



**BUILDING A  
SHARED  
REALITY**

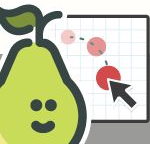
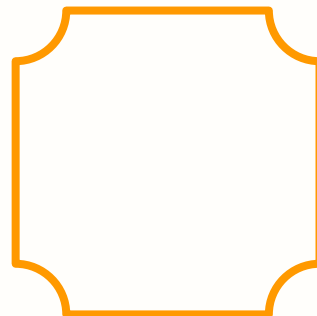
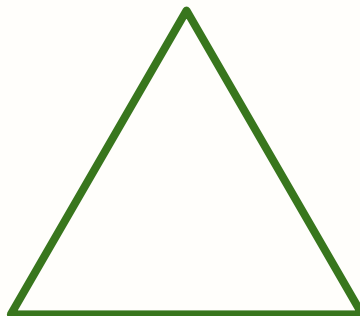
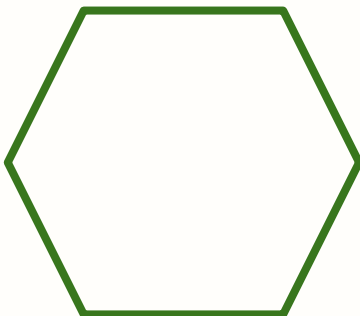
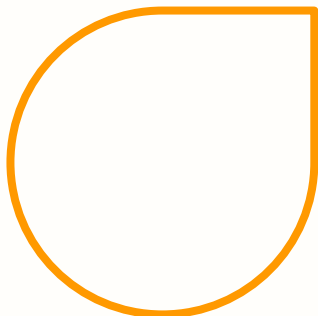
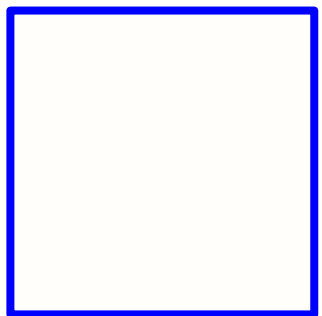
# Using Classroom Simulations to Destigmatize Academic Accommodations



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# Technology Check

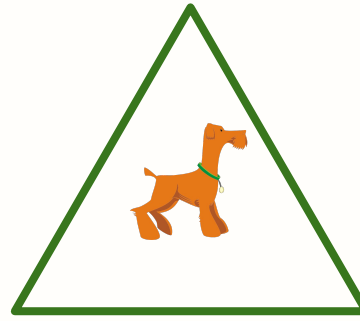
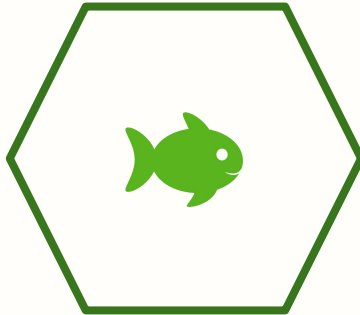
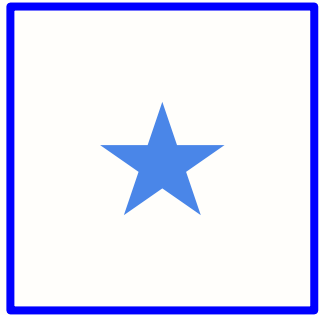


Students, drag the icons!



# Technology Check

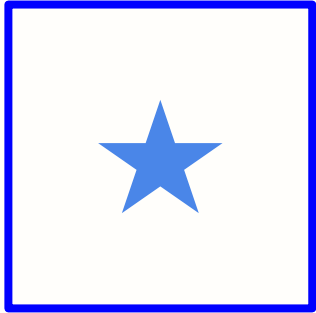
Did you drag all the items to the correct spot?



