Chapter 9 - Program Modifications, Accommodations, Supplementary Aids and Services

The Law

(33) SUPPLEMENTARY AIDS AND SERVICES - The term "supplementary aids and services" means aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with section 612(a)(5).

Supplementary aids and services and/or program modifications or supports means aids, services and other supports that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate in the least restrictive environment. The IEP must specify the projected date for initiation of services and the frequency, location and duration of such services.

Accommodations mean the provisions made to allow a student to access and demonstrate learning. Accommodations do not substantially change the instructional level, the content or the performance criteria, but are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. Accommodations shall not alter the content of the test or provide inappropriate assistance to the student within the context of the test.

Accommodations change how students learn and the ways they demonstrate what they have learned. The students are working on the same instructional objectives and content as the other students.

Modifications are substantial changes in what a student is expected to learn and demonstrate. Changes may be made in the instructional level, the content of the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments and assessments based on individual needs and abilities.

Modifications imply a change in the type and amount of work expected of the students. For example, a student may be working on a lower level than the other students in the class. In some instances, the student may be working on a skill related to that upon which other students are focusing.

Following are examples of supplementary aids and services, accommodations and program modifications:

- A note taker
- Instructional materials in alternative formats (e.g., Braille, large print, books on tape)
• Extra time to go between classes
• Special seating arrangements
• Highlighted work
• Books on tape
• Study guide outlines of key concepts
• Use of a study carrel for independent work
• Assignment of paraprofessional staff
• Behavior management/support plan
• Extra time to complete assignments

Modifications/Accommodations of Environment

Assign preferential seating - The teacher will place the student's desk in the best area in the classroom so the student can participate and learn. An example would be at the front of the class so he/she could see the board better.

Alter the physical room environment - The teacher will arrange the classroom furniture, temperature and lighting to enhance the student's ability to concentrate and learn.

Use learning centers - A learning center is usually a section of the classroom where the teacher has established an independent student activity that usually reinforces a concept that the teacher has taught. The center can be set up for any content area. Students can work at the center independently, with another individual, or in small groups.

Use notebook for assignments/materials/homework - Designate a notebook as the place where the student writes his/her assignments, scheduled tests, or special materials needed for each class. The student does not use the notebook for anything else. The student's teacher can initial the assignments indicating the information is correct, and the parent can initial that he/she saw the assignments. Provide individualized or small group instruction - The teacher will work with the student on a one-to-one basis or in small groups with a maximum of 8 students.

Assign peer tutors/work buddies/note takers - Peer tutoring is when the teacher assigns a student who has mastered needed skills to work with another student who needs help in learning the same skills. Work buddies are students who are paired to work together on an assignment or a task, and a note taker is a student who is selected to take notes that will be copied for another student who is unable to take his or her own notes.

Reduce/minimize distractions - The teacher will make alterations to the classroom or to the child's assigned seat so that distractions are reduced to a minimum. Examples would be to cover the window on the door to the classroom to avoid activities in the hall, and to limit the number of distracting items decorating the classroom walls. Another possibility is to limit the number of materials on the student's desk.

Consider alternative grouping - The teacher will group students into small groups according to like needs or instructional focus.
Stand near the student when giving directions - The teacher will move close to the student when telling the student how to do a task or when telling the student how to correct a problem to assure the student's attention.

Provide adaptive equipment - If a student needs special equipment to be able to perform a task, it will be provided. Examples: a magnifying glass to better see words on a page; batteries for an assistive listening device, probes to use the computer, special chairs, etc.

 Modifications/Accommodations of Teaching Strategies

Teach to student's learning style - The teacher will modify instruction and materials to address the student's strongest learning style.

- Visual - the student learns best by seeing the material or task to be learned.
- Tactile - the student learns best by touching the material to be learned.
- Auditory - the student learns best by hearing the material or task to be learned.
- Kinesthetic - the student learns best by doing or moving.
- Multi-sensory - the student learns best by seeing, hearing, touching, and performing the task to be learned.

