

EQUITY: 9 TYPES OF ACCOMMODATIONS AND MODIFICATIONS

<p>SIZE</p> <ul style="list-style-type: none"> → Adapt the number of items that the learner is expected to learn or complete. → Allow completion of tasks in “chunks” until the student has met the objective. → Adapt the amount of information provided at one time. 	<p>DIFFICULTY</p> <ul style="list-style-type: none"> → Adapt the skill level, problem type, or the rules on how the student may approach the assignment. → Not watering down, but examining abilities and disabilities and making the assignment fit. → Simplify directions, provide cues, provide calculator. 	<p>INPUT</p> <ul style="list-style-type: none"> → Adapt the way instruction is delivered to the students. → Use audio and visual aids, semantic mapping, guided imagery, concrete examples, hands on activities, pre-reading activities, or place students in cooperative groups. → This is teacher behavior. Teach in a different way!
<p>OUTPUT</p> <ul style="list-style-type: none"> → Adapt HOW the learner can respond to the instructions. → Does everything need to be pencil and paper tasks? → Instead of answering questions in writing use verbal techniques, projects, games, portfolios, hands on tasks for evaluation of learning. 	<p>LEVEL OF SUPPORT</p> <ul style="list-style-type: none"> → Increase the amount of personal assistance with a specific learner. → Provide instruction in a manner that can become independently supported as necessary. → Assign peer buddies, teaching assistants, or tutors, and self-checking materials. 	<p>TIME</p> <ul style="list-style-type: none"> → Adapt the time allotted and allowed for learning, task completion or testing. → Allow for longer period of time for the student to learn the concepts. → Consider the objective... how much time do they need to show that they have learned?
<p>DEGREE OF PARTICIPATION</p> <ul style="list-style-type: none"> → Designed for a student with a severe disability. → Adapt the extent to which a learner is actively involved in the task. → Adapt the level of participation expected during a task. 	<p>ALTERNATE GOALS</p> <ul style="list-style-type: none"> → Designed for a student with a severe disability. → Adapt the goals, objectives, or outcome expectations while <u>using the same materials</u> as the rest of the class. 	<p>SUBSTITUTE CURRICULUM</p> <ul style="list-style-type: none"> → Designed for a student with a severe disability. → Provide different instruction and materials to meet a learner’s individual goals. → <u>This decision is made by the ARD and should be planned by the committee.</u>