

**Chapter**  
**3**

**What Can You Change?**

*Instructional methods and materials*

*Assignments and assessments*

*Time demands and schedule*

*The learning environment*

*Special communication systems*



Providing accommodations for students with a disability means that you may need to change the ways you teach or test. You may need to allow the student to use alternate instructional materials or make changes in the learning environment. When you think about accommodations for learning, it makes sense to consider these general factors (Deschenes, Ebeling, & Sprague, 1994).

- INPUT      Can the student learn from the same kinds of instruction and materials as his or her classmates?  
*If not, how can the student successfully acquire the information and skills to be learned?*
  
- OUTPUT    Can the student participate in the lessons and be assessed in the same ways as his or her classmates?  
*If not, how can the student successfully participate and be assessed?*
  
- RATE        Can the student work as fast as the rest of the class?  
Does the student need the same amount of feedback and practice?  
*If not, how can the schedule and practice opportunities be adapted?*
  
- SUPPORT    Can the student manage independent and group work as well as his or her classmates?  
*If not, what kinds of adjustments are needed?*

**General factors**

## ACCOMMODATIONS

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Accommodations involve anticipating problems a student with a disability may have with instruction or assessment activities. You may need to change the way you teach, change the materials that the student uses, or make adaptations in the learning environment. The student may need to use some type of *assistive technology* to overcome or mitigate the effects of his or her disability. Assistive technology encompasses a wide range of tools and techniques. Some low-tech tools include pencil grips, study guides, or highlighted materials. High-tech tools include electronically operated equipment such as a talking calculator or specially designed word processor. You'll find some ideas for using assistive technology as an accommodation in this chapter.

### ***Instructional methods and materials***

The first step when considering accommodations for a student with a disability is to think of how the student will be expected to learn and practice new knowledge and skills. Frequently, small changes in the way instruction is delivered can have a powerful impact on student learning. As described in chapter 2, you can enhance the impact of instruction by using graphic organizers, highlighting important concepts, and repeating key material. A student with a disability may need increased opportunities to practice skills and use knowledge, particularly in authentic or concrete situations.

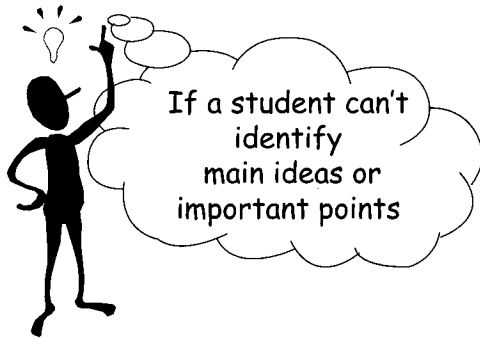
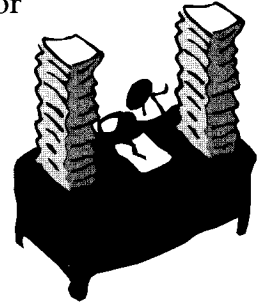
Many students with a disability experience problems in the classroom because they cannot read well; do not understand lectures and discussions; or do not conceptualize abstract symbols, concepts, or theories easily. They may not be able to link new knowledge with what they already know. They may not be proficient in using the underlying skills needed for learning, such as maintaining attention, interpreting the meaning of new information, following directions, and managing their own behavior. Suggestions for accommodations to use with instructional materials and methods for students who have common learning problems or conditions are found on the following pages:

#### ***Common problems***

- limited reading abilities (pp. 21-22)
- difficulty understanding lectures and discussions (p. 23)
- visual or hearing impairments (p. 25)
- difficulty understanding mathematical concepts and processes (p. 26)

### *Accommodations for students with limited reading abilities*

The ability to read is one of the keys to academic success. Many students with a disability do not read on grade level. They may still be learning basic decoding and word-identification skills or comprehension strategies to help them understand the words, phrases, and sentences they read. Some written materials present additional challenges because they are not well organized.

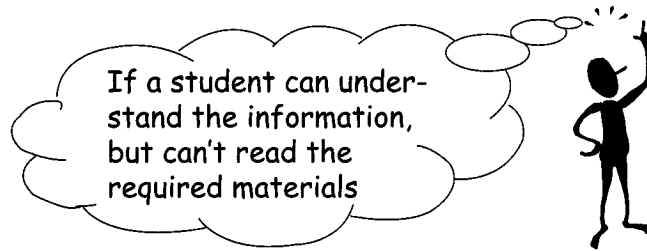


A student with a disability may have difficulty detecting the main ideas or what is important to remember in information he or she is reading. He or she may get lost in the details and confused by the way the ideas are presented in a text or reference book. Try these accommodations.

