

Accommodations and Modifications of Instruction

Janna Siegel Robertson

Accommodations: “making adjustments” usually does not change the content

Modifications: “making alterations” including altering the content

The best accommodations and modifications come after following the problem solving steps:

1. Identify the problem
2. Analyze the problem (what are the student's strengths and weaknesses?)
3. Brainstorm possible solutions (a list of interventions is comforting to a teacher who now can take control of the situation. Plus if one doesn't work there are more to pick from.)
4. Select one solution (usually selecting one that matches the student's strengths to compensate for weaknesses)
5. Evaluate its success and modify (or try one of the other solutions)

Adapting for students needs is a process. The successful adaptations come from matching the students and situation appropriate and practical solutions.

Examples of the types of accommodations and modifications

Type	Accommodations	Modifications
Classroom	Remove distractions	Study carrel
Materials	Study guide	Digital books
Instruction	Advanced organizers	Touch Math
Curriculum	Emphasize major points	Reduce number of concepts
Homework	Breaking assignment down into components	Alternative or shorter assignments
Evaluation	Allowing comparable responses	Reducing the expectations or
Grading	Descriptive grades with quantitative ones.	Alternative rubric

The following guidelines are meant to assist teachers with choosing an appropriate accommodation or modification.

Ten Commandments of Accommodations and Modifications

1. Do as little accommodation or modification as necessary. (Choose accommodation over modification when possible)
2. Choose accommodations or modifications according to the student's strengths.
3. Do not do an accommodations or modification unless it saves you time and energy.
4. Make sure you implement an accommodation or modification long enough for it to work.
5. Only begin implementation of one accommodation or modification at a time.
6. Evaluate your accommodations or modifications for effectiveness.
7. Be realistic in your expectations.
8. Explain to the student the reason for the accommodation or modification. (And the parent.)
9. You do not need to defend the use of accommodations or modifications to the rest of the class.
10. Do not reinvent the wheel! Steal good ideas for all accommodations and modifications.