

Accommodations and Modifications

Accommodations

Accommodations change how the content is: taught, made accessible, and/or assessed.

Accommodations **DO NOT** change what the student is expected to master. The objectives of the course/activity remain intact. (Texas Project First)

<http://www.texasprojectfirst.org/>

Accommodations are part of the specially designed instruction that allow the student access to the general curriculum.

Accommodations for instruction on classwork should be based on the needs of the student. These accommodations may or may not be allowed on state assessment but should still be used for classwork. Allowable accommodations for the state assessment should be reviewed each school year on the TEA website.

<http://www.tea.state.tx.us/student.assessment/accommodations/staar-telpas/>

Changes to instructional materials, procedures, or techniques that allow a student with a disability to participate meaningfully in grade-level or course instruction

Examples of accommodations include but are not limited to:

- Extended Time
- Preferential Seating
- Shortened Assignments
- Supplemental Aids
- Calculator
- Oral/Signed Administration
- Use of word processor for written responses
- Taped Texts
- Audiobooks
- Frequent breaks
- Cooling-off period
- Reminders to stay on task (visual, verbal, or tactile)
- Use of scribe
- Large print/Braille Text
- Use of study carrel

Some accommodations are appropriate for instruction but not assessment. Refer to the TEA's website regarding state assessment for appropriate and allowable accommodations as well as eligibility criteria.

Modifications

Modifications change what the student is expected to master. Course/activity/TEKS objectives are altered to meet student needs.

Changes to the level of instruction provided or tested. Modifications create a different standard as compared to the grade level standard for the student receiving the modifications.

Examples:

- Same activity as other students, but expectations and materials are individualized.
- Simplified vocabulary and reading materials when reading comprehension and/or fluency is the learning target.
- Multistep problems individualized to single step problems.

