

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



# 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>