



Common Disabilities

Accommodations are different than modifications

To help students with disabilities be successful, we provide accommodations, not modifications. Students at the college level are required to complete work based on course standards and institutional outcomes.

Dyslexia

Is a general term for describing difficulty in learning reading, retention or the interpretation of words, letters, and other symbols, but does not impact one's intellectual abilities.

Teaching accommodations

- Consistent class routines and expectations (predictable sequencing)
- Small grouping, one-on-one instruction
- Break projects/assignments down into organized manageable sections
- Review old topics, provide lesson objectives and outcomes for class
- Offer additional resources and texts for use at home
- Include student reminders and review previous topics prior to moving on
- Allow the use of recorders or computer devices for note taking

Spelling

- Allow the use of a computer (spell check)
- Additional one on one support regarding spelling and grammar challenges the student may have (refer for tutoring)

Writing

- Supply writing examples indicating expectations
- Shorten writing assignments into manageable sections with more feedback between sections within a larger writing assignment (close monitoring of progress through the process)

Allow for the use of computers

Dyscalculia

Dyscalculia is a learning exceptionality that affects the ability to acquire and process mathematical skills, and often occurs with one or more conditions such as ADHD/ADD. Learners may have problems with understanding basic mathematical concepts and procedures. Often students struggle with retention and may present little understanding of information recently taught.

Teaching accommodations

- Review what the student has already learned before advancing to new content
- Use graph paper, manipulatives, or concepts less abstract to convey understanding and help allow for student processing
- Teach student to “self-talk” through problem solving
- Use visuals & charts
- Allow extra time on tests
- Give step by step instructional procedures
- More workspace for problem solving
- Break down worksheets into sections
- Let students use calculators when computing
- Highlight key concepts
- Educate students on learning skills (metacognition)
- Provide typed copies of classroom notes

Dysgraphia

Refers to having advanced difficulties with spelling and/or trouble putting thoughts on paper. This is a neurological disorder that appears when a student first starts learning to spell and write but continues throughout their life.

Teaching accommodations

- Provide handouts so there is less to copy
- Provide lesson outlines
- Allow student to use audio recorder or laptop

- Provide graph paper or student organizers
- Provide extra time to take notes
- Provide needed information when assigning writing assignments (directions, steps on handouts)
- Give examples of finished assignments
- Provide rubrics and explain the grading process
- Provide paper assignments with needed information already filled in. This helps decrease student error and helps them stay organized
- Use multiple assessments so that one type isn't relied upon (informal and formal assessments)
- If severe enough, allow students to use a scribe or speech to text
- Allow students the opportunity to proofread or to work with a tutor prior to submitting an assignment
- Extended time and/or allow students to use a quiet room for tests

Auditory Processing Deficit

This refers to a struggle to understand auditory information. Symptoms include difficulty understanding speech in noisy classrooms, following directions, and distinguishing sounds from one another.

Teaching accommodations

- Student sits near the teacher
- Provide a quiet area for student to work
- Give extra time on tests and assignments
- May need an assistive listening device
- Repeat instructions for student clarification
- Explain to the entire class, repeat to student one-on-one for a second time (directly)
- Write directions on the board or on a handout
- Give step by step instructions.
- Develop a nonverbal signal that the student can use when they do or do not understand (this allows for communication without interrupting instruction)
- Use visual tools, images, gestures etc.
- Break down tests and homework instructions into short steps (scaffold assignments)
- Highlight key words on homework and tests

- Give written homework instructions
- Speak clearly and slowly
- Give materials on a new concept to the student prior to class

Visual Processing Deficit

This refers to a student's inability to make sense of visual information. Students with visual processing deficits may have difficulties with visual interpretation or collecting meaning from visual imagery.

Teacher accommodations

- When using visuals like schedules or diagram, use words along with the images
- Have students summarize the main points of a lesson/information taught
- Provide uncluttered handouts/homework assignments
- Provide students with a highlighter to use to highlight information
- Use a reading guide strip
- If needed use audiobooks or text to speech software
- Student collaboration for note taking and support
- State directions out loud, clearly spacing words and problems in large font on paper or smartboard
- Use sticky note flags to draw attention to important areas within a handout
- Use simple diagrams
- Write directions in different color from the rest of the assignment/ handout
- Allow time for students to ask questions in class
- Make answer boxes large enough for student to respond in or allow student to use separate paper
- Reduce visual distractions

Attention Deficit/Hyperactivity Disorder

Adult attention-deficit/hyperactivity disorder (ADHD) is a condition that creates problems for students to maintain long term attention, often with hyperactivity or impulsive behaviors. Adults with ADHD may struggle with managing time, relationships, poor work/ academic performance, and other issues regarding one's ability to manage classroom expectations long term.

Teacher accommodations

- Use flexible seating, with limited surrounding distractions

- Take classroom break time when you see students are struggling to maintain focus
- Incorporate PBL model that allows for collaboration and construction of concepts being taught
- Post written schedules for class on whiteboard and on homework assignments
- Designate a quiet space outside of the class or in another empty room for student to work if needed with managing distraction during work time
- Color code materials
- Use electronic calendar or help student develop organizational skills (three-ring binders, daily journals etc.)
- Teach note taking strategies
- Provide multiple ways of communicating directions (out loud, on paper, student repeating directions for clarification)
- Help student break down long assignments into manageable steps
- Help student develop timeframe for outlining the steps and time needed to complete an assignment well
- Short quizzes throughout the year rather than long tests at end of semester will help decrease student stress and expectations on a weekly basis
- Grade for content, not neatness
- Give credit even when work is late (this will be common) instead of taking away points for late or partial assignments
- Provide ongoing support. This comes down to management of time that can be challenging for students with ADHD
- Provide a plan to help students get work in, completed and moving forward. It is common to see procrastination on assignments until the last moment, in which you may not be given quality work and/or incomplete work. Provide additional time after work is handed in to receive it again, before finalizing the student's grade.