- √ Highlight important points of the text. Tell the student to read these points first.
- √ Give the student a list of important vocabulary.
- √ Have the student read the summary or objectives first.
- √ Have the student read the review questions first, then look for the answers.
- √ Give the student a worksheet or study guide to follow when he or she must do independent reading.
- √ Use hands-on activities, pictures, or diagrams to provide alternate ways of learning abstract concepts or complex information.
- √ Let the student use sticky notes or an erasable highlighter to mark key points in the textbook.
- √ Let the student use a book written at a lower grade level. This helps the student pay more attention to the main ideas.

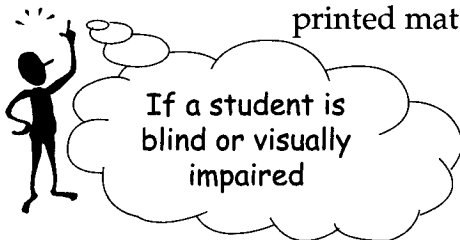
## ACCOMMODATIONS

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A student with a disability may understand information when he or she listens to it, but not be able to read materials required for class assignments. Here are some things you can do.

- √ Provide an audio version of the material. Use books-on-tape or have an assistant, volunteer, or other student make a recording.
- √ Provide alternate materials with similar content at a lower reading level.
- √ Use a videotape or movie that presents the same information.
- √ Use assistive technology to transfer printed words to speech.
- √ Have a learning buddy read aloud textbooks or other printed material.

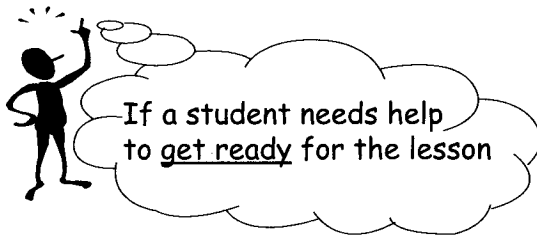


Students who are blind or visually impaired may require specially prepared materials or equipment to obtain information for class.

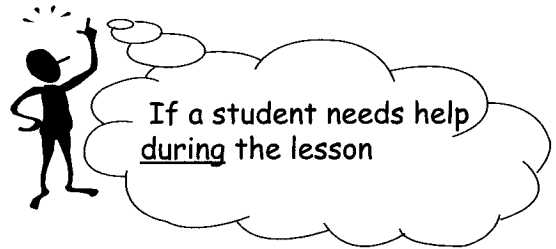
- √ Provide books-on-tape or large-print versions of texts.
- √ Provide books and other instructional materials in braille.
- √ Provide copies of class handouts and materials with key information in an embossed format.
- √ Provide a special tilt-top desk or book stand to hold materials for easier reading.
- √ Provide specialized equipment such as an optical enhancer, magnifier, tape recorder, stylus and slate, or braillewriter.

### *Accommodations for students who have difficulty understanding lectures and discussions*

In most classrooms, teachers present the majority of instruction by lecturing or by facilitating discussion among students. Due to difficulties with maintaining attention, following ideas, and interpreting information presented orally, some students with a disability may need accommodations to be more successful with instruction that is provided orally. Accommodations may be needed before, during, and after the lecture or discussion.



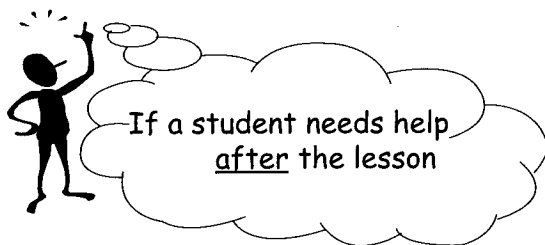
- √ Introduce new vocabulary prior to lesson; prepare glossary of terms; use visual aids [chalkboard, overhead, charts].
- √ Use advance organizers to alert students to what will be included and expected from the lesson or discussion.
- √ Provide an overview of the content or expected learning at the beginning of the session.
- √ Present material in a logical manner and use explicit cues to shift from one aspect to the next.
- √ Promote active involvement of students by asking questions or breaking up the lecture with small group interaction, discussion, or structured responses.
- √ Break the information into steps or key components and monitor the student's comprehension as the information is presented.
- √ Provide oral and visual clues during lecture or discussion about what is important to include in notes. Write important ideas on the board or chart paper. Use different color chalk or markers for emphasis or coding.



## ACCOMMODATIONS

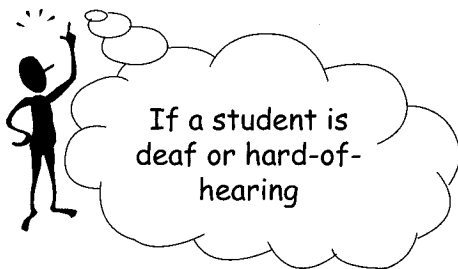
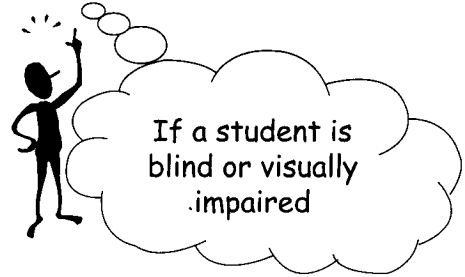
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- √ Provide structured organizers for notetaking, such as a copy of overheads, outline of lecture, or pre-designed graphic organizer.
- √ Provide students with copies of notes taken by peers.
- √ Teach the student how to use a two-column notetaking format or concept mapping for notes.
- √ Key class notes to relevant pages in the textbook.



