

Example Accommodations for IEPs and 504s

Classroom/Learning Environment

Keep the workspace clean and clear of unrelated materials	Provide additional personal space between desks
Keep the classroom or learning area quiet during intense learning times	Post a visual schedule on the student's desk
Reduce visual distractions in the classroom/learning environment	Use a pass system for students needing frequent movement breaks
Provide a computer for written work	Provide headsets to block noise
Seat the student close to the teacher or a positive role model	Provide FM or a sound-field amplification system for listening
Use a study carrel (in a classroom environment, provide extra carrels so the student will not feel singled out)	Provide accessible classroom locations and accessible furniture (such as desks, tables, wobble chairs, etc.)
Seat the student away from windows, doorways, and radiators	Provide organizers for lockers/desk
Provide a clear view of the board, teacher, and screen	Provide assistance when moving between classrooms or around the building
Keep extra materials (pencils, paper, erasers, rulers) on hand	Allow the student to leave the classroom 2-3 minutes early to avoid crowded hallways
Provide preferential seating for visual, auditory, or behavioral needs	Allow for small group and/or individual administration

Allow the use of assistive technology	
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Curriculum

Directions

Use both oral and printed directions	Highlight key words in directions
Give directions in small steps using as few words as possible	Show a model of the end product (such as a completed math problem or finished quiz)
Number and sequence steps in a task	Provide visual aids
Allow the use of a tape recorder or assistive technology device to record directions	Stand near the student when giving directions and cue the student that it's time to pay attention
Have the student repeat the directions to check for comprehension	Clarify/simplify/repeat directions

Textbooks

Provide a summary of each chapter	Explore the use of assistive technology
Ask peer readers to read questions or passages aloud	Provide audiotapes of textbooks – have the student follow the text while listening
Use a marker to highlight important information in textbook sections	Provide interesting reading material at or slightly above the student's comfortable reading level

	Provide two sets of classroom curriculum materials: one for home and one for school		Use word-for-word sentence fill-ins
	Provide the student with a list of discussion questions before reading the material		Use index cards to record major themes
	Provide books and other written materials in alternate formats such as Braille, large print, audio formats, and digital text		Give page numbers to help the student find answers
	Provide alternative books with similar concepts, but at an easier reading level		

Assignments

	Provide a vocabulary list		Shorten assignments to focus on mastery of key concepts
	Substitute alternatives for long writing assignments (such as clay models, posters, panoramas, collections, electronic presentations, or oral presentations)		Give alternatives to long written reports (for example, write several short reports, preview new audio-visual materials and write a short review, or give an oral report on an assigned topic)
	Provide alternatives to reading aloud in front of the class		Shorten spelling tests to focus on mastering the most functional words
	Specify and list exactly what the student will need to learn; review this frequently		Mask (block or white out) unnecessary content (such as navigational buttons, menu, additional questions, etc.) so

		students can focus on the assignment one step at a time
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Math

	Allow the student to use a calculator without penalty if needed	Read and explain story problems or break problems into smaller steps
	Group similar problems together (such as addition in one section, unless testing to see if the student can determine which function to use)	Provide fewer problems on a worksheet (for example, 4 to 6 problems per page rather than 20 or 30, but keep the same total number of problems)
	Tape a number line to the student's desk	Use pictures or graphics
	Use enlarged graph paper to help the student keep numbers in columns	Circle math computation signs
	Provide a table or chart of math facts for reference (unless testing math facts)	Require the student to solve fewer problems to focus on mastery of concepts

Time

	Alert the student several minutes before a transition from one activity to another	Allow a specified amount of extra time to turn in homework without penalty
	Provide additional time to complete a task	Provide a visual timer
	Increase wait time for responses	

