Accommodations and Modifications
(and Interventions too!)

Photo from: http://www.classroomstrategies.com/
Today’s Goals and Objectives

- What’s the difference
- Who’s responsibility is it?
- How can we manage it in a regular education classroom?
- How do Accommodations and Modification affect grades?
- Other terms (assistive technology, 504’s, etc.)
- Some good examples and hands on practice
- Resources for more information
The methodology of instruction and content to be learned will be left to the general education teacher with the expectations that the accommodations and modifications will be incorporated into the instructional outcomes for each student.

Differentiated Instruction is an instructional concept that maximizes learning for ALL students – regardless of skill level or background.

Typical classroom – diverse academic abilities, learning styles, personalities, interests, background knowledge and experiences
IDEA 300.342 (b) (3)

- the public agency shall ensure...each teacher and provider is informed of his/her specific responsibilities related to implementing the child’s IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP.

- Supplementary aids, services and other supports that are provided in general education classes...extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.
IDEA regulations expect all teachers to use different learning strategies to accommodate the individual needs of all students, whether disabled or not.

The IEP team is required to identify what accommodations and modifications will be applied when instructing the student in all learning situations.

Co-Teaching: teachers assist each other to understand how to provide the support for students with disabilities and use these strategies for all at-risk learners.
Differences and disabilities are not the same thing!

Learning styles are really preferences

Everyone plays to their own strengths and weaknesses

All students are expected to demonstrate progress on grade level Common Core Standards

Data Based Decision Making

Student Growth – High Expectations for All Students
Help students work around limitations related to their disability
- Blind – Braille or Audio Textbooks
- Non-ambulatory – Wheelchair, Elevator
- Deaf/HOH – Sign Language Interpreter, FM System

Accommodations are alterations that allow for a student’s learning needs, but do not lower the level of expectations.

Students are expected to reach the same level of proficiency as their non-disabled peers.

Accommodations are for everyone!
Accommodations

- Provisions made in **how** a student accesses/demonstrates learning
- Do not substantially change instructional level or content
- Provides students with an equal access to learning
- Provides students with an equal opportunity to demonstrate what is known
- Based on individual strengths and needs
- May vary in intensity and degree
Accommodations are also:

- Approaches to information that level the playing field for students with disabilities
  - Extended time
  - Large print
  - Braille
  - Signed instruction
  - Audio/Digital Text
  - Text to Speech/Speech Recognition
Other Accommodation Definitions

- Appropriate arrangements that allow for access to same information, activities, opportunities
  - Audio books
  - Computer Accessibility Features
  - Calculator
  - Checklists
  - Scribe
  - Dictation of answers
Accommodations Do Not:

- Change the information to be learned
- Change the amount of information that is to be learned ...modifications do this!
Modifications

- Changes in **what** a student is expected to learn and demonstrate
  - Change in the instructional level or benchmark (curriculum expectations below grade level)
  - Change in the number of key concepts mastered within a benchmark or unit of study (completion of part of a program or some of the course requirements)
  - Changes in content (alternate curriculum)
Modifications

- Change the content and performance expectations for what a student should learn
- Example – a student may work at a different level (at a 4th grade level instead of a 6th grade level) or study fewer concepts or skills
- Example – modified test has less questions or questions are simplified
Modifications are alterations to the instructional process that result in a change of content or construct being instructed or assessed.

Modifications allow for a student’s learning needs and enable him/her to reach a different level of proficiency than non-disabled peers.

Achievement is not compared to peers

**Modifications are for students with an IEP.**
What’s the Difference?

**ACCOMMODATION**

- *Do not* fundamentally alter or lower expectations or standards in instructional level, content or performance criteria.
- Changes are made in order to provide equal access to learning and equal opportunity to demonstrate what is known.
- Grading is same or based on student’s IEP specifications.

**MODIFICATION**

- *Do fundamentally alter* or lower expectations or standards in instructional level, content or performance criteria.
- Changes are made to provide student meaningful & productive learning experiences based on individual needs & abilities.
- Grading is different.
Don’t Be Fooled by Adaptations!

- Just another name for accommodations and modifications
- Changes made in instructional and assessment practices to facilitate student success
  - Size
  - Time
  - Input, Output
  - Difficulty
  - Participation
  - Level of Support
  - Alternate Goals
  - Substitute Curriculum
An academic *intervention* is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

An intervention is said to be research-based when it has been demonstrated to be effective in one or more articles published in peer-reviewed scientific journals.

