



Georgia Project for Assistive Technology's web site at <http://www.gpat.org> (25 pages)

## **Supporting Participation in Typical Classroom Activities for Students with Disabilities Through the Use of Accommodations, Modifications, and Assistive Technology Solutions**

Students with disabilities often require accommodations, modifications, and assistive technology solutions in order to participate in and benefit from the general education curriculum and the individualized educational programs that are provided through special education programs. As a result, general education teachers must work collaboratively with special education teachers, related service providers such as speech-language pathologists, and parents to identify and implement support strategies that are appropriate for students based on their unique needs. Appropriate support strategies are identified and documented during the development and review of students' Individualized Educational Programs (IEPs) and Section 504 Accommodation Plans. All educators working with the students must work together to implement the support strategies and to monitor the use of the strategies to determine effectiveness and make changes in the students' intervention programs.

The following document was developed by the Georgia Project for Assistive Technology (GPAT) to provide information on support strategies including accommodations, modifications, and assistive technology solutions that are used by students with disabilities to enhance their participation and achievement in typical classroom activities. The support strategies are organized by type of disability within each of the typical classroom activities. When reviewing these strategies, please keep in mind that some students may benefit from strategies listed for another disability type. In addition, some students exhibit multiple types of disabilities. Therefore, it will be necessary to refer to more than one of the disability areas for strategies. For example, a student with a moderate intellectual disability may exhibit a speech-language impairment and an orthopedic impairment. Therefore, it will be necessary to review the strategies for moderate intellectual disability as well as speech-language impairment and orthopedic impairment. Lastly, some students with disabilities such as autism, significant developmental delay, and other health impairment demonstrate characteristics of one or more of the types of disabilities included in the document. Subsequently, it is suggested that strategies for different types of disabilities associated with difficulties that the student is demonstrating be utilized as a resource for identifying appropriate accommodations, modifications, and assistive technology solutions.

This document is available electronically on GPAT's web site at <http://www.gpat.org>. In addition, a comprehensive listing of assistive technology resources and vendors are also available on the project's web site. Handouts that contain directions for programming and using many of the assistive technology hardware solutions referenced in this document are also available on the web site. In February 2001, short video clips of assistive technology devices and clips of students using the devices will also be available. For additional information about this document or additional resources, please contact [gpat@doe.k12.ga.us](mailto:gpat@doe.k12.ga.us) or call 404-362-2024.

## Quick Reference Guide for Typical Classroom Activities

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### Accessing Information (Gathering Facts) on an Instructional Topic from Computer-based Software Applications and On-line Resources

#### Typical Classroom Tasks:

Use an electronic atlas

Read electronic mail

Read/access information from electronic books  
(small group and whole group)

Access information about instructional topic  
from an Internet web site

Access information from instructional software

<b>Types of Students- By Disability Area</b>	<b>Accommodations, Modifications, and Assistive Technology Solutions</b>
<i>Autism</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Deaf-Hard of Hearing</i>	<ul style="list-style-type: none"> <li>• Position the student near the computer to maximize auditory access</li> <li>• Increase the volume on the computer's sound system as appropriate</li> <li>• Use classroom or personal amplification device to amplify computer auditory output following recommendation of an audiologist</li> <li>• Utilize software applications that provide strong visual information</li> <li>• Select and use software that pairs printed information with auditory information</li> <li>• Use manual sign language or oral interpreter to provide information in an accessible format</li> <li>• Use adaptive software to provide a visual display of information that is typically presented auditorially</li> </ul>
<i>Emotional-Behavioral Disorders</i>	<ul style="list-style-type: none"> <li>• Provide preferential seating during whole group tasks to enhance attention and support</li> <li>• Use positive verbal praise to reinforce appropriate behaviors</li> <li>• Re-direct inappropriate behaviors</li> </ul>
<i>Mild Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Use picture symbols and graphics to illustrate key points presented during whole group and small group discussion of information obtained from the software application or web site</li> <li>• Use a peer or adult to read to text presented on the monitor to the student during small group and individual work groups</li> <li>• Have a peer or adult verbally summarize information that is printed on the computer monitor</li> <li>• Use a text reader to read text displayed on the monitor from software applications and on web sites</li> </ul>
<i>Moderate Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Use picture symbols to illustrate key points presented during whole group and small group discussion of information obtained from the software application or web site</li> <li>• Provide a peer or adult to read information that is displayed on the computer monitor</li> <li>• Summarize key points in language appropriate to the student's linguistic and cognitive levels</li> </ul>
<i>Other Health Impairments</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>

<i>Orthopedic Impairments</i>	<ul style="list-style-type: none"> <li>• Provide a peer to assist in accessing information through the computer</li> <li>• Use accessibility applications in the control panel of the computer's operating system to enhance access using the standard computer keyboard</li> <li>• Provide adaptive pointing utensils such as a hand pointer or hand splint to enable the student to activate keys on the computer keyboard</li> <li>• Provide an adaptation such as a keyguard to the standard computer keyboard to enable the student to activate keys on the keyboard</li> <li>• Provide an alternative to the standard computer keyboard such as an on-screen keyboard for young students, an enlarged keyboard for students who need large keys on the computer keyboard or a mini-keyboard for students who need a keyboard that is smaller than the computer keyboard</li> <li>• Provide the student with a microswitch for scanning access as an alternative to the standard computer keyboard</li> <li>• Provide the student with an alternative to the standard computer keyboard such as a trackball, joy stick, or head mouse</li> </ul>
<i>Severe-Profound Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide the student with a peer to assist in accessing information through the computer</li> <li>• Use picture symbols to illustrate key points</li> <li>• Use object symbols to illustrate key points</li> <li>• Summarize key points in language appropriate to the student's linguistic and cognitive capabilities</li> </ul>
<i>Significant Developmental Delays</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Specific Learning Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide a peer to assist in accessing text in computer based resource applications</li> <li>• Summarize information for student in language appropriate to the student's linguistic and cognitive abilities</li> <li>• Provide the student with a talking hand held dictionary or spelling aid to assist in identifying unknown words</li> <li>• Use a talking word processing application such as Write OutLoud (Don Johnston) to read aloud text displayed on the monitor from software applications and web sites</li> <li>• Use a text reader such as Willow Talk to read aloud text displayed on the monitor from software applications or web sites</li> </ul>
<i>Speech-Language Impairments</i>	<ul style="list-style-type: none"> <li>• Provide peer or adult assistance with unfamiliar words and concepts</li> <li>• Provide the student with a talking hand held dictionary or spelling aid to assist in identifying unknown words</li> <li>• Summarize information in language appropriate to the student's linguistic capabilities</li> </ul>
<i>Traumatic Brain Injury</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Visual Impairments-Blind</i>	<ul style="list-style-type: none"> <li>• Position the computer monitor to maximize visual access and reduce glare</li> <li>• Adjust the contrast on the monitor to maximize visual access</li> <li>• Use accessibility features within the computer's software operating system to enlarge text and graphics</li> <li>• Use a screen enlargement software application such as ZoomText to enlarge text and graphics displayed on the computer monitor</li> <li>• Provide a peer to assist in reading text displayed on the computer screen</li> <li>• Provide a text reader such as Willow Talk to read aloud text displayed on the monitor from software applications and web sites</li> <li>• Provide a screen-text reading software application such as JAWS (Henter Joyce) to read all text displayed on the monitor</li> <li>• Provide an appropriate means for recording-printing information and facts obtained from the resources (Braille embosser)</li> </ul>

