



Classroom and Testing: Presentation of Materials

Quick Reference Material

It is the responsibility of the IEP team to determine appropriate accommodations and modifications based on student need. It is important to understand the difference between the terms "accommodations" and "modifications". An accommodation provides equal access to the education process without providing an unfair advantage. Modifications change the requirements and compromise rigor. Both terms may apply to many areas: presentation, materials, scheduling, setting, time demands, response flexibility, and assistive technology.

Accommodations or modifications deemed appropriate for a student by the IEP team should be given to all the student's teachers and should be used regularly for instruction and classroom tests.

Examples of accommodations for the presentation of materials may include:

- Breaking assignments into segments of shorter tasks.
- Using concrete examples of concepts before teaching the abstract.
- Relating information to the student's experiences.
- Reducing the number of concepts presented at one time.
- Providing an overview of the lesson before beginning.
- Monitoring the student's comprehension of language used during instruction.
- Scheduling frequent, short conferences with the student to check for comprehension.
- Providing consistent review of any lesson before introducing new information.
- Allowing students to obtain and report information using a cassette recorder, dictation, word processor, or interviews.
- Highlighting important concepts to be learned in the text of the material.
- Monitoring the rate at which material is presented.
- Giving additional presentations by varying the methods using repetition, simpler explanations, more examples, or modeling.
- Requiring verbal responses to indicate comprehension.
- Giving frequent reminders of homework assignments.
- Providing clear, concise directions, and concrete examples for homework assignments.
- Assigning tasks at an appropriate reading level.
- Allowing for the oral administration of tests.
- Checking assignment sheet for accuracy.

For statewide and district-wide assessments, the IEP team must consider what accommodations or modifications the student needs on a regular basis in the classroom and select from these, clearly documenting their decision on the IEP, for use on district and statewide testing.