

Accommodation Menu

Disability	Definition	Characteristics	Accommodations
<p>Intellectual Disabilities</p>	<p>IDEA definition: Termed “mental retardation” a disability in which a child exhibits: Significantly subaverage general intellectual functioning, existing concurrent with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s educational performance. (IDEA 34 CFR 300.7 [c][6])</p>	<p>1. Issues with adaptive behavior: challenges with age-appropriate social and practical daily life skills.</p>	<p>1.1. Provide concrete schedules and routines. These schedules should represent a daily routine for the student, including not only academic tasks but also daily life tasks (such as lunch time/bathroom time/hand washing time). Routines should be regularized as much as possible, and schedules should be clear and visible to the student.</p> <p>1.2. Explicitly incorporate life skills instruction into curriculum. Explicitly instruct time management skills such as creating a schedule, pacing work using checklists and planner, or using a calendar. Explicitly instruct how to use resources such as clocks, calendars, telephone books, and menus. (e.g., create reading assignments that involve actual community texts).</p> <p>1.3. Allow the student to sit with an aide who can help the student with daily life activities and transitions into school routines.</p> <p>1.4. Focus on transitional services and resources. Incorporate vocational and technical skill instruction into the daily curriculum. Provide opportunities for actual work experience such as internships, employment workshops, or co ops. Invite community organization and working members into the classroom.</p> <p>1.5 Use realia in order to build real connections to taught skills. Examples of realia usage include: learning reading skills from the community newspaper, learning writing skills by composing emails to famous authors, or learning addition and subtraction skills by balancing a check book or bank account.</p>

		<p>2. Limitations in cognitive functioning: -Difficulty learning complex skills and abstract concepts. -Difficulty in generalizing skills and applying to other situations. -Memory deficits: inability to remember correctly or automatically.</p> <p>3. Isolated inappropriate behaviors: -Stereotypic behaviors: ritualistic movement or behavior such as rocking or finger flapping -Self-injurious behaviors: behaviors that harm oneself such as head banging or self biting</p>	<p>2.1 Provide opportunities for functional practice: practical and relevant practice allowing students to see connections between the taught skill and real world application/generalization. For example, when teaching how to write a business letter, have students actually write to local businesses, and follow up with practice in letter writing in a different context.</p> <p>2.2 Use direct instruction strategies. Extensively model tasks and provide multiple opportunities for practice. For example, when teaching a specific close reading skill, model in whole class instruction, again in small group work, and again one on one if needed.</p> <p>2.3 Use concrete examples and language whenever possible. Try to explain abstract concepts through concrete language. For example, when teaching students about the literary device of imagery, provide tangible concrete examples, such as an actual picture of a scene from a text.</p> <p>2.4 Allow for testing accommodations: longer time on tests, fewer numbers of questions, or the use of modified tests.</p> <p>2.5 Explicitly teach memory strategies and incorporate into the curriculum. For example, provide students with mnemonics when introducing complex content.</p> <p>2.6 Explicitly teach self-determination skills, highlighting decision-making, goal setting, self-awareness, and self-advocacy.</p> <p>3.1 Implement a Functional Behavior Analysis to analyze triggers of problem behavior and find solutions to minimize negative behavior or replace with a positive behavior.</p> <p>3.2 Provide appropriate releases for stereotypic behavior. Allow the student to "tick" in appropriate ways. For example, allow the student to squeeze a stress ball.</p>
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<p>Specific Learning Disabilities</p>	<p>IDEA definition:</p> <p>A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculation, including conditions such as perceptual disabilities, brain injury, minimal dysfunction, dyslexia, and developmental aphasia. (IDEA CFR 300.8 [c][10])</p> <p>A child can be identified as having a specific learning disability if:</p> <p>1. The student does not achieve commensurate with his or her age and ability level in one or more of several specific areas when provided with appropriate learning experiences.</p> <p>2. The student has participated in but does not respond adequately to a scientific, research-based intervention.</p>	<p>1. Dyslexia: Severe difficulty in learning to read, -Difficulty in word recognition, decoding and spelling -Slow rate of reading</p>	<p>1.1 Allow students to listen to audio books or tape recorded texts.</p> <p>1.2 Allow students extra time to complete reading assignments, especially homework reading assignments.</p> <p>1.3 Allow extra time on tests. It may take the student a very long time to read directions or test questions.</p> <p>1.4 Develop reading guides to assist the student in reading comprehension. Guides should be used to help facilitate reading, to make it a less frustrating task. Guides can include a glossary of key points.</p> <p>1.5 Provide a reading index card to help students concentrate and decode one word at a time (an index card with one rectangle cut out so the student can read word by word or line by line).</p> <p>1.6 Allow the student to read visual texts, like graphic novels.</p>

