# Accommodations and Modifications: Accessing the Curriculum

Los Angeles Unified School District

**SCHOOLS FOR ALL CHILDREN**

Division of Special Education

# Schools for All Children:
# What Every Teacher Needs to Know

| ATTENTION DEFICIT/ HYPERACTIVITY DISORDER | |
|---|---|
| A disorder characterized by a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than typically observed in peers. | |
| **Instructional Method / Delivery** | **Accommodations** |
| Discussion / Questioning | <ul><li>Post discussion material in areas where students are most likely to look when they go off task.</li><li>Place the student near the teacher and/or directly in front of the teacher.</li><li>Use frequent eye contact to get and keep the child's attention.</li><li>Follow discussion/lecture with a hands-on activity.</li><li>Provide student with a stimuli-reduced environment.</li><li>Pause and create suspense by looking around before asking a question.</li><li>Stand close to the student during the discussion.</li><li>Ask a simple question to a student whose attention is beginning to wander.</li><li>Provide the student with visuals as part of the discussion (films, tapes, flash cards, etc.).</li><li>Provide the student time before answering the student's question. (pause for about ten seconds).</li><li>Allow the student to repeat the question before answering.</li><li>Use a personal listening device to help the student focus more on the teacher's voice and less on extraneous noises.</li></ul> |
| Independent Worksheets | <ul><li>Use a "buddy or partner system" with every child and change buddies every two to three weeks.</li><li>Physically active students should be allowed to kneel in or stand by their desks as long as they are not disrupting others.</li><li>Allow the students to isolate themselves if they are too distracted.</li><li>Use low-level music or environmental sounds during independent work time (whole class or with head phones).</li><li>If there are many items on a page, fold the paper so only a small amount shows at a time.</li><li>Make frequent checks for worksheet completion.</li><li>Emphasize accuracy instead of speed.</li><li>If the student is overwhelmed by the amount of information on a page, photocopy sections, and present it in parts.</li><li>If the appearance is visually distracting, photocopy to take out color, and give student both color and black and white copies.</li></ul> |

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| **Instructional Method / Delivery** | **Accommodations** |
| Assessments | <ul><li>Make sure material is left visible during quizzes.</li><li>Offer untimed testing.</li><li>Allow student to take test orally instead of written.</li><li>Provide limited choices for multiple choice and matching tests.</li><li>Provide the student with an answer list for fill in the blank questions.</li><li>Allow the student to write or circle the answers in the test booklet on tests having computer scored answer sheets. Allow an assistant to transfer the responses onto the computer sheet.</li><li>Teach memory techniques for student to study for test (mnemonics,</li><li>visualization, oral rehearsal, and numerous repetitions).</li><li>Allow the student to take the text with reading support if that will</li><li>increase concentration.</li></ul> |
| Centers | <ul><li>Write instructions and directions on the board or overhead.</li><li>Read the instructions as you write them. Use "modeling" to show how instructions or directions should be carried out.</li><li>Create a helper role to channel excessive energy.</li><li>Ease transition between activities by providing clear directions and cues such as five-minute warnings prior to the transition.</li><li>Incorporate different learning styles by having reading, writing, coloring, and construction type activities (puzzles, gluing pasting, etc.) as is possible.</li></ul> |
| Projects | <ul><li>Have a "count down" until projects are due.</li><li>Short, frequent assignments in an orderly sequence are preferable to long-term projects.</li><li>Provide the student with a purpose during unstructured activities.</li><li>Give the student and parent a checklist about what is due and when it is due. Specific details are helpful, as well as samples.</li><li>Provide flexibility regarding the student's response to the assignment (medium used, display type, illustrations, models, and oral versus written presentations).</li></ul> |
| Reports | <ul><li>Use end of class reminders of reports, projects, etc.</li><li>Provide student with multi-media desktop publishing application.</li><li>Provide student a computer with outlining/webbing software application (Inspiration) for brainstorming and organization.</li><li>Provide student with word processing application (standard or talking) with word prediction software (Co: writer).</li><li>Provide examples and specific steps to writing a report.</li></ul> |

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| Instructional Method / Delivery | Accommodations |
| Reading | <ul><li>Allow student to have a second set of books at home.</li><li>Utilize books on tape as well as having the parent or peer tape record the reading assignment so that the student can read and listen at the same time.</li><li>Use unison reading when having the student read out loud.</li><li>Utilize interactive CD reading programs, making sure that the program doesn't require too many tasks at one time.</li><li>Provide student with a talking hand-held spell checker or dictionary</li><li>for identifying unknown words (Franklin models).</li></ul> |
| Writing | <ul><li>Allow student to use word processors or computers.</li><li>Allow student to work at the chalkboard to increase level of participation.</li><li>Allow the student to use graph paper while doing math.</li><li>Allow the student to dictate the responses to a teacher or peer for recording as an alternate to writing.</li><li>Utilize pencil with rubber grip.</li><li>Allow student to use any method of production, even if there is a mix of manuscript with cursive writing.</li><li>Allow them to use recommended writing supports like alternate paper, alternate utensils and added grips, adaptive word processors, form filling software to complete worksheets and tests, text to speech support, word prediction, and grammar and spellcheckers.</li><li>Allow the student to dictate responses to an audio tape recorder.</li><li>At times, accept words or phrases that express a thought and go with that instead of only accepting grammatically-correct, complete sentences. Use it as a teaching opportunity.</li><li>Utilize keyguards.</li></ul> |
| Drawing | <ul><li>Provide the student with visual information as to what is expected.</li><li>Allow extra time to complete the task.</li><li>Provide the student with flexibility regarding the student's response to the assignment (medium used, display type, etc.).</li><li>Allow the student freedom to express himself/herself, keeping in mind that there isn't only one correct way to draw.</li><li>Allow student access to graphics on the computer (paint brush, etc.).</li><li>Keep samples visible during the entire project.</li></ul> |