**Brainstorming an Instructional Topic and Recording Facts  
(Wall Chart, Story Board, Note Worksheet, or Computer-based Software Application)**

**Typical Classroom Tasks:**

Provide relevant facts on an instructional topic obtained from a software application, Internet site, or reference material

Record facts on instructional topic on wall chart, story board, worksheet, or computer word processing application

Provide facts to teacher or other students verbally in small group and whole group discussion

Record notes from small group and whole group brainstorming discussions

<b>Types of Students-By Disability Area</b>	<b>Accommodations, Modifications, and Assistive Technology Solutions</b>
<i>Autism</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Deaf-Hard of Hearing</i>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary and assist the student in formulating thoughts to be expressed during the discussion</li> <li>• Provide preferential seating to enhance optimal auditory access of class discussion</li> <li>• Encourage student to use personal hearing aids, if appropriate, in order to listen to discussion-brainstorming</li> <li>• Provide assistive listening device (classroom or personal) to enhance optimal auditory access of class discussion-brainstorming following recommendation of an audiologist</li> <li>• Provide manual sign language or oral interpreter to provide information to the student</li> <li>• Use picture symbols as appropriate to illustrate key points and enhance comprehension</li> <li>• Encourage student participation in the discussion-brainstorming through verbalization and/or sign language</li> <li>• Provide manual sign language or oral interpreter to interpret student's communication responses and initiations</li> <li>• Provide picture/word symbols to supplement student verbalizations and sign language during discussion-brainstorming</li> <li>• Allow student to use augmentative communication device, if appropriate, during discussion brainstorming</li> </ul>
<i>Emotional-Behavioral Disorders</i>	<ul style="list-style-type: none"> <li>• Provide positive verbal praise for on-task behavior, attention, and participation</li> <li>• Re-direct inappropriate behaviors</li> </ul>
<i>Mild Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary and assist the student in formulating thoughts to be expressed during the discussion</li> <li>• Use picture symbols to illustrate key points in the discussion and on the wall chart</li> <li>• Read aloud text that is written on the wall chart</li> </ul>
<i>Moderate Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary and assist the student in formulating thoughts to be expressed during the discussion</li> <li>• Use picture symbols to illustrate key points in the discussion and on the wall chart</li> <li>• Read aloud text that is written on wall chart</li> </ul>
<i>Other Health Impairments</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>

<i>Orthopedic Impairments</i>	<ul style="list-style-type: none"> <li>• Provide student with optimal seating system to enhance participation</li> </ul>
<i>Severe-Profound Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Use picture symbols to illustrate key points in the discussion and on wall chart</li> <li>• Use real object symbols to illustrate key points during the discussion and brainstorming</li> <li>• Read aloud text that is written on the wall chart</li> </ul>
<i>Significant Developmental Delays</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Specific Learning Disabilities</i>	<ul style="list-style-type: none"> <li>• Use picture symbols to illustrate key points during discussion and brainstorming and on the wall chart</li> <li>• Read aloud text that is recorded on the wall chart</li> </ul>
<i>Speech-Language Impairments</i>	<ul style="list-style-type: none"> <li>• Use picture symbols to illustrate key points during discussion and brainstorming</li> <li>• Provide amplification system for students who have a low loudness level</li> <li>• Provide picture symbols or a communication board to allow student to express thoughts and information during brainstorming</li> <li>• Provide access to an augmentative communication device, if appropriate, during discussion and brainstorming</li> </ul>
<i>Traumatic Brain Injury</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Visual Impairments-Blind</i>	<ul style="list-style-type: none"> <li>• Provide student with optimal seating to view text and graphics recorded on the wall chart</li> <li>• Position the wall chart in a location to reduce glare</li> <li>• Write in large print on the wall chart for students with low vision</li> <li>• Read aloud any text that is recorded on the wall chart</li> </ul>

### Class Discussion (Whole Group and Small Group)

#### Typical Classroom Tasks:

Respond to teacher and peer student questions	Provide information-share information with peers and teacher
Label items related to the instructional topic	Summarize information in an instructional activity
Ask questions related to instructional topic	Make comments about instructional topic
Provide an oral report	

<b>Types of Students-By Disability Area</b>	<b>Accommodations, Modifications, and Assistive Technology Solutions</b>
<i>Autism</i>	<ul style="list-style-type: none"> <li>Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Deaf-Hard of Hearing</i>	<ul style="list-style-type: none"> <li>Provide preferential seating for the student to enhance access to auditory information</li> <li>Use picture symbol such as Boardmaker and Writing with Symbols (Mayer Johnson) to illustrate key points</li> <li>Use written language (words, sentences, etc.) to supplement spoken language)</li> <li>Use classroom or personal amplification device to amplify speaker's voice following recommendation from an audiologist</li> <li>Use manual sign language or oral interpreter to interpret speaker's messages (ex: translate spoken language into manual sign language)</li> <li>Use manual sign language or oral interpreter to interpret student's messages (ex: provide speech to supplement student's manual signs)</li> <li>Use voice recognition software applications such as the I-Communicator (Interactive Solutions) to translate spoken language into computer-based text and manual sign language</li> </ul>
<i>Emotional-Behavioral Disorders</i>	<ul style="list-style-type: none"> <li>Provide preferential seating during whole group discussion to enhance attention and minimize distraction</li> <li>Use positive verbal praise to reinforce student participation and appropriate behaviors</li> <li>Re-direct inappropriate behaviors</li> </ul>
<i>Mild Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>Encourage student participation in topics familiar to the student</li> <li>Encourage the student to signal the teacher when he or she knows the answer to questions so that the teacher may call on him or her</li> <li>Pre-teach topic including vocabulary to provide student with necessary information to participate in the discussion</li> </ul>
<i>Moderate Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>Encourage student participation in topics familiar to the student</li> <li>Encourage the student to signal the teacher when he or she knows the answer to questions so that the teacher may call on him or her</li> <li>Pre-teach topic including vocabulary to provide student with necessary information to participate in the discussion</li> </ul>
<i>Other Health Impairments</i>	<ul style="list-style-type: none"> <li>Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Orthopedic Impairments</i>	<ul style="list-style-type: none"> <li>Provide optimal seating and positioning to enhance student comfort and participation</li> <li>Provide student with adequate time to compose and produce response</li> </ul>

