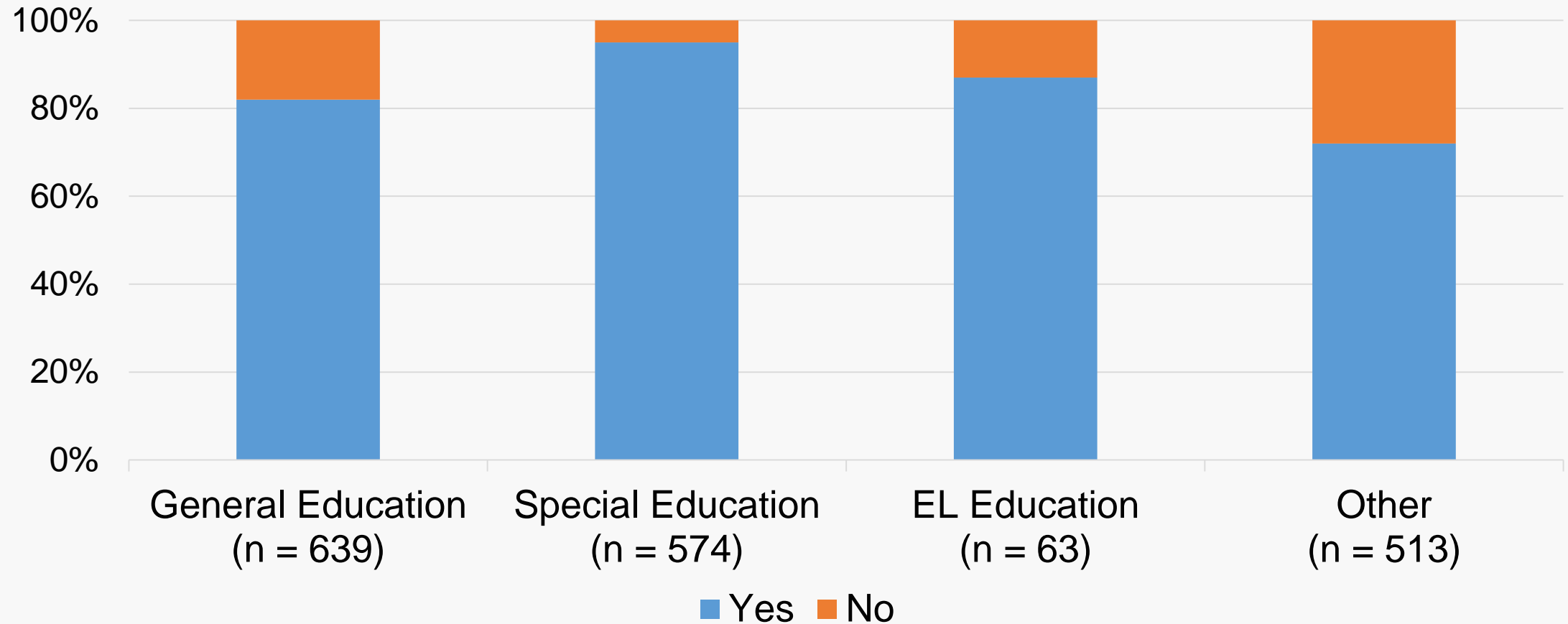
EL Teachers

- Extended time
- Native language translation of directions
- Separate setting
- Bilingual dictionary
- Human reader