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| Instructional Method / Delivery | Accommodations |
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| Groups | • Allow student to work in cooperative mixed ability groups with group reward reinforcement system.<br>• Encourage peer assistance and collaborative learning.<br>• Clarify the rules when working in a group situation.<br>• Allow the student to have a responsible job within the group. |
| Note-taking | • Suggest that the student color-code notebooks with texts.<br>• Allow students with excellent note-taking skills use carbon paper or<br>• a copier machine to provide extra copies for those having difficulties.<br>• Provide students with a paper to copy notes from instead of the overhead.<br>• Student highlights key points on printed copy of notes rather than copying/recording lecture notes.<br>• Provide student with an outline of key points prior to the lecture. |
| Presentation | • Allow student to use alternative methods for presentation (visual presentation, videotape presentation, graphs, maps, pictures, etc.).<br>• Utilize visual aids to provide cues for student during the presentation.<br>• Provide model of what you want the student to do during the presentation.<br>• Provide the student with a detailed description of what is expected and a checklist of components. |
| Organizational Skills | • Provide the student with color-coded folders for each subject area. Diskettes, folders, and books associated with that class should all be tagged the same color.<br>• Post the materials needed for each activity in a prominent place and remind the student ahead of time to gather the needed items.<br>• Stand in front of the student with the needed item (a sample) in your hand as you are asking the class to get out the needed item.<br>• Use a buddy or partner system with every child and change buddies every 2-3 weeks to help the student get out and organize work materials.<br>• Have a checklist by the door for typical things that need to be taken to exploratory classes, taken home, etc.<br>• Tape (student-developed) behavior and organizational reminders on the student's desk to encourage self-monitoring.<br>• Use an assignment sheet/calendar to help a student monitor upcoming due dates and what needs to be done as homework, with listed materials.<br>• Give the student a cubbyhole or place on a shelf to store items only used in your class. Utilize a container to hold the items and remind the student that only needed items can be kept in it. |

Sevier County Department of Special Education
Dr. John Enloe, Director

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| Computers | • Provide the student with headphones to dampen extraneous environmental noise and to help him focus on the application's sound effects.<br>• Provide the student with audio taped and typed instructions for new<br>• software.<br>• Monitor/support the student's use of new software through peer or<br>• adult support until it is familiar.<br>• Post behavioral expectations for computer use.<br>• Use a "buddy or partner system" with every child and change buddies every twp to three weeks.<br>• Ease transition between activities by providing clear directions and cues such as five-minute warnings prior to the transition.<br>• Physically active students should be allowed to kneel in or stand by their desks/chairs as long as they are not disrupting others.<br>• See reading and writing support areas for additional information. |
| * If the accommodations do not seem appropriate for the student, remember to check other disability areas. | |

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| AUTISM | |
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| Autism is a developmental disability, generally evident before the age of three that adversely affects a student's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation. | |
| **Instructional Method / Delivery** | **Accommodations** |
| Discussion / Questioning | <ul><li>Make sure that you have the student's attention before asking a question.</li><li>Ask questions that are as concrete as possible.</li><li>Ask questions that can be answered with words or a phrase instead of long, essay answer.</li><li>During discussion, use speech literally, avoiding the use of idioms, double meanings, sarcasm, and nicknames.</li><li>Print the questions to show the text in conjunction with the verbal questions.</li><li>Break lengthy questions into separate components.</li></ul> |
| Independent Worksheets | <ul><li>Provide a space for the student to work that decreases distractions.</li><li>Allow the student to access the same workspace to provide consistency.</li><li>Provide places for the student to put completed work.</li><li>Provide a daily schedule for the student which includes the activities and daily needs (breaks, etc.)</li><li>Provide the student with worksheets that are uncluttered (ex. 20 problems in math could be put 4 to a page) and give the student ample room for the answers.</li><li>Use a highlighter to highlight spaces for answers.</li><li>Provide alternate formats for completion of worksheets (oral, m-c, use of word banks, sentence completion, etc.)</li></ul> |
| Assessments | <ul><li>Highlight the directions to the test so that the student will focus on them.</li><li>Highlight important sections of a book to help the student study.</li><li>Provide the student with a written outline of the material that will be covered on the test.</li><li>Provide the student with short answer tests and try to avoid essay tests.</li><li>When assessing skills, be aware of the student's uneven skills development.</li><li>Allow the student to actively move during assessments. (walk, jump, chew gum)</li></ul> |