<i>Severe-Profound Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide the student with access to picture symbols such Boardmaker (Mayer Johnson) to illustrate key points in the discussion</li> <li>• Provide the student with alternative learning activities as appropriate</li> </ul>
<i>Significant Developmental Delays</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Specific Learning Disabilities</i>	<ul style="list-style-type: none"> <li>• Pre-teach topic including vocabulary to provide student with necessary information to participate in the discussion</li> <li>• Encourage the student to signal the teacher when he or she knows the answer to questions so that the teacher may call on him or her</li> </ul>
<i>Speech-Language Impairments</i>	<ul style="list-style-type: none"> <li>• Create a communication environment where students feel comfortable participating in the discussion or responding to questions</li> <li>• Provide the student with adequate time to compose and produce his or her communication responses</li> <li>• Encourage the student to signal the teacher when he or she knows the answer to questions so that the teacher may call on him or her</li> <li>• Provide the student with access to picture symbols such Boardmaker (Mayer Johnson) to illustrate key points in the discussion</li> <li>• Provide the student with access to an augmentative communication device, as appropriate, to meet his or her communication needs</li> </ul>
<i>Traumatic Brain Injury</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Visual Impairments-Blind</i>	<ul style="list-style-type: none"> <li>• Provide the student with descriptive auditory feedback of any visuals (pictures, wall charts, overheads) used in discussion</li> </ul>

## Completing Self-Assessments

### Typical Classroom Tasks:

Read indicators of self assessment forms

Select-mark desired indicator on self assessment forms

<b>Types of Students-By Disability Area</b>	<b>Accommodations, Modifications, and Assistive Technology Solutions</b>
<i>Autism</i>	<ul style="list-style-type: none"> <li>Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Deaf-Hard of Hearing</i>	<ul style="list-style-type: none"> <li>Provide picture symbols (Boardmaker, Writing with Symbols) from Mayer Johnson to supplement printed indicators on the self-assessment forms</li> <li>Provide a manual sign language or oral interpreter to provide directions</li> <li>Provide a manual sign language or oral interpreter to read (sign-speak) the printed indicators on the self-assessment forms</li> </ul>
<i>Emotional-Behavioral Disorders</i>	<ul style="list-style-type: none"> <li>Provide positive feedback for attention and on-task behaviors</li> <li>Re-direct inappropriate behaviors</li> </ul>
<i>Mild Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>Provide picture symbols (Boardmaker, Writing with Symbols) from Mayer Johnson to supplement printed indicators on the self-assessment forms</li> <li>Allow a peer or an adult to read the indicators on the self-assessment forms to the student</li> <li>Provide the student with a computer-generated version of the form and have the computer read the worksheet aloud to the student through the use of a talking word processing application such as Write OutLoud (Don Johnston)</li> </ul>
<i>Moderate Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>Provide picture symbols (Boardmaker, Writing with Symbols) from Mayer Johnson to supplement printed indicators on the self-assessment forms</li> <li>Allow a peer or an adult to read the indicators on the self-assessment forms to the student</li> <li>Provide an alternative learning-assessment activity as appropriate</li> </ul>
<i>Other Health Impairments</i>	<ul style="list-style-type: none"> <li>Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Orthopedic Impairments</i>	<ul style="list-style-type: none"> <li>Allow the student to use an adapted writing utensil, marker, or stamp to mark the desired responses</li> <li>Allow the student to dictate his responses to a peer or adult for the purposes of marking the desired responses</li> <li>Allow the student to complete a computer-generated version of the self-assessment forms using adaptive input devices and software as appropriate</li> </ul>
<i>Severe-Profound Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>Provide picture symbols (Boardmaker, Writing with Symbols) from Mayer Johnson to supplement printed indicators on the self-assessment forms</li> <li>Modify the content-vocabulary of the self-assessment form to meet individual student needs (linguistic and cognitive)</li> <li>Provide an alternative learning-assessment activity as appropriate</li> </ul>
<i>Significant Developmental Delays</i>	<ul style="list-style-type: none"> <li>Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>

<i>Specific Learning Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide picture symbols (Boardmaker, Writing with Symbols) from Mayer Johnson to supplement printed indicators on the self-assessment forms</li> <li>• Allow a peer or an adult to read the indicators on the self-assessment forms to the student</li> <li>• Allow the student to dictate his responses to a peer or teacher as an alternative to recording his responses</li> <li>• Allow the student to record responses to the indicators in the self-assessment on an audio-tape as an alternative to handwriting</li> <li>• Provide the student with a computer-based version of the form and have the computer read the worksheet aloud to the student through the use of a talking word processing application such as Write OutLoud (Don Johnston)</li> </ul>
<i>Speech-Language Impairments</i>	<ul style="list-style-type: none"> <li>• Provide assistance with unfamiliar vocabulary</li> <li>• Repeat instructions as needed</li> </ul>
<i>Traumatic Brain Injury</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Visual Impairments-Blind</i>	<ul style="list-style-type: none"> <li>• Provide an enlarged copy of the self-assessment forms for students with low vision</li> <li>• Change the color of the paper on which the self-assessments are displayed to reduce glare</li> <li>• Allow a peer or an adult to read the indicators on the self-assessment forms to the student</li> <li>• Allow the student to dictate his responses to a peer or an adult</li> <li>• Allow the student to record his responses on an audio-tape as an alternative to handwriting</li> <li>• Provide the student with the self-assessment forms in Braille as appropriate</li> <li>• Provide the student with a computer-generated version of the form and have the form enlarged to an appropriate font using a text enlargement application such as ZoomText (Ai Squared)</li> <li>• Provide the student with a computer-based version of the form and have the computer read the worksheet aloud to the student through the use of a screen reading application such as JAWS (Henter-Joyce)</li> </ul>

