MODIFICATIONS
Imply a change in the type and amount of work expected of the student.

- A student may be working on a lower level than the other students in the class. In some instances, the student may be working on a skill related to that upon which other students are focusing.

ACCOMMODATIONS
Change how students learn and the ways they demonstrate what they have learned.

- The students are working on the same instructional objectives and content as the other students.
Assign Preferential Seating
The teacher will place the student's desk in the best area in the classroom so the student can participate and learn. An example would be at the front of the class so he/she could see the board better.

Alter the Physical Room Environment
The teacher will arrange the classroom furniture, temperature and lighting to enhance the student's ability to concentrate and learn.

Use Learning Centers
A learning center is usually a section of the classroom where the teacher has established an independent student activity that usually reinforces a concept that the teacher has taught. The center can be set up for any content area. Students can work at the center independently, with another individual, or in small groups.

Use Notebook for Assignments/Materials/Homework
Designate a notebook as the place where the student writes his/her assignments, scheduled tests, or special materials needed for each class. The student does not use the notebook for anything else. The student's teacher can initial the assignments indicating the information is correct, and the parent can initial that he/she saw the assignments.

Provide Individualized or Small Group Instruction
The teacher will work with the student on a one-to-one basis or in small groups with a maximum of 8 students.

Assign Peer Tutors/Work Buddies/Note Takers
Peer tutoring is when the teacher assigns a student who has mastered needed skills to work with another student who needs help in learning the same skills. Work buddies are students who are paired to work together on an assignment or a task, and a note taker is a student who is selected to take notes that will be copied for another student who is unable to take his or her own notes.
Reduce/Minimize Distractions
The teacher will make alterations to the classroom or to the child's assigned seat so that distractions are reduced to a minimum. Examples would be to cover the window on the door to the classroom to avoid activities in the hall, and to limit the number of distracting items decorating the classroom walls. Another possibility is to limit the number of materials on the student's desk.

Consider Alternative Grouping
The teacher will group students into small groups according to like needs or instructional focus.

Stand Near the Student when Giving Directions
The teacher will move close to the student when telling the student how to do a task or when telling the student how to correct a problem to assure the student's attention.

Provide Adaptive Equipment
If a student needs special equipment to be able to perform a task, it will be provided. Examples: a magnifying glass to better see words on a page; batteries for an assistive listening device, probes to use the computer, special chairs, etc.
Teach to Student’s Learning Style
The teacher will modify instruction and materials to address the student's strongest learning style.

- **Visual** - the student learns best by seeing the material or task to be learned.
- **Tactile** - the student learns best by touching the material to be learned.
- **Auditory** - the student learns best by hearing the material or task to be learned.
- **Kinesthetic** - the student learns best by doing or moving.
- **Multi-sensory** - the student learns best by seeing, hearing, touching, and performing the task to be learned.

Provide Individualized/Small Group Instruction/Testing
The teacher will teach or test the student on a one-to-one basis or in a group with a maximum of 8 students.

Use Cooperative Learning Strategies
The teacher will assign students to teams who work together on a task or a project. Each student has a specific task or responsibility. The teacher provides the team with feedback for desired academic outcomes and positive behavior.

Modify Assignments as Needed
The teacher will make changes in the requirements of certain tasks. Examples: the student may be given more time to complete an assignment; the number of problems/questions may be reduced; the number of paragraphs required in a paper may be reduced; the student may give an oral report rather than a written paper.

Break Tasks and Procedures into Sequential Steps
The teacher will divide tasks into the necessary steps for completion. The student will perform one step at a time until the task is completed.

Use Strategies for Mastery and Over-Learning
The task to be learned is taught until the student can perform it automatically.
**Teach Concrete Concepts Before Teaching Abstract Concepts**
The teacher will use objects or pictures to teach a concept the student can see and touch before teaching abstract concepts.

**Limit Number of Concepts to be Introduced at one Time**
Concepts that are presented to the student will be limited to one or two at a time, depending on the student's ability to understand.

**Utilize Oral Responses to Assignments/Tests**
The student will be given the opportunity to answer questions on an assignment or test orally rather than in writing. A scribe (usually the teacher or paraprofessional) records the student's oral answers.

**Read Class Materials Orally**
The teacher or a student will read the material presented in class aloud.

**Provide Practice Activities and Immediate Feedback**
The student is given immediate feedback while he/she learns new skills.

**Outline Notes/Key Sections of the Text to Emphasize Main Idea**
The student, teacher, or another student will prepare an outline of assigned reading which highlights the main ideas. Highlight pens or tape may be used.

**Use Hands-On Activities and Manipulatives**
The student learns a task by doing it, or by touching and moving concrete objects to perform the task required.

**Use Verbal and Visual Cues to Reinforce Instruction**
Students are taught by using words or picture associations. The teacher may also use visual cues to prompt a student to use a learned strategy or technique.
Provide options for students to obtain information and demonstrate knowledge through the use of

- **Tape recorders** - The student tapes lectures or explanations.
- **Word processors** - The student uses a word processor or computer to complete written assignments.
- **Calculators** - The student uses calculators for computation.
- **Interviews** - The student answers orally or interviews others to obtain necessary information.
- **Alternative projects** - If an assigned project requires more or different skills than the student possesses, he/she may be given another project that he/she can complete.
- **Oral Reports** - The student orally reports on information acquired rather than in writing.

