

Explaining Extended Time to Concerned Faculty Members Presentation

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We ask you to join us in creating a culture that reflects...

Access and Inclusion
and
Civility and Respect

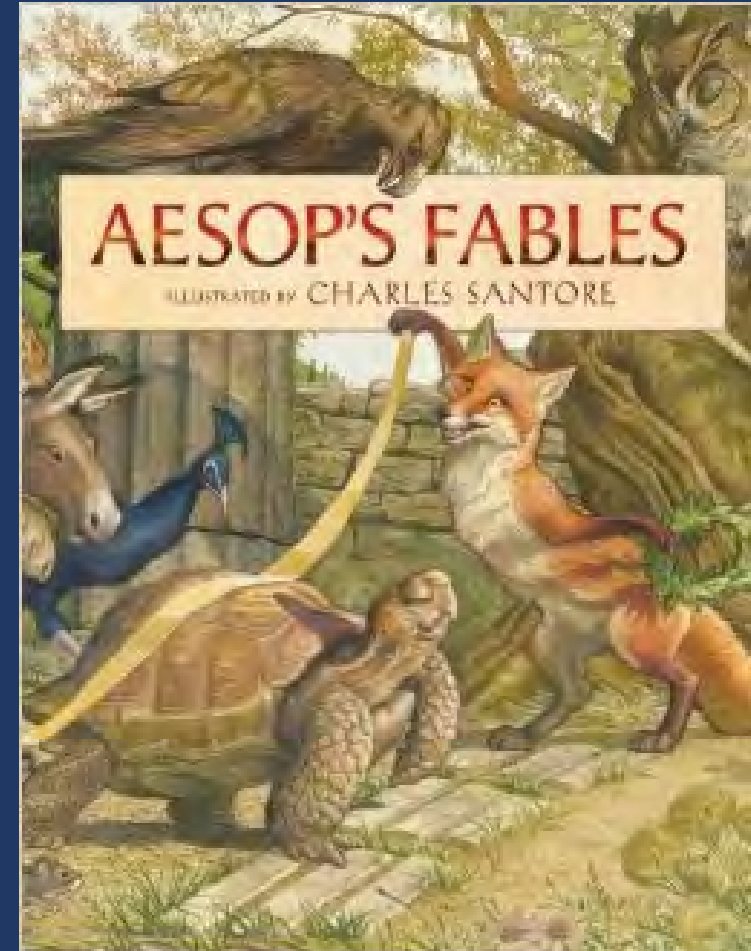
...consistent with the AHEAD Statement of Civility during
our conference and in all aspects of our organization.

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?

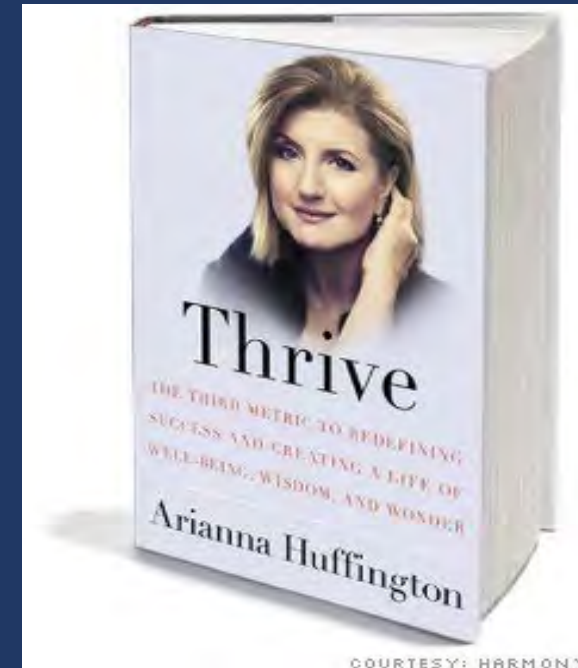
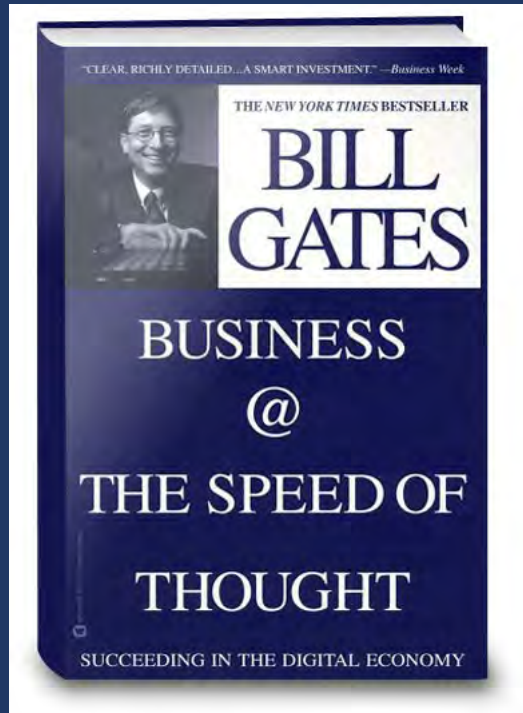
Rooted in fable...