## Completing Computer-based Writing Assignments

### Typical Classroom Tasks:

Write a sentence, paragraph, or paper about an instructional topic

Take notes (recording facts) from class discussion

Write in a daily journal

Create charts including visual webs for writing

Edit writing samples

Illustrate a sentence about a topic

Publish writing samples using multi-media software applications such as KidsWorks2 or Student Writing Center

Compose electronic messages

Types of Students- By Disability Area	Accommodations, Modifications, and Assistive Technology Solutions
<i>Autism</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Deaf-Hard of Hearing</i>	<ul style="list-style-type: none"> <li>• Provide the student with software applications such as Writing with Symbols that pair picture symbols with printed words (Mayer Johnson)</li> <li>• Provide the student with access to a computer-based sign language dictionary for looking up unfamiliar words</li> <li>• Provide the student with access to a standard word processing application with a spell check and grammar check for the purposes of producing and editing computer-based written communication</li> </ul>
<i>Emotional-Behavioral Disorders</i>	<ul style="list-style-type: none"> <li>• Provide the student with appropriate verbal feedback</li> <li>• Provide verbal reinforcement for attending and on-task behavior</li> <li>• Provide visual supports for appropriate behavior and sequencing components of a task</li> <li>• Re-direct inappropriate behaviors</li> </ul>
<i>Mild Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide the student with assistance from a peer</li> <li>• Provide the student with additional time to complete the writing tasks</li> <li>• Provide the student with access to a standard word processing application with a spell check and grammar check for the purposes of producing and editing computer-based written communication</li> <li>• Provide the student with access to a multi-media writing solution such as Kids Works 2</li> <li>• Provide the student with a brainstorming and outlining tool such as Inspiration (Inspiration Software) to assist in the pre-writing process</li> <li>• Provide the student with access to a talking word processing program such as Write OutLoud (Don Johnston) and IntelliTalk 2 (IntelliTools) to assist in producing and editing computer-based written communication</li> <li>• Provide the student with access to a word prediction program such as Co:Writer (Don Johnston) to assist the student in producing computer-based written communication</li> </ul>
<i>Moderate Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide the student with picture symbols such as Boardmaker(Mayer Johnson) to convey thoughts and ideas about an instructional topic</li> <li>• Provide the student with a software application such as Writing with Symbols (Mayer Johnson) that pairs picture symbols with printed words</li> <li>• Provide the student with a printed model to copy from</li> <li>• Provide the student with access to a talking word processing program such as Write OutLoud (Don Johnston) and IntelliTalk 2 (IntelliTools) to assist in producing and editing computer-based written communication</li> </ul>

<i>Other Health Impairments</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Orthopedic Impairments</i>	<ul style="list-style-type: none"> <li>• Provide the student with access to a multi-media software application such as KidsWorks 2</li> <li>• Provide the student with access to a standard word processing application</li> <li>• Provide alternative access as needed: <ul style="list-style-type: none"> <li>○ Use accessibility applications in the control panel of the computer's operating system to enhance access using the standard computer keyboard</li> <li>○ Provide adaptive pointing utensils such as a hand pointer or hand splint to enable the student to activate individual keys on the computer keyboard</li> <li>○ Provide an adaptation such as a keyguard to the standard computer keyboard to enable the student to activate individual keys on the computer keyboard</li> <li>○ Provide an alternative to the standard computer keyboard such as an on-screen keyboard for young students, an enlarged keyboard for students who need large keys on the computer keyboard or a mini-keyboard for students who need a keyboard that is smaller than the computer keyboard</li> <li>○ Provide the student with a microswitch for scanning access as an alternative to the standard computer keyboard and</li> <li>○ Provide the student with an alternative to the standard computer keyboard such as a trackball, joy stick, or head mouse</li> </ul> </li> <li>• Provide the student with adaptive software as needed: <ul style="list-style-type: none"> <li>○ Provide the student with access to a word prediction application such as Co-Writer (Don Johnston) to enhance input rate</li> <li>○ Provide the student with voice dictation software such as Dragon Naturally Speaking for Teens (L&amp;H) to enable the student to speak text to be entered into the computer and displayed on the computer screen</li> </ul> </li> </ul>
<i>Severe-Profound Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide the student with picture symbols such as Boardmaker(Mayer Johnson) to convey thoughts and ideas about a particular instructional topic</li> <li>• Provide an alternate learning activity to address individual goals and objectives</li> </ul>
<i>Significant Developmental Delays</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Specific Learning Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide the student with assistance from a peer</li> <li>• Provide the student with additional time to complete the writing tasks</li> <li>• Provide the student with access to a standard word processing application with a spell check and grammar check for the purposes of producing and editing computer-based written communication</li> <li>• Provide the student with access to a multi-media writing solution</li> <li>• Provide the student with a brainstorming and outlining tool such as Inspiration (Inspiration Software) to assist in the pre-writing process</li> <li>• Provide the student with access to a talking word processing program such as Write OutLoud (Don Johnston) and IntelliTalk 2 (IntelliTools) to assist in producing and editing computer-based written communication</li> <li>• Provide the student with access to a word prediction program such as Co:Writer (Don Johnston) to assist the student in producing computer-based written communication</li> </ul>
<i>Speech-Language Impairments</i>	<ul style="list-style-type: none"> <li>• Provide the student with teacher and peer assistance with unfamiliar vocabulary</li> <li>• Provide the student with access to a standard word processing application with a spell check and grammar check</li> </ul>

<i>Traumatic Brain Injury</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Visual Impairments-Blind</i>	<ul style="list-style-type: none"> <li>• Provide bold key caps or labels for computer keys to enhance visual access (LS&amp;S)</li> <li>• Provide keys with tactile locator dots</li> <li>• Provide an enlarged keyboard such as IntelliKeys (IntelliTools) to provide large sized letters on the keys</li> <li>• Provide for an alternative keyboard or input device such as the Braille n' Speak (Blazie Engineering) for Braille users</li> <li>• Provide speech feedback software such as Write OutLoud (Don Johnston) for beginning writers to provide auditory feedback of keys activated</li> <li>• Provide for a text reading application such as JAWS (Henter Joyce) to read text displayed on the computer monitor</li> <li>• Provide for a text enlargement application such as ZoomText (Ai Squared) to enlarge text displayed on the computer monitor</li> <li>• Provide for a printer that will print in scalable fonts or a Braille embosser to print information in large print or Braille as appropriate</li> </ul>

