

Appendix 7: Instructional Accommodations and Modifications

The purpose of accommodations and modifications are to facilitate the individual's full participation in the general education curriculum. These may range from minor accommodations to major instructional modifications. Critical information about the individual's learning style, academic abilities, and sensory motor skills will guide the use of the following.

A. Time

Change the amount of time allowed for learning, testing and task completion. This includes time for breaks during the task or activity.

Examples:

- ◆ Take home class work to finish.
- ◆ Give more time to complete part or all of a test.
- ◆ Remove the "timed" portion of an activity.
- ◆ Allow quick "stretch breaks" during an activity.
- ◆ Build in planned breaks with no requirement for completion at that time, in order to prevent individuals from spending too much time on an activity, becoming frustrated and inattentive.

B. Size/Amount

Change the required amount of items that the individual is expected to complete.

Examples:

- ◆ Cut the worksheet in half.
- ◆ Place a "stop sign," red line, or some other indicator on the sheet to indicate that the individual is done at that point.
- ◆ Allow the individual to choose "X" amount of problems/items to complete from the larger amount.
- ◆ Allow the individual to decide if he should complete 5, 6 or 7 items of the 10 items (building in choice).
- ◆ Start a new concept by completing only one or two items, the next time three, then four, etc., as the individual's confidence and skill improves.
- ◆ Allow the individual to do more items than required if it is an area that he enjoys. Give extra credit for those items to help balance a time when he is not as successful with an activity.

C. Participation

Adapt the extent to which an individual may be involved in the task or activity by allowing the individual to use his strengths and interests.

Examples:

- ◆ The individual may type the answers that his group tells him to type.
- ◆ The individual may glue the pictures on the page that have been placed in the correct order, while other individuals are deciding order.
- ◆ The individual may hold the map while others point to various locations.
- ◆ The individual may pass out the reading books to each classmate and choose who will read while others do the actual reading.
- ◆ The individual holds the “strands of DNA” (string) while the other individual decides in what order the “molecules” (gumdrops) are placed.
- ◆ The individual listens in reading group while others read.
- ◆ The individual that has difficulty with auditory comprehension reads while others listen and is then excused to complete a hands-on task.
- ◆ A vocational activity may include a variety of individuals with different strengths. In one shopping activity there may be an opportunity for the individual to:
 - a. Write the list
 - b. Decide what to put on the list
 - c. Decide the approximate amount of money needed and to count out that amount
 - d. Give directions to the store
 - e. Read the list
 - f. Cross off the items as collected
 - g. Push the cart
 - h. Decide which line is shortest/fastest at the checkout
 - i. Greet store employees who are familiar
 - j. Count out the necessary money
 - k. Bag groceries
 - l. Carry the bags
 - m. Count to be sure everyone is accounted for when time to go

D. Input

Provide a variety of ways that instruction is delivered to the individual to maximize the individual’s learning style/strength.

Examples:

- ◆ Use an overhead projector to note the main facts or important concepts that the individual is to remember.

- ◆ Use an amplification system to improve the individual’s ability to understand and attend to the verbal instruction.
- ◆ Allow for small group activities that support the general concepts being taught. In this case, the focus is on the information generated to the group vs. an end product. For example, the individuals may work in a small group and discuss specific examples of dairy, meat, vegetables, fruits, etc. from their daily meals.
- ◆ Provide a “designated note taker” or Xerox copy of other individuals or teacher’s notes.
- ◆ Provide a printed outline with videotapes and filmstrips.
- ◆ Provide a print copy of assignments or directions which are written on the blackboard for the individual that cannot easily shift attention from board to paper.

E. Output

Modify the way an individual is required to respond to instruction or show knowledge of instructional material.

Examples:

- ◆ Allow for fill-in-the-blank answers for the individual who has difficulty with handwritten assignments.
- ◆ Allow the individual to use a keyboard, computer, or label-maker instead of handwriting on assignments.
- ◆ Allow the individual to respond verbally instead of on paper.
- ◆ Allow the individual who has difficulty working in groups to “instant message” with the teacher or individuals to decrease anxiety.
- ◆ Allow the individual to build models or other hands-on activities to show knowledge instead of written or oral reports.

F. Difficulty

Adapt the skill level required, the type of problem presented, or how the individual may approach learning the required materials.

Examples:

- ◆ Allow the individual to have “open-book test.”
- ◆ Allow the individual to use a calculator.
- ◆ Provide the individual with the correct numbers and functions to use with a story problem.
- ◆ Break problems or tasks into smaller, more easily understood steps. For example,
 - Provide the individual with a visual list of items that are necessary in order to accomplish an academic task (calculator, pencil, paper, book, and ruler), rather than just a direction to “get ready for math.”
 - Instead of presenting a large number of food items and directing the individual to categorize items as fruit, vegetable, dairy or meat; ask the individual to locate one category of items at a time, providing a picture, if necessary, or simply ask the individual to match the food item to the name.

G. Level of Support

Increase the amount of personal assistance that the individual receives.

Examples:

- ◆ Allow for a peer to assist in completing tasks or understanding materials.
- ◆ Provide educational assistant to explain tasks, modify the materials, provide environmental supports or modify the environment.
- ◆ Provide additional tutoring outside of the specific educational instruction to assist in understanding the material or formulating responses.

H. Modified Curriculum

Provide different instruction, materials and goals for an individual.

Examples:

- ◆ An individual may learn computer/keyboarding while others take a language test or work on a language activity.
- ◆ An individual may cut out items from a magazine and create a picture book of healthy foods while other individuals are writing a creative story.
- ◆ An individual may have work experience in a local record store while others are taking algebra or calculus classes in the school.
- ◆ An individual may create his personal schedule for the day while others are participating in “calendar and weather” during the class group activity.
- ◆ An individual may take a morning walk as part of a “sensory diet” while others are reviewing the homework assignment and making corrections.