You Want Me To Do What?
Key to Success in Classroom

• Accommodations and Modifications
• Changes made to instruction and other classroom activities
• Based on what students need
By definition, special education is “specially designed instruction” (§300.39). And IDEA defines *that* term as follows:

(3) *Specially designed instruction* means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

(i) To address the unique needs of the child that result from the child’s disability; and

(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. [§300.39(b)(3)]
Confused About Modification vs Accommodation

• Usually *modification* means *a change in what is being taught to or expected from the student*. Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification.

• Most important about modifications and accommodations – both meant to help a child to learn
Accommodations and Modifications

- Individualized
- Based upon needs
- Personal learning styles and interests
- Not always obvious what accommodations or modifications beneficial for particular student
In a Nutshell…
Special Education

• Adapting “content, methodology, or delivery of instruction”
• Take pride in knowledge base and expertise developed in past 30-plus years
• Individualizing instruction to meet needs of students with disabilities
• Pleasure to share some of that knowledge with you now
Modification vs Accommodation

- Terms *supports, modifications, and adaptations* all same thing
- Simple answer is: No, not completely,
- But yes, for the most part.
- Used interchangeably but distinctions can be made between the terms
Accommodations

• A change that helps a student overcome or work around the disability

• Example-
  – Allowing student who has trouble writing to give his answers orally
  – Still expected to know the same material and answer the same
  – But doesn’t have to write answers to show his knowledge
Accommodations

• Changes to curriculum, its presentation, classroom setting, or student evaluation

• Simple
  – Moving a distractible student to the front of the class or away from the pencil sharpener or the window
  – Other modifications may involve changing the way that material is presented or the way that students respond to show their learning.
Modifications

• A *change* in what is being taught to or expected from the student
• Adapting Instruction
• Changes in class work or routines
• Modifications can be made to:
  – *what* a child is taught, and/or
  – *how* a child works at school
Modifications

• Shorter reading and writing assignments
• Textbooks based on 8th grade curriculum but at independent reading level (4th grade)
• Test questions read/explained to him
• Questions easier (different wording)
• Emphasis on learning different (vocabulary vs detailed concepts)
Five Areas for Modification

- Scheduling
- Setting
- Materials
- Instruction
- Student Response
Scheduling

For example:

• Giving student extra time to complete assignments or tests

• Breaking up testing over several days
Setting

• For example
  – working in a small group
  – working one-on-one with the teacher
Materials

For example:

• providing audio-taped lectures or books
• giving copies of teacher’s lecture notes
• using large print books, Braille, or books on CD (digital text)
Instruction

For example

• reducing the difficulty of assignments
• reducing the reading level
• using a student/peer tutor
Student Response

For example:
• allowing answers to be given orally or dictated
• using a word processor for written work
• using sign language, a communication device, Braille, or native language
Common Core Writing

- **CCSS.ELA-Literacy.W.9-10.3**
  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **CCSS.ELA-Literacy.W.5.3**
  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Jack will write 3-4 paragraphs that are organized and focused to grade level standards consisting of 5-6 sentences.

- Objective accomplished in any type writing in any subject
- Put together words on cards to form sentences
- Put sentence strips in order
- Use co-writer or pix writer on computer
Different schools have the same rules!
Be respectful, listen to instructions, read quietly, stay where you are told, and ask to touch. 
Don’t get sick or ill!
Be kind to your friends and your peers.
Listen immently to your peers instructions.
Listen to your peers to be quiet. 
Stay where you’re supposed to otherwise you’ll get lost. 
The rules are sometimes fun and exciting, but sometimes the rules are boring. These rules keep us safe from getting us in trouble. These rules are sometimes easy and hard.
Sample Modification

- When given a word problem, Jill will correctly determine the single operation required to complete the problem.

2. Margaret filled a box with unit cubes, each measuring a cubic inch. The picture of her box is below. What is the number of cubic inches in her box? (1 pt)

\[ 8 \times 2 \times 3 = \]

\[ \square \quad \text{Cubic inches} \]

3. Each of the unit cubes below is a cubic centimeter. Identify the volume of each box and circle which one is bigger. (3 pts)

\[ 12 \times 3 \times 2 = \]
\[ 4 \times 3 \times 8 = \]
Modified Quiz

Unit 3 Dividing and Multiplying Decimals Quiz-M

1. Evaluate (Solve) each expression below, and explain the pattern of dividing each number by the power of 10. Reminder – how many zeros do you need to add?

\[ 32.47 \div 10^1 = \quad\quad 32.47 \div 10^4 = \quad\quad \]

2. Charlie bought some sneakers on sale for $12.99. James bought the same sneakers but paid $1.29. Using powers of 10, determine the amount of money Charlie spent on his sneakers compared to the amount James spent on his sneakers.

\[ $12.99 \times \quad\quad = $1.29 \]
\[ 1.29 \div 10^1 = \quad\quad \]
Modification Dependent on Student Needs

- Visuals on paper or separate
- Learning emphasis on writing or vocabulary
- Larger space to write
- Bigger text
- More white space
- Practice handwriting
- Practice counting
Modifications are Only Limited by Your Imagination

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