- √ Let the student use a tape recorder to record class lectures and discussions.
- √ Repeat, paraphrase, and summarize all important points, particularly at the conclusion of the lecture or discussion.
- √ Ask the student to paraphrase key points in his or her own words and identify anything that is still unclear.
- √ Prepare a summary of important information from the lecture with blanks to be filled or questions to be answered by the student.
- √ Use cooperative learning techniques such as Think-Pair-Share or Jigsaw to have students review key points.
- √ Ask the student to tell or write the important information that was included in the lesson before the class ends. Encourage him or her to ask questions.
- √ Arrange for time to meet with the student after class to clarify anything the student doesn't understand.

- √ Talk while you teach, making an attempt to describe exactly what you are doing. Be sure to describe nonverbal messages and introduce beginnings, transitions, and closures to each activity.
- √ Use real-life examples and concrete materials whenever possible.
- √ Make the student feel comfortable asking for assistance. "Tell me what you need."  
"How does this fit with what you know?"



- √ Make sure the student is facing you when you are speaking.
- √ Seat the student in the place where he or she can receive maximum information and is least likely to be distracted by other classroom activities.
- √ Use nonverbal communications to convey your messages.
- √ Speak naturally.
- √ Use visual information (words, charts, graphics) to reinforce what is presented orally. Repeat as often as necessary.
- √ Help the student feel comfortable asking others for assistance whenever it is needed. "Tell me what you need."
- √ Use a sign language interpreter or notetaker when appropriate.

## ACCOMMODATIONS

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### *Accommodations for students who have difficulty with mathematical concepts and processes*

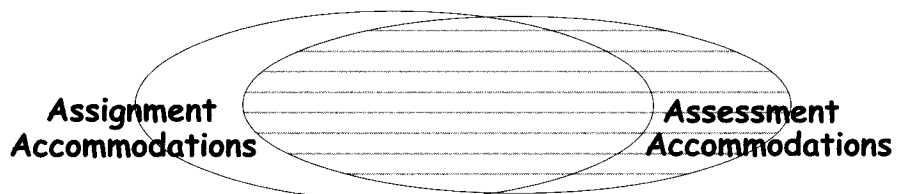


A student with a disability may have problems learning mathematical concepts and processes. Some students have poor procedural skills and continue to rely on immature strategies, like counting on their fingers. Poor memory capabilities may result in problems retrieving basic facts. Many students with math disabilities also have reading disabilities.

- √ Let the student use concrete materials and manipulatives to explore and learn about mathematical concepts.
- √ Use computer-based models to represent math concepts.
- √ Let the student practice skills using computer-based instruction.
- √ Let the student use a calculator for routine computation tasks.
- √ Let the student use a chart or table with basic math facts.
- √ Color-code or highlight key words in math word problems.
- √ Let the student use a flowchart to plan strategies for problem solving.

### **Assignments and assessments**

Frequently, students with a disability need accommodations for specific types of classroom assignments and assessment procedures. Generally, a student needs the same kinds of accommodations for both assignments and assessments. If the student needs to use a word processor to complete a written assignment, he or she will also need it for a written test. This Venn diagram depicts the overlap of accommodations.





It is important to remember that the accommodations to assignments or assessments only change *how* the student may practice or demonstrate what has been learned. The expectations and criteria for evaluation of the final product or performance should be similar to what is used to evaluate the performance of students without disabilities.

Many students with a disability experience problems with assignments and assessments because they can't remember the instructions or have problems expressing themselves orally or in writing. Suggestions for accommodations to use with the assignments and assessments for students who have common learning problems or conditions are found on the following pages:

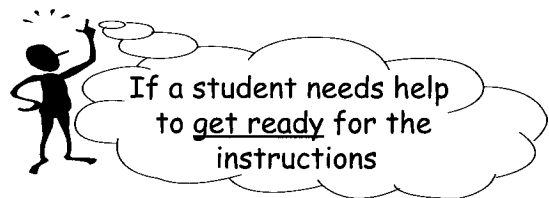


- difficulty following instructions (pp. 27-28)
- difficulty completing assignments (pp. 28-29)
- difficulty with complex tasks and organization (pp. 29-31)
- limited writing abilities (pp. 31-33)
- difficulty taking tests (pp. 33-36)

### *Accommodations for students who have difficulty following instructions*

Teachers generally give directions orally, in writing, and by demonstrating or modeling what is expected. Students with a disability have difficulty following instructions because they may not be able to sustain sufficient attention. They may not be able to see or hear the instructions. They may not be able to understand what the directions mean or not be able to read well enough. Some students may not be able to identify the critical behaviors when viewing a model or example.

