

Accommodation Ideas Based on Student Area of Need

Some information adapted from: Beech, M. (2010). *Accommodations: Assisting students with disabilities (3rd ed.)*. Tallahassee, FL: Florida Department of Education.

Student has difficulty with reading comprehension

Student has difficulty identifying main ideas or important points.

- Highlight important points of the text to draw attention. Tell student to read these first.
- Give the students a list of important vocabulary ahead of time.
- Have the student read the summary or objectives first.
- Have the student read the review questions first, then look for the answers.
- Give the student a worksheet or study guide to follow when doing independent reading.
- Use hands-on activities, pictures, or diagrams to assist in learning abstract concepts.
- Let the student use sticky notes or an erasable highlighter to mark key points.
- Let the student use text written at a lower grade level.

Student can understand the information, but has difficulty reading the required materials.

- Provide an audio version of the material. Use audio books, e-readers, or a staff-read recording.
- Provide alternate materials with similar content at a lower reading level.
- Use a video or movie that presents the same information.
- Use assistive technology to transfer printed words to speech.
- Have a learning buddy read aloud textbooks or other printed material.

Student has difficulty with mathematical concepts and processes.

- Let the student use concrete materials and manipulatives to explore/learn mathematical concepts.
- Use computer-based models to represent mathematical concepts.
- Let the student practice skills using computer-based instruction.
- Let the student use a calculator for routine computation tasks.
- Let the student use a chart or table with basic math facts.
- Color-code or highlight key words in word problems.
- Let the student use a flowchart to plan strategies for problem solving.

Student has difficulty with most lessons.

Student needs help to get ready for the lesson

- Introduce new vocabulary prior to lesson; prepare glossary of terms; use visual aids (chalkboard, PowerPoint, charts, Smartboard).
- Use advance organizers to alert students to what will be included and expected from the lesson or discussion.
- Provide an overview of the content or expected learning at the beginning of the session.

Student needs help during the lesson.

- Present material in a logical manner and use explicit cues to shift from one aspect to the next.
- Promote active involvement of students by asking questions or breaking up the lecture with small group interaction, discussion, or structured responses.
- Break the information into steps or key components and monitor the student's comprehension as it is presented.
- Provide oral and visual clues during lecture or discussion about what is important to include in notes. Write important ideas on the board or chart paper. Use different colors for emphasis or coding.
- Provide structured organizers for note taking, such as a copy of PowerPoint presentations, outline of lecture, or pre-designed graphic organizers.
- Copy notes written by peers that can be shared.
- Teach the student how to use a two-column note taking format or concept mapping for notes.
- Key class notes to the relevant pages in textbook.
- Let the student audio record class lectures and discussions or provide recordings using available technologies (e.g. Livescribe pen)

Accommodation Ideas Based on Student Area of Need

Student needs help after the lesson.

- Repeat, paraphrase, and summarize important points, particularly at the conclusion of the lecture or discussion.
- Ask the student to paraphrase key points in his or her own words and identify anything that is still unclear.
- Prepare a summary of important information from the lecture with blanks to be filled in or questions to be answered by the student.
- Use cooperative learning techniques such as Think-Pair-Share or Jigsaw to have the students review key points.
- Ask the student to tell or write the important information that was included in the lesson before the class ends. Encourage the student to ask questions.
- Arrange for time to meet with the student after class to clarify anything the student doesn't understand.

Student has difficulty following instructions.

Student needs help to get ready for the instructions.

- Use a prearranged signal to gain attention before giving directions.
- Make sure the student is facing you when instructions are given.
- Change your tone of voice to alert the student and sustain attention.
- Give the student an agenda or schedule for each day.

Student needs help while you are giving instructions.

- Combine oral directions with pictures, words, or diagrams.
- Read written directions aloud before students start the assignment.
- When modeling expected behavior, describe critical components.
- Complete sample problems or tasks to show the student what is expected.
- Have the student paraphrase instructions or show you what to do.
- Repeat and simplify instructions for the student.
- Give the student a description of expected behaviors or the rubric to be used for evaluation.
- Give step-by-step instructions for an activity with the steps outlined in writing or shown in picture sequences.

Student needs help after the instructions.

- Assign a study buddy to help the student when needed.
- Check to see if the student needs any assistance in getting started.
- Teach the student how to use an assignment notebook or personal planner to keep track of assignments and work.

