

ACCOMMODATIONS AND ADAPTATIONS

Area of Adaptation	Examples
Equipment or Materials	<ul style="list-style-type: none"> Use of a cell phone in class pre-loaded with user apps Use of a calculator Use of manipulatives Use of lower-level reading passages [lower reading level of required passages by shortening sentence length; use synonyms for difficult vocabulary; pre-teach technical vocabulary] Use of amplification or an FM system Use of an audio recorder Use of a magnification device Activate closed captioning for videos Use of a spell-checking device Use of a text-to-speech reader
Presentation/Instruction	<ul style="list-style-type: none"> Directions repeated Read aloud any visual materials that are provided Large print format Braille format Present content in multiple ways (e.g., lecturing writing, video, pictures) Reduce difficulty of assignment Reduce quantity of assignments Increase time limits for assignments
Scheduling	<ul style="list-style-type: none"> Extended time for tasks Break up long assignments into multiple smaller tasks Frequent breaks Testing during preferred time of day
Setting	<ul style="list-style-type: none"> Use of study carrel Private testing room Preferential seating in classroom Special lighting or minimized lighting Use of noise cancelling headphones
Student responses	<ul style="list-style-type: none"> Mark answers in book Use of scribe/oral response to test questions Alternative responses (eye gaze, point, oral response) Use of computer for extended response Use of note taker Use of speech to text feature on computer Use of communication device or native language
Other	<ul style="list-style-type: none"> Use of highlighter Longer tasks broken into smaller increments Use of assistive technology Provide brief, clear instructions Provide models of completed products

