



# Understanding Instructional and Curricular Modification

Category: Meeting All Learner Needs

## Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with the Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

**Category:** Meeting All Learner Needs

**Duration:** Full workshop – 3 hours

**Desired Outcomes:**

Participants will...

- Describe the different levels of modification.
- Explain the differences between instructional and curricular modifications.
- Explain the process of developing curricular modifications.
- Identify the importance of monitoring and documenting student progress.

**Learning Forward Standards for Professional Learning:**

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

**Resources in This Binder:**

- Handouts
  - Workshop Agenda
  - Attendee Notes
  - 3-2-1 Evaluation Form
  - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



## Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



### Main Topics

1. Overview of Modifications and Accommodations
2. Levels of Modification
3. Two Kinds of Modifications
4. Planning Curricular Modifications
5. Monitoring Modifications

### Subtopics

#### 1. Overview of Modifications and Accommodations

- a. Overview
- b. Accommodation vs. Modification
- c. What Is an Accommodation?
- d. What Is a Modification?
- e. Why Should I Make Modifications?

#### 2. Levels of Modification

- a. Level 0
- b. Level 1
- c. Level 2
- d. Level 3
- e. Level 4
- f. Level 5

#### 3. Two Kinds of Modifications

- a. Instructional vs. Curricular – Examples
- b. Using Instructional and Curricular Modifications

#### 4. Planning Curricular Modifications

- a. Differences in Planning
- b. Fundamentals of Curricular Modifications
- c. Strategies

#### 5. Monitoring Modifications

- a. Monitoring and Documenting Student Progress
- b. Importance of Monitoring

## Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
<b>Getting Started</b>		
Introduce self, co-teacher, participants	1-2	<b>15</b>
Explain materials issued to participants		
Cover Objectives (from Workshop Overview)		
<b>Discussion Point</b> – Participants' Prior Knowledge of Modification	2	(10)
<b>Topic 1 – Overview of Modifications and Accommodations</b>	3-8	<b>25</b>
<b>Topic 2 – Levels of Modification</b>	9-16	<b>35</b>
<b>Activity</b> – Think, Pair, Share	16	(15)
<b>Topic 3 – Two Kinds of Modifications</b>	17-21	<b>15</b>
<b>Discussion Point</b> – Two Kinds of Modifications	21	(10)
Break		
<b>Topic 4 – Planning Curricular Modifications</b>	22-33	<b>50</b>
<b>Activity</b> – Structured Problem Solving	33	(15)
<b>Topic 5 – Monitoring Modifications</b>	34-36	<b>10</b>
<b>Closing Thoughts</b>	37	<b>15</b>
<b>Discussion Point</b> – Discuss the Quote and Presentation	37	(10)
Total of 2 hours and 45 minutes (not including break)		

### Helpful tip!

**This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.**

PDXPERT		TWO KINDS OF MODIFICATIONS	
Using Instructional and Curricular Modifications			
Instructional Modification (Accommodation)	Curricular Modification (Modification)		
The student basically does what everyone else does.	The student may or may not do what everyone else does.		
Administrative changes.	Content changes.		
Is less resource-intensive.	Uses more resources.		
Assistants can make on-the-spot decisions.	Only certified staff can make curricular modification decisions.		

The MASTER Teacher  
Teaching Support Team

*It is important for you to recognize the difference between an instructional modification and a curricular modification; consider the comparisons in this table.*

Point out that these comparisons are discussed in *The Classroom Teacher's Guide to Instructional and Curricular Modifications* by Wendy Dover.

**Row 1:** *In accommodation, students are basically doing what their peers without disabilities do; the students “look” like everyone else. A student receiving modifications might appear to be doing something different – which is most likely the case – so the educator must be prepared to answer questions from other students and even parents.*

**Row 2:** *In accommodation, **where**, **when**, and **how** changes are administered. In modification, **what** and **why** changes are made.*

**Row 3:** *Accommodation uses fewer resources and implementation may not require a team. Modification tends to use more resources, such as time and materials. Development and implementation will also most likely involve more people.*

**Row 4:** *Paraeducators and assistants can make on-the-spot instructional modification decisions. In curricular modification, only certified staff can make modification decisions, and these require curriculum and individual student information.*

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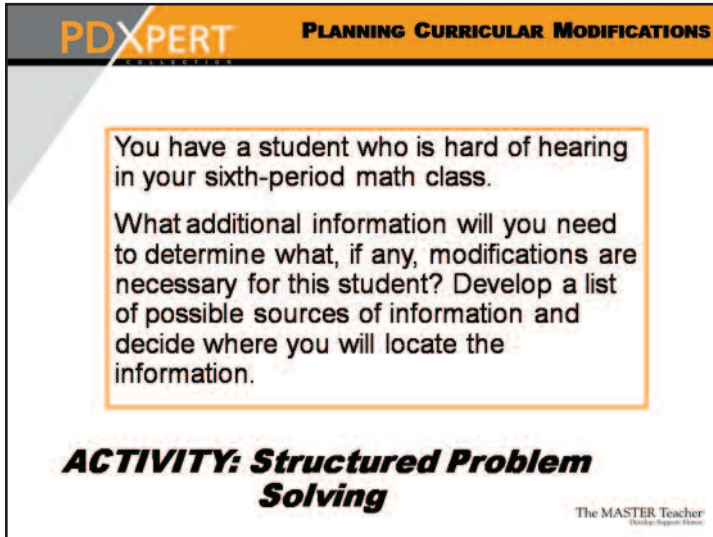
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Slide 33



**Activity: Structured Problem Solving**

Allow 15 minutes for this activity.

**Instructions:** Ask participants to divide into teams of four. Instruct them to read the situation on the slide. Ask members of the group to discuss the question to solve the problem.

**Debrief:** Ask each group to share their opinions about this situation. Determine the possible modifications, both instructional and curricular, that would help the student who is hard of hearing.

**Future use:** After the workshop, ask a staff member to type up the group responses and the charted opinions. Email the typed summary to teachers to review before their next grade level/departments meeting.

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## “Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Describe how you planned and implemented modifications for a student with special needs.

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2. Are there any aspects of instructional or curricular modifications that the workshop did not cover? What are they, and how do you propose handling the problem? If you are not sure how to handle the problem, how could you find the answer?

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3. Describe how you are going evaluate and apply modification strategies that you have learned from the workshop for students in your class.

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