...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.
- Carson, John (June 1993). "Alpha Army, Army Brass, and the Search for Army Intelligence". *Isis*. **84** (2): 278–309. [doi:10.1086/356463](https://doi.org/10.1086/356463)

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

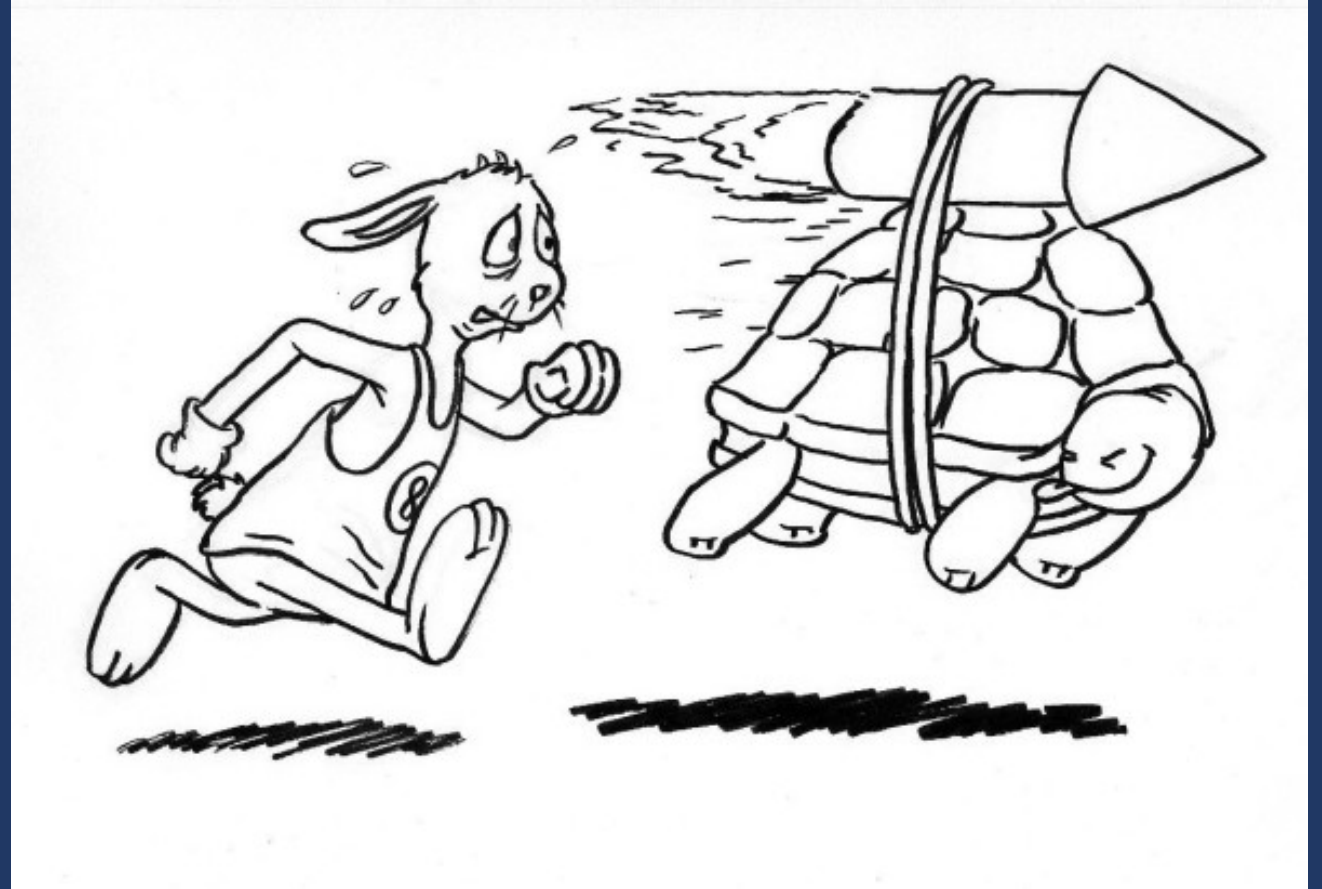
- Recall of information without context.
- In reality much of technology has replaced the need for the kind of rote sequential processing we have often used.
- Examples:
 - Memorization of math facts vs. calculator
 - Memorization of spelling rules/demons vs. spellcheck
 - Even in processes used in accounting and economics

Wouldn't everyone improve with time?