Provide individualized/small group instruction/testing - The teacher will teach or test the student on a one-to-one basis or in a group with a maximum of 8 students.

Use cooperative learning strategies - The teacher will assign students to teams who work together on a task or a project. Each student has a specific task or responsibility. The teacher provides the team with feedback for desired academic outcomes and positive behavior.

Modify assignments as needed - The teacher will make changes in the requirements of certain tasks. Examples: the student may be given more time to complete an assignment; the number of problems/questions may be reduced; the number of paragraphs required in a paper may be reduced; the student may give an oral report rather than a written paper.

Break tasks and procedures into sequential steps - The teacher will divide tasks into the necessary steps for completion. The student will perform one step at a time until the task is completed.

Use strategies for mastery and overlearning - The task to be learned is taught until the student can perform it automatically.

Teach concrete concepts before teaching abstract concepts - The teacher will use objects or pictures to teach a concept the student can see and touch before teaching abstract concepts.

Limit number of concepts to be introduced at one time - Concepts that are presented to the student will be limited to one or two at a time, depending on the student's ability to understand.
Utilize oral responses to assignments/tests - The student will be given the opportunity to answer questions on an assignment or test orally rather than in writing. A scribe (usually the teacher or paraprofessional) records the student's oral answers.

Read class materials orally - The teacher or a student will read the material presented in class aloud.

Provide practice activities and immediate feedback - The student is given immediate feedback while he/she learns new skills.

Outline notes/key sections of the text to emphasize main idea - The student, teacher, or another student will prepare an outline of assigned reading which highlights the main ideas. Highlight pens or tape may be used.

Use hand-on activities and manipulatives - The student learns a task by doing it, or by touching and moving concrete objects to perform the task required.

Use verbal and visual cues to reinforce instruction - Students are taught by using words or picture associations. The teacher may also use visual cues to prompt a student to use a learned strategy or technique.

Provide options for students to obtain information and demonstrate knowledge through the use of:

- **Tape recorders** - The student tapes lectures or explanations.
- **Word processors** - The student uses a word processor or computer to complete written assignments.
- **Calculators** - The student uses calculators for computation.
- **Interviews** - The student answers orally or interviews others to obtain necessary information.
- **Alternative projects** - If an assigned project requires more or different skills than the student possesses, he/she may be given another project that he/she can complete.
- **Oral Reports** - The student orally reports on information acquired rather than in writing.

**Teach students to use strategies such as:**

**Preview, review, and predict** - The student looks over the material to be read, reviews the material, and thinks ahead and predicts what is going to happen.

**Ask and answer** - The student asks questions as new material is being presented or read. After answering the questions the teacher checks for accuracy and understanding.

**Summarize and synthesize** - The student summarizes large amounts of information stating the main ideas and essential details. The student will then express this information in his/her own words.

**Provide opportunities for generalization of skills** - The teacher will create opportunities for the student to use newly acquired skills in a variety of settings and situations. Examples: using new
behavior skills in the library, on the playground; using safety skills outside the school building; using reading skills in another class or in the library.

**Modifications/Accommodations of Materials**

*Shorten assignments* - The teacher will reduce the number of questions to be answered, pages to be read, sentences to be written or problems to be solved.

*Use text/workbooks/worksheets at a modified reading level* - The teacher will select materials that cover the content to be taught but are written at the student's reading level.

*Provide learning materials to supplement instruction* - The teacher will assist the student in acquiring content material by providing materials that address each student's learning styles or processing need. The materials may be visual, auditory, tactile, kinesthetic, or any combination of the above. They may also be a simplified version of other materials.

*Alter the format of materials on a page* - The material given to the student can be changed by using a special type, by highlighting certain words, or by the way the material is spaced on the page. The material can be larger than normal, or can have certain words or phrases in bold print or underlined. The page may have more white space than typical worksheets.

