



Fast Facts

School Accommodations and Modifications

Accommodations vs. Modifications

Every child with a disability has a right to attend regular education classes and to have accommodations and modifications so they can be successful in those classes. These can include changes in the method of instruction, the curriculum, and the environment. Accommodations and modifications are important tools for a child to successfully accomplish Individual Education Plan (IEP) goals and objectives and participate actively with other students in classroom and school activities.

Accommodations are changes in how a student accesses information and demonstrates learning. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and equal opportunity to show what he or she knows and can do. Accommodations can include changes in the following:

- instructional strategies
- time/scheduling
- environment
- equipment
- architecture

Modifications are changes in what a student is expected to learn. The changes are made to provide a student opportunities to participate meaningfully and productively along with other students in classroom and school learning experiences. Modifications might include changes in the following:

- instructional level
- content
- performance criteria

Deciding which accommodations and/or modifications to use depends on the assignment and the needs of the individual student. For example, a particular student may need more time to take English tests and also need to use a calculator for all math assignments. When the appropriate adaptations are made to how/or and what the student is learning, he or she has true access to the general education curriculum.

Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with disabilities to be successful learners and to participate actively with other students in the general education classroom and in school-wide activities.

Behavior Intervention Plan (BIP) lays out how the IEP team will improve difficult behavior that is inhibiting a child's academic success. If a child can't focus, doesn't complete work, **disserts** the classroom and is constantly in trouble, not only does the teacher have a problem, the child has a problem. A Behavior Intervention Plan is a document that describes just how the IEP team will help the child improve his or her behavior. A BIP is a required part of an IEP if the behavior box is checked off in the Special Considerations section. Usually a teacher or a school psychologist will perform a Functional Behavioral Analysis and using that information, write a plan. <http://www.pbisworld.com/>

Individualized Healthcare Plan (IHP) communicates health care needs to regular and special education educators, administrators, teachers, health assistants and parents. The IHP or sometimes called a Health Care Action Plan can be written by the professional school nurse (RN) for students with a health condition that require the performance of a specific treatment, such as non-routine medication, treatments, emergency action or invasive health procedures. The IHP helps to ensure that all necessary information, needs, and plans are considered to maximize the student's participation and performance in school. The students do not need to be classified as special education or having a 504 plan in order to benefit from an individualized healthcare plan. Not all students in special education or those with a 504 plan necessarily need an IHP. http://www.cde.state.co.us/healthand-wellness/snh_healthissues

Student Accommodation Checklist

Student: _____ Grade: _____ Date: _____

Diagnosis: _____

Classroom Strategies and Communication:

- _____ 1. Develop reward system for completed work
- _____ 2. Provided with script / notes of lectures
- _____ 3. Adapt homework (time or amount)
- _____ 4. Written directions / explanation
- _____ 5. Additional auditory reminders or instructions
- _____ 6. Allow for extra credit assignments
- _____ 7. Minimize memory demands
- _____ 8. Base grades on IEP goals / effort / improvement
- _____ 9. Extra set of text books (duplicate set for home)
- _____ 10. Daily / weekly report for parents (email, communication notebook, or verbal)
- _____ 11. Allow use of assistive technology / computers

Written Assignments:

- _____ 1. Shorten length of assignments
- _____ 2. Evaluate individually on grammar, spelling, punctuation errors
- _____ 3. Allow written answers in short phrase form
- _____ 4. Provide alternatives to writing such as oral presentations/drawing
- _____ 5. Allow opportunities to re-do assignments
- _____ 6. Allow student to dictate work to someone else or copy someone else's notes

Reading:

- _____ 1. Shorten length
- _____ 2. Adapted reading level
- _____ 3. Recorded / Audio reading material
- _____ 4. Assign a "buddy" to read to student

Math:

- _____ 1. Allow use of multiplication chart
- _____ 2. Allow use of calculator
- _____ 3. Provide manipulatives for concrete learning
- _____ 4. Student may use graph paper for spatial organization
- _____ 5. Provide real-life examples / applications
- _____ 6. Color Coding

Time Management:

- _____ 1. Extra time to complete work in class
- _____ 2. Extra time to "hand in" assignments
- _____ 3. Increased wait time for student to respond
- _____ 4. Allowed extra time between classes
- _____ 5. Use of assistive technology (time/calendar alerts)

Testing:

- _____ 1. Extra time to complete tests/quizzes
- _____ 2. Tests given/taken orally
- _____ 3. Allowed to use notes / textbooks on tests
- _____ 4. Evaluated individually or on a curve
- _____ 5. Provide opportunities to re-take tests or give practice questions for study.
- _____ 6. Provide alternative forms of tests such as essay vs. multiple choice

Environments:

- _____ 1. Established routine / provide visual
- _____ 2. Limit distractions or allow for "white noise"
- _____ 3. Consistent expectations and consequences
- _____ 4. Regular feedback and progress checks
- _____ 5. Allow sensory breaks / sensory room time
- _____ 6. Preferential seating - _____
- _____ 7. Smaller classroom preferred # under: _____
- _____ 8. Supplemental visual materials

Behavior:

- _____ 1. Formal Behavior Contract / Plan (BAP)
- _____ 2. Benefits from talking out / journaling problems
- _____ 3. Verbal or Non-Verbal cues/reminders
- _____ 4. Allow student to have sensory tools
- _____ 5. Time-out (teacher or self requested)
- _____ 6. Needs physical / sensory breaks
- _____ 7. Allow to move to a safe space / place

Medical:

- _____ 1. Formal Medical / Health Care Plan (MAP)
- _____ 2. Allowed to carry prescription _____
- _____ 3. Allergies that may affect various environments
- _____ 4. Need to access the nurse's office
- _____ 5. Need to access extra food or drink
- _____ 6. Need to access bathroom facilities

Other:

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