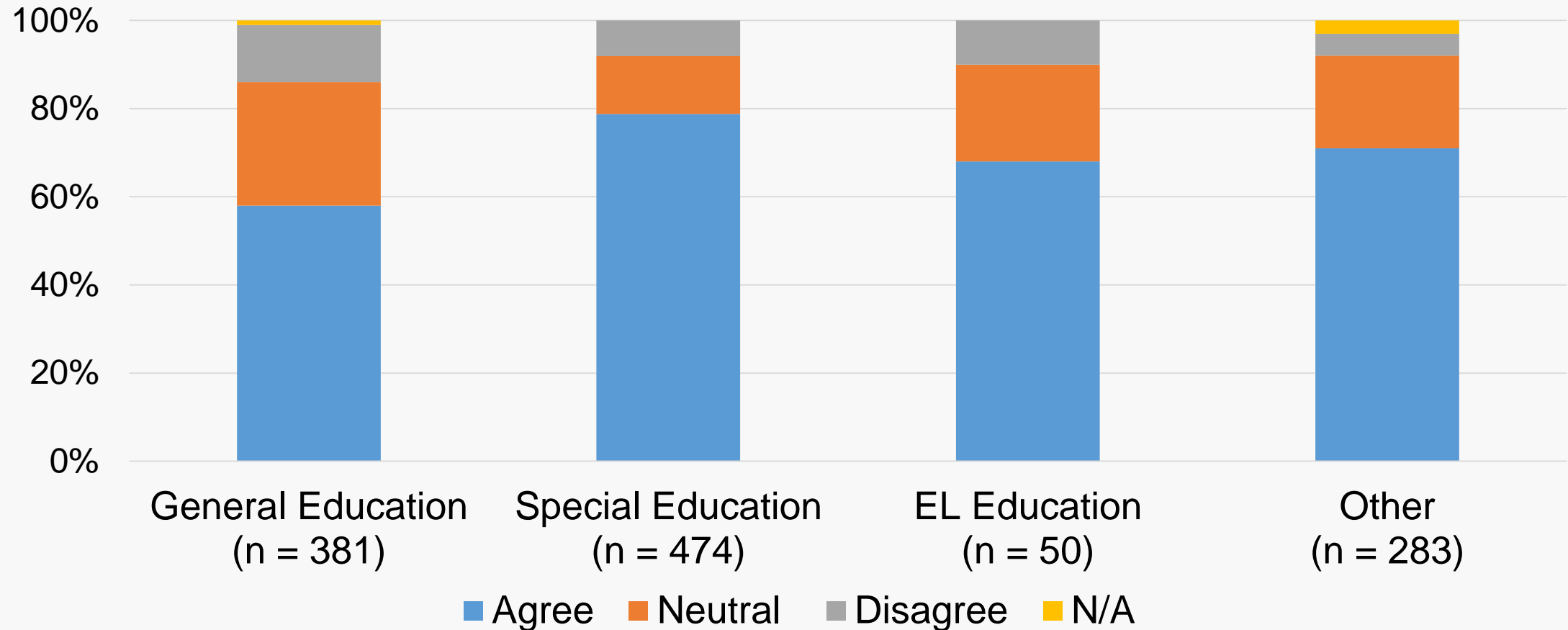
EL teachers were less likely to agree that they had received adequate training



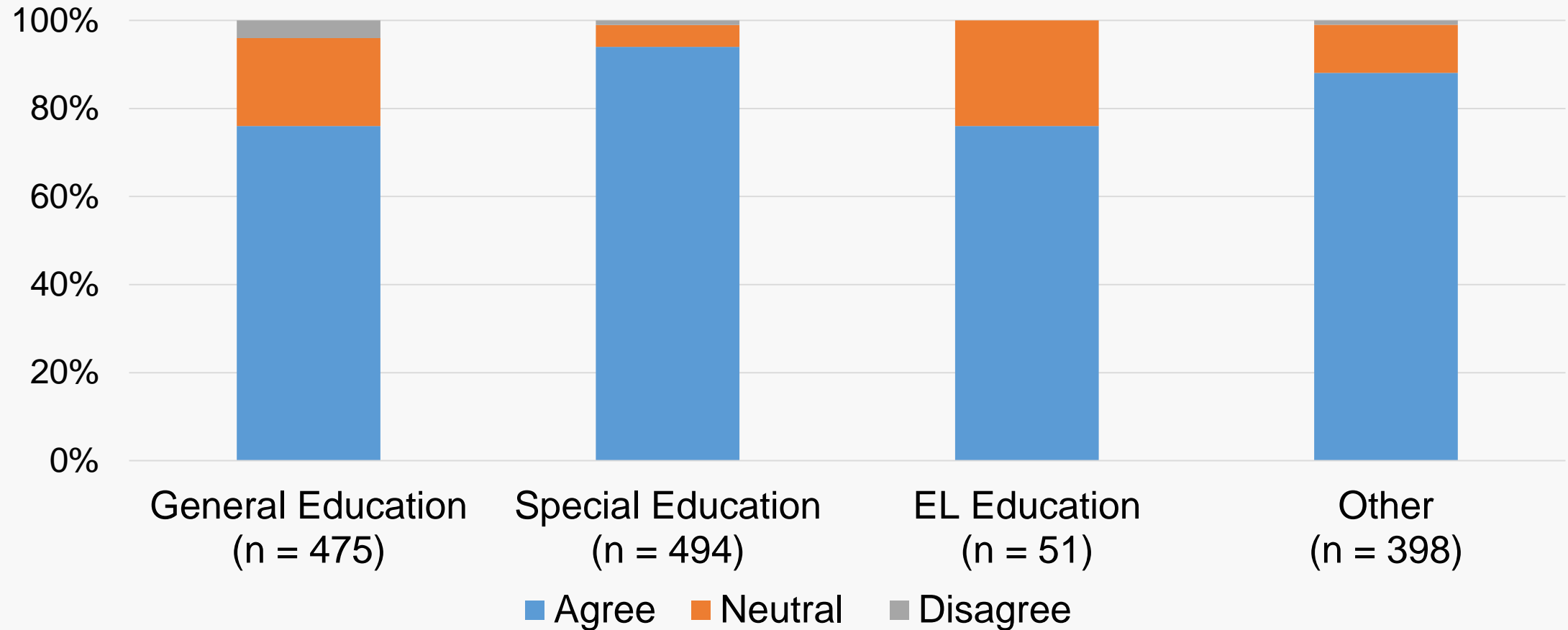
Special education teachers reported more experience working with students who use accessibility features and accommodations



