

Accommodations & Modifications

Presented by Karen Cannon-Janettas
Director of Special Education
Orland District 135

Accommodations and Modifications

- What are accommodations and modifications?
- Are they the same thing?
- When do you use them?
- Who determines when and what to use?
- How are parents informed?

Student Participation in Instruction and Assessments

Federal and state laws and regulations require schools to provide accommodations and modifications to ensure that students with disabilities have access to an appropriate education program.

Accommodations/modifications are provided on a daily basis to the child in the general education classroom by **BOTH** the general education and the special education staff in order to access the general education curriculum.

- An accommodation is a change in **HOW** the student accesses and demonstrates learning, but does not change what the student is expected to learn or demonstrate.
- A modification, on the other hand, changes **WHAT** a student is expected to learn and demonstrate by changing the level, priority or content.

Federal and State Laws

- **No Child Left Behind Act (NCLB 2001)** – requires that all students be included in standards-based instruction and assessment; requires equal access to grade level content; requires the use of accommodations during instruction and assessment to increase access to general education curriculum.
- **The Individuals with Disabilities Education Improvement Act (IDEIA, 2004)** - requires that students with disabilities have the opportunity to be involved and make progress in the general education curriculum.
- **Federal Least Restrictive Environment (LRE) Requirements**
34 C.F.R. Section 300.114 and Section 300.116 – requires the use of supplementary aids in the general education; prohibits the removal of a student from General education because of needed modifications.
- **Section 504 of the Rehabilitation Act of 1973** - requires that accommodations be provided to students with disabilities, even if they do not have an IEP.
- **State Laws** – 20 U.S.C 1401 (38); 34 C.F.R. 300.42

Provisions of both NCLB and IDEIA 2004 include:

- the use of scientifically based instructional methods, curricular materials, and intervention strategies
- ongoing monitoring to determine the impact of the instruction and curriculum
- the design and implementation of individualized interventions for students who do not respond to the general curriculum and instruction
- the inclusion of ALL students
- documentation of student outcomes

IDEIA Accommodations

Definition: Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable instructional and assessment access for students with disabilities

- Accommodations reduce or eliminate the effects of a student's disability and do not reduce learning expectations.
- Accommodations are the supplementary aids and services a student may require to successfully demonstrate learning.

IDEIA Accommodations

- Changes in how a student accesses information and demonstrates learning
- Do not substantially change the instructional level, content, or standard
- Changes made in order to provide a student with equal access to learning and equal opportunity to show what he or she knows and can do

NCLB Accommodations

Under NCLB, accommodations are defined as changes in testing materials or procedures that ensure that an assessment measures the **student's knowledge** rather than the **student's disability**.

Accommodations are for...

- Students with a disability who have an IEP or 504 plan
- Students without a disability who have barriers to learning
- Students who receive ELL services
- Students who are at risk of failure (RtI)

Modifications

Definition: Modifications are changes in what the student is expected to learn and demonstrate in the content area.

- Changing, lowering or reducing learning or assessment expectations
- Supplemental Curriculum and Modified State Assessments
 - Unique Learning System
 - Alternate ACCESS
 - Dynamic Learning Maps

