



Sample Accommodations

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- Constant access to AAC device (Minimerc/the C8 [primary device]), (PECs, Big Mack, Supertalker, Powerlink [secondary back-up])
- Modified instructional materials
- Daily communication notebook between home and school
- FM trainer
- Adapted and separate work area within the classroom with DTT materials and reinforcers, and outside the classroom as needed
- Minimize distractions
- Simplify instructions, Practice and repetition, Visual cues
- Opportunities for gross motor activities/daily walks and bike rides around the school building, adapted bike
- Feeding program (Nuk brush, wiggly jiggle, oral stimulation/tapping & massage)
- Opportunities for work on ADLs (eating, hand washing, toileting, dressing)
- Assistive Tech; touch screen computer, text and speech software, Speaking Dynamically Pro, Edmark, Boardmaker
- Structured predictable routine, Picture Activity Schedules (PAS)
- Additional time to respond and complete work, directions in small steps
- Adapted seating (Rifton or Trip Trapp with seatbelt, therapy ball)
- Slant board and adapted writing tools/keyboard, adapted handles on puzzles, adapted desk
- Examples, modeling, physical and verbal prompts, cueing back to task
- Physical assistance as needed, and supervision for all transfers and mobility
- Infuse daily curriculum and daily classroom and therapies with music via familiar songs and preferred musical reinforcement toys, & instruments
- Opportunities for songs, literacy, making class announcements
- Peer tutor for turn taking and communication device [Minimerc] fluency building
- ABA/discrete trials, Data collection (analysis and graphing), task analyses, program book for school and home
- Sensory diet (fluid to change over time) (brushing, joint compressions, therapy ball, movement breaks, vestibular input, swings, oral motor input)
- Hand over hand assistance
- 1:1 paraprofessional

Presentation accommodations allow a student to:

- Listen to audio recordings instead of reading text.
- Learn content from [audiobooks](#), movies, videos and digital media instead of reading print versions.
- Work with fewer items per page or line and/or materials in a larger print size.
- Have a designated reader.
- Hear instructions orally.
- Record a lesson, instead of taking notes.
- Have another student share class notes with him.
- Be given an outline of a lesson.
- Use visual presentations of verbal material, such as word webs and [visual organizers](#).
- Be given a written list of instructions.

Response accommodations allow a student to:

- Give responses in a form (oral or written) that's easier for him.
- Dictate answers to a scribe.
- Capture responses on an audio recorder.
- Use a spelling dictionary or electronic spell-checker.
- Use a word processor to type notes or give responses in class.
- Use a calculator or table of "math facts."

Setting accommodations allow a student to:

- Work or take a test in a different setting, such as a quiet room with few distractions.
- Sit where he learns best (for example, near the teacher).
- Use special lighting or acoustics.
- Take a test in small group setting.
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out).

Timing accommodations allow a student to:

- Take more time to complete a task or a test.
- Have extra time to process oral information and directions.
- Take frequent breaks, such as after completing a task.

Scheduling accommodations allow a student to:

- Take more time to complete a project.
- Take a test in several timed sessions or over several days.
- Take sections of a test in a different order.
- Take a test at a specific time of day.

Organization skills accommodations allow a student to:

- Use an alarm to help with time management.
- Mark texts with a highlighter.
- Have help coordinating assignments in a book or planner.
- Receive study skills instruction.

Assignment modifications allow a student to:

- Complete fewer or different homework problems than peers.
- Write shorter papers.
- Answer fewer or different test questions.
- Create alternate projects or assignments.

Curriculum modifications allow a student to:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions).
- Get graded or assessed using a different standard than the one for classmates.
- Be excused from particular projects

General Accommodations:

Large print textbooks	Books on tape
Textbooks for at-home use	Graphic organizers
Additional time for assignments	Quiet corner or room to calm down and relax when anxious
A locker with adapted lock	Preferential seating
Review of directions	Alteration of the classroom arrangement
Review sessions	Reduction of distractions
Use of mnemonics	Answers to be dictated
Have student restate information	Hands-on activities
Provision of notes or outlines	Use of manipulatives
Concrete examples	No penalty for spelling errors or sloppy handwriting
Adaptive writing utensils	Follow a routine/schedule
Support auditory presentations with visuals	Alternate quiet and active time
Use of a study carrel	Teach time management skills
Assistance in maintaining uncluttered space	Rest breaks
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)	Verbal and visual cues regarding directions and staying on task
Peer or scribe note-taking	Agenda book and checklists
Space for movement or breaks	Daily check-in with case manager or special education teacher
Study sheets and teacher outlines	Adjusted assignment timelines
Extra visual and verbal cues and prompts	Visual daily schedule
Lab and math sheets with highlighted instructions	Varied reinforcement procedures
Graph paper to assist in organizing or lining up math problems	Immediate feedback
Use of tape recorder for lectures	Work-in-progress check
Use of computers and calculators	Personalized examples

Testing and Assessment Accommodations:

Answers to be dictated	Read test and directions to student
Frequent rest breaks	Provide study guides prior to tests
Additional time	Highlight key directions
Oral testing	Test in alternative site
Untimed tests	Use of calculator or word processor
Choice of test format (multiple-choice, essay, true-false)	Extra credit option
Alternate ways to evaluate (projects or oral presentations instead of written tests)	Pace long-term projects
Accept short answers	Preview test procedures
Open-book or open-note tests	Simplified test wording; rephrased test questions and/or directions

General Modifications

Allow outlining, instead of writing for an essay or major project	Projects instead of written reports
Use of alternative books or materials on the topic being studied	Highlighting important words or phrases in reading assignments
Computerized spell-check support	Modified workload or length of assignments/tests
Word bank of choices for answers to test questions	Modified time demands
Provision of calculator and/or number line for math tests	Pass/no pass option
Film or video supplements in place of reading text	Modified grades based on IEP
Reworded questions in simpler language	

Behavior Modifications:

Breaks between tasks	Use peer supports and mentoring
Cue expected behavior	Model expected behavior by adults
Daily feedback to student	Have parent sign homework
Have contingency plans	Have parent sign behavior chart
Use de-escalating strategies	Set and post class rules
Use positive reinforcement	Chart progress and maintain data
Use proximity/touch control	