**Sample Accommodations for Intellectual Disabilities**

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| **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
 |

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| **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…)
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| **Memory** |
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| 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
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| **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
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| **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
 |

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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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***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.***