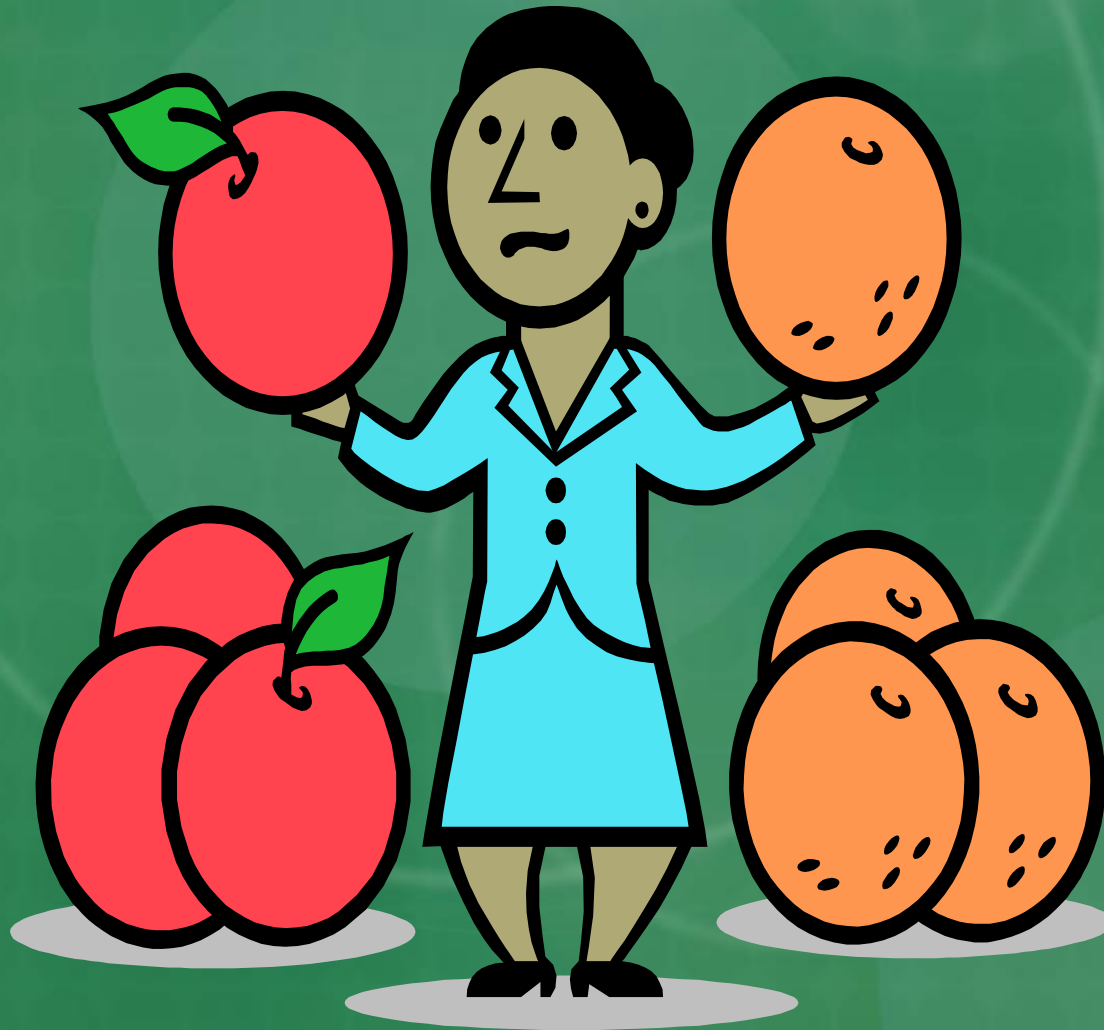
Modifications

- Made when the expectations are beyond the student's level of ability
- Alter the standard or what the test or assignment is supposed to measure
- May be minimal or very complex depending on the student's performance
- Must be clearly acknowledged in the IEP

Modifications are for...

- Students who would have been traditionally pulled out to a separate program
- Students who may have a low incidence disability
- Students for whom accommodations have been implemented to the fullest extent and still have difficulty succeeding

Differences between Accommodations and Modifications



Accommodations

(Can Apply to All Students)

- **Do not** fundamentally change standards in terms of instructional level, content or performance criteria.
- Changes are made in order to provide equal access to learning and equal opportunity to demonstrate what is known.
- Grading is **same**.
- Accommodations focus on removing barriers and providing access to the general education curriculum
- Accommodations are designed for students who have barriers that can be removed to help them demonstrate what they know.

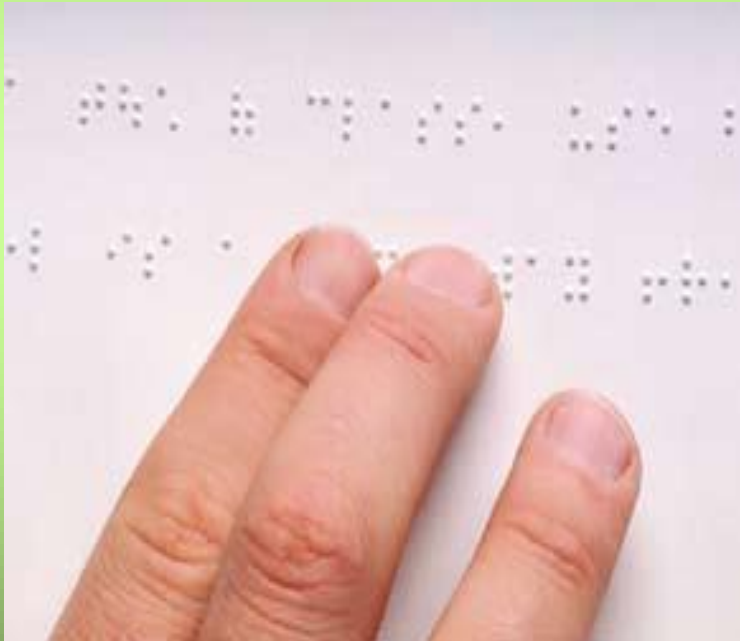
Modifications

(Apply to Students with Disabilities)

