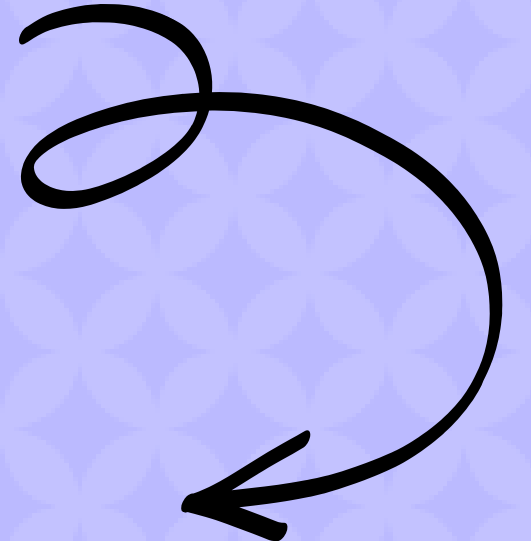




LETTING LEARNING FLOURISH

SUPPORTS, MODIFICATIONS, AND ACCOMMODATIONS
FOR STUDENTS

ELINA



OBJECTIVES

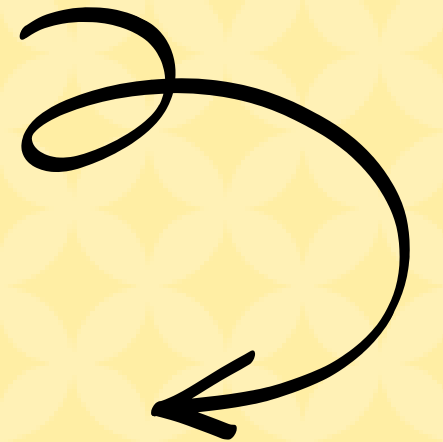
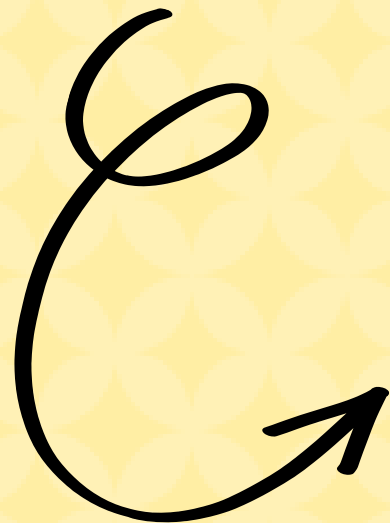
Before we start exploring the nuances of modifications, support and accommodations I want to list the objectives I want to achieve through today's blog post:

- Understand what it means to provide support
- What are the differences between accommodation and modifications
- Examples of how we can be more inclusive
- Why support is so significant and why providing such support is NOT unfair to other children.



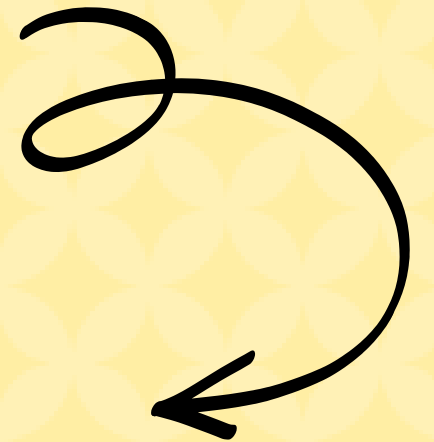
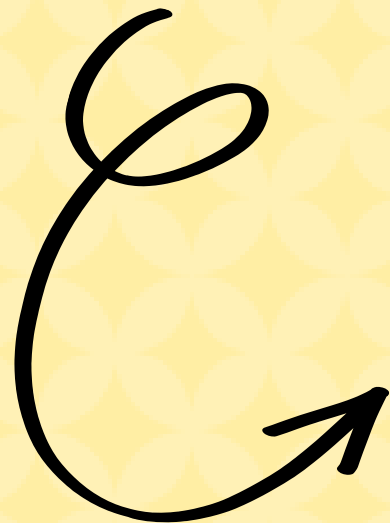
WHY DO CHILDREN NEED SUPPORT

The key to understanding this is to acknowledge everyone needs support and help. As one of my facilitators at Elina put it- It is not a suggestion its a right of every student to recieve help and enthusiastic support from their teachers, parents and mentors. You might have been told from previous experiences that help or customised aid is preventing children from growing or learning the "harshness" of the real world but this couldn't be farther from the truth!



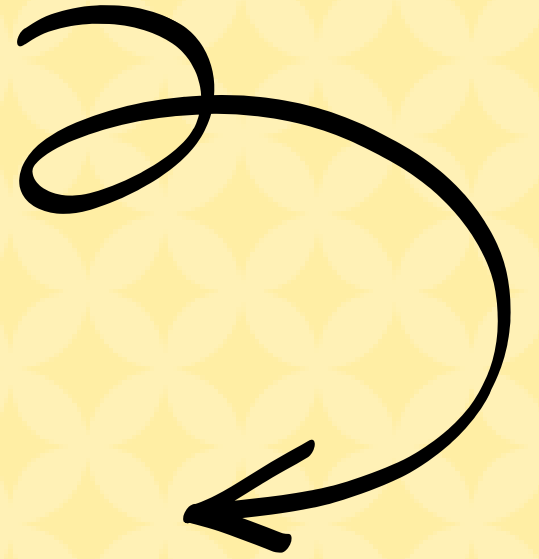
WHY DO CHILDREN NEED SUPPORT

Children from all ages whether neurodivergent or neurotypical are likely to do better in school if given proper help and have had their needs met and taken seriously. There is no positive outcome to robbing your children from their BIRTHRIGHT to a holistic education but leaving them vulnerable to the "harshness" of the real world. For some children this help might be as simple as moving a child with glasses to the front desk but for other we might need more in depth aid. No matter what though they must receive this support to grow as both students and children



Now, let's further explore what resources we can provide children with and the unique differences between the accommodations and modifications.

www.reallygreatsite.com



DISTINCTION BETWEEN ACCOMMODATIONS AND MODIFICATIONS



01

ACCOMMODATIONS

- Definition: Supports that are put into place to help a student access the general curriculum. The curriculum doesn't change.

