




	<ul style="list-style-type: none"> ⌘ Screen reader programs • Large print or braille notes, outlines, and instructions • Masking or tracking tools for enlarged print ⌘ Talking materials (talking calculators, clocks etc.) • Real objects; tactile materials; tangible symbols • Tactile Graphics
<p>Response</p> <p>For additional information see CDE Blindness/Low vision website: http://www.cde.state.co.us/cdesped/BLV.asp Vision disabilities: http://www.cde.state.co.us/cdesped/SD-Vision.asp</p>	<ul style="list-style-type: none"> ⌘ Express response to a scribe ⌘ Type on word processor ⌘ Speech to text programs ⌘ Type on Braille Notetaker ⌘ Speak into tape recorder, Mp3 devices or other recording devices ⌘ Use calculation devices (e.g., talking calculator with enlarged keys, abacus)

Table B. Student Characteristic: Hearing Impairment, Including Deafness

 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who benefit from auditory support for hearing loss, deafness, auditory processing disorder, or developmental language delay*
<p>Presentation</p> <p>Resources: PARC: General Education Inclusion Readiness Checklist- Cheryl Johnson, Ed.D 2011 http://www.handsandvoices.org/pdf/PARC_2011.pdf</p> <p>Tips for Working with Deaf or Hard of Hearing Students in the Classroom http://www.handsandvoices.org/pdf/mainst_cal.pdf</p> <p>Explain idioms/multiple meaning words: http://www.readwritethink.org/files/resources/interactives/idioms/idiom_1.html</p> <p>Using Assistive Listening Devices: http://www.youtube.com/watch?v=M4IBkdRereE</p>	<ul style="list-style-type: none"> • Sign language (student’s preferred mode) • Face the student during all verbal instruction • Write on white board and the face class for instruction • Speak clearly with unexaggerated speech; rephrase rather than repeating • Develop a signal system for student to nonverbally inform the teacher when difficulties occur  Audio amplification devices: personal hearing aids; cochlear implant; classroom sound field system; personal FM system • Encourage student to advocate for own listening and understanding needs • Visual cues; picture supported text • Written notes, outlines, and instructions; class notetaker • Advanced organizers and outlines of lectures • Use natural gestures (e.g., point to materials; acknowledge who is speaking) • Allow only one person to speak at a time • Repeat questions and responses from classmates; pass FM microphone to speaker • Provide notes from classmate (duplicate copy paper/ print whiteboard notes) or teacher notes  Use captioned versions of streamed video/film or provide printed script • Give oral/sign language interpreter instructional materials in advance • Pre-teach academic vocabulary • Use expansion techniques to scaffold vocabulary in context and use pictures for multiple meaning words • Use visual /picture/sign language online dictionaries, vocabulary flashcards, graphic organizers to build vocabulary • Show first; then explain • Frequently summarize main points and provide an outline for guided note taking and

	<p>vocabulary reinforcement</p> <ul style="list-style-type: none"> • Write page numbers, assignments and other important information on board prior to presentation ⌘ Access to telecommunication/text messaging/video relay • Provide content material in accessible text level format • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Maintain cochlear implant / personal hearing aids/FM equipment and chart daily use • Use installed visual warning system for building emergencies; buddy check system • Model acceptance, respect and communication techniques • Provide access to daily school announcements, assemblies etc. • Access to computer audio by inputting FM transmitter into auxiliary access port
<p>Response</p> <p>For additional information see CDE Hearing Disabilities website: http://www.cde.state.co.us/cdesped/S-D-Hearing.asp</p>	<ul style="list-style-type: none"> • Express response to a scribe or interpreter (sign to voice) ⌘ Use word processor or portable keyboards (text-to-voice programs) ⌘ Use of word processor with spelling and grammar software ⌘ Word prediction software • Use visual organizers • Use graphic organizers • Demonstrate reading comprehension through digital storytelling

Table C. Student Characteristic: Fine Motor

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have a physical disability, Autism Spectrum Disorder, orthopedic impairment, other health impaired, or Traumatic Brain Injury affecting fine motor control*
Presentation	<ul style="list-style-type: none"> ⌘ Slant boards ⌘ Text reader program ⌘ Electronic books
<p>Response</p> <p>For additional information see CDE Physical Disabilities website: http://www.cde.state.co.us/cdesped/SD-Physical.asp</p>	<ul style="list-style-type: none"> • Express response to a scribe ⌘ Voice-activated computers ⌘ Type on word processor or portable keyboard ⌘ Speech-to-text programs ⌘ Speak into tape recorder, Mp3 player, or other recording devices ⌘ Use thick pencil, pencil grip, or modified pencils • Use written notes, outlines, and instructions

