

Accommodations and Modifications

Accommodations and Modifications are a huge part of the classroom. In every grade level there will be a large amount of the class that needs some kind of accommodation or modification. Some common modifications could be anything from a "modified" reading test or spelling test to shortened assignments for students who struggle everyday to finish work in a timely manner. As educators we need to **make a professional decision** as to who and when these accommodations are **best for the learner**.

Accommodations also need to be carefully thought out and could even be discussed with your team during collaboration. If students are struggling with the reading comprehension test every week, some accommodations may need to be made. Some ideas could be that the student might benefit from having the test read to them in the hall or listen to the story on a tape before taking the test.

Attached are a few lesson plans that I created in reading and one in history where I clearly listed and considered my students with accommodations and modifications. I truly believe that a classroom that gives students the **accommodations they need to succeed** - is a classroom where everyone is **learning to their highest abilities**.

One lesson shows an example of some accommodations given during a reading/language lesson. Students were reading a story and then working in pairs to find the examples of figurative language used in the story. We were then going to discuss the meaning of the figurative language in relation to the story. Sam is a student who has minimal fine motor skills. Along with other factors, Sam becomes increasingly stressed out and shuts down when asked to write anything down. Sam is **currently being placed on an IEP** and until we learn more about Sam's ability to

write or use fine motor skills, we will have Sam use other methods to show us what he knows. In the lesson, during the group work, I am placing Sam with a student who really understands the figurative language concept and that student will write down everything as Sam finds the examples. This way, Sam is still doing the learning part of the lesson and my high student is still involved and can assist Sam when needed.

Kevin and Ismael are EL students. Both speak fluent English, but still struggle with reading comprehension. I especially was concerned about the lesson on figurative language for EL students due to how abstract it is and the schema that is needed to understand some of the examples. I placed them together for this assignment and **provided scaffolding** by giving the page numbers and the examples of figurative language. This way they are concentrating more on the meanings in context - rather than spending their time searching through the text.