

Applying Modifications* to Support Students

Directions: Record specific modifications that can be applied to support learning in a general education setting.

Barriers	Modifications	Application
<i>Difficulty of Curriculum</i>	<ul style="list-style-type: none"> • Pre-teach vocabulary and content • Present in multiple formats (picture, auditory, written, etc.) • Utilize graphic organizers • Provide condensed versions of written materials • Provide note guides with minimum amount of information • Utilize alternate curriculum focused on same standards or Content Connectors 	
<i>Difficulty of Assessment</i>	<ul style="list-style-type: none"> • Reduce amount of information to assess • Change way in which student demonstrates understanding • Allow student to respond orally or by making choice • Create alternate assessment based on current level of performance • Review IEP goals and determine appropriate areas to assess 	
<i>Communication</i>	<ul style="list-style-type: none"> • Allow dictated responses • Prepare students with AAC devices • Offer response choices • Modify goal of lesson • Utilize SLP support 	
<i>Physical Structure (setting, timing, organization, staffing, etc.)</i>	<ul style="list-style-type: none"> • Provide sensory within lesson • Allow breaks • Utilize small groups • Utilize peers • Preferential seating • Use timers • Provide visual schedules 	
<i>Behavior</i>	<ul style="list-style-type: none"> • Strong BIP implementation • Positive behavior supports • Provide clear expectations • Offer choices • Utilize support of behavior coaches, instructional assistants • Peer modeling • Direct instruction of replacement behavior 	

*NOTE: Modifications may change the learning target determined by the grade level standard and should only be used when scaffolding does not provide adequate support.