*Modify/repeat/model the directions* - The teacher will change the directions given for a specific assignment; the teacher may repeat the directions until the student understands what to do; the teacher may demonstrate for the student how to perform the required task.

*Utilize large print/Braille/recorded books* - The student may be provided with books that have large print, or books that have been brailled, or books that have been tape recorded.

*Color code materials* - Materials are color-coded so that the student can find the materials easily and organize classes and assignments. Specific content can be highlighted in an assignment or other written materials to cue the student. Example: English texts and folders may be green and spelling may be yellow; a student's belongings might be color-coded so that he/she knows the materials with blue dots are his/hers; place values and computation signs in math might be color-coded to remind the student of what to do.

*Transferred answers* - When an assignment or a test is presented in a way the student cannot write on the test or the page presented. The student will use another sheet of paper or a computer to answer questions. The teacher or paraprofessional will copy the student's answers on the paper to be turned in.
Modifications/Accommodations of Time Demands

Increase the amount of time allowed to complete assignments and tests - The teacher gives the student more time to finish assignments and to take tests.

Limit amount of work required or the length of tests - The teacher will reduce the size of the assignments and/or reduce the number of questions on tests.

Allow breaks during work periods or between tasks - The teacher will schedule or allow breaks for the student while working on assignments and/or between tasks.

Provide cues and prepare for transitions in daily activities - The teacher will tell the student when it is time to change activities by using a variety of methods, such as ringing a bell, using a musical tone, pointing to a picture or written schedule, getting out specific materials, or using verbal cues.

Modifications/Accommodations for Behavior Concerns

Assure curriculum is appropriate and needed modifications have been implemented - The teacher will provide materials that are age appropriate and are written at the student's functioning level. A behavior management/support plan addressing the student's specific behavior concerns should be implemented in all of the student's classes.

Provide instruction in social skills - The teacher will write daily lesson plans that include instruction of skills that address the social deficits of the student.

Reinforce appropriate behavior - When the student exhibits appropriate behavior, the teacher/paraprofessional/person in charge should reinforce that behavior with a positive comment, gesture or reward.

Determine reason for behavior and teach replacement skills - The teacher or IEP team should determine the reason for the student's behavior through use of a functional behavior assessment. Once the purpose for the behavior has been determined, the teacher should teach the student a replacement behavior that is appropriate and will result in an outcome which meets the student's needs.

Establish procedures and routines to assist the student in completing activities - The teacher will establish guidelines and routines for the child that will make it easier and be in the best interest of the child to complete assigned tasks.

Conduct problem-solving session which focuses on specific issue - The teacher will involve the students in a discussion of a specific issue that presents a problem to the class or school. Open discussion would take place on the issue and ways to solve it. Together the group would select the best way to solve the problem and implement the solution.
**Offer systematic program to increase self-esteem** - The teacher will establish a program with daily/weekly activities designed to assist students in recognizing their strengths and feeling better about themselves. These activities are included in the teacher's lesson plans.

**Conduct child-teacher conferences** - The student and teacher would sit down together to discuss problems and to reach an agreement on how the problem could be solved.

**Modify student's schedule** - If the student is exhibiting inappropriate behavior as a result of being in a classroom where he/she is being bullied, harassed or is with other students who have too much influence over the student's behaviors, his schedule of classes could be changed to eliminate some of the problem behavior. The schedule might also be changed to match his time of alertness or to place him in a classroom with a teacher who is better able to meet his/her needs.

**Use token economy reinforcement strategies** - The student is given a token when he/she exhibits appropriate behavior. The tokens are exchanged at a later date for something more valuable to the student.

**Organize and administer group contingent reward system** - This system involves rewarding the class or whole group when the student exhibits the identified behavior to the standards set by the teacher.

**Use a structured individualized behavior management plan which emphasizes positive reinforcement techniques** - This involves the implementation of a plan written for a specific student to address his/her behavior problems. The purpose of the plan is to get the student to exhibit the desired behavior and to reward him/her when he/she exhibits the desired behavior.