Test-Taking and Grading

Tests

	Allow for extended time to take the test	Go over directions orally
	Allow the student to bring and take necessary medications such as an inhaler during the exam	Have someone transfer answers to Scantron bubble sheets or record dictated notes and essays
	Provide wheelchair-accessible testing stations	Offer the student study guides and questions that directly relate to the test
	Provide a distraction-free room	Provide sample or practice tests ahead of time
	Provide Braille or large-print exam booklets	Allow screen-reading technology
	Have a scribe read materials to the student and take notes for the student	Divide tests into small sections of similar questions and problems
	Allow oral responses, access to speech-to-text support, speech-to-text support, and a scribe for dictation of written responses	Permit the student to do an independent project as an alternative to a test
	Allow for testing over multiple days	Provide test breaks
	Use a familiar proctor/test administrator	Allow signed administration for students who are Deaf or hard of hearing
	Allow student to read aloud to self before selecting answers	Provide paper format of test otherwise administered digitally
	Provide pre-recorded audio delivery for assessments, such as audiocassette tapes, CD-ROMs, audio	Mask (block or white out) unnecessary content (such as navigational buttons, menu,

DVDs, screen reader, etc.	additional questions, etc.) so students can focus on one question at a time
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Grading

Use daily or frequent grading and average into a grade for the quarter	Mark the correct answers rather than incorrect ones
Weigh daily work more heavily than tests for a student who performs poorly on tests due to their disability	

Writing & Handwriting

Use worksheets that require minimal writing	Provide a computer for written work
Use fill-in questions with space for a brief response rather than a short essay	Provide access to word processing applications or software, a portable note taker, a tablet, or similar device
Provide a designated note-taker or photocopy of another student's or teacher's notes (do not expect the student to arrange with another student for notes)	Provide photocopy materials rather than requiring the student to copy from the board or textbook
Provide outlines for videos	Access to technology or a scribe, as needed, to record or dictate answers
Provide adaptive writing tools, pencil	Access to speech-to-text software

	grips, and a slant board or slanted surface		and other technology for written assignments
	Allow the student to dictate a writing assignment for a scribe (teacher or aide) to transcribe		Provide partially completed outlines of lectures for students to fill in the blanks
	Explore the use of alternate keyboard options and writing software		Provide specialized, lined paper with raised lines
	Provide word models and/or tracing opportunities		Allow spell check software
	Allow word prediction software		

Behavioral Accommodations

	Pair the student with those who are modeling good behavior for classwork, projects, and mentoring (this can be done both in person and online)		Develop an individualized behavior intervention plan that is positive and consistent with the student's ability and skills
	Reward positive behaviors; increase the frequency and immediacy of reinforcement		Ignore behaviors that are not seriously disruptive
	Create a "back pocket pass" the student can use to leave the classroom without asking for permission		Allow sensory and/or fidget objects to help the student self-regulate
	Establish a plan to manage side effects of medication (such as providing a water bottle for thirst or allowing extra bathroom breaks)		Develop a system or code word to let the student know when behavior is not appropriate
	Arrange a "check-in" time to organize		Modify school rules that might

the day	discriminate against the student
Minimize the use of punishment; amend consequences for rule violations (for example, reward a forgetful student for remembering to bring pencils to class, rather than punishing the failure to remember)	Arrange for the student to leave the classroom/learning area voluntarily and go to a designated "safe place" when under high stress

Health Accommodations

Eating Orally

Provide 1:1 supervision during lunch and snack times for those with food allergies or who are at risk for aspiration or choking	Provide the opportunity to snack during instruction or take short breaks from instruction for snacking (for students who may not be able to consume sufficient calories during a designated lunch period)
Provide verbal or visual cues to chew, swallow, and/or monitor the amount of food to prevent choking	Provide behavioral motivators for students who need positive encouragement to eat
Provide a "nut-free" table or classroom for those with severe allergies	Provide specific chairs, utensils, cups, straws, or positioners
Allow extra time during meals for students with reduced endurance for self-feeding	Allow an adult-supported peer group to provide modeling and socialization during meals and snacks

