ACCOMMODATIONS AND MODIFICATIONS:

A HANDBOOK FOR STAFF
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INTRODUCTION

It is the goal of Roseburg Public Schools that the information presented in this booklet will assist staff in fulfilling the promise that this nation made to students with disabilities through IDEA (Individuals with Disabilities in Education Act) and Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act. The primary purpose of this federal legislation is to provide access to and equalization of educational opportunities to students with disabilities through appropriate accommodations and modifications designed to benefit the individual student.

Accommodations and modifications are determined on an individual basis through the PBIS, IEP or Section 504 plan process. These teams are charged with determining the appropriate accommodations and/or modifications that are necessary for the student to:

✓ Advance appropriately toward attaining the goals outlined in their educational plan;

✓ Advance appropriately toward attaining their annual IEP goals;

✓ Be involved in and progress in the general curriculum;

✓ Participate in extra curricular and other nonacademic activities; and,

✓ Be educated and participate with other students with and without disabilities.

Special education staff is available to offer information, assistance, and support to faculty and staff implementing accommodations and modifications for students with disabilities.

A SPECIAL NOTE TO TEACHERS:

Many disabilities are obvious and the question is one of degree regarding accommodations and modifications and the amount of assistance required. There are cases, though, in which it is impossible to see a student’s disability or to know that a student has a disability. It is critically important that clear and timely communication occur between special education staff and regular education staff to ensure that appropriate accommodations and modifications are being implemented.
ACCOMMODATIONS AND MODIFICATIONS

There is a significant difference between an accommodation and a modification. Understanding the difference is crucial when developing education plans for students.

ACCOMMODATION:
An accommodation can be made for any student, not just students with a 504 plan or an IEP. An accommodation does not alter what the student is expected to learn. An accommodation makes learning accessible to the student and allows the student to demonstrate what they know.

MODIFICATION:
Modifications are generally made for students with significant cognitive or physical disabilities. A modification does alter content knowledge expectations as well as assessment administration practices.

Example #1:
Accommodation
If a student in a math class has a processing disorder and, as a result, he produces work much more slowly, an accommodation might be that he would only be required to complete ten questions on an assignment or test instead of twenty. However, those questions would include all of the content knowledge the student was expected to learn and master.

Modification
On the other hand, if the student was unable to master the content, even with accommodations, then the teacher would have to modify the content expectations. This student might do ten or twenty questions on an assignment or test, but he would only focus on addition and subtraction, not the broad range of knowledge that the rest of the students are expected to master.

Example #2:
Accommodation
A student in an English class has a writing disability. He reads the same works as everyone else and is required to demonstrate the same minimal knowledge of facts, depth of understanding and complexity of analysis regarding plot, character development, etc. As an accommodation to his writing disability, he is allowed to use a computer to write his final essay, or he may have less stringent time constraints on producing the written product. He may also be able to demonstrate his knowledge verbally.

Modification
The student’s writing disability is such that even though he is able to master the content knowledge of the course, he must be verbally coached through the writing process in order to complete writing assignments that other students are required to complete independently.

The key to determining what is an accommodation vs. a modification is for the teacher to have analyzed the core standards’ requirements for the courses they are teaching. Teachers should be able to identify the essential learning and skills students should be able to demonstrate for proficiency. Once a teacher has identified the essential learning and skills, it is easier to determine if the support being provided to a student is making learning accessible and allowing them to demonstrate mastery of the content, or if the support is modifying the actual content knowledge expectations.
EXAMPLES OF PROGRAM ACCOMMODATIONS

✅ ACCOMMODATIONS ARE PART OF SOUND TEACHING PRACTICES.

✅ ACCOMMODATIONS ARE AVAILABLE TO ALL STUDENTS INCLUDING BOTH STUDENTS WITH AND WITHOUT DISABILITIES.

The following pages contain examples of allowable accommodations. These examples are not checklists and should never be considered as all-inclusive or mandatory listings. Rather, they are intended to serve as "starters" for school teams designing accommodation plans that meet a student’s specific need(s). Accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable.

