



Environment, Time, Groups/Peers, and Focusing Attention

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.

Examples of accommodations in the environment include:

- Use of study carrels.
- Seating in an area free of distractions.
- Using preferential seating near the front.
- Helping keep the work area free of junk.
- Using checklists to aid organization.
- Monitoring use of assignment sheets.
- Providing opportunities for movement

Examples of accommodations or modifications of time include:

- Increasing time allowed for tasks.
- Decreasing the amount of work required.
- Consistently following a specific routine.
- Alternating quiet and active tasks.
- Setting time limits for specific task completion.

Examples of using groups and peers as accommodations:

- Using cooperative learning groups.
- Assigning a peer helper to check understanding of directions.
- Assigning a peer buddy to read important directions and essential information.
- Assigning a peer tutor to act as a scribe for the student.
- Arranging a cross-age tutor for one period a day.

Examples of accommodations that help focus attention are:

- Relating new lesson material to a student's previous experience.
- Shaping approximations of desired behavior with praise or immediate feedback of correct answers.
- Giving advance warning when transitions will occur.
- Using physical proximity and touch to help student refocus.

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.