Students choose an option

# Vocabulary Lesson!

Drag the star to  
the blue box

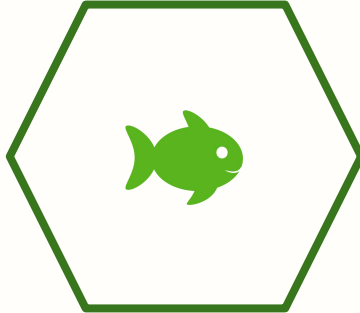


Drag the heart to  
the traan shape



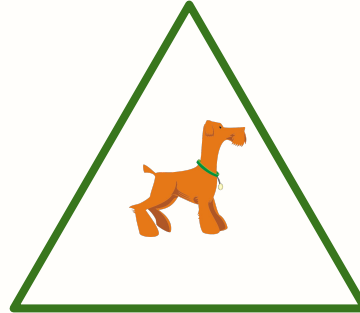
traan = teardrop  
in Dutch

Drag the fish to  
the altigen



altigen = hexagon  
in Turkish

Drag the spitz to  
the green triangle



Finnish Spitz =  
breed of dog

Drag the loupe to  
the last shape



loupe = magnifying  
glass in French

# Pulse Check

How did you feel during this task?



Students, write your response!

# Pulse Check

What accommodations would help?

Accommodations: **reduce** or eliminate **barriers** in the environment to ensure individuals have **equal access** and **opportunity** to **learn** and **participate** fully in that setting



Students, write your response!

# OVERVIEW



**0**  
**1**

## **Problem**

Needs Assessment & Framework

**0**  
**2**

## **Intervention**

Study Design & Implementation

**0**  
**3**

## **Results**

Intervention Outcomes

**0**  
**4**

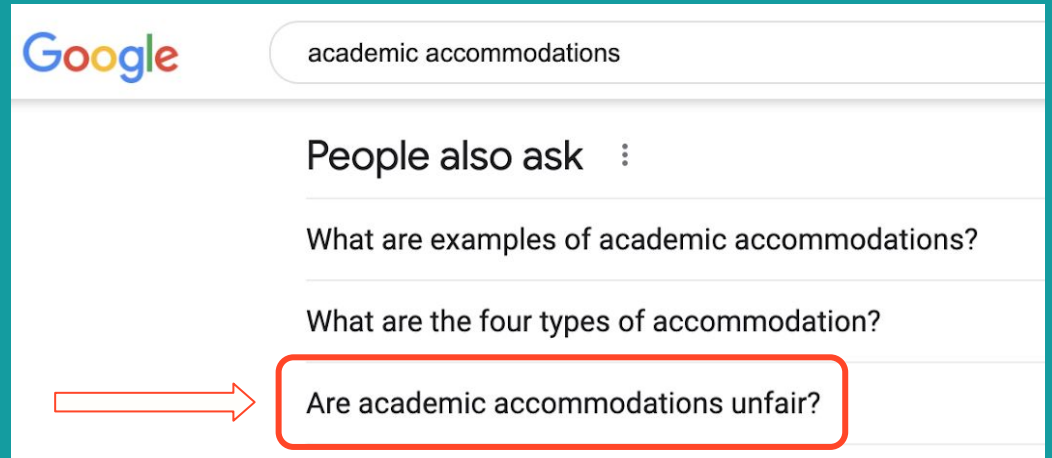
## **Application**

Self-Awareness & Self-Advocacy

# 01

## PROBLEM

Perceptions &  
Understanding of School  
Accommodations



(Google, 2021)



dearchadwick ...

I have extra time. One time I had gotten an extension for an English test, so I didn't go with the rest of my peers with extra time when our teacher went to set the test up for them. I was left in a classroom with the other students in the class. They began to insult people with extra time, saying things like "If you're too stupid to finish the test in time, you shouldn't be taking the class." and "At Costa they'd just be in a special needs class and we wouldn't have to deal with this BS," among other rude comments.



dearchadwick ...

I was taken aback. Being the only one in the room who used extra time, I didn't feel comfortable speaking up, but I still remember that moment vividly. Students with extra time often have invisible disabilities that prevent them from being able to test like students without extra time, and thus, extra time levels the playing field for them. Students with extra time are not "stupid." A lot of the smartest people in history would qualify for extra time at Chadwick.



dearchadwick ...