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Doesn't this
give some an
unfair
advantage?





Equity & Excellence Access in Higher Education

A Virtual Event
July 6-24, 2020

"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...

Review of Educational Research
Winter 2005, Vol. 75, No. 4, pp. 457-490

**Test Accommodations for Students
With Disabilities: An Analysis
of the Interaction Hypothesis**

Stephen G. Sireci, Stanley E. Scarpatti, and Shuhong Li
University of Massachusetts, Amherst

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.

Journal of Learning Disabilities
45(2) 128-138
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sagepub.com/journalsPermissions.nav
DOI: 10.1177/0022219409355484
<http://jld.sagepub.com>
SAGE

Study

Alster (1997)
Braun, Rogosta, and Kaplan (1986)
Cahalan, Mandinach, and Camara (2002)
Camara, Copeland, and Rothchild (1998)
A. Cohen, Gregg, and Deng (2005)
Lesaux, Pearson, and Siegel (2006)
Lindstrom and Gregg (2007)
Ofiesh, Mather, and Russell (2005)
Ragosta, Braun, and Kaplan (1991)

Results

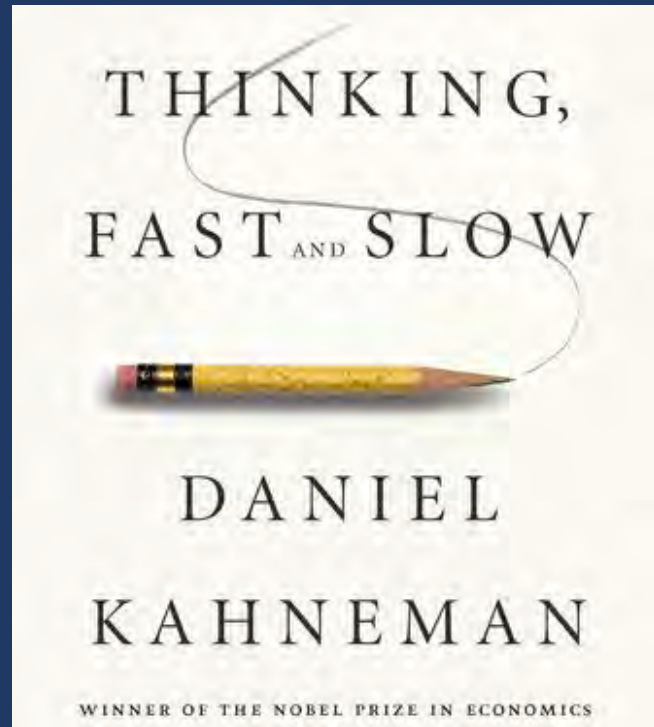
“The results of our meta-analysis... leave professionals with a great deal more questions than answers as to the effectiveness of [extended time]. However, the one outcome consistent across all of the comparisons was that the typical achieving students outperformed the students with LD regardless of 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			
Accommodation	Relationship to Learning Difficulties	Commonly Associated Learning Difficulties (not exhaustive)	You May Be Surprised to Know
DISCLAIMER: AREAS OF SUPPORT AND ASSOCIATED DISABILITIES PROVIDED AS EXAMPLES ONLY. THEY ARE NOT COMPLETE LISTS. INDIVIDUAL LEARNER VARIABILITY & NEEDS ARE ALWAYS FOREMOST TO CONSIDER!			
Extended Time	<ul style="list-style-type: none"> Slow academic fluency: reading, writing, or math Slow processing speed Slow memory retrieval Poor organization and planning in writing Inaccurate reading (weak decoding) Need to re-read for reading comprehension Weak verbal retrieval, written expression 	<ul style="list-style-type: none"> Specific Learning Disabilities: R, W, M Dyslexia, Dysgraphia, Dyscalculia Anxiety Disorder, Depressive Disorder, and other mental health conditions Deaf and hearing impaired Medical conditions Visual impairment Speech- Language Disorders ADHD (3 types) 	Impact and need for time is not <i>always</i> reflected in diagnostic rate and fluency test scores.
Breaks	<ul style="list-style-type: none"> Weak inattention and attention regulation Fatigue Need for movement 	<ul style="list-style-type: none"> Generalized Anxiety Disorder, Depressive Disorder, and other mental health conditions Deaf and hearing impaired Medical conditions Visual impairment ADHD (3 types) 	Commonly known as "stop-the-clock" breaks, the time allotted for the task stays the same. Need may show up in tests of Attention, Executive Functions, Observations of Behavior
Basic 4-function Calculator	<ul style="list-style-type: none"> Grapho-motor weaknesses Slow math fact retrieval Weak working memory Weak processing speed Weak visual processing Difficulty regulating visual attention (attention to detail) Weak number facility 	<ul style="list-style-type: none"> Specific Learning Disabilities: R, W, M Dyslexia, Dysgraphia, Dyscalculia Generalized Anxiety Disorder, Depressive Disorder, and other mental health conditions Visual impairment Speech- Language Disorders ADHD (3 types) 	If a student knows how to perform the basic four functions, this is an appropriate accommodation.
Word Processor with Spellcheck	<ul style="list-style-type: none"> Grapho-motor weaknesses Weak working memory Weak processing speed 	<ul style="list-style-type: none"> Specific Learning Disabilities: R, W, M Dyslexia, Dysgraphia 	Spelling provides important insight into a child's phoneme-grapheme knowledge.

