Definitions of the Modifications/Accommodations on IEP Form

*The IEP Team should consider accommodations that should be used to support the student in accessing the general education curriculum. As noted, these are limited examples of possible options available for consideration. The team should list any other accommodations needed in the "Other" blank. If none are needed, check "None".*   
  
**Accommodations** change how students learn and the ways they demonstrate what they have learned. The students are working on the same instructional objectives and content as the other students. An accommodation is any technique that alters the academic setting or environment to help a student access the curriculum and validly demonstrate learning. An accommodation generally does not change the information, amount of information learned, or performance criteria. It merely provides the extra time, the special setting, and/or the added assistance that enables learning and accurately assesses the student’s real knowledge rather than assessment of the disability.   
  
**Modifications** are any techniques that alter the work required in some way that makes it different from that work required of other students in the same class. The changes include changes in instructional level, content, and performance criteria, as well as changes in test for or format. A modification encourages and facilitates academic success. A modification does change the work format or amount of work required of a student. It helps the student cope with a broader array of academic tasks and, like some accommodations, allows for more accurate assessment of the student’s true knowledge.   
  
**Adaptations** include both accommodations and modifications. Adaptations are changes made in instructional and assessment practices to facilitate student success.

**Environment:**

* **Assign preferential seating:** The teacher will place the student's desk in the best area in the classroom so the student can participate and learn. An example would be at the front of the class so he/she could see the board better.
* **Provide individualized instruction:** The teacher will work with the student on a one-to-one basis.
* **Provide small group instruction:** The teacher will work with the student in a small group with a maximum of 8 students.
* **Assign peer tutors/work buddies/note takers:** Peer tutoring is when the teacher assigns a student who has mastered needed skills to work with another student who needs help in learning the same skills. Work buddies are students who are paired to work together on an assignment or a task, and a note taker is a student who is selected to take notes that will be copied for another student who is unable to take his or her own notes.
* **Provide desktop list of tasks:** The teacher will place on the student’s desk a written list of daily assignments so the student can stay on task and transition from one activity to another.

**Modify student’s schedule:** If the student is exhibiting inappropriate behavior as a result of being in a classroom where he/she is being bullied, harassed or is with other students who have too much influence over the student's behaviors, his schedule of classes could be changed to eliminate some of the problem behavior. The schedule might also be changed to match his time of alertness or to place him in a classroom with a teacher who is better able to meet his/her needs

**Instruction:**

* **Modify assignments as needed (e.g., vary length, limit items):**   The teacher will make changes in the requirements of certain tasks. Examples: the student may be given more time to complete an assignment; the number of problems/questions may be reduced; the number of paragraphs required in a paper may be reduced; the student may give an oral report rather than a written paper.
* **Utilize oral responses to assignments/tests (answers recorded):**   The student will be given the opportunity to answer questions on an assignment or test orally rather than in writing. A scribe (usually the teacher or paraprofessional) records the student's oral answers.
* **Read class materials orally:**   Class materials are read orally to the student. If this is used on the statewide assessment the passages, questions, and answer options on the Reading Comprehension section of the English Language Arts tests cannot be read to the student.
* **Provide study outlines/guides:**   The teacher will provide a study outline or guide for the unit or chapter the class will be studying prior to starting that unit or chapter.
* **Provide daily assignment list:** The teacher will give the student a written list of daily assignments so the student can stay on task and transition from one activity to another.
* **Provide homework lists:** The teachers will provide a written/electronic list of homework assignments for the student to take home, e.g., homework is posted on school website.
* **Provide options for students to obtain information and demonstrate knowledge through the use of:**
  + **Tape recorders:** The student tapes lectures or explanations.
  + **Word processors:** The student uses a word processor or computer to complete written assignments.
  + **Calculators:** The student uses calculators for computation.
  + **Interviews:** The student answers orally or interviews others to obtain necessary information.
  + **Alternative projects:** If an assigned project requires more or different skills than the student possesses, he/she may be given another project that he/she can complete.
  + **Oral Reports:** The student orally reports on information acquired rather than in writing

