
ACCOMMODATIONS FOR SPECIAL POPULATIONS STUDENTS

Modifications and Accommodations

These concepts are NOT interchangeable or synonymous. ***Accommodations*** require a student to complete the same assignment/test as the other students, but with adjustments in time, format, setting and/or presentation. On the other hand, ***modifications*** are adjustments in the actual requirements of an assignment or a test. For example, requiring a student to complete only the odd numbered problems on a math quiz or substituting a multiple-choice exam for an essay exam.

Below are some suggested modifications and adjustments that can be made without altering the curriculum:

- Provide audio tapes or chapter summaries
- Use peer readers.
- Photocopy the pages for the learning disabled student and allow/encourage him to highlight.
- Provide the student with two sets of text books - one for school and one for home.
- Provide the student with a list of discussion questions before he/she reads the material (this enables the student to better focus and comprehend).
- Provide page numbers to assist the student in finding the answers.
- Allow for “alternative assignments” that permit students to demonstrate his/her mastery of the concepts via art, posters, collections, panoramas on an unmodified test - adjust the criteria for passing.
- Provide the student with a specific list of your requirements for a passing grade and review it regularly with him.
- Keep student workplaces as distraction-free as possible by reducing visual and auditory stimulation.
- Avoid use of crosswords and word finds (a difficult and pointless task for kids with perceptual problems).
- Provide simultaneous oral and written directions when giving instructions.
- Carefully number and sequence the steps in a multi-step procedure or instruction.
- Ask the child to repeat the instruction back to you before beginning a task.
- Always give “fair warning” prior to a transition (“Billy, we need to leave for recess in five minutes, so let’s begin to finish your drawing and store your supplies.”).
- Provide a print outline for videotapes and use a tape recorder for an essay.

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Modify your grading procedures by:

- Weighing class work heavier than tests.
- Mark only the correct answers.
- Allow students to re-do failed sections of a test for partial credit.
- Use pass/fail.
- Allow student to retake exam until he passes it.

Modify your testing procedures by:

- Giving oral directions prior to test.
- Teach test taking skills.
- Provide vocabulary/definition lists.
- Permit extra time and/or alternative settings.
- Divide test into smaller sections.
- Substitute true/false, multiple choice matching and fill-ins for essay exams.
- Grade spelling separately on tests.
- Provide possible answers for fill-ins or provide the first letter of the missing word.

Modify your math instruction by:

- Allowing calculator use.
- Grouping similar math problems together on tests.
- Use graph paper to assist with alignment.
- Provide tables with math facts.
- Break lengthy, long term assignments into manageable chunks.
- Arrange for “check-in” time at the beginning of the day to assist with organization.
- Increase the frequency and immediacy of reinforcement.