Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with special learning needs to be successful in the Aspire classroom.

Accommodations are changes in **how** a student accesses information and demonstrates learning. Accommodations do not substantially change the instructional level, content/curriculum, or student performance criteria. Accommodations can include changes in the presentation of a lesson, instructional strategies, student response format and procedures, time and scheduling of assignments, the learning environment, and the structure of assignments. It may also include the use of assistive devices, technologies, or equipment.

| **Type of Accommodation** | **Examples** |
| --- | --- |
| Presentation | Allow a student to:   * Listen to audio recordings instead of reading text. * Learn content from audiobooks, movies, videos and digital media instead of reading print versions. * Work with fewer items per page or line and/or materials in a larger print size. * Have a designated reader. * Hear instructions orally. * Record a lesson, instead of taking notes. * Have another student share class notes with him. * Be given an outline of a lesson. * Use visual presentations of verbal material, such as word webs and visual organizers. * Be given a written list of instructions * Use colored overlays or colored paper. * Use a magnifier or magnifying strips. |
| Response | Allow a student to:   * Give responses in a form (oral or written) that’s easier for them. * Dictate answers to a scribe. * Capture responses on an audio recorder. * Use a spelling dictionary or electronic spell-checker. * Use a word processor to type notes or give responses in class. * Use a calculator or formula sheet, etc. |
| Timing/Scheduling | Allow a student to:   * Take more time to complete a task or a test. * Have extra time to process oral information and directions. * Take frequent breaks, such as after completing a task. * Take a test in several timed sessions or over several days. * Take sections of a test in a different order. * Take a test at a specific time of day. |
| Setting/Environment | Allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions. * Sit where they learn best (for example, near the teacher). * Use special lighting or acoustics. * Take a test in small group setting. |

Modifications are changes in **what** a student is expected to learn. This may include variations in the instructional level, course content/curriculum, student performance criteria, or structure of assignments.

|  |  |
| --- | --- |
| **Type of Modification** | **Examples** |
| Assignment/ Assessment | Allow a student to:   * Complete fewer or different homework problems than peers. * Write shorter papers. * Answer fewer or different test questions. * Create alternate projects or assignments. |
| Curriculum | Allow a student to:   * Learn different material (such as continuing to work on multiplication while classmates move on to fractions). * Get graded or assessed using a different standard than the one for classmates. * Be excused from particular projects. |

Source: The National Center for Learning Disabilities – www.ncld.org