Table D. Student Characteristic: Communication

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with receptive/expressive communication skills*
<p>Presentation</p> <p>Resource:</p> <p>Assistive Technology Resource Guide http://www.idahoat.org/Portals/0/Documents/Assistive%20Technology%20Guide.pdf</p>	<ul style="list-style-type: none"> • Sign/Picture/Symbol support • Sign Supported Speech • Repeat/rephrase directions • Simplified instructions ⌘ Text reader
<p>Response</p> <p>*For additional information see:</p> <p>CDE Speech or Language Impairment website: http://www.cde.state.co.us/cdesped/SD-SLI.asp</p> <p>Statewide Assistive Technology, Augmentative and Alternate Communication website http://www.swaaac.com/</p> <p>Writing with Alternative Pencils UNC School of Medicine Dept. of Allied Health Sciences – Center for Literacy and Disability Studies http://www.med.unc.edu/ahs/clds/products/available-for-purchase</p>	<ul style="list-style-type: none"> ⌘ Computer word prediction programs ⌘ Spell check programs ⌘ Augmentative Communication Devices • Alternative pencil

Table E. Student Characteristic: Reading

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology


Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with reading*
<p>Presentation</p>	<ul style="list-style-type: none"> • Read aloud/ oral presentation • Pair-Share reading • Use adapted books for grade-level text • Picture supported text ⌘ Recorded books, Mp3 players, other electronic reading devices ⌘ Screen reader programs • Vocabulary games • Visual cues such as color coding phonemes, or word parts ⌘ Video tapes/DVD • Read out loud to self ⌘ Text reader programs ⌘ Masking or tracking tools
<p>Response</p> <p>*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp</p>	<ul style="list-style-type: none"> ⌘ Word prediction programs • Demonstrate comprehension through role play, illustration, graphic organizers etc. • Focus on fluency to improve comprehension

Table F. Student Characteristic: Writing

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with the writing process*
<p>Response</p> <p>Resources:</p> <p>Fountas & Pinnell word study PLC Live Binder http://www.livebinders.com/play/play_or_edit?id=322117</p> <p>Dinah Zike's Visual Kinesthetic Vocabulary www.dinah.com http://www.youtube.com/watch?v=xudikERmRc</p> <p>*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp</p> <p>*For additional information see CDE Physical Disabilities website: http://www.cde.state.co.us/cdesped/SD-Physical.asp</p>	<p>Consider the following accommodations for use in instruction with students who have difficulty with the writing process*</p> <p><u>Composition:</u></p> <ul style="list-style-type: none"> ⌘ Type on word processor or portable keyboard ⌘ Use Speech-to-text programs ⌘ Speak into tape recorder, Mp3 Player or other recording device ⌘ Use spelling and grammar programs <ul style="list-style-type: none"> • Teach commonly occurring letter patterns • Pair spelling with fingerspelling for tactile reinforcement ⌘ Use Word prediction program ⌘ Appropriate online dictionary <ul style="list-style-type: none"> • Individual student dictionary • Use written notes, outlines, and instructions ⌘ Use graphic organizers or software to create <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> ⌘ Use specially designed paper with raised/colored lines such as; "Handwriting Without Tears" or similar ruled paper (Nonstandard Accommodation) <ul style="list-style-type: none"> • Use of pencil grip to reduce fatigue • Use slant board/clip board/magnetic strips to hold paper to whiteboard/"MagnaDoodle" type slate • Teach cursive rather than manuscript ⌘ Use computer/word processor/adaptive keyboard <ul style="list-style-type: none"> • Express response to a scribe (limit to need, not convenience)

Table G. Student Characteristic: Mathematics

 Symbol represents accommodations that can be considered as use of Assistive Technology