<table>
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<tr>
<th>Type of Accommodation</th>
<th>Examples</th>
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| Changes in timing or scheduling        | • Extended time  
• Frequent breaks  
• Divide testing over several sessions  
• Administer assessments at a time of day most beneficial to students  
• Set time expectations for assignments  
• Provide clues such as clock faces indicating beginning and ending time  
• Provide tests in segments so that student hands in one segment before receiving the next part |
|                                      |                                                                                                                                 |
| Changes in the setting / environment   | • Provide a structured learning environment  
• Adapt non-academic times such as lunch, recess and PE  
• Change student seating  
• Utilize a study carrel  
• Alter location of personal or classroom supplies for easier access to minimize distraction  
• Test/teach an individual student in a separate location  
• Test/teach in a small group in a separate, but familiar location  
• Encourage a student’s work habits during instruction or assessment - reinforcing consistent engagement  
• Stabilize instructional or test materials/papers (e.g. tape, magnets, clips, clamps  
• Use sensory processing techniques to allow students to attend to task  
• Use adaptive/special furniture or positioning assistance consistent with the student’s instructional setting  
• Support physical position of student, e.g. preferential seating, special lighting, increase/decrease opportunity for movement. |

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<th>Type of Accommodation</th>
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| Changes in how the curriculum and/or assessments are presented | • Read or re-read directions to student  
• Sign directions  
• Translate directions orally or in writing  
• Provide written version of oral directions  
• Simplify language in directions  
• Clarify directions  
• Highlight words in directions  
• Use auditory amplification devices, hearing aids, noise buffers  
• Use visual magnification devices  
• Provide large print materials  
• Provide Braille materials  
• Provide audio versions of texts or other instructional materials  
• Prompt student to read directions and/or test items aloud  
• Read mathematics, science, and social sciences (not reading/literature) items and response choices aloud to the student by the test administrator or by use of technology.  
**NOTE:** Mathematics symbols and numerals must not be read when administering the mathematics assessment; however, mathematics symbols and numerals may be read when administering the science and social science assessments.  
• Provide transparent sheets (clear or tinted) to protect test materials or to improve focus and/or contrast sheeting  
• Write out homework assignments, check student’s recording of assignments  
• Tailor home work assignments toward student strengths  
• Tape lessons so the student can listen to them again; allow students to tape lessons  
• Use computer-aided instruction and other audiovisual equipment  
• Select alternative textbooks, workbooks, or provide books on tape  
• Highlight main ideas and supporting detail in the book  
• Provide copies of material for extra practice (i.e. outlines, study guides)  
• Prioritize drill and practice activities for saliency  
• Vary the method of lesson presentation using multi-sensory techniques:  
• Lecture plus overhear/board demonstration support  
• Small groups required to demonstrate a process  
• Large groups required to demonstrate a process  
• Audio-visual (i.e. filmstrips, study prints) methods  
• Peer tutors or cross-age tutors  
• Demonstrations, simulations  
• Experiments  
• Games  
• One-to-one instruction with other available adults  
• Ask student to repeat/paraphrase context to check understanding  
• Arrange for a mentor to work with student in his or her interest area or area of greatest strength  
• Provide peer tutoring  
• Simplify and repeat instructions about in-class and homework assignments  
• Vary instructional pace  
• Reinforce the use of compensatory strategies, i.e. pencil grip, Mnemonic devices, “spell check” |
- Vary kind of instructional materials used
- Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
- Reinforce study skill strategies (survey, read, recite, review)
- Introduce definition of new terms/vocabulary and review to check for understanding
- Be aware of student's preferred learning style and provide matching instruction materials
- Limit amount of material presented on a single page
- Provide a sample or practice test
- Provide personal copy of test tools and allow for color-coding/highlighting

