



Form I
Graves County Schools
Response to Intervention Resources
Accommodations vs. Interventions vs. Modifications



Accommodations	Interventions	Modifications
<p>Accommodate is defined as “to make fit.” It is similar to adaptation.</p> <p>Accommodations and adaptations are used to describe how students are <i>included</i> in classroom instruction.</p> <p>Changes to the classroom structure, both organizationally and instructionally that allows a student <i>to participate</i>.</p>	<p>An intervention is defined as “to come between.”</p> <p>Doctors use medications for intervention. Medications are used to intervene with a fever to change the body temperature.</p> <p>Teachers use strategies <i>to change a student’s learning outcomes</i>.</p>	<p>Modify is defined as “to alter; to make different in form” ... “to change to less extreme”</p> <p>Most often associated with IDEA. Students receiving special education services.</p> <p>Teachers use modifications of grade level standards, strategies, curriculum and assessments to <i>create a learning environment</i> for a specific student</p>
<p>Using grade level curriculum standards via a different path – think <i>differentiated</i>.</p> <p>Adaptations to the regular curriculum to make it possible for the child to be successful <i>at benchmark</i>.</p>	<p>Additions to the curriculum to designed to help a student <i>make progress toward benchmarks</i>.</p>	<p>Change in curriculum standards.</p> <p>Change in core program; use of a parallel curriculum that does not include all grade level standards</p> <p>Designates <i>different benchmarks</i>.</p>
<p>Levels the “Playing Field”</p>	<p>Ensures the “Playing Field”</p>	<p>Creates the “Playing Field”</p>
<p>Changes something about the child's environment or services provided.</p> <p>A change that helps a student overcome or work around a learning problem.</p>	<p>Teaches the student a new skill.</p> <p>Teaches the student a <i>strategy</i> to use when applying a skill.</p>	<p>A change in what is being taught to or expected from the student.</p>

Accommodations	Interventions	Modifications
Examples	Examples	Examples
Preferential seating	Mini-lessons of skill deficits	Student is involved in the same theme/unit but is provided different tasks/expectations
Shortened assignments	Targeted instruction based on progress monitoring	Individualized materials are provided for student
Peer-tutoring	Additional instruction to students in small groups or individually	Eliminate specific standards
Moving obstacles in a classroom so that a student with a wheelchair could navigate the classroom.	Increase task structure (e.g., directions, rationale, checks for understanding, feedback)	Create individualized benchmarks
Classroom level: seating arrangements, note taking, outline/study guides, tape recorders, etc.	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class, etc.)	
Repeat/confirm directions	Multi-sensory techniques	
Additional time to complete assignment	Familiar Reading activities for fluency	
Audio tape	Speed sorts of ABCs, sight words	

Reduce the number of items per page or line	Build automaticity with known information, letters, words, phonetic patterns	
Provide a designated reader	Follow up reading with story frame activities: story summary, important ideas or plot, setting, character analysis and comparison	
Present instructions orally	Model metacognition	
Allow for verbal responses	Utilize pre-reading strategies and activities: previews, anticipatory guides, and semantic mapping	
Allow for answers to be dictated	Use reciprocal teaching to promote comprehension and comprehension monitoring: predicting, question generating, summarizing and clarifying	
Permit response provided via computer or electronic device	Underline word and phrase clues that lead to making an inference	
Allow frequent breaks	Echo reading: the student imitates the teacher's oral rendition, one sentence or phrase at a time	
Extend allotted time for tests		
Provide a place with minimal distractions		
Administer tests in several sessions		
Administer tests at a specific time of day		
Provide special test preparation		

Adapted from Aiken County Public Schools, Aiken, SC

What is NOT an academic intervention?

- | | |
|---|-----------------------|
| Extended time | Reader |
| Preferential seating | Redirection |
| Prompting and cueing | Scribe |
| Proximity control | Shortened assignments |
| Quiet place to test/finish assignments away from distractions | |

Behavior Intervention recommendations

Tier I

Behavior Interventions

School-wide Positive Behavioral Supports, Champs, establishing/teaching behavioral expectations, consistent reinforcement for success, consistent consequences for failure, effective classroom management/organization, social skill instruction, pre-correction, increased rates of praise, continuous feedback and error correction, classroom rules, home-school collaboration, Good Behavior Game, etc.

Tier II

Behavior Interventions

(All in group) Social skills training, peer/adult mentoring and mediation program, anger management training, attention-control training, self-concept, divorce groups, behavior contracts, etc. (program examples: Anger Management Program, Coping Power Program, Art of Self-Control, Violence Prevention Curriculum for Adolescents, Ripple Effects for Teens, Check and Connect)

Moving from Tier II to Tier III

Ideas for moving from Tier 2 to Tier 3 (5% of students) and Possible Interventions

(Individualized) Analysis of interventions/treatment integrity, behavior rating scales including self-reports, possible FBA, individual counseling by teacher/guidance counselor/principal/etc, role play and direct behavioral skills instruction,

referral for outside counseling, more restrictive environment, individual token economy or response cost procedures, reinforcement surveys, etc.