*Learning Accommodations Finder: Directions*

This report lists selected accommodations in one column and research citations for each in the next column. A third column includes a space to write notes.

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|  | **Accommodation** | **Research Citation** | **NOTES** |
| ❑ | CUE IMPORTANT INFORMATION. Identify those concepts, ideas, or other academic content likely to be evaluated on upcoming tests and quizzes. During lecture or class discussion, teacher comment can draw attention to important content, while on handouts, asterisks or other visual highlighting techniques can be used to emphasize content likely to appear as test items. | International Dyslexia Association. (2002). Accommodating students with dyslexia in all classroom settings. Retrieved from http://www.interdys.org/ |  |
| ❑ | FOCUS ATTENTION VIA SILENT CUES. Meet with the student and agree on one or more silent teacher cues to redirect or focus the student (e.g., placing a paperclip on the student’s desk) during class instruction. Use the cue as needed. Optionally, direct the student to keep track of the number of times the cue is used and provide incentives to the student for reducing the number of teacher prompts needed. | Barkley, R. A. (2008). 80+ classroom accommodations for children or teens with ADHD. The ADHD Report, 16(4), 7-10. |  |
| ❑ | PREPARE A COURSE GLOSSARY. Create a glossary with definitions of vocabulary terms essential for the course or content area. Make copies of the glossary available to all students. Provide opportunities for struggling students to practice and demonstrate mastery of these crucial vocabulary items. | International Dyslexia Association. (2002). Accommodating students with dyslexia in all classroom settings. Retrieved from http://www.interdys.org/ |  |
| ❑ | PUBLICLY POST DIRECTIONS. Post routine directions on classroom walls or provide copies for students to refer to as needed. Format complex directions into bulleted sub-steps for posting. | Beech, M. (2010). Accommodations: Assisting students with disabilities. Florida Department of Education. Retrieved from http://www.fldoe.org/ese/pdf/accomm-educator.pdf |  |
| ❑ | REPEAT/REPHRASE COMMENTS. Repeat or rephrase student questions or comments to the class or group before responding. | Disability Resource Center: University of Florida (2008). Instructor fact sheet: Teaching students with hearing loss. Retrieved from http://www.dso.ufl.edu/drc/documents/hearing\_loss\_instructor\_fact\_sheet.pdf |  |
| ❑ | SIMPLIFY DIRECTIONS. Simplify written directions on assignments and tests to the bare essentials to avoid student confusion or misunderstanding. Aim for simple vocabulary and conciseness of expression. | International Dyslexia Association. (2002). Accommodating students with dyslexia in all classroom settings. Retrieved from http://www.interdys.org/ |  |