

Adapted from

Families and Advocates Partnership for Education (FAPE)

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## IDEAS FOR CLASSROOM ACCOMMODATIONS

### GENERAL IDEAS

- Provide visual aids.
- Show a model of the end product of directions (e.g., a completed math problem or finished report).
- Introduce an overview of long-term assignments so the student knows what is expected and when it is due.
- Break long-term assignments into small, sequential steps with frequent monitoring and grading.
- Provide progress reports in addition to grades so parents have a better understanding of their child's progress.
- Check progress and provide feedback often in the first few minutes of each assignment or activity
- Have the student practice presenting in a small group before presenting to the class.
- Create engaging lessons and a variety of activities
- Provide written outline or teacher notes before lecture
- Extra set of books at home
- Books on CD
- Extended response time/wait time
- Group projects—pair students according to each one's strengths. NOT a strong student supporting a weaker one. Each student should bring something of value to the table.

### CLASSROOM ENVIRONMENT

- Keep workspace clear of unrelated materials.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Seat the student close to the teacher or a positive role model.
- Use a study carrel (provide to anyone who wants so student is not singled out)
- Seat the student away from windows or doorways.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Use nonverbal cues to remind the student to stay on task or for rule violations.
- Minimize the use of punishment; provide positive as well as negative consequences.

- Reward a forgetful student for remembering to bring pencils to class rather than punishing the failure to remember.
- Arrange for the student to leave the classroom voluntarily and go to a designated "safe place" when under high stress...send on errands
- Provide "seat breaks" for all
- Allow for legitimate movement
- Develop a system or a code word to let the student know when behavior is not appropriate.
- Ignore behaviors that are not seriously disruptive.
- Develop interventions for behaviors that are annoying but not deliberate (e.g., provide a small piece of foam rubber for the desk of a student who continually taps a pencil on the desktop).

### DIRECTIONS

- Use oral and printed directions.--provide individual copy so tasks can be crossed off as completed
- Go over directions orally.
- Simplify/reword complex directions OR expand on vague directions
- Give directions in small steps, not all at once
- Number and sequence the steps in a task.
- Have students repeat the directions for a task.
- Stand near the student when giving directions or presenting a lesson.

### TIME/TRANSITIONS

- Alert student several minutes before a transition from one activity to another is planned. Give several reminders.

### TESTS

*"Testing entities must ensure that the test scores of individuals with disabilities accurately reflect the individual's aptitude or achievement level or whatever skill the exam or test is intended to measure. A testing entity must administer its exam so that it accurately reflects an individual's aptitude, achievement level, or the skill that the exam purports to measure, rather than the individual's impairment (except where the impaired skill is one the exam purports to measure)." Section 309 of the Americans with Disabilities Act (ADA)*

*Example: An individual may be entitled to the use of a basic calculator during exams as a testing accommodation. If the objective of the test is to measure one's ability to solve algebra equations, for example, and the ability to perform basic math computations (e.g., addition, subtraction, multiplication, and division), is secondary to the objective of the test, then a basic calculator may be an appropriate testing accommodation. If, however, the objective of the test is to measure the individual's understanding of, and ability to perform, math computations, then it likely would not be appropriate to permit a calculator as a testing accommodation.*

- Provide helpful study guides and study questions which directly relate to tests.(if you are not going to test it then don't require they know it!) Just sayin' ...
- Divide tests into small sections of similar questions or problems.
- Allow any student to complete an independent project as an alternative to a test.
- Just grade on content...NOT spelling
- Allow test to be taken in a separate room free from distractions
- Extra breaks
- Have test materials read to the student (see above)
- Use of a calculator (see above)
- Braille or large-print exam booklets
- Screen reading technology
- Scribes to transfer answers to Scantron bubble sheets or record dictated notes and essays;
- Extended time
- Wheelchair-accessible testing stations
- Physical prompts (such as for individuals with hearing impairments)

## READING

- Provide audiotapes of textbooks and have the student follow the text while listening or use to preview future reading assignments.
- Provide summaries of chapters before having student read.
- Provide the student with framing or discussion questions before assigning a reading passage
- Provide interesting reading materials
- Use a ruler or reading window for better tracking.
- Provide two sets of textbooks, one for home and one for school.
- Encourage/allow sub vocalization while reading silently

## SPELLING AND WRITING

- Do not grade handwriting on written work
- Provide a designated note taker or photocopy of other student or teacher notes. (Do not require a poor note taker or a student with no friends to make these arrangements with another student for notes.)
- Reduce amount that needs to be copied e.g. write math problems down beforehand, revise assignments that require copying
- Provide alternatives for written assignments (posters, outlines, speech) for all students .
- Use worksheets that require minimal writing. (Cloze notes, an outline completely or partially filled out)
- Template for frequently used forms/assignments (bell work, labs etc.)
- Provide a computer or tablet for written work.
- Use larger pencils, pencils grips, larger paper
- Use of visual clues for correct letter formation
- Accept dictated/scribed work written/typed by parent
- Reduce requirements for neatness

## MATH

- Allow the student to use a calculator (see testing accommodations)
- Provide fewer problems on a worksheet (e.g., 4 to 6 problems on a page rather than 20 or 30) or fold paper to expose fewer problems
- Use enlarged graph paper to write problems to help the student keep numbers in columns.
- Use pictures, graphics, organizers, flow charts, and manipulatives
- Put boxes around individual problems