**Sample Accommodations for Learning Disabilities**

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| **Reading**  |
| Accommodation:* TABE Testing
 | Specific Accommodations/Comments:* Extended time
* Accessible format
	+ Provide the test in larger print
* Audio-taped administration
	+ Provide audio recording of the test
* Proctor read test
	+ Read the directions and/or test aloud to the student
 |
| * Other Testing
 | * Extended time
* Accessible format
	+ Provide the test in larger print
* Audio-taped administration
	+ Provide audio recording of the test
* Proctor read test
	+ Read the test aloud to the student
 |
| * Assistive Technology
 | * Computer for word processing or other task completion
* Audio tape of course content or other center materials
* Reading support with voice output (e.g., software)
	+ Scan any hard copy documents into a computer and use Optical Character Recognition (OCR) so the student can use a screen reader
* Reading pen
* Other
	+ Use an on-screen ruler
	+ Allow student to alter the color scheme on the computer to suit their visual preferences or use a colored overlay
	+ Allow student to adjust the font on the computer screen
	+ Reading apps
	+ Bookshare
 |
| * Instructional Supports
 | * Break large projects/assignments into smaller sections
	+ Break large reading assignments into smaller assignments, reduce the amount of reading when possible
* Provide teacher note/key points from board/presentation
* Extended time for assignment completion
* Study guides
	+ With key points highlighted
* Increased wait time for responses
 |

| **Spelling** |
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| Accommodation:* Assistive Technology
 | Specific Accommodations/Comments:* Dictionary/Thesaurus, Spell Checker
	+ Allow student to use dictionary, thesaurus, and spell checker
* Other
	+ Dictionary/Thesaurus, spell checking apps on phone/computer
	+ Electronic or talking dictionary
	+ Word prediction software for phone or computer
 |
| * Personal Supports
 | * Buddy/Mentor
	+ Allow buddy to proofread the students work
 |
| * Other Testing
 | * Other
	+ Allow student to use dictionary, thesaurus, and spell checker
 |
| * Instructional Support
 | * Avoid penalizing for poor penmanship/spelling
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| **Writing** |
| Accommodation:* Assistive Technology
 | Specific Accommodations/Comments:* Computer for word processing and other task completion
* Speech input software (Dragon Naturally Speaking)
* Graph paper
* Dictionary/Thesaurus, Spell Checker
	+ Allow student to use dictionary, thesaurus, and spell checker
* Other
	+ Dictionary/Thesaurus, spell checking apps on phone/computer
	+ Electronic or talking dictionary
	+ Word prediction software for phone or computer
	+ Writing and editing software, such as, Read, Write, and Gold
	+ Supply bold lined paper
 |
| * Instructional/Assignment
 | * Extended time for assignment completion
* Avoid penalizing for poor penmanship/spelling
 |
| * Organizational
 | * Graphic Organizer
 |
| * Other Testing
 | * Extended time
* Student provide oral responses to test items
* Other
	+ Allow student to use dictionary, thesaurus, and spell checker
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| **Mathematics** |
| Accommodation:* Assistive Technology
 | Specific Accommodations/Comments:* Calculator
* Talking adaptive devices
	+ Tape measures, scale, watches, calculator
* Other
	+ Use premeasurement guides or jigs
	+ Allow student to post mathematical guides in work area
	+ Allow student to view Math videos to learn new concepts
 |
| * TABE Testing
 | * Extended time
* Use of calculator
 |
| * Other Testing
 | * Extended time
* Use of calculator
* Other
	+ Scratch paper
	+ Graph paper
 |

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| **Speaking/Communicating** |
| Accommodation:* Instructional Supports
 | Specific Accommodations/Comments:* Other
	+ Provide advance notice of what will be discussed in the classroom
	+ Allow student to write out responses instead of a verbal response
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| **Organizational Skills** |
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| Accommodation:* Organizational
 | Specific Accommodations/Comments:* Planners
	+ Calendar with color coding or electronic calendar
* Graphic organizers
	+ Electronic organizers/apps
	+ Divide large assignments into smaller tasks
* Checklists
	+ Electronic organizers/apps
	+ Work with student to create dorm and/or daily task checklists
	+ Work with student to prioritize tasks
 |
| * Personal Supports
 | * Buddy/Mentor
	+ To help student keep everything on track
 |

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| **Memory** |
| Accommodation:* TABE Testing
 | Specific Accommodations/Comments:* Read directions
* Repeat directions
* Extended time
 |
| * Other Testing
 | * Read directions to student
* Repeat directions
* Extended time
 |
| * Personal Supports
 | * Buddy/Mentor
	+ Provide a mentor for daily guidance and check-in’s
 |
| * Organizational
 | * Planners
	+ Provide the student with calendars, checklists, and task lists
	+ Give the student a lot of reminders regarding deadlines
* Checklists
	+ Provide assignment, dorm task, and daily task checklists
 |
| * Instructional
 | * Provide teacher note/key points from board/presentation
* Other
	+ Allow the student to record instruction
 |
| * Assistive Technology
 | * Other
	+ Voice recorder or cell phone with recorder to record instruction and reminders
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| **Time Management/Completing Tasks** |
| Accommodation:* Personal Supports
 | Specific Accommodations/Comments:* Buddy/Mentor
	+ Provide a mentor for daily guidance and check-in’s
 |
| * Organizational
 | * Planners
	+ Make daily to-do lists and check off completed items
	+ Provide organizational tools such as election schedulers, recorders, software organizers, calendars, watches, and apps
* Checklists
	+ Provide assignment, dorm task, and daily task checklists
* Pocket notebook for directions/tasks
* Other
	+ Give the student a lot of reminders regarding deadlines
	+ Work the student one on one on time management
 |

| **Social Skills** |
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| Accommodation:* Behavioral
 | Specific Accommodations/Comments:* Rules/expectations in accessible format
	+ Provide both written and verbal instructions for the student
	+ Provide concrete examples  to explain consequences in a disciplinary action
* Feedback on progress
	+ To reinforce appropriate behavior, recognize and reward appropriate behavior
* Time-out/break area
	+ Encourage the student to walk away from frustrating situations and confrontations
* Positive behavior supports
	+ Work with the student and provide praise when they are doing something well
 |
| * Personal Supports
 | * Buddy/Mentor
	+ Help student “learn the ropes” by providing a buddy
 |

***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.***