

# Accommodations and Modifications: A UDL Perspective

**SSD Principal's Institute**  
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**Slides: [bit.ly/AccomMod24](https://bit.ly/AccomMod24)**

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# Outcomes for today's learning:

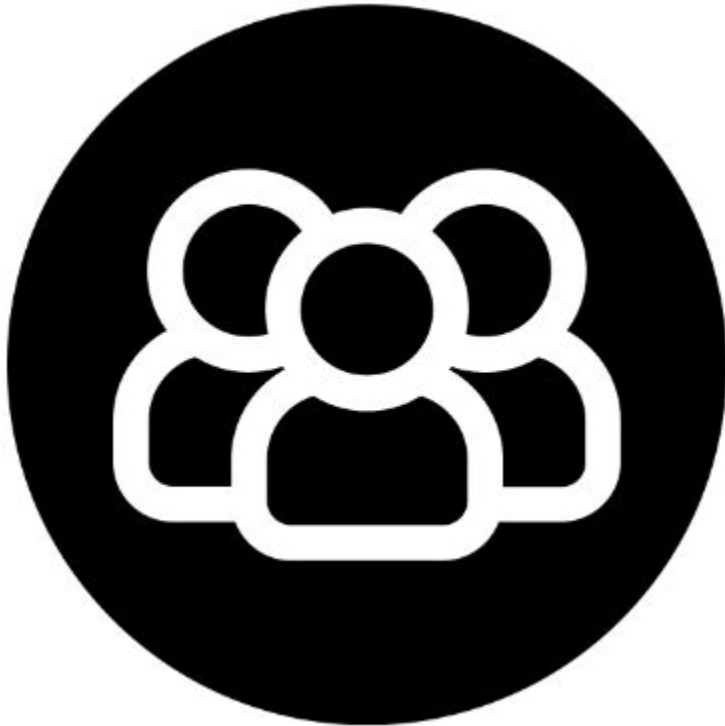
1. Increase understanding around the differences between accommodations and modifications, and how they relate to Universal Design for Learning (UDL).
2. Explore how UDL principles can guide the selection and implementation of accommodations and modifications and the legal considerations for each.
3. Engage in practice identifying accommodations and modifications and dialogue with colleagues.

# Agenda/Overview

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- Welcome & Inclusion
- Accommodations and Modifications Overview
- Integrating Universal Design for Learning (UDL)
- Stations
- Closing

# Welcome and Inclusion: Who's in the room?



Activity: Like Me

Process: When you hear a statement that represents you, your role, etc., stand up

Outcome: Get an idea of those in the room with similar interests and roles

# Accommodations and Modifications: Definitions

## **Accommodations - Change the "HOW"**

Adjustments made to teaching and assessment practices in order to remove barriers and provide equitable access to learning and opportunity to demonstrate knowledge for all students.

Source: Iris Center

## **Modifications - Change the "WHAT"**

Student requires Specially Designed Instruction. Changes made to the teaching, assessment, and curriculum itself to meet the individual needs of exceptional students. Necessary when performance expectations are altered.

Source: Iris Center

# Legal Requirements and Considerations

1

## **Individuals with Disabilities Education Act (IDEA)**

Requires schools to provide a free, appropriate public education (FAPE) in the least restrictive environment for all students with disabilities.

2

## **Americans with Disabilities Act (ADA)**

Prohibits discrimination against people with disabilities in all areas of public life, including education.

3

## **Section 504 of the Rehabilitation Act**

Prohibits discrimination against people with disabilities in programs receiving federal funding.

