**ACCOMMODATIONS AND MODIFICATIONS**

**ACCOMMODATION:**

An accommodation can be made for **any student**, not just students with a 504 plan or an IEP. An accommodation does not alter what the student is expected to learn. An accommodation makes learning accessible to the student and allows the student to demonstrate what they know.

**MODIFICATION:**

Modifications are generally made for students with significant cognitive or physical disabilities. A modification does alter content knowledge expectations as well as assessment administration practices.

**Example #1:**

**Accommodation**

If a student in a math class has a processing disorder and, as a result, he produces work much more slowly, an accommodation might be that he would only be required to complete ten questions on an assignment or test instead of twenty. However, those questions would include all of the content knowledge the student was expected to learn and master.

**Modification**

On the other hand, if the student was unable to master the content, even with accommodations, then the teacher would have to modify the content expectations. This student might do ten or twenty questions on an assignment or test, but he would only focus on addition and subtraction, not the broad range of knowledge that the rest of the students are expected to master.

**Example #2:**

**Accommodation**

A student in an English class has a writing disability. He reads the same works as everyone else and is required to demonstrate the same minimal knowledge of facts, depth of understanding and complexity of analysis regarding plot, character development, etc. As an accommodation to his writing disability, he is allowed to use a computer to write his final essay, or he may have less stringent time constraints on producing the written product. He may also be able to demonstrate his knowledge verbally.

**Modification**

The student’s writing disability is such that even though he is able to master the content knowledge of the course, he must be verbally coached through the writing process in order to complete writing assignments that other students are required to complete independently.

**EXAMPLES OF PROGRAM ACCOMMODATIONS**

* Accommodations are part of sound teaching practices.
* Accommodations are available to all students including both students with and without disabilities.

The following pages contain examples of allowable accommodations. These examples are not checklists and should never be considered as all-inclusive or mandatory listings. Rather, they are intended to serve as “starters” for school teams designing accommodation plans that meet a student’s specific need(s). Accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable.

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| **Type of Accommodation** | **Examples** |
| Changes in timing or scheduling | • Extended time  • Frequent breaks  • Divide testing over several sessions  • Administer assessments at a time of day most beneficial to students  • Set time expectations for assignments  • Provide tests in segments so that student hands in one segment before receiving the next part |
| **Type of Accommodation** | **Examples** |
| Changes in the setting / environment | * Provide a structured learning environment * Change student seating * Utilize a study carrel * Test/teach an individual student in a separate location * Test/teach in a small group in a separate, but familiar location * Encourage a student’s work habits during instruction or assessment – reinforcing consistent engagement * Use sensory processing techniques to allow students to attend to task * Support physical position of student, e.g. preferential seating, special lighting, increase/decrease opportunity for movement. |
| **Type of Accommodation** | **Examples** |
| Changes in how the curriculum and/or assessments are presented | * Read or re-read directions to student * Provide written version of oral directions * Simplify language in directions * Clarify directions * Highlight words in directions * Provide audio versions of texts or other instructional materials * Provide Closed Captioning for students who have Auditory Processing difficulties or are Deaf * Prompt student to read directions and/or test items aloud * Provide transparent sheets (clear or tinted) to protect test materials or to improve focus and/or contrast sheeting * Write out homework assignments on the board/post online, check student’s recording of assignments * Tailor homework assignments toward student strengths * Tape lessons so the student can listen to them again; allow students to tape lessons * Select alternative textbooks, workbooks, or provide books on tape * Highlight main ideas and supporting detail in the book * Provide copies of material for extra practice (i.e. outlines, study guides) * Prioritize drill and practice activities for saliency * Vary the method of lesson presentation using multi-sensory techniques: * Lecture plus overhead/board demonstration support * Small groups required to demonstrate a process * Large groups required to demonstrate a process * Audio-visual (i.e. filmstrips, study prints) methods * Demonstrations, simulations * Experiments * Games * One-to-one instruction with other available adults * Ask student to repeat/paraphrase context to check understanding * Simplify and repeat instructions about in-class and homework assignments * Vary instructional pace * Reinforce the use of compensatory strategies, i.e. pencil grip, Mnemonic devices, “spell check” * Vary kind of instructional materials used * Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student’s current functioning levels * Reinforce study skill strategies (survey, read, recite, review) * Introduce definition of new terms/vocabulary and review to check for understanding * Be aware of student’s preferred learning style and provide matching instruction materials * Limit amount of material presented on a single page (reduce visual field) * Provide a sample or practice test * Provide personal copy of test tools and allow for color-coding/highlighting |

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| **Type of Accommodation** | **Examples** |
| Changes in how the student responds | * Provide for oral assessment * Students who require increased spacing, wider lines or margins should have additional room * Vocalize thought process out-loud * Assessment answers marked in test booklets/recorded and transcribed into Scantron by school staff * Student retells story to test administrator or educational assistant in her or her own words before responding to the multiple-choice items |
| **Type of Accommodation** | **Examples** |
| References and tools | * Calculator * Manipulatives * Masks/markers to limit distractions * Model and reinforce organizational systems (i.e. color-coding, graphic organizers) * Thesaurus and/or Dictionary readily available * Spell checkers (for daily work) * Highlighters * Correction fluid or tape * Use of masking device * Graphic organizers |
| **Type of Accommodation** | **Examples** |
| Behavioral Strategies | * Use behavioral management techniques consistently within a classroom and across classes * Implement behavioral/academic contracts * Utilize positive verbal and/or nonverbal reinforcements * Utilize logical consequences * Confer with the student’s parents and student * Establish a home/school communication system for behavior monitoring * Post rules and consequences for classroom behavior * Put student on daily/weekly progress report/contact * Reinforce self-monitoring and self-recording of behaviors |