Chadwick students seem to view extra time as an excuse for unqualified or unintelligent students to have extra privileges. It's not. It's a necessary accommodation for a lot of people, and there shouldn't be shame in needing that help. Stop demonizing and infantilizing intellectual disabilities and mental health issues.

-Student



(Dearchadwick, 2020)

# NEEDS ASSESSMENT

“I feel like I'm kind of **outed**...if I'm in class and [the teacher's] like “you need to finish this” or any of my teachers are like “you need to finish this,” I feel kind of like I **don't fit in** I guess. Like I feel kind of like a **stain on a wall** I guess.”

**- 7th grader with Dyslexia**

(personal communication, June 3, 2021)



**NEEDS ASSESSMENT**

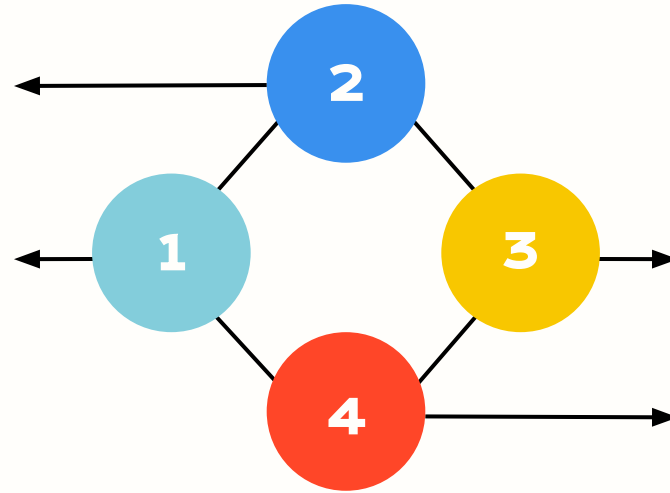
## Academic Accommodations

"Level the playing field"  
(Fuchs et al., 2017, p. 2)

## Self-Efficacy & Learning Challenges

Self-Efficacy Theory  
(Bandura, 1977)

LD & self-efficacy  
(Baird et al., 2009)  
(Feldman et al., 2002)



## Perceptions of Accommodations & Learning Challenges

Peer discomfort  
(Lee & Shin, 2019)

Self-advocacy challenges  
(Prater et al., 2014)

## Learning Simulations

Improve student empathy  
(Rantala et al., 2016)

Conceptual & procedural skills  
(Falloon et al., 2020)

# THEORETICAL FRAMEWORK

# RESEARCH QUESTION



How will firsthand simulations of different learning challenges impact students' perceptions of their own and others' academic efficacy and academic accommodations?

# 02

## INTERVENTION

Study Design &  
Implementation



# PARTICIPANTS

## 7th Grade Life Skills

2 Class Rotations

1

**21 Students**

19 Females | 2 Males

2

**24 Students**

14 Females | 10 Males

# Standard Condition

No intentional barriers



# Learning Challenge Simulation

Targeted barriers



**METHOD**

# LEARNING CHALLENGE SIMULATIONS



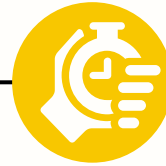
## **Attention**

Virtual Maze  
*w/ distractors*



## **Memory**

Reading Quiz  
*w/o passage*



## **Test Anxiety**

Typing Speed Test  
*w/o characters*



## **Visual-Motor**

Drawing Recreation  
*w/o dominant hand*

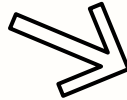


# DATA COLLECTION

BEFORE



**Preliminary  
Survey**



DURING



**Live  
Feedback**

How did you feel?  
(standard vs simulation)

What accommodations  
would help?



