



Dover Public Schools Accommodation/Modification Curriculum Appendix A

Special Education Accommodations/Modifications

1. In-Class Support Teacher (Special Education)
2. In-Class Support Instructional Assistant for Special Education
3. Administering the assessment individually in a separate room
4. Administering the assessment in a small group in a separate room
5. Administering the assessment in the resource room
6. Administering the assessment in a special education classroom
7. Administering the assessment using carrels
8. Seating (First Name) facing the examiner or proctor
9. Providing special furniture (e.g., desks, trays, carrels)
10. Providing special lighting
11. Redirecting attention
12. Rephrasing, repeating directions
13. Using a behavior modification system
14. Using visual cues
15. Demonstrating the task before proceeding
16. Make eye contact before giving directions
17. Allowing additional processing time
18. Instructing at the student's level of function
19. Providing verbal praise
20. Responding to behaviors consistently
21. Not reprimanding students in front of others
22. Reducing written tasks
23. Breaking down tasks into manageable units
24. Simplifying directions
25. Allowing tests to be done in alternative fashions
26. Use of calculator, math table, or manipulatives

504 Accommodations

1. In-Class Support Teacher (Bilingual/ESL)
2. In-Class Support Instructional Assistant for Bilingual/ESL



3. Administering the assessment at home or in a hospital (this will depend on the nature of the 4. assessment task)
5. Extended time on tests and/or assignments
6. Use of calculator, math table, or manipulatives (may be applicable to 504 plans for certain students)
7. Untimed tests
8. Preferential seating (e.g., seating the student near the front of the classroom or away from distractions)
9. Access to a quiet, distraction-free environment for tests or assignments
10. Frequent breaks during instruction or testing
11. Visual aids or cues to help with organization and time management
12. Modified homework assignments (reduced quantity or complexity)
13. Alternate formats for assignments (e.g., digital, audio, or visual)
14. Note-taking assistance (e.g., access to class notes or a peer note-taker)
15. Verbal or visual cues for understanding and following instructions
16. Use of assistive technology (e.g., screen readers, speech-to-text software)
17. Modified curriculum or content (simplified or adapted materials)
18. Individualized behavior support plan
19. Assistance with transportation to and from school
20. Access to counseling or mental health support
21. Specialized communication support (e.g., augmentative and alternative communication devices)
22. Support for social and emotional needs, such as counseling or social skills training
23. Extended time for transitions between classes or activities
24. Specific dietary accommodations for students with allergies or medical conditions
25. Occupational or physical therapy as needed
26. Sensory accommodations (e.g., noise-canceling headphones, fidget tools)
27. Peer assistance or peer tutoring
28. Access to additional or specialized materials, such as tactile resources for students with visual impairments
29. Preferential scheduling to avoid scheduling conflicts with related services or therapies
30. Modification of physical education activities to meet the student's needs

Please note that some accommodations, such as extended time on tests and the use of calculators, can be applicable to both special education and 504 plans, depending on the individual needs of the student. Additionally, specific accommodations may vary based on the student's needs and the nature of the assessment or task.



English Language Learners (MLL)

1. PACING: Extend time requirements
2. PACING: Omit assignments
3. PACING: Other
4. ENVIRONMENT: Assign preferential seating
5. ENVIRONMENT: Assign peer buddy
6. ENVIRONMENT: Other
7. REINFORCEMENT AND FOLLOW THROUGH: Use positive reinforcement
8. REINFORCEMENT AND FOLLOW THROUGH: Use concrete reinforcement
9. REINFORCEMENT AND FOLLOW THROUGH: Check often for understanding/review
10. REINFORCEMENT AND FOLLOW THROUGH: Arrange for peer tutoring
11. REINFORCEMENT AND FOLLOW THROUGH: Plan cooperative learning experiences
12. REINFORCEMENT AND FOLLOW THROUGH: Provide language experience
13. REINFORCEMENT AND FOLLOW THROUGH: Give immediate feedback
14. Use of graphic organizers, outlines, labeling of pictures, study guides, adapted text, and highlighted text.
15. Integrate lesson concepts with language practice opportunities in listening, speaking, reading, and writing.
16. Directly link content to students' background experience.
17. Introduce new vocabulary in context.
18. Limit the number of vocabulary items.
19. Use speech that is appropriate for students' language proficiency.
20. Make the explanation of the task clear using a step-by-step manner with visuals.
21. Use of a variety of techniques to make content concepts clear. Teachers need to focus attention selectively on the most important information. Introduce new learning in context. Help students learn strategies such as predicting, and summarizing.
22. Provide ample opportunities for students to use learning strategies. Learning strategies should be taught through explicit instruction. You want students to develop independence in self-monitoring.
23. Consistent use of scaffolding techniques throughout the lesson. Introduce a new concept using a lot of scaffolding and decrease support as time goes on. Restate a student's response or use think-aloud
24. Vary question types, including those that promote higher-level thinking skills.
25. Frequent opportunities for interactions about lesson concepts which encourage higher level thinking skills.
26. Cooperative groups, buddies, pairs, large and small groups
27. Ample wait time for responses
28. Opportunities for clarification in native language, if possible.
29. Hands-on materials or manipulatives for student practice.
30. Integrate all language skills: listening, speaking, reading, and writing.
31. Adjust the pacing of the lesson appropriate to students' ability level.



At-Risk of Failure Students

1. Use extrinsic reinforcers
2. Give students opportunities to make choices (individually or as a group)
3. Review of basic skills and/or concepts
4. Effort and/or achievement rubrics
5. Use scaffolding for complex tasks
6. Real-world authentic activities and examples
7. Small Group or Individualized Instruction
8. Providing timely information about forthcoming choices and decisions (e.g., key dates).
9. Providing 'attention-getting' cues and prompts for timely completion of tasks (e.g., Have you done....?
By now you should have....if you haven't we encourage you to.....)
10. Offering task/time relevant or appropriate help (e.g., If you would like to talk to someone
about.....then.....)
11. Legitimizing and normalizing concerns and giving permission to seek help (e.g., It's common around
this time for students to be feeling.....)
12. Building self-efficacy by offering assurance, encouragement, and hope
13. Peer mentors, and/or peer tutors
14. Providing opportunities for discussion in class
15. Discussion boards
16. Computer Assisted Instruction
17. Before/After School Tutorials
18. Opportunities for retakes and/or Extra Credit Activities



Gifted Students

1. More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
2. Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
3. Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
4. Encourage exposure to, selection, and use of appropriate and specialized resources.
5. Promote self-initiated and self-directed learning and growth.
6. Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
7. Flexible pacing
8. Use of more advanced or complex concepts, abstractions, and materials
9. Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
10. Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
11. Encourage students to think about subjects in more abstract and complex ways
12. Activity selection based on student interests, that encourage self-directed learning
13. Group interaction and simulations
14. Guided self-management
15. Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
16. Engage students in active problem-finding and problem-solving activities and research.
17. Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.