

## **APPENDIX B**

### **Accommodations—Quick Reference Guide**

This quick reference guide provides examples of the effects of a disability and related accommodations. It is not a comprehensive list of all possible effects of a disability and accommodations. A student may require unique and novel accommodations to learn and demonstrate performance. A student may use accommodations not included in this guide as long as the IEP or Section 504 plan team determines that the student needs them. The value of any accommodation is ultimately measured in terms of its impact on the performance of the student in the classroom.

## Presentation Accommodations

<b>Specialized Presentation Formats</b>	
<b>Effect of Disability</b>	<b>Accommodations</b>
<b>Visual Formats</b>	
Unable to see regular print, needs enlargement	Large-print, paper-based materials Enlarged text on computer-based programs
Difficulty understanding language in printed text, uses sign language or cued speech	Signed presentation of directions or text information (may accompany text for beginning readers) Signed presentation of items and answer choices English-to-sign language or sign language-to-English dictionary; sign picture, word, synonyms and index only; no definitions (students who use sign language as their primary means of communication) Cued speech transliterator to assist communication
Unable to hear and understand oral language	Video recording with closed captioning and descriptive video Audio recording with closed captioning or American Sign Language video
Unable to use computer-based or online programs	Paper-based materials (e.g., regular print, large print, braille materials or one-item-per-page documents)
<b>Tactile Formats</b>	
Unable to see print, uses tactile formats (for students who have a visual impairment)	Braille materials or documents Refreshable braille display Nemeth Braille Code Tactile graphic image Real coins or objects Light box Raised number line Braille ruler Enhanced tactile feedback (haptics)

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Effect of Disability	Accommodations
<b>Auditory Formats</b>	
Unable to see print or recognize or decode printed words, uses auditory format	Oral presentation of directions and text information Oral presentation of items and answer choices Read aloud by a person Recorded books and text recordings Screen-reader software—text-to-speech Equipment with auditory output Auditory recording and playback devices
<b>Presentation Formats</b>	
<b>Visual Enhancement</b>	
Difficulty seeing standard print, needs enlargement	Magnification equipment <ul style="list-style-type: none"> <li>• Magnification devices</li> <li>• Computer and tablet screen magnification (zoom)</li> <li>• Video magnifier</li> </ul>
Difficulty seeing print	Enlarged font on computer-based materials Large-print, paper-based materials Reading passage booklet (paper based) Color contrast (background and font) for paper- and computer-based materials Visual cues (e.g., colors, highlighting and bold text) Reduced glare or direct lighting Minimized visual distraction using masking or other strategies Colored transparencies or overlays or eyeglasses with colored lens One-item-per-page document Fewer items per page Increased space between items Verbal description of images or reading descriptive text provided (students with a visual impairment)

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<b>Visual Enhancement (continued)</b>	
Loses place while reading	Blank card to mark place Card with cutout window to direct attention Portions of assignment masked or covered to direct attention to uncovered item Straight edge to enhance visual attention to text
Unable to hold print materials open  Difficulty reading on flat surface	Positioning tools <ul style="list-style-type: none"> <li>• Tilt-top desk</li> <li>• Slant board</li> <li>• Book stand</li> <li>• Page holder</li> </ul> Materials or workbooks secured to work area
<b>Word Recognition</b>	
Difficulty with decoding  Difficulty with high-frequency sight words  Difficulty with structural analysis (e.g., affixes, root words)  Inability to read fluently	Leveled books  Digital text (tagged electronically) with audio feedback or word meanings  Portable scanning device, reading pen  Personal word list  Repeated readings

