



Accommodations: 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 his or her individual strengths and needs.

Overview

Students with disabilities often encounter barriers when accessing the general education curriculum. The Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Improvement Act (IDEA) require that educators provide appropriate accommodations to students with disabilities to address these barriers. 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 provides examples of some common presentation accommodations.



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Presentation Accommodations	
The student has difficulty with:	Examples of Presentation Accommodations
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 key information) • Digital text that provides definitions • Alternate formats (e.g., diagrams, pictures, hands-on activities) • Previewing vocabulary
Understanding information presented orally	<ul style="list-style-type: none"> • Alternate formats (e.g., written text, diagrams) • Repeated 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	<ul style="list-style-type: none"> • Visual or auditory signals or prompts • Organized materials • Reduce visual distractions (e.g., clutter) • Reduce auditory distractions (e.g., headphones, quiet time) • Clear and simple directions • Repeated or paraphrased instructions
Hearing information presented orally	<ul style="list-style-type: none"> • Visual cues • Advance organizers • Captioning on videos • Alternate formats (e.g., visual formats, printed materials) • Note-taker

Note: This table highlights common examples of presentation accommodations, but it is not an exhaustive list.



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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 first name only or an alias.

- a. Describe the student you selected, making sure to include:
 - A description of the student (i.e., age, gender, disability, first language)
 - Student strengths (include a minimum of three)
 - What the student is having difficulty with (e.g., skills, content areas)
- b. Complete the attached Presentation Accommodations Worksheet.
- c. Select one presentation accommodation from the Presentation Accommodations Worksheet.
 - Identify the accommodation you selected and explain how it will address the student's needs.
 - Provide an example of how you would implement this accommodation.

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

Mason is an energetic ten-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.

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



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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 challenge for the student. If it is, circle “yes.” If not, circle “no.” For each item with a “yes,” refer to the handout “Examples of Presentation Accommodations” and record one or two accommodations in the third column of the worksheet that might meet the student’s needs.

Presentation Accommodations		
Does the student have difficulty:	Circle One	If yes, list 1–2 accommodations that might meet this student’s need.
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.