### SAMPLE

<table>
<thead>
<tr>
<th>Program Modifications/Accommodations/Supplementary Aids and Services</th>
<th>Frequency</th>
<th>Duration</th>
<th>Location</th>
<th>Initiation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of graphic organizers for writing assignments</td>
<td>Daily</td>
<td>Writing assignments</td>
<td>English class</td>
<td>10/14/02</td>
</tr>
<tr>
<td>Extended time for writing assignments</td>
<td>Daily</td>
<td>Writing assignments</td>
<td>History class</td>
<td>10/14/02</td>
</tr>
<tr>
<td>Scheduled rest periods for fatigue</td>
<td>Daily</td>
<td>20 minutes</td>
<td>Nurse's office</td>
<td>10/14/02</td>
</tr>
<tr>
<td>Scheduled rest periods for fatigue</td>
<td>Daily</td>
<td>20 minutes</td>
<td>Nurse's office</td>
<td>10/14/02</td>
</tr>
<tr>
<td>Presentation of curricular content organized into smaller parts</td>
<td>Daily</td>
<td>New lessons</td>
<td>All academic classes</td>
<td>10/14/02</td>
</tr>
<tr>
<td>Teacher provided notes or outlines of unit information</td>
<td>Once a week</td>
<td>New lessons &amp; units</td>
<td>All academic classes</td>
<td>10/14/02</td>
</tr>
</tbody>
</table>

**Other**: Assignment notebook; written schedule to assist Kevin to transition from class to class.
Determine Test Accommodations

The IEP must indicate the needed individual testing accommodations, if any, to be used consistently by the student:

- in his or her recommended education program
- in the administration of district-wide assessments of student achievement; and
- consistent with Department policy, in State assessments of student achievement that are needed by the student to participate in the assessment.

Examples of test modifications include:

Use of Scribe or Tape Recorder

The following procedures may be used to implement the testing accommodations "use of a scribe." Unless the IEP waives spelling, punctuation and/or paragraphing requirements, the student must provide all information, including spelling of difficult words, punctuation, paragraphing, grammar, etc. (For the elementary and intermediate State English language arts tests, deletion of spelling, punctuation and/or paragraphing requirements is not permitted and students must provide all information, including spelling of difficult words, punctuation, paragraphing, and grammar for the writing sections of the tests.)

- Scribes must record word-for-word what the student dictates or records, leaving out punctuation and capitalization and circling all words that are difficult to spell.
- Lined paper should be used and the scribe should write on every other line.
- When dictation/tape transcription is completed, the scribe should ask the student to spell aloud any difficult words and the scribe writes the student’s spelling above the circled words. Difficult words are those words at or above the grade level of the test.
- The scribe shows the student the written response and asks him or her to indicate where capitalization, punctuation and paragraphing should be used.
- The student reads the completed dictation/transcription and indicates if there are any further changes to be scribed on the skipped lines.
- The scribe must then transfer the student’s completed response into the test booklet, and staple the student’s dictation to the test booklet.

The accommodation "use of scribe" generally necessitates an alternate location and extended time in order for its implementation to be workable. These additional accommodations must also be specified on the IEP to be provided. If "extended time" and "separate location" are needed only when use of scribe is required, that must be indicated so that the accommodations are not provided during other times when not appropriate.

Scribes may be teachers, teacher aides, teacher assistants or other school personnel who are appropriately trained and qualified. Whenever possible, the student should have the same scribe for State examinations as they have had for classroom tests or other classroom instruction. In all cases, the scribe must have an understanding of how to record responses using procedures described and be familiar with the test including knowledge of the vocabulary used in the test.
Test Read

