



**ACCOMMODATIONS
and
MODIFICATIONS
Teacher Resource Packet**



Old School Works

This is a teacher resource packet. Each area is defined and a sample listing of ideas provided.

The list is by no means inclusive of all possible accommodations and modifications, but is a good reference for teacher use.

**Note: This listing does not focus on the physically challenged learner, deaf or blind students.*

ACCOMMODATIONS:

THE HOW

Accommodations are a change made in teaching or testing procedures in order to provide a student with access to information and create an equal opportunity to demonstrate knowledge and skills. This change does not change the target skill being taught, level of performance or skill mastery measured in testing situations.

The decision of how and when to provide these accommodations should be an ongoing process that will update as often as needed. The accommodations may change as the areas that need facilitation also change.

Examples of Accommodations, or the how:

Setting

- Preferential seating, near teacher, away from peers, front of room, back of room, away from doors or windows etc...
- Space with minimal distraction
- Frequent breaks
- Separate desk for student use
- Cooling off or private "office" spot
- Use of carols or cubbies to reduce distraction
- Small group instruction
- Quiet room
- Co operative learning groups
- Work in pairs
- Divide classroom into work stations
- Divide the classroom into specific areas so students know what to expect in each area

Equipment/ Materials

- ▲ Use of technology to facilitate instruction, possible but not limited to: computer, keyboard, digital voice recorder, tape recorder, calculator, talking calculator, specialized writing instruments, word processor, smart board
- ▲ Manipulatives appropriate for content
- ▲ Color coded lined paper
- ▲ Books on tape
- ▲ Video or movies
- ▲ Magnetic boards with words, numbers, symbols
- ▲ Provide white noise or headphones during work completion or assessment to reduce auditory distractions
- ▲ Blank colored transparencies or overlays to enhance visual perception
- ▲ Separate notebooks, binders, planners or calendars for student organization
- ▲ Timer

Instruction

- ▶ Provide the student with extended time to complete a task or turn in an assignment
- ▶ Provide note taking assistance through graphic organizers, advanced note outlines, peer review of notes, peer taking notes for student, partially completed outlines
- ▶ All printed material is read to the student
- ▶ Paraprofessional/aide to assist student in all academics
- ▶ Reduce number of pages, words or lines
- ▶ Increase space between items on tests or worksheets
- ▶ Fewer items on page
- ▶ Allow verbal response
- ▶ Answers dictated to a scribe
- ▶ Peer note taking with carbon paper
- ▶ Extended time to complete assignment or project
- ▶ Large print of presentation

- ▶ Graphic organizers displayed during instruction
- ▶ Manipulative and hands on activities provided during instruction
- ▶ Audio tape provided of lessons
- ▶ Demonstration of the concept taught with manipulatives
- ▶ Instruction moves from concrete to abstract
- ▶ Utilize peer tutors
- ▶ Use co operative grouping techniques
- ▶ Pre teach concepts
- ▶ Have student repeat direction(s)
- ▶ Provide student with written lesson outlines
- ▶ Highlight material
- ▶ Have student work in pairs
- ▶ Train a peer tutor to assist student
- ▶ Carbon copies provided on class notes or lectures
- ▶ Use white board, chalk board or smart board during all instruction to review content
- ▶ Use different colors markers or chalk to emphasize important points
- ▶ Provide checklist of material for each class or subject
- ▶ Complete sample of required output for student to see
- ▶ Color code class materials
- ▶ Provide chart of basic facts for math class
- ▶ Directions given one step at a time
- ▶ Break assignment and due date(s) in to parts
- ▶ Use video or movie to present information taught
- ▶ Post daily schedule
- ▶ Allow student to use dictionary or thesaurus
- ▶ Provide list of important words for reference
- ▶ Daily/Weekly contact between/among all service providers

Test Taking

- ▼ Alternate form of assessment is provided for student
- ▼ Allow verbal response
- ▼ Mark answer on test, not answer sheet
- ▼ Extended time to complete testing
- ▼ Administer sub tests in different order
- ▼ Test only during certain times of the day
- ▼ Test administered in small group or individually
- ▼ Test read to student
- ▼ Administer testing over several sessions
- ▼ Provide individual work area
- ▼ Reduce extraneous noise
- ▼ Allow movements to increase physical comfort
- ▼ Multiple choice tests rather than essay
- ▼ Reduce multiple choices however test same concept(s)
- ▼ Student demonstrates concept mastery using manipulatives
- ▼ Test answers dictated to scribe
- ▼ Test answers recorded
- ▼ Give frequent breaks
- ▼ Grade mechanics separately from content on written assignments
- ▼ Allow student to retake test and grade improvement
- ▼ Allow student to use vocabulary list, dictionary, etc... during test taking
- ▼ Let student demonstrate knowledge in alternative ways, i.e. role playing, interviewing, demonstration
- ▼ Less items on page or more space between items for assessment
- ▼ Allow open book testing
- ▼ Require fewer test questions but still measure same content

Note: each state has clearly written requirements for mastery/curriculum/grade level/graduation testing. Check with your State Dept of Ed for your guidelines

Behavior

- ◀ Reward system for appropriate behavior
- ◀ Contracts for appropriate behavior
- ◀ Peer buddy
- ◀ Positive reinforcement
- ◀ Token economy
- ◀ Opportunities to verbalize feelings
- ◀ Breaks or time outs as needed
- ◀ Establish consistent daily routines
- ◀ Clearly post consequences and rules
- ◀ Use timer so student knows how long to work, or when he/she can take a break
- ◀ Home school contract
- ◀ Daily reporting home through phone calls, note books, emails

MODIFICATIONS:

THE WHAT

A change in what the student is expected to learn and/or demonstrate. The course content is modified, but the curriculum remains the same.

Examples of modifications, or the what:

- Testing content is reduced, skills and content expectations changed
- IEP designates use of below grade level goals
- Reduced complexity of activity
- Lower curriculum level
- Change in scoring rubric or grading scales
- Second language exemptions
- Withdrawal of specific skills or expectations
- Student involved in same curriculum but different task expectations
- Include student in same activity, individualize expectations and materials to the student's level of functioning

**Note: modifications should be carefully considered during the IEP meeting. All efforts should be made to use accommodations before modifications are utilized. Documentation of modifications is required before state curriculum standards, or student expectations are changed.*

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