Student has difficulty with organization / work completion

Student has difficulty completing assignments.

- Break long-term assignments into sections with corresponding due dates.
- Teach the student to maintain a calendar of assignments.
- Give the student an individual responsibility checklist.
- Give the student a choice of tasks and assignments.
- Let the student have access to resources and materials outside of class.
- Use a timer to define work times.
- Reduce the total amount of work, selecting those tasks or items that are needed to accomplish learning objectives.
- Have the student keep a journal or homework log that includes the directions and timelines.
- Communicate homework assignments and expectations to parents so they can help, if needed.
- At first, give partial credit for late assignments or incomplete work until the student is able to complete the work on time.

Accommodation Ideas Based on Student Area of Need

Student gets confused by complex materials.

- Indicate sections on paper for each response by drawing lines or folding.
- Use different kinds of paper for different assignments, such as graph paper to write computation problems or paper with midlines for taking notes.
- Use color-coding to help students identify tasks, meanings, or expectations.
- Show students how to cover parts of text or worksheet not being used.
- Give page numbers for locating answers to questions in textbook.
- Simplify directions by numbering each step.
- Use uncluttered and clearly formatted tests, assignments and worksheets.
- Arrange problems or items so that it is easy to see where to start and know how to proceed.

Student needs help organizing or keeping track of materials.

- Let the student use binder with folders / dividers to keep materials organized.
- Use color-coding by unit or subject.
- Give the student a compartmentalized container for classroom materials, tools, and supplies.
- Let the student use physical supports such as bookends, plastic supply containers, or bags.
- Place a timetable or assignment list on the student's desk.
- Give the student a checklist of materials needed for each class, kept in student's locker or binder.
- Give the student a written copy of instructions and requirements for each assignment.
- Let the student keep one copy of school materials at home and one copy at school.

Student has limited writing abilities.

Student has difficulty with handwriting.

- Place a dot on the upper left side of the paper to help student remember where to start writing.
- Give the student a copy of notes or directions for the assignment
- Let the student write in the workbook or on a copy of the workbook page.
- Let the student use a word-processor.
- Let the student dictate the assignment to an assistant or classmate who will write it down.
- Let the student create an audio or video recording or oral response to classroom assignments.
- Let the student use adaptive devices: pencil grips or special pen or pencil holders, erasable pens, special paper with raised color-coded line indicators.
- Make sure that worksheets have ample space for writing answers.
- Give the student two copies of a worksheet, one to work on as a draft and one to use as a final copy to hand in.
- Let the student use graph paper for writing computation problems to help align the numbers.

Student has problems with expressive language.

- Reduce the length of a written assignment, or allow more time.
- Let the student use a thesaurus (book or computer-based) to find words to write or say.
- Let the student use special word processing software that assists and anticipates what the student is trying to write.
- Give the student a structured outline or graphic organizer to help plan writing or oral presentations.
- Let the student use word processing or graphics software to plan ideas before writing.

Student has problems with grammar or spelling.

- Let the student use a spelling dictionary or electronic spelling aid.
- Let the student use peer editing or teacher assistance in the revision process.
- Let the student use the spell-check or grammar-check utility in word processing software.
- Grade content and mechanics separately, in assignments requiring written expression.
- Give the student the chance to correct identified spelling and grammar errors.

Accommodation Ideas Based on Student Area of Need

Student has difficulty taking tests.

Change the presentation format:

- Read the test items to the student, unless it is a test of reading skills.
- Let the student read the test items aloud as he or she works on it.
- Provide copies of the tests on audiotape, in Braille, or large print format.
- Let the student use assistive technology such as magnification or amplification, if needed.
- Provide a sign language interpreter to give oral directions.
- Use symbols on the test or answer form that help the student follow directions, such as an arrow or stop sign.
- Reread or explain the directions during the test if the student needs it.
- Group questions so that similar kinds of items are together. Put easier questions first.
- Block matching questions into small groups of four or five items.

Change the response mode:

- Increase spacing and size allowed for test answers.
- Let the student respond orally, dictate to an aide, or record answers for later review.
- Let the student use a word processor to write answers to the test items.
- Let the student write on the test itself if an answer sheet is used.
- Let the student use webs, diagrams, or charts and outlines to plan for or respond to open-ended or essay questions.
- Let the student provide alternate demonstrations of knowledge and skills using objects or oral explanations, role-playing, interviewing, etc.

