**Sample Accommodations for Intellectual Disabilities**

|  |  |
| --- | --- |
| **Reading** | |
| Accommodation:   * TABE Testing | Specific Accommodations/Comments:   * Extended time * Audio taped administration * Clarify directions * Read Directions * Repeat Directions |
| * Other Testing | * Extended time * Audio taped administration * Read directions to student * Student to provide oral responses to test items |
| * Instructional/Assignments | * Instructional supports   + Provide pictures, symbols, and diagrams instead of words   + Read written instructions to the student |
| * Environmental | * Dormitory-related   + Provide pictures, symbols, and diagrams instead of words   + Read written instructions to the student |
| * Assistive Technology | * Reading support with voice output (e.g., software)   + Provide pictures, symbols, and diagrams instead of words * Books on Tape |

|  |  |
| --- | --- |
| **Writing** | |
| Accommodation:   * Other Testing | Specific Accommodations/Comments:   * Extended time * Audio taped administration * Read directions to student * Student to provide oral responses to test items |
| * Instructional/Assignments | * Instructional supports   + Provide templates, or forms to prompt   + Allow verbal responses * Extended time for assignment completion |
| * Environmental | * Dormitory-related   + Provide templates of forms with dormitory tasks   + Allow verbal responses |
| * Assistive Technology | * Speech input software (Dragon Naturally Speaking) * Use of scribe to assist in writing responses * Use of writing support software (spell-checker graphic organizers…) |

| **Memory** | |
| --- | --- |
| Accommodation:   * TABE Testing | Specific Accommodations/Comments:   * Extended time * Audio-taped administration * Clarify directions * Repeat Directions |
| * Other Testing | * Extended time * Audio-taped administration |
| * Instructional/Assignments | * Instructional supports   + Provide written information   + Provide pictures, symbols, and diagrams instead of words   + Allow verbal responses   + Break down assignments for completion of one component at a time   + Prompt employee with verbal cues * Extended time for assignment completion * Study guides |
| * Organizational | * Checklists   + Provide templates of forms with dormitory tasks   + Allow verbal responses   + Graphic organizers   + Provide copy of daily schedule |
| * Assistive Technology | * Other   + Allow student to record information on phone or voice recorder   + Use instructional videos to teach/reteach concepts |
| * Behavior | * Rules/expectations in accessible format |

|  |  |
| --- | --- |
| **Calculations** | |
| Accommodation:   * TABE Testing | Specific Accommodations/Comments:   * Use of calculator   + Large-display calculator   + Talking calculator |
| * Other Testing | * Use of calculator   + Large-display calculator   + Talking calculator * Other   + Allow the use of talking tape measure and visual supports |
| * Instructional/Assignments | * Instructional supports   + Allow use of talking tape measure   + Provide visuals with measurements   + Allow to mark measuring cups |
| * Assistive Technology | * Calculator * Talking adaptive devices   + Talking watch   + Talking calculator/Large display calculator |

|  |  |
| --- | --- |
| **Organization** | |
| Accommodation:   * Instructional/Assignments | Specific Accommodations/Comments:   * Instructional supports   + Color-code items or resources   + Divide large tasks into smaller tasks |
| * Organizational | * Other   + Label items and resources with print labels   + Use symbols instead of words |
| * Environmental | * Distraction free space   + Minimize clutter * Dormitory-related   + Minimize clutter   + Label items and resources with print labels   + Provide charts with tasks |

|  |  |
| --- | --- |
| **Time Management/Performing or Completing Tasks** | |
| Accommodation:   * Instructional/Assignments | Specific Accommodations/Comments:   * Instructional supports   + Provide verbal prompts/reminders   + Provide written or symbolic reminders |
| * Organizational | * Planners   + Use symbols and pictures * Checklists   + All tasks illustrated with numbers, pictures, and/or symbols * Other   + Label items and resources with print labels   + Use symbols instead of words   + Arrange materials in order of use |
| * Environmental | * Dormitory-related   + Provide charts with tasks   + Provide visually supported lists |
| * Assistive Technology | * Other   + Use alarm on phone, or watch to keep track of time   + Electronic calendars or organizational apps |

|  |  |
| --- | --- |
| **Using Computer** | |
| Accommodation:   * TABE Testing | Specific Accommodations/Comments:   * Accessible format   + Speech input software   + Reading support with voice output |
| * Other Testing | * Alternate/Accessible format   + Speech input software   + Reading support with voice output |
| * Assistive Technology | * Speech input software (Dragon Naturally Speaking) * Reading support with voice output * Other   + Trackball to assist with use of computer   + Joystick   + Touchscreen |

|  |  |
| --- | --- |
| **Using Telephone** | |
| Accommodation:   * Assistive Technology | Specific Accommodations/Comments:   * Adaptive Equipment   + Use a large button phone   + Use phone with universal symbols (fire, police, doctor)   + Use phone with speed-dial, clearly labeled   + Use of a headset   + Use mobile phone with specific accessibility settings |

|  |  |
| --- | --- |
| **Accessing Workspace** | |
| Accommodation:   * Environmental | Specific Accommodations/Comments:   * Adaptive seating/furniture/workspace   + Use stools at workstations   + Place anti-fatigue mats (cushioned, anti-slip mats) at workstations   + Ability to set up workspace |
| * Behavioral | * Time-out/break area |
| **Handling or Grasping Objects** | |
| Accommodation:   * Assistive Technology | Specific Accommodations/Comments:   * Adaptive equipment   + Use adaptive tools   + Use grip aids   + Use orthopedic writing aids   + Use a jig or a brace |

|  |  |
| --- | --- |
| **Emotional Support** | |
| Accommodation:   * Behavioral | Specific Accommodations/Comments:   * Time-out/break area * Positive behavior support   + Provide positive verbal praise   + Provide tangible rewards   + Use visual performance charts, to indicate when a task has been satisfactorily completed |
| * Personal Support | * Buddy/Mentor   + Use another student as a buddy/mentor for classroom, dormitory, and trade   + Contact Vocational Rehabilitation to provide a Job Coach for Work-based Learning |
| * Assistive Technology | * Other   + Stress management apps   + Social stories apps   + Stress balls and other fidgets |

|  |  |
| --- | --- |
| **Communication** | |
| Accommodation:   * Personal Support | Specific Accommodations/Comments:   * Buddy/Mentor   + Use another student as a buddy/mentor for classroom, dormitory, and trade   + Contact Vocational Rehabilitation to provide a Job Coach for Work-based Learning and connect with Job Coach to reinforce behaviors |
| * Behavior | * Feedback on Progress * Communicate one on one with student * Verification of understanding of expectations, rules, consequences   + Communicate one on one with student and deal with problems as they arise   + Provide copy of rules and expectations |
| * Assistive Technology | * Other   + Social Stories apps   + Use training videos and role-play scenarios to model appropriate workplace behavior |

***Reminder: Documentation of disability is required to support each accommodation provided. Accommodation Plans must be individualized to meet the specific needs of each student with a disability.***