

Choosing Accommodations

Created by Ashley Mabry

The "I" in IEP

Put a check mark by the accommodations you think you need.

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos, and digital media instead of reading print versions
- Work with fewer items per page or line
- Work with text in a larger print size
- Have a "designated reader"—someone who reads test questions aloud to you
- Hear instructions spoken aloud
- Record a lesson, instead of taking notes
- Get class notes from another student
- See an outline of a lesson, or use fill in the blank notes
- Use visual presentations of verbal material, such as word webs
- Get a written list of instructions
- Answer questions in a way that's easier for you, like writing, typing, or speaking the answers

- Dictate answers to a scribe who writes or types
- Use an audio recorder to record answers
- Use a spelling dictionary or digital spellchecker
- Use a word processor or computer to type notes or give answers in class
- Use a calculator or table of "math facts"
- Use your AAC/talker to give answers
- Use eye gaze or pointing to give answers
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where you learn best (for example, near the teacher)
- Use special lighting or acoustics (the way things sound)
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs, a non-distracting fidget, a different kind of chair
- Have a seat near a classmate who helps you focus
- Use a different kind of chair that helps you focus or gives you support
- Take more time to complete a task or a test
- Have extra time to process spoken information and directions
- Take frequent breaks, such as after completing a worksheet
- Take more time to complete a project

- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day
- Use an alarm to help with time management
- Mark textbooks or worksheets with a highlighter
- Use color coding to keep track of materials
- Use a planner or organizer to help manage assignments
- Have someone make sure you have written homework down correctly
- Receive study skills help
- Get help with organizing your locker or backpack

If you need other accommodations that are not on the list, write them here:

The “I” in IEP is a project created by Ashley Mabry to help students become self advocates in their IEP meetings. For additional information, please contact advocacy@thearcppr.org

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“The Self Advocacy Resource and Technical Assistance Center (SARTAC) seeks to strengthen the self-advocacy movement by supporting self advocacy organizations to grow in diversity and leadership. The resource center is a project of Self Advocates Becoming Empowered (SABE), the oldest national self-advocacy organization in the country. SARTAC is a Developmental Disabilities Project of National Significance, funded by the Administration For Community Living – Administration on Intellectual and Developmental Disabilities (AIDD). The information in this product was written to provide guidance for self advocates and their allies to assist in understanding policy issues affecting their lives. It is not to be used to determine a person's legal rights or an organization's legal responsibilities under Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disability Act of 1990, as amended or any other federal, state or local laws written to protect the rights of people with disabilities.”