## Completing Illustrations, Drawings, Diagrams, and Graphs

### Typical Classroom Tasks:

Record information on a chart

Record information on a graph

Create-draw illustrations to supplement writing

Create diagrams to illustrate information

<b>Types of Students- By Disability Area</b>	<b>Accommodations, Modifications, and Assistive Technology Solutions</b>
<i>Autism</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Deaf-Hard of Hearing</i>	<ul style="list-style-type: none"> <li>• Provide manual sign language or oral interpreter to provide directions to the student</li> <li>• Provide manual sign language or oral interpreter communicate/translate student questions and comments to the teacher</li> </ul>
<i>Emotional-Behavioral Disorders</i>	<ul style="list-style-type: none"> <li>• Provide positive verbal praise for on-task behaviors and attention</li> <li>• Re-direct inappropriate behaviors</li> </ul>
<i>Mild Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide peer and-or adult assistance as needed</li> <li>• Allow the student to work cooperatively with another student to complete the task</li> <li>• Provide the student with picture symbols or photographs to use as a guide for illustrating concepts</li> <li>• Provide the student with a sample graph</li> </ul>
<i>Moderate Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide peer and-or adult assistance as needed</li> <li>• Allow the student to work cooperatively with another student to complete the task</li> <li>• Provide the student with picture symbols or photographs to use as a guide for illustrating concepts</li> <li>• Provide the student with a sample or model graph to copy</li> <li>• Provide the student with pre-made copies of the Venn diagram to put together with pictures and photographs as an alternative to printed words</li> <li>• Provide alternative learning activities as appropriate</li> </ul>
<i>Other Health Impairments</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Orthopedic Impairments</i>	<ul style="list-style-type: none"> <li>• Provide peer and-or teacher assistance as needed</li> <li>• Allow the student to work cooperatively with another student to complete the task</li> <li>• Provide the student with optimal seating system to enhance comfort and participation</li> <li>• Provide the student with alternative drawing utensils such as enlarged markers, grips, hand splints</li> <li>• Provide the student with pre-made parts of the diagram or graph and have them paste them on a sheet of paper</li> <li>• Use computer-based graphing and drawing applications for students who are unable to use standard drawing utensils</li> <li>• Provide alternative activities as appropriate</li> </ul>
<i>Severe-Profound Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide peer and-or teacher assistance as needed</li> <li>• Allow the student to work cooperatively with another student to complete the task</li> <li>• Provide the student with pre-made parts of the diagram or graph and have them paste them on a sheet of paper</li> <li>• Provide alternative learning activities as appropriate</li> </ul>

<i>Significant Developmental Delays</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Specific Learning Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide peer and-or teacher assistance as needed</li> <li>• Allow the student to work cooperatively with another student to complete the task</li> <li>• Provide the student with pre-made parts of the diagram or graph and have them paste them on a sheet of paper</li> <li>• Use computer-based graphing and drawing applications for students who are unable to use standard drawing utensils</li> </ul>
<i>Speech-Language Impairments</i>	<ul style="list-style-type: none"> <li>• Provide peer and-or adult assistance as needed</li> <li>• Provide verbal directions as needed</li> </ul>
<i>Traumatic Brain Injury</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Visual Impairments-Blind</i>	<ul style="list-style-type: none"> <li>• Provide peer and-or teacher assistance as needed</li> <li>• Allow the student to work cooperatively with another student to complete the task</li> <li>• Provide the student with pre-made parts of the diagram or graph and have them paste them on a sheet of paper</li> <li>• Enlarge the graphs, drawings, worksheets, as needed to enhance visual access</li> <li>• Provide tactile graphics as needed <ul style="list-style-type: none"> <li>○ Use craft (puff) paint to outline graphics</li> <li>○ Use a tactile graphics enhance to produce tactile graphics</li> </ul> </li> <li>• Provide Braille materials as appropriate</li> <li>• Use computer-based graphing and drawing applications with text enlargement or screen reading applications for students as appropriate</li> </ul>

## Completing Writing Assignments (Worksheets, Tests, Writing Samples) Using Handwriting

### Typical Classroom Tasks:

Complete printed worksheets by writing single word, phrases, sentences, and-or paragraphs

Write sentences and paragraphs on a story board

Mark appropriate indicator on worksheet

Edit writing to identify and correct errors

Records notes from brainstorming, discussion, and lecture

Write a letter or postcard

<b>Types of Students-By Disability Area</b>	<b>Accommodations, Modifications, and Assistive Technology Solutions</b>
<i>Autism</i>	<ul style="list-style-type: none"> <li>Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Deaf-Hard of Hearing</i>	<ul style="list-style-type: none"> <li>Provide instructions for completing writing assignments in an accessible format (manual sign language, oral interpreter, etc.)</li> <li>Provide student with picture symbols to supplement written words (Boardmaker, Writing with Symbols)</li> <li>Allow the student to use a computer with appropriate software and hardware to produce written communication (See section on computer generated written communication)</li> </ul>
<i>Emotional-Behavioral Disorders</i>	<ul style="list-style-type: none"> <li>Provide positive verbal reinforcement for on-task behavior, attention, and participation</li> <li>Re-direct inappropriate behaviors</li> </ul>
<i>Mild Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>Provide the student with picture symbols to supplement written words (Boardmaker, Writing with Symbols)</li> <li>Provide the student with a written model to copy from</li> <li>Allow the student to dictate his-her responses to a peer or teacher</li> <li>Allow the student to record information on an audio-tape as an alternative to writing</li> <li>Allow the student to use a computer with appropriate software and hardware to produce written communication (See section on computer generated written communication)</li> </ul>
<i>Moderate Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>Provide student with picture symbols from software applications such as Boardmaker and Writing with Symbols (Mayer Johnson) to supplement written words</li> <li>Provide the student with a written model to copy from</li> <li>Allow the student to dictate his-her responses to a peer or teacher</li> <li>Allow the student to record information on an audio-tape as an alternative to handwriting</li> <li>Allow the student to use stamps, stickers, and picture symbols as answers on worksheets</li> <li>Allow the student to use a computer with appropriate software and hardware to produce written communication (See section on computer generated written communication)</li> <li>Provide an alternative learning activity to address individual goals and objectives</li> </ul>
<i>Other Health Impairments</i>	<ul style="list-style-type: none"> <li>Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>

