Accommodations, Modifications, and Interventions…What's the difference?

This document is meant to serve as a resource with definitions, examples and clarifications of accommodations, modifications, and interventions. The list of examples is not exhaustive, but may provide you with ideas of what each might look like in the classroom.

Definitions	Examples	Clarifications
Accommodations*: Changes made to instruction and/or assessment intended to help students fully access the general education curriculum without changing the instructional content. Accommodations provide equitable instruction and assessment for students by reducing or eliminating the effects of a student's disability. **They do not change** or reduce the learning expectations in regard to the goal being addressed or assessed. Generally, the resulting student product with accommodations is equal to the student product without accommodations.	• Providing more time to complete work • Allowing movement to increase physical comfort • Allowing use of recorder to tape lectures • Allowing use of calculator (if "computing" is not the goal being addressed/assessed.) • Allowing oral responses instead of written responses • Providing study guides before tests • Orally reading test items in any subject other than reading/comm. arts (if	**Accommodation or Modification?** Determining the difference between a modification and accommodation can be difficult. The key is to begin with the end in mind. Ask yourself, "What is the goal I want the student to learn and master?" If a change made to the instruction and/or assessment **does allow** for demonstration of mastery of the goal, then the change is probably an accommodation. If a change made to the instruction and/or assessment **does not allow** for demonstration of mastery of the goal, then the change is probably a modification. If the goal is to have the student learn the same content as all students and produce the same product as other students you do not want to provide modifications to any assignments/instructional activity related to that goal, rather you would want to provide that student with accommodations to complete assignment/instructional activity. **Examples**: *Given the same math assignment reducing the number of problems a student has to complete can be either an accommodation or a modification depending on the goal being assessed.* If a student was expected to complete 100% of every math assignment given to peers, reducing the number of problems would be a modification. However, if a student was expected to show they could add 2-digit numbers with 100% accuracy allowing the student to work just enough problems (on an assignment) to prove he/she has mastered the goal would be an accommodation.
Modifications: Alterations made to instruction and/or assessment that change, lower, or reduce learning or assessment expectations. **Modifications change or reduce** the learning expectations in regard to the goal being addressed or assessed. More often than not, the resulting student product is not equal to the student product without modifications.	• Reducing the amount or complexity of content the student has to know • Rewording/explaining/paraphrasing test questions • Shortening a spelling list • Oral Reading of reading/comm. Arts content (if "reading" is the goal being addressed/ assessed.)	
Intervention: Academic or behavior interventions are strategies or techniques used to teach a new skill, build fluency in a skill, or encourage the application of existing skills to a new situation. Interventions should include a targeted assessment, planning, and data collection. Interventions should be scientifically research based or evidence based and monitored regularly (progress monitoring) to determine student growth and to inform instructional decision-making.	• Examples of evidence based interventions can be found on the websites listed here http://dese.mo.gov/special-education/three-tiered-models-intervention/evidence-based-practices	

*Accommodations appropriate for the classroom and everyday instruction may result in a Lowest Obtainable Scale Score (LOSS) on the state-wide assessments. Please see http://www.dese.mo.gov/divspeced/Compliance/IEP/documents/Form_D.doc for the accommodations that can be used on MAP and EOC without impacting the score.

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