

IEP Student Modifications

Student:

Date:

Subject:

Grade:

Goals:

Program Modifications:

home/school agenda book	pre-teach important vocabulary
teach the student the skills necessary to manage instructional materials	provide a structured overview of the lesson before beginning instruction
provide an outline of the lesson, teach the content, then review the lesson (Such a structure will help the student to assimilate ideas.);	use outlines, and teach outlining and underlining to help the student structure and shape what is being learned as it is being learned;
allow audiotaped responses or verbatim scribing of responses to test questions	review with the student the process required to complete the task
highlight key words or instructions for emphasis	divide instructions into small, sequential steps
provide needed prompts and cues	present new concepts in a concrete manner
provide opportunities for activity breaks to help develop the student's ability to focus on instruction	divide the test into parts and give it to the student one section at a time or over a period of days
make use of peer tutoring	make use of consistent expectations
make use of appropriate computer technology where possible	include a variety of activities for the student in each lesson
help the student enhance his or her memory by teaching specific learning strategies such as mnemonics (e.g., cues, rhymes, codes)	provide the student with a copy of peer or teacher notes to allow the student to focus on listening
adapt the assessment format (e.g., make it an oral test, a practical demonstration, an interview, a construction, or a tape-recorded test)	present material to the student in a combination of different ways (e.g., through maps, charts, videos, computers, diagrams, demonstrations)
read or clarify questions for the student and encourage the student, without assisting or providing the response, to rephrase questions in his or her own words	allow the student to use assistive devices and technology resources, such as a Kurzweil reader, a speech synthesizer, or speech-to-text software
allow the student to write down the main points and to expand on them verbally	provide the student with a quiet location, free from distractions
allow the student additional time, when required, to complete the tests	provide repeated opportunities to practice/review
make use of overheads and keep each overhead for later review by the student	allow the student to use calculators, where appropriate
allow the student flexibility, as appropriate, in the number of questions to be answered relating to the same skill	use visual aids, demonstrations, simulations, and manipulative materials to ensure that the student understands the concepts presented
provide prompts for the purpose of drawing the student's attention back to the test	provide periodic supervised breaks