	<p>3.The student needs special education services</p> <p>This definition includes: perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.</p> <p>It cannot be identified as a learning disability if the deficit is primarily the result of: visual, hearing, or motor disability/mental retardation/emotional disturbance/environmental, cultural, or economic disadvantage/lack of appropriate instruction in reading. (IDEA 614[b][2],[3])</p>	<p>2. Dysgraphia: severe difficulty in learning to write</p> <ul style="list-style-type: none">-Severe difficulty with handwriting, may write backwards, in mirror image, sideways, or unintelligible-Slow rate of writing <p>3. Dyscalculia:</p> <ul style="list-style-type: none">-Severe difficulty in learning mathematical concepts and computation-Difficulty sequencing	<p>2.1 Provide the student with lesson notes, either a teacher copy or a photocopy of peer's notes. This way, the student can focus on the lesson itself rather than struggle to take notes.</p> <p>2.2 Provide the student with revision resources. Not only allow the student ample opportunities to use a dictionary, thesaurus, and spell checker, but also allow the student to use specially designed technology programs to aid them in their writing.</p> <p>2.3 Allow the student extra time to complete written tasks.</p> <p>2.4 Allow the student extra time to complete tests. Especially writing portions. Modify tests in order to reduce the amount of writing required. All-essay tests should be avoided.</p> <p>2.5 Allow the student to complete alternative forms of written work. The student could produce oral assignments, type assignments, or could use technological software such as speech to text or Dragon software in order to compose written work.</p> <p>2.6 Shorten writing assignments. For example, instead of instead of requiring the student to write a 5-paragraph essay, allow the student to write a 3-paragraph essay. Lessen the amount of writing prompts/questions. For examples, instead of having the student complete 6 critical readers response questions, instead have the student only complete 2.</p> <p>3.1 Provide clear graphic organizers to assist the student in learning math concepts.</p> <p>3.2 Provide clear step-by-step instructions with extensive modeling, combining both visual and verbal information when presenting new mathematical concepts.</p> <p>3.3 Provide multiple opportunities for additional practice and review of math concepts. Immediate feedback should be provided.</p>
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		<p>5. Memory Problems: -Difficulties in utilizing short term memory: rapid recall, correct retrieval</p> <p>6. High distractibility, over stimulation</p>	<p>4.7 Provide the student with a checklist of materials needed for each class, or for the week.</p> <p>5.1 Explicitly teach memory strategies such as mnemonic devices (e.g., the mnemonic device FANBOYS for conjunctions).</p> <p>5.2 Use color-coded highlighting to help highlight essential information for assignments and tests, and aid in memory recall.</p> <p>5.3 To aid in memory, present information in a variety of stimulating ways (e.g., turn content area facts into a rhyme, poem, or song that student can recite, or an image or mind map).</p> <p>5.4 Allow extra wait time in oral questioning or discussions to accommodate a student's delay in processing or memory retrieval.</p> <p>5.5 Allow students to bring a 3x5 index card of notes to use for tests.</p> <p>5.6 Provide students with graphic organizers that highlight key concepts to aid in creating a visual to remember.</p> <p>5.7 Provide students with practice tests before testing.</p> <p>6.1 Provide a quiet distraction free work zone for students to do independent work during class.</p> <p>6.2 Use cues to tune students in to important concepts or directions during a lesson.</p> <p>6.3 Play background music, or white noise to create a tranquil environment during test taking (only if white noise helps cut distractibility for the student).</p> <p>6.4 Eliminate distracting posters, artwork or decorations within the classroom.</p> <p>6.5 Provide students with a tri folder or desk carrel in order to create privacy and eliminate distractibility during independent seatwork.</p>
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<p>Emotional Behavioral Disabilities</p>	<p>IDEA definition:</p> <p>“Emotionally Disturbed” terms a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree which adversely affects educational performance including:</p> <ol style="list-style-type: none"> 1. An inability to learn that cannot be explained by intellectual, sensory, or health factors 2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers 3. Inappropriate types of behavior or feelings under normal circumstances 4. A general pervasive mood of unhappiness 5. A tendency to develop physical symptoms or fears associated with personal or school problems <p>This term does include children who are schizophrenic. This term does not include children who are socially maladjusted unless it is determined they are emotionally disturbed. (IDEA 300.8 [c][4])</p>	<p>1. Inability to maintain satisfying relationships with peers and teachers</p> <ul style="list-style-type: none"> -Socialized aggression -Antisocial behavior 	<ol style="list-style-type: none"> 1.1 Create opportunities for authentic social interactions. Structure social interactions around student interest and choice. For example, when selecting reading groups/literature circles, allow for student choice (e.g., if a student with EBD has a high interest in sports, allow the high interest text of <i>Gym Candy</i> to be a possible lit group choice so that the student can have opportunities for social interaction with peers who have similar interests). 1.2 Explicitly model social skills through hypotheticals and scenarios. For example, when teaching students resume/cover letter writing, explicitly teach students about manners and expected behaviors in the workplace. Allow students to take place in mock interviews to test out their skills. 1.3 Provide students time to “test out” social skills in safe situations. For example, allow students to role-play. In a lesson on characterization, allow students to “role play” as model and non-model characters in order to experience positive social behaviors.