When test items are to be read as a result of a testing accommodation, the entire test must be read including reading passages, questions, multiple choice items, etc. Such content may be read more than once in accordance with the individual student’s IEP. Students who have difficulty with auditory processing may need content read more than once. To accommodate the individual student’s pace, this accommodation is best administered individually rather than in a group setting. Individual or group setting would need to be noted on the student’s IEP. Content must be read in a neutral manner, without intonating, emphasizing or otherwise drawing attention to key words and phrases. Passages and items must be read word for word, with no clarification, explanation, reordering or rewording. The only exception to this may be tests and quizzes that are teacher developed and administered. In these instances, test questions and items may be clarified at the discretion of the teacher because the teacher, having developed the assessment, is best able to determine whether, and the extent to which, any clarification may be provided without compromising test validity. (Any clarification of a question or item on teacher-developed tests is permissible only if it can also be provided to all other students without nullifying the results.) Readers should be trained in how to administer this accommodation in the appropriate manner and should be familiar with the content and vocabulary of the subject being assessed including the pronunciation of words on the test.

Revised Test Format

If the student’s IEP requires a revised test format, the principal is responsible for implementing this accommodation. Changes in test format such as fewer items on a page (large-print edition has this feature), increased spacing between items, changing size or shape or location of space for answers, etc. can be made by the school.

Revised Test Directions

Revision of test directions is an accommodation that is limited to oral or written instructions provided to all students that explain where and how responses must be recorded; how to proceed in taking the test upon completion of sections; and what steps are required upon completion of the examination. The term "test directions" never refers to any part of a question or passage that appears on a State assessment.

Flexibility in Setting

Setting accommodations can include:

- changes in the conditions of the setting, such as special lighting or adaptive furniture, or
- changes in the location itself, accomplished by moving the student to a separate room.

Separate setting means a student is administered the test in a separate room apart from the standard setting being used to administer the test. The student can be administered the test individually or in a small group. This must be specified on the IEP. In all instances, the special location should be one that is comfortable and appropriate for test administration.
Multiple-Day Administration of State Examinations

Important considerations and procedures associated with this test accommodation are:

- Each secondary-level examination must begin on the date scheduled by the Office of State Assessment for its general administration. At the elementary and intermediate levels, the assessment must begin during the testing period determined by the Department on the same day as the general education students’ assessment of the same title begins. In the event the student has two tests scheduled on the same day, both tests must begin on that day.
- Students with accommodations indicated on the IEP that permit extended time or to whom the multiple-day accommodation is made available may begin no more than two State assessments on any single day. Students with either of those accommodations who have more than two State assessments scheduled to begin on the same day must postpone one until the next regularly scheduled examination period (January, June or August) at the earliest.
- The student must receive the amount of extended time indicated on his or her IEP to complete the examination or section(s) administered during a given day.
- Just prior to beginning a multiple day administration, the school must separate the examination into clearly defined sections or parts.
- Students may be given individual sections to complete one at a time and may be permitted to start additional sections only if they are expected to complete all of those sections on that day. This ensures that there will be no advance knowledge of upcoming sections and content of the test not completed on an individual day.
- Students who do not complete a section on the day it is begun are not permitted to complete that section on the following day. (Students may be given a photocopy of previous sections they have begun so that they have access to information in these sections, but no changes may be made to student responses provided on any section begun on an earlier day or session.)
- On subsequent testing days, the student will be given additional sections to complete. These sections must be provided one at a time.

TYPES OF TESTING ACCOMMODATIONS AND QUESTIONS TO CONSIDER

FLEXIBILITY IN SETTING

- Separate location/room – administer test individually
- Separate location/room – administer test in small group (3-5 students)
- Provide adaptive or special equipment/furniture (specify type, e.g., study carrel)
- Special lighting (specify type, e.g., 75 Watt incandescent light on desk)
- Special acoustics (specify manner, e.g., minimal extraneous noises)
- Location with minimal distraction (specify type, e.g., minimal visual distraction)
- Preferential seating
Examples of questions to ask to determine if setting accommodations are needed:

- Do others easily distract the student and/or does he/she have difficulty remaining on task?
- Does the student require any specialized equipment or other accommodations which may be distracting to others?
- Does the student have visual or auditory impairments that require special lighting or acoustics?
- Can the student focus on his or her own work in a setting with large groups of other students?
- Does the student exhibit behaviors that may disrupt the attention of other students?
- Does the student require any setting accommodations in the classroom?

