



# Accommodations & Modifications



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# Why?

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- It's the law! Students entitled to FAPE: Free Appropriate Public Education
- Doe v. Withers (1992)
- Students assigned to regular courses if their needs can be met first
- Students assigned to separate courses ONLY if they cannot be educated satisfactorily in general education setting

# Team Membership

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## Mandatory IEP Team Members:

- Parent
- Student (if transition age)
- General Education Teacher
- Special Education Teacher: including someone licensed in disability
- District Administrator: someone with the ability to expend funds

# General Education Teachers Contribute to the IEP Team in the Following Ways:

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- Provide information about the student's participation, performance, progress, and interaction with their peers
- Identify areas of concern and determine positive behavioral intervention and supports/strategies for the child to be meaningfully included in the classroom
- Make recommendations about individualized learning strategies and effective accommodations to be used in the classroom
- Has knowledge and expertise about the content of the grade-level general curriculum, as well as the classroom structure and expectations

# General Education and Special Education Teachers

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General education teacher is the teacher of record for academics:

- Important for planning of accommodations and modifications
- Provides information on how student compares to peers

Special education teacher offers general education teacher guidance and support in meeting the needs of the student

- When students are receiving their direct special education time they are working on gaining skills and strategies to access general curriculum

# Purpose for Accommodations

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Changes in HOW a student accesses information and demonstrates learning.

Do not substantially change the instructional level, content, or performance criteria

Reduces or eliminates the effects of a student's disability

Provides equitable access to grade-level content for students with special needs

Accommodations categories used for instruction: presentation, response, setting, or timing/scheduling

# Accommodations in Presentation

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- Affect the way directions & content delivered
- Students able to engage when presented in form they understand

Examples:

- Large print
- Human reader
- Audiobooks
- Visual cues
- Repetition of directions
- Use of short/simple directions
- Example of concrete end product
- Advanced organizers/lecture outlines

# Accommodations in Response

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- Different ways for the student to show response to assignments/tests

Examples:

- Speech-to-text software
- Scribe
- Calculator
- Graphic/visual organizers
- Spelling/grammar devices/programs
- Use of paper format
- Oral response/recording device
- Math charts/formula sheets
- Templates



# Accommodations in Setting

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- Affects the way the environment is set up for assignments and tests

Examples:

- Use of headphones/sound buffers
- Small group
- Checkpoints for work completion
- Clearly defined limits
- Frequent reminders

# Accommodations in Timing/Scheduling

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- Allows for flexibility in timing especially for those who may need more processing time

Examples:

- Extended time
- Frequent breaks
- Testing over multiple days
- Chunk material with flexible timing
- Reminders to keep on track

# Accommodations for Behavior

- Change in discipline procedures and rules

Examples:

- Reward positive behaviors
- Non-verbal cues or code word to communicate inappropriate behavior
- Behavior contracts
- Use of fidget tools
- Opportunity for breaks
- Clearly defined limits
- Specific communication system between home and school: behaviors, attendance

# How to Decide?

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We start with the comprehensive evaluation and the accommodations that were identified.

What student characteristics require accommodations to access academic content?

Has the student indicated preference in using an accommodation?

Have all team members had input on accommodations?

# How to Decide?

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Does the student need or use the same accommodations for classwork as on class assessments?

What are instructional tasks required of students?

Are there barriers for the student in showing progress in what an assignment or assessment is designed to measure in regards to standards?

Are there accommodations that could be made available to students to remove those barriers?

# Purpose for Modifications

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Changes in WHAT a student is expected to learn

Changes are made to provide a student with opportunities to participate meaningfully and productively along with other students

Lowers the rigor of learning- reduces standards, outcomes, and/or expectations

All modifications need to be listed in IEP and need to be specific and clear

Include changes in the following: instructional level, content/curriculum, grading/credits

# Modifications

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Can increase the achievement gap between the achievement of students with disabilities and expectation for proficiency

College bound students should not have modifications

Students need to be prepared to work and live as independently as possible

# Types of Modifications

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- Lower instructional level
- Simplifying lesson: key concepts, vocabulary
- Reducing assignment expectations/content
- Lower/change performance criteria
- Coaching/giving clues
- Lowering standards of behavior



# How to Decide?

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Is the focus on student's strengths and needs?

