

# What's the Difference?

## Accommodations vs. Modifications vs. Interventions

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### Accommodations

**Level** the “playing field”

Without changing the curriculum content and without reducing learning/assessment expectations, accommodations are changes made to the student’s learning environment so that s/he is able to access the curriculum based on his/her individual needs.

- Accommodations make it possible for students to be successful AT BENCHMARK.

Some examples include:

- Providing extra time for a student to complete the same test/assignments as his/her peers
- Reading a test to a student
- Providing preferential seating

### Modifications

**Create** the “playing field”

Modifications involve changing instruction and/or assessment, which alters, lowers, or reduces learning/assessment expectations.

- Modifications designate a DIFFERENTIATED BENCHMARK.

Some examples include:

- Reducing the number of problems/assignments that a student must complete
- Using a different grading scale for a student
- Providing a student with film or video supplements in place of reading text

### Interventions

**Ensure** the “playing field”

Interventions are specific skill-building strategies that are implemented and monitored in order for students to learn a new skill, increase fluency in a skill, or generalize an existing skill. They include assessment, planning, and monitoring progress.

- As additions to the curriculum, interventions are designed to help students MAKE PROGRESS TOWARDS BENCHMARKS.

Some examples include:

- Providing an evidence-based one-on-one intervention to improve a student’s reading comprehension for 30 minutes twice per week.
- Working with a small group of students three times per week to increase their accuracy in completing math computation problems.
- Implementing a study skills intervention with a small group of students in order for them to learn study skills they may not have, but that are needed for them to succeed academically.

# TEST YOUR KNOWLEDGE

## Accommodation/Modification

or

## Intervention?

Circle One:

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|---|-----|------|-----|
| 1. Extended time to complete tests, quizzes, and in-class assignments           | A/M | Int. | N/A |
| 2. Using Cover-Copy-Compare to increase a student's fluency of math facts       | A/M | Int. | N/A |
| 3. Allowing breaks outside the classroom when experiencing anxiety              | A/M | Int. | N/A |
| 4. Reducing the number of questions required to be completed                    | A/M | Int. | N/A |
| 5. Using a rewards system to increase assignment completion                     | A/M | Int. | N/A |
| 6. Collecting data on the percentage of math problems completed correctly       | A/M | Int. | N/A |
| 7. Placing the student near the front of the room to decrease distractions      | A/M | Int. | N/A |
| 8. Allowing the student to use a calculator to solve math problems              | A/M | Int. | N/A |
| 9. Ongoing instruction to raise hand appropriately to ask for help              | A/M | Int. | N/A |
| 10. Providing praise when on-task for 5 min. to increase on-task behavior       | A/M | Int. | N/A |
| 11. Providing the student with a peer buddy/peer tutoring                       | A/M | Int. | N/A |
| 12. Collecting progress monitoring data on the frequency of disruptive behavior | A/M | Int. | N/A |
| 13. Implementing the Wilson reading program                                     | A/M | Int. | N/A |