

## DIFFERENCES BETWEEN ADAPTATION, ACCOMMODATION AND MODIFICATION

**ADAPTATION**— any changes to the environment, curriculum, instruction, or assessment designed to help students participate meaningfully in general education settings/daily activities. Adaptations include accommodations and modifications.

**ACCOMMODATION**— changes to how a student accesses information and demonstrates learning. These do not substantially change the level, content, or performance criteria.

**MODIFICATION**— changes in what a student is expected to learn in order to give student the opportunity to participate meaningfully and productively. These do include changes in level, content, and performance criteria.

## FOUNDATIONAL QUESTIONS

How can this adaptation, accommodation, and/or modification work to support the student?

How can we support this student to be (even) more successful?

In what ways can we increase participation?

In what ways can we provide support that is just right?

What are the students strengths, skills, gifts and abilities?

How can we use the student's strengths to create an access point?

## ENVIRONMENTAL SUPPORTS

1. Ask the student about preferred supports in the environment
2. Reduce physical or visual clutter
3. Seat next to a preferred peer or in a preferred area of the room
4. Provide definition to everyone's space (e.g., carpet squares)
5. Reduce auditory input

## PEER SUPPORTS

1. Create a list of peers that the student can access for support
2. Create a menu of peer support options:
  - Peer Reader
  - Peer Scribe
  - Peer Tech Support
  - Peer Check-In
3. Create partners for the task, activity, or day
4. Rotate Peer Partners
5. Ask all students to check with neighboring peer about task/directions
6. Provide all students with roles that rely on each other (e.g. facilitator, time-keeper, task manager, note-taker)
7. Peer Partner for Transition Time (e.g. walk & talk about a question/topic to lunch or next class)
8. Peers Pre-Teach or Re-teach
9. Allow for student who receives help to be a helper too
10. Ask student and peers about preferred peer supports

6. Add visual supports
7. Use a timer
8. Provide options for sitting, standing, or kneeling
9. Provide options for movement in the environment
10. Reduce seat time for everyone

## PACING SUPPORTS

1. Give more time on a task
2. Reduce time on a task
3. Make a change to create different pacing (e.g. text to speech, auditory, visual)
4. Allow for choice in the time a task takes
5. Allow frequent breaks
6. Create a menu of break options (use in-the-classroom options first)
7. Omit parts to an assignment
8. Chunk an assignment into separate parts
9. Add parts to an assignment
10. Ask the student about preferences in pacing

## EQUIPMENT SUPPORTS

1. Modified keyboard
2. Assistive technology
3. Laptop or tablet
4. Communication supports
5. Slanted surface for writing
6. Fidgets
7. Adjustable desk
8. Alternative seating (e.g. therapy ball, stationary bike, couch, cozy nook)
9. Page -up or book stand
10. Ask the student what equipment supports would help them in school

## PRESENTATION OF MATERIAL/CONTENT SUPPORTS

1. Watch to see how the student learns best
2. Allow for play and discovery
3. Teach in different formats (e.g. Say it, Sing it, Dance it, Graph it, Show it, Write it, Draw it, Demonstrate it, Whisper it, Model it, Paint it, Highlight it, act it out)
4. Pre-Teach it or Re-Teach it
5. Teach it in primary language
6. Use real objects - make things more concrete
7. Provide visual supports
8. Use technology (e.g. video, guest speaker, google earth, digital story, interactive timeline)
9. Provide tactile/manipulative supports
10. Ask the student how they prefer to learn it (and give choices if needed)

## SELF MANAGEMENT SUPPORTS

1. Look for strengths and preferences in self-management and talk regularly with the student about them
2. Daily schedule
3. To do lists
4. Support organization by encouraging specific goals (e.g. set a goal to keep an organized locker)
5. Use organization apps (e.g. Homework, Todoist, or Priorities)
6. Color coding (if preferred)
7. Ask 3 Before Me
8. Partner with parents about home/school communication
9. Ask the student what self-managements supports would help them in school
10. Encourage students to advocate for their preferences, needs and supports throughout the day

## HUMAN SUPPORTS

- |                              |                                |
|------------------------------|--------------------------------|
| 1. "Stop in" support         | 6. Occupational therapy        |
| 2. Special education         | 7. Physical Therapy            |
| 3. In class academic support | 8. Mental health support       |
| 4. Behavioral supports       | 9. Speech and Language Support |
| 5. Medical supports          | 10. Other _____                |

## MATERIAL SUPPORTS

1. Provide technology
2. Reduce the amount of information on a page
3. Reduce the complexity of information on a page
4. Provide communication supports
5. Increase the font size
6. Add audio supports
7. Add visual supports
8. Provide choices, (e.g. draw it, write it, speak it, bullet your ideas)
9. Highlight action items
10. Ask the student what material would make their learning better



## SOCIAL SUPPORTS

1. Cooperative learning opportunities
2. Peer tutoring opportunities
3. Frequent partner and group work
4. Provide behavior supports that are social in nature (e.g. reward is social and interactive)
5. Teach and support time to practice specific social skills
6. Structure shared experiences
7. Highlight similarities and connections between students
8. Teach communication skills related to social experiences
9. Help students invite each other to socialize
10. Ask the student what social supports would help them in school



## ASSESSMENT SUPPORTS

1. Base grades on individual progress
2. Use IEP goals as the basis for grades
3. Grade product and process separately
4. Create individual contract that bases grades upon tasks
5. Assess in familiar places with familiar objects and familiar people
6. Use a pass fail/system
7. Use a checklist to denote completion
8. Use a single point rubric with individualized criteria
9. Write a description to clarify supports used for the grade given
10. Review assessment progress with students and ask them to identify strengths and needs

## AFTER DECIDING THE SUPPORT

Does the student prefer/ enjoy or choose the support?

How long should we support in this way?

When and how should we fade those supports?