

Modification and Accommodation Strategies

This spreadsheet includes a variety of strategies that can be used in the classroom to include a wider variety of students into the lessons and activities. However, this resources is in no way complete. As a facilitator, you are encouraged to be creative in thinking of ways to make your curriculum match the needs of all the learners in the classroom. Here are a few things to keep in mind when developing learning strategies:

1. Determine your end goal for the lesson. It is easy to get caught up in the details and think that all students needs to do everything in the lesson. Keep the "essential point" of your lesson in mind and use that to design your modifications.
2. Not all your students are going to learn the same. As much as possible, determine their learning styles so that you can insert modifications more effectively.
3. Utilize student strengths: each student will have strengths and interests that can be utilized in class. Help them find their niche, particularly when doing group work.
4. Make sure that your accommodations are subtle and natural and considered just part of doing business in the classroom. No one likes to be singled out under these circumstances.

Visual Accommodations	Accommodations for students who are non-verbal or have anxiety	Reading Alternatives
Verbally describe any visuals you are using in the classroom--including PowerPoint slides.	Use picture response cards in lieu of verbal responses. This can also include yes/no cards.	Verbal discussions of material in lieu of reading material.
For individuals with visual impairments, determine appropriate font size for their needs and ensure that your handouts meets those specifications.	Have sticky notes available on each table for everyone to write questions and comments on during discussions.	Picture response cards and pictures on reading materials to help comprehension.
Verbal discussions and responses in lieu of worksheets.	Text to speech programs are free on a variety of devices.	Have written material discussed or read in class.
Audible version or recording of soft skills classes. These may be used as review or reinforcement for some students.		Audible version or recording of training or classes

Writing Alternatives	Physical, Sensory and Tactile Alternatives	Critical Thinking Variances
Picture response cards to hold up or point to in lieu of writing.	For folks with tactile and personal space sensitivities, teach alternatives to touch. For example, in lieu of a handshake, a tip of the head and a verbal greeting may be appropriate.	Learning from BAD examples is a great way to help with critical thinking. For example, have students evaluate an acted out job interview is a great way for students to determine for themselves what went well and what needs to be improved. Then skills can be practiced and referenced from that experience.
Small group discussions wherein writing is either not necessary or one person in the group can act as the scribe.	Consider the layout of your classroom and ensure that these students have some personal space while still being able to interact with the class and small groups. The end of the table is a great option for seating.	
Speech to text programs are available for free on most devices as well for writing projects.	Provide frequent breaks or movement around the classroom (with various activities) for students to keep students with attentional and sensory differences engaged.	Rephrase lessons, questions and discussions with vocabulary that matches students' understanding.
Allow for verbal responses as an appropriate assessment for understanding whenever possible.		Pay attention to the amount of time that students are requiring to complete tasks or discussions to ensure that you are allowing enough time for those that need it and not leaving too much down time for others.

