MONTANA EMPOWERMENT CENTER

Exceptional Children, Extraordinary Potential

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Accommodations for IEPs and 504s

Classroom/Learning Environment

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

CURRICULUM

Directions

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

Textbooks

- Provide a summary of each chapter
- Ask peer readers to read questions or passages aloud
- Use a marker to highlight important information in textbook sections
- Provide two sets of classroom curriculum materials: one for home and one for school
- Provide the student with a list of discussion questions before reading the material
- Provide books and other written materials in alternate formats such as Braille, large print, audio formats, and digital text
- Provide alternative books with similar concepts but at an easier reading level
- Explore the use of assistive technology
- Provide audiotapes of textbooks — have the student follow the text while listening
- Provide interesting reading material at or slightly above the student's comfortable reading level
- Use word-for-word sentence fill-ins
- Use index cards to record major themes
- Give page numbers to help the student find answers

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

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
- Provide a table or chart of math facts for reference (unless testing math facts)
- Circle math computation signs
- Require the student to solve fewer
- problems to focus on mastery of concepts

TEST-TAKING AND GRADING

Time

- Alert the student several minutes before a transition from one activity to another
- Provide additional time to complete a task
- Increase wait time for responses
- Allow a specified amount of extra time to turn in homework without penalty
- Provide a visual timer
- Allow for an extended time to take the test
- Allow the student to bring and take necessary medications such as an inhaler during the exam
- Go over directions orally
- Have someone transfer answers to Scantron bubble sheets or record dictated notes and essays
- Provide wheelchair-accessible testing stations
- Provide a distraction-free room
- Provide Braille or large-print exam booklets
- Have a scribe read materials to the student and take notes for the student
- Allow oral responses, access to speech-to-text support, speech-to-text support, and a scribe for dictation of written responses
- Allow for testing over multiple days
- Use a familiar proctor/test administrator
- Allow student to read aloud to self before selecting answers
- Provide pre-recorded audio delivery for assessments, such as audiocassette tapes, CD-ROMs, audio DVDs, screen reader, etc.
- Offer the student study guides and questions that directly relate to the test
- Provide sample or practice tests ahead of time
- Allow screen-reading technology
- Divide tests into small sections of similar questions and problems
- Permit the student to do an independent project as an alternative to a test
- Provide test breaks
- Allow signed administration for students who are Deaf or hard of hearing
- Provide paper format of test otherwise administered digitally
- Mask (block or white out) unnecessary content (such as navigational buttons, menu, additional questions, etc.) so students can focus on one question at a time

Writing & Handwriting

- Use worksheets that require minimal writing
- Use fill-in questions with space for a brief response rather than a short essay
- 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 outlines for videos
- Provide adaptive writing tools, pencil grips, and a slant board or slanted surface
- Allow the student to dictate a writing assignment for a scribe (teacher or aide) to transcribe
- Provide a computer for written work
- Provide access to word processing applications or software, a portable note-taker, a tablet, or a similar device
- Provide photocopy materials rather than requiring the student to copy from the board or textbook
- Access to technology or a scribe, as needed, to record or dictate answers
- Access to speech-to-text software and other technology for written assignments
- Provide partially completed outlines of lectures for students to fill in the blanks
- Explore the use of alternate keyboard options and writing software
- Provide word models and/or tracing opportunities
- Allow word prediction software
- Provide specialized, lined paper with raised lines
- Allow spell check 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)
- Reward positive behaviors; increase the frequency and immediacy of reinforcement
- Create a "back pocket pass" the student can use to leave the classroom without asking for permission
- Establish a plan to manage side effects of medication (such as providing a water bottle for thirst or allowing extra bathroom breaks)
- Arrange a "check-in" time to organize the day
- 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)
- Develop an individualized behavior intervention plan that is positive and consistent with the student's ability and skills
- Ignore behaviors that are not seriously disruptive
- Allow sensory and/or fidget objects to help the student self-regulate
- Develop a system or code word to let the student know when behavior is not appropriate
- Modify school rules that might discriminate against the student
- 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 verbal or visual cues to chew, swallow, and/or monitor the amount of food to prevent choking
- Provide a “nut-free” table or classroom for those with severe allergies
- Allow extra time during meals for students with reduced endurance for self-feeding
- 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 behavioral motivators for students who need positive encouragement to eat
- Provide specific chairs, utensils, cups, straws, or positioners
- 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)
- Provide designated support staff (nurse or trained assistant) to administer tube feeds, as needed
- Monitor for safety during tube feedings
- 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 stoma site management by school nurse, as needed
- 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
- Provide an adaptive toilet seat as needed, and access to a handicap-accessible stall
- If a student wears diapers, provide access to a private, safe, and sanitary diaper-changing station out of sight of peers
- Allow extra time to get to and from the bathroom, and more time as needed while there
- Provide nurse support for catheter care

Additional Health Considerations

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

LOW-INCIDENCE ACCOMMODATIONS

Visual Processing

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

Auditory Processing

- Provide preferential seating
- Provide additional written or visual material
- Simplify directions and verbal instruction
- Reduce background noise
- Provide an FM system to amplify the teacher
- 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)
- Provide appropriate seating in the classroom, at school-wide events, and during toileting (e.g., an adaptive toileting seat)
- 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
- 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)
- 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 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)
- Allow extra time to get to the bathroom, from class to class, to and from lunch and recess, and more, especially on large campuses

Additional Accommodations

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

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