**Sample Accommodations for Speech/Language Disorders**

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| **Reading/Writing/Communication** |
| Accommodation:* Instructional/Assignments
 | Specific Accommodations/Comments:* Increased wait time for responses
* Provide teacher note/key points from board/presentation
* Instructional supports
	+ Instructors/administrators should be patient, and not complete words or phrases for the student
	+ Communicate as naturally as possible
	+ Use repetition
* Extended time for assignment completion
* Break large projects/assignments into smaller sections
* Avoid penalizing for poor penmanship/spelling
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| * Communication
 | * Other
	+ Provide students with pen and paper to assist in communication
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| * Assistive Technology
 | * Computer for word processing, spell check, grammar check, and task competition
* Taped/videos of lectures
* Graphic organizers
* Talking adaptive devices
	+ Provide, or allow the use of augmentative and alternative communication (AAC) devices (AAC devices provide communication access through typed or pre-programmed words and sentences, or through pictorial symbols.)
	+ Provide a TTY (TTYs are traditionally used for text telephone communication for individuals who have no speech or speech that is difficult to understand, but can also be useful to communicate one-on-one through a TTY trainer device that connects TTYs together without a telephone line.)
	+ Provide a portable speech amplifier
* Other
	+ Allow the use of email or instant messaging to facilitate communication
	+ Access to Bookshare
	+ Headphones to reduce distractions
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| * TABE Testing
 | * Extended time
* Accessible format
* Secluded testing
* Clarify directions
* Repeat directions
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| * Other Testing
 | * Extended time
* Alternate/Accessible format
* Secluded/private testing
* Simplify or clarify directions
* Read directions to the student
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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.***