Accommodations, Modifications, and Interventions: What's the Difference?

Definition	Example	Clarification
Accommodations: Changes made to the environment, instruction, or assessment to help students fully access the general education curriculum without changing the instructional content. They do not change the learning expectation in regard to the goal being addressed. Generally, students given accommodations will produce/attain the same outcome as students without accommodations.	- Preferential seating - Providing more time to complete work - Reducing length of assignment - Allowing oral responses instead of written responses - Providing study guides before tests - Reading test items or directions aloud - Allowing frequent breaks - Permitting typed responses instead of written	- Accommodations are changes in the child's environment or services that help the child overcome or work around a learning problem. - Uses grade level curriculum standards via a different path – think *differentiated*. - If a change made to the instruction and/or assessment **does allow** for demonstration of mastery of the goal, it's probably an accommodation.
Modifications: Changes made to instruction or assessment that change, lower, or reduce learning or assessment expectations. They change the learning expectation in regard to the goal being addressed. Typically, the resulting student product is not equal to the student without modifications.	- Reducing the amount or complexity of content the student has to know - Shortening a spelling list - Using a different grading scale - Providing individualized materials for a student - Creating individualized benchmarks - Student is involved in the same instructional content, but provided different tasks/expectations.	- Most often associated with IDEA and special education services. - Changes curriculum standards for individual students – changes in what is being taught to or expected from the student. - If a change made to the instruction and/or assessment **does not allow** for the demonstration of a mastery goal, it's probably a modification.
Interventions: Academic or behavioral strategies or techniques used to teach a new skill, build fluency in a skill, or encourage application of existing skills to a new situation. They include a targeted assessment, planning, and data collection. Interventions should be scientifically research/evidence based and monitored frequently (progress monitoring) to determine student growth and inform instructional decision-making.	- Mini lessons of skill deficits (i.e., Best Fit) - HELPS reading fluency program - Peer Assisted Learning Strategies - For additional intervention ideas, please visit the Weebly website!	- Additions to the curriculum designed to help students make progress toward benchmarks. - Teaches a new skill or a new strategy to use when applying a skill.