- √ Use a prearranged signal to gain attention before giving directions.
- √ Make sure the student is facing you when instructions are given.
- √ Change your tone of voice to alert the student and sustain attention.
- √ Give the student an agenda or schedule for each day.



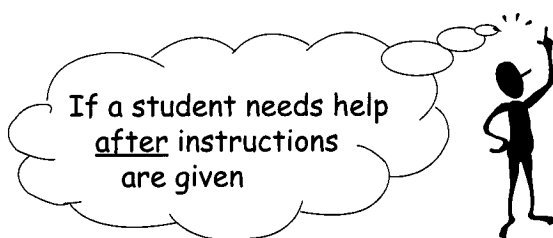
## ACCOMMODATIONS

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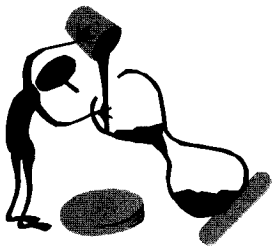
- ✓ Combine oral directions with pictures, words, or diagrams.
- ✓ Read written directions orally before starting the assignment.

- ✓ When modeling expected behavior, describe critical components.
- ✓ Complete sample problems or tasks to show the student what is expected.
- ✓ Have the student paraphrase instructions or show you what to do.
- ✓ Repeat and simplify instructions for the student.
- ✓ Give the student a description of expected behaviors or the rubric to be used for evaluation.
- ✓ Give step-by-step instructions with the steps outlined in writing or shown in picture sequences.



- ✓ Assign a study buddy to help the student when needed.
- ✓ Check to see if the student needs any assistance in getting started.
- ✓ Teach the student how to use an assignment notebook or personal planner to keep track of assignments and work.

### *Accommodations for students who have difficulty completing assignments*



Some students with a disability have trouble sustaining the effort needed to complete assignments. This may be because they work very slowly and run out of time. They may not be able to anticipate needed resources and materials. Students sometimes run into problems and are reluctant to ask for help or they may lose interest and refuse to continue.

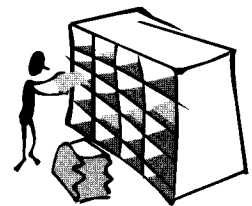
- √ Break long-term assignments into parts with corresponding due dates.
- √ Teach the student to maintain a calendar of assignments.
- √ Give the student an individual responsibility checklist.
- √ Give the student a choice of tasks or assignments.
- √ Let the student have access to learning resources and instructional materials outside of class.
- √ Use a kitchen timer to define work times.
- √ Reduce the total amount of work, but select those tasks or items that are needed to accomplish learning objectives.
- √ Have the student keep a journal or homework log that includes the instructions and timelines.
- √ Communicate homework assignments and expectations to parents so they can help, if needed.
- √ At first, give partial credit for late assignments or incomplete work until the student is able to complete the work on time.

### **Accommodations for students who have difficulty with complex tasks and organization**

Complex tasks present problems to some students with a disability because they have trouble attending to more than one thing at a time. Students who are easily distracted forget the instructions or get tasks confused. Some instructional materials are not clearly formatted on the page or in a book.

Overwhelming amounts of details can be very confusing to students.

Keeping track of classroom materials also presents problems to many students with a disability because they lack internal controls, do not understand what is expected, and can not remember what to do. They don't know how to store materials so they can easily find them. Lockers or desks may be cluttered with extra things that are not really needed at school. Here are some techniques that can help these students.



# ACCOMMODATIONS



If a student gets confused by complex materials

- √ Indicate sections on paper for each response by drawing lines or folding.
- √ Use different kinds of paper for assignments, such as graph paper for doing computations or paper with midlines for taking notes.

- √ Use color-coding to help students identify tasks, meanings, or expectations.
- √ Show students how to cover parts of text or worksheet not being used.
- √ Give page numbers for locating answers to questions in textbook.
- √ Simplify directions by numbering each step.
- √ Use clear formatting for handouts, assignments, and tests.
- √ Use uncluttered and clearly formatted tests and worksheets. Arrange problems or items so that it is easy to know where to start and how to proceed.

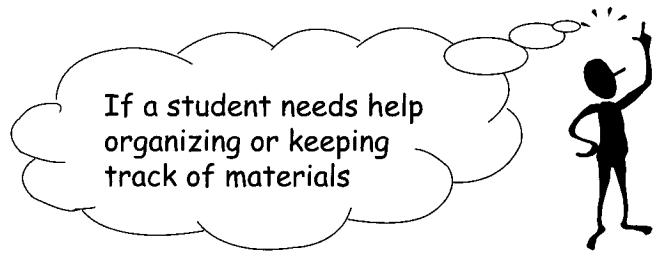
## THIS

Name _____	Date _____
<i>A TEST OF GENERAL KNOWLEDGE</i>	
1. $24 + 35 =$ _____	
2. $4 - 7 \times 5 =$ _____	
3. The rain in _____ falls mainly on the _____.	
4. Which of the following is correct?	
a. Purple is made of red and green.	
b. Yellow is a primary color.	
c. None of the above	
5. What is the meaning of democracy?	
_____	