Change test procedures:

- Give extra examples for practice.
- Let the student have additional time to complete the test or grade only what the student can finish.
- Break up the test into small sections, and let the student take it over a period of days, if needed.
- Eliminate one or more of the choices in multiple-choice items.
- Require fewer questions, but select ones that measure all required content and skills.
- Grade the student's response separately for content and mechanics.
- Let the student take an open book test, unless memorization or content is required.
- Let the student use references such as a spelling dictionary.
- Give partial credit
- Let the student retake the test and give credit for improvement.
- Give shorter tests more frequently.

Change the setting.

- Administer the test individually or in small groups.
- Let the student use a study carrel to take the test.
- Let the student take the test in another room where there are no distractions.
- Let the student take breaks during the test.

Student has difficulty taking tests.

Student has difficulty preparing for the test.

- Provide instruction in test-taking skills. Use practice tests to help students learn some of the strategies effective test-takers use.
- Conduct a review of the knowledge and skills to be tested several days before the test.
- Give study guides to help students prepare for the test.
- Give the student practice with testing format; give example questions and explain the scoring rubric procedures that will be used.
- Read the directions of the test and simplify language, if needed. Go over enough sample questions to make sure the student knows how to answer.

Accommodation Ideas Based on Student Area of Need

Student has difficulty identifying areas that need to be corrected after the test.

- Review corrected tests and provide a debriefing.
- Have the student evaluate his or her own performance on the test.

Did I study the right things?

Did I make use of clues in the test?

Did I survey the test and plan my response?

Did I use the time allowed effectively?

Did I answer the questions I knew first?

Did I correct mistakes?

Time Demands and Scheduling.

- Use flexible scheduling practices that allow the student more time to complete a course.
- Let the student have additional time for assignments and assessments.
- Give assignments ahead of time so that the student can get started early.
- Provide a clear schedule with checkpoints along the way.
- Use a reward system to motivate assignment completion. Let the student engage in an activity of choice, following the completion of a required assignment.
- Give the student shorter tasks with easier tasks first.
- Give the student a pass to travel between periods to avoid hallway traffic and unnecessary delays in moving between classes.

Learning Environment.

Student is easily distracted or has a short attention span.

- Let the student use an enclosed study carrel to complete independent work.
- Let the student sit in an area away from the busy parts of the classroom.
- Give the students tasks that can be completed in short periods of time.
- Let the student use a timer to monitor how much longer he or she has to work on specific tasks.
- Give the student legitimate opportunities to get up and move in the classroom, use the restroom, or get a drink of water.
- Have the student sit close to the teacher.

Student has difficulty in groups.

Whole Groups:

- Let the student sit next to an aide, volunteer, or peer who can help maintain attention and understanding.
- Give the student a preview of what is going to happen during class.
- Provide a balance of active and passive activities within the lesson.
- Provide follow-up instruction individually, as needed.

Small Groups:

- Make sure the student has the communication and social skills needed for group interaction.
- Assign a specific role and responsibility to the student when working in a group.
- Let the student work with a trained classmate to help keep on task in a group situation.
- Allow partial participation in cooperative groups.

Student has difficulty with independent work, study, and practice.

- Let the student use a learning center with appropriate materials and equipment.
- Let the student use self-checking materials or computer-assisted instruction to practice skills.
- Let the student have a study buddy who can repeat and explain directions.

Accommodation Ideas Based on Student Area of Need

Student has difficulty managing own behavior.

- Give students a copy of class rules and expectations. Let students role-play positive and negative examples or behaviors on a regular basis to make sure all students understand.
- Give positive reinforcement for following class rules.
- Establish and regularly use a hierarchy of consequences for rule infractions. Make sure that the student knows the consequences.
- Monitor student's compliance with class rules and communicate regularly with the student and family.
- Identify a study buddy who can help the student when the teacher is unavailable. Make sure the buddy knows how to work effectively with the student.
- Provide a set of alternative activities for the student during unstructured time. Make sure the student knows how to initiate and complete the activities and wants to do them.
- Use a regular routine for transitions in the class. Establish a system of alerts and procedures to follow to get ready to start a lesson, to change classes, to complete an activity, to go to lunch,, etc.
- Identify a quiet area where the student may go when necessary.
- Seat the student away from distractions such as windows, heating or cooling vents, doors, resource areas, and certain students.