Accommodations and Modifications
Accommodations Versus Modifications

Accommodations—

- Accommodations indicate changes to how the content is:
  - 1) taught,
  - 2) made accessible; and/or
  - 3) assessed.
- Accommodations do not change what the student is expected to master.
- The objectives of the course remain intact.

Modifications--

- Indicates the what (content) being taught is modified.
- The student is expected to learn something different than the general education standard (e.g., GLE).
Accommodations—General Examples

- Ex. - The use of Braille, books on tape, screen readers, interpreter, word processor, etc. for visually impaired students
- Ex. – For struggling readers - Color-key vowels and provide a vowel chart to reference to the correct sound for the letter
- Ex. - Provide a space for the student to work that decreases distractions
- Ex. Oral testing, untimed testing, extended time to complete assignments, shortened tests, draw a diagram, develop a model, perform the answer, etc.
- Explain how you will address the varied needs of the students in your classroom. How will you meet the needs of students that require remediation or enrichment.
- Ex. – How will you address the needs of struggling readers?
- Ex. - How will you address the needs of ESL students?
- Ex. –Will you integrate “study skills” into your teaching practices?
- Ex. –Will you use Learning Centers, Tiered Instruction, Varied Pacing, Problem-Based Learning, Compacting, Chunking, varied forms of collaborative activities, peer-teaching, etc.?
Accommodations—Hearing Impaired

- Hearing Impaired
  - Visual accommodations include sign language interpreters, lip reading, and captioning.
  - Aural accommodations include amplification devices such as FM systems.
- Other
  - When speaking, make sure the student can see your face and avoid unnecessary pacing and moving.
  - When speaking, avoid obscuring your lips or face with hands, books, or other materials.
  - Repeat discussion questions and statements made by other students.
  - Write discussion questions/answers on a whiteboard or overhead projector.
  - Speak clearly and at a normal rate.
  - Use visual aids with few words and large images and fonts.
  - Provide written lecture outlines, class assignments, lab instructions, and demonstration summaries and distribute them before class when possible.

Accommodations—Visually Impaired

**Blindness** refers to the disability of students who cannot read printed text, even when enlarged. Typical accommodations include:

- Audiotaped, Brailled or electronic-formatted lecture notes, handouts, and texts.
- Verbal descriptions of visual aids.
- Raised-line drawings and tactile models of graphic materials.
- Braille lab signs and equipment labels.
- Auditory lab warning signals.
- Adaptive lab equipment (e.g., talking thermometers and calculators, light probes, and tactile timers).
- Computer with optical character reader, speech output, Braille screen display and/or Braille embosser.

**Low Vision** refers to students who have some usable vision, but cannot read standard-size text, have field deficits (for example, cannot see peripherally or centrally but can see well in other ranges), or other visual impairments. Typical accommodations include:

- Seating near front of class.
- Large print handouts, lab signs, and equipment labels.
- TV monitor connected to microscope to enlarge images.
- Class assignments made available in electronic format.
- Computer equipped to enlarge screen characters and images.

Accommodations—Learning Disability

- Learning Disabilities are documented disabilities that may affect reading, processing information, remembering, calculating, and spatial abilities.
- Examples of accommodations for students who have specific learning disabilities include:
  - Notetakers and/or audiotaped class sessions.
  - Captioned videos and films.
  - Extra exam time, alternative testing arrangements.
  - Visual, aural, and tactile instructional demonstrations.
  - Reinforcing directions verbally.
  - Breaking large amounts of information or instructions into smaller segments.
  - Detailed printed or audiotaped project descriptions or instructions.
  - Books on tape.
  - Computers equipped with speech output, which highlights and reads (via screen reading software and a speech synthesizer) text on the computer screen.
  - Word processing software that includes electronic spelling and grammar checkers, software with highlighting capabilities, and word prediction features.
  - Software to enlarge screen images.
Accommodations—Gifted

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Use thematic instruction to connect learning across the curriculum.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
- Expand students’ time for free reading.
- Invite students to explore different points of view on a topic of study and compare the two.
- Provide learning centers where students are in charge of their learning.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they’re learning in the classroom.
- Determine where students’ interests lie and capitalize on their inquisitiveness.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Avoid drill and practice activities.
- Ask students’ higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- If possible, compact curriculum to allow gifted students to move more quickly through the material.
- Encourage students to make transformations—use a common task or item in a different way.
- From http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf
Modifications--General Examples

- Modify the amount of work required
- Alter format of materials on page (font, spacing)
- Allow for alternate modes of responding
- Use alternate grading system
- Different test items
- Noted different objective for specific students