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| Centers | • If a center consists of listening to music, provide the written or picture symbol words to the song to provide the student with a visual cue.<br>• Provide the student with method of recognizing when the task is complete and what task is next.<br>• Structure the centers so they are not distracting.<br>• Provide picture cues or written steps to the directions for completing each centers activity.<br>• Label or mark work areas so that the student can manipulate the schedule independently.<br>• Make sure the student's materials are clearly marked for him or her and easily accessible.<br>• Make the center areas easily accessible during transition times.<br>• Schedule activities so that a preferred activity follows a non-preferred activity.<br>• When giving directions for the activities, make sure that the expectations are very clear to the student.<br>• Provide multiple cues that an activity is ending to assist with transition issues. |
| Projects | • Use samples or pictures of finished products to show the student what needs to be done.<br>• Allow students to work with a peer.<br>• Provide visual cues of various elements/tasks within the project.<br>• Allow the student to prepare/tape presentation rather than having to do it "live".<br>• Provide schedule of steps to be completed in correct sequence. |
| Reports | • Provide an outline for the students to work with/from.<br>• For oral reports allow the student opportunities to practice and role-play. |
| Reading | • Read to the student: Poetry, songs, etc. with strong rhythm and rhyme can be more effective.<br>• Allow the student to listen to the story or chapter on tape (as tolerated) to reduce external stimuli.<br>• Provide choices of reading materials.<br>• Encourage students to explore into new topics.<br>• Reduce amount of graphics in reading material for students who are visually distractible. |

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| Writing | • Slant board can provide compensation for vestibular difficulties. Use commercial or homemade (4″ binder).<br>• Use letters of various textures such as plastic, wood, or foam. This allows the student to feel the letters.<br>• Allow the student to use a vibrating pen/weighted pen/felt tip pen.<br>• Allow the student to use raised line paper to increase proprioceptive input to cue for line usage.<br>• Allow the student to use a word processing computer program whenever possible.<br>• Allow the student to write about favorite topics whenever possible.<br>• If student has an aversion to handwriting, let him do the work using a keyboard solution or by tape-recording the work.<br>• Encourage text to speech, Color adjustment, illustrations, etc. to motivate the student to write. |
| Drawing | • Use adapted drawing utensils<br>• Use a variety of drawing utensils. (markers, paintbrushes, stamps)<br>• Provide a variety of textures under the paper to provide the student with feedback as opposed to the flat surface. |
| Groups | • Require the student to stay in the group for the activities that are meaningful to them.<br>• Provide the student with a transition warning before group activities begin. (Hand the student a transition object, allow the student to ring a bell for the class to go to groups, use a verbal 5 minute warning, etc.)<br>• Allow the student to leave the group before becoming frustrated.<br>• Provide the student with a sequence for the group activities (written or pictures).<br>• Make sure that the student can complete the activity independently before moving to the shared activity group situation. |
| Note-taking | • Allow a peer to photocopy the class notes to share with the student.<br>• Allow the student to tape record the discussion/lecture.<br>• Provide the student with an outline of the class discussion.<br>• Allow the student to access a computer to take notes. |
| Presentation | • Accept oral answers, taped or video presentation materials.<br>• Give the student a written outline of what is expected and a sample of a finished product to follow.<br>• Allow presentation to be delivered in small chunks to help with anxiety. |

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| Computers | • Place the computer keyboard close to the screen so that they can be seen simultaneously.<br>• Use a roller ball/tracking ball with a separate button (track ball mouse.<br>• Allow the student to use Intellikeys that often helps reduce visual distractions. Could use enlarged adhesive letters on a regular keyboard.<br>• Encourage the students to wear headphones to minimize distractions and maximize clarity of sounds.<br>• Consider the use of bold key labels and primary keyboards in ABC order if keyboard awareness skills are not developing using the standard equipment.<br>• Use a desktop security program to prevent the student from accessing prohibited areas while he is to be completing schoolwork.<br>• Make sure monitor is at eye level.<br>• Make sure mouse and keyboard are accessible and at the proper height. |
| * If the accommodations do not seem appropriate for the student, remember to check other disability areas. | |

| EMOTIONAL AND BEHAVIOR DISORDER |
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| An emotional disability characterized by one or more of the following: Displayed pervasive mood of unhappiness or depression, consistent or chronic inappropriate type of behavior or feelings under normal conditions, inability to learn that cannot be adequately explained by intellectual, sensory, or health factors, displayed tendency to develop physical symptoms, pains, or fears associated with personal or school problems, inability to build or maintain interpersonal relationships with peers and/or teachers. |

| Instructional Method / Delivery | Accommodations |
|---|---|
| Discussion / Questioning | • Discuss the need to raise hand before speaking and listening to others.<br>• Reward the child for exhibiting good turn-taking skills.<br>• Limit questions to a small topic gradually increasing the scope of your questioning as the child's ability to "stick to the topic" increases. |
| Independent Worksheets | • Break down tasks into very small steps that are clearly detailed, i.e., number tasks: 1, 2, 3 etc.<br>• Visually divide worksheet with lines, boxes, and different colored areas.<br>• Teacher should prioritize for the students which tasks need to be completed first, second, third, etc.<br>• Provide self-checking and/or self-monitoring experiences for their work. |
| Assessments | • Identify the behavior that needs to change and collect "data" on the<br>• behavior.<br>• Develop a "hypothesis" or best guess for the reason for the behavior, and then develop an intervention to help change the behavior.<br>• Evaluate the effectiveness of the intervention. |
| Centers | • Include activities for various skill/ability levels.<br>• Self-monitoring activities should be utilized within the center upon<br>• completion of desired tasks.<br>• Provide list of carefully sequenced steps for student to follow to "move" throughout the center with a clear starting point, middle, and end. |
| Projects | • Encourage "mini projects" to familiarize the child with the "project" concept of learning, providing the child with numerous guided practice activities until he/she has demonstrated to the teacher the necessary skills to independently and successfully apply these skills to a larger project.<br>• Limit the child's "choices" for projects to ideas that he/she has had prior experiences with (if necessary) until the child has shown an ability to assimilate, organize, and transfer new information so that the child may complete a satisfactory project with ease.<br>• Provide peer "editors," self-checking/monitoring activities, at numerous points throughout the student's work for the project. |
| Reports | • Follow suggestions under "WRITING" instructional method.<br>• Provide examples for the students to follow with step-by-step procedures stated for the student.<br>• Break the report-writing process into manageable blocks for the student. |

