

Making Presentation Accommodations Est. Time: 1 Hour

Objective

Use a set of guiding questions to identify presentation accommodations for a student with a disability based on her individual strengths and needs.

Overview

Students with disabilities often encounter barriers or challenges when accessing the general education curriculum. The Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) require that educators address these barriers by providing appropriate accommodations. Careful consideration of a student’s strengths and needs can help guide the identification and selection of instructional and testing accommodations.

An *accommodation* is a change to instructional or testing procedures or materials that allows a student to fully access the information and to accurately demonstrate knowledge. It does not change the expectations of learning or the requirements of the task. Instructional and testing accommodations are generally grouped into four categories:

- Presentation
- Response
- Setting
- Timing and Scheduling

This activity will focus on *presentation accommodations*, which allow a student with a disability to access information in ways other than standard visual or auditory means (e.g., by reading or listening). These accommodations change the way that instruction, directions, and information are presented to students. The table below includes examples of some common presentation accommodations.

Presentation Accommodations	
Common Barrier	Accommodation Examples
Decoding text	<ul style="list-style-type: none"> • Audio formats (e.g., audio book) • Text-to-speech software • Human reader
Comprehending text	<ul style="list-style-type: none"> • Advance organizers • Visual cues (e.g., color coding, highlighting key information) • Digital text with on-demand dictionary • Alternate formats (e.g., diagrams, pictures, hands-on activities) • Previewing vocabulary

Making Presentation Accommodations

Presentation Accommodations	
Common Barrier	Accommodation Examples
Understanding information presented orally	<ul style="list-style-type: none"> • Alternate formats (e.g., written text, diagrams) • Repeated or paraphrased information • Advance organizers • Note-takers
Remembering information	<ul style="list-style-type: none"> • Visual cues • Graphic organizers • Repeated or paraphrased information
Identifying key information	<ul style="list-style-type: none"> • Advance organizers • Visual cues (e.g., color coding key information) • Auditory cues (e.g., "This is important...") • Study guides
Staying focused or maintaining attention	<ul style="list-style-type: none"> • Advance organizers • Visual or auditory signals or prompts • Organized materials • Reduction of visual distractions (e.g., clutter) • Reduction of auditory distractions (e.g., provide headphones, permit quiet time) • Clear and simple directions • Repeated or paraphrased instructions
Seeing standard text	<ul style="list-style-type: none"> • Large print or graphics • Magnification devices • Reduced glare • Braille • Text-to-speech software • Audio formats • Human reader • Tactile materials • Talking devices (e.g., calculators, clocks) • Descriptive videos

Making Presentation Accommodations

Presentation Accommodations	
Common Barrier	Accommodation Examples
Hearing information presented orally	<ul style="list-style-type: none"> • Assistive listening or amplification devices • Visual cues • Advance organizers • Augmentative and alternative communication (AAC) devices • Sign language • Video captioning • Alternate formats (e.g., visual formats, printed materials) • Note-taker • Sign-language interpreter • Digital pen
Holding materials	<ul style="list-style-type: none"> • Book stand • Slanted desk • Page holder • Digital text

Note: Although this table highlights common examples of presentation accommodations, it is by no means an exhaustive list.

Activity

Identify a presentation accommodation for a student with a disability based on his or her individual strengths and needs. Select one of the options below to begin.

Option 1: Identify a student with a disability in your classroom. To preserve the anonymity of your student, be sure to use only her first name or an alias.

1. Describe the student you selected, making sure to include:
 - Information about the student’s age, gender, disability, and first language
 - The student’s strengths (list a minimum of three)
 - The student’s barrier(s)
2. Complete the attached Presentation Accommodations Worksheet.
3. Select one presentation accommodation from the Presentation Accommodations Worksheet.
 - Identify the accommodation you selected and explain how it will address the student’s barrier(s).
 - Provide an example of how you would implement this accommodation.

Making Presentation Accommodations

Option 2: If you are not currently teaching, use the student in the scenario below to complete this activity.

Mason is an energetic 10-year-old boy who speaks English. Typically, he gets along with his peers and is well-liked by his classmates. Because he is quite creative and is fascinated by objects with moving parts, he is actively involved in the robotics club. Although Mason is very bright, he has a learning disability and ADHD. Mason has difficulty processing, retaining, and recalling information. He also has some difficulty organizing materials and keeping up with school supplies. It is quite common for him to complete his homework but then misplace it before he has a chance to turn it in. Mason often becomes easily distracted by what is going on around him and has difficulty staying focused long enough to complete his work.

1. Complete the attached Presentation Accommodations Worksheet.
2. Select one presentation accommodation from the Presentation Accommodations Worksheet.
 - Identify the accommodation you selected and explain how it will address the student's barrier(s).
 - Provide an example of how you would implement this accommodation.

Making Presentation Accommodations

Presentation Accommodations Worksheet

Directions: This worksheet should be completed for an individual student. Read through each item in the left-hand column and determine whether it is a barrier for the student. If it is, circle "Yes." If not, circle "No." For each item with a "Yes," refer to the Presentation Accommodations table above and record one or two accommodations in the third column of the worksheet that might address the student's barrier(s).

Presentation Accommodations		
Barrier	Circle One	If "Yes," list 1–2 accommodations.
Decoding text	Yes No	
Comprehending text	Yes No	
Understanding information presented orally	Yes No	
Remembering information	Yes No	
Identifying key information	Yes No	
Staying focused	Yes No	
Seeing standard text	Yes No	
Hearing information presented orally	Yes No	
Holding materials	Yes No	

Note: This worksheet was developed specifically for this activity. It is not a standard form.