Accommodation Category	Consider the following accommodations for use in instruction with students who have a specific learning disability in the area of mathematics*
<p>Presentation</p>	<ul style="list-style-type: none"> • Graph paper to help line up numerals for computation • Number lines on desk/floor/wall • Turn lined notebook paper landscape for columns (e.g. division) • Mnemonic devices, rhymes, choral responses and songs to aid memory • “Finger Multiplication” / patterns to learn facts • Visual cues to steps in problem-solving • Manipulatives and hands-on experiences • Graphics and models • Role play story problems  Calculation devices (talking calculator; enlarged keys, abacus) • Fold paper/use mask sheet to reveal only one problem at a time • Reduce number of practice problems assigned • Sample problems for reference
<p>Response</p> <p>*For additional information see CDE Specific Learning Disabilities website: http://www.cde.state.co.us/cdesped/SD-SLD.asp</p>	<ul style="list-style-type: none">  Calculation devices  Visual organizers  Graphic organizers Math tables and formulas • Manipulatives • Abacus • Lattices for multiplication • Individual dry erase boards

Table H. Student Characteristic: Physical/Motor Skill

 Symbol represents accommodations that can be considered as use of Assistive Technology







Accommodation Category	Consider the following accommodations for use in instruction with students having difficulty with motor skills*
<p>Presentation</p>	<ul style="list-style-type: none"> • Partner Assisted Scanning • Allow longer processing time • Books on tape • Uncluttered work area • Adjustable/tilt table to have equipment within reach • Prolonged sitting may cause chronic pain
<p>Response</p> <p>Resource:</p> <p>Color Coded Eye Gaze Frame http://s3.amazonaws.com/pbs.teacherline-prod/capstones%2Fportfolios%2F627%2F783%2F10517%2Fcolor-coded-eye-gaze-frame---secep-principals-meeting.pdf</p> <p>*For additional information see: CDE Physical Disabilities website: http://www.cde.state.co.us/cdesped/SD-Physical.asp</p> <p>*Statewide assistive technology, augmentative and alternate communication website http://www.swaaac.com/</p>	<ul style="list-style-type: none"> • Allow for longer response time • Express response to a scribe through speech, pointing, or by using an assistive communication device  Type on word processor or personal portable keyboard  Speech-to-text programs  Speak into tape recorder, Mp3 Players or other recording devices  Use augmentative devices for single or multiple messages • Use written notes, outlines, and instructions  Scanning software

Table I. Student Characteristic: Attention Deficit

 Symbol represents accommodations that can be considered as use of Assistive Technology









Accommodation Category	Consider the following accommodations for use in instruction*
<p>Presentation</p>	<ul style="list-style-type: none"> • Gain attention before speaking • Incorporate movement into lessons • Provide consistency, stability and structure daily  Recorded books, Mp3 players, other electronic reading devices  Computer-based instruction • Give short and simple directions with examples • Use nonverbal signals • Masking or tracking device • Repeating directions • Text highlighting  Low Gain Amplification systems (if prescribed) • Capitalize on student interests
<p>Response</p> <p>Resource: CDE Fast Facts: http://www.cde.state.co.us/cdesped/download/pdf/FF-EBP_MH_ADHD.pdf</p> <p>*For additional information see CDE Behavior/Mental Health website: http://www.cde.state.co.us/cdesped/Behavior.asp</p>	<ul style="list-style-type: none"> • Write in test booklet instead of on answer sheet • Monitor placement of student responses on answer sheet  Use materials or devices used to solve or organize responses  Use visual organizers  Use graphic organizers • Use mnemonic devices to aid memory • Highlight key words in directions • Have student repeat and explain directions to check for understanding • Use template • Use graph paper to keep numbers in proper columns  Time cue or countdown clock

Table J. Student Characteristic: Auditory Processing

 Symbol represents accommodations that can be considered as use of Assistive Technology





Accommodation Category	Consider the following accommodations for use in instruction for students who have difficulty with comprehension*
<p>Presentation</p> <p>*For additional information see CDE Hearing Disabilities website: http://www.cde.state.co.us/cdesped/SD-Hearing.asp *Educational Audiology Services http://www.cde.state.co.us/cdesped/RS-EdAudiology.asp</p>	<ul style="list-style-type: none"> • Gain attention before engaging student • Consider voice amplification for teacher or classroom sound field system • Repeat /limit directions or instructions • Enunciate clearly with measured pace • Utilize vocal inflection, intonation and volume changes to emphasize important information • Written/picture supported directions • Provide brief, to-the-point instruction • Model steps in directions • Restate or rephrase if student does not respond • Avoid dividing student’s attention between watching, listening and writing • Student takes notes during directions • Students retells directions  Amplification system  Text-to-speech  Low Gain Amplification Systems (if prescribed)

