



DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION

ACCOMMODATIONS

A Guide for General Education and Exceptional Education Teachers

Fast Facts # 16 (10-08)

What are accommodations?

Accommodations are the provisions that regular and special education teachers make to adjust for students with disabilities for instruction and testing/assessments.

Accommodations involve a wide range of techniques and supports that help students work around the limitations that are placed upon them due to their handicapping conditions. Accommodations change how instruction or assessment is delivered as opposed to modifications, which change what is to be learned by the student.

Why provide accommodations?

It's the right thing to do for students. Federal law requires that accommodations be provided for students with disabilities who have an IEP (Individual Education Plan) or 504 Accommodations Plan specifying required accommodations.

Who needs accommodations?

Students who have been determined eligible for Exceptional Student Education and whose Individual Educational Plan (IEP) documents the need for accommodations, and students with a Section 504 Accommodation Plan.

Do I have to provide them?

Absolutely. Failure to do so is a violation of Federal Law and could possibly lead to personal liability. In the case of Doe Vs Withers, a social studies teacher was held personally liable and was ordered to pay \$15,000.00 for failure to make accommodations as specified on a student's IEP.

How do I know when they should be provided?

The IEP will be made accessible by the ESE Case Manager to each service provider (including regular education and exceptional education) who is responsible for implementing the student's IEP. All service providers will be informed of their responsibilities related to implementing the IEP, and of any specific accommodations, modifications, and supports that must be provided to the student or school personnel in accordance with this IEP.

Where do I get started?

Begin with the IEP - the IEP will describe where the student is functioning, the type of services needed and the accommodations to be provided. Accommodations often relate to the effective instructional practices that all students can benefit from.

Who can help me?

You don't have to do it alone. Providing services and accommodations to students with disabilities is a team responsibility. Collaborate and consult with an ESE teacher, psychologist, social worker and other school and district personnel.

Support for school personnel is often required and is documented on the student's IEP. The support described offers means by which you may get training, materials, and other assistance to meet the needs of your student.

The student's IEP Team members may also help with further clarifying the accommodations that are required for a student with disabilities.

SUGGESTED ACCOMMODATIONS FOR STUDENTS WHO HAVE DIFFICULTY...

Following Instructions	<ul style="list-style-type: none"> • Provide an agenda or schedule for each day • Use a prearranged signal to gain attention before instructing • Combine oral instructional with pictures, words or diagrams • Read written directions orally before starting assignment
Handling Complex Tasks and Organization	<ul style="list-style-type: none"> • Show student how to cover parts of text or worksheet to simplify the task • Give page numbers for locating answers in texts • Simplify directions by numbering the steps • Use clear formatting for handouts, assignments and tests
Reading	<ul style="list-style-type: none"> • Provide audio version of the material • Give the student a list of important vocabulary • Let the student use sticky notes or erasable highlighter to mark key points in a text book • Have the student read the review questions first and then look for the answers
Math	<ul style="list-style-type: none"> • Use a flowchart to plan strategies for problem solving • Color-code or highlight key words in math word problems • Use a computer-based program for practicing skills • Use chart or table with basic math facts for solving more complex problems
Behaviorally	<ul style="list-style-type: none"> • Provide student a copy of class rules and expectations • Praise specific behaviors • Use self-monitoring strategies • Give extra privileges and rewards • Keep classroom rules simple and clear • Allow short breaks between assignments • Cue student to stay on task
Taking Tests	<ul style="list-style-type: none"> • Allow oral responses • Administer test in small groups • Read test item to student unless testing reading • Give short quizzes • Underline or highlight important words in the directions
Physical Environment	<ul style="list-style-type: none"> • Seat student near teacher • Seat student near positive role model • Stand near student when giving directions or presenting lessons • Increase distance between desks
Completing Assignments	<ul style="list-style-type: none"> • Break long-term assignments into parts with corresponding due dates • Provide a checklist for student to self-monitor responsibilities • Reduce work while maintaining critical learning objectives • Allow choices of assignments or completion order when possible
Understanding Lectures and Discussions	<ul style="list-style-type: none"> • Introduce new vocabulary prior to the lesson • Use advance organizers to alert students to what will be included and expected from the lesson • Promote active involvement with Q and A format and small group interaction • Provide visual cues as to what is important to note during the lecture or discussion

Where can I learn more?

Available resources:

- *Developing Quality Individual Educational Plans* (district online manual)
- *Understanding Compliance Issues* (district online manual)
- *Exceptional Student Education (ESE) Conference Area in IDEAS*
- Florida Department of Education/Bureau of Exceptional Education & Student Services Publications (<http://www.fl DOE.org/ese/pub-home.asp>)

Available support personnel:

- Area ESE Supervisors and District Resource Teachers
- FDLRS Personnel
- District-Level Supervisors, Coordinators and District Resources Teachers
- FDLRS Personnel (837-7777)
- ESE Hotline (273-7221)