		<p>2. Externalizing behaviors: -Aggression/hitting, -Impulsivity</p>	<p>1.4 Provide students with opportunities to analyze motive, cause, and effect surrounding behaviors. For example, when studying characterization in a novel, focus on one character's action, and have students chart the motive, cause, and effect of the action. Allow the student to chart how an alternative behavior would affect the characterization.</p> <p>1.5 Clearly state lesson objectives and behavior objectives to students. For example, explain that during group work, quiet on task talking is encouraged, or that during pair work, students are allowed to move around the room with their partner.</p> <p>1.6 Allow the student to work with a partner they feel comfortable with.</p> <p>1.7 In group work, provide students with specific roles and expectations for each group member.</p> <p>2.1 Create an "action plan" with the student. Set guidelines with the student about how to handle problem behaviors and responses. For example, if the student knows he frequently lashes out when rushed, allow the student to give the teacher a signal to let him finish up without persistent rushing.</p> <p>2.2 Have the student write "self-reflection" pieces to reflect on behaviors within the class. For example, if student exhibits a negative behavior in class (aggression towards a classmate), have the student respond in a reflective piece about the cause and effect of the behavior. Reflection pieces pertaining to behavior can be connected to reflection pieces in reading (readers reflection) and writing (author reflection) in English classes in order to increase a students self awareness.</p>
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		<p>3. Internalizing behaviors: anxiety, fear, withdrawal, worry.</p>	<p>3.1 Provide the student alternative forms of communication. Do not force the student to approach authority figures in person. For example, allow for the student to contact you through email, or one on one after the rest of the class has left.</p> <p>3.2 Before starting an assignment, reassure the student that you will help them along way. In order to reduce student anxiety, reassure them of the guidance, and possibility of extensions and rewritings. For example, when assigning a long-term research paper, inform the students that they can come to you with any issues and that they may ask for an extension within reason at least one week before the due date.</p> <p>3.3 Provide constructive criticism, not negative feedback. Be very aware of type of constructive criticism. Deliver criticism only in a constructive, friendly, and fully explained way.</p> <p>3.4 Provide testing accommodations to eliminate test anxiety. Do not only give a midterm and a final. Break down tests into multiple smaller ones. Or, allow for the student to take the midterm over the course of 2 weeks, for example on section a week. Inform students that their grade will be evaluated through a variety of sources, not just one test.</p> <p>3.5 Allow opportunities for extra credit to help eliminate worry and anxiety stemming from grades.</p> <p>3.6 Create an individual response plan with the student. Develop a system for participation during class discussion. For example, during discussion, the student places their hand palm up to signal that they are ready to answer a question. This can help eliminate anxiety and prevent discussion withdrawal.</p> <p>3.7 Allow the student to take tests in comfortable environments, such as the library.</p>
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		<p>4. Immaturity: -Lack of perseverance -Failure to finish tasks -Short attention span -Poor concentration -Preoccupation</p>	<p>3.8 Provide advanced notice about unit transitions, upcoming assignment, and assessments.</p> <p>3.9 Allow the student to submit written assignments rather than oral class presentation in order to accommodate for social anxiety.</p> <p>4.1 Provide the student with a timer to monitor how much longer they have to work on a task.</p> <p>4.2 Seat the student in a low-distraction work area in the classroom. Have the student seated close to the teacher and close to the learning materials necessary.</p> <p>4.3 Provide regular conferences to monitor student progress on long-term assignments. Monitor student task completion and explicitly aid in scheduling, time management, and chunking assignments.</p> <p>4.4 Provide the student with realistic, high interest, relatable short-term goals connected to assignment instruction. For example, when working on a lesson on poetry, connect content to a high interest task (perhaps rap songs) and connect the material (ability to rhyme words using a certain rhythm) to a realistic application/goal (ability to create original raps).</p> <p>4.5 Provide the student with a second set of "backup" materials and books to keep at home. This way, the student cannot "forget" their materials since they will have a set at home and at school.</p>