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| Instructional Method / Delivery | Accommodations |
|---|---|
| Reading | • Pre-Reading- Use materials that will tie into the student's prior knowledge of a related subject.<br>• Use "advance organizers" to help the child transfer and maintain new skills.<br>• Initially choose shorter stories, then choose longer stories as the child's skills improve.<br>• Choose stories with lower vocabulary requirements that are age and ability appropriate for the child that will present minimal frustration for the student. |
| Writing | • Pre-Writing-Help the students to think about what they are going to say (and express the idea to the teacher or a student "buddy") before they write their ideas.<br>• Use graphic organizers, Venn diagram, web, brainstorm sheet, etc., to help organize student's thoughts.<br>• If appropriate, teacher may partially complete the graphic organizers, specifically potentially "troublesome areas" for the student until the student has shown he can independently fill out these organizers.<br>• Have the student practice "SSSH"- S-sharpened pencil ready with paper? S- straightened your work area? S-Sitting correctly? H-Have "listening" ears on? |
| Drawing | • If fine-motor skills are a weakness, use larger implements and/or grasps.<br>• Be flexible regarding the student's response to the assignment, i.e., medium used, display type.<br>• Choose assignments with few steps, using only one type of medium at a time.<br>• Encourage thinking beyond " there is only one correct way to draw" and anything other than that is a lesser work.<br>• Provide continuous feedback throughout the drawing process.<br>• Allow extra time if necessary to complete the task. |
| Groups | • Foster student interdependence within groups-natural support systems ("buddies") within a larger group.<br>• ???Describe/rehearse rules of conduct and/or each student's role within<br>• the group expected to participate in the group.<br>• ???Allow each student his/her "physical" space within the group. |

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| Note-taking | • Give the student a teacher-developed "outline" to follow, blocking<br>• off for the student "critical areas" the student needs to gather more information about in his/her notes.<br>• Utilize a "peer editor" to go over student's notes with the student.<br>• Show the student samples to compare his/her notes to so that the<br>• student may then "revise" their own work. |
| Presentation | • Following a teacher-made "presentation checklist," demonstrate and<br>• model techniques to use during a presentation.<br>• Use guided practice with the student in small groups the child feels<br>• comfortable in until the child's presentation skills are developed.<br>• Break the presentation itself, into clearly defined, logical components for the student before practicing their presentations. |
| Computers | • Present the skills that need to be applied into manageable chunks for the student.<br>• Present student with new information that has been linked to a previously learned skill.<br>• Allow the child sufficient time to learn task.<br>• Teach one software application at a time.<br>• Allow the child to explore numerous ways to accomplish a task, i.e., formatting a paragraph in a word processing program, if the child prefers to "discover" for him/herself solutions for the required activity. |
| * If the accommodations do not seem appropriate for the student, remember to check other disability areas. | |

# LEARNING DISABILITIES

Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in using or understanding spoken or written language. It may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do math calculations. LD includes perceptual disabilities, brain dysfunction, dyslexia, and developmental aphasia.

| Instructional Method / Delivery | Accommodations |
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| Discussion / Questioning | • Explain "discussion etiquette" before beginning question and answer period. Example: require students __ seconds to think before answering a question. Gradually increase the time between question and response. <br> • Establish a cue with the student, to provide him with feedback (non-verbally) regarding his on-task behavior; turn taking, level of movement, etc. <br> • Keep discussion groups small, so each student can participate successfully without distractions while waiting to speak. <br> • Keep topics small in scope until the students have mastered "discussion etiquette" and their ability to stay focused on the discussion. <br> • Give a written copy of the questions that are going to be asked during the discussion for student who needs additional processing time. <br> • Emphasize key words in the questions by inflection or deliberate pausing to help students focus on the main idea. |
| Independent Worksheets | • Modify work by breaking it up into small step-by-step tasks. <br> • Give one assignment at a time in an individual folder. <br> • Assign the task at the appropriate level; giving PRECISE directions, being certain the child can see an end to the task. <br> • Reinforce often, praise for concentration. <br> • Allow the students some choice within the framework of the assignment, i.e., doing step 2 then 1 then 3; or drawing before writing etc. The student must then stick to the choices he/she has made. <br> • Provide the task in the learning media best used by the student-large print, electronic format for annotating and/or auditory support. |
| Assessments | • Follow "Assessments" under Accommodations for teacher assessments. <br> • For assessments regarding a child's work, try these techniques: <br>   • Allow open book tests; provide practice questions for study. <br>   • Give multiple choice (grouped with no more than three to five choices per group instead of short answer tests). <br>   • If matching vocabulary with definitions, color-code the test-definitions=blue paper; words=green paper. <br>   • Cut test into strips so the child can match one blue strip with one green strip, until the test is completed. |

