

Accommodations and Modifications: A Framework for Access

July 2026



Vermont I-Team
Interdisciplinary Support for Inclusion

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Learning Outcomes



1

Identify three parts
of the access
framework



2

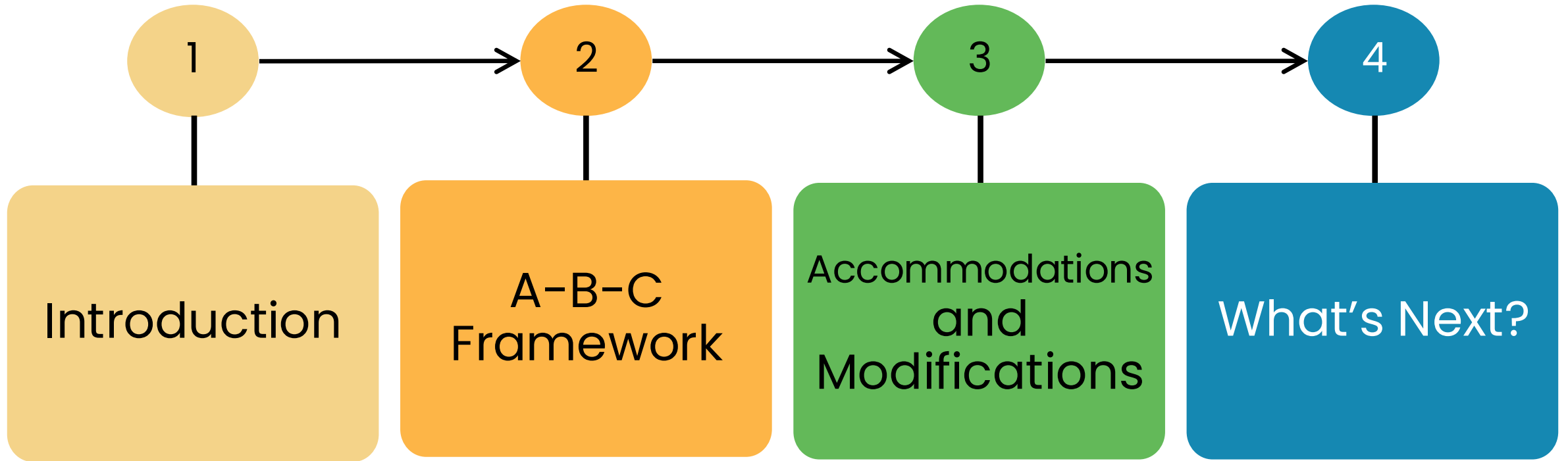
Identify one
primary feature of
accommodations



3

Identify one
limitation of
modifications

Agenda



Training Resources on Website:

go.uvm.edu/i-team

- Captioned video
- Video transcript
- PowerPoint slides
- Training handouts
- External resources

Introduction

Topics Review:

Challenges

IEP Connection

A-B-C Framework

A-B-C Steps

Real Life

Accommodations
and Modifications

Resource Review

Next Step Ideas

Understanding Our Challenges

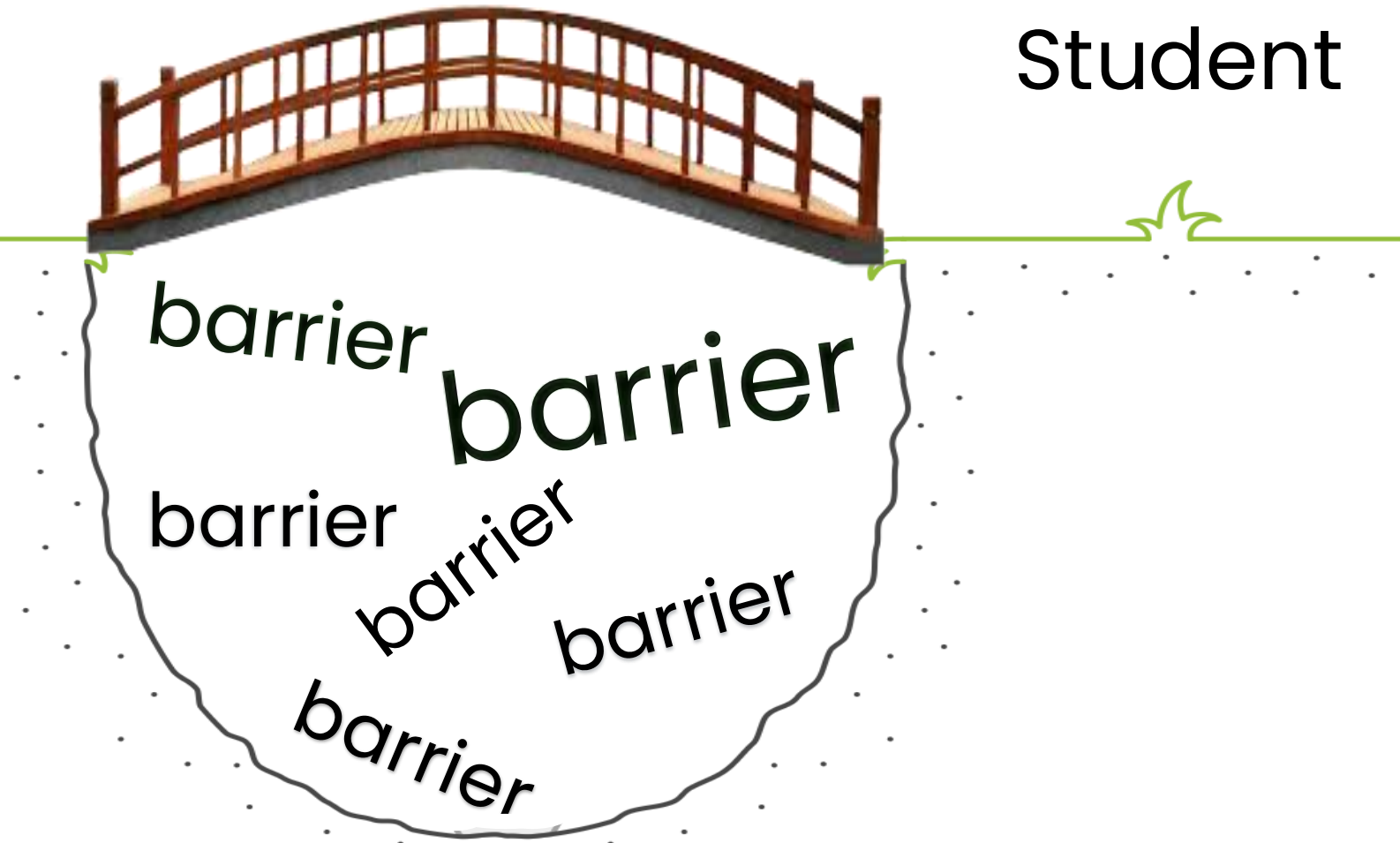
- Accommodation vs modification
- Influence of other parts of IEP
- Logical connections to student
- Managing content

Bridging the Gap

Supports and Services

General
Education
Curriculum

Student



IEP in Simple Steps

1. Grade-level **educational plan** helps frame **student profile**
2. Profile and plan compared, **mismatches** identified
3. Appropriate **solutions** resolve mismatches.
4. **Individualized plan** includes Implementation steps, resources.

A-B-C Framework in Simple Steps

1. **Curriculum activity** and **Student Profile** collected
2. Plan and profile compared, **mismatches** identified
3. Appropriate **solutions** resolve mismatches.
4. **Simple plan**

A-B-C Framework

How-To Instructions

Examples

Application Notes

A-B-C Framework Features

- Based in IEP
- Clear and concise
- Flexible

Activity

Barrier

Change

Activity-Barrier-Change Framework

[illegible]

Examples of A-B-C Resource

Examples of A-B-C Framework

Student 4 A-B-C Example

Student: Elementary Student, AAC user, motor challenges, modified curriculum content

Context: Descriptions of class activities were written based on interview with the general educator. Barriers were identified based on the team's knowledge of the student and the IEP. Accessibility options were recommended and the team later make a plan and wrote out which of the options they were trying.