		<p>5. Defiance: (may be ODD Oppositional Defiance Disorder) intentionally misbehaves and question authority -Ignores rules -Blames others for own actions</p>	<p>5.1 Make a clear list of consequences for breaking rules. Follow a structured behavior plan. Students should be aware of which actions lead to which consequences. Clearly exhibit rules and rule breaking procedures within the classroom.</p> <p>5.2 Create a personal behavior contract with the student. Clearly outline behavior expectations, consequences for breaking the contract, and rewards for following contracted behaviors.</p>

		<p>6. Depression: persistent feelings of dejection that are so severe they interfere with life functioning</p> <ul style="list-style-type: none">-May act sad, lonely, or apathetic, exhibits low self-esteem-Shows persistent boredom and low energy.	<p>5.3 Praise the student in public for positive behaviors. When possible, reprimand the student in private during one on one. Do not publically display the student's negative consequences. When reprimanding, focus that the "behavior" was negative or wrong, not that the student is "bad" or wrong.</p> <p>5.4 Provide immediate feedback, do not wait until the follow class to reprimand or reinforce the student.</p> <p>5.5 Recognize the student's effort to act appropriately. Look for positives and provide personalized positive feedback.</p> <p>5.6 Avoid using sarcasm when communicating with the student.</p> <p>6.1 Provide the student with a welcoming, safe to learn, community classroom environment. Extensively recognize the student's worth to the classroom. For example, when the student contributes to class discussion use positive restatement in order to show that you acknowledge their input and critically value it within the discussion. Verbalize positive reinforcement.</p> <p>6.2 Develop a "safe area" in the school for a student to visit when feeling threatened/ severely depressed/ or suicidal. Present yourself as a teacher the student can talk to in order to talk through problems or to reach out for help.</p> <p>6.3 Provide students with choice in choosing assignments and projects. Be flexible in providing high interest assignments that the student can participate in.</p> <p>6.4 Provide opportunities for the student to share their high interest work with peers, community members or other audiences. For example, frequently provide opportunities to present work in an assembly, a mock poets café, through the school's news system, or in the school newspaper. Publish, present, and praise the student's work with positive reinforcement in order to increase self-confidence.</p>
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<p>Physical Disabilities</p>	<p>Physical impairments qualify under three categories in IDEA</p> <p>IDEA definition:</p> <p>"Orthopedic impairment" terms a condition as:</p> <p>A severe orthopedic impairment that adversely affects a child's educational performance.</p> <p>The term includes impairments caused by congenital anomaly (e.g. clubfoot, absence of some member), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis), and impairments from other causes (cerebral palsy, amputation, and fractures or burns that cause contractures). (IDEA 300.7[8])</p> <p>"Other Health Impairment" terms a condition as:</p> <p>Having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects academic performance. (IDEA 300.8 [c] [9])</p> <p>"Traumatic Brain Injury" terms a condition as:</p>	<p>1. Motor Difficulties: students with Cerebral Palsy or Muscular dystrophy may experience muscular weakening. Students with Spina bifida may experience paralysis.</p> <p>2. Speech/Communication difficulties</p>	<p>1.1 Arrange the physical environment of the classroom to allow for student mobility. For example, have clear walkways, easily accessible resources, and keep a regular classroom (do not change desk locations every day).</p> <p>1.2 Consider alternate forms of school supplies for student use (e.g., large width pencil to aid in the student's grasping, clipboard paper to help the student's paper stay still while writing).</p> <p>1.3 Provide hooks on desks to hold student backpacks, or shelves to allow easy access to materials.</p> <p>1.4 Provide comfortable seating throughout the classroom (e.g., provide a beanbag chair in the classroom library area for a student with cerebral palsy to comfortably sit).</p> <p>1.5 Raise desks up so that wheelchairs can comfortably fit underneath them.</p> <p>1.6 Allow for the student to arrive late to class, or to leave class early. It may take the student longer to navigate crowded hallways to classes.</p> <p>2.1 Allow students to use audio recorders to record lectures or class discussion in order to aid in processing.</p> <p>2.2 Develop a personalized communication system with the student. In a one on one conference, find out what communication style works best for the student, and create a system that is appropriate for the classroom. For example, during class discussion, the student can give a sign when they agree or</p>