| Centers | • Include activities for various skill/ability levels.<br>• Provide a variety of types of work within the centers (chart making, maps, pictures, and graphs, etc.).<br>• Give a teacher-made checklist (tailored to the student's possible "trouble spots") to help the child self-monitor himself.<br>• Provide closure at points along the way.<br>• Make the center full of purposeful and structured activities! |
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| Projects | • Set mini-deadlines for the student, advising the students of exactly when assignments are due using mini-projects at first if necessary.<br>• Develop a monitoring process, providing frequent feedback.<br>• Establish rewards for finished work and consequences for unfinished work using a student "contract" discussed with and agreed to by the student prior to beginning the project. |
| Reports | • Let some students do oral reports, could be done on an individual basis.<br>• Child gives report to a small group using a student-rating checklist.<br>• Accept written reports in a modified form, i.e., a series of illustrations or illustrations coupled with written work.<br>• Have a student tape an oral report accompanied with a brief written outline. |
| Reading | • Pre-Reading: Use materials that will tie into the student's prior knowledge of a related subject. Discuss new vocabulary and storyline.<br>• Use "advance organizers" to help the child transfer and maintain new skills.<br>• Use reading material that is simpler; cue into main idea of specific passage. Ask short, concrete questions about paragraph.<br>• Teach child options for figuring out new words: context clues, phonetic analysis, structural analysis or ask someone for help.<br>• Provide deliberate use of visual aids/cues to help the student grasp the concept being taught.<br>• Provide reading material in accessible format to student: larger print, simpler format page, & electronic format for auditory support.<br>• Color-code the text according to 5W questions. At first do this for the student prior to the reading and discussion of the story, and then gradually lead the students to find the main point themselves as they pre-read. If coding is kept consistent, then the student will be able to categorize/process information more independently and be able to respond more quickly during the oral questioning period. (All WHO question answers are in red, all WHERE question answers are in green, etc.) |

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| Writing | • Offer story starters to promote creative writing.<br>• Provide a "sample" of what the finished paper should look like.<br>• Omit assignments that require copying in a timed situation.<br>• Use graphic organizers-Venn diagram, web, brainstorm sheet, etc., to help organize student's thoughts. Could use Kidspiration or Inspiration for the organizers.<br>• Add editing support through spell checkers, grammar checkers, and text to speech support.<br>• For students with speed, legibility, and spelling difficulties, consider the use of a keyboard-based solution consisting of a standalone keyboard or computer with a word processor and a word prediction program.<br>• For students requiring semantic support, use sentence part strips until they learn the components of a complete thought.<br>• For students requiring semantic support, consider giving the student a color-coded grid that contains the main components of a complete sentence. Student's sentence must contain each component before being finished. |
| Drawing | • If fine motor skills are a weakness, use larger sized implements and/or grasps.<br>• If having trouble with letter formation, allow student to use a teacher-made stencil: practicing letter shape, size, and pencil strokes.<br>• Provide feedback as going through the process, allowing extra time to complete the work. |
| Note-taking | • Start with partially-completed teacher-made "samples," giving the student plenty of guided practice.<br>• Teach outlining using skeletal outlines within many software word processing programs such as Kidspiration or Inspiration.<br>• Teach child how to highlight main ideas in written passages and paraphrase information.<br>• Look for "clues",i.e., The main point is...; This is important because..; The lesson is...<br>• Provide students with an outline of the material so they are responsible for details and clarifications, not entire content.<br>• Provide written record of lesson prior to the lecture so students with dyslexia or those with several processing difficulties can use a marker to highlight points in lecture, but can focus on the teacher's lecture not the recording of the information. |

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| Groups | • Foster student "interdependence" within groups-natural support systems ("buddies") <u>within</u> a larger group.<br>• In the beginning, involve the student in small group activities (one to two other children) that he/she will be successful in.<br>• Provide direct instruction in "group processes."<br>• Prepare the group members to include and help the student.<br>• Provide structure within the group by stating the goal, objectives and tasks, and listing the necessary steps to accomplish this goal. |
| Presentations | • For the teacher-use a variety of instructional techniques when giving presentations to students.<br>• Allow other non-traditional presentation forms for self-expression (if verbal is not appropriate) i.e., puppet play, clay work, paintings, drawings, etc.<br>• Follow a teacher-made "presentation checklist."<br>• Demonstrate and model presentation techniques.<br>• Break the presentation into small, logical, naturally progressing components for the student to follow.<br>• Preferential seating. |
| Computers | • Present the skills that need to be applied into manageable chunks for the student.<br>• Allow the student plenty of time to "over-learn" task through repeated drills before moving onto a new task. This applies to software applications as well.<br>• Group like tasks together, so that the student will be able to use his/her tendency to "over-generalize" to help him/her learn a new skill.<br>• Give students short sequences of "instruction-practice-seat work" with lots of guided practice.<br>• After the child understands the desired outcome for a specific software application, guide the student through "short cuts," use of different "function keys," etc., with the goal of minimizing the number of steps required for the student.<br>• Use headphones and appropriate volume to ensure clear sound representation, especially for reading and phonics programs. |
| * If the accommodations do not seem appropriate for the student, remember to check other disability areas. | |

| Mental Retardation |
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| Intellectual disabilities refers to significantly sub-average general intellectual functioning which exists concurrently with deficits in adaptive that adversely affect educational performance and is manifested during the developmental period. |

