



## Accommodations vs. Modifications



### 9 TYPES OF CURRICULUM ADAPTATIONS:

<p><b>Size</b> Adapt the number of items that the learner is expected to learn or complete.</p> <p>For example: Teach by reducing the number of vocabulary words presented at one time. Allow student to complete only odd or even problems.</p>	<p><b>Time</b> Adapt time allotted and allowed for learning, task completion, or testing. Provide visual timers.</p> <p>For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners. Turn in projects in chunks.</p>	<p><b>Difficulty</b> Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p>For example: Allow use of watch calculator, partner work, simplify task directions.</p>
<p><b>Level of Support</b> Increased amount of personal assistance to keep the student on task, reinforce or prompt use of specific skills. Enhanced adult-student relationships; use physical space and environmental structure.</p> <p>For example: Assign peer buddies, teaching assistants, peer tutors, or cross age tutors.</p>	<p><b>Input</b> Adapt the way instruction is delivered to the learner.</p> <p>For example: Use different visual aids, recorded texts and/or enlarged text, concrete examples, hands-on activities, cooperative learning groups,</p>	<p><b>Output</b> Adapt how the student can respond to instruction or assignment.</p> <p>For example: Instead of writing answers, allow verbal response. May want to provide a digital recorder, Projects rather than worksheets or written essays. Song rather than speech.</p>
<p><b>Participation</b> Adapt the extent a learner is actively involved in the task.</p> <p>For example: A student who has difficulty presenting in front of a class could be given the option of presenting to a small group or just the teacher.</p>	<p><b>Alternate Goals</b> Adapted goal or outcome while using the same materials. When routinely utilized, this may be more of a modification for more severe disabilities.</p> <p>For example: Student may select misspelled word in place of writing it. Student may identify states, rather than capitals &amp; states.</p>	<p><b>Substitute Curriculum</b> Provide different instruction and materials to meet an individual's learner IEP goals.</p> <p>For example: Pre-teach key concepts or terms before the lesson using alternate curriculum, provide a talking dictionary</p>



**Accommodations:** are changes to activities, instruction, materials, or the environment that do not dilute State Performance Standards.

- Allows student access to the general education curriculum.
- Allows student to complete equal assignments/tests.
- Are changes in timing, format, schedule, response/presentation, or setting.
- Do not significantly alter what the assignment or test measures.
- Examples: Braille text; FM Audio System; testing in a quiet room; chunking material; grading partial assignments; extending time;

**Modifications:** are changes to products, assessments, or materials that require less of the student than the minimum State Performance Standard.

- Adjustment to an assignment or a test that changes the standard, changes what the test or assignment is supposed to measure, or in any way reduces what the student is learning or being assessed on.
- Examples of possible modifications include:
  - \* a student completing work on part of a standard
  - \* a student completing an alternate assignment that is easier (not different)
  - \* a student having less vocabulary or spelling words
  - \* a student learning less dates or people in history
  - \* a student writing a one paragraph paper when everyone else is writing a 5-paragraph paper