FLEXIBILITY IN SCHEDULING/TIMING

- Extended time (specify amount, as in "time and a half")
- Administer tests with frequent breaks (specify duration, e.g. sessions not to exceed 30 minutes with 10 minute breaks)
- Administer State examinations over successive administrations
- Administer State examinations over multiple days

Examples of questions to ask to determine if scheduling accommodations are needed:

- Can the student work continuously for the length of time allocated for the standard test administration?
- Does the student use other accommodations or adaptive equipment which require more time for the student to complete test items (e.g., use of scribe, use of head pointer to type)?
- Does the student tire easily due to health impairments resulting in the inability to sit for the length of time required to complete the test in one day?
- Does the student’s visual impairment decrease his or her working rate or result in eyestrain requiring frequent breaks?
- Does the student’s learning disability affect the rate at which he or she processes written information?
- Does the student’s motor disability affect the rate at which he or she writes written responses?
- Does the student take a medication that might require that testing occur during a specific time of day to assure optimal performance?
- Does the student’s attention span and/or distractibility require shorter working periods and frequent breaks?

METHOD OF PRESENTATION

Revised Test Format

- Braille editions of tests
- Large type editions of tests
- Increased spacing between test items
- Increase size of answer blocks/bubbles
- Reduce number of test items per page
- Multiple-choice items in vertical format with answer bubble to right of response choices
• Reading passages with one complete sentence per line
  Examples of questions to ask to determine if revised test format accommodations are needed:
• Are instructional materials used in the classroom provided in a revised format (e.g., non-standard print or spacing)?
• Does the student have difficulty maintaining his or her place in a standard examination booklet?
• Does the student have a visual, perceptual or motor impairment that requires large-type or Braille materials?

Revised Test Directions

• Directions read to student
• Directions reread for each page of questions
• Language in directions simplified
• Verbs in directions underlined or highlighted
• Cues (e.g., arrows and stop signs) on answer form
• Additional examples provided

Examples of questions to ask to determine if revised test directions are needed:

• Is the student able to read and understand directions?
• Is this accommodation provided to the student in the classroom?
• Can the student follow oral directions from an adult or audiotape?
• Does the student need directions repeated frequently?

Revision of test directions is an accommodation that is limited to oral or written instructions provided to all students that explain where and how responses must be recorded; how to proceed in taking the test upon completion of sections; and what steps are required upon completion of the examination. The term "test directions" never refers to any part of a question or passage that appears on a State assessment.

Use of Aids/Assistive Technology

• Audio tape
• Tape recorder
• Computer (including talking word processor)
• Listening section repeated more than the standard number of times
• Listening section signed more than the standard number of times
• Masks or markers to maintain place
• Papers secured to work area with tape/magnets
• Test passages, questions, items and multiple-choice responses read to student
• Test passages, questions, items and multiple-choice responses signed to student
• Magnification devices (specify type)
• Amplification devices (specify type)

Examples of questions to ask to determine if use of aids are needed:

• What aids are used for classroom instruction?
• What assistive technology devices are indicated on the student’s IEP?
• Has the student been identified as having a reading disability?
• Does the student have low/poor reading skills that may require the reading of tests or sections of tests that do not measure reading comprehension in order for the student to demonstrate knowledge of subject areas?
• Does the student have a hearing impairment and need an interpreter to sign directions and/or a listening comprehension section?

METHOD OF RESPONSE

• Allow marking of answers in booklet rather than answer sheet
• Use of additional paper for math calculations
• Use of Aids/Assistive Technology
  • Amanuensis (Scribe)
  • Tape Recorder
  • Word Processor
  • Communication Device
  • Pointing to indicate response

Examples of questions to ask to determine if use of aids are needed:

• Does the student have difficulty tracking from one paper to another and maintaining his or her place?
• Does the student have a disability that affects the ability to record his or her responses in the standard manner?
• Can the student use a pencil or writing instrument?
• What aids are used in the classroom and for homework assignments (e.g., word processor, adaptive writing instruments or dictating to a tape recorder or scribe)?