## NOT THIS

Name _____	Date _____
<i>A TEST OF GENERAL KNOWLEDGE</i>	
1. $24 + 35 =$ 3. The rain in _____	
2. $4 - 7 \times 5 =$ falls mainly on	
the _____. 4. What is the	
meaning of democracy? _____	
5. Which of the following is correct?	
a. Purple is made of red and green.	
b. Yellow is a primary color.	
c. None of the above	

- √ Let the student use a special folder or binder to keep materials organized. Use dividers or folders to keep subjects organized and use color-coding by unit or subject.

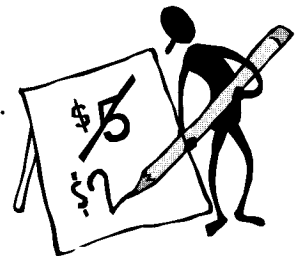


- √ Give the student a compartmentalized container for classroom materials, tools, and supplies.
- √ Let the student use physical supports such as bookends, plastic containers to keep supplies, or bags or folders for work materials.
- √ Place a timetable or assignment list on the student's desk.
- √ Give the student a checklist of materials needed for each class to be kept in the student's locker or binder.
- √ Give the student a written copy of instructions and requirements for each assignment.
- √ Let the student keep one copy of school materials at home and another copy in class.

### *Accommodations for students with limited writing abilities*

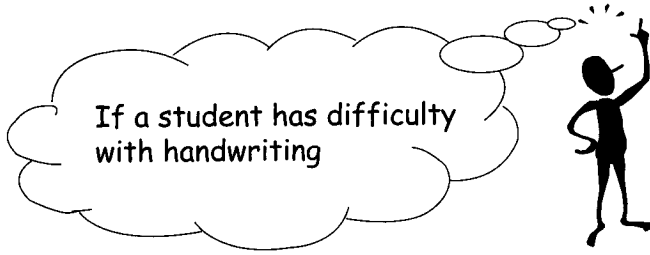
Writing problems may be the result of difficulties with handwriting due to a lack of small muscle coordination and control or the result of underlying expressive language disabilities in finding words, forming sentences, organizing thoughts, and using the standard conventions of grammar and spelling. When making decisions about accommodations for problems with writing, it is important to consider what causes the problem. Here are some techniques that can assist students.

- √ Place a dot on the upper left side of the paper to help the student remember where to start writing.
- √ Give the student a copy of notes or directions for the assignment.



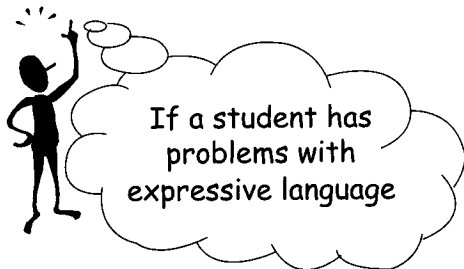
## ACCOMMODATIONS

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- √ Let the student write in the workbook or on a copy of the workbook page.
- √ Let the student use a word-processor or typewriter.
- √ Let the student dictate his or her work to a teaching assistant or classmate who will write it down.

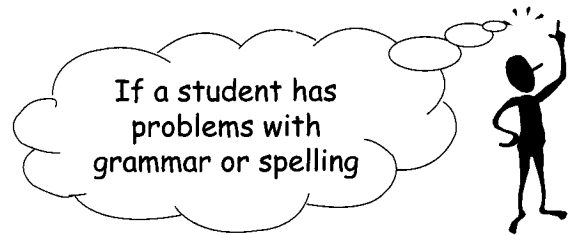
- √ Let the student create an audio or video recording of his or her response to a classroom assignment.
- √ Let the student use adaptive devices: pencil grips or special pen or pencil holders, erasable pens, special paper with raised or color-coded line indicators.
- √ Make sure that worksheets have ample space for writing answers.
- √ Give the student two copies of a worksheet. One to work on as a draft and one to use as a final copy to hand in.



- √ Let student use graph paper for writing computation problems to help align the numbers.
- √ Reduce the length of a written assignment or allow more time.
- √ Let the student use a thesaurus (book or computer-based) to find words to write or say.

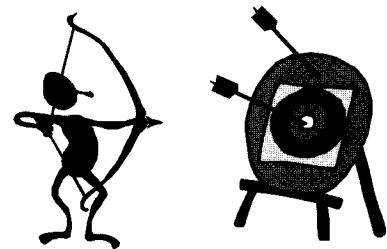
- √ Let the student use special word processing software that assists and anticipates what the student is trying to write.
- √ Give the student a structured outline or graphic organizer to help plan written assignments or oral presentations.
- √ Let the student use graphic or word processing software to plan ideas before writing.

