CONSIDERATIONS FOR ACCOMMODATIONS

ACCOMMODATIONS MUST REFLECT THE FOLLOWING:

1. THE “NEEDS” SECTION OF THE PLAAFP MUST INCLUDE SPECIFIC DEFICITS THAT ARE ALIGNED WITH THE ACCOMMODATION/S SELECTED.
2. GENERALLY, ACCOMMODATIONS FOR STATE AND DISTRICT TESTING MUST ALSO BE USED FOR CLASSROOM INSTRUCTIONAL AND/OR TESTING PURPOSES...

NOTE: THIS IS NOT AN EXHAUSTIVE LIST. THESE ARE EXAMPLES ONLY...THERE ARE OTHER NEEDS STATEMENTS AND ACCOMMODATIONS THAT CAN BE INCLUDED.

<table>
<thead>
<tr>
<th>NEEDS STATEMENT IN THE PLAAFP TO SUPPORT ACCOMMODATIONS EXAMPLES</th>
<th>ACCOMMODATION CONSIDERATIONS</th>
<th>ACCOMMODATIONS SELECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CLSRM INSTRUCTION</td>
</tr>
<tr>
<td>DISTRACTABILITY/ATTENTION ISSUES</td>
<td></td>
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<tr>
<td>Student...</td>
<td>• Separate setting with limited distractions</td>
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<tr>
<td>• Has difficulty remaining on task for longer than ___ minutes</td>
<td>• Study carrel</td>
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<tr>
<td>• Has difficulty completing assignments/tests within typical time frames</td>
<td>• On-tasks focusing prompts</td>
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<td>• Is distracted by other students</td>
<td>• Break during instruction/tests</td>
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<td>• Distracts other students</td>
<td>• Extended Time For Tests:</td>
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<tr>
<td>• Has difficulty understanding/following directions and/or instructions</td>
<td>• Time and a Half</td>
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<td>• Has difficulty staying focused in order to “bubble in” answers</td>
<td>• Double Time</td>
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<td></td>
<td>• Directions read more than the standard number of times</td>
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<td>• Directions provided for each page of questions</td>
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<td></td>
<td>• Directions simplified</td>
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<td></td>
<td>• Small Group</td>
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<td></td>
<td>• Write answers in test book/sheet of paper</td>
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<tr>
<td>READING ISSUES</td>
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<tr>
<td>Student...</td>
<td>• Use of text to speech technology/Read Aloud</td>
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<tr>
<td>• Fluency rate is ______wcpm...below/far below grade level</td>
<td>• Use of speech to text technology/Scribe</td>
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<td>• Takes longer to read text than is typical.</td>
<td>• Reading pen</td>
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<td>• Separate location for technology and/or Read Aloud</td>
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<td>• Extended Time For Tests:</td>
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<td>• Small Group</td>
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</table>
### MATH ISSUES

- Student...
  - Has difficulty understanding math concepts
  - Calculation skills are limited to _________ (one–two digit numbers, etc.)
  - Is unable to memorize basic math facts
  - Has difficulty aligning numbers for math calculation
  - Use of a calculator
  - Use of a chart for math facts
  - Graph paper to align numbers for calculation
  - Extended Time For Tests:
    - Time and a Half
    - Double Time
  - Small Group

### FINE MOTOR COORDINATION ISSUES

- Student...
  - Has difficulty producing legible handwriting
  - Has difficulty “bubbling in” answer sheets
  - Completes writing tasks at a rate slower than the typical rate.
  - Has difficulty completing calculation problems using paper and pencil
  - Word Processor/Speech to text technology
  - Record answers in test booklet
  - Extended Time For Tests:
    - Time and a Half
    - Double Time
  - Calculator
  - Graph paper to align numbers for calculation
  - Small Group
  - Write in test booklet

### EMOTIONAL ISSUES

- Student...
  - Becomes anxious during testing. Hands sweat and/or tremble; engages in nervous habits; etc.
  - Displays inappropriate behavior such as talking loudly; moving around the room; distracting other students, etc.
  - Takes medication that affects physical stamina so that instruction and/or testing needs to be broken into segments.
  - Test administered during times when the student is most alert
  - Separate setting with limited distractions
  - Study carrel
  - Break during instruction/tests
  - Extended Time For Tests:
    - Time and a Half
    - Double Time
  - Directions read more than the standard number of times
  - Directions provided for each page of questions
  - Directions simplified
  - Small Group

### HEALTH ISSUES

- Student...
  - Unable to sit for extended periods of time; needs to change position frequently
  - Fatigues easily and is unable to complete the test with the typical time frame.
  - Adaptive furniture/equipment
  - Extended Time For Tests:
    - Time and a Half
    - Double Time
  - Frequent breaks
  - Separate setting
- Becomes increasingly fatigued as the duration of test taking increases
- Testing over multiple days
- When fatigue affects reading and writing:
  - Test read/Use of text to speech technology
  - Scribe/Use of speech to text technology
  - Small Group

**VISUAL IMPAIRMENT**

Student...
- Has no sight or very limited sight
- Has limited vision
- Has difficulty viewing and reading standard print even with glasses or contacts
- Has difficulty with detailed visual tasks such as printed material, graphs, charts, diagrams, etc.
- Braille
- Magnifier
- Enlarged type
- Text to speech to read print and describe graphs, charts, etc.
- Increased space between test items
- Fewer test items per page
- Extended Time For Tests:
  - Time and a Half
  - Double Time
- Special lighting
- Small Group

**HEARING IMPAIRMENT**

Student...
- Has difficulty understanding and using speech for instructional and communication purposes
- Amplification devices
- Sign Language Interpreter for oral directions and listening passages
- Preferential seating in front of the Interpreter
- Listening passages signed more than once
- Written directions provided
- Separate setting
- Extended Time For Tests:
  - Time and a Half
  - Double Time
  - Small Group