OTHER

• On-task focusing prompts
• Waiving spelling requirements
• Waiving paragraphing requirements
• Waiving punctuation requirements

Use of Aids/Assistive Technology

• Calculator
• Abacus
• Arithmetic tables
• Spell-check device
• Grammar-check device
• Manipulatives
Examples of questions to ask to determine if use of aids are needed:

- Has the student been identified as having a disability that affects his/her ability to spell?
- Has the student been identified as having a disability that affects his/her ability to compute or memorize basic math facts?
- Does the student have a visual or motor disability that affects the ability to use paper and pencil to perform computations?
- Does the student have difficulty staying on task?

Examples of Student Characteristics and Possible Accommodations

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Possible Effect on Test-taking</th>
<th>Possible Accommodations</th>
</tr>
</thead>
</table>
| Poor attention/distractibility. Has difficulty remaining on task. | May have difficulty concentrating on test items for extended lengths of time and completing exam in allotted time. May be distracted by other students. | • Separate setting free from distractions  
• On-task focusing prompts  
• Provide breaks during exam period  
• Extended time |
|                                                               | May have difficulty following or remembering directions.                                      | • Directions read more than standard number of times  
• Directions provided for each page of questions  
• Directions simplified |
|                                                               | May have difficulty dividing attention between test booklet and recording answers on a separate answer sheet. | • Record answers directly in test booklet                  |
| Processes written information at a slow rate.                 | May not be able to complete exam within standard timeframe.                                    | • Extended time                                             |
|                                                               | May become fatigued/distracted.                                                                | • Separate setting  
• Directions read  
• Tests read orally*                                        |
| Poor physical/motor coordination/writing difficulties.        | Difficulty or unable to record responses using paper and pencil in standard manner.           | • Use of computer/word processor or other writing aids.  
• Respond orally to scribe  
• Separate setting when using scribe  
• Use of adaptive writing utensils |
|                                                               | Difficulty recording answers on a separate answer sheet.                                      | • Record answers directly in test booklet  
• Allow additional space for writing |
|                                                               | Writing tasks completed at a slow rate.                                                       | • Extended time                                             |
| Difficulty or unable to use paper and pencil to solve computations. | • Use of calculator/math tables*  
• Use of graph paper to align numbers when doing computations |
|---|---|
| Difficulty following/understanding directions. | May not understand what the test requires them to do.  
• Directions read orally  
• Directions simplified  
• Additional examples of directions provided  
• Key words or phrases of directions highlighted |
| May have difficulty remembering directions. | Directions reread for each page of questions |
| Visual impairments | Unable to or has difficulty accessing test in standard print format and requires tactile or oral means to obtain information.  
• Braille  
• Tests read orally*  
• Tape recorder |
| May have low or limited vision and has difficulty with standard print. | • Large type  
• Magnifier  
• Tests read when fatigue sets in due to eye strain*  
• Special desk or book stand to hold materials for easier reading  
• Extended time  
• Increase spacing between test items  
• Fewer items per page |
| Unable to use paper and pencil to solve computations | • Use of calculator/talking calculator*  
• Use of graph paper to align numbers |
| Difficulty tracking from test to answer sheet. | • Record answers on test booklet  
• Templates to reduce visible print |
<table>
<thead>
<tr>
<th>Condition</th>
<th>Description</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>May have low or limited vision and has difficulty with detailed visual tasks such as printed material, graphs, charts, diagrams, etc.</td>
<td></td>
<td>• Highlighting entire graphs to increase contrast from color of page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Special lighting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral description of graphs, charts, etc. presented in a neutral manner</td>
</tr>
<tr>
<td>Difficulty maintaining place in a standard test booklet.</td>
<td></td>
<td>• Use of templates to reduce visible print</td>
</tr>
<tr>
<td>Visual-perceptual difficulties</td>
<td>Difficulty focusing on individual items if too many items are presented.</td>
<td>• Large type</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Increase spacing between test items</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fewer items per page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use of templates to reduce visible print</td>
</tr>
<tr>
<td>Emotional/ Mental Health Impairments</td>
<td>Displays test anxiety.</td>
<td>• Extended time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Breaks during test</td>
</tr>
<tr>
<td></td>
<td>Exhibits inappropriate behavior.</td>
<td>• Separate location</td>
</tr>
<tr>
<td></td>
<td>Administered medication which may affect the student’s physical stamina.</td>
<td>• On-task focusing prompts</td>
</tr>
<tr>
<td>Health Impairments/poor stamina</td>
<td>Unable to sit for extended lengths of time without changing position.</td>
<td>• Test administered during optimal times when student is most alert</td>
</tr>
<tr>
<td></td>
<td>Unable to complete test within standard time allotted due to fatigue.</td>
<td>• Extended time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Breaks provided for rest periods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adaptive furniture</td>
</tr>
<tr>
<td></td>
<td>Increased fatigue as duration of taking test increases.</td>
<td>• Multiple day testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Separate setting</td>
</tr>
<tr>
<td>Difficulty with reading</td>
<td>Reading skills below grade level of test.</td>
<td>• Use of scribe when fatigue affects ability to write</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tests read when fatigue affects ability to read*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral reading of tests or sections of tests that do not measure reading comprehension*</td>
</tr>
</tbody>
</table>
Testing accommodations must be clearly stated to ensure a consistent understanding by the Committee, school principal, teacher(s), paraprofessionals, student and the student’s parents. Specific testing accommodations (e.g., use of word processor) should be indicated, not generic test accommodation categories (e.g., answers recorded in any manner).

