

ACCOMMODATIONS

All teachers that provide services to students with disabilities are state and federally mandated by the individuals with Disabilities Act (IDEA 2004) to provide a free and appropriate public education through the implementation of the Individual Education Plan (IEP).

Teachers have a four (4) part responsibility to:

- Seek information regarding their students with disabilities
- Implement the IEP including accommodations and modifications
- Provide ongoing status updates towards mastery of IEP goals
- Participate in the development of the annual IEP

It is the responsibility of all teachers to communicate additional needs, lack of progress, or any concerns they may have to the designated special education staff member that may include the assistant principal, program specialist and/or department chairperson in addition to the special education teacher.

We wish you “Successful Teaching” and we wish your students the best of luck as they face the newest phase of their education and their lives.

General Accommodations

Reading

- Shorten the amount of required reading
- Have students read aloud on volunteer basis
- Allow extra time for reading
- Use a worksheet to help the student structure his/her acquisition process and provide page numbers keyed to the text
- Provide speculation and predict questions
- Select a text with less on a page
- Teach how to use the index and table of contents
- Use skimming/scanning-learning strategy

Tests

- Give oral tests
- Use more white space between sections
- Reorganize tests for clarity
- Reduce extraneous information that is not vital to content
- Give clear directions for each test section
- Provide examples where possible
- If test is timed, announce remaining time regularly
- Ask questions requiring short answers

Assignments

- Vary the length from day to day
- Adjust the conceptual level
- Give work in smaller amounts
- Introduce the assignments carefully so the student understands
- Provide time suggestions for each task
- Give clear and precise directions
- Require a notebook
- Check the notebook often
- Write the assignment on the board for the student to copy
- Return corrected work promptly
- Provide a variety of types of work within the assignment instead of exclusively writing tasks

Lectures

- Provide visuals
- Give explanations in small distinct steps
- Provide written backup to oral directions
- For group directions, leave a pause between each step so the student can carry out the process in his/her mind
- Alternate spoken instruction with written and manipulative tasks
- Introduce difficult vocabulary and concepts
- Require a notebook
- Interject humor
- Provide study guides/worksheets for lecture
- Repeat important material throughout the lecture
- Orally quiz students on lectures

Motivation

- Provide verbal praise and reinforcement
- Use field trips and other “hands on” experiences
- Use pictures, graphs, etc., to promote interest
- Alternate learning activities to provide variety
- Use word searches, crossword puzzles, and other methods to learn printed material
- Encourage parental support
- Simulate real life situations

Writing

- Shorten the amount required
- Have the students write each day
- Encourage legible handwriting

- Allow extra time to complete the writing assignment prompt
- Ask the students to brainstorm or highlight the important points before they begin to write
- Student can dictate their writing prompt to a tape recorder
- Student can type their writing prompt in Microsoft Word and use the spell and grammar check feature
- Assign another student to edit the writing prompt. Then the student can correct the writing prompt and turn it in
- Allow student to use a spelling dictionary or an electronic dictionary

When students have difficulty working in large groups

Small group:

- Assign specific role and responsibility to the student when working in a group
- Let the student work with a trained classmate to help keep on task in a group situation
- Allow partial participation in cooperative groups

Whole groups:

- Let the student sit next to an aide, volunteer, or trained classmate who can help maintain attention and understanding
- Give the student a preview of what is going to happen during the class
- Provide a balance of active and passive activities within the lesson
- Provide follow up instruction individually, as needed
- Assist with note taking by providing a copy of the notes, an outline, or a note taker

Difficulty with independent work, studies, and practice:

- Let the student use a learning center with appropriate materials and equipment.
- Let the student use self-checking materials or computer assisted instructions to practice skills
- Let the students have a study buddy who can repeat and explain directions

