Accommodations, Modification, and Differentiation to Match Student Learning Needs

Accommodations for Reading (Input)

•Provide books on audiotape or on DVD/CD.
•Prove large print editions of text.
•Activate/build student background information before reading.
•Use SQ3R (survey, question, read, review, recite.
•Use anticipation guides.
•Use reading guides.
•Use paired reading.
•Use repeated reading.
•Teach text patterns (e.g., main ideas, comparison, cause-effect, rising action, text grammar)
•Use graphic organizers.
•Engage the student in summary writing over limited amounts of text.
•Use assisted response for oral reading.
•Use the Herringbone format to generate questions of use as a comprehension checker (who, what, where, when, why, how).
•Ask the student to predict frequently during the reading of a narrative story.
•Encourage the student to summarize using summary templates/frames.
•Use reciprocal teaching with pairs and trios.
•Teach the student to get the main idea, significant details, question generation, and summarizing with the "I" format.

Accommodations for Lectures/Presentations (Input)

•Assistive technology (adaptive keyboard, word processor, augmentative communication systems, voice-activated word processor, voice synthesizer, etc.)
•Provide guided or teacher's notes.
•Record lectures (audio tape, Podcast, video)
•Assign a notetaking peer partner.

Accommodations for Guided Practice (Input/Process)

•Repeat directions and show them in graphic form.
•Cue the student to remain on task.
•Give directions in simplified language.
•Increase the allowable length of time to complete a test or assignment and may also change the way the time is organized.

Accommodations for Homework (Processing and output)

•Notify the parent immediately if an assignment is not turned in.
•Reduce homework quantity and spread out homework over time.
•Require the homework to be redone/corrected if it is below a mastery level.

Accommodations for Memory (Input)

•Use three-column notetaking (idea/word/fact--definition/explanation--memory cue with mental imagery)
•Break down ideas into smaller chunks.
•Use distributed practice (a little bit each day many times).
•Draw ideas/words to remember.
•Adapt handouts for memory.
•Provide a list of things to remember for focusing memory time.
•Use flashcards and incremental rehearsal to learn math facts.
•Use Problem Interspersal to increase motivation to learn difficult problems.

Accommodations for Written Expression and Handwriting (Output)

•Accept typed assignments and worksheets.
•Permit the student to print rather than writing in cursive.
•Allow the student to rewrite papers if the evaluation is below a C grade.
•Allow the student to use graphic organizers instead of outline format for pre-writing.
•Teach proofreading by using SCOPE (check **s**pelling, **c**apitalization, **o**rder of works in my sentence, punctuation, **e**xpression of complete thoughts)

Dr. Bobb Darnell bobbdarnell@mac.com 2/09

Accommodations, Modification, and Differentiation to Match Student Learning Needs

Accommodations for Test Taking and Test Anxiety (Output)	Accommodations for Oral Presentations (Output)
•Directions and/or all test items can be read aloud by the est administrator. •Give extended time for the student to complete tests. •Allow the student to retake a test if the student gets below a C grade on a test. She would qualify for a test retake by participating in some remediation activity in Resource or must work directly with the teacher after school or during the teacher's available time. •Place fewer items placed on each page. •Assist student to track test items by pointing or placing the student's finger on the items. •Provide modified tests if the student requires modification in complexity and format (e.g., 3 multiple-choice options instead of 4 or 5 options, word banks, etc.) •Provide cues (e.g., arrows, stop signs) are provided on answer form •Physical assistance is provided for kinesthetic tasks. •The test administered by special education teacher or aide •Read assessments read to student when the intent of reading is to measure comprehension •Allow the student to mark answers in test booklets or large-spaced paper. •Allow the student to mark answers by machine. •Allow the student to answer to scribe or tape recorder to be later transcribed •Allow the use of spell-check device. *Allow the use of grammar-check device. •Pencil adapted in size, special grip pencil •Allow the use of arithmetic table. •Allow multiple testing sessions •Adjust the length of time allowed for a task Dr. Bobb Darnell bobbdarnell@mac.com 2/09	•Permit the use of notes or text during oral presentations. Do not require memorization of poetry or prose. •Permit the student to video record their presentation.
	Accommodations for the Learning Enivronment/Setting •Use small groups or individual learning. •Seat the student in front of classroom. •Seat the teacher or aide near student. •Use special lighting or acoustics. •Use adaptive or special furniture. •Provide an individual work area. •Reduce extraneous noise. •Allow movement to increase physical comfort and to maintain attention.
	Accommodations for Memory in Math (Output) •Allow the use of a calculator or printed copy of multiplication tables or formulas. •Provide storyboards and flowcharts to illustrate the sequence of steps used for solving problems. •Explicitly teach math vocabulary each unit.
	Accommodations for Spelling (Output) •Ignore spelling mistakes on in-class written assignments and non-spelling tests. Grade on content, not mechanics. •Allow the use of an electronic spell checker. •Create customized "common mistakes" list.