# Sped Compliance: Program Review Standards & Indicators

200.850

## **Program modifications & accommodations:**

IEP includes a statement of the program modifications & accommodations that will be provided to enable the child to advance appropriately towards attaining the annual goal, to be involved in & make progress in the general education curriculum

**a**

A description of the specific program modification and accommodations

**b**

Duration (i.e., beginning and ending date for services)

**c**

Location (states the type of environment for provision of the services)

**d**

Frequency (states how often the services will occur- e.g. daily, weekly, monthly)

# Differences

## Accommodations vs. Modifications

Civil rights = life long	Educational rights = end when graduate high school or age out
Competency does not change	Significant reduction in competency
No impact on grades	Affect grades
Examples: time, size, level of support	Examples: difficulty, degree of participation, modified goals, substitute curriculum

From Friend's Co-Teaching: Principle, Practices, & Pragmatics a CSD workshop



# Activity

Independently or with a partner(s):

1. Access this [9 types document](#).
2. Match 1 term from the word bank with each of the 9 boxes.
3. Then classify each box as an accommodation or a modification.
4. We will review responses in a few minutes.

Directions:

1. Match 1 word from the word bank with each box.

Word Bank:

Difficulty

Size

Substitute Curriculum

Time

Alternate Goals

Participation

Level of Support

Output

Input

2. Label each box as an accommodation or a modification.

<p>Adapt the number of items that the learner is expected to learn or complete.</p> <p>For example: Reduce the number of social studies terms a learner must learn at any one time.</p>	<p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p>For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p>Increase the amount of personal assistance with a specific learner.</p> <p>For example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>
<p>Adapt the way instruction is delivered to the learner.</p> <p>For example: Use different visual aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</p>	<p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p>For example: Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p>	<p>Adapt how the student can respond to instruction.</p> <p>For example: Instead of answering questions in writing, allow a verbal response, use a communication book, allow students to show knowledge with hands on materials.</p>
<p>Adapt the extent to which a learner is actively involved in the task.</p> <p>For example: In geography, have a student hold the globe, while others point out locations.</p>	<p>Adapt the goals or outcome expectations while using the same materials.</p> <p>For example: In social studies, expect a student to be able to locate just the state while others learn to locate capitals as well.</p>	<p>Provide different instruction and materials to meet a student's individual goals.</p> <p>For example: During a language test one student is learning computer skill in the computer lab.</p>