02

MODIFICATIONS

- Definition: Changes in the curriculum, based on the student's individual abilities. Modification typically the content, the manner a student is assessed and or instructional content.

HELPFUL GRAPHICS

Is it an ACCOMMODATION or MODIFICATION?

ACCOMMODATIONS MODIFICATIONS

Accommodations change

HOW

a student accesses
instruction and
demonstrates knowledge.

They do **NOT** change
learning expectations.

Modifications change

WHAT

a student is expected
to learn.

Course/Activity
objectives **ARE** modified
to meet the needs of
each student.

2012/11/16/16

Changing **WHAT**
they are learning
= modification

Changing **HOW**
they are learning
= accommodation



Modifications and Accommodations



SIZE <ol style="list-style-type: none">1. Adapt the number of items that the learner is expected to learn2. Allow completion of tasks in "chunks" until the student has met the objective3. Adapt the amount of information provided at one time.	DIFFICULTY <ol style="list-style-type: none">1. Adapt the skill level, problem type, or the rules on how the student may approach the assignment. (Not watering down, but examining abilities and disabilities and making the assignment fit!)2. Simplify Directions/ Provide Cues /calculator/Computer.	INPUT <ol style="list-style-type: none">1. Teach in a different way.2. Adapt the way instruction is delivered to the students3. Use audio and visual aids, semantic mapping, guided imagery, concrete examples, hands on activities, pre-reading activities or place student in cooperative groups.
OUTPUT <ol style="list-style-type: none">1. Adapt HOW the learner can respond to the instruction2. " Does everything need to be pencil and paper tasks?" Instead of answering questions in writing use verbal techniques, projects, games, portfolios, hands on tasks, for evaluation of learning.	LEVEL OF SUPPORT <ol style="list-style-type: none">1. Increase the amount of personal assistance with a specific learner2. Provide instruction in a manner that can become independently supported as necessary3. Assign peer buddies, teaching assistants, or tutors.	TIME <ol style="list-style-type: none">1. Adapt the time allotted and allowed for learning, task completion or testing2. Allow a longer period of time for the student to learn the concepts3. Individualize the pace of the learning to meet the needs of the students.
DEGREE OF PARTICIPATION <ol style="list-style-type: none">1. Designed for a student with a severe disability2. Adapt the extent to which a learner is actively involved in the task.3. Adapt the level of participation expected in the task.	ALTERNATE GOALS <ol style="list-style-type: none">1. Designed for student with severe disability2. Adapt goals, objectives, or outcome expectations while <u>using the same materials</u> as the rest of the class.	SUBSTITUTE CURRICULUM <ol style="list-style-type: none">1. Designed for a student with severe disability.2. Provide different instruction and materials to meet a learner's individuals goals. <u>This decision is made by the ARD and should be planned by the committee.</u>

EXAMPLES

01

ACCOMMODATION

- Preferentially seating a child
- Additional time to complete an assignment.
- Present the information to students in a different way (visually, orally, etc)
- Allowing students to take a test in quieter environments.

02

MODIFICATION

- Reduced amount of work (do only even-numbered problems)
- Alternative information or completely different skill or content
- Adjusting the grading level, for instance, to weighted grading.
- Simplifying the vocabulary used

EXAMPLES

01

ACCOMODATION

- Applying positive reinforcement behavior strategies.
- Getting sign language interpreters for students with hearing complications.
- Offering large-print learning materials.

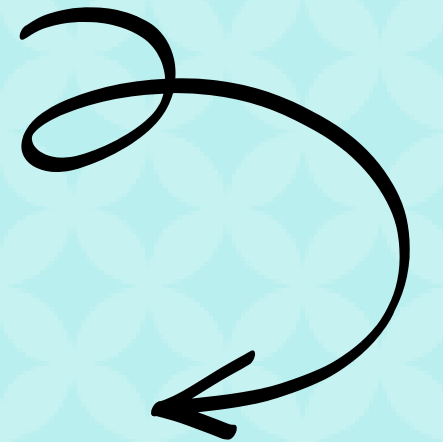
02

MODIFICATION

- Simplifying the lessons that a student takes to increase their level of understanding.
- Reducing the number of similar questions in a test.

Why additional support is not unfair to other students

It is imperative that we understand that additional accommodations or modifications does NOT mean other students are being treated unfairly or given a lack of attention. If anything, it is unfair when a student that needs more attention and effort is ignored under the guise of supporting a merit-based education system when in reality teachers and parents are losing out a bright future for that child. Educations deserves to be consumed by everyone and additional support helps foster good, fair and efficient education!



REFERENCES

<https://www.parentcenterhub.org/accommodations/>

<http://www.differencebetween.net/language/difference-between-accommodations-and-modifications/>

<https://www.behaviorist.com/differences-between-accommodations-and-modifications-in-special-education/>

BIBLIOGRAPHY