*Use an intervention as a diagnostic tool*
Scenario #1 - A student is having difficulty keeping up with the required reading in his literature class.

- **Accommodation:** Allow more time to read the same text.
- **Modification:** Allow student to read a different book.
- **Intervention:** Stop and teach the student better reading strategies.
A - The adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment.

M - The adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment. If routinely utilized, these adaptations are modifications and require individualized goals and assessment.

The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports?
## Nine Types of Curriculum Adaptations

<table>
<thead>
<tr>
<th>Category</th>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity</strong></td>
<td>A or M</td>
<td>Adapt the number of items that the learner is expected to learn or complete.</td>
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<tr>
<td>For example:</td>
<td></td>
<td>Reduce the number of social studies terms a learner must learn at any one time. Add more activities or worksheets.</td>
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<td><strong>Time</strong></td>
<td>A</td>
<td>Adapt the time allotted and allowed for learning, task completion, or testing.</td>
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<tr>
<td>For example:</td>
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<td>Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</td>
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<td><strong>Level of Support</strong></td>
<td>A</td>
<td>Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of a specific skill. Enhance adult-student relationships; use physical space and environmental structures.</td>
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<td>For example:</td>
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<td>Assign peer buddies, teaching assistants, or peer tutors.</td>
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<tr>
<td><strong>Input</strong></td>
<td>A</td>
<td>Adapt the way instruction is delivered to the learner.</td>
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<td>For example:</td>
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<td>Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson</td>
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<tr>
<td><strong>Difficulty</strong></td>
<td>A or M</td>
<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</td>
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<td>For example:</td>
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<td>Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learners needs.</td>
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<td><strong>Output</strong></td>
<td>A</td>
<td>Adapt how the student can respond to instruction.</td>
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<td>For example:</td>
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<td>Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.</td>
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<td><strong>Participation</strong></td>
<td>A</td>
<td>Adapt the extent to which a learner is actively involved in the task.</td>
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<td>For example:</td>
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<td>In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group.</td>
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<td><strong>Alternate Goals</strong></td>
<td>M</td>
<td>Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.</td>
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<tr>
<td>For example:</td>
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<td>In social studies, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name each capital.</td>
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<tr>
<td><strong>Substitute Curriculum</strong></td>
<td>M</td>
<td>Provide different instruction and materials to meet a learner's individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.</td>
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<td>For example:</td>
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<td>During a math test, a student is working on an eye-hand coordination activity.</td>
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Accommodations and Modifications stay in place for all testing and evaluations.

Case in Point: Everyone wearing glasses is accommodated for a vision weakness. You wouldn’t ask a student to take off his/her glasses to take a test? Right?
What is Assistive Technology?

- Text to Speech Software
- Videos
- Tape recorder
- Modified Keyboards
- Reading pens
- Speech Recognition Software
- Talking calculators/rulers
- Audio Books/Digital Textbooks (Learning Ally/Book Share)
## What about 504’s?

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<th>SECTION 504 FROM THE AMERICANS WITH DISABILITIES ACT (ADA)</th>
<th>INDIVIDUALIZED EDUCATION PLAN (IEP) FROM IDEA</th>
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<td>Environment</td>
<td>Accommodations</td>
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<td>Accommodations</td>
<td>Modifications</td>
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<td>No Specialized Instruction</td>
<td>Time lines</td>
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<td></td>
<td>Assessments</td>
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<td></td>
<td>Eligibility Program</td>
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<td>Least Restrictive Environment</td>
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<td>Related Services (DIS)</td>
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<td>Goals and Objectives</td>
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<td>Complaints and Disagreements</td>
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A few examples ...

Accommodations:
- Audio books are provided for all reading content.
- Extra textbooks are provided for the home when a child has great organizational difficulties.
- Unlimited time frames are provided on tests.
- A scribe is provided to take notes for a child.
- The teacher copies and sends home study notes.
- A child is tested orally in a one-on-one setting.
- A multiple choice test on identical facts is provided while other children "fill in the blank".

Modifications:
- A child works on addition while classmates work on multiplication.
- A child learns letters and letter sounds while classmates read chapter books.
- The child is allowed to build structures while other children do science experiments.
- A child is given a test on continents while classmates are tested on countries of Europe.
- Student creates an outline in place of essay for major project

But be careful not to create a Laundry List
Additional Resources

LD Online-
http://www.ldonline.org

Accommodations for Students with LD
http://www.ldonline.org/article/Accommodations_for_Students_with_LD