DODGE CITY MIDDLE SCHOOL
A GUIDE TO REGULAR CLASSROOM ACCOMMODATIONS

ACCOMMODATIONS vs. MODIFICATIONS

Accommodations: changes to the presentation, response or assessment method in order to allow the student to master the same objectives as the regular education student.

- More specific accommodations may or may not be included on the IEP.
- However, they can be made by the regular classroom teacher and if it is determined that they are helpful on all assignments then the SPED teacher should be notified so they can be written on the IEP.
- Most accommodations are also helpful for ELL students.

Modifications: changes to the curriculum taught or assessed in order to allow the student to master only some of the objectives or objectives at a lower grade level than the regular education student. Requiring a student to learn less material with fewer objectives, shorter units, fewer pages or problems is an example of a modification. If the student is being exposed to less material in content areas, a student may lose ground if this type of modification is used continually without monitoring. Another modification is reducing assignments or assessments so that a student needs only to complete the easiest items. Once again, close monitoring and evaluation should be done to determine duration and frequency of use of this modification.

Accommodations make changes to increase student access to the curriculum; modifications make changes to the curriculum itself. For this reason, use of modifications should be used very rarely and should be carefully considered, owing to assessment implications.

COMMONLY USED ACCOMMODATIONS:

- ☐ **Extended time** – needs to be an agreed time limit between the SPED teacher, student and Reg ed teacher. Usually 1 extra day for daily work.
- ☐ **Alternate location or setting** – student may be sent to a different place: SPED room, nearby empty class, library or cafeteria, to work during the class, IF unable to work without distraction or being a distraction in the classroom. Student must be supervised by para or teacher.
- ☐ **Frequent breaks** – student may get a drink, stand up, stretch, sharpen pencil during the class period as long as it is not interrupting the other students or instruction.
- ☐ **Copied notes** – student may have a copy of the teacher's notes if they are unable to keep up, do not finish or are unable to listen to the lecture due to trying to copy. Sometimes brief notes are of help so the student fills in the missing info.
- ☐ **Read aloud** – can be done by a para, peer partner, small group shared reading or the teacher.
- ☐ **Preferential seating** – where they are least distracted by, the window, open door, or other activities or students in the room. Also, may be used to let the para have access to help out.

FOR A STUDENT WHO NEEDS HELP WITH DAILY ASSIGNMENTS:

Reading from text

- ☐ Pre teach new vocabulary, introduce new words before unit begins
- ☐ State the purpose before asking the student to read a selection. i.e. read this paragraph and find out when George Washington was president
- ☐ Give something specific to look for before they start reading
- ☐ Read aloud to the student or have student peer read or small group read
- ☐ Give student a colored post-it or note card to use as a tracker for reading

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Answering questions
- ☐ Pick selected questions at end of chapter or unit to be completed
- ☐ Write the assigned question numbers on a note card – hand to student
- ☐ Give page numbers or section numbers to find answers
- ☐ Reduce vocab words and definitions to those required and no extras

Incomplete work or missing work
- ☐ Collect all work at the end of class – if more needs to be done, give out a new worksheet or paper with the starting point noted on the top as homework
- ☐ Accept partial work for a grade not a 0%
- ☐ Assign after school with you if more work needs to be completed and was not done at home.

Note taking
- ☐ Provide a study guide of the important concepts and have student underline or highlight
- ☐ During lecture, model note taking of key concepts on SMART Board
- ☐ Have copies of your notes on hand to give out as needed
- ☐ Create Note briefs with fill in the blank spaces along the way
- ☐ Underline key terms on your notes and have student only write the key terms for their notes – then give a full copy of your notes

Math
- ☐ Show a sample problem at the top of their page
- ☐ Do even or odd
- ☐ Do left column or right column
- ☐ Circle specific problem numbers for student to complete
- ☐ If additional time in class then do some of the others or do the others at home
- ☐ Use manipulatives
- ☐ Write formulas on note card and allow use until memorized
- ☐ Have student write formula or steps on top of paper before starting assignment
- ☐ When a student has trouble aligning numbers, use graph paper or turn lined paper vertically

Writing
- ☐ Provide a graphic organizer for ideas
- ☐ Brainstorm and/or provide a bank of key words
- ☐ Provide a writing organizer for each paragraph
- ☐ Encourage use of transition words; first, next, then, finally
- ☐ Read what they have written out loud to them