Teach students to use strategies such as

- **Preview, Review, and Predict** - The student looks over the material to be read, reviews the material, and thinks ahead and predicts what is going to happen.
- **Ask and Answer** - The student asks questions as new material is being presented or read. After answering the questions the teacher checks for accuracy and understanding.
- **Summarize and Synthesize** - The student summarizes large amounts of information stating the main ideas and essential details. The student will then express this information in his/her own words.

Provide Opportunities for Generalization of Skills
The teacher will create opportunities for the student to use newly acquired skills in a variety of settings and situations. Examples: using new behavior skills in the library, on the playground; using safety skills outside the school building; using reading skills in another class or in the library.
**Shorten Assignments**
The teacher will reduce the number of questions to be answered, pages to be read, sentences to be written or problems to be solved.

**Use Text/Workbooks/Worksheets at a Modified Reading Level**
The teacher will select materials that cover the content to be taught but are written at the student's reading level.

**Provide Learning Materials to Supplement Instruction**
The teacher will assist the student in acquiring content material by providing materials that address each student's learning styles or processing need. The materials may be visual, auditory, tactile, kinesthetic, or any combination of the above. They may also be a simplified version of other materials.

**Alter the Format of Materials on a Page**
The material given to the student can be changed by using a special type, by highlighting certain words, or by the way the material is spaced on the page. The material can be larger than normal, or can have certain words or phrases in bold print or underlined. The page may have more white space than typical worksheets.

**Modify/Repeat/Model the Directions**
The teacher will change the directions given for a specific assignment; the teacher may repeat the directions until the student understands what to do; the teacher may demonstrate for the student how to perform the required task.

**Utilize Large Print/Braille/Recorded Books**
The student may be provided with books that have large print, or books that have been brailed, or books that have been tape recorded.
**Color Coded Materials**
Materials are color-coded so that the student can find the materials easily and organize classes and assignments. Specific content can be highlighted in an assignment or other written materials to cue the student. Examples: English texts and folders may be green and spelling may be yellow; a student's belongings might be color-coded so that he/she knows the materials with blue dots are his/hers; place values and computation signs in math might be color-coded to remind the student of what to do.

**Transferred Answers**
When an assignment or a test is presented in a way the student cannot write on the test or the page presented. The student will use another sheet of paper or a computer to answer questions. The teacher or paraprofessional will copy the student's answers on the paper to be turned in.
Increase the Amount of Time Allowed to Complete Assignments & Tests
The teacher gives the student more time to finish assignments and to take tests.

Limit Amount of Work Required or the Length of Tests
The teacher will reduce the size of the assignments and/or reduce the number of questions on tests.

Allow Breaks During Work Periods or Between Tasks
The teacher will schedule or allow breaks for the student while working on assignments and/or between tasks.

Provide Cues and Prepare for Transitions in Daily Activities
The teacher will tell the student when it is time to change activities by using a variety of methods, such as ringing a bell, using a musical tone, pointing to a picture or written schedule, getting out specific materials, or using verbal cues.
Assure Curriculum is Appropriate and Needed Modifications Have Been Implemented
The teacher will provide materials that are age appropriate and are written at the student's functioning level. A behavior management/support plan addressing the student's specific behavior concerns should be implemented in all of the student's classes.

Provide Instruction in Social Skills
The teacher will write daily lesson plans that include instruction of skills that address the social deficits of the student. Reinforce appropriate behavior - When the student exhibits appropriate behavior, the teacher/paraprofessional/person in charge should reinforce that behavior with a positive comment, gesture or reward.

Determine Reason for Behavior and Teach Replacement Skills - The teacher or IEP team should determine the reason for the student's behavior through use of a functional behavior assessment. Once the purpose for the behavior has been determined, the teacher should teach the student a replacement behavior that is appropriate and will result in an outcome which meets the student's needs.

Establish Procedures and Routines to Assist the Student in Completing Activities
The teacher will establish guidelines and routines for the child that will make it easier and be in the best interest of the child to complete assigned tasks.

Conduct Problem Solving Session which Focuses on Specific Issue
The teacher will involve the students in a discussion of a specific issue that presents a problem to the class or school. Open discussion would take place on the issue and ways to solve it. Together the group would select the best way to solve the problem and implement the solution.
**Offer Systematic Program to Increase Self-Esteem**
The teacher will establish a program with daily/weekly activities designed to assist students in recognizing their strengths and feeling better about themselves. These activities are included in the teacher's lesson plans.

**Conduct Child-Teacher Conferences**
The student and teacher would sit down together to discuss problems and to reach an agreement on how the problem could be solved.

**Modify Student's Schedule**
If the student is exhibiting inappropriate behavior as a result of being in a classroom where he/she is being bullied, harassed or is with other students who have too much influence over the student's behaviors, his schedule of classes could be changed to eliminate some of the problem behavior. The schedule might also be changed to match his time of alertness or to place him in a classroom with a teacher who is better able to meet his/her needs.

**Use Token Economy Reinforcement Strategies**
The student is given a token when he/she exhibits appropriate behavior. The tokens are exchanged at a later date for something more valuable to the student.

**Organize and Administer Group Contingent Reward System**
This system involves rewarding the class or whole group when the student exhibits the identified behavior to the standards set by the teacher.

**Use a Structured Individualized Behavior Management Plan Which Emphasizes Positive Reinforcement Techniques**
This involves the implementation of a plan written for a specific student to address his/her behavior problems. The purpose of the plan is to get the student to exhibit the desired behavior and to reward him/her when he/she exhibits the desired behavior.