| Instructional Method / Delivery | Accommodations |
|---|---|
| Discussion / Questioning | • Prepare the child with several reminders before calling on him/her.<br>• Give directions in a mode other than solely auditory.<br>• Demonstrate/model/act out instructions.<br>• Break lessons into smaller segments; use hands on activities and concrete learning to supplement discussion. |
| Independent Worksheets | • Rewrite directions at a more appropriate reading level.<br>• Limit the number of problems on a page.<br>• Worksheets should be visually simple, without lots of extra drawings<br>• or crowded problems.<br>• Cover sections of worksheets or cut sheets and give students only one<br>• section at a time. |
| Assessments | • Collaborate with special educators to rewrite the tests for students (shorter sentences, simpler vocabulary, easier to read format).<br>• Suggestions: Avoid handwritten tests, give word banks, & enlarge print.<br>• Provide choice in the method students will use to demonstrate their knowledge of the concepts.<br>• Alter the time limits for tests; if necessary break the testing into segments, testing over many days. |
| Centers | • Tape-records directions or have peers deliver directions.<br>• Have in place a clear road map for the child to follow. Sequence of steps precisely given to him.<br>• Change steps w/in the center, eliminating multi-level tasks when needed.<br>• Place self-checking and self-rewarding activities after each step to motivate the student. |
| Projects | • Provide a sample of the finished product before beginning an activity.<br>• Give written and/or picture instructions of the steps to be followed to complete the task.<br>• Have a list of items to complete on the desk.<br>• Have students come in early to go over the day plan for the project in a quiet, uninterrupted setting. |
| Reports | • Develop a print outline of the main points the child should cover in the report, with blanks to be filled in as he finds the information in the reference materials.<br>• Allow students to dictate responses.<br>• Provide a scribe.<br>• Encourage the child to use assistive technology to work on his report. |

| Method / Delivery | |
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| Reading | • Use "pre-reading activities"-- verbally giving the child an overview of <br> • the story; linking to other experiences. <br> • Get high interest/low vocabulary books that parallel the topics discussed and texts used in the class. <br> • Other methods: cloze, mirror, and VAKT reading; graphic organizers, webs, Venn, storyboards. <br> • Vary amount/type of assistance: peer buddies, peer and crossage tutors, computers. |
| Writing | • Permit different types of writing output- plays, picture stories with captions, and filmstrips. <br> • Make lists and charts of vocabulary, parts of speech, acceptable works, and display for reference. <br> • Use pre-writing activities while reviewing papers containing: introduction, body, and conclusion. <br> • Give "jump starts"-titles for work with corresponding word banks; also use computer applications. |
| Drawing | • See computers for computer aided drawing applications. <br> • Useful aids: chalk holders, pencil grippers, FAT markers, pencils, crayons, and stamps/ stamp pads. <br> • Allow tracing of desired objects using a much more simplified picture. <br> • Offer praise for effort as these efforts reach a closer approximation to the desired output. |
| Groups | • Smaller groups, simplify task directions, stand nearby, and use a variety of levels of materials for the group. <br> • Adapt the extent the learner is actively involved in the group-i.e., geography-student could hold the globe while the others are pointing out locations for the student. <br> • Find one or two daily items the included child can do without support <br> • (room jobs, choosing whose turn it is, etc.) so he can be a member of the <br> • group without relying on teacher support. |

| Mental Retardation | |
|---|---|
| Intellectual disabilities refers to significantly sub-average general intellectual functioning which exists concurrently with deficits in adaptive that adversely affect educational performance and is manifested during the developmental period. | |
| Instructional Method / Delivery | Accommodations |
| Note-taking | • Allow use of tape recorders or assistive technology devices (see computers).<br>• Give to student greatly-simplified, teacher-generated written notes and outlines, having the student highlight important concepts.<br>• Team student with another student to "spot check" child's notes for gaps in information; to help clarify confusing relationships between facts; and to get rid of unnecessary, unimportant information.<br>• Give child plenty of verbal cues ahead of time to help teach the child that this is information to write down. |
| Presentation | • Have students repeat instructions given by the teacher back to the teacher before beginning the task.<br>• Speak slower and avoid giving directions or speaking when not directly facing the class.<br>• Simplify task direction: write major points or content outline on the board, for child put sticky notes on desk.<br>• Teach using multi-sensory techniques; repeat key material; tie in with<br>• previous experience; monitor frequently. |
| Computers | • Writing-use word prediction software (for students with problems with word recall or spelling).<br>• Writing-edit child's work with word processor, making corrections on their disk. Use portable keyboards.<br>• ?Note-taking- Have notes read by a voice synthesizer; use OCR (optical character recognition) using a scanner.<br>• ?Drawing-Use computer-generated clip art, graphic images (i.e. photos),<br>• etc. to supplement student's work. |
| * If the accommodations do not seem appropriate for the student, remember to check other disability areas. | |

## SPEECH-LANGUAGE IMPAIRMENT

A speech-language impairment is a communication skill, which differs so significantly in manner or content from that of peers that it is apparent, disrupts communication or affects emotional, social, intellectual, or educational growth. The impairment may range from mild to profound and it may be congenital or acquired. A speech-language impairment refers to impairment in the areas of articulation, fluency, voice, and/or language.