What's the point of this?

	<ul style="list-style-type: none"> Weak visual processing Difficulty regulating visual attention (attention to detail) impacts spelling, punctuation, letter size and spacing. 	<ul style="list-style-type: none"> Generalized Anxiety Disorder, Depressive Disorder, and other mental health conditions Medical conditions Visual impairment ADHD (3 types) Deaf/hard of hearing 	orthographic abilities, and visual memory.
Text to Speech (Read Aloud)	<ul style="list-style-type: none"> Slow academic fluency: reading, writing, or math Slow memory retrieval Poor mental organization and visual memory Weak visual-spatial ability Inaccurate reading (weak decoding) Need to re-read for reading comprehension 	<ul style="list-style-type: none"> Specific Learning Disabilities: R, W, M Dyslexia, Dysgraphia Generalized Anxiety Disorder, Depressive Disorder, and other mental health conditions Medical conditions that impact concentration and attention Visual impairment ADHD (3 types) 	Text to speech or recorded text for individuals with sight is typically most effective when used along with the printed copy of text.
Speech to Text	<ul style="list-style-type: none"> Grapho-motor weaknesses Weak working memory Weak processing speed Weak visual processing Difficulty regulating visual attention (attention to detail) impacts spelling, punctuation, letter size and spacing. 	<ul style="list-style-type: none"> Specific Learning Disabilities: R, W, M Dyslexia, Dysgraphia Medical conditions Visual impairment Physical impairment ADHD (3 types) Deaf and hearing impaired 	Students with visual processing, planning, and organization concerns must always learn to use a template, outline or graphic organizer before dictating.
Recording Devices (Smartpens, Evernote, MSWord Notebook View, etc.)	<ul style="list-style-type: none"> Weak working memory Weak auditory processing Weak short term memory Difficulty regulating attention and distractibility 	<ul style="list-style-type: none"> Specific Learning Disabilities: R, W, M Dyslexia, Dysgraphia Medical conditions Visual impairment Physical impairment ADHD (3 types) 	Some devices are better for math than others.
Enlarged font and/or Increased spacing	<ul style="list-style-type: none"> Weak visual-spatial ability Inaccurate reading (weak decoding) Need to re-read for reading comprehension Weak Grapho-motor Weak visual processing Poor vision or visual discrimination 	<ul style="list-style-type: none"> Specific Learning Disabilities: R, W, M Dyslexia, Dysgraphia Impact concentration and attention Visual impairment ADHD (3 types) 	Sticky notes or index cards can be used to cover sections of print that are close together to reduce visual stimuli.
Preview vocabulary and readings	<ul style="list-style-type: none"> Weak working memory Weak verbal retrieval Weak mental or cognitive organization Weak reading: comp/decoding 	<ul style="list-style-type: none"> Speech and Language Disorders ADHD (3 types) SLD: Reading Dyslexia Deaf and hearing impaired 	Rarely implemented, often one of the most important accommodations in secondary schools.

Ofiesh, N. S. (Revised, 2019). Ten commonly used accommodations and their relationship to learning difficulties.

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.



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](https://tinyurl.com/AHEAD2020-SessionEval)
tinyurl.com/AHEAD2020-SessionEval
- Your feedback helps shape future programming.
- Thank you for attending!