AFTER



**Concluding  
Survey**

Perceptions of accommodations  
(1-5 Rating)

- Understanding
- Importance
- Fairness

Explain school accommodations

- What they are
- What their purpose is

Perceptions of accommodations  
(1-5 Rating)

- Understanding
- Importance
- Fairness

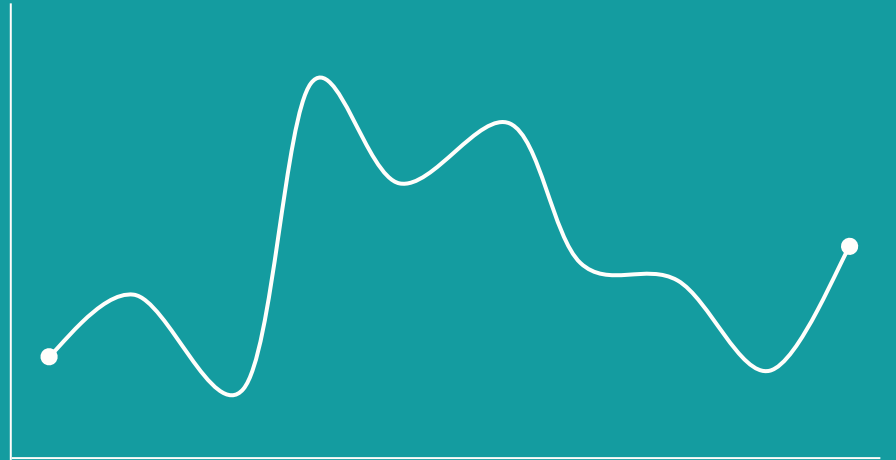
Explain school accommodations

- What they are
- What their purpose is

# 03

## RESULTS

Intervention Outcomes





## Standard Condition

“Easy”

“Calm”

“Neutral”



## Learning Challenge Simulation

“Rushed”

“Stressed”

“Pressured”

**SIMULATION EFFECTIVENESS**

# RESULTS SUMMARY

**35% increase**

Understanding of accommodations  
( $\rho = .002^{**}$ )

**17% increase**

Understanding of learning challenges  
( $\rho = .072$ )

**9% increase**

Perceived fairness of accommodations  
( $\rho = .035^*$ )

**7% increase**

Perceived importance of accommodations  
( $\rho = .069$ )

# UNDERSTANDING OF ACCOMMODATIONS

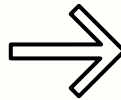
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How would you explain  
what school  
accommodations are?

BEFORE

AFTER

*"I'm not sure what those are  
but maybe it's planning  
school things."*



*"School accommodations are  
when people have learning  
challenges or learn in a  
different way so they have  
special things like extended  
time or different classes."*

# UNDERSTANDING OF ACCOMMODATIONS

Start of Course		End of Course	
Self-Rated Understanding <sup>a</sup>	Explanation of School Accommodations <sup>b</sup>	Self-Rated Understanding <sup>a</sup>	Explanation of School Accommodations <sup>b</sup>
1	I'm not sure what those are but maybe it's planning school things.	4	School accommodations are when people have learning challenges or learn in a different way so they have special things like extended time, or different classes.
2	I don't really know how to explain	4	Like if you have ADHD and its hard to focus you might take a test in another room than all your classmates
1	I don't know what it means.	5	If you have a learning disability you have things that help you be able to do your work just as good as others.

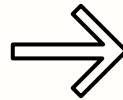
<sup>a</sup>On a scale of 1 to 5, please rate your understanding of school accommodations for learning challenges. <sup>b</sup>How would you explain what school accommodations are?

# PERCEPTIONS OF ACCOMMODATIONS

How would you explain  
the purpose of school  
accommodations?

BEFORE

*"Providing extra help to  
people who need it "*



AFTER

*"To create a fair learning  
environment for people who  
may struggle at school."*

# PERCEPTIONS OF ACCOMMODATIONS

Start of Course			End of Course		
Perceived Importance <sup>a</sup>	Perceived Fairness <sup>b</sup>	Purpose <sup>c</sup>	Perceived Importance <sup>a</sup>	Perceived Fairness <sup>b</sup>	Purpose <sup>c</sup>
3	3	Providing extra help to people who need it	5	4	To create a fair learning environment for people who may struggle at school.
5	5	I don't understand what school accommodations completely so I do not know how to answer.	5	5	It helps students feel supported by their school and have a fair chance as others.
4	4	To help people	5	5	To help people cope and work the same as others if they have a disability that other people don't.