<i>Orthopedic Impairments</i>	<ul style="list-style-type: none"> <li>• Provide the student with additional time to complete writing tasks</li> <li>• Decrease the length of the assignment (ex: have the student write down key words instead of complete sentences)</li> <li>• Reduce the number of responses that the student is required to make (ex: have the student do every other question instead of all of the questions)</li> <li>• Alter the format of the required response (ex: multiple choice or fill-in-the-blank) as an alternative to longer responses</li> <li>• Provide the student with an adaptive writing utensil (pencil grip, adapted pencil, large sized pencil)</li> <li>• Provide the student with an adapted stamp for marking answers on a worksheet</li> <li>• Provide the student with a name stamp for recording his-her name on papers</li> <li>• Provide the student with adapted paper (bold line, large spaces, graph paper) for recording written responses</li> <li>• Enlarge worksheets and storyboards to provide the student with an enlarged space for recording responses</li> <li>• Provide the student with a paper stabilizer (clip board) to stabilize paper</li> <li>• Allow the student to dictate his-her responses to a peer as an alternative to handwriting</li> <li>• Allow the student to record his responses on an audio-tape as an alternative to handwriting</li> <li>• Provide the student with a copy of a peer's notes to support note-taking</li> <li>• Allow the student to type out responses on a portable word processor such as the AlphaSmart (AlphaSmart) as an alternative to handwriting</li> <li>• Allow the student to use a computer with appropriate software and hardware to produce written communication (See section on computer generated written communication)</li> </ul>
<i>Severe-Profound Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide the student with a stamp for recording his-her name on papers</li> <li>• Provide the student with an adapted stamp for marking answers on a worksheet</li> <li>• Provide picture symbols Boardmaker or Writing with Symbols (Mayer Johnson) to supplement printed words</li> <li>• Provide an alternative learning activity to address individual goals and objectives</li> </ul>
<i>Significant Developmental Delays</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Specific Learning Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide the student with adapted paper (bold line, large spaces, and graph paper) to record responses</li> <li>• Allow the student to dictate to a peer or teacher</li> <li>• Allow the student to record responses on an audio-tape as an alternative to handwriting</li> <li>• Provide a peer note taker to provide access to class notes</li> <li>• Allow the student to use an outlining –webbing strategy to assist the student in organizing thoughts during the pre-writing process</li> <li>• Provide the student with a hand-held spell checker or dictionary (Franklin Educational Systems) to assist in editing written communication</li> <li>• Provide the student with a hand held dictionary or spell checker with speech feedback (Franklin Educational Systems) to assist in editing written communication</li> <li>• Allow a peer to assist the student in editing his-her handwritten communication</li> <li>• Allow the student to use a portable word processor such as the AlphaSmart (AlphaSmart) as an alternative to handwriting</li> <li>• Allow the student to use a computer with appropriate software and hardware to produce written communication (See section on computer generated written communication)</li> </ul>

<i>Speech-Language Impairments</i>	<ul style="list-style-type: none"> <li>• Assist the student with unfamiliar vocabulary</li> <li>• Pre-teach content specific vocabulary as appropriate</li> <li>• Allow the student to use an outlining –webbing strategy to assist the student in organizing thoughts during the pre-writing process</li> <li>• Provide a hand-held spell checker or dictionary with or without speech feedback (Franklin Educational Systems) to assist in editing handwritten communication</li> <li>• Allow the student to use a computer with appropriate software and hardware to produce written communication (See section on computer generated written communication)</li> </ul>
<i>Traumatic Brain Injury</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Visual Impairments-Blind</i>	<ul style="list-style-type: none"> <li>• Provide the student with an adapted writing utensil such as a bold line marker or a Slate and Stylus which is used for producing Braille (American Printing House for the Blind)</li> <li>• Provide the student with adapted paper such as bold line or green line for recording written responses</li> <li>• Provide the student with enlarged worksheets and tests for recording written responses</li> <li>• Allow the student to dictate to a peer or teacher</li> <li>• Allow the student to record responses on an audio-tape as an alternative to handwriting</li> <li>• Provide a peer note taker to provide access to class notes</li> <li>• Provide class notes in an alternative format such as large print or Braille</li> <li>• Provide the student with a portable note-taking device such as a Type and Speak or Braille n' Speak (Blazie Engineering) as an alternative to handwriting</li> <li>• Allow the student to use a computer with appropriate software and hardware to produce written communication (See section on computer generated written communication)</li> </ul>

### Listening To-Books or Reference Materials Read Aloud by Teacher or Peer To Obtain Information About an Instructional Topic

#### Typical Classroom Tasks:

Listen to books and instructional materials read aloud by teacher or peer

Listen to reference materials read aloud by teacher or peer

Gather facts from information read aloud

<b>Types of Students- By Disability Area</b>	<b>Accommodations, Modifications, and Assistive Technology Solutions</b>
<i>Autism</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Deaf-Hard of Hearing</i>	<ul style="list-style-type: none"> <li>• Pre-teach relevant vocabulary to enhance comprehension</li> <li>• Provide preferential seating to enhance access to auditory information</li> <li>• Use picture symbols to enhance comprehension</li> <li>• Encourage student to use personal hearing aids, if appropriate</li> <li>• Provide assistive listening device (classroom or personal) following recommendation of audiologist</li> <li>• Provide manual sign language or oral interpreter</li> </ul>
<i>Emotional-Behavioral Disorders</i>	<ul style="list-style-type: none"> <li>• Provide preferential seating to enhance optimal attention and decrease distraction</li> <li>• Provide positive verbal reinforcement for on-task behavior</li> </ul>
<i>Mild Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Pre-teach relevant vocabulary</li> <li>• Use picture symbols to enhance comprehension</li> <li>• Provide opportunity for student listen to book being read again</li> </ul>
<i>Moderate Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Pre-teach relevant vocabulary to enhance comprehension</li> <li>• Provide preferential seating to enhance attention and comprehension</li> <li>• Use picture symbols to enhance comprehension</li> <li>• Provide opportunities for student to listen to the book being read again</li> </ul>
<i>Other Health Impairments</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Orthopedic Impairments</i>	<ul style="list-style-type: none"> <li>• Provide appropriate seating and positioning equipment to ensure a stable and comfortable seating system</li> </ul>
<i>Severe-Profound Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Pre-teach relevant vocabulary to enhance comprehension</li> <li>• Provide preferential seating to enhance attention and comprehension</li> <li>• Use picture symbols to enhance comprehension</li> <li>• Provide alternative learning activities as appropriate</li> </ul>
<i>Significant Developmental Delays</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Specific Learning Disabilities</i>	<ul style="list-style-type: none"> <li>• Pre-teach relevant vocabulary to enhance comprehension</li> <li>• Provide optimal seating to enhance access and comprehension</li> <li>• Use picture symbols to enhance comprehension</li> <li>• Provide opportunities for student to listen to book being read again</li> </ul>
<i>Speech-Language Impairments</i>	<ul style="list-style-type: none"> <li>• Pre-teach relevant vocabulary to enhance comprehension</li> <li>• Provide preferential seating to enhance attention and comprehension</li> <li>• Use picture symbols to enhance comprehension</li> </ul>
<i>Traumatic Brain Injury</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>

