

## Accommodations, Modifications, and Interventions: What's the Difference?

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### Why This Matters

Families often hear terms like **accommodation**, **modification**, or **intervention** during school meetings. These supports are important but they are not the same thing. Understanding the difference can help you better advocate for your child.

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### Accommodations

**Accommodations** are changes in **how** a student learns or accesses the curriculum. They do not change what the student is expected to learn.

#### Examples:

- Extended time on tests
- Preferential seating
- Audiobooks instead of printed text
- Visual schedules

#### Key Idea:

The **learning target stays the same**, but the way the student reaches it is adjusted.

Accommodations can be used in general education, through a 504 Plan, or as part of an IEP.

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### Modifications



**Modifications** are changes in **what** a student is expected to learn. They change the level or amount of work.

**Examples:**

- A simplified reading passage
- Fewer math problems or alternative assignments
- Adjusted grading based on individual goals

**Key Idea:**

The **learning expectations are changed** to meet the student's unique needs.

Modifications are typically used only in special education and must be written into an IEP.

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 **Interventions**

**Interventions** are **targeted teaching strategies** used to help students improve in a specific area. These are time-limited and based on data.

**Examples:**

- A small group reading lesson three times a week
- Daily behavior check-ins
- A math skill-building program focused on place value

**Key Idea:**

Interventions are often part of **MTSS** and happen **before** special education is considered.

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## Comparison at a Glance

Term	What It Changes	Where It's Used	Goal
Accommodation	How a student learns	General education, 504 Plan, IEP	Access grade-level content
Modification	What a student learns	IEP only	Provide alternative learning expectations
Intervention	How skills are strengthened	MTSS or general education	Improve specific academic or behavioral needs



## What Parents Say

- “Once I knew the difference, I could ask the right questions.”
- “My child didn’t need special education, but interventions helped a lot.”
- “Accommodations helped level the playing field without lowering expectations.”



## Important Reminder

It is okay to ask your child’s teacher, team, or administrator to explain what supports your child is receiving. Clarifying the terms helps you stay informed and involved in the decisions that impact your child’s learning.

For more support, visit [www.ksde.org](http://www.ksde.org) or talk with your child’s teacher, counselor, or support team.