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Effect of Disability	Accommodations
<b>Comprehension</b>	
<p>Limited knowledge of vocabulary meaning</p> <p>Insufficient background knowledge or experience</p>	<p>Preview of vocabulary or key points</p> <p>Advance organizer</p> <p>Highlighting or color coding to mark key words or phrases</p> <p>Digital text (tagged electronically) with word meanings</p> <p>Hands-on activity, picture or diagram</p>
<p>Difficulty identifying main idea and supporting details</p> <p>Difficulty understanding text structure</p> <p>Difficulty making inferences and drawing conclusions</p>	<p>Advance organizer</p> <p>Highlighting or color coding of main ideas and details</p> <p>Annotating text</p> <p>Digital text (tagged electronically) with structural clues (e.g., header and sidebar) and summary, outline or key questions</p> <p>Study guide</p> <p>Hands-on activity, picture or diagram</p>
<b>Listening</b>	
<p>Difficulty understanding information presented orally</p> <p>Difficulty maintaining attention</p>	<p>Advance organizer</p> <p>Explicit verbal or visual cues</p>
<p>Difficulty remembering information presented orally</p>	<p>Active involvement</p> <p>Repetition and clarification of important information</p> <p>Note-taking assistance</p>
<p>Unable to hear spoken language clearly; students who use sign language or cued speech may periodically need assistance</p>	<p>Assistive listening devices</p> <p>Audio amplification devices (personal or classroom)</p> <p>Live captioning or sign language videos or apps</p> <p>Sign language interpreter</p> <p>Cued speech transliterator</p> <p>See also: Setting accommodations for sensory limitations</p>

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Effect of Disability	Accommodations
<b>Following Directions</b>	
<p>Difficulty remembering steps and procedures</p> <p>Difficulty understanding what is expected</p> <p>Lack of attention to detail</p> <p>Impulsive, easily distracted</p>	<p>Directions repeated or clarified</p> <p>Signal or prompt to gain attention</p> <p>Self-instruction and self-questions</p> <p>Directions with pictures or diagrams</p> <p>Simplified or graphic directions</p> <p>Copy of directions provided to student</p> <p>Opportunity to demonstrate understanding of directions (repeat or paraphrase)</p> <p>Sample problems and tasks</p> <p>Verbal encouragement (e.g., “Keep working” and “Be sure to answer every question”)</p> <p>Uncluttered and clearly organized material</p> <p>Visual cues</p> <p>Highlighting or color coding to mark key phrases or words in directions</p>

## Response Accommodations

Effect of Disability	Accommodations
<b>Alternate Response Modes</b>	
<p>Unable to respond by handwriting</p> <p>Speed of writing is too slow to keep pace with language and expression of ideas</p>	<p>Scribe to record written, signed or verbal responses</p> <p>Word processor or computer</p> <p>Word prediction software</p> <p>Braille responses</p> <p>Portable note-taking device</p> <p>Voice recorder</p> <p>Voice recognition software—speech-to-text</p>
<p>Difficulty with expressive language</p>	<p>Sign language</p> <p>English-to-sign language or sign language-to-English dictionary; sign picture, word, synonyms and index only; no definitions (students who use sign language as their primary means of communication)</p> <p>Augmentative and alternative communication device, such as communication board</p>
<p>Unable to use keyboard</p>	<p>Mouse, specialized keyboard or AT</p> <p>Computer switch, pointing device or other communication device</p> <p>Assistive devices to access computer-based programs (e.g., mouth stick and head wand)</p>

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<b>Response Supports</b>	
<b>Effect of Disability</b>	<b>Accommodations</b>
<b>Handwriting</b>	
Lack of coordination, weakness Inadequate pencil grasp Use of excessive pressure when writing Illegible handwriting	Pencil, marker or crayon of different diameters High-contrast writing tool Mechanical pencil Nonabrasive eraser Pencil or pen grip (e.g., triangular, pear-shaped and grip with finger indentations)
Errors in letter and word formation or spacing Visual perceptual or spatial-orientation difficulties Illegible handwriting	Finger spacer Handwriting guide Alphabet strip Specialized writing paper (e.g., colored or raised lines and gridded paper) Visual cues on paper (e.g., stop, start and margins)
Weak postural control	Paper stabilizer Slant board Physical support or positioning
Difficulty copying work Slow production Low productivity	Periodic check by teacher to be sure student is responding to task as directed Responses recorded directly on worksheet or test booklet Word prediction software



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<b>Written Expression</b>	
Weak expressive language skills Limited vocabulary Difficulties with syntax Expresses ideas orally but cannot convert into written language	Thesaurus or dictionary Word prediction software
Inconsistent use of capitalization and punctuation Missing or inappropriate grammar	Word processor with grammar check Checklist, cue card or reference card for editing Strategy or procedure for editing
Inconsistent spelling, phonetic spelling Insufficient memory for frequently used words Insufficient knowledge of common spelling words	Word processor with spell check Individualized spelling list Electronic dictionary with spell check Dictionary or thesaurus
Difficulty organizing information Difficulty identifying ideas for writing	Outlining techniques Checklists Strategies, templates and graphic organizers
<b>Oral Expression</b>	
Difficulty articulating speech Difficulty finding words Difficulty with syntax Difficulty with pragmatics	Increased wait time Use of visuals

