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**PERRY COUNTY SCHOOLS ACCOMMODATIONS FADING PLAN**

**2025-2026**

**The Appropriate Use of an Accommodation/s: Finding the Balance**

1. There is an important distinction between instructional accommodations and testing accommodations. Supports provided at the beginning of the instructional process are designed to help students’ first experience, learn, and practice a new skill. The long term purpose of **instructional accommodations** or other early supports is to ultimately help the student *learn to become as fluent and as independent as possible* in performing that skill. For this reason, instructional accommodations should incorporate a scaffold *fading process* that provides much more support early in the learning process as skill acquisition is just beginning. Later in the instructional process the need for early levels of support should be challenged or tested to see how much control can be assumed by the student. The intensive supports used very early in instruction may at times greatly simplify or may even *modify* the skill the student is learning. These supports may help to guide, shape, and successively approximate the student’s behavior to ensure that he or she experiences some early success while moving closer to real skill performance. When planning instructional supports, the path to student independence must always be kept in mind. Plan with the end in mind, always move toward independence.
2. As effective instruction continues, early intensive supports (or modifications) are faded, allowing the student to demonstrate the academic skill with increasing independence. As higher levels of skill independence are achieved, supports are faded back further still until **the least intrusive accommodation** or, perhaps even full independence is achieved. The least intrusive accommodation is the level of support that will allow the student to demonstrate the skill in the most independent manner possible for that student.
3. For example, if a student has a certain type of visual processing difficulty, he or she may need some years) to use a straight edge to guide visual tracking while reading, but eventually learns to perform the actual reading task with full independence to the extent of his or her capability. At the point of testing, this student no longer has a person holding the tracking tool or reading the passage to him or her. This has become the independent responsibility of the student; yet remaining student needs for support are still being met. Independent use of the visual tracking tool has become the least intrusive accommodation for the student at this point.
4. **Testing accommodations** should be those accommodations that *are the least intrusive accommodations possible* to meet the needs of the student while *allowing the maximum level of independence possible* for that student. They represent the current balance point the instructional fading process has achieved. Testing accommodations, therefore, represent the highest point of independent skill acquisition that has been achieved with that student *to date* through the instructional process. Testing accommodations do not necessarily represent the instructional end point, but they do represent a point in time that lies beyond the earliest phases of skill acquisition. Some skill independence should be seen if instruction has been effective. Teams must remember to carefully consider *long term independence* and thoughtfully design the process of fading supports when choosing and planning instructional methods.
5. **The key is finding the right balance of supports for a given student and actively, consistently, and constructively supporting the growth of student independence.**