| Instructional Method / Delivery | Accommodations |
|---|---|
| Discussion / Questioning | • Keep questions brief and to the point.<br>• Ask only one question at a time.<br>• Give a written copy of questions that will be asked during the discussion for student who needs additional processing time.<br>• Have the student read ahead on a subject that will be discussed to become familiar with new vocabulary/concepts that will be presented during the discussion.<br>• Encourage use of complete sentences when answering questions.<br>• Before discussing new information, list key vocabulary on the board.<br>• Emphasize key words in the discussion by inflection or deliberate pausing to help students focus on the main idea.<br>• Provide visual cues and/or reinforcement.<br>• Accept verbal responses appropriate to student's expressive lang. skills.<br>• If student is using AAC device, allow extra time during discussion for answering questions.<br>• Reword complex concepts into simple language.<br>• Repeat key information.<br>• Provide extra processing time for students with processing difficulties.<br>• Provide answers ahead of time. (i.e., "this is your questions-I'll<br>• come back to you.") |
| Assessments | • Allow for extra time to complete tests and selected assessments (if allowed for in the IEP).<br>• Administer tests in small groups (if allowed for in the IEP).<br>• If necessary, read test aloud (if allowed for in the IEP).<br>• Keep auditory/visual distractions in the testing area to a minimum. |
| Centers | • Include activities for various skill levels/abilities.<br>• Provide activities that enhance vocabulary and concept development.<br>• Provide "themes" for each center/activity to reinforce student's organization of vocabulary/language.<br>• Break down center activities into small steps and provide a lot of verbal reinforcement.<br>• Provide cues for when the student must advance to the next center.<br>• Provide multi-modal instruction as applicable.<br>• Provide visual cues/reinforcement.<br>• If a schedule board is too difficult for the child to follow, use two picture cards to indicate which activity is first and which activity follows. |
| Reading | • If student has a stuttering disorder and is required to read out loud, make sure reading material is not beyond the level of the student's ability.<br>• If the student has a stuttering disorder and must read out loud, be sure to praise reading in terms of skill and not how fluently the student's reading.<br>• If the student has a stuttering disorder and must read out loud, call on the student early on in the period to reduce unnecessary apprehension. |

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| | • For students with phonological/reading deficits, be sure reading material is within reading level.<br>• For students with severe communication/articulation disorders, provide reading materials within student's speech capabilities. |
| Writing | • Encourage student to sequence events appropriately verbally or visually before writing stories.<br>• Require student to create an outline organizing important details and providing a logical sequence of actions.<br>• For students requiring grammatical and semantic support, use sentence part strips until they learn the components of a complete thought.<br>• For students requiring grammatical and semantic support, consider giving the student a color-coded grid that contains the main components of a complete sentence. Student's sentence must contain each component before being finished.<br>• Provide appropriate vocabulary for writing tasks to assist with semantic/ formulation difficulties. |
| Groups | • Model appropriate social behavior and communication that is necessary to operate within a group (turn-taking during conversation, topic maintenance, maintaining appropriate eye contact).<br>• Provide cues for student when/if social behavior or communication skills lapse within the group.<br>• Prepare group members to include and help the student. |
| Note-taking | • Provide student with a list of vocabulary pertinent to lectures to get a "heads-up" on what to expect.<br>• Provide students with an outline of the material so they are responsible for details and clarification, not entire content.<br>• Provide written record of lesson prior to the lecture so students with auditory processing difficulties can use a marker to highlight lecture points, and can focus on the lecture not the recording of the information.<br>• Pause between key points when lecturing to help processing delays. |
| Presentation | • Demonstrate and model presentation techniques.<br>• Allow student to practice presentation in a small group before presenting to entire class.<br>• Allow student to write down pertinent details on index cards to use during presentation.<br>• Provide cues (touching nose, tapping on desk) to student during lapses in presentation such as long pauses, wandering off-topic, not using target voice and/or articulation, etc.<br>• Allow other non-traditional presentation forms for self-expression (if verbal is not appropriate) i.e., puppet play, clay work, paintings, drawings, etc.<br>• Allow student to tape record/video tape presentation instead of doing it "live." |
| Computer | • Present skills that need to be applied into "manageable" chunks for the student.<br>• Allow the student plenty of time to "over-learn" task through repeated drills before moving onto new task. This applies to software applications as well.<br>• Group like tasks together, so that the student will be able to use his/her tendency to |

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| | "over-generalize" to help him/her learn a new skill.<br>• Provide typed lists of pertinent computer vocabulary with definitions to student to familiarize him/herself with new terms. |
| * If the accommodations do not seem appropriate for the student, remember to check other disability areas. | |

| VISUAL IMPAIRMENT |
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A student with a visual impairment is one whose vision interferes with functioning in a regular school program or, for preschool- age children, in learning tasks. Visual impairment is determined on the basis of a current examination by an ophthalmologist or optometrist.

| Instructional Method / Delivery | Accommodations |
| --- | --- |
| Discussion / Questioning | <ul><li>Call on visually impaired student by name to participate in discussion.</li><li>Make sure everything that is visually displayed is verbally described.</li><li>Provide the students with a printed outline so the discussion can be more easily followed.</li></ul> |
| Independent Worksheets | <ul><li>Provide worksheets to VI teacher in advance to be enlarged, scanned, Brailled, tactually adapted, or put on cassette tape.</li><li>Some visually impaired students use laptop computers with screen magnification, screen readers or other voice output tools.</li><li>Worksheets in an electronic file can be independently accessed with these tools.</li><li>Most schools have copiers with magnification capabilities to enlarge</li><li>the worksheets. Check with student or VI teacher to determine the size magnification needed.</li><li>Allow students to work in pairs to complete worksheets. Pair the visually impaired student with a print reader.</li><li>Keep the format of the document visually clear and uncluttered.</li><li>Some students use a CCTV to view classroom materials. Make sure the copy is clearly and simply formatted for easier viewing.</li></ul> |
| Assessments | <ul><li>Check students IEP to determine the accommodations needed in testing situations.</li><li>Provide assessments to the VI teacher in advance to be enlarged, scanned, Brailled, tactually adapted, or put on cassette tape.</li><li>The visually impaired student frequently needs extra time (time and a half is considered acceptable) to complete tests. Build this time into the testing schedule.</li><li>Tests may be read to the student and/or answers may be recorded by the reader.</li><li>Consider the use of oral examinations.</li><li>Bubble-in answer sheets are difficult for low vision students to use. Allow student to write or record his answers on a separate sheet. Multiple choice answer sheets are available in Braille from American Printing House for the Blind (www.aph.org).</li></ul> |

