



Every student is an individual with a unique set of strengths and needs. The following accommodation ideas can serve as a springboard for choosing and writing individualized supports for your students. You may want to take some ideas and add individualized details that meet the unique needs of your students, or you may use the ideas as they are.

Many of the following accommodations may be helpful for students with a wide range of needs and abilities. For this reason, accommodations are organized here by **type**, **domain**, and **activity**.

For information about using accommodations to administer the *IED 4*, see Accommodating Students on page i-26 of the User Guide or either volume of the Examiner’s Manual.

Notes

- Many of the accommodations listed here can be helpful for any student, regardless of their individual education plans. Consider how some accommodations might be implemented broadly; for example, incorporating movement and visuals into lessons may be especially helpful for some students but will also benefit the whole group.
- For all students, movement and/or self-stimulatory behavior (stimming) should always be allowed unless there is a safety concern, in which case teaching a replacement stimulatory behavior may be appropriate.
- Remember that not all skills listed in the *IED 4* at a certain age or grade level should be expected for inclusion in the general education classrooms, and accommodations should be used to foster independence for each student within their abilities.
- You may benefit from consultation with a specialist for some types of accommodations. For example, if a student has established occupational therapy service, consult the therapist when considering new sensory supports.

ACCOMMODATIONS BY TYPE	
ENVIRONMENT	<ul style="list-style-type: none">• preferential seating• visual supports (e.g., cues, boundaries)• sensory input, added or reduced (e.g., visual, auditory, tactile)• access to “calm space”• consistent routines• space for bathroom and changing needs
SCHEDULE	<ul style="list-style-type: none">• student choice• visual supports (e.g., visual schedule, first/then board, checklists)• consistent routines• positive reinforcement built into schedule (e.g., nonpreferred activity followed by preferred activity)• scheduled breaks



ACCOMMODATIONS BY TYPE	
MATERIALS	<ul style="list-style-type: none"> • timer • sensory supports (e.g., noise-reducing headphones, weighted pads, compression, fidgets, tactile items, chew items) • assistive technology device or adaptive equipment (e.g., communication system, assistive listening) • mobility device
TEACHING METHODS & LEARNING STYLES	<ul style="list-style-type: none"> • visual supports during instruction (e.g., directions, tasks, routines) • sensory supports during instruction (see <i>Sensory</i>) • simplified oral language when giving directions • incorporating a pause after giving directions
SENSORY	<ul style="list-style-type: none"> • alternative seating (e.g., wobble stool, rocker, beanbag, standing) • access to “calm space” • scheduled breaks (may include sensory strategy) • visual stimuli (e.g., fluorescent light filters, bubble timer, glitter bottle) • reduced visual input (e.g., sunglasses, light covers) • auditory stimuli (e.g., music, noise machine) • reduced auditory input (e.g., noise-reducing headphones, reduced background noise) • tactile stimuli (e.g., fidgets, dough, rice, sand) • proprioceptive stimuli (e.g., weighted items, compression items, chew items) • vestibular stimuli (e.g., swing, trampoline, scooter)
TRANSITION	<ul style="list-style-type: none"> • portable visual schedule or first/then board • transition object • transition “job” (e.g., line leader, key carrier, etc.) • transition warnings • visual timer • preferred pre-transition and post-transition routines
PEOPLE	<ul style="list-style-type: none"> • peer buddy/role model • check-in and check-out system with preferred adult • social positive reinforcement



ACCOMMODATIONS BY TYPE	
ATTENTIONAL	<ul style="list-style-type: none"> • sensory support (see <i>Sensory</i>) • visual supports (e.g., schedule, cues, boundaries, timer) • instructions and check for understanding one-on-one • alternative workspace (e.g., away from noisy areas) • time management and memory supports (e.g., checklists, task criteria list, task steps list, timer) • visual supports for text information (e.g., highlighter, color-coding) • nonverbal or gestural cues (e.g., signals or cues decided between teacher and student to prompt attention) • multistep tasks or assignments broken into smaller parts • shortened work periods and/or frequent breaks
VISION	<ul style="list-style-type: none"> • appropriate lighting, magnification, positioning, size, and color of objects or pictures, or other supports as prescribed by a vision specialist • assistive technology (e.g., prescribed visual device) • preferential seating • vision fatigue breaks • learning and evaluation materials presented against a plain/contrasting background (e.g., black and white, high contrast) • enlarged text and print materials • reduced visual input • colored overlays for reading • auditory cues • alternative media source for information (e.g., audiobook, e-book) • written instructions read aloud
HEARING	<ul style="list-style-type: none"> • supports and assistive technology prescribed by a physician or therapist (e.g., amplification device, FM system) • visual supports (e.g., instructions, cues, schedule, clear visual of a speaker's face) • preferential seating • varied and preferred communication options (e.g., sign language, Total Communication) • teacher or interpreter fluent in the student's preferred communication method • reduced background noise (e.g., removing heating/cooling devices, tennis balls on chair legs, carpeting) • simplified language for directions (e.g., reduced extraneous words) • wait time for responses • instructions and check for understanding one-on-one • closed captioning



