

Accommodations

Supports that allow a student with Special Education Specialized Academic Instruction (SAI) Services or on a 504 Plan to overcome or work around a disability

Accommodations for Learning Environment and Student Responses

Read Aloud - Reading text sections can be read aloud to the student.
Narrow selections - limit the choices in multiple choice, or read one selection not all
Front Load - give them the information they may need to recall from memory to complete an assignment
Quiet Work space - make sure work area is free of distractions
Flexible Seating - let student change seating options (floor, chair, bean bag, etc)
Reduce visual distractions - by folding a worksheet or using blank pieces of paper to cover up part of the page
Visual Schedule - presenting topics and learning objectives for the day/week
Visual aids - posters,word walls, pictures, samples, formula charts, shape charts, graphing paper
Math Tools - multiplication chart (can be printed), calculators, rulers; Use visual aids or manipulatives when solving problems, Graph paper
Highlight - highlight key words and details on worksheets together
Graphic Organizers - Venn Diagrams, T-charts, Story maps
Shortened work times - chunk assignments to avoid burnout or frustration
Sentence Frames - use to support written/verbal responses
Color Coding - allow for use of underlining, highlighting, and color coding
Model - give examples - work the first few problems together to gain understanding
Interactive texts - online stories for literacy
Reading Guide - use some sort of guide to help them keep their place in the text/story
Colored markers - to allow for color coding of information
Simplified Answers - verbal or written responses
Preview with students - go over the expectations/directions first and can use visual cues for reminders
Technology - calculators, google talk for dictation of stories, typing on a keyboard instead of pencil/paper
Reduce Assignments - do ½ the problems or a portion of the work - one page can last 2 work periods instead of one. Reduce the amount of repetitive problems.
Extended time/ Breaks - extra time between assignments for brain break

Graphic Organizer
All-purpose Planner

THESIS



KEY POINT ONE: <div style="border: 1px solid black; height: 80px; width: 95%;"></div>	KEY POINT TWO: <div style="border: 1px solid black; height: 80px; width: 95%;"></div>	KEY POINT THREE: <div style="border: 1px solid black; height: 80px; width: 95%;"></div>
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SUPPORT <div style="border: 1px solid black; height: 120px; width: 95%;"></div>	SUPPORT <div style="border: 1px solid black; height: 120px; width: 95%;"></div>	SUPPORT <div style="border: 1px solid black; height: 120px; width: 95%;"></div>
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NAME _____ CLASS _____ DATE _____

Graphic Organizer

KWL Chart

Topic: _____

K What I <i>Know</i>	W What I <i>Want To Learn</i>	L What I Have <i>Learned</i>

Graphic Organizer
Main Idea and Details Chart

Main Idea



Supporting Detail 1

Supporting Detail 2

Supporting Detail 3

Question:
Topic Sentence/Introductory Paragraph: _____

Transition Reason/detail/fact (RDF)	Explain/elaborate/example
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Transition Reason/detail/fact (RDF)	Explain/elaborate/example
_____	_____
_____	_____
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Transition Reason/detail/fact (RDF)	Explain/elaborate/example
_____	_____
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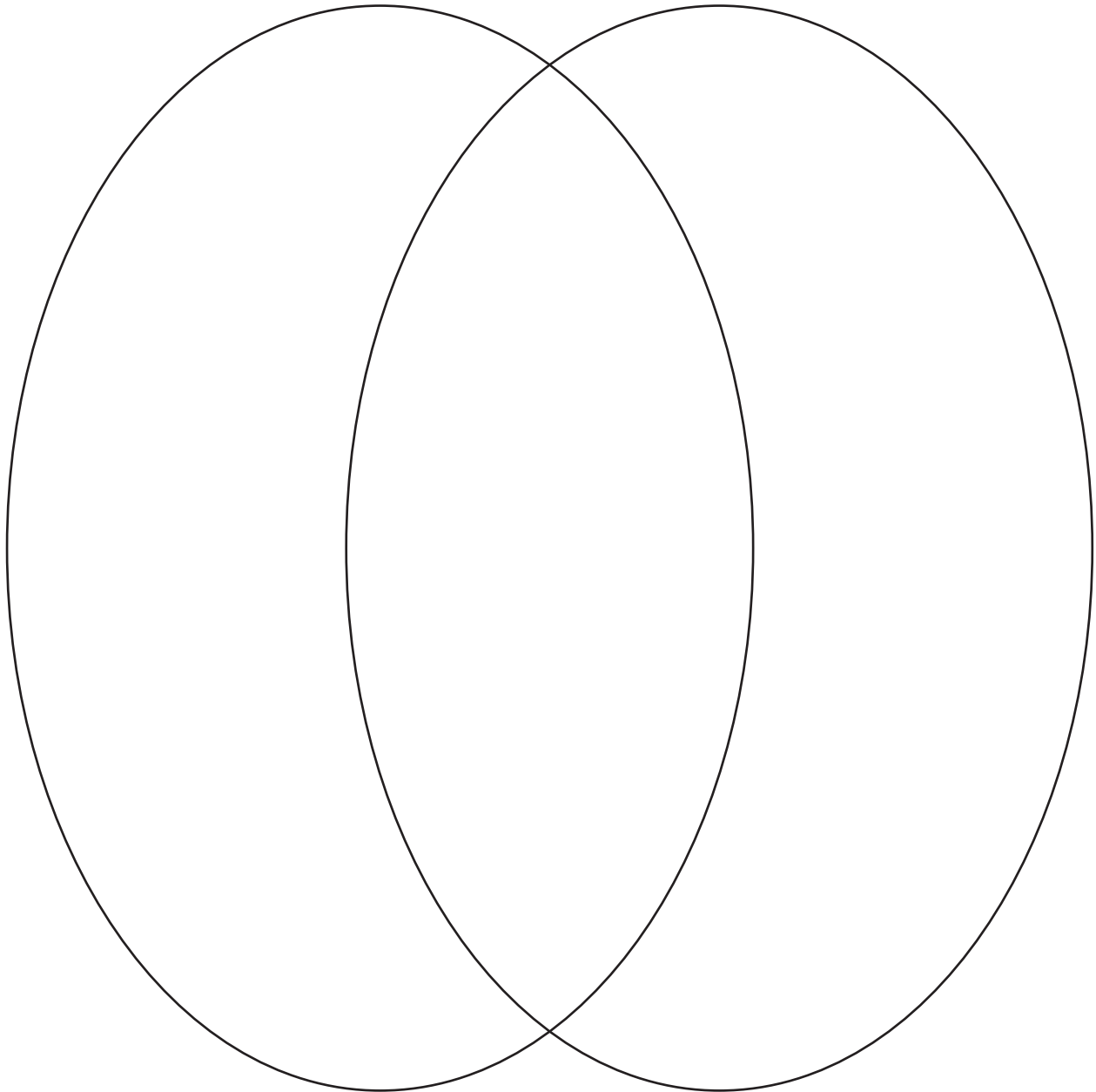
Concluding Sentence/Paragraph

