Demystifying Supplemental Aids

Session Resources
(case sensitive)

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What
What are supplemental aids?

Why
Why are they important?

Instruction
What does it look like during instruction?

Assessment
How can we support on assessment?
What are supplemental aids?

Instructional techniques that aids a student in recalling information. They are generally paper based, but are not limited to paper during instruction and classroom assessments.

Why are they important?
One part of memory retrieval includes **working memory (WM)**.

- The management, manipulation, and transformation of information drawn from short-term and long-term memory.

- “Manipulating information mentally... **juggling** information in the brain.”

  (Meltzer, 2010, p. 6)
Working Memory

• Is the culprit causing many learning disabilities
  • About 50% have a memory impairment  (Dehn, 2010)
• Executive functions (which includes WM) impact academic difficulties for students with ADHD  (Dehn, 2010)
• WM is a crucial component that tends to be impaired in children with dyslexia  (Reiter, Materek, Cole, Levine, & Mahone, 2001)

What does WM “look like” during instruction?

“The ability to hold representational knowledge of the world around us in mind, coupled with the mental flexibility to manipulate this knowledge in whatever manner we choose.”  (Lavine & Reed, 1999)
What techniques do you use to support memory retrieval during instruction and classroom assessment?

talk

? talk
During Instruction and Classroom Assessments

Supplemental Aids
Supplemental aids assist any student in recalling information. They are effective, evidenced-based memory retrieval techniques that should be incorporated into any learning environment.

Card Sort: Explore!

Small Group Discussion:

1) What makes them good memory retrieval devices?
2) Which ones do you use the most often and why?
3) Which ones aren’t you using and why?
How do these classroom techniques translate to state assessment?

State Assessment

Supplemental Aids

When memory deficits are identified and when permanent products are taught routinely to compensate, they might become allowable supports on the state assessment.
Always review the TEA policy documents for eligibility information.
Supplemental Aids

New for 2018:

• For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criterion and is documented according to district policies.

TEA TETN #293 9/12/17

Supplemental Aids

Description of Designated Support

This designated support allows a student to use paper-based resources that assist in recalling information.

Assessments

For a student who meets the eligibility criteria, this designated support may be used on

• STAAR (paper and online)
• STAAR Spanish

“Supplemental Aids for STAAR: What’s Allowed and What’s Not?” (TEA, 2018)
### Student Eligibility Criterion

A student may use this designated support if

- he or she routinely, independently, and effectively uses it during classroom instruction and classroom testing.

<table>
<thead>
<tr>
<th>Routinely</th>
<th>Independently</th>
<th>Effectively</th>
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"Supplemental Aids for STAAR: What's Allowed and What's Not?" (TEA, 2018)

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**Note**: Supplemental aids are intended for students who are approved to use them based on the decisions of an ARD committee, 504 committee, LPAC, RTI committee, or student assistance team.

The RTI committees or student assistance teams that make the decisions are formed to address a student's consistent academic struggles.

Supplemental aids should not be confused with common study aids used by students who are not struggling academically.

"Supplemental Aids for STAAR: What's Allowed and What's Not?" (TEA, 2018)
After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

“Supplemental Aids for STAAR: What's Allowed and What's Not?” (TEA, 2018)

### Examples/Types

ONLY the supplemental aids described in the Supplemental Aids policy document are allowed for eligible students.

Examples of allowable supplemental aids with different formats are provided in a training PowerPoint on the TEAs Accommodation Resources webpage titled “Supplemental Aids for STAAR: What’s Allowed and What’s Not?”

Other formats are allowed as long as they follow the description of the aid in the Supplemental Aids document.

“Supplemental Aids for STAAR: What's Allowed and What's Not?” (TEA, 2018)
Supplemental Aids

- All Subjects
  - Mnemonic Devices
  - Blank Graphic Organizers
- Science
  - Graphics of scientific concepts
  - Formula triangles

Card Sort

Allowable

Non-
allowable
Let’s check our work!

For examples of allowable/non-allowable supplemental aids view the TEA PowerPoint titled “Supplemental Aids for STAAR: What’s Allowed and What’s Not?” found under Trainings and Presentations at https://tea.texas.gov/Student_Testing_and_Accountability/Testing/Student_Assessment_Overview/Accommodation_Resources/2018_Accessibility/

How do you make them allowable?

Non-allowable to Allowable
Supplemental Aid Challenge

How can you make this an allowable supplemental aid?

Supplemental Aids for Writing, Social Studies and Math

- **Written Composition**
  - List of grade appropriate grammar and mechanics rules

- **Social Studies**
  - Blank maps
  - Timelines

- **Math**
  - Number chart
  - Place value chart
  - Pictorial models of fractions
  - Pictorial models of geometric figures

**NOTE:** See the TEA’s “2018 Supplemental Aids for STAAR: What’s Allowed and What’s Not?” for specific restrictions related to supplemental aids for writing, social studies and math.
Reflection

From our session on supplemental aids, I learned that...