

Accommodations and Modifications Guide

Understand the difference and review whether supports are specific enough

Support type	What it changes	Examples
Accommodation	How the student accesses instruction or demonstrates learning; the intended learning standard generally remains the same.	Extended time, text to speech, preferential seating, breaks, alternate response format.
Modification	What the student is expected to learn or demonstrate; the content, complexity, or standard may change.	Reduced complexity, alternate curriculum expectations, substantially different assignments.

Make each support implementable

- Identify when and where it applies.
- Describe amount or condition, not just “as needed.”
- Clarify who provides it.
- Ensure the support matches a documented need.
- Discuss use during assessments and any state testing rules.
- Plan how the student will learn to use the support independently when appropriate.

Support planning

Need or barrier	Support	Setting and frequency	How we will know it helps

Important: This educational resource provides general information and is not legal advice or legal representation. Special education procedures and timelines may vary by state. Review your state safeguards and consult a qualified professional about your circumstances.

Primary reference: Individuals with Disabilities Education Act regulations, 34 CFR Part 300, and U.S. Department of Education IDEA resources at sites.ed.gov/idea.