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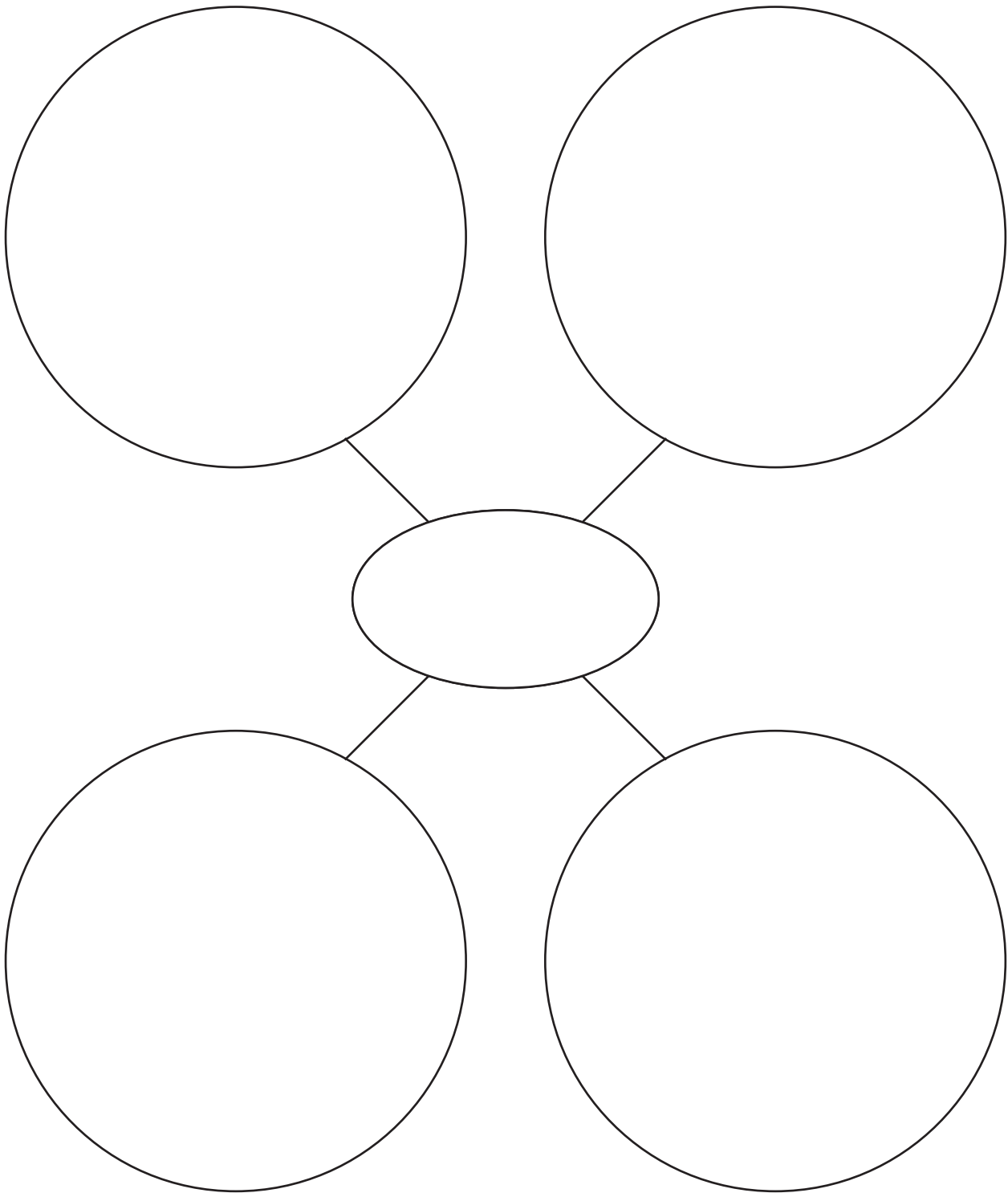
NAME _____ CLASS _____ DATE _____

