

Accommodations and Modifications on an IEP

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A Crazy Reminder Of Names You Misplaced

EC = Exceptional Children / SPED = Special Education / RE = Regular Education

IEP = Individualized Education Program

IDEA = Individual with Disabilities Education Act (1975); Public Law 94-142

FAPE = Free Appropriate Public Education (for ALL students)

LRE = Least Restrictive Environment

LEA = Local Education Agency (can be represented by an individual or district)

DPI = Department of Public Instruction

Resources:

- Accountability Services with Division with NC DPI
<http://www.ncpublicschools.org/accountability/policies/tswd/>
- Parent's Rights Handbook with NC DPI
<http://ec.ncpublicschools.gov/parent-resources/ecparenthandbook.pdf>
- EC / IEP Forms and Directions (DEC 4 pg. 6 of 10)
<http://ec.ncpublicschools.gov/policies/forms/statewide-forms>
- Understood.org
<https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/the-difference-between-accommodations-and-modifications>

Similarities of accommodations and modifications:

- Both are designed so that students can access the general education curriculum. (Both are designed for students to access FAPE in their LRE.)
- Use them or lose them! School staff must keep records of when accommodations are offered, used, or rejected on a regular basis for them to be used for formal testing.
- Both accommodations and modifications can be changed at an annual and/or addendum IEP / 504 meetings with the team (except close to formal testing).
- Neither can be add to or changed within 30 days of formal testing.

DEC 4: The Heart of the IEP

- 1) The **start & end dates** of the outlined services/modifications (usually on the top of each page).
- 2) **PLAAFP: Present Levels of Academic Achievement and Functional Performance:** Strengths? Needs? How the child's disability affects their involvement/progress in the general education curriculum?
- 3) **Annual Goals:** These can be academic and/or functional goals. (SMART Goals are Specific, Measurable, Attainable, Realistic & Relevant and Time-specific)

DEC 4: The Heart of the IEP

- 4) How will child's **progress** toward meeting the annual goals be measured? When and how will periodic progress reports be provided to the parent?
- 5) What **accommodations, modifications, or supports for school personnel** will be provided to allow the child the opportunity to make progress towards the annual goals, make progress in the general education curriculum, and participate in extracurricular and other nonacademic activities?
- 6) What **individual accommodations** are necessary to measure the academic achievement and functional performance of the child on State/district-wide assessments?

DEC 4: The Heart of the IEP

- 7) What **special education and/or related services/supplementary aids and services** will be provided to the child? (Service delivery: Anticipated **frequency, location, and duration** of those services.)

- 8) **Least Restrictive Environment (LRE)**: Where can this child be educationally served successfully, with the fewest restrictions? Consider least restrictive to most restrictive setting when considering the continuum of services.

- 9) **Least Restrictive Environment (LRE)**: Explanation of the duration that **the child will not participate with nondisabled children** in the regular class? In extracurricular and nonacademic activities?

Why use accommodations? Modifications?

To allow students access to the general education curriculum.

“Accommodations level the playing field.

Modifications change the field you’re playing on.”

<http://www.jcboe.org/boe2015/images/pdf/depts/speced/13-14/links13-14/accommodationsmodificationsinterventions.pdf>

True
or
False?

The words
accommodations
and
modifications can
be used
interchangeably...

FALSE...

How can we tell the difference?

Accommodations: **HOW**

- 1) Place
- 1) Time
- 2) Format
- 3) Feedback
- 4) Support
- 5) Delivery

Modifications: **WHAT**

- 1) Has the standard been changed? / The way the standard is being measured...
- 2) Is the content altered? / Less? Half the vocabulary? Not as much scaffolded information?
- 3) Is the quantity different from the expectations of the rest of the class?

Examples...

Accommodations: HOW

- 1) Preferential seating /
Small group
- 2) Extended time /
Transition warnings
- 3) Braille / Listen to a lesson
digitally / Read aloud
- 4) Dictation to scribe
- 5) Peer tutor/Behavior chart
- 6) Verbal / Written /
Visual schedule

*there are hundreds more

Modifications: WHAT

- 1) Responsible for half the vocab.
Definitions
- 2) Modified grading / Modified
assignments
- 3) Content (standard) delivered with text on
3rd grade level (for a 5th grader)
- 4) Reworded questions with simpler
wording.
- 5) Pass / no pass grading
- 6) Calculator available at all times

*there are hundreds more

How do we record the fact that my child receives accommodations and/or modifications?

Come with me on a little journey I like to call the

IEP (Intensive Explanation Please)...

DEC 4, Pages 5, 6, & 7 please...

Watch out for...

