



List of Accommodations & Modifications

Accommodation: Provides support to an individual in meeting the general education standards without lowering the expectation of the course or standards.

Modification: Fundamentally alters or lowers the standard or expectation of the course or standard.

*If the student has an individualized education program (IEP) and needs any of the accommodations and/or modifications listed below, the teacher should indicate the supports in the present level of academic achievement and functional performance (PLAAFP) and discuss including the support under the supplemental aids, supports, and services section of the IEP.

Instructional Strategies and Supports:

| Accommodations | Modifications |
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| <ul style="list-style-type: none"> • Check for understanding • Frequent and/or immediate feedback • Have student repeat and/or paraphrase information • Monitor independent work • Paraphrase questions & instruction • Verbal cueing, visual prompting/cues, auditory prompting • Method of presenting instruction/teaching style • Peer tutoring/paired work arrangement • Picture schedule/board • Provide assistance with organization • Repetition of directions • Physical assistance or guidance • Routine and structure • Use of prompt hierarchy • Use modeling/demonstration • Use video recording, video watching • Planned grouping of students • Deliver lessons that allow success for a diverse spectrum of ability levels | <ul style="list-style-type: none"> • Provide alternate ways for students to demonstrate learning • Decrease amount of information presented • Decrease the amount of rules, simplify rules, alter the rules |

Program:

| Accommodations | Modifications |
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| <ul style="list-style-type: none"> • Break down assignments into smaller units • Provide extra time in PE when possible (come early, leave late, come during lunch, etc.) • Read aloud worksheets, tests, and other handouts | <ul style="list-style-type: none"> • Delete extraneous information on assignments and assessment, when possible • Alter/modify assignments • Modify grading system • Modify lesson objectives that align to the same standards • Modify content |

Equipment:

| Accommodations | Modifications |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Size of the equipment • Weight of the equipment • Color of the equipment • Shape of the equipment • Length of the equipment • Object with an auditory signal • Support strap for grasping • Changing the size of the target • Different textures of equipment (hard, soft, fuzzy, smooth) • Partially deflated objects • Suspended objects (striking/kicking) | <ul style="list-style-type: none"> • Do-it-yourself personalization of equipment to access a task • Use equipment for another purpose than intended |

Environmental:

| Accommodations | |
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| <ul style="list-style-type: none"> • Environmental aids (e.g. classroom acoustics, temperature, ventilation) • Adjustment to sensory input (e.g. light, sound) • Develop a designated spot in the room for delivering instructions • Decrease distractions • Use objects in the environment to partition the room (verbal instructional areas vs activity areas, pathways, etc.) | <ul style="list-style-type: none"> • Ensure accessibility of environment for all • Preferential seating (closer to teacher, a chair instead of the floor) • Preferential locker location • Ensure path to the environment is accessible for all • Allow extra time for movement between classes |

Social/Behavioral Supports:

| Accommodations | |
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| <ul style="list-style-type: none"> • Behavior intervention plan (BIP) • Sensory input (deep pressure, vestibular motion, etc.) • Structure and routine • Picture schedule • Advance preparation for schedule changes • Frequent eye contact (not for all students)/proximity control • Provide frequent changes in activities or opportunities for movement • Use of positive/concrete reinforcers • Peer support/tutors • Positive and welcoming learning environment • Expectations and known consequences (with follow through) | <ul style="list-style-type: none"> • Adult support • Social storyboard • Positive behavioral interventions and supports (PBIS) • Token economy • Frequent praise for good behavior • Checking for understanding • Home-school communication system • Provide manipulatives and/or sensory activities to promote listening and focusing skills • Strategies to initiate and sustain attention • Encourage students to ask for assistance when needed • Implementation of behavior contract • Provide structured time for organization of materials • Reinforce positive behavior through non-verbal/verbal communication |

Contributed by Brad Weiner, M. Ed., NBCT, CAPE, 2013 National Adapted Physical Education Teacher of the Year