

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented students, and students with 504 Plans

The following list of accommodations and recommendations are suggestions to meet the needs of Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented students, and students with 504 Plans. These methods can be implemented in any grade level across all curriculums. Specific suggestions for accommodations and modifications for each unit are included in the Reinforcement and Enrichment sections of the curriculums. Reinforcement provides accommodations for special education, English Language Learners, Students at Risk of School Failure, and students with 504 Plans. Enrichment provides accommodations for Gifted and Talented students.

Suggested accommodations and modifications:

- Provide hands on activities
- Label items in the classroom
- Label items in students' native language for ELL students
- Provide multi-sensory activities
- Flexible seating
- Chunk directions
- Utilize mnemonic devices
- Hand over hand when needed
- Additional time to finish projects
- Teacher provided notes
- Fewer requirements for assignments that focus on the lesson objective
- Allow students to give answers orally
- Provide opportunities for students to write, type, or verbalize ideas
- Have the students read a book to the class on a topic of his/her choice
- Provide students with access to texts of various topics and skill level
- Provide less teacher support for students who can complete work independently
- Allow student to show their learning by creating a book or visual representation of the topic
- Consult with Gifted & Talented teacher when needed
- Consult with Supervisor of Special Services and/or LDTC when needed
- Engage Students: Work independently and collaboratively in partnerships and small/large groups. Integrate interactive lessons using technology. Use song, verse, and literature.
- Provide evidence of Differentiated Instruction: Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles. Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered:

Use subject matter questioning to review and activate prior learning. Give timely feedback on formative assessments and allow time for review. Work cooperatively with classmates.