



QUICK GUIDE: ACCOMMODATIONS VS ADAPTATIONS



ACCOMMODATIONS VS ADAPTATIONS

For students with disabilities, access to the general education curriculum depends on the accommodations and/or adaptations made available to the student in the regular classroom. When an IEP team is considering the demands of the grade-level content and the barriers the student may encounter due to their disability, it is important to consider the accommodations and adaptations that could remove or reduce those barriers and help the student meet the challenges in general education.

ACCOMMODATIONS

Accommodations are changes to the curriculum, instruction, or testing format or procedures that allow a student to demonstrate their abilities **without** fundamentally altering the requirements. *Accommodations can be identified for students eligible for a 504 Accommodation Plan or an IEP.*

Types of **accommodations** include changes to:

- Presentation - *how information is presented to the student*
 - **Example:** Emma’s teachers will provide her with a copy of the slideshow prior to instruction so she has access to the content while taking her notes.
- Response - *the way the student responds to show their knowledge/understanding*
 - **Example:** Aiden will be allowed to respond orally to short-answer test questions.
- Setting - *configuration of the setting or environment to support student learning*
 - **Example:** During independent work time, Greyson sits at an individual desk to stay focused. He sits with peers at their table during group work and whole group instruction.
- Timing/Schedule - *how or when the assignment, project or assessment is scheduled*
 - **Example:** Armando has an individualized schedule to complete the same work tasks as peers during his math class.

ADAPTATIONS

An adaptation is a change to curriculum, instruction, or assessments that **fundamentally alter the requirements**, but will enable a student with a disability that significantly impacts performance an **opportunity to participate**. *Adaptations are part of specially designed instruction for students eligible for an IEP.*

Ways to provide **adaptations**:

- Time - *adapt the time allotted and allowed for learning, task completion, or testing*
 - **Example:** Isabella’s class has 3 minutes to complete a timed test on multiplication fact recall; however, Isabell does not have a time limit.
- Difficulty - *adapt the skill level, problem type, or rules on how to approach the work*
 - **Example:** Xavier’s 5th grade class is reading a chapter book with vocabulary and comprehension questions for each chapter. Xavier will complete only vocabulary questions for each chapter.
- Output - *adapt how the student can respond to instruction*
 - **Example:** Shawna’s 9th grade ELA class is writing persuasive essays. Shawna will use sentence starters to complete statements to support her position.
- Substitute Curriculum - *provide different instruction and materials to meet individual goals*
 - **Example:** Jolene’s US History class is studying the Civil War. Jolene will learn related information using a puzzle illustrating the Union and Confederate states.



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HOW YOU CAN SUPPORT YOUR TEACHERS IN IMPLEMENTING ACCOMMODATIONS/ADAPTATIONS:

During the IEP meeting: Assist the team in defining accommodations/adaptations. When would they need to be implemented? What do they look like in practice? Who will be responsible for implementation? How will the student be involved in advocating for their needs?

After the IEP meeting: Check in with general education team members. Are they implementing accommodations in their classrooms as necessary? Do they have questions about adapting curriculum, content, or instruction?