

Nine Types of Accommodations and Modifications

Size

Adapt the number of items that the learner is expected to learn or complete.

Allow completion of tasks in “chunks” until the student has met the objective.

Adapt the amount of information provided at one time.

Time

Adapt the time allotted for learning, task completion, or testing.

Allow a longer period of time for the student to learn the concepts.

Consider the objective . . . how much time do they need to show that they have learned?

Individualize the pace of the learning to meet the needs of students.

Input

Adapt the way instruction is delivered to the students.

Use audio and visual aids, semantic mapping, guided imagery, concrete examples, hands on activities, pre-reading activities, or place students in cooperative groups.

Output

Adapt HOW the learner can respond to the instruction.

Does everything need to be pencil and paper tasks?

Instead of answering questions in writing, use techniques, projects, games, portfolios, hands on tasks for evaluation learning.

Level of Support

Increase the amount of personal assistance with a specific learner.

Provide instruction in a manner that can become independently supported as necessary.

Assign peer buddies, teaching assistants, or tutors.

Cooperative Learning, Self Checking Materials

Difficulty

Adapt the skill level, problem type, or the rules on how the students may approach the assignment.

(Not watering down, but examining abilities and disabilities and making the assignment fit!)

Simplify Directions, Provide Cues, Calculator/Computer.

Participation

Designed for a student with a severe disability.

Adapt the extent to which a learner is actively involved in the task.

Adapt the level of participation expected during a task.

Alternate Goal

Designed for a student with a severe disability.

Adapt the goals, objectives, or outcome expectations while using the same materials as the rest of the class.

Substitute Curriculum

Designed for a student with a severe disability.

Provide different instruction and materials to meet the learner's individual goals. This decision is made by the ARD and should be planned by the committee.