

WEST VISAYAS STATE UNIVERSITY
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GRADUATE SCHOOL
Iloilo City

TEACHERS' ACCOMMODATION AND MODIFICATION PRACTICES FOR LEARNERS AT-
RISK: BASIS FOR IN-SERVICE TRAINING (INSET) DESIGN

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In Partial Fulfillment
of the Requirements for the Degree
Masters of Education
Special Education

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Learners At-Risk: Basis for In-Service Training (Inset) Design": Unpublished Master's Thesis, Master of Education (Special Education), West Visayas State University, La Paz, Iloilo City, July 2022.

Abstract

This descriptive research was conducted to determine the teachers' accommodation and modification practices for learners at-risk as the basis for the In-service (INSET) training design for Grade 5 and 6 Teachers handling learners at-risk in the Schools District of Lemery, Schools Division of Iloilo. This study sought to answer the following: the teachers' frequently used accommodation and modification practices for learners who are at-risk when taken as an entire group; the least frequently used accommodation and modification practices for learners who are at-risk when taken as an entire group; and the proposed training design that can be developed. Data gathered were analysed through mean, standard deviation, and rank for descriptive analysis. The results showed that teachers frequently used accommodation practices as a whole are the following: use concrete examples/models/rubrics; provide individual guidance and help to learners; change learner's location to avoid destruction from others; give short, simple and repeated instructions/direction with examples; and use of visual cues and physical reminders (hands on shoulder) during classes. The most frequently used modification practices of the Grade Five and Six teachers handling learners at-risk as a whole are as follows: rephrase questions and direction; give no penalty for spelling and grammar mistake in written test and oral recitations; give grades based on the content, do not deduct extra points or grammar and spelling mistakes; give learners different material/s to learn; and, give pointers or study guides before the conduct of any assessment tests.

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The result showed that the teachers' least frequently used accommodation practices are: highlighting the important and different concepts or key words with different colors, provide assistance in copying notes from the chalkboard especially for those with difficulty seeing or messy handwritings, provide quiet area for independent work, conduct home visitation to see learner's current situation, and provide extra instructional materials, drills or practice to follow up learners showing delays in academic. The least frequently used modification practices of the teachers handling learners at-risk as a whole are: allow the use of calculators during math quizzes and class, provide limited multiple choices in assessment tests, give learners who display a delay in academic skills with modified and simplified worksheets or modules based on his capacity, allow projects instead of written reports, select important learning competencies for the child to achieve, and use shortened/ simplified tasks or modify the amount of work to be completed during classes. These least frequently used accommodation and modification practices served as the basis for the training design.

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