Have all team members had input on modifications including the student?

Are the materials age-appropriate and relevant to content all students are learning?

Does the student need or use the same modifications for classwork as on class assessments?

# How to Decide?

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Are there barriers for the student in showing progress in what an assignment or assessment is designed to measure in regards to standards?

Are there modifications that could be made available to students to remove those barriers?

Do the modifications reflect a culture of high expectations?

# Differences

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Extended Time		
Accommodation:	Any time rate or speed is not the skill being measured	Measures of comprehension or knowledge in content areas
Modification:	When rate or speed is fundamental to the skill being measured	Measures of reading or math fluency

# Differences

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Prompts and Cues		
Accommodation:	When the prompts and cues support a skill other than the skill being measured and reported	A graphic organizer to support a student's writing skills on a paper designed to measure skills in a history class
Modification:	Any time the prompts and cues support the skill that is being measured and reported	Feedback on operations being used while a student is completing a math task designed to assess the ability to select and use correct operations

# Is it Necessary?

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- More is not necessarily better
- Accommodations or modifications that are not needed may have negative impact on performance
- Focus on student's identified needs based on the disability
- Focus on student's identified needs within the general education curriculum

# Student Self-Advocacy

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Critical for students to understand their disability & learn strategies for success

Some students have limited experience in knowing their preferences and advocating for themselves

Teachers play a key role in providing students with guidance/feedback for selecting, using, evaluating accommodations

# Key to Success: General Education Teachers

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- Student with a disability is a general education student first!
- Students with disabilities have a right to instruction in general education
- Provide information on how student compares to peers
- Important for accommodation/modification planning
- Input is needed to understand how student accesses learning in the classroom
- General education teacher is a MANDATORY member of the IEP team and speaks for entire general education team

# Key to Success: Student

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- Needs to be a part of the decision making if possible
- Should advocate for their needs
- Should know their accommodations/modifications
- Needs to use the accommodations/modifications effectively



# Key to Success: Special Education Teacher

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- Expert in specialized instruction
- Responsible for assessing student strengths
- Responsible for identifying student accommodation/modification needs, providing support to teachers and students- need to see classroom content
- Responsible for documenting accommodation/modification effectiveness

# Questions?

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# Guided Group Discussion

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What would accommodations and modifications look like in your class for:

- presentation
- response
- setting
- timing/scheduling
- behavior

Please be prepared to share one of your ideas.

# Groups--Elementary

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## Elementary

Grade level divisions:

k-1-Blake

2-3-Cyert

4-Norby

5-Bockelmann

# Groups-Middle School

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Armstrong--Stark, Holey, Condit, Peterson, Saathoff

Gordon--Katka, Deitering, Decamillis, Frieberg, Lopez, Diggins, Gotham

Schottenbauer--Nitti, Brown, Krumholz, Gibbs, Van Blaricom

Dammen--Flowers, Sonsalla, Bartz, Adams

# Groups--High School

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Nelson--Buzzell, Borgen

S. Peterson--Schultz, Hershey, Kueny, J. Peterson

Blair-Nelson-Rokenbrodt, Lohman

Widman-Borne, Munderloh

Bacon-Robelia, Kisner, Moore

Jennings--Brown, Nyland, Paulson, Undeland

# Groups--High School--(cont)

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Erickson--Knetter-Johnson, Bratrud, Undeland, Carr, Haglin

Sulkalski--Wilfart, Mensink, Roggemann

Todd--Rohloff, Baumgartner, Glebke, Hatteberg

Sigl--Leither, Arlymiuk-Moe, Muchow, Andres, Vesel

# Sources

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Minnesota Department of Education. (2009). *Minnesota Manual of Accommodations for Students with Disabilities in Instruction and Assessment* [PDF file]. Retrieved from <https://nceo.umn.edu/docs/OnlinePubs/MNmanuals/MNmanual.pdf>

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