It is appropriate to indicate the conditions or types of tests that will require testing accommodations. Such conditions may include the length of the test, the purpose of the test, presentation of test items and the method of response required by the student. As examples: a student with a motor impairment may need a scribe for tests requiring extensive writing such as essay writing, but not for multiple-choice tests; a student may need breaks at certain intervals for tests longer than an hour in length but not for 40 minute classroom tests.

A particular test accommodation may also be needed due to and in conjunction with the provision of another accommodation. For example, separate setting may be needed when the student has the use of a scribe. In such instances, both accommodations must be indicated on the IEP and qualifying conditions would be indicated as appropriate.

If it is determined that the student needs a particular testing accommodation for all tests, then qualifying conditions are not indicated or would indicate "all tests."
When documenting the following accommodations, the following specifications should be included:

- When documenting extended time, specify the amount of extended time (e.g., time and a half, double time).
- When documenting breaks, specify the duration of break and at what intervals (e.g., ten-minute break every 40 minutes).
- When documenting directions read or signed or listening passages read or signed more than the standard number of time, specify the number of times (e.g., directions read two more times than the standard number of times provided for all students as per Department directions).
- When documenting separate setting, specify individual or small group.
- When documenting adaptive furniture, special lighting or acoustics, specify type (e.g., study carrel).

Qualifying terms such as "as appropriate" or "when necessary" should not be used on the IEP. Testing accommodations should not be indicated in a test-specific manner (e.g., "calculator with fraction capability," not "calculator with fraction capability on Regents examination in mathematics").

**SAMPLE**

<table>
<thead>
<tr>
<th>Testing Accommodation</th>
<th>Conditions</th>
<th>Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended time</td>
<td>For tests requiring extended writing (essay) responses</td>
<td>Double Time</td>
</tr>
<tr>
<td>Separate setting</td>
<td>All tests</td>
<td>Small group- quiet with limited visual distractions</td>
</tr>
<tr>
<td>Breaks</td>
<td>For tests longer than 40 minutes in length</td>
<td>10 minute break every 40 minutes</td>
</tr>
</tbody>
</table>