Projects
- ☐ Provide samples of a finished product for the student to see
- ☐ Break the project into steps with a time frame for each step
- ☐ Assign one step to be completed at a time- do not go on until finished with one step
- ☐ Begin with the research and writing steps before the drawing or coloring
- ☐ Grade what is completed each day for a daily grade
- ☐ Keep each completed section in the classroom
- ☐ Grade at the end for a completed grade

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Packets
- ☐ Please give out one page at a time
- ☐ When one is completed then assign the next
- ☐ A packet of work for the week is overwhelmingly too much work

For students who are very active:
- ☐ Provide a short break in between assignments
- ☐ Allow student to stand at times while working
- ☐ Seat student on the side aisle so movement is not as disruptive to the class
- ☐ Allow 2 desk choices in the room so student can move to the other as need be
- ☐ Supervise closely during transition times

For students who have trouble with organization:
- ☐ Create a notebook with dividers for your work to keep in your room
- ☐ Keep paper and pencils for the student in a designated place in your room
- ☐ Give assignments one at a time
- ☐ Break long assignments into small chunks with a deadline for each

For students who have trouble taking tests:
- ☐ Provide daily review prior to the test assist with study guide or flash cards for drill practice
- ☐ Give a practice test with possible test questions (same format, same material) prior to the actual test - assist the student to study further in areas of difficulties
- ☐ Adapt the test provide adequate spacing between each question
- ☐ Change the format to: multiple choice with no more than 3 choices matching with no more than 5-8 matches in a group fill in the blank from a word box with no more than 5-8 words in the box and no extra/ not needed words
- ☐ Highlight, underline or bold key terms in the test questions
- ☐ Change long essay questions to several short answer
- ☐ Offer choices of questions to answer in short answer – Pick 3 of the 5 to answer
- ☐ Read test aloud to student if the student has poor reading skills
- ☐ Check to be sure the student understands the directions - read directions aloud before the test
- ☐ Some student may be allowed to use open notes or study guides during the test
- ☐ Break the test into sections and complete over several days
- ☐ Give additional time to complete
- ☐ Test the student orally
- ☐ Allow student to draw pictures or diagrams on the test
- ☐ Create a performance assessment

For students who are inattentive:
- ☐ Seat the student in a quiet area
- ☐ Seat the student near a good role model
- ☐ Seat the student near the teacher
- ☐ Remove all not necessary items from the desk or area
- ☐ Pair written instructions with oral instructions
- ☐ Give clear, concise instructions
- ☐ Stand near the student during teacher instruction
- ☐ Have student quietly repeat instructions or expectations
- ☐ Break assignments into smaller parts
- ☐ Create a non-verbal cue to prompt the student back to work – 3 taps on his desk

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For students who are impulsive:
- ☐ Ignore minor, inappropriate behavior, if not disruptive
- ☐ Increase immediacy of rewards and consequences
- ☐ Forewarn student of changes in the routine
- ☐ Supervise closely during transition times
- ☐ Attend to positive behavior with compliments
- ☐ Acknowledge positive behavior of the other students

For students who are moody:
- ☐ Give verbal reassurance and encouragement
- ☐ Frequently compliment positive behavior and work product
- ☐ Speak softly in non-threatening manner if student appears stressed
- ☐ Review instructions of new assignments to make sure the student understands
- ☐ Look for opportunities for student to display leadership role in the class
- ☐ Make time to talk alone to the student
- ☐ Encourage social interactions with classmate if student is withdrawn or shy, use a study buddy
- ☐ Send students who seem pent up or display anger to counselor

For students who have difficulty with visual perception:
- ☐ Give oral directions to an assignment
- ☐ Reduce the visual distractions in the student's work area
- ☐ Make sure that directions given are concise and clearly written
- ☐ Make sure the student has a copy of the teacher's lecture notes
- ☐ Give the student a note taking guide with open places to fill in information
- ☐ Highlight directions, vocab or main ideas on handouts
- ☐ Have the student verbally state steps to solving math equation before doing them

For students who have difficulty with auditory perception:
- ☐ Provide- short oral directions
- ☐ Give directions slowly 1 step at a time
- ☐ Have the student repeat the directions back to you
- ☐ Provide a quiet work area for the student
- ☐ Pair a visual clue with auditory directions when possible
- ☐ Provide a problem solving sequence chart for math problems
- ☐ Provide a lecture outline
- ☐ Provide an example on worksheets for the student to refer back to
- ☐ Increase your wait time before expecting a response.