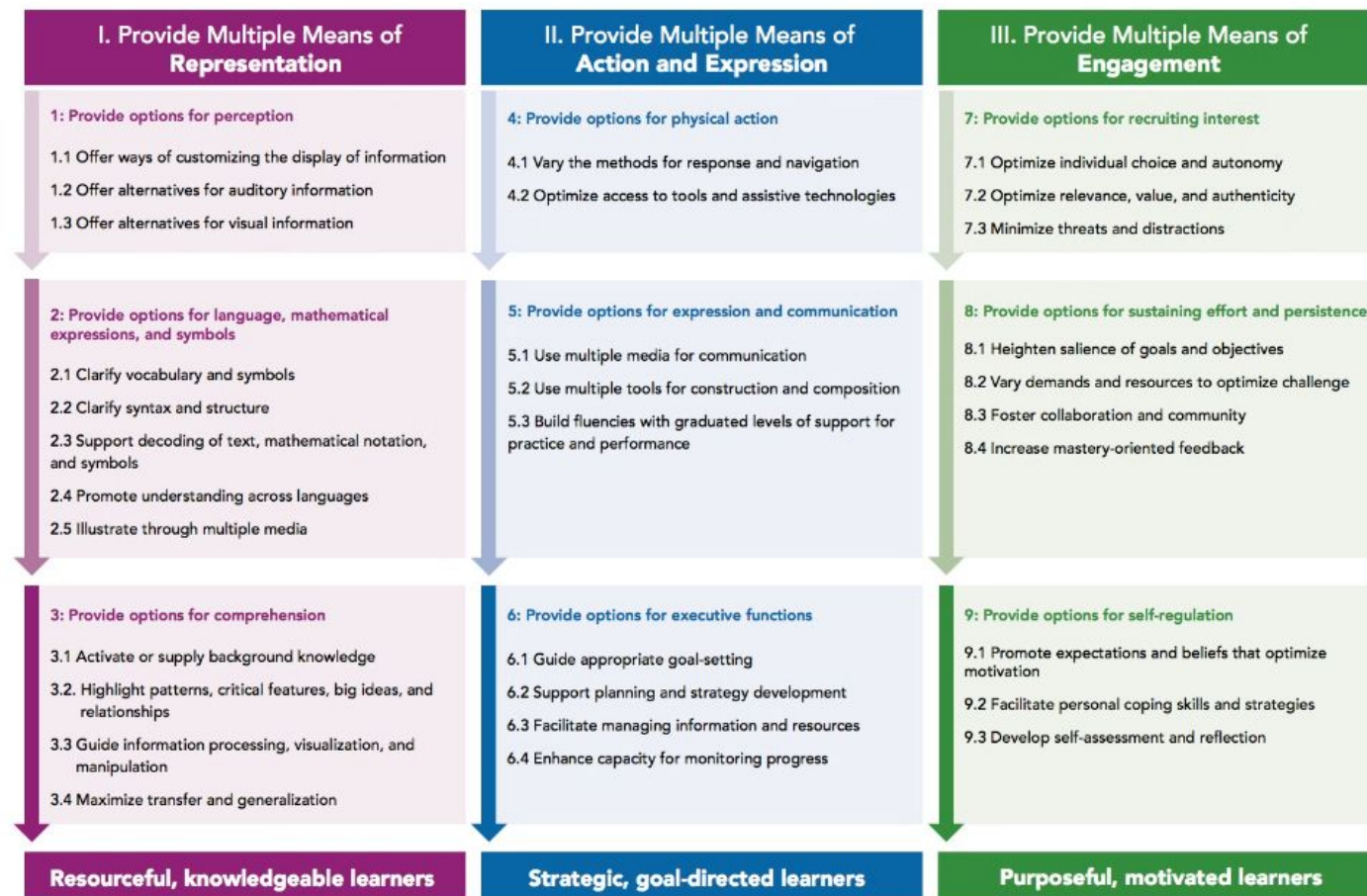
# Answer Key:

## Nine Types of Accommodations/Modifications

<p><b>Size</b> Adapt the number of items that the learner is expected to learn or complete.</p> <p><i>For example:</i> Reduce the number of social studies terms a learner must learn at any one time.</p> <p><b>Accommodation</b></p>	<p><b>Time</b> Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><i>For example:</i> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p> <p><b>Accommodation</b></p>	<p><b>Level of Support</b> Increase the amount of personal assistance with a specific learner.</p> <p><i>For example:</i> Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p> <p><b>Accommodation</b></p>
<p><b>Input</b> Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i> Use different visual aids, plan more concrete example, provide hands-on activities, place students in cooperative groups.</p> <p><b>Accommodation</b></p>	<p><b>Difficulty</b> Adapt the skill level, problem type, or the rules on how the learner may approach the work</p> <p><i>For example:</i> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p> <p><b>Modification</b></p>	<p><b>Output</b> Adapt how the student can respond to instruction.</p> <p><i>For example:</i> Instead of answering questions in writing, allow a verbal response, use a communication book, allow students to show knowledge with hands on</p> <p><b>Accommodation</b></p>
<p><b>Participation</b> Adapt the extent to which a learner is actively involved in the task.</p> <p><i>For example:</i> In geography, have a student hold the globe, while others point out locations.</p> <p><b>Modification</b></p>	<p><b>Alternate Goals</b> Adapt the goals or outcome expectations while using the same materials.</p> <p><i>For example:</i> In social studies, expect a student to be able to locate just the state while others learn to locate capitals as well.</p> <p><b>Modification</b></p>	<p><b>Substitute Curriculum</b> Provide different instruction and materials to meet a student's individual goals.</p> <p><i>For example:</i> During a language test one student is learning computer skill in the computer lab.</p> <p><b>Modification</b></p>

# Meeting Learner Variability through Universal Design for Learning (UDL)

## Universal Design for Learning Guidelines



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APA Citation: CAST (2011). *Universal design for learning guidelines version 2.0*. Wakefield, MA: Author.

