

#### 4c. Accommodations or modifications are used as needed and/or indicated on IEP's

Quality indicators:

- All children are active participants in activities and **lesson plans indicate practice of skills across multiple settings.**
- Activities are modified to accommodate the needs of children and plans address the **same standards and use of skills** as their typically developing peers.
- Accommodations or modifications are in accordance with IEPs, documented in lesson plans, and **methods of practice are shared with families and service providers.**



Questions to ask:

- ✓ *What types of modifications are used to ensure participation of children with special needs in all activities?*
- ✓ *What types of accommodations are used to ensure the participation of children with special needs in all activities?*
- ✓ *How are you documenting accommodations or modifications?*
- ✓ *Are you aware of, and implementing, accommodations or modifications for children with IEPs?*



*Supports, Accommodations, Adaptations*

*Links to Additional Information  
Right click to open in new window*

#### **Universal Supports**

- **Collaborate with families related** to family goals, instructional plans, and IEP goals and objectives and develop plans needed to address those goals.
- Be aware of your role in the discussion of children's needs **and progress and facilitate the participation of family.**

[Visual Supports \(NCPMI\)](#)

[Classroom Schedules \(TATS\)](#)

#### **Targeted/Specialized Supports**

- **Goals should be functional and meaningful.** Be aware of each child's goals and consider the goals when planning instruction.
- Provide supports, adaptations, and accommodations in environment, materials, curriculum, and **activities in various settings throughout the day.**
- **Consider various ages, developmental levels, interests, and modes of communication and response when planning lessons.**
- Consider needs for assistive technology as well as needs for prompts and supports during all activities.

[Overview of Individualized Supports](#)

[Adapting Activities and Materials](#)

[Supporting Various Ages and Developmental Levels](#)

[Supports and Adaptations - Special Education Interventions - TATS Talks](#)

#### **Intensive Interventions**

- Provide intensive adaptations, and accommodations in environment, materials, curriculum, and activities throughout the day.
- Provide assistive technology and adaptive equipment as needed. Be sure that you and other staff have been trained on its use.
- Be aware of prompting hierarchy needed during the assistance of each child.

[Teaching Lessons that Last a Lifetime](#)

[Developmental Activities \(ECTA\)](#)

[Addressing Adaptive Skills in the Classroom](#)