**INSTRUCTIONAL ACCOMMODATIONS & MODIFICATIONS**

The purpose of accommodations and modifications is to facilitate access to and progress in the general education curriculum for students with ASD. Accommodations and modifications may range from minor accommodations to major instructional modifications to the environment, curriculum and materials, as well as learning modalities and preferences. Accommodations and modifications allow students to have access to grade-level standards and materials and demonstrate mastery in a variety of ways that compensate for their disability. The IEP team must consider the impact of the disability on the educational progress and then identify accommodations and modifications, as needed, for the student to make effective progress, which may include supplementary aids and services. Critical information about the student’s learning style and preferences, academic abilities, sensory motor skills, sensory differences, and biological needs will guide the use of the following:

**TIME**

Change the amount of time allowed for learning, testing, and task completion. This includes time for breaks during the task or activity.

Examples:

• Allow student to take class work home to finish.

• Give more time to complete part or all of an assignment/test.

• Remove the “timed” portion of an activity.

• Allow quick “stretch breaks’ during an activity.

• Build in planned breaks with a schedule for completion (i.e., “first/then”), in order to prevent students from spending too much time on an activity, becoming frustrated and inattentive.

**SIZE/AMOUNT**

Change the required amount of items that the student is expected to complete.

Examples:

• Cut the worksheet in half.

• Place a “stop sign,” red line, or some other indicator on the worksheet to indicate that the student is done at that point.

• Allow the student to choose the sequence of completion of tasks/problems (building in choice).

• Allow the student to decide if he should complete 5, 6, or 7 items of the 10 items (building in choice).

• Start a new concept by having the student complete only one or two items, the next time three, then four, etc., as the student’s confidence and skill improves.

• Allow the student to do more items than required if it is an area of preference. Give extra credit for those items to help balance a time when the student is not as successful with an activity

**PARTICIPATION**

Adapt the extent to which a student may be involved in the task or activity by allowing the student to use student strengths and interests.

Examples:

• The student takes tests in a quiet area.

• The student types the answers that the group tells the student to type.

• The student glues pictures on the page that have been placed in the correct order, while other students decide the order.

• The student holds the map while others point to various locations.

• The student passes out the reading books to each classmate and chooses who will read while others do the actual reading.

• The student holds the “strands of DNA” (string) while the other student decides in what order the “molecules” (gumdrops) are placed.

• The student listens in reading group while others read out loud.

• The student who has difficulty with auditory comprehension reads while others listen and is then excused to complete a hands-on task.

• A vocational activity may include a variety of students with different strengths. In one shopping activity there may be an opportunity for the student to:

——Write the list

——Decide what to put on the list

——Decide the approximate amount of money needed and to count out that amount

——Give directions to the store

——Read the list

——Cross off the items as collected

——Push the cart

——Decide which line is shortest/fastest at the checkout

——Greet store employees that are familiar

——Count out the necessary money

——Bag groceries

——Carry the bags

——Count to be sure everyone is accounted for when time to go

**INPUT**

Provide a variety of ways that instruction is delivered to the student to maximize the student’s learning style/ preference.

Examples:

• Use an overhead projector, smartboard, whiteboards, or LCD projectors to note the main facts or important concepts that the student is to remember.

• Use an amplification system to improve the student’s ability to understand and attend to the verbal instruction.

• Allow for small-group activities that support the general concepts being taught. In this case, the focus is on the information generated to the group vs. an end product. For example, the students may work in a small group and discuss specific examples of dairy, meat, vegetables, fruits, etc., from their daily meals.

• Provide a “designated note taker” or photocopy and hand out other students’ or the teacher’s notes.

• Provide a printed outline with multimedia presentations.

• Provide a print copy of assignments or directions written on the board for the student that cannot easily shift attention from board to paper.

• Provide visual supports such as a visual schedule and/or a micro schedule within the schedule.

**OUTPUT**

Modify the way a student is required to respond to instruction or show knowledge of instructional material.

Examples:

• Allow for fill-in-blank answers for the student who has difficulty with handwritten assignments.

• Allow the student to use a keyboard, computer, or label-maker instead of handwriting on assignments.

• Allow the student to respond orally vs. written assignments, quizzes or tests.

• Allow the student who has difficulty working in groups to “instant message” with teacher/students to decrease anxiety.

• Allow the student to build models or other hands-on activities to show knowledge instead of written or oral reports.

**DIFFICULTY**

Adapt the skill level required, the type of problem presented, or how the student may approach learning the required materials.

Examples:

• Provide the student with a copy of teacher notes.

• Allow the student to take “open-book test.”

• Allow the student to use a calculator.

• Provide the student with the correct numbers and functions to use with a story problem.

• Break problems or tasks into smaller, more easily understood steps. For example, provide the student with a visual list of items that are necessary to accomplish an academic task (calculator, pencil, paper, book, and ruler), rather than just giving a direction to “get ready for math.”

• Instead of presenting a large number of food items and directing the student to categorize items as fruit, vegetable, dairy, or meat, ask the student to locate one category of items at a time, providing a picture, if necessary, or simply ask the student to match the food item to the name.

**LEVEL OF SUPPORT**

The amount of personal assistance that the student receives may increase or decrease based upon the student’s learning style and preferences, academic abilities, familiarity with tasks, reinforcement, familiarity with the environment, visual supports, sensory motor skills, sensory differences, and biological needs.

Examples:

* Provide the student with preferential seating to accommodate sensory and learning needs.

• Allow for a peer to assist in completing tasks or understanding materials when the student demonstrates familiarity and preference with the peer, task, and environment.

• Provide additional adult support (e.g., general education assistant, special education assistant, related services personnel) to reinforce materials already presented and/or modified by teachers, including general education and intervention specialists.

• Provide environmental supports or modifications.

• Provide more intensive empirically based interventions in addition to the specific educational instruction in the regular education classroom to assist in understanding of the material or formulating responses.

**MODIFIED CURRICULUM**

Provide different instruction, materials, and goals that incorporate grade-level standards with functional life skills and activities.

Examples:

• A student may learn computer/keyboarding while others work on a writing assignment.

• A student may cut out items from a magazine and create a picture book of healthy foods while other students are writing about health and nutrition.

• A student may have work experience in a local record store stocking shelves and doing inventory utilizing a scantron or calculator while others are taking algebra or calculus classes in the school.

• A student may create a visual schedule for the day in school while others are following a printed schedule of classes.

• A student may take a morning walk as part of a “sensory diet” while others are reviewing the homework assignment and making corrections.

• Student participates in alternative assessments for all classroom, district-wide and state mandated assessments.