<i>Visual Impairments-Blind</i>	<ul style="list-style-type: none"><li>• Provide optimal viewing to enhance visual access</li><li>• Adjust lighting in classroom to reduce glare and enhance visual access</li><li>• Provide enlarged monitor for viewing videotape</li><li>• Describe video contents of video prior to and/or after videotape viewing</li></ul>
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### Listening To-Viewing a Video or Whole Group Presentation of a Software Application To Obtain Information About an Instructional Topic

#### Typical Classroom Tasks:

Listen to-view video to obtain facts about an instructional topic

Listen to-view whole group software presentation to obtain facts about an instructional topic

Listen to class discussion to gather facts about an instructional topic

Types of Students- By Disability Area	Accommodations, Modifications, and Assistive Technology Solutions
<i>Autism</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Deaf-Hard of Hearing</i>	<ul style="list-style-type: none"> <li>• Pre-teach relevant vocabulary to enhance comprehension</li> <li>• Provide preferential seating to enhance access to auditory information</li> <li>• Use picture symbols to enhance comprehension</li> <li>• Encourage student to use personal hearing aids, if appropriate</li> <li>• Provide assistive listening device (classroom or personal) following recommendation of audiologist</li> <li>• Provide manual sign language or oral interpreter</li> <li>• Provide for closed captioning of videotape if available</li> <li>• Provide opportunity for student to view videotape additional times</li> </ul>
<i>Emotional-Behavioral Disorders</i>	<ul style="list-style-type: none"> <li>• Provide preferential seating to enhance optimal attention and decrease distraction</li> <li>• Provide positive verbal reinforcement for on-task behavior</li> </ul>
<i>Mild Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Pre-teach relevant vocabulary</li> <li>• Use picture symbols to enhance comprehension</li> <li>• Provide opportunity for student to view videotape additional times</li> </ul>
<i>Moderate Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Pre-teach relevant vocabulary to enhance comprehension</li> <li>• Provide preferential seating to enhance attention and comprehension</li> <li>• Use picture symbols to enhance comprehension</li> <li>• Provide opportunities for student to view videotape additional times</li> </ul>
<i>Other Health Impairments</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Orthopedic Impairments</i>	<ul style="list-style-type: none"> <li>• Provide appropriate seating and positioning equipment to ensure a stable and comfortable seating system</li> </ul>
<i>Severe-Profound Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Pre-teach relevant vocabulary to enhance comprehension</li> <li>• Provide preferential seating to enhance attention and comprehension</li> <li>• Use picture symbols to enhance comprehension</li> <li>• Provide opportunities for student to view videotape additional times</li> </ul>
<i>Significant Developmental Delays</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Specific Learning Disabilities</i>	<ul style="list-style-type: none"> <li>• Pre-teach relevant vocabulary to enhance comprehension</li> <li>• Provide optimal seating to enhance access and comprehension</li> <li>• Use picture symbols to enhance comprehension</li> <li>• Provide opportunities for student to view videotape additional times</li> </ul>
<i>Speech-Language Impairments</i>	<ul style="list-style-type: none"> <li>• Pre-teach relevant vocabulary to enhance comprehension</li> <li>• Provide preferential seating to enhance attention and comprehension</li> <li>• Use picture symbols to enhance comprehension</li> <li>• Provide opportunities for student to view videotape additional times</li> </ul>

<i>Traumatic Brain Injury</i>	<ul style="list-style-type: none"><li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li></ul>
<i>Visual Impairments-Blind</i>	<ul style="list-style-type: none"><li>• Provide optimal viewing to enhance visual access</li><li>• Adjust lighting in classroom to reduce glare and enhance visual access</li><li>• Provide enlarged monitor for viewing videotape</li><li>• Describe video contents of video prior to and/or after videotape viewing</li></ul>

## Reading Instructional Materials such as Textbooks, Reference Books, and Other Instructional Materials

### Typical Classroom Tasks:

Read instructional and reference books related to instructional topic	Read student's work samples to assist in editing written communication
Read worksheets	Read related resource materials
Read text displayed on wall charts	Read text displayed on the board or on an overhead

Types of Students- By Disability Area	Accommodations, Modifications, and Assistive Technology Solutions
<i>Autism</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Deaf-Hard of Hearing</i>	<ul style="list-style-type: none"> <li>• Provide peer and-or teacher assistance in identifying unfamiliar words</li> <li>• Provide picture symbols such as Boardmaker, Writing with Symbols (Mayer Johnson) and HyperSign to supplement printed text</li> <li>• Provide a manual sign language interpreter to read-sign text to the student as appropriate</li> <li>• Provide a computer-based manual sign language dictionary for the student to look up unfamiliar words</li> </ul>
<i>Emotional-Behavioral Disorders</i>	<ul style="list-style-type: none"> <li>• Provide preferential seating to encourage attention</li> <li>• Use positive verbal praise to reinforce attention and participation</li> <li>• Re-direct inappropriate behaviors</li> </ul>
<i>Mild Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide peer or adult assistance for unknown words</li> <li>• Provide peer or adult to read materials to the student</li> <li>• Provide the student with additional time to read the materials</li> <li>• Decrease the length of the reading assignment</li> <li>• Reduce the complexity of the text</li> <li>• Pre-teach new vocabulary and concepts</li> <li>• High-light key points and concepts</li> <li>• Provide the student with an adapted tape recorder-player (American Printing House for the Blind) and a recorded version of the book for auditory reading to supplement the printed text</li> <li>• Provide the student with a hand-held talking dictionary or spell checker for identification of unfamiliar words</li> <li>• Provide the student with a portable reading aid such as a Quick Pen ( ) for identification of unfamiliar words</li> <li>• Provide the student with an electronic version of the book for use with a computer-based reading solution               <ul style="list-style-type: none"> <li>○ Use an electronic scanner to create an electronic version of the text</li> <li>○ Import the text file into a talking word processing program such as Write OutLoud (Don Johnston) or IntelliTalk 2 (IntelliTools) and have the computer read the text aloud to the student with or without visual highlighting</li> <li>○ Import the text file into an advanced reading aid such as Kurzweil 3000 (L&amp;H) and have the computer read the text aloud to the student with or without visual highlighting</li> </ul> </li> <li>• Provide picture symbols such as Boardmaker and Writing with Symbols (Mayer Johnson) to supplement printed words</li> </ul>