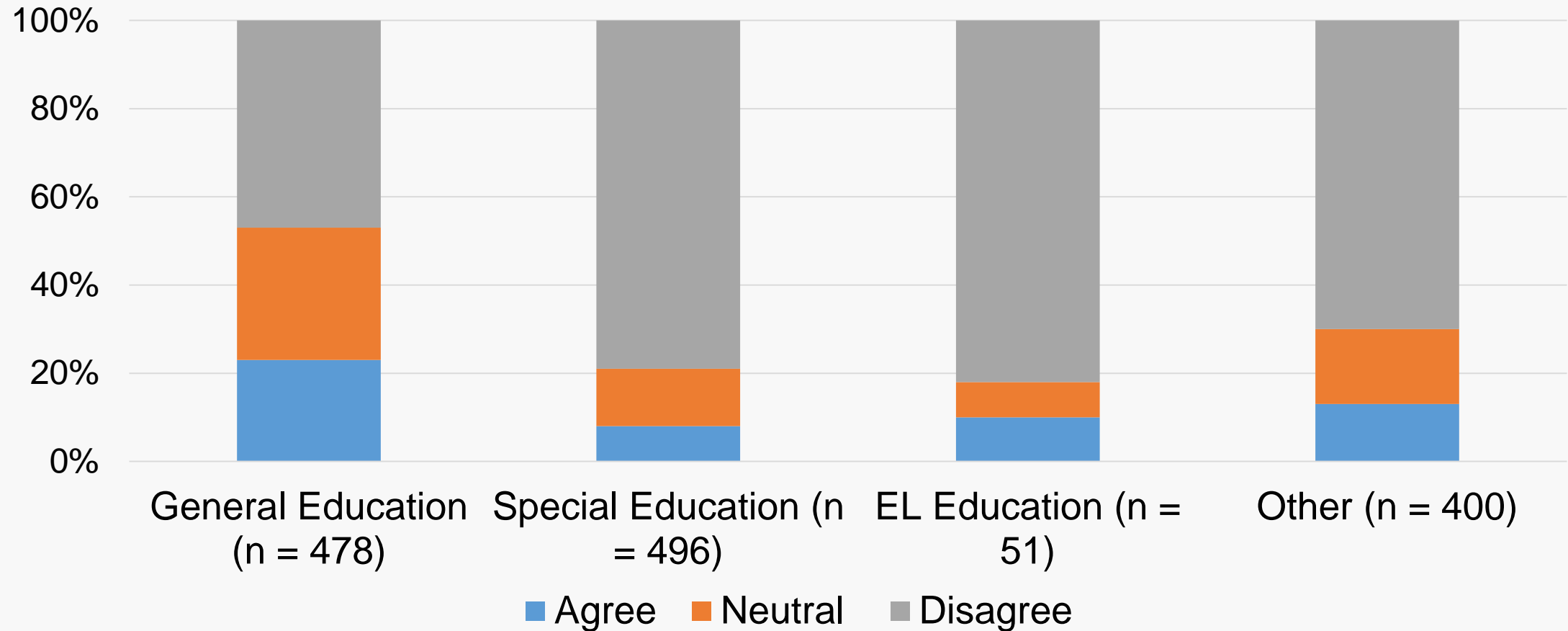
Most educators felt confident making decisions about accessibility features and accommodations



Most educators felt that implementing accessibility features and accommodations is a worthwhile use of their time



Most educators do not agree that accessibility features and accommodations confer an unfair advantage



Significance

Need for more training

- May be more pressing for EL and general education teachers

Need for more investigation of how teachers use accessibility features and accommodations

- Focus on how they are used during instruction
- Focus on successful strategies from EL and general education teachers
- DIAMOND project has done focus groups, phone interviews, and in-person interviews

Resources

<https://nceo.info/About/projects/nceoprojects/diamond>

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