- UDL is designed to be flexible and inclusive, which can reduce the need for specific accommodations or modifications
- Modifications and accommodations can fall anywhere within the 3 categories of UDL which is meant to act as a framework to providing equitable tier 1 instruction for all learners.

# Activity: Exploration options to learn about UDL

Option A: Conversation	Option B: Video	Option C: Article
<p>Access <a href="#">UDL Strategies from Goal Book</a>.</p> <p>Turn and talk with a partner:</p> <ul style="list-style-type: none"><li>-How else you can support teachers in exploring the options for accommodations, modifications, and UDL in their classroom.</li><li>-How might these UDL strategies from Goal Book support this work?</li></ul>	<p>Independently click on the link and watch the video <a href="#">UDL at a Glance</a>.</p> <p>Reflect on the following:</p> <ul style="list-style-type: none"><li>-What is UDL?</li><li>-How do we make a curriculum that challenges &amp; engages diverse learners?</li><li>-What are the 3 principles of UDL?</li></ul>	<p>Independently click on this link and read the article <a href="#">UDL &amp; The Learning Brain</a>. Then reflect on the following:</p> <ul style="list-style-type: none"><li>-What 3 things does UDL recognize variability in?</li><li>-What is the dominant feature of the nervous system?</li><li>-Why is the concept of neuro-diversity important to educators?</li></ul>



# UDL can reduce the need for accommodations & modifications:



**Turn & Talk with a Shoulder Partner:** What might be some new learning or shift in thinking you have had after engaging in the learning around UDL?

# Types of Accommodations: A UDL Perspective

1

## Materials

Adjusting the format, color, or size of materials to meet the student's needs. For example, providing text-to-speech software or large print materials. This type of accommodation supports the UDL principle of multiple means of **representation**.

2

## Environment

Altering the student's physical or social environment to create a more favorable learning experience. For example, providing preferential seating or a quiet workspace. This type of accommodation supports the UDL principle of multiple means of **engagement**.

3

## Technology

Using devices and equipment to facilitate the student's access and participation in learning activities. For example, providing a hearing aid or speech-to-text software. This type of accommodation supports the UDL principle of multiple means of **expression**.

# Examples of Accommodations

## Multiple Means of Expression

Providing a variety of ways for the student to demonstrate their learning, whether through writing, speaking, drawing, or other methods.

## Simplified Language

Using simplified language, visual aids, or gestures to help the student understand complex concepts.

## Extended Time

Allotted additional time for the student to complete assignments, tests, or exams.

## Flexible Seating

Allowing students to choose their own seat or sit on a wobble cushion, chair, or ball to improve focus.

# Types of Modifications: A UDL Perspective

## Content Modifications

Reducing the scope, depth, or complexity of the curriculum to meet the student's individual needs. Providing extra scaffolding supports supports the UDL principle of multiple means of **expression**.

1

## Product Modifications

Adjusting the outcome or form of the student's work based on their individual ability such as creating shortened or alternative assignments, providing learning menus, or accepting tiered responses based on students' readiness levels. These strategies can support the UDL principles of multiple means of **expression** and **representation**.

3

2

## Process Modifications

Adapting or changing the way the student learns, such as incorporating more hands-on activities or guided practice sessions. This can be another way to support the UDL principle of multiple means of **engagement**.





# Examples of Modifications

## Reading Difficulties

Lowering reading level of a text;  
asking comprehension  
questions at a different DOK  
level than other students  
(**content**)

## Writing Difficulties

Reduce the amount of  
written work required;  
provide an alternate  
prompt (**content/product**)

## Attention Concerns

Break down tasks into small,  
manageable steps and  
reduce number of  
steps/items/tasks that needed  
to be completed; allow the  
student to complete a  
performance task rather than  
written (**product**)

# Stations:

## Station 1 - Card Sort

1. Review the provided print resource.
2. Then, sort the provided examples with the aligned curriculum modification question.