ACCOMMODATIONS BY DOMAIN	
GROSS MOTOR	<ul style="list-style-type: none"> • accessible environment/open pathways • mobility or assistive devices • appropriate seating or adaptive equipment • activities include multiple methods of participation and response • motor breaks • frequent or as-needed position changes • reduced movement required to participate in activities • movement alternatives to participate in activities • inclusive social play opportunities during recess (e.g., outside toys, games) • peer recess buddy
FINE MOTOR	<ul style="list-style-type: none"> • slanted writing surface • boxes or lines added to open writing space • written responses replaced with verbal, typed, or dictation • green dots at starting points and red dots at stopping points • writing model (e.g., name, alphabet) • highlighter model for tracing • multisensory writing practice • adaptive pencil (e.g., short or weighted, pencil grip) • adaptive scissors (e.g., loop, spring-loaded, one-handed) • adaptive paper (e.g., bold line, highlighted line, raised line, graph paper)
LANGUAGE	<ul style="list-style-type: none"> • visual supports • multisensory instruction • extended wait time for responses • oral directions paired with visual cues • simplified language for oral directions • instructions and check for understanding one-on-one • assistive technology (e.g., AAC device, PECS, choice boards)



ACCOMMODATIONS BY DOMAIN	
ADAPTIVE	<ul style="list-style-type: none"> • timer • social stories • first/then board • scheduled breaks • preferential seating • access to “calm space” • parent communication log • intervention plan (may be attached to the IEP) • alternative activities or schedule choices available • visual supports for behavior expectations or directions • student choice incorporated into activities and settings • social reinforcement (e.g., peer buddy, preferred adult check-in) • positive reinforcement built into schedule (e.g., nonpreferred activity followed by preferred)
SOCIAL EMOTIONAL	<ul style="list-style-type: none"> • social stories • access to “calm space” • one-on-one or small group social skills instruction • scheduled breaks • alternative activities or schedule choices available • visual supports (e.g., rules, social-emotional strategies) • social reinforcement (e.g., peer buddy, preferred adult check-in) • intervention plan (may be attached to the IEP) • positive reinforcement built into schedule (e.g., nonpreferred activity followed by preferred) • appropriate and functional replacement behaviors taught and positively reinforced



ACCOMMODATIONS BY DOMAIN		
ACADEMIC	READING: <ul style="list-style-type: none"> • one-on-one instruction • review after lesson • colored strips under sentences • colored page overlays • highlight key vocabulary • large print text • reduced number of words per line or lines per page • audiobooks • read-aloud software • preferred reading material • preview reading • extended time 	MATH: <ul style="list-style-type: none"> • one-on-one instruction • review after lesson • manipulatives • visual aids (e.g., personal anchor charts, graphic organizers, concept maps) • limited number of problems per page • graph paper to assist with number alignment • highlight key vocabulary • problems ordered by progressing difficulty, from easy to hard
	WRITING: (also see <i>Fine Motor</i>) <ul style="list-style-type: none"> • written responses replaced with verbal, typed, or dictation • pencil grip • slanted writing surface • use of colors and/or highlighting to organize writing • bolded or highlighted lines (e.g., starting or stopping points) • fill-in-the-blank formats • enlarged fill-in blanks • boxes or lines on paper • skip every other line on paper • adaptive paper (e.g., raised lines, highlighted lines, graph paper) • self-editing list 	OTHER CONTENT AREAS: <ul style="list-style-type: none"> • visuals incorporated into group instruction • movement incorporated into group instruction • tactile experiences incorporated into group instruction • visual task analysis for multistep tasks and routines • flexibility in response allowed (any form of language is valid, including speaking, signing, pointing, pictures, or other) • oral language simplified when giving directions • wait time for verbal response • student's attention is gained before instructions are delivered



ACCOMMODATIONS BY ACTIVITY	
CLASSWORK	<ul style="list-style-type: none"> • alternative workspace (e.g., away from noisy areas) • alternative seating • extended time • instructions and check for understanding one-on-one • work breaks • first/then reinforcement • note-taking supports (e.g., peer buddy, teacher, assistive technology) • writing supports (e.g., pencil grip, slanted surface) • visual supports (e.g., pictures to accompany written instructions, folder screen for table, reduced visual input on paper)
ASSIGNMENTS & TESTING	<ul style="list-style-type: none"> • scheduled breaks • assignment examples • extended time for assignments and tests • repetition or rewording of information • written instruction paired with oral or visual support • alternative assessment setting • alternative assignment response format (e.g., oral, written, typed, nonverbal, speech-to-text, different paper) • visual supports for text information (e.g., highlighter, color-coding) • assignment time management and memory supports (e.g., checklists, task criteria list, task steps list, timer)
CARPET TIME/ CIRCLE TIME	<ul style="list-style-type: none"> • alternative seating choices (e.g., cushion, preferred chair, beanbag, wobble stool, standing, lying down) • movement allowed within a visual boundary (e.g., taped area) • preferential seating (e.g., near adult or peer, away from distractions) • sensory support (see <i>Sensory</i>) • multisensory instruction (e.g., props and puppets, movement, music) • student interest incorporated into circle time routine (e.g., favorite song, toy, person) • student choice in circle time routine (e.g., choose seating, item, song) • circle time followed by a preferred activity • shortened participation time • simplified activities (e.g., reduced number of steps)



