

## Accommodation/Modification Information:

### **Accommodations:**

For some students with disabilities, the curriculum can be made more accessible through accommodations. An adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.

An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attributes that provides access for a student with a disability to participate in a course, standard or test, and it does not fundamentally alter or lower the standard or expectation of the course, standard or test. Accommodations provide students with disabilities an equal opportunity to participate in the general education curriculum.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations – they provide access.

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### **Accommodations should be made in the following 4 areas:**

**Presentation:** allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and manual. For example, a student with a visual impairment may require or may use Braille.

**Response:** allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer. For example, a student may require an alternative method of responding, such as using a scribe.

**Setting:** change the location in which an assignment or a test is given or the conditions of the assessment setting. For example, a student may need to work separately from the group.

**Timing and Scheduling:** increase the typical length of time to complete an assignment or assessment and perhaps change the way the time allotted is organized. For example, student may take as long as reasonably need to complete an assessment, including taking portions over several days.

Based on the *“Nine Types of Curriculum Adaptations”* the following adaptations are considered an accommodation if the student can demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference

- **Quantity** – Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery. For example: Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.
- **Time** – Adapt the time allotted and allowed for learning, task completion, or testing. For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.
- **Level of Support** – Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure. For example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.
- **Input** – Adapt the way instruction is delivered to the learner. For example: 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.
- **Difficulty** – Adapt the skill level, problem type, or the rules on how the learner may approach the work. For example: Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs
- **Output** – Adapt how the student can respond to instruction. For example: 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.
- **Participation** – Adapt the extent to which a learner is actively involved in the task. For example: In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).

## **Accommodations to Support Access to Core Curriculum**

Reduced/shortened assignments when needed; do the odds or even items

Highlighted textbooks/study noted

Books on tape

Instructions repeated/rephrased

Extended time to complete assignments

Rephrase directions – provide visual and auditory cues

Have student repeat instructions to teacher

Preview assignments; pre-teach vocabulary

Provide questions before student read selection

Teach student to use mnemonics

Provide a second try

Allow more time for completion

Reduce grammar and spelling corrections on written work

Check often for understanding of concept

Give students other options for written work-responding verbally, typing, creating a collage, etc.

Establish structured and unstructured peer assistance  
Allow student to dictate to a peer  
Allow peer to read grade-level material to a student  
Adjust seating-reduce distractions, increase proximity to the teacher, and provide a positive role model  
Allow for breaks  
Provide a graphic organizer or flow chart to provide a visual representation of directions (task organizer)  
Highlight text for student  
Provide a study guide, outline, or summary of material  
Divide assignments or tests into “chunks”  
Provide written schedule of when assignments are due  
Enlarge test size  
Provide teacher made tapes for tape recorder – reading support, simplified text content  
Provide a desk copy of board work Provide a study carrel Use index tabs or color coding for folders  
Use page fluffers (Velcro, paper clips, etc.)  
Provide text line guide or window  
Provide age appropriate picture dictionary  
Secure paper with tape or clipboard  
Allow a peer to use a Note taker or other method of duplicating class notes  
Provide page numbers of answers  
Allow student to have extra set of books at home  
Adapt writing implements – felt tip pens, pencil grip, mechanical pencils  
Provide adapted scissors  
Allow student to use portable keyboard

## **Modifications**

An 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. In contrast to the above, a modification is a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attribute that provides access for a student with a disability to participate but fundamentally alters or lowers the standards or expectations.

Modifications can increase the gap between achievement of students with disabilities and expectations for proficiency at a particular grade level. Provision of modifications may have the unintended consequence of reducing students' opportunities to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements.

A modified program has learning outcomes which are substantially different from the prescribed curriculum, and specifically selected to meet the student's special needs. For example, a Grade 9 student in a modified math program might be focused on functional computational skills in the context of handling money and personal budgeting. Or in Language Arts, a Grade 5 student may be working on recognition of common signs and use of the phone. In these examples, the learning outcomes are substantially different from those of the curriculum for most other students.

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- o **Difficulty** – Adapt the skill level, problem type, or the rules on how the learner may approach the work. For example: Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs
- o **Alternate Goals** – Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities. For example: In a social studies lesson, 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 the capital.
- o **Substitute Curriculum** – Sometimes called “functional curriculum”, 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. For example: During a language lesson a student is learning toileting skills with an aide.

### **Modifications to Support Access to Core Curriculum**

Out of grade reading level Special projects in lieu of assignments

Test items read aloud for entire test

Calculator/multiplication table

Dictations/spell check/grammar check

Accept simplified sentence and paragraph construction

Extend practice time and number of practice opportunities

Accept content drawing in place of written response

Accept that some activities will have different levels of completion

Allow student to type or write from copy using text created from student’s dictation Allow student to type or write from pre-written text

Provide taped books with simplified curriculum context

Allow students to substitute written responses by using CD for creative writing, talking reports, and talking journal entries

Use matching techniques instead of written responses

Provide homework at appropriate grade level

Provide worksheets at appropriate grade level

Provide manipulative in place or worksheet activities –file folder games, spelling cubes, etc.

Use picture cards to support text comprehension

Allow students to view video based on written works

A student’s program may include some courses that are adapted or provide accommodation. Any decisions to create a modified program for a student need to be done in consultation with IEP team members, including the parent and administrator, in order to follow a procedure that prevents problematic implications. It is crucial to address how and why the decision was made to place the student in question on a modified program. For example, when the gap in achievement becomes so great that the student cannot catch up

(if the student has the cognitive capability but lacks some skills), the IEP team may recommend that the student participate in “basic” versus “core” curriculum classes. Such classes are based on standards but may not have the same breadth or depth as general education courses.

A program of interventions and remediation that bring the student close to grade level or to the performance standards may circumvent the need for a modified program. If a student clearly cannot handle any of the academics with adaptations, modifications with appropriate consultation with administration, parents, teachers, and other associated professionals must be considered.