## Station 2 - Hexagonal Thinking

In your groups, have discussions about the connections between all of the key terms associated with today's learning. Use the hexagons to demonstrate the connections you discuss

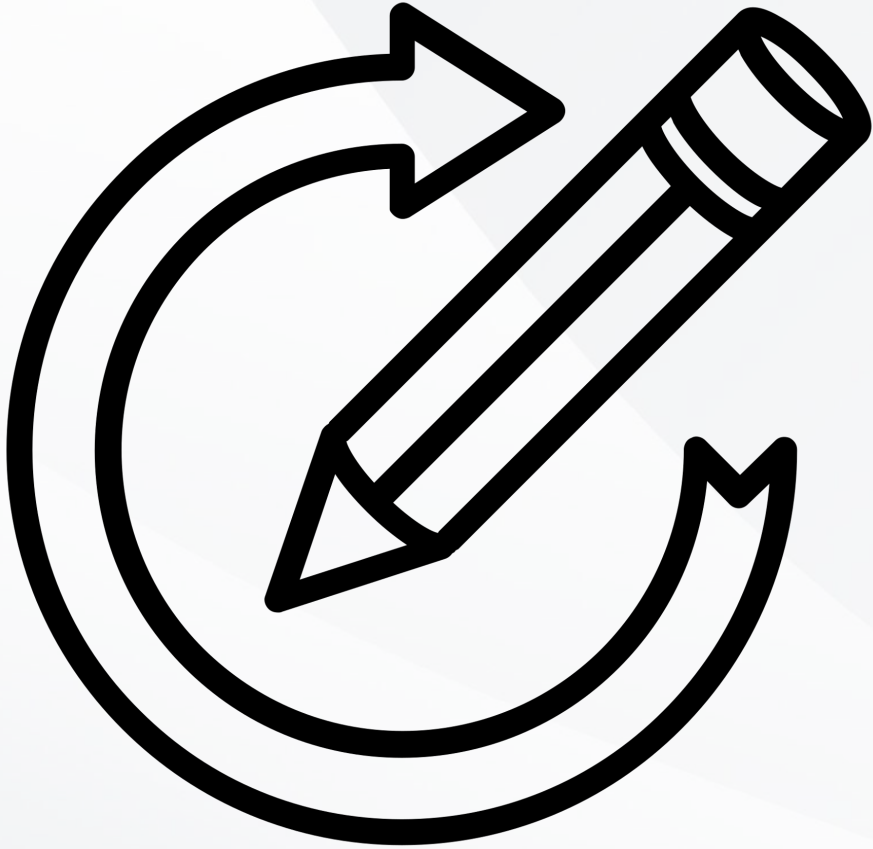
Like this activity? Here's the [template](#)!

# Next Steps...



**Turn & Talk:** Where are you now with regard to your understanding of Accommodations and Modifications through the lens of Universal Design for Learning? What might be your next steps?

# Revisiting Outcomes...



1. Increase understanding around the differences between accommodations and modifications, and how they relate to Universal Design for Learning (UDL).
2. Explore how UDL principles can guide the selection and implementation of accommodations and modifications and the legal considerations for each.
3. Engage in practice identifying accommodations and modifications and dialogue with colleagues.

# Questions?

# Contact Information

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# Resources

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[National Center on Educational Outcomes: Accommodations and Modifications:](#)

[Center for Parent Information and Resources: Accommodations and Modifications:](#)

[LD Online: Accommodations vs. Modifications: What's the Difference?:](#)

[WeAreTeachers: IEP Accommodations vs. Modifications: What's the Difference?:](#)

[IRIS Center](#)

[CAST UDL Guidelines:](#) .

[Understood.org: Accommodations vs. Modifications: What's the Difference?](#)