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Effect of Disability	Accommodations
<b>Mathematics</b>	
<p>Difficulty with computation fluency</p>	<p>Calculation devices</p> <ul style="list-style-type: none"> <li>• Math Windows® (for students with a visual impairment)</li> <li>• Abacus (for students with a visual impairment)</li> <li>• Adapted calculator</li> </ul> <p>Tactile tools and materials</p> <p>Raised number line</p> <p>Chart of math facts</p> <p>Concrete materials and manipulatives</p>
<p>Difficulty with procedural skills or problem solving</p>	<p>Planning guides</p> <ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Flowchart</li> <li>• T-chart</li> </ul> <p>Special paper (e.g., gridded paper or guide to organize computation)</p>
<p>Difficulty with conceptual knowledge or application</p>	<p>Concrete models and manipulatives, including three-dimensional printed materials</p> <p>Visual representations</p> <p>Graphic aid for mathematics or geoboard (for students with a visual impairment)</p> <p>Enhancements that provide tactile feedback (haptics)</p> <p>Specialized image descriptions for mathematics</p>

## Setting Accommodations

Effect of Disability	Accommodations
<b>Physical Accessibility</b>	
Lack of mobility Unable to open doors or climb stairs	Physical access (e.g., ramps, nonslip surfaces, guide rails, automatic doors and elevators)
Difficulty using standard furniture and equipment because of motor impairments	Accessible workstation Adaptive or special furniture
Sensory limitations (vision or hearing)	Specialized lighting Devices or treatments to control glare (e.g., tinted lenses, soft surfaces and window blinds) Acoustical treatment or special room to block extraneous sounds Classroom soundfield system (small public sound address system) Preferential seating Other adaptations to the learning environment (specify)
Needs that can only be met in a specialized setting	Familiar place With a familiar person who has been appropriately trained
<b>Behavior and Attention</b>	
Lack of self-control	Class rules and expectations Regular procedures Alternative activities and choices Individual setting (i.e., one-on-one) Small-group setting Increased opportunity for movement Decreased opportunity for movement

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<b>Behavior and Attention (continued)</b>	
<p>Unable to concentrate</p> <p>Difficulty maintaining attention</p>	<p>Reduced stimuli and sources of distraction</p> <p>Preferential seating</p> <p>Noise buffer</p> <p>White noise (e.g., sound machines and approved music)</p> <p>Individual setting</p> <p>Small-group setting</p>
<b>Organization of Space and Materials</b>	
<p>Difficulty organizing work space, personal space, textbooks and materials</p> <p>Insufficient attention to details</p>	<p>Compartmentalized storage container</p> <p>Diagram for storage of materials</p> <p>Checklist of required materials and tools</p> <p>Binders and folders (e.g., color-coded and tactile labels)</p> <p>Limited amount of materials available to student</p> <p>Access to materials outside of class</p>

## Scheduling Accommodations

Effect of Disability	Accommodations
<b>Time Allocation</b>	
<p>Works slowly</p> <p>Use of accommodation that requires more time</p> <p>Medical condition slows effort</p>	<p>Extended time (specify task and time)</p> <p>Breaks</p> <p>Schedule adjustments</p> <ul style="list-style-type: none"> <li>• Preferred time of day</li> <li>• Preferred day of week</li> </ul>
<b>Time Management</b>	
<p>Short attention span</p> <p>Difficulty staying on task until completion</p> <p>Easily distracted</p> <p>Completes assignments quickly but inaccurately</p>	<p>Predictable routines and procedures</p> <p>Established timelines</p> <p>Assignments over several brief sessions</p> <p>Time limits for assignments</p>
<p>Difficulty remembering what to do</p>	<p>Visual schedule</p> <p>Checklist of individual responsibilities</p> <p>Assignment planner</p> <p>Electronic device with alarms or cues</p>