	<p>An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's education performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. (IDEA 300.8 [c] [12])</p>	<p>3. Fatigue/Extreme Weakness: Students with Cerebral Palsy, Muscular Dystrophy, Spina Bifida, and HIV/AIDS may experience extreme weakness and fatigue. Students with HIV/AIDS may experience a loss of stamina. Students with Traumatic Brain Injury may experience fatigue and lack of motivation</p>	<p>disagree with a student's argument, or they can answer yes/no answers during discussion, but when one on one or during an alternative writing form, the student can elaborate on answers.</p> <p>2.3 Use effective and consistent verbal and visual cues in order to alert the student. For example, use a gestural cue to alert the student to a key concept or idea to listen closely to, or use a verbal cue to alert the student to a transition.</p> <p>2.4 Use gestures and facial expressions when communicating to students with communication difficulties in order to get your message across more effectively. Make sure to speak in a clear and concise manner.</p> <p>2.5 Use the student name and make direct eye contact before speaking to the student.</p> <p>2.6 Allow students to speak for themselves in order to aid language skills. Do not finish a student's sentence for them. Provide sufficient wait time for a student to gather and construct their thoughts. Don not rush the student into answering, be patient and model patience in conversation.</p> <p>2.7 Allow for adaptive communication devices in the classroom. As a teacher, you should be well versed in how to use adaptive communication in conversation with your students.</p> <p>3.1 Provide opportunities for frequent breaks between task assignments.</p> <p>3.2 Arrange for students to have a note-taking buddy in order to decrease fatigue, and to allow students to focus on the lesson, rather than the exhaustion of taking notes.</p> <p>3.3 Break up high demanding tasks with low demanding tasks in order to provide relief from fatigue. For example, break up a writing assignment, by chunking it with small group internet modules.</p>
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		<p>5. Agitation/Irritability. With many physical disabilities, functioning issues can be exacerbated by stress and frustration. Students with Traumatic Brain Injuries may experience irritability associated with overestimation of abilities</p>	<p>5.1 Tailor tasks that emphasize student interest and create high motivation.</p> <p>5.2 Allow for alternative projects through independent study projects.</p> <p>5.3 Allow for student choice in assignments. For example, provide 9 assignments—one for each of Gardner’s Multiple Intelligences—that students can choose from (e.g., Mathematical-create a survivalist game <i>for Into the Wild</i>, Visual/Spatial-recreate the icon bus photograph from <i>Into the Wild</i>, Intrapersonal-rank the top personal values needed to survive in <i>Into the Wild</i>).</p> <p>5.4 Provide extensive positive feedback to encourage and motivate student through their frustrations.</p> <p>5.5 Allow for frequent student breaks, or transition to other tasks. If a student is overly frustrated with one reading assignment, allow them to switch to working on another active assignment.</p>
		<p>6. Social and Emotional challenges. -Students with physical disabilities may struggle to “fit in” with peers and establish quality relationships</p>	<p>6.1 Educate classmates. When appropriate, create an open discussion with the class about inclusion, tolerance, and acceptance. Explicitly state classroom expectations and behavior models to the whole class. Let students know you will not tolerate any sort of disclusion.</p> <p>6.2 Create an accepting classroom environment. Post classroom environment “rules” within the classroom.</p> <p>6.3 Have students use each other students as a resource. To increase classroom bonding, highlight that each student is a “master” on a certain topic or skill. Encourage students to seek help from classmates before asking for help from the teacher.</p> <p>6.4 Promote equality in the classroom by using, and explicitly teaching people first language.</p>

			<p>6.5 Openly discuss social issues related to diversity and inclusion within the classroom. There are many books in the English curriculum that deal with students with disabilities (e.g., <i>The Curious Incident of the Dog in the Night-time</i>, and <i>Accidents of Nature</i>). Do not ignore these characters when discussion books—it is important to openly discuss and have thoughtful reading discussions confronting and embracing disabilities.</p>