- ✓ Let the student use a spelling dictionary or electronic spelling aid.
- ✓ Let the student use peer editing or teacher assistance in the revision process.
- ✓ Let the student use the spell-check or grammar-check utility in word processing software.
- ✓ Grade content and mechanics separately in assignments requiring written expression. Give the student a chance to correct identified spelling and grammar errors.



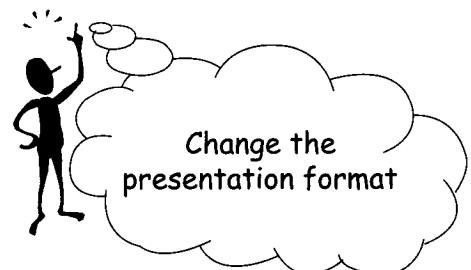
### *Accommodations for students who have difficulty taking tests*

In general, students with a disability should be provided the same types of accommodations for both assignments and assessments. If a student needs to have extended time to complete assignments, he or she should also be able to have extended time for classroom tests and for standardized tests, if allowed. Accommodations used with standardized tests such as the *Florida Comprehensive Assessment Test (FCAT)* must be consistent with what is specified in the test manual. Alternate testing techniques provide the opportunity for students with a disability to demonstrate mastery of knowledge and skills without being unfairly restricted by their disability.



Four basic kinds of changes can be made to classroom tests and standardized tests. The four major types of accommodations allowed for tests are presentation format, response mode, test procedures, and setting. Here are some possibilities for each type of accommodation.

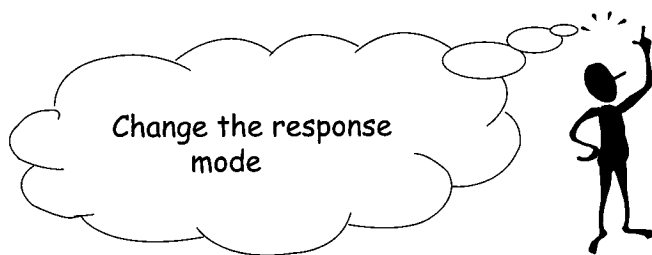
- ✓ Read the test items to the student, unless the assessment is a test of reading skills.
- ✓ Let the student read the test items aloud as he or she works on the assessment.
- ✓ Provide copies of the test on audiotape, in braille, or in large print format.



## ACCOMMODATIONS

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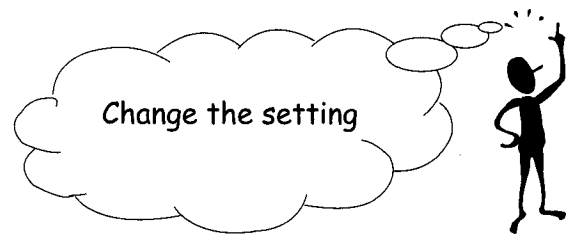
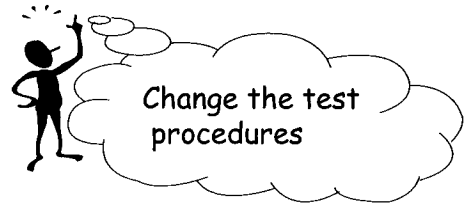
- √ Let the student use assistive technology for magnification or amplification, if needed.
- √ Provide a sign language interpreter to interpret oral directions.
- √ Use symbols on the test or answer form that help the student follow directions, such as an arrow or stop sign.
- √ Reread or explain the directions during the test if the student needs it.
- √ Underline or highlight important words in the directions or test items.
- √ Group questions so that similar kinds of items are together. Put the easiest questions first.
- √ Block matching questions into small groups of four or five items.
- √ Provide a list of words to use for fill-in-the-blank questions.



- √ Increase space allowed for test answers.
- √ Let the student respond orally, dictate to an aide, or tape record answers on a test.
- √ Let the student use a typewriter or word processor to write answers to the test items.
- √ Let the student write on the test itself instead of writing on an answer sheet.
- √ Let the student use webs, diagrams, or charts and outlines to plan for or respond to open-ended or essay questions.
- √ Let the student provide alternate demonstrations of knowledge and skills using objects and oral explanations, role playing, or interviewing.



- √ Give extra examples for practice.
- √ Let the student have additional time to complete test.
- √ Break the test into small sections and let the student take it over a period of days, if needed.
- √ Eliminate one of the choices in multiple-choice items.
- √ Require fewer questions, but select ones that measure all required content and skills.
- √ Grade the student's response separately for content and mechanics.
- √ Let the student take an open book test, unless memorization of content is required.
- √ Let the student use references such as a spelling dictionary.
- √ Let the student use a calculator to recheck or complete computations.
- √ Give partial credit for answers that are partly correct.
- √ Let the student retake the test and give credit for improvement.
- √ Give shorter tests more frequently.



- √ Administer the test individually or in small groups.
- √ Let the student use a study carrel to take the test.
- √ Let the student take the test in another classroom where there are no distractions.
- √ Let the student take breaks during the test period.