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| Changes in how the student responds | • Provide for oral assessment  
  • Students who require increased spacing, wider lines or margins should have additional room  
  • Respond in Braille  
  • Vocalize thought process out-loud  
  • Assessment answers marked in test booklets or recorded (CD, video, or audio cassette) and transcribed into regular answer sheet by school staff  
  • Use of assistive technology device that serves as the primary communication mode  
  • Point to or dictate multiple-choice responses to a scribe  
  • Student retells story to test administrator or educational assistant in her or her own words before responding to the multiple-choice items  
  • Student uses a recording device to record/play back questions, passages and responses  
  • Student uses any technology device that serves as their primary written communication mode e.g. word processing or typewriter including adaptive keyboard as long as the following features are disengaged: Formatting, spell check, grammar check, word prediction or function keys |
| References and tools | • Allow response aids, e.g. Perkins Braille, adaptive pencils, key guards and skins  
  • Calculator  
  • Manipulatives  
  • Masks/markers to limit distractions  
  • Abacus  
  • Model and reinforce organizational systems (i.e. color-coding, graphic organizers)  
  • Thesaurus and/or Dictionary readily available  
  • Spell checkers (for daily work)  
  • For the state assessment, if the student initiates the process of checking spelling at an individual word level, an electronic spell checker is allowed  
  • State developed student and/or official scoring guides  
  • Highlighters  
  • Correction fluid or tape  
  • Use of masking device  
  • Graphic organizers |
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| Behavioral Strategies | • Use behavioral management techniques consistently within a classroom and across classes  
|                       | • Implement behavioral/academic contracts  
|                       | • Utilize positive verbal and/or nonverbal reinforcements  
|                       | • Utilize logical consequences  
|                       | • Confer with the student's parents (and student as appropriate)  
|                       | • Establish a home/school communication system for behavior monitoring  
|                       | • Post rules and consequences for classroom behavior  
|                       | • Put student on daily/weekly progress report/contact  
|                       | • Reinforce self-monitoring and self-recording of behaviors |
# EXAMPLES OF PROGRAM MODIFICATIONS

✓ MODIFICATIONS CHANGE, LOWER OR REDUCE LEARNING EXPECTATIONS

This page contains examples of modifications. These examples are not checklists and should never be considered as all-inclusive or mandatory listings. Rather, they are intended to serve as "starters" for school teams designing modification plans that meet a student's specific need(s). Modifications are made on a case-by-case basis. Parents must be included in this process.

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<th>Type of Modifications</th>
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<tr>
<td><strong>Assessment Modifications:</strong></td>
<td>Scheduling assessments outside of the official testing window.</td>
</tr>
<tr>
<td><strong>Classroom Instruction Modifications:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Modifications:</strong></td>
<td>Read assessment reading/literature passages, items and distractors aloud to the student</td>
</tr>
<tr>
<td></td>
<td>Signing the reading/literature, mathematics, science, and social science passages, items and distractors to the student</td>
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<td></td>
<td>Translate test items and distractors into languages other than what is provided by the state.</td>
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<tr>
<td></td>
<td>Limit the number of distractors on test items</td>
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<td></td>
<td>Reroute or simplify wording of test items</td>
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<td></td>
<td>Synonyms or definitions provided to students upon request</td>
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<td></td>
<td>Clarification of non-construct related vocabulary in math assessments</td>
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<td></td>
<td>Requiring students to raise hand and instructor verifies work before allowing progress</td>
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<tr>
<td><strong>Classroom Instruction Modifications:</strong></td>
<td>Learning expectations related to the standards have been lowered or reduced for the student</td>
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<tr>
<td><strong>Assessment Modifications:</strong></td>
<td>Student retells the reading passage in his or her own words for reading comprehension and does not respond to multiple-choice items</td>
</tr>
<tr>
<td><strong>Classroom Instruction Modifications:</strong></td>
<td>Performance expectations related to the standards have been lowered or reduced for the student</td>
</tr>
<tr>
<td><strong>Assessment Modifications:</strong></td>
<td>Administer test in student's home in the evening with parent as test administrator</td>
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<tr>
<td><strong>Classroom Instruction Modifications:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Modifications:</strong></td>
<td>Electronic language translation device that scans words and reads them to student in native language</td>
</tr>
<tr>
<td><strong>Classroom Instruction Modifications:</strong></td>
<td></td>
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