

INSTRUCTIONAL: HOW CONTENT IS PRESENTED OR TAUGHT

ACCOMMODATIONS	MODIFICATIONS
Student receives specialized help in class <ul style="list-style-type: none"> • Frequent feedback • Checks for understanding 	Student leaves class for individualized assistance
Teaching a group of students the same lesson in a differentiated way than the rest of the class.	Teaching a group of students basic content <ul style="list-style-type: none"> • using a different level of vocabulary • simplified concepts • focus only on essential or readiness objectives instead of supportive • using visual aids
Student sits near instruction/ teacher	
Student is given a copy of class notes	

FORMATIVE ASSESSMENTS: HOMEWORK AND DAILY ASSIGNMENTS

ACCOMMODATIONS	MODIFICATIONS
Student has extra time to complete the same assignment as the class.	Student completes a shorter assignment with simplified vocabulary and concepts
Using a Calculator or Word Processor to complete assignments	Student has reduced assignments (required to complete less assignments for a grade)
Student receives oral administration of assignments (teacher or peers)	Assignment is graded differently (only certain parts or on a different scale)
Differentiated Tasks and Activities offered to the entire class	Student completes an alternative assignment (over the same content) individualized to his learning style and needs
	Word Banks provided for short answer questions or crossword puzzles

SUMMATIVE ASSESSMENTS: QUIZZES AND TESTS

ACCOMMODATIONS	MODIFICATIONS
Oral Administration/ On Computer	Open Book/ Notes Tests & Quizzes
Student leaves class to test in a smaller group	Shortened exams which focus on certain objectives (Student is not expected to master all objectives as the class)
	2 or 3 choice exams
	Word Banks for Fill in the Blank or to use when writing to explain a concept
	Language is simplified

Teachers may interpret the modifications in different ways. The following is an explanation of how I think it would be best to implement modifications in a middle school, social studies, co-teach history class.

Slight Modifications

(Students with mild intellectual disabilities and processing disorders)

*Most of the students requiring modifications will need few minor changes and have exposure to almost all of the objectives on a standardized exam.

1. Give more time for a student to master an objective while others move on.

- Yes, this is difficult to do because the rate of instruction will differ. That is why there is a co-teacher.
- For more difficult concepts, the co-teacher can teach a small-group at a slower pace and with more simplified language.
- A note should be made of the objectives missed, so the student can receive instruction in tutoring or at another time in the unit when new objectives are not being taught.
- The student may have a different processing assignment.
- The goal is to keep the students in the class, but sometimes it will require a pull-out. It is beneficial for general education students, who need extra help and time to learn as well, to come along.
- Make sure it is not always the co-teacher working with those students. Alternate turns.

2. Grade using a different standard.

- If the minimum expectation on the state exam is 50%, then change your grading scale to where 50 is passing or whatever you would like to.
- The student learns the same as everyone else, however he is not expected to master the content at the level of the other students. A change to the curriculum is required by changing objectives to a more basic level, with simplified concepts and vocabulary.
- The student is taught at the basic level first and can move on to the higher levels at a later time if required.
- Sometimes, curricula is skipped over, and the student does not move on to the higher level due to time issues.
- Tests are at basic levels only over objectives emphasized.
- When writing, the student may be required to write a paragraph instead of an essay.

Moderate Modifications

(Students with intellectual disabilities that prevent them from learning at a higher level)

* This should be 1-3 students in the inclusion class.

3. The content is altered to focus on essential knowledge and skills only.

Significant Change

(students with profound intellectual disabilities and executive functioning skills)

* This should be only one student if possible.

4. Students receive a different mode of instruction teaching different objectives that overlap with the general curriculum.

- This would be for students with behavioral goals such as improving social interactions or decreasing off task behavior.
- Alternative assignments incorporating the behavioral goals are overlapped with what the rest of the class is learning.

I hope this overview helps any new special or general education teachers out there who need a little more information than what is on the IEP checklist. I know I had to figure it out and ask lots of questions when I first started and am learning more every year. I still find today that some seasoned teachers do not understand how they should be modifying. Accommodations are easy. They can be handled in a regular mainstreamed class or one with an aide. Students who require modifications will be placed in a co-Teach class because two teachers are needed to carry out the requirements.