## ACCOMMODATIONS

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### **Test preparation**

Many students feel anxious when they are being tested. Sometimes students worry about the score and its impact on their grade or passing the course. Students with a disability need to learn how to take tests and how to deal with any special circumstances in the testing procedures that may be different from working on classroom assignments. Often students may be able to get help from the teacher or peer when working on a classroom assignment, but are not allowed to ask for help when taking a test. Preparing students for tests may help to alleviate some of their anxiety.

To help students prepare for the test

- √ Provide instruction in test-taking skills. Use practice tests to help students learn some of the strategies effective test-takers use.
- √ Conduct a review of the knowledge and skills to be tested several days before the test.
- √ Provide study guides to help students prepare for the test.
- √ Give the student practice with the testing format. Use sample questions and explain the scoring rubric or procedures.
- √ Read the instructions of the test to the student and simplify the language, if needed. Go over enough sample questions to make sure the student knows what to do.

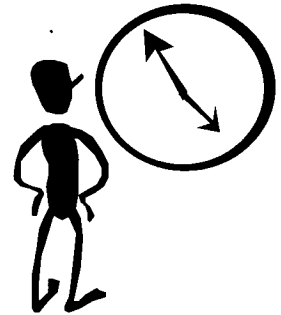
After testing is over, make sure students review how they did and identify any problem areas that need to be corrected.

- √ Review corrected tests and provide a debriefing.
- √ Have students evaluate their own performance on the test.
  - Did I study the right things?*
  - Did I make use of clues in the test?*
  - Did I survey the test and plan my response?*
  - Did I use the time allowed effectively?*
  - Did I answer the questions I knew first?*
  - Did I correct mistakes?*
  - Did I have to guess?*

## ***Time demands and scheduling***

Students with a disability may work or learn at a slower pace than do their peers. Some students do better when they are not under the pressure of a strict schedule. Accommodations can be made to time demands for assignments and assessments, as well as for whole programs of study.

In some cases time demands can be adjusted by reducing the amount of practice required. If the assignment or assessment has many similar items, a student may be asked to do every other one. At the secondary level, the extension of time may require that the student receive an “incomplete” as a grade for a course or project and then be allowed to complete the course or assignment within a specified time frame. Here are some additional techniques related to adjusting time demands.



- √ Use flexible scheduling practices that allow the student more time to complete a course. Sometimes summer school can be used for this purpose.
- √ Let the student have additional time for assignments and assessments.
- √ Give assignments ahead of time, so the student can get started early.
- √ Provide a clear schedule with checkpoints along the way.
- √ Use a reward system to motivate assignment completion. Let the student engage in an activity of choice following the completion of a required assignment.
- √ Give the student shorter tasks.
- √ Give the student easier tasks first.

Attention to scheduling practices is especially important in middle and high school programs. ESE teachers should be involved in preparing the school’s master schedule so they can represent the needs of students with a disability. Common planning periods can facilitate the needed collaboration between regular and ESE teachers.

### ***Learning environment***

Accommodations may be needed that involve changes to the physical features or organization of the school or classroom to assist students with a disability. Changes to the learning environment may include alterations to the physical setting, grouping arrangements, or behavioral expectations and classroom management procedures. In some cases, an alternative learning environment that is self-contained or off-campus may be needed. When an off-campus site is selected, it is important that students with a disability still be provided the opportunity for activities with nondisabled people.

### ***Physical facilities and equipment***

An accessible or barrier-free environment is necessary to enhance the mobility of students with a disability. Many buildings are well-equipped with nonslip surfaces, guide rails, ramps, elevators, and automatic doors for students who have difficulty getting around. Accessibility standards are included in the Americans with Disabilities Act (ADA) mentioned in the first chapter of this manual. The standards describe requirements for elements such as parking and exterior routes, entries into buildings and rooms, alarms, telephones, drinking fountains, and restrooms.

Some accommodations may be needed for individual students. Special lighting and tilt-top desks may be needed by students who are blind or visually impaired. Students in wheelchairs may need to have raised desks or countertops. Students who are deaf or hard of hearing may need classrooms that have special acoustical treatments.

If you have a student with a disability who needs these types of accommodations and they are not readily available in your school, you may need to advocate for this student. Talk about the student's needs with other teachers and staff. Have a meeting with the appropriate administrator to see what can be done. You can also contact district staff for information and assistance.



### *Accommodations to the learning environment to help with behavior management*

Changes to the learning environment may also be needed to help some students manage their own behavior. Often, but not always, these students are identified as having emotional handicaps or severe emotional disturbance.



