

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
- Braille

- 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