GE Subject / Lesson	Routines/Activity brief description	Student Participation Barriers	Student Accessibility Options
Literacy: Foundations: Writing words	Tap fingers and speak letter sounds create a word with all the letters Write out word	tapping speaking letters, word writing word	adult produces letters slowly, gradually blending into word; show student picture of word (bbbbbb-eeeeee-dddddd bed - pix) reverse process so student picks a picture and adult says the letter sounds to show blending (picks dog: dddd-oooo-gggg) <u>adult</u> write word +/- HOH
Literacy: Foundations: Spelling Words	Pick up, move letters on magnet board spell words with letters	moving letter tiles spelling skills	put copy set of letters on eye gaze board; partner moves letters on board as he picks them

How-To Instructions

A-B-C Framework

A-B-C Framework with Prompts

Activity

“What is the curriculum activity?”

Barrier

“What is preventing the student’s access?”

Change

“What will make the activity accessible?”

A-B-C Read Aloud Example

Activity

- teacher read aloud
- students listen at desks
- write summary

Barrier

- mechanics of writing
- vocabulary

Change

- word bank
- speech to text

A is for Activity

How-To Instructions

Activity Steps

1. Select target activity from class schedule
2. Record actions, skills, abilities, materials required for activity (task analysis)
3. Record academic targets.

Activity

Barrier

Change

B is for Barrier

How-To Instructions

Barrier Steps

1. Get student PLP/ plan for missing info
2. Compare activity steps to student needs
3. Identify mis-matches (barriers)
4. Record all barriers
5. Include academic alignment or barriers

Activity

Barrier

Change

C is for Change

How-To Instructions

Change Steps

1. Identify changes to address each barrier
2. No content changes yet
3. Create short plan or longer menu of idea
4. Follow Modification path

Activity

Barrier

Change

A-B-C Framework Checklist

- ☐ Record activity task analysis
- ☐ ID academic skills
- ☐ Compare Student/PLP to activity
- ☐ Record barriers
- ☐ ID changes for barriers
- ☐ Use Modification Consideration for decisions

Activity

Barrier

Change

A-B-C Examples

A-B-C Framework

A-B-C Word Work Example

Activity

- stand at board
- listen to word
- id word
family
- circle it

Barrier

- distance vision
- standing
- hand coordination

Change

- Whiteboard photo on iPad
- Zoom camera or peer use iPad

A-B-C Math Game Example

Activity

- roll dice
- move, hold pieces
- verbal cooperation
- math skills

Barrier

- hand coordination
- speech
- unclear math skills

Change

- e-spinner
- text to speech card
- eye gaze board + negotiation phrases

Reminders for Real Life

- Invite all roles – especially the student!
- Collect A-B-C charts for reference, save time, add consistency
- Document “how” and “when” support plans;

A-B-C Framework and IEP

Activity

Barrier

Change

Curriculum

Present Levels

Accommodations

Accommodations and Modifications

Accommodations and Modifications

Modification Plan Process

Accommodations Resources

Working Definitions: Accommodations vs Modifications

Accommodations

- **don't** change expectations for learning
- Affect format
- Access skills

Modifications

- **do** change expectations for learning
- Affect content
- Academic skills

Accommodations vs Modifications

- Is the academic content changed?
- Are the learning expectations changed?
- How does it change the learning as compared to peers'?

Key Features of Accommodations

- Level the playing field
- Removes barrier to content created by curriculum
- No change to what's being taught or tested
- Don't make task easier or give unfair advantage

Key Features of Modifications

- Changes to depth, breadth, complexity of target
- Carry the risk of oversimplifying the targets
- Can result in fragmented learning over time

Modification: Ask and Plan

Ask

- Target skill?
- Student's PLP?
- Specific challenge with task / skill?
- Accommodations now and. In the past?
- Relevant student data?
- Role of executive function skills?

