

Accommodation and Modification Strategies for the Classroom

Schools which embrace an inclusive philosophy express a commitment to providing specially designed instruction and related services for students with special needs in the context of the general education classroom. Using differentiated instruction techniques, teachers can engage all students in the learning process. At the same time, each student has unique learning needs and often needs additional, individualized supports to be successful in the general education classroom. By combining differentiated instruction and individualized accommodations and modifications, teachers will be better able to ensure the success of all their students.

Environmental Strategies

- a. Preferential seating
- b. Assign student to individual space for short periods
- c. Change grouping
- d. Alter location of personal or classroom supplies for easier access or to minimize distraction
- e. Offer alternative seating arrangements for controlled verbal discussion or verbal learners
- f. Reduce environmental distractions

Organization Strategies

- a. Set time expectations for assignments
- b. Set time limits using timer
- c. Allow additional time to complete tasks or take tests
- d. Organize a notebook or provide folder to help organize work
- e. Establish systems for recording assignments (planner, assignment sheet, notebook, calendar for long-range assignments)
- f. Provide peer helper (study buddy) for student
- g. Provide work in segments so that a student hands in one segment before receiving the next part
- h. Highlight main ideas and supporting details in the text
- i. Incorporate organization and study skills into instruction
- j. Teach organizational skills. Be sure student has daily, weekly, and/or monthly assignment sheets, list of materials needed daily and consistent format for papers. Have a consistent way for students to turn in and receive back papers, reduce distractions.
- k. Teach specific methods of self-monitoring (Stop-Look-Listen)
- l. Provide student with a definite purpose during unstructured activities
- m. Individualize timeline for completing a task

Curriculum Strategies

- a. Assess whether student has the necessary prerequisite skills
- b. Locate materials appropriate to the student's functioning levels
- c. Introduce definitions of new terms/vocabulary and check for understanding
- d. Implement reading strategies (i.e. survey, read, recite, review)
- e. Limit amount of material presented on a single page
- f. Reduce quantity of material to be read or assigned
- g. Simplify vocabulary of test items, practice sheets
- h. Provide a sample or practice test

- i. Provide opportunities for extra drill**
- j. Require fewer drill and practice activities when material is learned**
- k. Use a reading material based on a different approach (linguistic, phonetic)**
- l. Use special supplementary reading material**
- m. Re-space items for legibility and clarity**
- n. Be aware of the student's preferred learning style and provide appropriate instruction**
- o. Provide opportunities for development of creativity**
- p. Assign higher level comprehension questions, (i.e. minimize recall questions and emphasize application, analysis, synthesis, and evaluation questions)**
- q. Provide independent learning activities**
- r. Provide instruction in research skills needed to conduct an independent study in student's interest area**
- s. Enrich the curriculum 'horizontally' by materials and activities that extend topic**
- t. Use books on tape**
- u. Highlight information**
- v. Use calculators, spell checks, computers, and word processors**
- w. Allow dictation of responses using audio recordings and word recognition systems**
- x. Provide student with a copy of presentation notes**
- y. Allow peers to share notes from presentation (have student compare own notes with copy of peers notes)**

Instructional Delivery

- a. Tape lessons so the student can listen again (for home or school)**
- b. Give both oral and visual instructions for assignments**
- c. Vary the method of lesson presentation i.e.:**
 - Lecture**
 - Small groups**
 - Large groups**
 - Use audio-visuals**
 - Peer tutors or cross-age tutors-book buddies**
 - Demonstrations**
 - Games and Centers**
 - One-to-one instruction with another adult**
 - Cooperative learning**
- d. Provide visual or memory aids (i.e. number line, formulas, pictures, charts)**
- e. Arrange for tutor to work with student in his/her interest area or area of greatest need**
- f. Utilize library, computers, or other sources**
- g. Re-teach individual or small groups**
- h. Use hands-on learning experiences (using manipulatives)**
- i. Use graphic organizers, outlines, and other visual aids**
- j. Use study guides**
- k. Break down instruction into smaller groups**
- l. Model note taking using the overhead projector**
- m. Cluster information into manageable chunks**
- n. Allow think time**

- o. Teach and emphasize key words (the following..., the most important point..., etc.)
- p. Plan more concrete examples

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Behavioral Strategies

- a. Discuss the student's behavior in private
 - b. Identify small steps of behavior to change
 - c. Write a contract for student behavior
 - d. Give non-verbal signals to monitor behavior (hand, winks)
- New Visions for Public Schools
- e. Give verbal cues to monitor behavior ("slow down")
 - f. Move closer to the student to monitor behavior
 - g. Establish list of reinforcers for student selection
 - h. Offer tangible reinforcers (points, tokens) for appropriate behavior
 - i. Assign student as a peer tutor
 - j. Assign student sessions to practice appropriate behavior
 - k. Allow student to move to another location in room to regain control

- l. Allow student to leave room or go to the time-out space to regain control**
- m. Tell student to leave classroom and go to assigned area**
- n. Put student on daily/weekly progress report**
- o. Keep graphs and chart of student progress**
- p. Implement self-recording of behaviors**
- q. Provide supports for student decision making (outline of social skill strategy posted on the wall)**
- r. Use physical proximity and touch.**
- s. Use earphones and/or study carrels, quiet place, or preferential seating**
- t. Allow opportunities for the student to show strengths**

Assessment Strategies

- a. Questions at the end of sentences/paragraphs to help focus on important information**
- b. Provide for oral testing**
- c. Ask student to repeat directions/assignments to ensure understanding**
- d. Enlarge the text**
- e. Change item format**
- f. Allow more time for completing the test**
- g. Provide a quiet space**
- h. Personalize expectations for student learning based on the goals and objectives stated in a student's IEP.**

Communication Strategies

- a. Develop a daily/weekly journal**
- b. Develop parent/student/school contracts**
- c. Schedule periodic parent/teacher meetings**
- d. Provide parents with duplicate set of texts**
- e. Identify resource staff**
- f. Collaborate with other staff**
- g. Schedule building team meetings**
- h. Maintain ongoing communication with building principal**
- i. Identify and communicate with appropriate personnel working with student**
- j. Assist in agency referrals**