Graphic Organizer

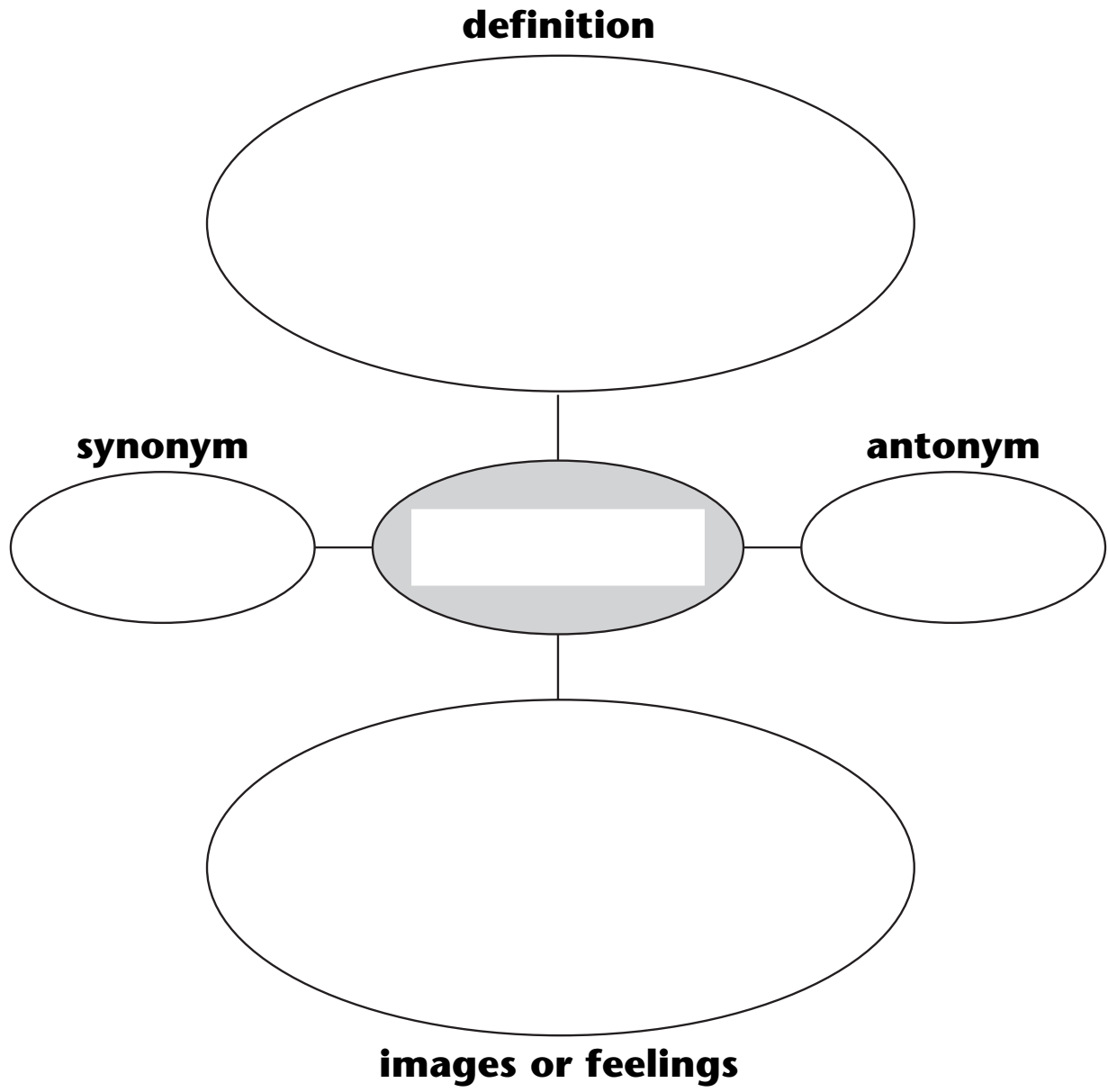
Venn Diagram



Graphic Organizer
Web Diagram



Graphic Organizer
Word Map



Multiplication Chart 0 to 10

X	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