Plan

- Collaborate with general educator
- Access options: Executive Function supports; Core Content Connectors; Depth, breadth, and complexity options Tiered support
- Plan for instruction and monitoring

Modifications in A-B-C Framework

Academic Target Barriers

- Student's target skill challenges
- Impact of Executive Function (EF) challenges
- History, data, that reflects barriers

Options for Change

- What's worked... Student can do, Accommodations, EF supports
- Check Core Content Connectors
- Gen Ed teacher input

Resources

Executive Functioning Handbook and Checklist

The [Executive Functioning Handbook and Checklist](#) offers signs and solutions.

Checklist for Executive Function Skills – Elementary Level

The following is a list of Executive Function Skills. These are abilities that allow a student to be successful. Please mark any of the behaviors below that apply to your student. Only mark items that are comparatively worse than other students his or her age.

SUSTAINED ATTENTION: Ability to maintain attention despite distractibility, fatigue, or boredom.

- ☐ Distractibility
- ☐ Inconsistent performance
- ☐ Forgetfulness
- ☐ Zoning out/daydreaming
- ☐ Making careless mistakes
- ☐ Difficulty following directions
- ☐ Difficulty completing assignments
- ☐ Poor *note* taking skills
- ☐ Off task behaviors (i.e., talking to neighbors, playing with items in desk)

WORKING MEMORY: Holding information in mind while performing complex tasks.

- ☐ Gets confused when too much information is presented
- ☐ Has trouble remembering things (i.e., phone numbers)
- ☐ May lose track of what they are doing as they work
- ☐ May forget what they need to retrieve when sent on an errand
- ☐ May frequently switch tasks or fail to complete tasks
- ☐ Has difficulty keeping up with classroom lessons
- ☐ Has difficulty remaining attentive and focused for appropriate length of time
- ☐ Has difficulty sequencing math word problems
- ☐ Extreme difficulty solving problems mentally (i.e., mental math)
- ☐ Has poor reading comprehension
- ☐ Has difficulty summarizing
- ☐ Demonstrates inconsistent performance
- ☐ Has difficulty following directions
- ☐ Has difficulty keeping track of a lot of information

FLEXIBILITY: To move freely from one situation to another and to think flexibly in order to

Wisconsin AT Initiative Manual

The [Wisconsin AT Initiative Manual](#)

has lists of challenges and solutions for all domains.

WATI Student Information Guide SECTION 2 Motor Aspects of Writing

1. Current Writing Ability (Check all that apply.)

- | | |
|--|---|
| ☐ Holds pencil, but does not write | ☐ Pretend writes |
| ☐ Scribbles with a few recognizable letters | ☐ Uses regular pencil |
| ☐ Uses pencil adapted with _____ | ☐ Copies simple shapes |
| ☐ Copies from book (near point) | ☐ Copies from board (far point) |
| ☐ Prints a few words | ☐ Writes on 1" lines |
| ☐ Prints name | ☐ Writes on narrow lines |
| ☐ Writes cursive | ☐ Uses space correctly |
| ☐ Writing is limited due to fatigue | ☐ Sizes writing to fit spaces |
| ☐ Writing is slow and arduous | ☐ Writes independently and legibly |

2. Assistive Technology Used (Check all that apply.)

- | | | |
|---|--|--------------------------------------|
| ☐ Paper with heavier lines | ☐ Paper with raised lines | ☐ Pencil grip |
| ☐ Special pencil or marker | ☐ Splint or pencil holder | ☐ Typewriter |
| ☐ Computer | ☐ Other _____ | |

3. Current Keyboarding Ability (Check all that apply.)

- | | |
|--|---|
| ☐ Does not currently type | ☐ Activates desired key on command |
| ☐ Types slowly, with one finger | ☐ Types slowly, with more than one finger |
| ☐ Accidentally hits unwanted keys | ☐ Performs 10 finger typing |
| ☐ Requires arm or wrist support to type | ☐ Accesses keyboard with head or mouth stick |
| ☐ Uses mini keyboard to reduce fatigue | ☐ Uses switch to access computer |
| ☐ Uses Touch Window | ☐ Uses alternative keyboard |
| ☐ Uses access software | ☐ Uses Morse code to access computer |
| ☐ Uses adapted or alternate keyboard, such as _____ | |
| ☐ Other _____ | |

