

# 7 Types of Accommodations and 2 Modifications

## Quantity\*

Adapt the number of items that the learner is expected to learn or complete.

*For example:*

Reduce the number of social studies terms a learner must learn at any one time.

## Time\*

Adapt the time allotted and allowed for learning, task completion, or testing.

*For example:*

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

## Level of Support\*

Increase the amount of personal assistance with a specific learner.

*For example:*

Assign peer buddies, teaching assistants, peer tutors, or cross age tutors.

## Input\*

Adapt the way instruction is delivered to the learner.

*For example:*

Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups.

## Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

*For example:*

Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

## Output\*

Adapt how the student can respond to instruction.

*For example:*

Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

## Participation\*

Adapt the extent to which a learner is actively involved in the task.

*For example:*

In geography, have a student hold the globe, while others point out locations.

## Alternate Goals

Adapt the goals or outcome expectations while using the same materials.

*For example:*

In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.

## Substitute Curriculum

Provide different instruction and materials to meet a learner's individual goals.

*For example:*

During a language test one student is learning computer skills in the computer lab.