<i>Moderate Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide peer or adult assistance for unknown words</li> <li>• Provide a peer or adult to read the materials to the student</li> <li>• Reduce the complexity of the text</li> <li>• Provide the student with a hand-held talking dictionary or spell checker for identification of unfamiliar words</li> <li>• Provide the student with an adapted tape recorder-player (American Printing House for the Blind) and a recorded version of the book for auditory reading to supplement the printed text</li> <li>• Provide alternative learning activities as appropriate</li> </ul>
<i>Other Health Impairments</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Orthopedic Impairments</i>	<ul style="list-style-type: none"> <li>• Enlarge print to accommodate visual perceptual difficulties</li> <li>• Highlight key points and concepts</li> <li>• Provide the student with a ruler or reading window to assist in visually tracking and scanning text displayed on the page</li> <li>• Provide the student with a book holder to stabilize the book for access</li> <li>• Provide the student with an adapted tape recorder-player (American Printing House for the Blind) and a recorded version of the book for auditory reading to supplement the printed text</li> <li>• Provide the student with an electronic version of the book for use with a computer-based reading solution <ul style="list-style-type: none"> <li>○ Use an electronic scanner to create an electronic version of the text</li> <li>○ Access electronic text versions of books from Internet sites that provide electronic text files</li> <li>○ Import the text file into a talking word processing program such as Write OutLoud (Don Johnston) or IntelliTalk 2 (IntelliTools) and have the computer read the text aloud to the student with or without visual highlighting</li> <li>○ Import the text file into an advanced reading aid such as Kurzweil 3000 (L&amp;H) and have the computer read the text aloud to the student with or without visual highlighting</li> </ul> </li> </ul>
<i>Severe-Profound Intellectual Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide the students with picture symbols such as Boardmaker and Writing with Symbols (Mayer Johnson) to supplement the printed text</li> <li>• Reduce the complexity of the reading materials</li> <li>• Provide an audio-taped version of the reading materials</li> <li>• Provide alternative learning activities</li> </ul>
<i>Significant Developmental Delays</i>	<ul style="list-style-type: none"> <li>• Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Specific Learning Disabilities</i>	<ul style="list-style-type: none"> <li>• Provide peer or adult assistance for unknown words</li> <li>• Provide peer or adult to read materials to the student</li> <li>• Provide the student with additional time to read the materials</li> <li>• Decrease the length of the reading assignment</li> <li>• Reduce the complexity of the text</li> <li>• Pre-teach new vocabulary and concepts</li> <li>• High-light key points and concepts</li> <li>• Provide the student with an adapted tape recorder-player (American Printing House for the Blind) and a recorded version of the book for auditory reading to supplement the printed text</li> <li>• Provide the student with a hand-held talking dictionary or spell checker for identification of unfamiliar words</li> <li>• Provide the student with a portable reading aid such as a Quick Pen ( ) for identification of unfamiliar words</li> <li>• Provide the student with an electronic version of the book for use with a computer-based reading solution <ul style="list-style-type: none"> <li>○ Use an electronic scanner to create an electronic version of the text</li> <li>○ Import the text file into a talking word processing program</li> </ul> </li> </ul>

	<p>such as Write OutLoud (Don Johnston) or IntelliTalk 2 (IntelliTools) and have the computer read the text aloud to the student with or without visual highlighting</p> <ul style="list-style-type: none"> <li>○ Import the text file into an advanced reading aid such as Kurzweil 3000 (L&amp;H) and have the computer read the text aloud to the student with or without visual highlighting</li> <li>● Provide picture symbols such as Boardmaker and Writing with Symbols (Mayer Johnson) to supplement printed words</li> </ul>
<i>Speech-Language Impairments</i>	<ul style="list-style-type: none"> <li>● Pre-teach the vocabulary and new concepts to the student</li> <li>● Provide peer or adult assistance for unfamiliar words</li> <li>● Provide a hand-held talking dictionary or spell checker to assist in identifying unfamiliar words</li> <li>● Have the student verbally summarize what he or she has read to support comprehension</li> </ul>
<i>Traumatic Brain Injury</i>	<ul style="list-style-type: none"> <li>● Use accommodations, modifications, and assistive technology solutions recommended for students in disability areas that are relevant to the student's area of difficulty</li> </ul>
<i>Visual Impairments-Blind</i>	<ul style="list-style-type: none"> <li>● Enlarge text to optimize visual access</li> <li>● Alter the color of the paper to minimize glare and enhance visual access</li> <li>● Use highlighting to mark key points</li> <li>● Provide a peer or teacher to read the text to the student</li> <li>● Provide the student with an adapted tape recorder-player (American Printing House for the Blind) and a recorded version of the book for auditory reading to supplement the printed text</li> <li>● Provide the student with large print textbooks as an alternative to standard print textbooks</li> <li>● Provide the student with access to a closed circuit television system for enlargement of print materials</li> <li>● Provide the student with a Braille version of the print materials for Braille readers</li> <li>● Provide the student with an electronic version of the book for use with a computer-based reading solution <ul style="list-style-type: none"> <li>○ Use an electronic scanner to create an electronic version of the text</li> <li>○ For beginning readers, import the text file into a talking word processing program such as Write OutLoud (Don Johnston) or IntelliTalk 2 (IntelliTools) and have the computer read the text aloud to the student with or without visual highlighting</li> <li>○ Import the text file into an advanced reading aid such as Kurzweil 100 (L&amp;H) and have the computer read the text aloud to the student</li> <li>○ Use an advanced reading aid such as Kurzweil 1000 to translate the text into electronic text for production (embossing) of Braille copies</li> </ul> </li> </ul>