

ACCOMMODATIONS AND MODIFICATIONS

Defining the Difference



Adaptations to curriculum and instruction fall into two generally recognized global categories that can be used independently or as overlapping components in supporting student access to the curriculum and facilitating student progress.

Accommodations

Physical or Environmental Changes

- Course Standards (size or quantity)
- Response Mode Output
- Curriculum Input
- Time
- Physical Human Supports

Modifications

Cognitive Level Changes

- Alternate Specialized Curriculum
- Readability Level

Accommodations

An accommodation is a change that does not fundamentally alter or lower the standards or expectations of the course or test. Instead, a change is made to the student's environment to accommodate a need.

The purpose of an accommodation is to:

- Reduce or limit the effect or impact of the disability.
- Give the student access to the curriculum and content standards.
- Allow the student to demonstrate knowledge of the curriculum and content standards.
- Facilitate student progress.

Accommodations can alter the student environment without affecting the standards or expectations of the material in many ways.

- **Course Standards (size or quantity)** – The course standards are not changed, but the quantity of information and pace of presentation is reduced or limited.
- **Response Mode Output** – The student can respond to the curriculum or information in varied ways.
- **Curriculum Input** – The presentation of the curriculum or information is adapted to meet the student's needs with differentiated instruction.
- **Time** – The time allowed for input and output can be adapted.
- **Physical Human Supports** – Support from staff and peers can be adapted to better meet the student's needs.

CHARTS

Sample Accommodations and Modifications Chart



STUDENT <i>Sarah Collins</i>	GRADE <i>10</i>
DATE <i>9/2/09</i>	SPECIAL EDUCATOR <i>Ms. McLane</i>

Directions:

1. List the student's allowable IEP accommodations and/or modifications in the first column.
2. List the classes and/or subject areas where the IEP allowable accommodations and/or modifications are to be provided in the remaining columns.
3. Place a checkmark (✓) in the box beneath each class or subject area where the allowable IEP accommodations and/or modifications will be provided for the student.
4. Share the completed chart with any educator who is responsible for implementing allowable IEP accommodations and/or modifications.

ACCOMMODATIONS AND/OR MODIFICATIONS	INDICATE CLASSES AND/OR SUBJECT AREAS BELOW						
	<i>Reading</i>	<i>Math</i>	<i>Science</i>	<i>Social Studies</i>	<i>Art</i>	<i>P. E.</i>	
<i>Receive one extra day for completing homework assignments.</i>	✓	✓	✓	✓			
<i>Be given only oral classroom tests with oral responses.</i>	✓	✓	✓	✓			
<i>Sit in the front row.</i>	✓	✓	✓	✓	✓	✓	