4. Computer Use (Check all that apply.)

- | | | |
|--|--|--|
| ☐ Has never used a computer | ☐ Uses computer at school | ☐ Uses computer at home |
| ☐ Uses computer for games | ☐ Uses computer for word processing | |
| ☐ Uses computer's spell checker | | |
| ☐ Uses computer for a variety of purposes, such as _____ | | |
| ☐ Has potential to use computer but has not used a computer because _____ | | |

OCAI Domains List

The [OCAI Domain List](#) is an easy-to-read set of AT and support ideas across domains.



Reading – Options for adapting reading materials and tools to support all aspects of reading.

- Change in text size, spacing, color, background color
- Page turner, fluffer
- Accessible digital text
- Highlighted text
- Book stands
- Text-to-speech
- Text summary
- Comprehension support tools
- Digital conversion tools - scanners and OCR software, mobile scan-and-read apps
- Tactile aids
- Multimedia presentation formats
- Audio text/books
- Braille books
- Decodable (controlled) text
- Concept maps



Writing: Composition – Aids to support writing composition in the areas of grammar, spelling, drafting, composing, editing, and publishing.

- Outlining software
- Concept mapping
- Writing templates
- Graphic organizers
- Talking word processor
- Picture supports to write about
- Spell and grammar check
- Word prediction
- Handheld and online dictionary/thesaurus
- Tools for citations and formats
- Word or sound walls
- Word banks
- Speech recognition
- Braille notetaker
- Braille writer



Writing: Motor Aspects – Options to support students who struggle with handwriting and other text generation methods.

- Adapted grips for writing utensils
- Word processing
- Specialized keyboards
- Weighted writing utensils
- Guided notes

Support Implementation Chart

The Support Implementation Chart captures short entries of support implementation plans.

Support Implementation Chart Example

Support from IEP	Team's Added Detail
Tactile, visual cue	Gain attention with tactile or visual cue before giving instructions, especially transition times (e.g., flick of lights).
People identifiers	Use joint attention routines with specific people to support anticipation
speaker practices	Identify the speaker (e.g., point to, use name sign) called on; encourage students to speak one at a time
Visible Partner	Communicate from front, at close range (within 12 inches) show peers communication position
Communication time	Pause instruction 5 seconds to give time for facilitator to communicate information
Close class door	Keep classroom doors closed - minimize noise and visual distractions from the hall from interfering with engagement.
Print format	Setting for CVI Color contrast; Print size (Arial) 24 front; matte lamination
Photos	Pictures – all photos 3x3 or 3x4 picture, <u>close up</u> , limit the background,

What's next?

- Next Steps
- Thanks

Ideas for Next Steps

- Draw three boxes and try a quick A-B-C sequence for one activity, one student
- Print out blank A-B-C grid.
- Download handouts from our website.
- Navigate to links, download document or bookmark from your browser menu



Bigger Ideas for Next Steps

- Create a list of student's "Change" options based on their IEP
- Share link to this video with your colleagues, discuss at next meeting.
- During your next Professional Development time create A-B-C charts for one student



Thank You!



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Training Resources

I-Team handouts

- [Activity-Barrier-Change Framework](#)
- [Examples of A-B-C Framework](#)
- [IEP Support Implementation Chart](#)

Created by others

- [OCALI Domain List](#)
- [Wisconsin AT Initiative Manual](#)
- [Executive Functioning Handbook & Checklist](#)

Attribution

Vermont I-Team. (2026). Accommodations and Modifications: A Framework for Access. [Online training]. <https://go.uvm.edu/i-team>

This training was created in
partnership with the





Vermont I-Team

Interdisciplinary Support for Inclusion

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Center on Disability & Community Inclusion



University
of Vermont

College of Education
and Social Services

50
years
1974 - 2024

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