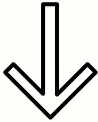
<sup>a</sup>On a scale of 1 to 5, please rate how important you feel it is that students receive school accommodations for learning challenges. <sup>b</sup>On a scale of 1 to 5, please rate how fair you feel it is that some students receive school accommodations, such as extended time on tests. <sup>c</sup>How would you explain the purpose of school accommodations?



# WHAT ACCOMMODATIONS WOULD HELP?



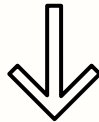
## Attention



- More time
- Noise cancelling headphones
- Breathing/breaks
- A blank room with less distractions



## Memory



- More time to read
- Having the passage visible the whole time



## Test Anxiety



- More time
- Separate room
- Text all in one consecutive line



## Visual-Motor



- More time to draw
- A larger pencil
- Someone do the work for them

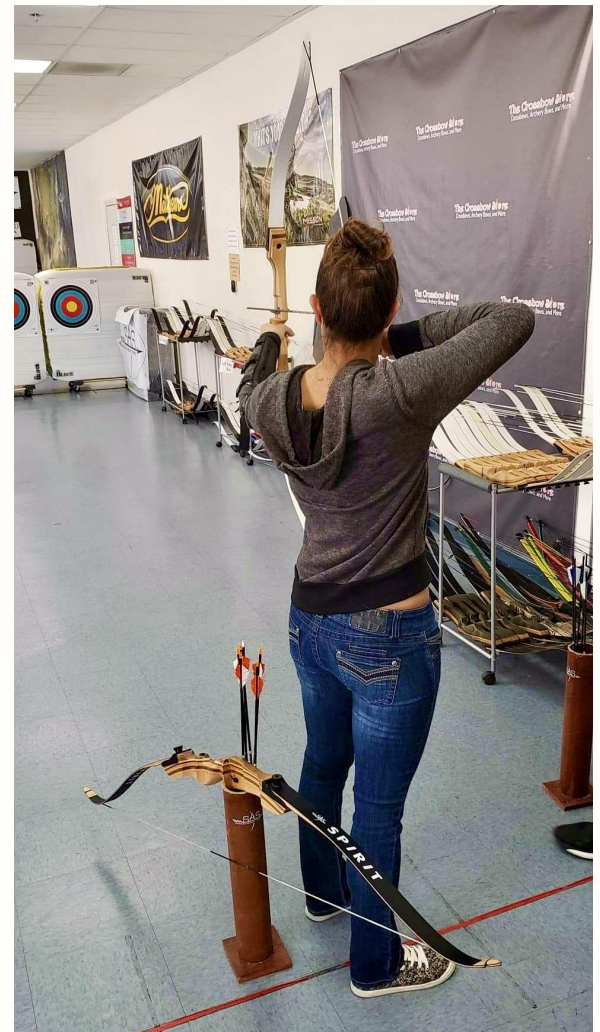
# 04

## APPLICATION

Self-Awareness &  
Self-Advocacy



# SELF-AWARENESS



# PERFORMANCE $\neq$ ABILITY

Our **performance** may not accurately reflect our **ability**



WE ALL USE  
ACCOMMODATIONS  
IN **DIFFERENT**  
**CONTEXTS**





**ACCOMMODATIONS ≠ SUPERPOWERS**

# ACCOMMODATIONS EXPOSE OUR POWERS



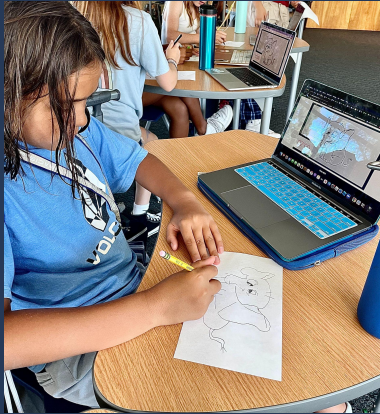
# BUILDING SELF-AWARENESS

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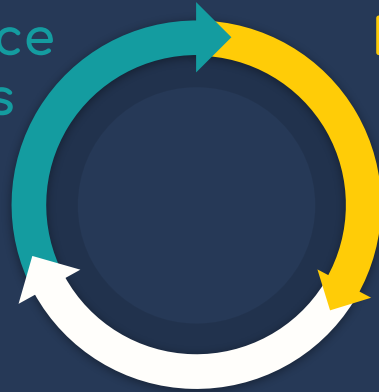




