**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 |

| **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.***