



ACCOMMODATIONS AND MODIFICATIONS TIP SHEET

Whether your caseload involves students with more significant needs or students who are primarily served within the general education setting, it is important to ensure students receive the modifications and accommodations needed to participate fully in the assessment and lead to an accurate understanding of their preferences, interests, strengths, and needs.

General Tips:

- **Provide reinforcement** (e.g., verbal praise, tokens with a reward of their choice at the end) throughout the assessment process to keep your student motivated and for completion after the assessment has ended (e.g., a break from non-preferred activities, a food item your student prefers)
- Implement **accommodations and modifications already in the student's IEP**
- **Define unknown vocabulary** when administering the assessment
- Provide **practice questions/examples**:
 - Provide a mock assessment before to ensure that the student has the pre-requisite skills necessary to complete the assessment with reliable results
- **Eliminate distractors**
 - Reduce answer options
 - Cut questions out so the student is presented only one at a time
 - Bring student into quiet or one-on-one area
- **Use informal measures that assess behavior** in the setting where it should occur
 - Use an assessment of the skills required in the environment to observe the strengths and needs of your student when performing a mailing task
 - Observe your student making eye contact when speaking with customers at their work-based learning site and record frequency data
 - Assess your student's on-task behavior in comparison with how often other employees are on task

Technology considerations for modifications and accommodations:

Assistive technology is a critical component of using appropriate modifications and accommodations. Two



Transition

T E N N E S S E E

ways to differentiate types of technology is by categorizing them as high tech or low tech. High tech includes technology that is complex, may be digital or computerized, and probably requires some training to use. Low technology refers to technology that is not complex or hard to use. It is also probably not digital or computerized.

High tech

- Computer (<http://www.washington.edu/doi/technology>)
 - Refer to the resource from University of Washington on assistive technology considerations based on disability category
- Tablets
 - Apps for communication (<http://www.friendshipcircle.org/blog/2011/02/07/7-assistive-communication-apps-in-the-ipad-app-store/>)
 - Apps for academic skills
 - Apps for math skills (<http://www.teachhub.com/top-12-math-ipad-apps-students-and-teachers>)
 - Apps for English language arts (<http://www.appsinclass.com/language-arts1.html>)
 - Apps for visual timers (<https://otswithapps.com/2012/01/06/visual-timer-apps/>)
 - Apps for functional skills
 - Task analyses
 - Video technology
 - Apps for token economies or other reinforcement systems (<http://www.iautism.info/en/tag/token-economy/>) with apps for social skills
- Mobility
 - Power chairs

Low tech

- Visual schedules and first/then boards
- Use of a switch or break card to request a break
- Teacher-made adaptations such as pencil grips, book stands, slant boards, Velcro boards

Additional Resources:

- https://www.autismspeaks.org/sites/default/files/docs/ttk2_technology.pdf
- <http://www.techpotential.net/attoolbox>