

Accommodation, Modification, or Intervention?

An **accommodation** is a change in how a student accesses information or demonstrates their knowledge and understanding of a concept.

Accommodations do not reduce the learning expectations. Instead, accommodations are designed to allow all students to participate in the educational setting on an equal basis.

A **modification** is a change in the content and/or learning expectation, in order to provide meaningful learning experiences based upon individual needs and abilities. Modifications change what a student is expected to learn and demonstrate in the educational setting.

An **intervention** is a targeted instructional opportunity, that is aligned with a student's area of need, which occurs in addition to the instruction that all students receive. Often times interventions are short in duration (i.e., 6-12 weeks in length) and are an add on to the student's regular instruction.

ACCOMODATION	MODIFICATION	INTERVENTION
Preferential seating near the point of instruction/conversation	Using an alternate text with a lower reading level	Implicit instruction in behavioral expectations
Enlarging the font on a worksheet	An oral retelling instead of writing an essay	One-on-one tutoring in phonemic awareness
Allowing extended time on a test/assignment	Demonstrating proficiency in one outcome area only	Small group instruction in basic math concepts
Reduced number of math problems on an assignment	Working on individualized project related to subject	Behavioral contracting with a student, after instruction
Digital text books	Science worksheet with simplified vocabulary	Extra period of literacy instruction, using a different curriculum
Reading written directions orally to a student	Allowing a student to dictate a writing assignment to someone11/10/09	Small group instruction with literacy specialist on fluency

IEP MYTHS

- Has to be deficit based (ie., present level of performance only focuses upon what the student does wrong or is unable to do).
TRUTH: The IEP should focus upon the strengths of the student first, and then look at goals/areas for growth.
- The IEP meeting has to be negative.
TRUTH: The IEP meeting should be focused upon the growth students have made and be outcome based (ie., where does the team want to see the student in 1 year, 5 years, etc. and then determine what skills the student needs to build upon to get there.
- Can't change or have an IEP review at any time. Reviews only happen once a year.
TRUTH: Under the law annual IEP meetings are required every 365 days but they can occur as often as the team feels appropriate and can be requested to occur by the parent, general education teacher, special education teacher, or any other member of the team.
- "Monitoring" or "consult" IEP's are appropriate.
TRUTH: Students on IEP's must receive specially designed instruction. This can occur as "push in", "pull out", in a special class, or at a special school but it can not occur as monitoring or consultation only.
- Signatures on the IEP cover page mean agreement.
TRUTH: Names listed on the cover page (also known as the service summary page) only list the meeting participants.
- Parents must sign the IEP.
TRUTH: None of the team members need to sign the cover page of the IEP. Names listed only denote meeting participation.
- IEP's should not be shared with general education classroom teachers, due to confidentiality issues.
TRUTH: While it is important to protect the confidentiality of students, all teachers and related service providers that will be working with a student should and MUST receive a copy of the IEP so that they are aware of the student's strengths and needs as well as IEP goals and objectives and modifications and accommodations that are required as part of the IEP.