What are Accommodations?

Accommodations are changes to the classroom or to your child's environment that allow him or her easier access to the general curriculum. Accommodations do not change the curriculum; instead they enhance your child's ability to keep pace with the general classroom curriculum.

Accommodations are part of your child's IEP and for Visually Impaired students this may include…

- Paraprofessional or aide
- Extra time to complete an assignment
- Time out /rest time
- Schedule adjustments
- Seating
- Placement of materials
- Slant board
- Large print
- Tactile representations or displays including Braille
- Special grips for or sizes of writing utensils
- Special cushion for a chair
- Curtains to shield glare
- Dimmer switches
- Directed lighting
- Non cluttered environment
- Special spoon or cup or dish
- Bus monitor
- High contrast markings or cones on playground
- RR ties around swings
- Bell inside a ball
- Recorded materials
- Brailler
• Special lined paper
• Magnifier
• Grips to help child turn pages
• Signs labels and tactile markers
• Extra book for child to hold and see up close

Your child’s teachers and/or aides may also need to accommodate their teaching styles and this should also be outlined in the IEP. Here are some things to consider…

• Give curriculum to TVI in advance so TVI can adapt the curriculum
• Try to keep a clear path from the door into the room
• Encourage students to keep personal items out of pathways between desks
• Make sure the classroom has adequate lighting
• Assist as needed with allowing space for adapted materials
• Face the class and window when speaking. Student should not be looking into light; the window should be behind the student
• Use dark markers on the whiteboard
• Read aloud what you write on the whiteboard or present in PowerPoint
• Give student his or her own copy of visuals that are displayed on the white board
• When possible give child his or her own copy of any book
• Any book you are reading to the class can be sent home the night before to facilitate pre-teaching at home
• Verbally describe objects and processes whenever possible
• When giving directions, make them as clear and detailed as possible
• Call a roll at the beginning of class
• If your student has low vision point out something highly visible about the other students (for example, color of clothing)
• Refer to students by name
• During class discussions, ask speakers to identify themselves by name
• Inform parents, TVI and, O&M about field trips in advance so they can prepare student and make safety recommendations/arrangements
• Provide written items in enlarged font
• Allow the student priority seating
• Allow tape recording
• Mark drop offs or steps up with high-contrast yellow tape for children with low vision; for children with no vision use some other sensory application (tactile or auditory)
• Leave doors fully opened or closed. A door ajar can be confusing and hazardous, especially to a child with partial sight
• Never leave the child in open space. If you must leave the child alone for a moment, leave him or her in contact with some stationary object