

Individualized Education Program (IEP)
Accommodations, Modifications, and Assistive Technology

Student Jason Patterson Student # 49 Grade 1 Age 6 y 9 m IEP Date: _____

PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate.

Subject

(Codes Below)

Presentation

- _____ Use large print/Braille/recorded books
- _____ Alter format of materials (*highlight, type, spacing etc.*)
- _____ Low-vision devices (*magnifiers, Closed Circuit TV, etc.*)
- _____ Sign Language – ASL or SEE
- _____ Shortened assignments
- _____ Preview test procedures
- _____ Limited multiple choice
- _____ Rephrase test questions and/or directions
- _____ Provide test/quiz study guide
- _____ Provide extra credit options
- _____ Simplify test wording
- _____ Read class materials orally
- _____ Assign peer tutor/note taker
- _____ Other: _____

Timing/Scheduling

- _____ Prior notice of tests/quizzes
- _____ Extra time on tests/quizzes
- _____ Allow breaks (*during work or tests, between tasks, etc.*)
- _____ Modify student's schedule (*describe below*): _____
- _____ Other: _____

Subject

(Codes Below)

Setting

- _____ Provide individualized/small group instruction
- _____ Read class materials orally
- _____ Provide study outlines/guides/graphic organizers
- _____ Modify/repeat/model directions
- _____ Take test in separate location
- _____ Preferential seating
- _____ Other: _____

Response

- _____ Utilize oral responses to assignments/tests
- _____ Text-to-Speech (*Kurzweil, WYNN, Text Help, etc.*)
- _____ Allow dictation to a scribe
- _____ Allow use of a calculator
- _____ Allow use of tape recorder
- _____ Spelling and grammar devices
- _____ Speech-to-text software
- _____ Hands-on assignments
- _____ Other: _____

Other

- _____ Provide desktop list of tasks
- _____ Provide homework lists
- _____ Behavior plan/contract
- _____ Provide daily assignment list
- _____ Modified grading
- _____ Other: _____

Assistive Technology

- _____ Describe:
- _____ Describe:
- _____ Describe:

Subject Codes (Used Above)

- | | | | |
|-----------------|-------------------|-----------------------|-------------------------------|
| a. All subjects | f. Science | k. Physical Education | p. Extracurricular Activities |
| b. Reading | g. Social Studies | l. Music/Art | q. Other: _____ |
| c. English | h. History | m. Vocational | r. Other: _____ |
| d. Spelling | i. Health | n. Lunch/Recess | |
| e. Math | j. Economics | o. Library | |

Points to Consider:

The IEP team makes the determination of what modifications and individual accommodations are necessary for the student. Copies of this page should be provided to the general education teacher(s) or other staff who will be responsible for making these accommodations. Accommodations provided on state and districtwide assessments (as noted on assessment page of the IEP) should be those that are provided as part of the regular instructional program.