<p>Visual Impairment Disabilities</p>	<p>IDEA definition: An impairment in vision, including blindness, that even with correction, adversely affects a child's educational performance.</p> <p>This term includes both partial sight and blindness. (IDEA 300.8 [c][13])</p>	<p>1. Sensory challenges: students may fully lack visual abilities -Vision can range drastically.</p>	<p>1.1 Ensure the classroom has appropriate lighting. Good lighting can help lessen eye fatigue, and allow for a more effective use of vision.</p> <p>1.2 Avoid glare and shadowing. The teacher should not cast a shadow on the students work. Eliminate shiny surfaces, mirrors, or glass surfaces that could contribute to glare and restrict the student's vision.</p> <p>1.3 Provide the student with a desk lamp or portable lamp to ensure proper lighting.</p> <p>1.4 Use colored lighting when appropriate to aid in vision.</p> <p>1.5 Alternate student tasks between near sight demanding tasks and less demanding sight tasks.</p> <p>1.6 Provide high contrast handouts and visuals when necessary.</p> <p>1.7 Provide colored paper or filters when necessary.</p> <p>1.8 Provide frequent breaks for the student with engaging in visual tasks.</p> <p>1.9 Minimize visual clutter.</p> <p>1.10 Preferential seating. Seat the student near the front of the room, and allow student to move when needed to see.</p> <p>1.11 Allow student to write test answers on a paper, or orally record, rather than fill in tiny bubbles of a scantron.</p>

		<p>2. Students may have difficulty accessing, or using written word. Student may lack exposure and ability to interact with reading texts.</p>	<p>2.1 Provide audio books for the student. For example, when reading Shakespeare, you could provide the student with an audio of the play performed at the Globe.</p> <p>2.2 Provide a reading stand or book holder to keep the book at a comfortable eye level position.</p> <p>2.3 Provide the student with large print books.</p> <p>2.4 Provide the student with a text magnifier.</p> <p>2.5 Provide the student with bold lined, non-glossy, or raised line paper.</p> <p>2.6 All writing on the front board, on overheads, presentations, assignment sheets, and handouts should be clear and legible. Keep black board clean to increase contrast.</p> <p>2.7 Provide handouts and texts in braille.</p> <p>2.8 Provide the student with notes from the blackboard so they do not have to struggle to focus far (board) then near (notes).</p> <p>2.9 Teacher should verbalize notes on the board.</p> <p>2.10 Provide oral tests.</p> <p>2.11 Allow extra time to complete tests and assignments that require reading.</p> <p>2.12 Allow student to dictate writing assignments into a recorder. For example, the student could turn their essay into a podcast instead of a traditional paper.</p>
		<p>3. Lack of background experiences and challenges in concept development: -Lacking visual experiences, students may have difficulty connecting to visual experiences such as color context clues, or visual analogies -Students may have difficulty learning through modeling or watching teachers/peers</p>	<p>3.1 Provide the student multiple opportunities to work with hands on materials and manipulative. For example, when teaching <i>Lord of the Flies</i>, allow the student to physically feel and hold a conch shell and sand.</p> <p>3.2 Provide multiple opportunities for the students to work in small groups in order to draw from classmate's experiences.</p>

		<p>4. Challenges with mobility and orientation: students with visual impairment disabilities may face challenges in mobility, visual-motor skills, and visually oriented spatial perception.</p> <p>5. Social skills: students may have issues engaging in social conversations if they lack the ability to view certain social cues such as eye contact or gestures.</p>	<p>3.3 Provide multiple opportunities for role-playing and acting out. When teaching plays, it can be very beneficial to have the students act out the text so that students can hear voice tone, sarcasm, and other stage directions come to life.</p> <p>3.4 When modeling, verbalize your actions. "Think out loud" to explain motivation behind choices and also paint an oral image of your actions.</p> <p>3.5 When referring to images in a text, provide the student with a tactical representation of the image. For example, a wood etching of the image to feel the grains of the image.</p> <p>4.1 Allow the student to explore and "map out" the classroom before class starts when no other students are present.</p> <p>4.2 Allow the student to have a "mobility buddy" who can help the student navigate uncharted areas of the classroom or school, or alert the student to changes in the environment. The mobility buddy should also aid in fire drills and emergency situations.</p> <p>4.3 Do not move furniture within the classroom. If anything in the classroom is moved, added, or eliminated within the classroom, alert the student privately.</p> <p>4.4 Allow early dismissal from class so that the student has extra time to get to their next destination without the crowd in the hallway.</p> <p>4.5 Allow the use of a guide dog. Make sure classmates are fully aware of guidelines with the guide dog.</p> <p>5.1 Always announce teacher presence and identify self to the student. Peers should also be made aware to orally identify themselves. For example, "Hello class I am here now" or "Hi (student) it is Ms. Miles."</p>
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