

A modification usually means a change in what is being taught to or expected from the student. Making the reading on an assignment easier or shortening an assignment are examples of modifications.

When considering when and/or how to modify an assignment or make an accommodation for a particular student, it is critical that general and special education teachers have communicated about the best ways to work with students with IEP's. Suggestions for best practices include:

- the general education and exceptional children's teacher routinely discuss the strengths and needs of students with disabilities in the general education classroom
- the exceptional children's teacher provides copies of the modifications pages from students' IEP's (the general education teacher asks for those pages if they are not provided)
- the exceptional children's teacher invites the general education teacher to IEP meetings (the general education teacher attends IEP meetings)
- general and special education teachers align and match accommodations for students with disabilities with classroom instruction, classroom testing and standardized testing

Working together, the general and exceptional children teachers can provide the most effective accommodations and modifications to maximize individual student learning.

References

National Center for Education Statistics

http://nces.ed.gov/programs/digest/d09/tables/dt09_051.asp

Center for Applied Special Technology

<http://www.cast.org/udl/index.html>

National Dissemination Center for Children with Disabilities

<http://nichcy.org/schoolage/accommodations>

Special Connections, University of Kansas

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=instruction&subsection=ia/main>
