IEP Accommodations vs. Modifications

“Making classroom instruction work for all students”

Parent Network Committee
October 13, 2016
Agenda: 10/13/16

4:30-4:40-Agenda, welcome, sign-in sheet
4:40-5:00-Accommodation vs. Modifications
5:00-5:30-Examples of accommodation, modifications, interventions
5:30-5:40-Kahoot Game
5:45-6:00-Parent networking
Norms for the Parent Committee

- Communicate in a positive manner and listen attentively
- Respect the views of others and don’t discuss individual students/teachers
- Ask and welcome questions for clarification
- Be open to the ideas and views presented
- Honor time limits and stay on topic
What is an Accommodation?

- Remove barriers to access general education curriculum
- Level the playing field
- Change the how in accessing the general education curriculum
- Does not change the instructional level or content
- Does not alter the test or assignment level
- Changes in timing, format, setting, scheduling, response or presentation
- Documented on the IEP or 504 and monitored/assessed to ensure applicable to each student's needs
Types of Accommodations?

- **Presentation Accommodations:**
  - Access instruction in ways that do not require them to visually read standard print. These alternate modes of access include visual, tactile, auditory, and a combination of visual and auditory. (Multi-sensory approach)
  - **Examples:** Sign language, braille, visual cues, large print, written notes/outlines, audio amplification/FM, text to speech, fewer items per page, graphic organizer, list/checklist of instructions, chunk information into smaller sections, audio books, assistive technology

- **Response Accommodations:**
  - Methods a student uses to respond to instructional activities/assessment
  - **Examples:** Speech to text, electronic spell checker, word processor, technology, use of a calculator, scribe, augmentative communication device, visual/graphic organizers, manipulatives

- **Setting/Environment Accommodations:**
  - Changes to the location or environment of the instruction or assessment
  - **Examples:** Test/work in a different setting, special lighting, preferential seating, sensory tools, flexible seating, proximity to teacher, away from distractions, headphones/ear plugs, small group/alternate setting

- **Timing/Scheduling Accommodations:**
  - A change in how much time a student has for an instructional activity or assessment
  - **Examples:** Extended time (specified amount), provide breaks, timeline for completing tasks, use of a timer,
Accommodations:

- Do not change the content, instructional level, or grade
- Unique to student and based on individual need
- Must be data driven and addressed at least on a yearly basis at the 504 or IEP meeting
- Using grade level curriculum/standards by differentiating to access learning

Example:

- Victor is an eighth grade student receiving special education services to address his needs related to a physical disability. He does not struggle with mathematics reasoning and computation, and he is able to write with a pencil for short amounts of time. However, after writing for about an hour, his muscles become fatigued and begin to cramp. When this occurs, Victor must take a break, which lengthens the time it takes for him to complete mathematics assignments and tests. Because of his needs related to his physical disability, Victor has routinely used a calculator for assignments and tests that are more lengthy.
  - Can Victor be provided a calculator on the PARCC grade 8 mathematics assessment?
What is a Modification?

- Adjusts the instructional level of expectations and assessment information
- Changes in what a student is expected to learn
- Alters the content, lowers the grade level/instructional level standards
- Student’s curriculum becomes more accessible and more academically appropriate for the student
- A change in the course of study, assessment, location, timing, scheduling, student response
- **Examples of Modifications:**
  - Complete only part of an assignment
  - Lower reading level
  - Only key points for text
  - Modified grades
  - Alternative Curriculum
  - Individualized materials and benchmarks
What is an Intervention?

- Specific skill-building strategy to target deficit area(s)
- Academic or behavioral
- Strategies or techniques applied to instruction
- Require a targeted assessment, planning, and data collection
- Interventions: differ from accommodations and modifications as they teach new skills
- Consideration is given to the nature, severity of the deficit to prioritize intervention
- Teachers use strategies to change a student’s learning outcome
- Focus on the needs of the individual student
- Scientific Research Based
- Examples: My Sidewalks, Wilson Reading, Leveled Literacy, Read 180, Do the Math
IEP: Supplemental Aids and Services

IDEA Regulation
IEP: Supplemental Aids and Services?

➢ IDEA’s full requirement for identifying the supplementary aids and services a child will need and specifying them in his or her IEP

➢ (4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—

➢ (i) To advance appropriately toward attaining the annual goals;

➢ (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and

➢ (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section… [§300.320(a)(4)]

**It is the team's responsibility to ensure the use of accommodations and modifications are written in the IEP as appropriate to the student’s deficit area(s)/needs.**
According to the SEELS School Program Survey [1] and as reported in the 26th Annual Report to Congress on the implementation of IDEA (U.S. Department of Education, 2006), about 85% of elementary or middle-school children with disabilities in regular education language arts classes have some type of support indicated on their IEP or 504 plan. Looking at the specific accommodations and supports they receive, we find that:

- 61.9% are provided extra time to take tests or complete assignments.
- 36.8% are given shorter or different assignments.
- 35.3% have tests read to them.
- 33.4% take modified tests.
- 33.3% receive feedback more frequently than other children.
- 30.4% receive slower-paced instruction.
- 0.7% are provided physical adaptations.

An 8th grade science class is being assessed on the layers of Earth. One student is reading at a 4th grade reading level and is provided with books and notes he can read independently. All students are expected to demonstrate the same knowledge of the Earth’s layers.

Accommodation or Modification?

A student is in 6th grade and is reading at a 3rd grade reading level. During guided reading stations the students are working on citing textual evidence to support the summary of the book and draw inferences from the book. The student at a 3rd grade reading level is working on a different standard. He is working on Asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Accommodation or Modification?
Kahoot Game: Accommodations, Interventions, Modifications

Assess our knowledge
THANKS!

Questions?

Upcoming topics/meetings