

Accommodation and Modification Categories Chart

Accommodations promote access to the general curriculum during both classroom instruction and assessment. Accommodations do not change or lower the academic standards, but rather accommodations are avenues for students to gain information and demonstrate learning. Four categories represent the types of accommodations that are commonly selected, implemented and evaluated for use with students who have identified special needs.

Accommodation	What are they?	Who can benefit?	Questions to Ask	Examples
Representation or Administration	Representation or Administration accommodations allow students to access information in ways that do not require them to visually read standard print.	Students who have disabilities that impact reading standard print because of a physical, sensory or cognitive disability.	<p>Is the student able to read and understand directions?</p> <p>How can I assist the student in my classroom who has an identified learning disability in basic reading and reading comprehension?</p> <p>How can I assist the student in my classroom who has a visual impairment to learning?</p>	<ul style="list-style-type: none"> • Enlarged print • Taped material • Braille • Highlighted material • Oral cues or prompts • Listen to audio recordings of class lectures • Audio books • Work with fewer items per page • Designated reader for student • Peer helper who shares class notes • Outline of lesson as a graphic organizer
Response or Expression	Response or expression accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems using some type of assistive device or organizer.	Students with identified physical, sensory or learning disabilities.	<p>Is the student able to use a pencil or other writing tool?</p> <p>Does the student have a disability affecting skills such as spelling?</p> <p>Does the student have difficulty keeping their place from one page to another when working with print materials?</p>	<ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for the student • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to type notes or give responses in class • Use a calculator or table of math facts

Accommodation	What are they?	Who can benefit?	Questions to Ask	Examples
Setting	Setting accommodations change the location in which a student receives instruction or participates in an assessment. It may also change the conditions of an instructional or assessment setting.	Students who are easily distracted when in large groups; students who are able to concentrate in smaller group settings.	<p>Is the student distracted easily by other students? Is the student seated in a high-traffic area that may be distracting?</p> <p>Does the student stay on task?</p> <p>Does the student exhibit behaviors that may be distracting to others?</p>	<ul style="list-style-type: none"> • Allow student to change their setting, such as a quiet place to limit distractions or move closer to activities • Use special lighting or acoustics • Administer a test in small groups • Use sensory tools to help students who may need to move more frequently • Supply earphones/headphones • Utilize a study carrel
Timing/Scheduling	Timing or scheduling accommodations change the allowable length of time to complete assessments, assignments, or activities. They may also change the way the time is organized.	Students who need extended time, or may not be able to concentrate over longer periods of time.	<p>Is the student able to focus and work for the full assessment time period?</p> <p>Is the student getting tired easily because of health impairments?</p> <p>Does the student need short, frequent breaks during working periods?</p>	<ul style="list-style-type: none"> • Allow for frequent breaks • Schedule adequate time for completion of work or assessment • Allow choice in the order a test is taken • Take a test at a specific time of day • Multiple testing sessions

Adapted from Cortiella, C. (2005). *Guide to choosing accommodations*. National Center for Learning Disabilities. www.ld.org

For more resources on Types of Accommodations:

<https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations>

<http://www.afb.org/info/programs-and-services/professional-development/experts-guide/accommodations-and-modifications-at-a-glance/1235#instruction>