

Accommodation & Modification Menu

Purpose: Provide teachers with a ready-made, easy-to-understand reference guide to support students with IEPs. Organized by category and tiered by intensity.

What's the Difference?

- **Accommodations** help students *access* the curriculum without changing the learning expectations.
- **Modifications** *change* what the student is expected to learn.
Both are critical tools in supporting diverse learners.

Tiered Menu of Supports

Use this as a reference to plan supports across academic and classroom settings. Add student-specific needs as applicable.

INSTRUCTIONAL SUPPORTS

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Clear, step-by-step directions	Pre-teaching of key concepts	Alternative curriculum materials
Visual aids and anchor charts	Small group instruction	One-to-one instruction or reteaching
Flexible grouping	Extended wait time for responses	Modified assignments/goals
Sentence starters or word banks	Chunked assignments	Simplified vocabulary/concepts

ASSESSMENT SUPPORTS

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Extra time	Read-aloud for directions	Alternate assessments
Quiet testing space	Word banks or formula sheets	Oral responses instead of written
Multiple ways to show understanding	Modified rubrics	Reduced number of questions

ENVIRONMENTAL SUPPORTS

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Assigned seating	Proximity to teacher	Access to sensory tools or quiet space
Visual schedules	Preferential seating	Behavior support plan in place
Reduced distractions	Noise-canceling headphones	Individualized reinforcement system

ORGANIZATION & EXECUTIVE FUNCTION SUPPORTS

Universal (Tier 1)	Targeted (Tier 2)	Intensive (Tier 3)
Daily agenda	Graphic organizers	Adult check-ins for task initiation
Posted daily schedule	Checklist for multi-step tasks	Direct instruction in executive skills
Consistent routines	Time reminders	Modified workload with breaks

Implementation Tips

- Use this menu to help determine what a student *already receives*, what might be added, or what could be adjusted.
- Collaborate with the student and IEP team to individualize based on actual needs.
- Revisit these supports throughout the year. Accommodations are not “set it and forget it.”