Explaining Extended Time to Concerned Faculty Members Presentation

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Potentia Institute 21
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We ask you to join us in creating a culture that reflects…

Access and Inclusion

and

Civility and Respect

…consistent with the AHEAD Statement of Civility during our conference and in all aspects of our organization.
Why are we still talking about extended time?

• Important to understand in order to work with faculty.
• A design thinking approach would start with what faculty are thinking and feeling.
• …and what Disability Service Providers are experiencing.
Why is “time” such a hot button for faculty?

Rooted in fable…
...and science.

• The first intelligence tests were created during World War I to screen the thousands of soldiers being recruited by the United States Military. It had a speeded measure.

Fast and slow continues to be debated.
Today

• Current IQ tests look at speed separately and as part of overall ability.

• Speed is now well known to be a multifaceted construct. There are many types.

• But the impact of the earliest correlations of speed and IQ persist especially because rote sequential processing has been valued in education.
Rote Sequential Processing

- Recall of information without context.
- In reality much of technology has replaced the need for the kind of rote sequential processing we have often used.
- Examples:
  - Memorization of math facts vs. calculator
  - Memorization of spelling rules/demons vs. spellcheck
  - Even in processes used in accounting and economics
Wouldn’t everyone improve with time?
Doesn’t this give some an unfair advantage?
“It’s part of the skill! just not calculus if it’s not done fast!”

Really? Is that true?
Tip #1 Have literature reviews available in a brief snapshot.
Format to meet your needs.
Here’s a synopsis…
From elementary to postsecondary: Extended time tended to improve the performance of all students although students with disabilities tended to make relatively greater score gains.
Secondary and Postsecondary

Meta-Analysis on the Effectiveness of Extra Time as a Test Accommodation for Transitioning Adolescents With Learning Disabilities: More Questions Than Answers

Noel Gregg¹ and Jason M. Nelson²

Abstract
The accommodation of students with learning disabilities (LD) on mandatory high stakes tests continues to heighten concern over the equity and effectiveness of current practices. As students transition from high school, they are required to complete timed graduation tests and postsecondary entrance examinations. The most common accommodation accessed by transitioning adolescents with LD is extended time. In order to inform test accommodation practices, a meta-analysis was conducted to address whether test scores from accommodated (i.e., extended time only) and standard test administrations are comparable for transitioning adolescents with LD as compared to their normally achieving peers. The results of the meta-analyses raised more questions than answers and highlighted the need for future research in this area.

Study
Alster (1997)
Braun, Rogosta, and Kaplan (1986)
Cahalan, Mandinach, and Camara (2002)
Camara, Copeland, and Rothchild (1998)
A. Cohen, Gregg, and Deng (2005)
Lindstrom and Gregg (2007)
Ofishes, Mather, and Russell (2005)
Rogosta, Braun, and Kaplan (1991)
“The results of our meta-analysis… leave professionals with a great deal more questions than answers as to the effectiveness of [extended time]. However, the one outcome consistent across all of the comparisons was that the typical achieving students outperformed the students with LD regardless of the type of test administration.

“As with the Sireci study (2005), while some students without disabilities made gains, the students with disabilities demonstrated significantly greater gains with extended test time.”
Horn and Blankson (2012)

• In homogeneous samples of young adults, “…measures in which there is much emphasis on speediness correlate near zero, perhaps negatively, with tests that require solving difficult problems” (p. 91).
Daniel Kahneman (2013)

Pressure between the need to measure and assess:
creativity, reflection, and analytical skills

vs.

verbal, math and analytical skills will increase.”
More time is not just for reading fluency.

- See handout.

- Slow academic fluency: reading, writing, or math
- Slow processing speed
- Slow memory retrieval
- Executive functioning
- Inaccurate reading (weak decoding)
- Need to re-read for reading comprehension
- Weak verbal retrieval, written expression
## Ten Commonly Used Accommodations and Their Relationship to Learning Difficulties

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Relationship to Learning Difficulties</th>
<th>Commonly Associated Learning Difficulties (not exhaustive)</th>
<th>You May Be Surprised to Know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended Time</strong></td>
<td>Reading, writing, or math activities may need extra processing speed or memory retrieval requirement.</td>
<td>Dyslexia, Dysgraphia, Dyscalculia, Anxiety Disorder, Depressive Disorder, and other mental health conditions.</td>
<td><em>Disorder, Dyslexia, Dysgraphia, Dyscalculia</em></td>
</tr>
<tr>
<td><strong>Speech-to-Text</strong></td>
<td>Hearing loss, stuttering, or other speech impairments.</td>
<td>Deaf and hearing impaired, Visual Impairment, Speech-Language Disorders.</td>
<td><em>ADHD (3 types), Dyslexia, Dysgraphia</em></td>
</tr>
<tr>
<td><strong>Breaks</strong></td>
<td>Attention, concentration, and fatigue.</td>
<td>Attention Deficit Hyperactivity Disorder (ADHD), other mental health conditions.</td>
<td><em>ADHD (3 types), Dyslexia, Dysgraphia</em></td>
</tr>
<tr>
<td><strong>Basic 4-Function Calculator</strong></td>
<td>Math difficulties, weak calculation skills.</td>
<td>Dyscalculia, Dyslexia, Dysgraphia, Anxiety Disorder, Depressive Disorder, and other mental health conditions.</td>
<td><em>ADHD (3 types), Dyslexia, Dysgraphia</em></td>
</tr>
<tr>
<td><strong>Word Processor with Spellcheck</strong></td>
<td>Writing difficulties, weak spelling.</td>
<td>Spelling errors, dysgraphia, anxiety-related behaviors.</td>
<td><em>ADHD (3 types), Dyslexia, Dysgraphia</em></td>
</tr>
</tbody>
</table>

### DISCLAIRER: AREAS OF SUPPORT AND ASSOCIATED DISABILITIES PROVIDED AS EXAMPLES ONLY. THEY ARE NOT COMPLETE LISTS. INDIVIDUAL LEARNER VARIABILITY & NEEDS ARE ALWAYS MOSTLY CONSIDERED.

### What's the point of this?
Tip #2 “Be consistent with decisions”

- Draw conclusions from documentation carefully
- Err on the side of access - impact on test behavior may be unclear in testing;
- Seek to best ensure demonstration of knowledge;
- History, history, history: what, how, when;
- Always consider executive functioning.
If you don’t know where you are going, any road will get you there.

—Cheshire Cat

A Virtual Event
July 6-24, 2020
Tip #3 Be prepared to discuss the “test construct”

Ask faculty:

- "What do you really want to know in this test?"
- "How much of that is related to speed?"
- "Would your concerns lessen if this weren’t such an administrative issue?"
- "Why do believe speed is related to what you want to measure in this test?"

- This is the speed versus power argument.
Tip #4 General Advice

1. Know the research about time
2. Seek to understand the need for the student.
3. Understand the different types of tests.
4. Realize that different domains and skills will impact a student differently.
   - Math, Computer Science, Chemistry often require more time because of working memory and demands on rote, sequential processing.
Stakeholders in IHEs who are undecided or uninformed need to be educated immediately.

• Need for universally designed tests;
• Intersection between disability and test accommodations;
• Lack of research on the predictive validity of speeded test performance with professional outcomes;
• How society loses powerful thinkers when we limit how and who we test.
Thank you.

Q & A
Session Evaluation

• [Link to Session Evaluation Form](tinyurl.com/AHEAD2020-SessionEval)

• Your feedback helps shape future programming.

• Thank you for attending!