

# *Accommodations by Functional Need*

## **Reading**

- Extra time
- Shorter assignments
- Another person read material aloud
- Large print
- Larger type face used while word processing
- Read along with audio taped material
- Talking calculator
- Change of lighting source and/or intensity of light
- Speech synthesis software for reading on a computer screen

## **Accessing Information with Low Vision**

- Low vision treatment
- Magnification devices
- Large, bolded print text and materials
- Extra time
- Sitting closer to materials that must be viewed (blackboard, posters, overheads, etc.)
- Yellow acetate overlays to enhance print contrast
- An assistant to read and/or audio tape items
- Audio-taped presentations
- Computer with a larger screen
- Color coded keys on calculator or keyboard
- Adapted computer software, such as ZoomText
- Change of lighting source and/or intensity of light
- Use of adjustable lamp/light source
- Brimmed cap worn to reduce glare
- Computer with voice recognition capabilities

## **Accessing Information with No Vision**

- Braille texts
- Slate and stylus or braille for Braille writing
- Allowed to read/study at home, where equipment/technology is available that is **not** available in the classroom
- An assistant to read and/or audio tape items
- Computer with voice recognition capabilities
- Print scanner

## **Handwriting**

- Use of an alphabet chart
- Alternate methods of holding the writing utensil
- Adaptive devices such as grips, rulers, guides, paper with raised lines, or universal cuff
- Paper stabilizing device (scotch tape, paper weight, etc.)
- Typing or using word processing rather than writing
- Computer with speech recognition capabilities
- Use of key guard to prevent multiple simultaneous keystrokes
- Different writing utensils (felt tip pen, pen, pencil, oversized pencil)
- Different writing surfaces such as different types of paper, more than one layer, or sandpaper underneath the paper
- Graph paper or wide-lined paper
- More time or no time limits
- Shortened work intervals, with breaks
- Scribe or tape-recorder

## **Solving Math Problems**

- Shorter assignments
- Manipulatives (blocks, paper clips, etc.)
- Extra time to complete assignments and/or tests
- Shortened work intervals
- Use of an abacus
- Computer software and/or calculator
- Graph paper
- Vertically lined paper
- Tic-Tac-Toe math steps

## **Paying Attention to Oral Directions**

- Smaller, more distinct steps
- Provided with written copy of oral directions and lectures
- Repeat directions orally, or use a written cue
- Visual cues on chalkboard or overhead
- Checklist of steps
- Pictorial diagrams

## **Attention to Task**

- Use carrel or quiet corner to free the work area from distractions
- Use of sound absorbing devices
- More time to complete assignments and/or tests
- Audio tapes
- Shortened time periods of desk work
- Use of a timer
- Breaks and/or physical movement during breaks
- Work with a partner who cues you to stay on task
- Use of white noise

## **Staying on Track**

- Specified time frame for assignment/task completion
- Checklists to keep track of assignments
- Use of carrel, private work space and/or earplugs
- Use of earphones

## **Staying Organized**

- Mnemonics
- Notebook to keep track of materials and assignments
- Color coding
- Visual cues
- Keep materials/assignments in file folders
- Work on only one subject at a time
- Checklists to keep track of assignments
- Use of a backpack or briefcase to keep things together
- Use of a computer to keep track of assignments

## **Dealing with Change**

- Outline of day's plan
- Daily routine posted with changes discussed as soon as possible
- Time to acclimate to new areas, classroom space, new staff and new students
- Clear, predictable breaks between activities

## **Remembering**

- Make cue notes
- Write all assignments in an assignment book
- Step by step checklists for completing assignments
- Tasks are demonstrated
- Assignments are listed with their instructions on the blackboard

## **Frustration**

- Shorted work intervals
- More time to complete assignments and/or tests
- Frequent breaks that allow physical movement
- Use of soft, relaxing music (if it is not distracting to others)
- Use of carrel or quiet corner to free the work area from distractions
- Allowed to set up own schedule

## **Accessing Information with Impaired Hearing**

- Written copy of oral directions and lectures provided
- Use of a microphone/amplifier combination
- Visual cues such as flashing lights for timed tasks
- Placed in close proximity to the person speaking
- Person speaking is right in front of you
- Interpreters
- Compressed speech
- Elimination of background noise

## **Accessing Information with No Hearing**

- Written copy of oral directions and lectures provided
- Signing, lip reading and/or an interpreter
- Visual cues on chalkboard or overhead
- Group discussions held in semicircle so the person with a hearing impairment can see everyone that is speaking
- Person speaking is right in front of you, if lip reading

## **Expressing Self Verbally**

- Alternative forms of information sharing (demonstrations, taped instead of oral reports, debates, etc.)
- Extra time to respond to questions
- Computer synthesized speech software
- Communications board
- Signing or using an interpreter
- Responses given in demonstration of written format
- Organizational aids (i.e. cue cards, overheads, etc.)
- Use of a study partner

## **Accessing Facilities with Low or No Vision**

- Braille maps of facilities
- Layout of classroom is taught on first day of class
- Brightly colored tape to enhance the visibility of small objects
- Room arrangement is kept constant
- Colored tape to enhance contrast of desk edges and other protruding objects in the classroom
- Cords and other hindrances stored away from traveled areas

## **Accessing Facilities in a Wheelchair**

- Adjusted heights of tables and desks
- Widened doors and aisles
- Cords and other hindrances stored away from traveled areas

## **Sitting Tolerance: Sitting increases agitation and distraction from task**

- Use of fidget objects to relieve tension (paper clips, small balls, etc.)
- Food allowed in classroom
- Chewing gum, licorice, lollipops, etc.
- Wearing comfortable clothes
- Different kinds of chairs used (e.g. beanbag, rocking chair, therapy ball)
- Sitting close to the instructor
- Lighting changes
- Temperature changes
- Frequent breaks that allow physical movement

## **Sitting Tolerance: Sitting causes pain or fatigue**

- Stand up or lie down when necessary
- Extra time to complete assignments and/or tests
- Use of a lumbar support chair and/or footstool
- Work on assignments at home, where more comfortable and check in by phone or Email
- Changing positions every 10-15 minutes to prevent pain and fatigue