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| Instructional Method / Delivery | Accommodations |
|---|---|
| Centers | <ul><li>Use of tape-recorded instructions is helpful to many blind and lowvision</li><li>students.</li><li>Provide materials in large print, electronic, Braille, or tactual formats.</li><li>Consult with the VI teacher to adapt Center activities.</li></ul> |
| Projects | <ul><li>It would be helpful to give the student project assignments as far in advance as possible. Advance notice will allow time for adapting or ordering research or project materials. For example, encyclopedia articles can be ordered in Braille (free) from the ROSE Project at 1- 800-777-8552 (www.seedlings.org).</li><li>Have students work in groups. Depending on the abilities of the student, he or she can be the note taker or the typist for the group.</li><li>Include sample projects that the student can refer to.</li></ul> |
| Reports | <ul><li>Reports can be given verbally, written, or typed.</li><li>Braille readers have better access to research materials via the</li><li>Internet. Some students use computers with voice output, refreshable Braille displays or screen magnification.</li><li>If locally available (media center) print resource items are to be used, consult with the VI teacher about the need for items to be enlarged, scanned, brailled, tactually adapted, or put on cassette tape.</li></ul> |
| Reading | <ul><li>Consult with VI teacher on any optical devices the student may use to read printed materials. Allow extra time for low-vision readers as they may experience eye fatigue.</li><li>Provide information on reading materials in advance to the VI teacher so these materials can be ordered in the appropriate format.</li><li>Provide reading materials to the VI teacher in advance to be enlarged, scanned, Brailled, or recorded on tape.</li><li>Textbooks and books commonly used in educational settings are available on recorded tapes through Recording for the Blind and Dyslexia (WWW.RFBD.ORG). Students must be registered before ordering texts.</li><li>Recreational books in recorded or Braille format can be ordered through the Library for the Blind and Physically Handicapped(lcweb.log.gov/nls/). This is a free service. Student must be registered before ordering.</li><li>The local county library system may have many common texts already on audiocassette.</li></ul> |

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| Instructional Method / Delivery | Accommodations |
| Writing | <ul><li>Some low-vision students use dark, bold, or raised lined paper for writing assignments.</li><li>Some students use a typewriter or a computer for written assignments.</li><li>Braille readers may Braille their assignments and ask the VI teacher to transcribe it into print. Meet with all involved parties to set time lines for the materials to be converted and given to you.</li><li>Some Braille readers use an electronic Braille note taker, such as a Braille' N Speak, for written assignments. The assignment is input in Braille and then translated into a print copy for the classroom teacher to grade.</li></ul> |
| Drawing | <ul><li>Substitute another activity for drawing. For example, making a tactual model or writing a narrative description.</li><li>Use a screen board. Tape a piece of screen or coarse sandpaper to a clipboard. Put a thin sheet of paper over the screen; use a crayon to mark on the paper. The crayon marks can then be felt.</li><li>Use Wikki Sticks for making simple drawings.</li><li>Provide the materials to the VI teacher in advance so an accessible version can be created and made available to the student. Electronic materials can be viewed and annotated/completed.</li></ul> |
| Groups | <ul><li>Depending on the abilities of the visually impaired student, they can</li><li>be the note taker, the typist, or the speaker for the group.</li></ul> |
| Note-taking | <ul><li>Visually impaired students may take notes on their Brailler, electronic Braille note taker, computer, or may use a cassette recorder.</li><li>Any notes written on the board should be said aloud for the visually impaired student.</li><li>The visually impaired student should be seated as close to the display as possible.</li><li>Keep the information in a visually simple and organized format for all students with visual perceptual difficulties.</li><li>Use high contrast writing tools when using the overhead, chalkboard, or dry erase board.</li><li>Use of a Smart Board that is attached to the student's or a classroom</li><li>computer can provide the student with an accessible version of the notes.</li><li>Use of a Smart Board with text conversion software would enable the student to access the electronic version of the notes with a screen reading or voice output program.</li></ul> |

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| Instructional Method / Delivery | Accommodations |
|---|---|
| Presentation | • Allow the low-vision student to stand next to or beside the presenter.<br>• The presenter should avoid standing with his back to a window or<br>• bright light source to avoid glare.<br>• Allow the low-vision or blind child to touch any tactual items being<br>• presented either before or during the presentation.<br>• Some students may use telescopic devices for distance viewing.<br>• Check with the student. |
| Computer | • Make sure the computer systems to be used by the students visual impairments has the monitor at eye level and it is positioned so the students can view it at close quarters.<br>• Some students need only a small amount of magnification, which may be available on the accessibility menu of the computer.<br>• Some low-vision readers use a screen magnification program to access the computer screen.<br>• Some students with visual impairments use screen readers, text readers, or other voice output devices to provide them information about the contents of the screen<br>• Some Braille readers use a voice output program or a refreshable Braille display to access the computer screen.<br>• Provide headphones to the student so they can more effectively understand the speech output device of their computer by limiting extraneous noise and to limit the distraction experienced by other students from the VI student's computer's constant speech feedback. |
| * If the accommodations do not seem appropriate for the student, remember to check other disability areas. | |