Learning what the rules of conduct are and learning how to abide by them is sometimes as hard as learning how to solve a complex problem in science or mathematics or learning how to speak a foreign language fluently. Special behavioral plans or counseling services might be needed for some students with a disability. However, for most students with a disability, simple accommodations can be made to the behavioral environment of the classroom. Suggestions for accommodation techniques to use with students who have common learning problems can be found on the following pages:

- short attention spans (p. 39)
- difficulty working in groups (pp. 40-41)
- difficulty controlling their behavior throughout the day (pp. 41-42)

√ Let the student use an enclosed study carrel to complete independent work.

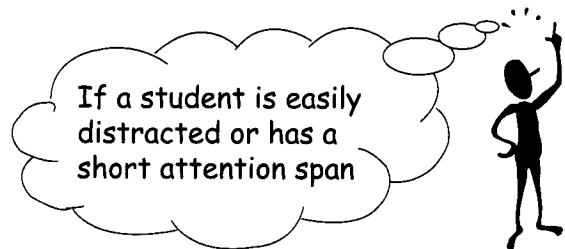
√ Let the student sit in an area away from the busy parts of a classroom.

√ Give the student tasks that can be completed in short periods of time.

√ Let the student use a timer to monitor how much longer he or she has to work on specific tasks.

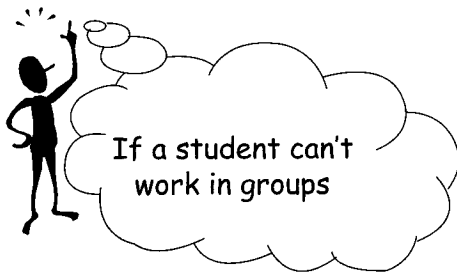
√ Give the student legitimate opportunities to get up and move in the classroom, use the restroom, or get a drink of water.

√ Have the student sit close to the teacher.



## ACCOMMODATIONS

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Accommodations for grouping arrangements may be needed for a student who requires increased personal attention and support from school personnel. A student may require additional assistance and guidance on tasks through small group instruction or tutoring.

For whole group instruction and practice

### **Whole group**

- ✓ 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 activities within the lessons.
- ✓ Provide follow-up instruction individually, as needed.

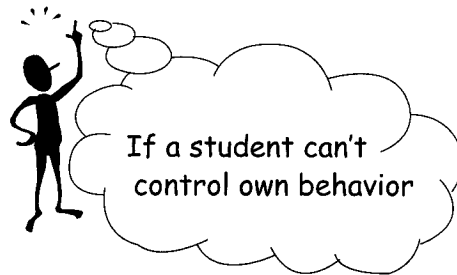
For small group instruction and practice or cooperative learning activities

### **Small group**

- ✓ Make sure student has the communication and social skills needed for group interaction.
- ✓ Assign a 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.

For independent work, study, and practice

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



A student who cannot manage his or her own behavior may need the help of positive behavioral supports or a specialized behavior management system. This may require daily or weekly monitoring of behavior in school with reports to the parents on a regular basis. The use of predictable routines for daily activities is generally very helpful to such students. All students need clear rules and consistent enforcement in the classroom. Parents may collaborate by using similar strategies at home.

- √ Give the student a copy of class rules and expectations. Let students role play positive and negative examples of behaviors on a regular basis to make sure all students understand.
- √ Give positive reinforcement for using replacement behaviors or following class rules.
- √ Establish and regularly use a hierarchy of consequences for rule infractions. Make sure that the student knows what the expectations and consequences are.
- √ Monitor student's compliance with class rules and communicate regularly with the student, the family, or others.
- √ Identify a study buddy who can help the student when the teacher is unavailable. Make sure the buddy knows how to work effectively with the student.

## ACCOMMODATIONS

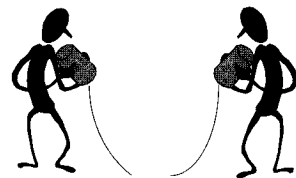
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- √ Provide a set of alternative activities for the student during unstructured time. Make sure the student knows how to initiate and complete the activities and wants to do them.
- √ Use a regular routine for transitions in the class. Establish a system of alerts and procedures to follow to get ready to start a lesson, to change classes, to complete an activity, to go to lunch, to go to another area in the school.
- √ Identify a quiet area where student may go when necessary.
- √ Seat the student away from distractions such as windows, heating or cooling vents, doors, resource areas, and any other students who may disrupt the student.

### **Special communication systems**

Some students with a disability require the use of specialized communication systems. These systems may involve the use of different modes of communication, such as total communication that involves sign language, finger spelling, and lip reading for students who are deaf or hard-of-hearing. Other students may need to use augmentative communication systems such as a communication board or a presented symbol system. Students with limited English proficiency may also need assistance with communication.

If you have a student who requires a specialized communication system, it will be important for you to learn about the unique requirements of the system. You may need to get training in the use of the system so you can easily communicate with the student and not rely on interpreters or translators.



### **Summary**

The accommodations described in this chapter are intended to help you identify ways to support the achievement of all students in your classroom, including those with a disability. The value of any accommodation can be measured in terms of its impact on the performance and attitude of the student with a disability in the classroom. Without the accommodation, the student will not be as successful.