Eating Using a G-Tube

Administer tube feeds where the student is most comfortable (such as the nurse's office, lunch room, or classroom)	Allow use of specific chairs or positioners during and following tube feeds for students who need to be in an upright position to manage reflux or other medical issues
Provide designated support staff (nurse or trained assistant) to administer tube feeds, as needed	Provide stoma site management by school nurse, as needed
Monitor for safety during tube feedings	Provide an emergency plan with school nurse if the tube becomes dislodged at school

Toileting

Allow the student to use the bathroom at the nurses' station	Allow extra time to get to and from the bathroom, and more time as needed while there
Provide an adaptive toilet seat as needed, and access to a handicap-accessible stall	Provide nurse support for catheter care
If a student wears diapers, provide access to a private, safe, and sanitary diaper-changing station out of sight of peers	

Additional Health Considerations

Allow a hat to be worn during recess	Allow the student to leave class to
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	for students with sun sensitivity due to a health condition		use the nurses' station as needed (for example, to take medicine)
	Provide access to temperature-controlled spaces during outside activities in times of excessive heat or cold for students with medical sensitivities to extreme weather		Provide a 1:1 aide during transportation for medical needs

Low-Incidence Accommodations

Visual Processing

	Provide all materials in enlarged font		Provide a 1:1 aide during transportation for medical needs
	Provide slant boards or slanted surface		Use larger manipulatives
	Provide verbal descriptions of visual aids		Reduce clutter on the page
	Use high-contrast materials		Provide preferential seating
	Provide a printed copy of what's being presented on the board		Use raised-line drawings and tactile models of graphic materials
	Provide Audiotaped, Brailled, or electronically formatted notes, handouts, and texts		Provide Braille lab signs and equipment labels, as well as auditory lab warning signals
	Provide adaptive lab equipment (talking thermometers and calculators, light probes, and tactile timers)		Provide access to computer with optical character reader, voice output, Braille screen display, and printer output
	Provide magnification		Use color-contrast materials

Auditory Processing

Provide preferential seating	Reduce background noise
Provide additional written or visual material	Provide an FM system to amplify the teacher
Simplify directions and verbal instruction	Use a peer-pairing system to check notes and/or assignments

Mobility/Orthopedic

Provide accessible play equipment or alternatives (e.g., a lighter/softer ball for sports activities; an adaptive tricycle if the playground and field are otherwise inaccessible)	If the school has an elevator, make sure the teacher and any classroom or 1:1 aides have a key so the student doesn't have to wait to access it
Provide appropriate seating in the classroom, at school-wide events, and during toileting (e.g., an adaptive toileting seat)	Provide physical modifications to assignments for increased fine motor control (e.g., raised outlines to help a student stay within the lines on writing and coloring projects)
Use appropriate workspace height and spacing in the classroom to allow for physical navigation where applicable, especially but not exclusively if the student is using a wheelchair or walker	Allow extra time to get to the bathroom, from class to class, to and from lunch and recess, and more, especially on large campuses
Establish clearly defined times when a student will use a piece of mobility equipment during the day (e.g., time in	

a stander or walker to ensure physical activity, particularly for students who use a wheelchair)	
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Additional Accommodations

Check progress and provide feedback often in the first few minutes of each assignment	Explore the use of memory organization aides (tablets, cell phone calendars, task lists, and visual schedules)
Introduce an overview of long-term assignments so the student knows what is expected and when it is due	Establish a regular form of communication between home and school
Provide structured assignments with lists for the student to cross off when finished	Use color-coded materials for each class
Break long-term assignments into small, sequential steps with daily monitoring and frequent grading	Reward the student for recording assignments and due dates in a notebook
Have the student practice presenting in a small group before presenting to the class	Structure work so that the easiest parts come first
Give the student worksheets one at a time	Allow the use of sensory tools
Draw arrows on worksheets or the board to show how ideas are related, or use other graphic organizers such as flow charts	Provide locker accommodations (such as a key versus a combination lock)