

# Accommodations Chart

<b>Instructional Materials and Methods</b>			
<b>Skill Area</b>	<b>Method Accommodations</b>	<b>Material Accommodations</b>	<b>Technology Accommodations</b>
Adapted materials - uncluttered, fewer items, highlighted	Highlight Important Points Vocabulary lists  Read summary or objectives first  Read review questions prior to reading content  Hands-On Activities  Use sticky notes or highlighter tape	Provide book at a lower reading level  Study Guide  Pictures, Diagrams for learning abstract concepts  What You Need to Know Chart	Graphic Organizing Software: Inspiration, Word Processing Outline  Talking Word Processor or Text Processor: Teacher Designed Template that highlights the key points  Presentation Software Handout: PowerPoint Handout
Alternate format to obtain information	Large Print/Braille/Audio Version of book.  Use sign language interpreter or notetaker when appropriate  Use nonverbal messages for beginnings, transitions, and closures to each activity.	Provide alternate materials on lower reading level with similar content.  Video or movie with information  Use assistant, volunteer, peer student to read material to student	Tilt-top desk or book stand  Reading guide, template placeholder,  Colored acetate to place over text -keeps the words still on the page  Reading Pen -pen says word and gives definition  Scanned Text & Talking Word processor  Screen Reading Software



## Accommodations Chart

### Assignments and Assessments

Skill Area	Method Accommodations	Material Accommodations	Technology Accommodations
<p>Alternate response mode- tell, draw, write, point</p>	<p>Allow student to tell or draw a picture of the most important information that was in the lesson</p> <p>Allow student to develop a diorama or mural.</p> <p>Allow student to record answers into tape recorder.</p> <p>Have student select answers from fill-in-blank template with vocabulary word bank.</p>	<p>Materials for diorama</p> <p>Tape recorder for taping answers or presentation</p> <p>Vocabulary word banks or Word Walls</p> <p>Charts</p>	<p>Writing Aides (pencil grip, writing grids, raised line paper, graph paper)</p> <p>Word Processor (talking) with spell checker and word prediction</p> <p>Voice Recognition Software</p> <p>Electronic Speller or Dictionary</p> <p>Multimedia software (HyperStudio)</p> <p>Presentation Software (PowerPoint)</p> <p>Augmentative/Alternative Communication Device for Non-Verbal student</p> <p>Video Camera/Recorder for presentation</p> <p>Internet access for web presentation</p> <p>Telecommunication Project</p> <p>Internet Research Project</p>

## Accommodations Chart

Skill Area	Method Accommodations	Material Accommodations	Technology Accommodations
Guides or prompts for specified tasks	<p>Simplify instructions</p> <p>Combine oral directions with pictures or diagrams</p> <p>Complete example of expected task</p> <p>Have students paraphrase directions</p>	<p>Study guides</p> <p>Note cards</p> <p>Process/Procedural guide (Step by step guide for what to do first, next, etc.)</p> <p>Sentence Starters</p> <p>Picture Diagrams</p>	<p>Mindmapping/Webbing/Outlining software</p> <p>Prompted Writing Software or word processing software with teacher prompts</p>
Confusion with complex tasks	<p>Simplify instructions</p> <p>Use uncluttered format</p> <p>Show student how to cover parts of material not being used</p> <p>Highlight key words in directions</p>	<p>Give page number for locating answers</p> <p>Color code tasks, meanings,</p> <p>Use various paper types for assignments: graph, paper with midline</p>	<p>Scan assignments with OCR</p> <p>-adjust spacing, size of print</p> <p>-color-coded text for keywords</p> <p>-resize document window so that student must scroll down &amp; sees only part of assignment</p>
Extended access to instructional resources and equipment	<p>Break assignments into smaller segments</p> <p>Teach use of calendar or planner for assignments</p> <p>Give student additional time outside of class to complete assignment</p> <p>Limit amount of tasks to items needed to demonstrate mastery of objective</p> <p>Teach how to keep homework log or journal of assignments</p>	<p>Provide extra text or resources to use at home</p> <p>Homework log</p> <p>Calendar</p> <p>Student accountability checklist</p>	<p>Timer to define working time</p> <p>Software with calendar or scheduling</p> <p>List of internet resources</p> <p>Document with embedded links to web sites</p> <p>Text processor with split screen: one for prompted information, one to take notes (eReader)</p>

## Accommodations Chart

### Learning Environment

Skill Area	Method Accommodations	Material Accommodations	Technology Accommodations
<p>Adapted learning environment- acoustical treatment, barrier-free</p> <p>Preferential seating or study carrel</p> <p>Small group instruction</p> <p>Assistance with organization</p>	<p>Use study carrel for independent work</p> <p>Assign student to specified area for to prevent distractions</p> <p>Give student legitimate opportunities for movement within the activities</p> <p>Position student close to teacher or trained peer</p> <p>Use trained peer as study buddy</p> <p>Teach social and communications skills for working in group</p> <p>Use cooperative learning activities and groups</p> <p>Use self-checking materials</p>	<p>Study carrel</p> <p>Assignment checklist</p> <p>Structured learning activities that focus on cooperative learning (think-pair-share)</p> <p>Learning centers</p>	<p>Auditory listening device</p> <p>Tape recorder and headphones with assignment instructions</p> <p>Word Processing file: assignments completed in a template on computer</p> <p>Interactive software</p> <p>Mindmapping software with students working in pairs/small group to develop a plan</p>

## Accommodations Chart

### Time Demands and Scheduling

<b>Skill Area</b>	<b>Method Accommodations</b>	<b>Material Accommodations</b>	<b>Technology Accommodations</b>
<p>Additional time to complete tasks</p> <p>Independent or group work sessions in short time segments</p> <p>Reduction in number of required practice or assessment items</p>	<p>Flexible scheduling to complete tasks or tests</p> <p>Give assignments ahead of time so student can start early</p> <p>Provide clear schedule with timelines and checkpoints along the way</p> <p>Give student shorter tasks with easier parts first</p>	<p>Pocket organizer</p> <p>Personal organizer</p> <p>Sticky notes/colored tabs for place holders or stopping point for assignment</p>	<p>Use timeliner software to schedule parts of tasks to be completed</p> <p>Use flowchart software for mapping out a task</p> <p>Personal Digital Assistant for keeping track of timelines</p> <p>Use timer to schedule breaks in work times</p> <p>Use word processing software to increase productivity</p>