

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act require students with disabilities have equal access to an education. This includes accommodations that are needed for students with disabilities to learn and participate in academic, extracurricular, and nonacademic activities. Accommodations are designed to enable children with disabilities to be educated with their nondisabled peers to the maximum extent appropriate. All students with an IEP or 504 plan are entitled to accommodations.

General Accommodations are changes to **HOW** your child learns. Accommodations don't change what your child learns but make sure that he/she is able to use the educational materials. For example, a student who has a hard time in history class because a specific learning disability like dyslexia can receive accommodations that allow him/her to use audio books. It does not change the requirement that he/she understand the material and it does not lower performance expectations. It allows the student to participate in his/her education.

Accommodations are decided on and agreed to by the child's Individualized Education Program (IEP) or 504 Plan team. Sometimes the teacher and parent may have an informal agreement to use accommodations to support a student, however, if the student needs the accommodation for assessment, it must be included in the IEP or 504 Plan. Putting the accommodations in an IEP document or 504 Plan also means the entire team will be aware of them and be required to provide them. Once accommodations are documented, it is important to make sure they are being used and they are effective. If you find the accommodations your student has in place are not working, you can schedule a team meeting to find out what the issues may be and if different accommodations are needed.

General Accommodations typically address one or more of the following areas.

Timing Scheduling Presentation Response Setting

Accommodations are based on the student's specific needs, not on the student's disability category. However, there may be certain accommodations that are more appropriate for students with certain disabilities. So, if you have a child with dyslexia, for example, you might want to do some online searching for accommodations that have been useful for students with this specific learning disability.

Testing Accommodations provide students with disabilities **access to state assessments** and a way to show their knowledge and skill on academic content. If a student needs testing accommodations, these accommodations must be included in the IEP and used throughout the school year during assessments. The Virginia Department of Education has an approved list of testing accommodations. <https://bit.ly/3kYPBIP>



Accommodations for Students with Disabilities

A Resource Document



Here are **some common accommodations** used for students with IEPs or 504 Plans. This list shows only some of the possible accommodations a student may have.

Timing/Scheduling Accommodations adjust the timing or scheduling of assignments	Setting Accommodations adjust where the student learns or make changes to the learning environment
<ul style="list-style-type: none"> • Allow more time to complete a task or a test • Allow extra time to process spoken information and directions • Allow more frequent breaks, such as after completing a worksheet • Follow a routine • Provide a written or visual schedule for the day 	<ul style="list-style-type: none"> • Allow work in a different setting, such as a quiet room with few distractions • Seat where the student learns best (for example, near the teacher) • Use special lighting or acoustics • Change how the classroom is arranged • Provide sensory breaks
Presentation Accommodations adjust how the material is presented	Response Accommodations adjust how the student can respond or complete assignments
<ul style="list-style-type: none"> • Use audio recordings instead of reading text • Learn content from audiobooks, movies, videos, and digital media instead of reading print versions • Use large print or Braille • Allow test books to be taken home • Work with fewer items per page or line • Have a “designated reader”—someone who reads test questions aloud to students • Provide instructions in various formats, audio, visual • Audio record a lesson, instead of taking notes • Get class notes from another student • Provide an outline of a lesson • Provide extra cues and prompts • Use organizational systems like color coding • Highlight main ideas and instructions • Provide more hands-on instruction, demonstrations, and simulations • Vary the pace of instruction • Use repetition to reteach important material 	<ul style="list-style-type: none"> • Use an augmentative communication device or system. • Use an interpreter • Give responses in a form (spoken or written) that’s easier for them • Dictate answers to a scribe who writes or types (a scribe) • Capture responses on an audio recorder or speech to text software • Use a spelling dictionary or digital spellchecker • Use a computer to type notes or give answers in class • Use a calculator or abacus • Use a line spacer or provide graph paper • Use a graphic organizer or templates for essay writing • Provide answers to be written in a test booklet instead of a bubble sheet • Use a Braille writer • Use a pencil grip • Use a non-slip paper stabilizer

Resources:

Iris Center, Vanderbilt University: <https://iris.peabody.vanderbilt.edu/module/acc/cresource/q2/p06/>

Understood.org: <https://u.org/3kaOMXP>

Smart Kids: <https://www.smartkidswithld.org/getting-help/the-abcs-of-ieps/examples-of-accommodations-modifications/>

Section 504 Accommodations: http://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section_504_accomodations.pdf