# SELF-AWARENESS IN ACTION



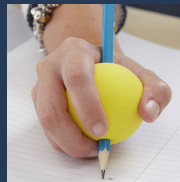
Experience  
Success



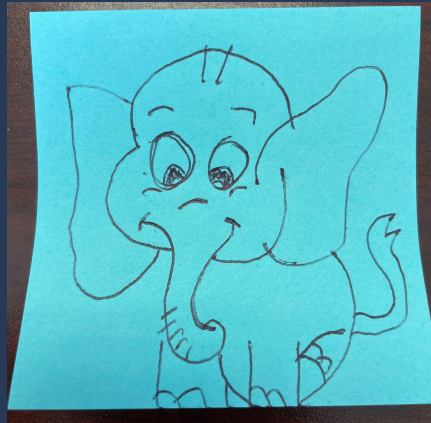
Experience  
Obstacles



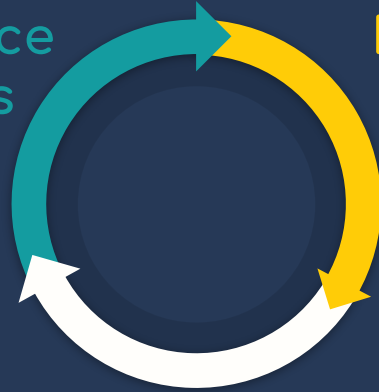
Experience Accommodations



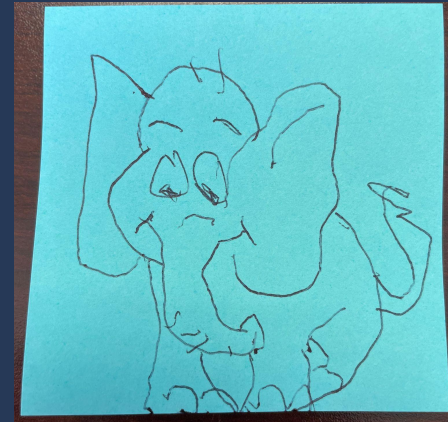
# BUILD SELF-AWARENESS...TOGETHER!



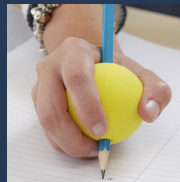
Experience  
Success



Experience  
Obstacles



Experience Accommodations



# BUILDING SELF-ADVOCACY

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What accommodations *might* help you?

What accommodations *have* helped you?

What accommodations *have not* helped you?



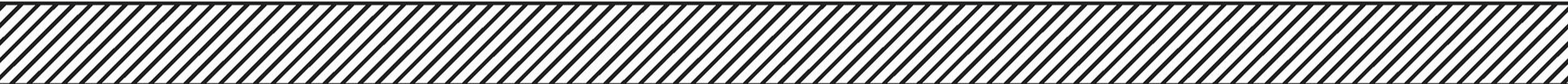
**Experiment**



**Build Comfort**



**Reflect**



**TEST IT OUT**

**ACT IT OUT**



**“Opening  
Statements”**



**Email  
Templates**



**“Back Pocket”  
Responses**

HOW IS ANY  
OF THIS  
DIFFERENT?

Student **with**  
accommodations



Student **without**  
accommodations



# BRINGING IT HOME



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- Rantala, J., Manninen, M., & van den Berg, M. (2016). Stepping into other people's shoes proves to be a difficult task for high school students: Assessing historical empathy through simulation exercise. *Journal of Curriculum Studies*, 48(3), 323–345. <https://doi.org/10.1080/00220272.2015.1122092>

# THANK YOU!

Time for Q & A!



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