ACCOMMODATIONS BY ACTIVITY	
SMALL GROUP	<ul style="list-style-type: none"> • alternative seating choices (e.g., cushion, preferred chair, beanbag, wobble stool, standing, lying down) • preferential seating (e.g., near adult or peer, away from distractions) • sensory support (see <i>Sensory</i>) • multisensory group activities • visual supports (e.g., boundaries, rules, first/then board, activity steps, model, materials placed on a tray) • student interest incorporated into small group routine (e.g., favorite song, toy, person, job, activity) • small group followed by a preferred activity • shortened participation time • simplified group activities (e.g., reduced number of steps) • student name and picture on assigned small group space • instructions given one at a time
BREAKFAST & LUNCH	<ul style="list-style-type: none"> • meal modifications and accommodations, as prescribed by a physician or therapist • visual supports (e.g., schedule, first/then board, timer, choices, task list of meal routine, communication cues, social skills conversation cards) • preferential seating (e.g., near adult or peer) • preferred toy/handheld item • sensory supports (see <i>Sensory</i>) • food items placed on a colored tray (visual boundary) • reduced number of food items in visual field • seated as far as possible from the source of strong food smells (e.g., microwave, kitchen) • alternative mealtime settings
TRANSITION: IN THE CLASSROOM	<ul style="list-style-type: none"> • visual supports (e.g., portable schedule, portable first/then board, timer) • transition warnings • transition cue (e.g., lights dimmed, gentle sound, silly direction) • transition “job” (e.g., line leader, door holder, etc.) • positive pre-transition and post-transition routines • reduced waiting time or unstructured time



ACCOMMODATIONS BY ACTIVITY	
TRANSITION: WALKING IN THE HALLWAY	<ul style="list-style-type: none"> • transition object to carry • holding hands • walking rope • hallway visuals on the walls or floor (e.g., <i>stop</i>, <i>go</i>, boundaries) • sensory supports (see <i>Sensory</i>)
RECESS	<ul style="list-style-type: none"> • visual supports (e.g., portable schedule, portable first/then board, rules, social stories) • transition object to carry to and from recess • modeling and role play for recess rules and routines • small group instruction in recess games and social skills • student interests incorporated into recess space (e.g., favorite toys, games) • fine motor activity options available during recess (e.g., loose parts, easels, dramatic play, instruments, games)
LEARNING CENTERS & FREE PLAY	<ul style="list-style-type: none"> • visual supports (e.g., boundaries to define centers, visual routine system like charts and tags, rules, schedule, first/then board, timer, turn-taking, play ideas, play script) • peer buddy • transition warnings • transition object carried between centers • student choice or interests incorporated into center routines • access to calm space or break • small group instruction in social skills and play skills • reduced number of items in a center
QUIET TIME	<ul style="list-style-type: none"> • visual supports (e.g., schedule, first/then board, rules, timer, boundaries) • expanded personal space for quiet movement • quiet activity or toy (e.g., books, drawing, puzzle, dough, manipulatives, fidget, stuffed animal) • headphones with music or audiobooks • student choice incorporated into quiet time routines • sensory supports (see <i>Sensory</i>)
ARRIVAL & DISMISSAL	<ul style="list-style-type: none"> • interactive arrival and dismissal routines • student interest incorporated into routines (e.g., favorite toy, song, game, job) • reduced waiting time or unstructured time • visual supports (e.g., schedule, first/then board, social story) • preferred activity following arrival • alternative setting to wait for dismissal (e.g., less noisy area)



ACCOMMODATIONS BY ACTIVITY	
LIFE SKILL: CLEANING UP	<ul style="list-style-type: none"> • visual supports (e.g., schedule, first/then board, timer, cues to stay on task, pictures for where items belong) • cleanup warnings • cleanup cues (e.g., lights dimmed, bell, song) • pre-taught, modeled, and practiced cleanup routines • transition object that stays with student • reduced number of items • preferred activity following cleanup
LIFE SKILL: TOILETING	<p>Note: it is not expected that all students will toilet independently, and toileting independence is not a prerequisite for inclusion in the general education classroom. These accommodations should be used to foster independence for each student within their abilities.</p> <ul style="list-style-type: none"> • visual supports (e.g., list of toileting or handwashing steps, colored tape on toilet handle, colored tape to measure toilet paper) • toileting plan tailored to student's needs and abilities • chosen method of toileting assistance (consult with family and service providers) • specialized seating or equipment, as prescribed by a physician or service provider
LIFE SKILL: FOLLOWING DIRECTIONS	<ul style="list-style-type: none"> • visual supports (e.g., cues, first/then board, model) • if/then statements • simplified language for directions • directions given one at a time • consistent routines • positive reinforcement • wait time • student choice or alternative directions • see <i>Language, Social Emotional, Adaptive, and Attentional</i> for related suggestions