



# Accommodations Modifications Supports

Los Angeles Unified School District  
Division of Special Education



# Objectives

- Differentiate between accommodations and modifications
- Become aware of supports for non-academic and extra-curricular activities
- Document accommodations, modifications and other supports in IEP

# Accommodations: Definition

- “**Do not** fundamentally alter or lower expectations or standards in instructional level, content or performance criteria”
- *Simply stated...*
  - Accommodations are changes to **the way** students are expected to learn or how they are tested



# Modifications: Definition



- “**Do** fundamentally alter or lower expectations or standards in instructional level, content or performance criteria”
  
- *Simply stated...*
  - Modifications are changes to **what** students are expected to learn



# Accommodations: Purpose

- Provide students equal access to learning and equal opportunity to demonstrate knowledge
- Remove barriers to learning curriculum and demonstrating mastery
- Help students work around limitations related to their disability

# Modifications: Purpose

- Provide students meaningful and productive learning experiences based on individual needs and abilities
- Provide social access to appropriate classrooms and peers





# Grading

- Students Using Accommodations

- Same grading as for students without accommodations
- Grading based on mastery level of state standards

- Students Using Modifications

- Different grading
- Grading based on progress on skill development and ability level



# Testing Accommodations

- “Any variation in the assessment environment or process that **does not fundamentally alter** what the exam measures or affect the comparability of exam scores”
- Testing Accommodation Examples
  - Braille transcription
  - Having mathematics part of test read to student





# Testing Modifications

- “Any variation in the assessment environment or process that **fundamentally alters** what the exam measures or affects the comparability of exam scores”
- Test Modifications Examples
  - Calculator
  - Dictionary
  - Having English Language Arts part of test read to student




# Reminder

- Accommodations/Modifications Used in Testing
  - Must be necessary for classroom instructional and/or testing activities
  - Student must be provided opportunity to practice use of accommodations/modifications prior to testing



# Accommodations May Be Implemented in Following Areas

- Learning Environment
- Instructional Presentation
- Instructional Materials
- Assignments
- Following Instructions
- Organization
- Student Responses/Testing



<b>Example of Learning Difficulty</b>	<b>Example of Accommodation</b>
Copying from board	Preferential seating
Visual/auditory distractions	Study carrel
Finding main ideas	Study guide/highlighted text
Taking notes	Copy of lecture notes
Expressing ideas	Grade content and mechanics separately
Keeping track of assignments	Mark assignments on calendar
Works slower than classmates	Shorten assignment
Confused by complex directions	Color code steps of task
Focusing on test	Overlays to enhance visual field

# Examples of Non-Academic and Extra-Curricular Activity Support

- Non-Academic Supports

- Elevator key
- Proximity to bathroom

- Extra-Curricular Activity Supports

- Peer buddy for field trips
- Special equipment for sports participation



# Critical Questions for IEP Team to Determine Student Need for Accommodations/Modifications



- Does student have basic knowledge/skills needed for his/her grade level?
- How independent is student in completing assignments?
- Does student learn/work as fast as other students in class?
- Can student use same books/materials as other students in class?
- Will teachers need additional professional development to work with student?



# Where to Document in IEP

- IEP FAPE Part 1

- Eligibility, Placement and Support page

- Instructional Accommodations

- Instructional Modifications

- Other Supports

(Next slide provides a visual of the IEP page)



**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

**Student** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_ **Meeting Date** 31-MAR-2010

		Effective With this IEP	Future Changes Related to this IEP
	<b>As of Date:</b>		
<b>Eligibility:</b> (from Page 4)		<b>Not Found</b> The requested URL /pls/iepweb/iep_events_pkg.get_elig_txt was not found on this server.	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>		<b>Not Found</b> The requested URL /pls/iepweb/iep_events_pkg.get_final_iep_txt was not found on this server.
<b>Curriculum</b>			
<b>Placement</b>	<b>Type of School</b>		
	<b>Name of School</b>		
<b>Instructional Setting</b>	<b>Setting</b>		
	<b>Program</b>		
	<b>Special Day Minutes/Wk</b>		
	<b>Addresses Goals</b>		
<b>Additional Factors</b>	<b>Low Incident Support</b>		
	<b>Assistive Technology Support</b>		
	<b>Transportation</b>		
	<b>Extended School Year/Intersession</b>	Yes <input type="radio"/> No <input type="radio"/>	
	<b>ESY Transportation</b>		
<b>Accommodation, Modifications, Supports</b>	<b>Instructional Accommodations</b>		
	<b>Instructional Modifications</b>		
	<b>Other Supports, including Non-Academic and Extra-curricular</b>		







# Remember...

- Accommodations, modifications and other supports must be specific to student's unique needs
- “Small group”, “individual instruction”, “use of the writing process”, or “spelling practice” **are not** accommodations but are examples of standard teaching practices available to all students
- “Extended time” documentation should include parameters such as
  - 25% more time to complete assignments
  - 48 hour extension to submit homework