**Materials:**

* **Use text/workbooks/worksheets at a modified reading level:** The teacher will select materials that cover the content to be taught but are written at the student's instructional reading level.
* **Alter format of materials on page (type/highlight/spacing):** The material given to the student can be changed by using a special type, by highlighting certain words, or by the way the material is spaced on the page. The material can be larger than normal, have certain words or phrases in bold print, or be underlined. The page may have more white space than typical worksheets
* **Color code materials:** Materials are color-coded so that the student can find the materials easily and organize classes and assignments. Specific content can be highlighted in an assignment or other written materials to cue the student. Examples: English texts and folders may be green and spelling may be yellow; a student's belongings might be color-coded so that he/she knows the materials with blue dots are his/hers; place values and computation signs in math might be color-coded to remind the student of what to do.

**Time:**

* **Increase the amount of time allowed to complete assignments and tests:** The teacher gives the student more time to finish assignments and to take tests. The teacher breaks the assignment /project into smaller parts with separate due dates.
* **Limit amount of work required or length of test:** The teacher will reduce the size of the assignments and/or reduce the number of questions on tests.
* **Allow breaks during work periods, between tasks, during testing*:*** The teacher will schedule or allow breaks for the student while working on assignments and/or between tasks, e.g., have two testing sessions within the day to reduce the onset of frustration.
* **Provide cues and prepare for transitions in daily activities:** The teacher will tell the student when it is time to change activities by using a variety of methods, such as ringing a bell, using a musical tone, pointing to a picture or written schedule, getting out specific materials, or using verbal cues.

**Tests / Quizzes:**

* **Prior notice of tests:** No pop quizzes
* **Limited multiple choice:** The teacher gives the student fewer multiple choice questions on the test to answer or arrange smaller groups of word banks with fewer test items.
* ***Extra time for tests:*** The student is given more time than the rest of the class to answer the test questions. E.g., Have two testing sessions to reduce the onset of frustration.
* **Pace long term projects:** The teacher will set guidelines for the student to complete each section of the project – e.g., break assignment/project into smaller parts with separate due dates.
* **Preview test procedures:** provide practice in same format as test.
* **Student writes on test:** The student will be able to write on the test document.
* **Objective tests:** Tests given are not essay or fill-in-the-blank.
* **Extra time for projects:** e.g., break assignment/project into smaller parts with separate due dates.
* **Rephrase test questions/directions:** The teacher will change/rephrase the directions given for a specific assignment; the teacher may repeat the directions until the student understands what to do; the teacher may demonstrate for the student how to perform the required task.
* **Test study guide:** The teacher will provide a study guide for the test.
* **Shortened tasks:** The teacher will break assignment/project into smaller parts.
* **Modified tests:** The teacher will reduce the number of questions to be answered, or teacher gives a multiple choice question rather than a fill-in-the-blank, etc.
* **Extra credit options:** The teacher gives the student tasks/projects that will earn the student extra credit.
* **Extra response time:** The teacher gives the student additional time to respond orally (wait time).
* **Simplify test wording:** The teacher eliminates extraneous wording from test items.
* **Hands-on-projects:** The teacher allows the student to make a project instead of an oral report or student is allowed to perform the task (e.g., science experiment) instead of watching or reading about it.
* **Extra time-written work:** The student is given additional time to write the answers to the questions.
* **Tests read aloud:** The test is read aloud to the student. If this is used on the statewide assessment the passages, questions, and answer options on the Reading Comprehension section of the English Language Arts tests cannot be read to the student.
* **Individual testing:** The teacher will test the student on a one-to-one basis.
* **Small group testing:** The teacher will test students in a small group with a maximum of 8 students.
* **Transferred answers:** When an assignment or a test is presented in a way the student cannot write on the test or the page presented. The student will use another sheet of paper or a computer to answer questions. The teacher or paraprofessional will copy the student's answers on the paper to be turned in.
* **Answers recorded:** The student will be given the opportunity to answer questions on an assignment or test orally rather than in writing. A scribe (usually the teacher or paraprofessional) records the student's oral responses.