Accommodations: HOW

If accommodations are not explicitly stated in an IEP, there is no guarantee that they will be offered and used in formal testing or the next year.

Modifications: WHAT

Modifications can impact a student's curriculum path, credits, and diploma track.

Who is eligible for accommodations and modifications?

Classroom INSTRUCTION

- All students.

Formal & informal TESTING

Students with disabilities.

- **Students with a current IEP.**
- Students with a current 504 Plan.

When can accommodations and modifications be used?

Classroom:

Instruction (any class specified)

Transitions

Behavior plans

Regular Education classroom

EC classroom

*not limited to these

Testing:

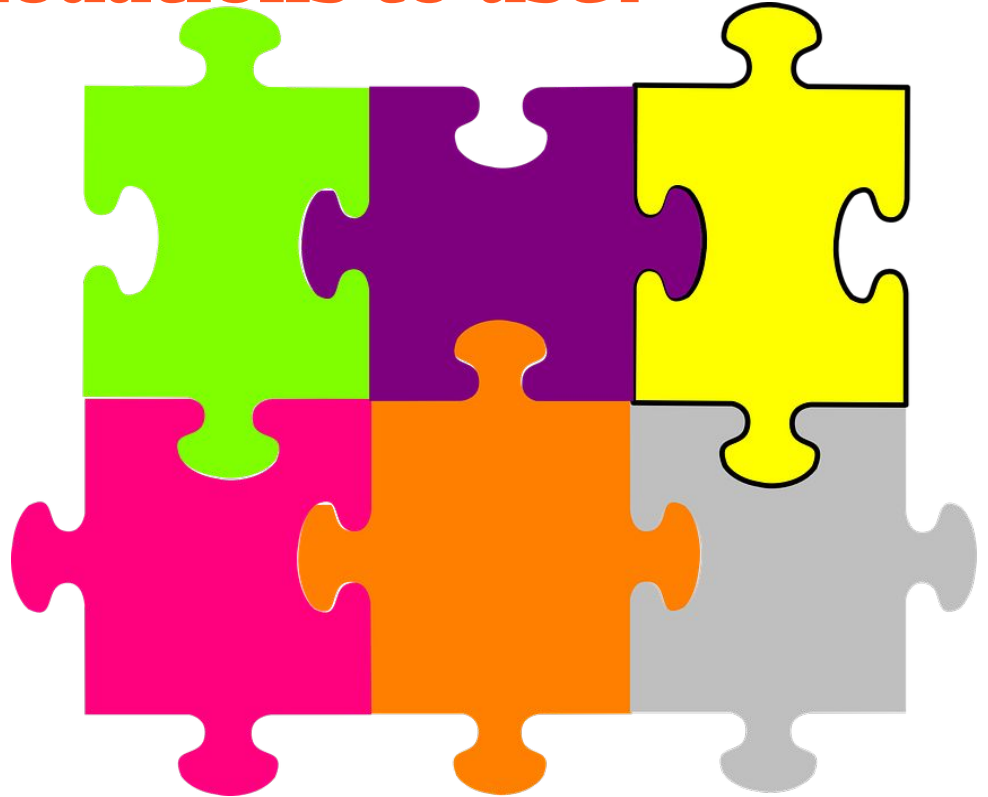
Informal Testing (any class specified)

Formal Testing (any class/course/
district assessment specified)

*not limited to these

How do you decide which accommodations and accommodations to use?

- Student input.
- Team input.
- Data collected across settings.
- Knowing the nature of your child's disability.
- Data from previous year.



IEPs According to Dr. Seuss

Do you like these IEPs?

I do not like these IEPs

I do not like them, Jeeze Louise

We test, we check

We plan, we meet

But nothing ever seems complete.

Would you, could you

Like the form?

I do not like the form I see

Not page 1, not 2, not 3

Another change

A brand new box

I think we all

Have lost our rocks.

Could you all meet here or there?

We could not all meet here or there

We cannot all fit anywhere.

Not in a room

Not in the hall

There seems to be no space at all.

Would you, could you meet again

I cannot meet again next week

No lunch no prep

Please hear me speak.

No, not at dusk. No, not at da

At 4 pm I should be gone.

Could you hear while all speak out?

Would you write the words they spout?

I could not hear, I would not write

This does not need to be a fight.

Sign here, date there,

Mark this, check that

Beware the student's ad-vo-cat(e).

You do not like them

So you say

Try again! Try again!

And you may.

If you will let me be,

I will try again

You will see.

Say!

I almost like these IEPs

I think I'll write 6003.

And I will practice day and night

Until they say

"You got it right!"