- **Do** fundamentally change standards in terms of instructional level, content or performance criteria.
- Changes are made to provide student meaningful & productive learning experiences based on individual needs & abilities.
- Grading is **different**.
- Modifications focus on insuring meaningful participation in the general curriculum.
- Modifications are designed for students who would benefit from participation in the general curriculum even though it is above their ability level.

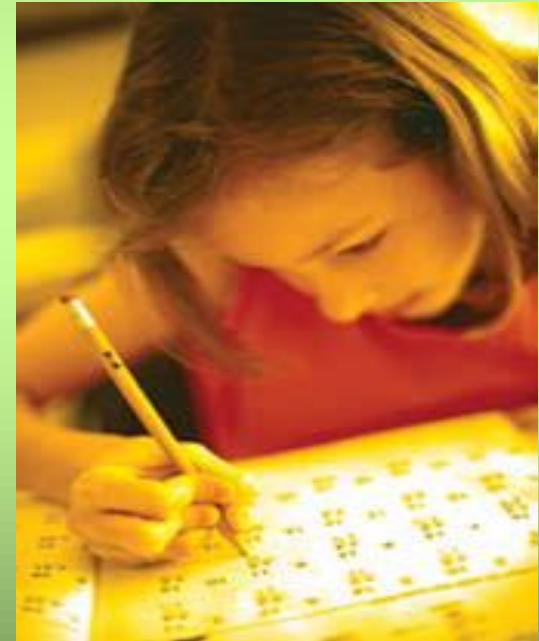
Accommodations

(Leveling the playing field)



Modifications

(Everyone plays)



Accommodations

(Leveling the playing field)

- Knowledge of addition is demonstrated by manipulating blocks instead of through writing
- Extra textbooks are provided for home when a child has significant organizational difficulties
- A scribe is provided to take notes for a child
- A multiple choice test on individual facts is provided while other students fill in the blank

Modifications (Everyone Plays)

- A child works on addition while classmates work on multiplication
- A child learns letters and letter sounds while classmates read chapter books
- A child uses blocks to build structures while other students do science experiments
- A child is given a test on continents while classmates are tested on countries in Europe

Who determines Accommodations/Modifications?

- It is the role of the Individual Education Plan (IEP) Team to determine the specific accommodations needed by each student in order to access grade-level instruction on academic standards.
- The IEP team includes: Parent(s); Student; General Education Teacher; Special Education Teacher ;School Administrator; Related Service and Evaluation Personnel; Others with knowledge or special expertise about the student.
- Good decision making is facilitated by gathering and reviewing valid data and information regarding the student's disability, present level of academic achievement, and functional performance in relation to district content standards and benchmarks.
- The IEP team must remember that each appropriate accommodation must be recorded in the student's IEP.

IEP Meetings

There are potentially three times during the IEP development process when accommodations should be discussed:

1. **Consideration of Special Factors** - The IEP team considers communication and assistive technology devices and supports.
2. **Supplementary Aids and Services**- The IEP team considers possible —aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.
3. **Participation in Assessments**- The IEP team considers the student's participation in PARCC and MAP tests and the accommodations used during the testing process.

How are Parents Informed of Accommodations?

- Parents are members of the IEP Team.
- Parents received *Written Notice* to attend IEP meetings.
- Accommodations and/or Modifications are discussed at the IEP meeting.
- Parents receive a copy of the IEP at the time it is finalized.
- Case Managers have been directed by the Department of Special Education to have parents provide their consent for the recommended accommodations by initially the IEP and/or approving their consent be written into the IEP notes.

Professional Development & Parent Education

- Staff Resources
- IEP Quality Project
- Ininitec
- ISBE Accommodations Manual
- Summer Professional Development for All Staff
- Parent Education Night

Questions?

