

**ACCOMMODATIONS  
OR MODIFICATIONS,**

**WHICH IS IT?**

# What are accommodations?

Accommodations are alterations in the way tasks are presented that allow [students] with learning disabilities to complete the same assignments as other students.

Accommodations do not alter the content of assignments, give students an unfair advantage or in the case of assessments, change what a test measures. They do make it possible for students with LD to show what they know without being impeded by their disability.

# What if accommodations don't seem to be helping?

Selecting and monitoring the effectiveness of accommodations should be an ongoing process, and changes should be made as often as needed as determined by IEP Team. The key is to be sure that chosen accommodations address students' specific areas of need and facilitate the demonstration of skill and knowledge.

# What are modifications?

Modifications are changes to program or course outcomes or what an individual is expected to learn.

Modifications are not the same as accommodations.

Modifications will alter the instruction level, the content of the course, and the performance criteria.

Modifications “do fundamentally alter or lower the standard for a course.”

**Wait a minute!**

**You can't do that!**

# Legally - Yes we can!

Rule 6A-6.0312 Florida Administrative Code  
Course Modifications for Exceptional Students.

School boards shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. **School boards shall modify vocational courses and programs of study, as necessary, to assure handicapped students the opportunity to meet graduation requirements for a standard or a special diploma.**

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

# What are MOCs?

**MOCs are Modified Occupational Completion Points.**

**This involves modifying the curriculum and identifying a completion point that falls between established completion points.**

# Who can have a MOCP?

Any *high school* student who has been identified as having a disability and has an active IEP.



# What are the benefits?

- Increased flexibility in career planning; allow more opportunities and choices related to education and jobs
- Provide a realistic career plan
- Allow for a larger, more diverse population of workers that meet local community labor market needs

# What are the benefits?

- Highlight student abilities rather than disabilities
- Give students and teachers a targeted outcome
- Complement dropout prevention by helping students target specific school-to-work goals

# How do we determine if a student needs a MOCP?

- Evaluate student progress after being in program
- Expectations for career field
- Ability to modify program
- Decision of IEP team

# How do you develop a MOCPP?

- Establish commitment of district administration to implement MOCPPs.
- Establish a core team that includes representatives from vocational education, exceptional student education, guidance, local business and industry, and vocational specialists.
- Drafts district policy on course modifications including provision for course modifications in the district's Pupil Progression Plan and submits it for review and approval.

# How do you develop a MOCP?

- Select specific vocational program areas, review curriculum frameworks, and develop MOCPs to reflect occupations in the community, using recommended titles from the Dictionary of Occupational Titles (DOT), when appropriate.
- Identify student performance standards for selected MOCP areas.

# How do you develop a MOCPP?

- Establish procedures for including MOCPPs in student performance standards in the Transition IEP and adopt procedure for tailoring MOCPPs for individual students.
- Provide training and on-site technical assistance, as appropriate.

# Sample Developing BCT MOCs

- 01.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance --The student will be able to:
  - 01.01 Comply with all applicable Occupational Safety and Health Administration (OSHA) rules and regulations.
  - 01.02 Identify and locate the Material Safety Data Sheets (MSDS) and follow the procedures as necessary.
  - 01.03 Describe "Right-to-Know" Law as recorded in (29 CFR-1910.1200)
  - 01.04 Identify and use safety equipment.
  - 01.05 Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments.
  - 01.06 Explain emergency procedures to follow in response to workplace accidents.
  - 01.07 ~~Create a disaster and/or emergency response plan.~~

**02.0 Demonstrate an understanding of the construction industry and related occupations--The student will be able to:**

~~02.01 Describe the development of construction technology, its impact on the built environment and the impact of growth on the construction industry.~~

~~02.02 Describe the benefits of the construction industry on health and safety, communication, transportation, and the economy.~~

~~02.03 Demonstrate an understanding of the relationship between construction and the environment.~~

~~02.04 Describe the role of trade unions in the construction industry.~~

~~02.05 Demonstrate an understanding of apprenticeship.~~

~~02.06 Identify the different classifications of construction projects.~~

~~02.07 Define the roles and responsibilities of the general contractor, specialty contractor, construction management, and design build firms.~~

~~02.08 Identify construction trade occupations and the roles and responsibilities of each craft.~~

~~02.09 Identify construction management occupations and the roles and responsibilities of each.~~

~~02.10 Identify design and engineering occupations and the roles and responsibilities of each.~~

~~02.11 Demonstrate an understanding of the relationship between construction and the economy.~~

~~02.12 Describe the process of applying for building permits and variances.~~

~~02.13 Demonstrate an understanding of zoning requirements.~~



# Sample MOCP

Florida Department of Education  
MODIFIED STUDENT PERFORMANCE STANDARDS  
CULINARY ARTS  
INDUSTRY TITLE – FOOD PREP HELPER/GENERAL KITCHEN HELPER

## COURSE DESCRIPTION:

- 01.0**      **IDENTIFY CAREER AND JOB OPPORTUNITIES**--The student will be able to:
- 01.04**      Identify levels of training required for food service and hospitality occupations.
  - 01.05**      Identify professional organizations related to hospitality/food service.
- 02.0**      **DEMONSTRATE LANGUAGE ARTS KNOWLEDGE AND SKILLS** -- The student will be able to:
- 02.01**      Locate, comprehend and evaluate key elements of oral and written information.
  - 02.02**      Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.
  - 02.04**      Follow verbal and written directions in the classroom and lab environment.

# MOCs at Locklin Tech

- **Culinary Arts**
  - > Food Prep Helper/General Kitchen Helper
  - > Dishwasher
- **Building Construction Technology**
  - > Materials Handler
- **Printing and Graphic Communications**
  - > Printer's Helper
- **Air Conditioning, Refrigeration, and Heating**
  - > Duct Installer

# Resources

- *Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education*, Bureau of Exceptional Education and Student Services, Division of Career and Adult Education and Florida Department of Education 2005 and Revised 2011 [http://www.fldoe.org/ese/pdf/311201\\_acmod-voc.pdf](http://www.fldoe.org/ese/pdf/311201_acmod-voc.pdf)
- Rule 6A-6.0312 Course Modifications for Exceptional Students Florida Administrative Code
- Reporting and Awarding Credit to Secondary Students with Disabilities in Vocational Education. Florida Department of Education 2010
- Accommodations for Students with LD, National Center for Learning Disabilities 2006
- Assisting Students with Disabilities, Marty Beech, Ph.D., Learning Systems Institute, Florida State University, Bureau of Exceptional Education and Student Services and Division of Career and Adult Education, Florida Department of Education, 2006 and Revised 2011
- Modified Occupational Completion Points (MOCs) Vocational Education for Students with Disabilities <http://www.fldoe.org/workforce/programs/ss5.asp>
- CTE Curriculum Frameworks <http://www.fldoe.org/workforce/dwdframe/>

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