Table K. Student Characteristics Related to Setting / Environment Needs

 Symbol represents accommodations that can be considered as use of Assistive Technology



Accommodation Category	Consider the following accommodations for use in instruction*
<p>Setting/Environment</p> <p>*For additional information see: CDE Behavior/Mental Health website: http://www.cde.state.co.us/cdesped/Behavior.asp Occupational Therapy: http://www.cde.state.co.us/cdesped/RS-OT.asp</p>	<p> Use headphones, sound buffers, classroom sound field amplification or preferred acoustic seating for student</p> <ul style="list-style-type: none"> • For students who are Deaf/Hard of Hearing, arrange chairs in circle so student can know who is speaking and maintain sightline • Maintain “one speaker at a time” rule • Evaluate lighting to avoid glare • To assist with speechreading, seat a student who is Deaf/Hard of Hearing slightly to the thumb side of your dominant hand • Limit “visual clutter” to reduce distraction • Exercise balls or rocking chairs • Weighted vests • Fidget toys/ manipulatives • Thera-bands • Study carrel; alternate seating within room or resource room • Checkpoints for work completion • Clearly defined limits • Frequent reminders • Adaptive furniture/chairs

Table L. Student Characteristics Related to Timing and Scheduling

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology


Accommodation Category	Consider the following accommodations for use in instruction*
Timing/Scheduling	<ul style="list-style-type: none">• Simplify directions, prompts or pace rate of instructional presentation• Give students time to read and process before you begin speaking• Allow for plenty of response time• Use familiar cultural contexts for content• Allow more time to complete work (e.g., language processing or more “wait time” after questions)• Shortened sessions with frequent breaks; also be mindful of visual/mental fatigue• “Stop the clock” breaks for timed assignments or assessments• Change the time of day difficult instruction is given






Table M. Student Characteristic: Brain Injury, including Traumatic Brain Injury

 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	<ul style="list-style-type: none"> • Give student “strategic rest breaks” • Preferential seating away from distractions • Be cognizant of sensory overload with light, noise, smell, taste, music class, band • Get medical clearance for student to participate in physical activities such as PE and dance class, organized sports and recess • Reduce the amount of in-class work • Reduce the amount of homework • Allow for extended time for processing • Consider whether testing is a fair measure of learning/memory • Provide alternative testing options • Exempt from large test/projects when still recovering from brain injury/concussion • Provide note taker/scribe or copies of teacher notes if necessary • Consider focusing on contextual learning rather than rote memorization while memory is compromised • Be cognizant that executive functioning problems (poor memory/attention/emotional and behavioral lability/mental fatigue) may be underlying the brain injury
<p>Response</p> <p>*For additional information see CDE Traumatic Brain Injury website: http://www.cde.state.co.us/cdesped/SD-TBI.asp</p>	<ul style="list-style-type: none"> • Show mastery of content in alternative fashion (oral presentation, projects) • Use compensatory strategies for memory and for attention • Use reminders from adults to consider behavioral and emotional supports • Advocate for self with “strategic rest breaks” • Advocate for self with sensory overload • Learn to “pace” cognitive demands throughout the day

Table N. Student Characteristic: Autism Spectrum Disorder

 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
Presentation	<ul style="list-style-type: none"> • Provide consistency with routines • Reduce sensory stimulation such as decorations, fragrances, buzzing of equipment etc.; use noise buffers • Picture symbols accompany written information • Written/visual information to accompany all information presented orally • Written/symbol directions for tasks • Use visual presentation strategies  "pix writer", "Picture It" or other clipart/software • Use of visual supports/visual schedules; do not talk while student looks at them • Use social stories to directly teach age-appropriate interactions and routines • Give advance notice of routine changes or change of activity • Redirect repetitive movement  Use of iPads or Tablets
<p>Response</p> <p>*For additional information see CDE Autism website: http://www.cde.state.co.us/cdesped/SD-Autism.asp</p>	<ul style="list-style-type: none"> • Picture Exchange Communication system (PECS) • Sign supported speech  Keyboarding  Text-to-speech software  Use of iPads or Tablets

***Note: Although it is beneficial to consider using identical accommodations in instruction and assessment, in some situations an accommodations used in instruction may not be allowed for assessment. For information on state assessment accommodations please see Sections IV-VII of this manual.**