

# Accommodations, Modifications, Interventions... What is the Difference?

Everest System of Support - D.C. Everest Area School District

	Best Practices			Interventions	Modifications
	Strategies	Differentiation	Accommodations		
<b>Basic Idea</b>	Teacher technique	Additional/extended instruction based on classroom learning targets	Changes in how a student accesses information and demonstrates learning	Scientificallly-researched or evidence-based instruction or approach on a deficit or challenging extension of thinking	Changes in curricular expectations
<b>Detailed Idea</b>	Techniques/ approaches used to deliver content or manage classroom individuals.	Creating multiple paths for students of different abilities, interests or learning styles to experience equally appropriate ways to absorb and apply concepts.  This is part of universal/Tier I instruction.	Changes made in order to provide a student with equal access to learning and equal opportunity to show what he/she can do.  Changes in the environment that assist a student in meeting a standard or expectation.	Supporting the learning of an academic standard by teaching a new or never acquired skill.  Extension of learning that is needed beyond what the universal instruction can offer.  They are measurable.	Changes in the curricular or behavioral expectations that are appropriate for a particular student's needs/ abilities.  Allows individual students the opportunity to be successful by changing the expectation for him/her  A change in grading is required
<b>Effect on the Standard or Expectation</b>	The standard or expectation <b>does not</b> change	The standard or expectation <b>does not</b> change	The standard or expectation <b>does not</b> change	The standard or expectation <b>does not</b> change	The standard or expectation <b>does</b> change
<b>Examples</b>	Giving small segments of a larger reading piece by piece until the reading is completed.  Can be a plan of action to reach a goal. i.e. attendance/behavior.	Pre-assessing learners and presenting a lesson that is tiered according to needs.  Providing multiple ways to demonstrate understanding.  Re-teaching content within the regular educational setting  Providing long-term, project-based learning opportunities to those who need a challenge.	Presentation and/or response format and procedures  Instructional strategies  Taking a test in a separate room  Completion of work one-on-one with assistance  Preferential seating  Assistive technology	Additional, direct instruction in area of reading comprehension.  Reading Recovery, LLI, Guided Reading Plus, Systems 44, Guided Math Plus  Direct instruction on a mathematical concept that is provided in addition to the universal curriculum.	Modification to curriculum that changes the standard level of achievement  Not expecting the student to achieve at grade level (however, adequate growth is still expected)
<b>Where They Fit in the Multi-Level Model</b>	They support all aspects of education- academic, behavioral, social and emotional and attendance – in either the universal instruction or value added instruction/intervention.	If instructions on the essential learning outcomes are truly differentiated based on readiness or ability, we have many more students leaving each classroom with the basic skills they need to master at that grade level.  This leaves fewer students with the need for an intervention outside of the universal/Tier I educational setting.	They will assist in removing barriers to learning at all levels or tiers.	It is the direct instruction that is provided to an individual/group of students to either close an achievement gap or extend thinking.  Typically instruction that is delivered in Tiers II and III.	They are typically special education students who have received multiple interventions prior to their disability identification.  Students who need a modification still participate in interventions, when appropriate.