

ACCOMMODATIONS AND
MODIFICATIONS
FOR STUDENTS WITH DISABILITIES
Career Education and
Adult General Education

FLORIDA DEPARTMENT OF EDUCATION
Revised • 2011

ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES

Career Education and Adult General Education

This brochure identifies accommodations and modifications that students with disabilities in secondary and postsecondary career education and adult general education programs may need.

Setting	Secondary	Postsecondary
Type of Activity	Exploratory, pre-vocational, and job preparatory career education programs	Career education and adult general education programs
Instructional Accommodations*	Presentation, response, setting, schedule, assistive technology	Presentation, response, setting, schedule, assistive technology
Testing Accommodations*	Presentation, response, setting, schedule, assistive technology	Presentation, response, setting, schedule, assistive technology
Career Education and Adult General Education Curriculum Modifications**	10 percent variance for career education (except for licensure programs); applicable to all students (see Note #1) Modifications through the individual educational plan (IEP) process—Modified Occupational Completion Points (see Notes #2 & #3)	10 percent variance for career education (except for licensure programs); applicable to all students (see Note #1)
Assistive Technology	Low-, mid-, and high-tech devices Examples: special keyboard, speech synthesizer, talking calculator, telecommunication device for the deaf, computer, braille, voice recognition software, video magnifier, pencil grips, clamps	Low-, mid-, and high-tech devices Examples: special keyboard, speech synthesizer, talking calculator, telecommunication device for the deaf, computer, braille, voice recognition software, video magnifier, pencil grips, clamps
Support Services	Examples: counselors, interpreters, readers, notetakers, tutors, support facilitators (exceptional student education consult/itinerant)	Examples: counselors, interpreters, readers, notetakers, tutors, support facilitators
Legal Basis	Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act (Section 504), Individuals with Disabilities Education Act (IDEA), Florida's state laws and regulations (Florida Statutes and Florida Administrative Code—State Board of Education Rules)	ADA, Section 504, IDEA (dual enrolled secondary students), Florida Statutes and Florida Administrative Code—State Board of Education Rules

* Accommodations provide access to educational programs and required standards. They do not change the content or skill level of the standards. Generally, students need the same kinds of accommodations for instruction and testing.

** Modifications change the content, skill level, or number of skills required.

ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH DISABILITIES

Career Education and Adult General Education

Federal and state legislation requires the provision of accommodations and modifications for students with disabilities as identified in IEPs or Section 504 plans for secondary students, and other plans used for students with disabilities at the postsecondary/adult level.

Setting	Specialized Secondary	Specialized Postsecondary
Type of Activity	Exceptional student education (ESE) career education courses	Vocational Education for Students with Disabilities, Adult General Education for Adults with Disabilities, Supported Competitive Employment Phase I
Instructional Accommodations*	Presentation, response, setting, schedule, assistive technology	Presentation, response, setting, schedule, assistive technology
Testing Accommodations*	Presentation, response, setting, schedule, assistive technology	Presentation, response, setting, schedule, assistive technology
Career Education and Adult General Education Curriculum Modifications**	Student performance standards selected on individual basis for customized program	Student performance standards selected on individual basis for customized program
Assistive Technology	Low-, mid-, and high-tech devices Examples: special keyboard, speech synthesizer, talking calculator, telecommunication device for the deaf, computer, braille, voice recognition software, video magnifier, pencil grips, clamps	Low-, mid-, and high-tech devices Examples: special keyboard, speech synthesizer, talking calculator, telecommunication device for the deaf, computer, braille, voice recognition software, video magnifier, pencil grips, clamps
Support Services	Examples: counselors, interpreters, readers, notetakers, tutors, support facilitators (exceptional student education consult/itinerant)	Examples: counselors, interpreters, readers, notetakers, tutors, support facilitators
Legal Basis	ADA, Section 504, IDEA, Florida Statutes and Florida Administrative Code—State Board of Education Rules	ADA, Section 504, Florida Statutes and Florida Administrative Code—State Board of Education Rules

* Accommodations provide access to educational programs and required standards. They do not change the content or skill level of the standards. Generally, students need the same kinds of accommodations for instruction and testing.

** Modifications change the content, skill level, or number of skills required.

NOTES

Note #1:

Rule 6A-6.0571, F.A.C., Vocational and Workforce Development Standards and Industry-Driven Benchmarks

(1) District school boards and community college boards of trustees variance authority. District school boards of education and community college boards of trustees are authorized to vary up to ten (10) percent of the intended outcomes of each framework included in the document, "Career and Technical Education Programs, Academic Year 2010–2011 Curriculum Frameworks by Career Cluster" or in the document "Adult General Education Standards and Curriculum Frameworks, 2010-2011." The variance does not apply to frameworks identifying occupations requiring state or federal licensure, certification or registration.

Note #2:

Rule 6A-6.0312, F.A.C., Course Modifications for Exceptional Students

(1) Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational education courses, the particular outcomes and student performance standards a student must master to earn credit must be specified on the student's individual educational plan.

Note #3:

Modified Occupational Completion Points (MOCPs)

are selected sets of student performance standards that fall between established occupational completion points identified in curriculum frameworks.

CONTACTS

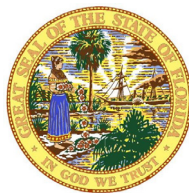
Bureau of Exceptional Education
and Student Services

Judith White
(850) 245-0475
judith.white@fldoe.org

Division of Career
and Adult Education

Jane Silveria
(850) 245-9022
Jane.Silveria@fldoe.org

Pam Shrestha
(850) 245-9905
Pam.Shrestha@fldoe.org



Florida Department
of Education

Gerard Robinson
Commissioner

310907

RESOURCES

Florida Department of Education

Division of Career and Adult Education

<http://www.fldoe.org/workforce>

Basic Skills Tests, Academic Skills Tests for Adults, General Educational Development (GED) Tests, Licensure Examinations, and Accommodations and Exemptions for Students with Disabilities: Technical Assistance Paper, Revised June 2010.

<http://www.fldoe.org/workforce/pdf/Attachment-BasicSkillsTAP.pdf>

Technical Assistance Paper, Career Education Basic Skills Assessment, 2010

<http://info.fldoe.org/docushare/dsweb/Get/Document-4155/basic-skill-tap-att1.pdf>

Program Curriculum Frameworks
<http://www.fldoe.org/workforce/dwdframe/>

Bureau of Exceptional Education and Student Services

<http://www.fldoe.org/ese>

Guide to FCAT and FCAT 2.0 Accommodations for Students with Disabilities, 2010
312494

Accommodations: Assisting Students with Disabilities, 2010
310522

Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education, 2011
311201

Download documents:

<http://www.fldoe.org/ese/pub-home.asp>