

## for Adaptations in Reading and Writing

ACCOMMODATIONS	MODIFICATIONS
<ul style="list-style-type: none"> <li>◆ Extended time to complete assignments or assessments</li> <li>◆ Limit instructional and assessment sessions</li> <li>◆ Provide Braille version of materials</li> <li>◆ Provide large print version of materials</li> <li>◆ Provide materials in the student's native language</li> <li>◆ Read directions for assignments and assessments</li> <li>◆ Sign directions for assignments and assessments</li> <li>◆ Use scribes to write oral responses for student</li> <li>◆ Allow the student to use signing or pointing as an alternative response during classroom discussion, assignments and assessments</li> <li>◆ Allow the student to use Braille or other assistive communication devices</li> <li>◆ Spell words to students except where spelling is being assessed</li> <li>◆ Provide the student with a graphic organizational framework for producing a summary of a written work</li> <li>◆ Provide models of summarizing concepts, such as paraphrasing when needed.</li> <li>◆ Use a word prediction computer program to summarize ideas</li> <li>◆ Encourage the students to write, draw, or verbalize into a tape recorder key words while reading</li> </ul>	<ul style="list-style-type: none"> <li>◆ Provide the student with cliff notes or key points from written work</li> <li>◆ Provide written text based on appropriate instructional reading/language levels</li> <li>◆ Focus on one key summarizing concept that the student must demonstrate</li> <li>◆ Provide a summary guide to assist with locating essential key points in text</li> <li>◆ Provide models and visual schematics when appropriate to assist with interpretation of technical literature</li> <li>◆ Use picture cue cards to complete summary (ideas, conclusion)</li> <li>◆ Adjust length of literary piece to be read</li> <li>◆ Allow student to use audio/video equipment as an alternative to writing summary</li> <li>◆ Allow student to view video or CD ROM based on written works</li> <li>◆ Allow peer to read literary piece to student</li> <li>◆ Provide tape recorded required readings for student</li> <li>◆ Allow student to illustrate through drawings or computer graphics understanding of materials</li> <li>◆ Allow student to use picture cue cards to demonstrate understating of materials</li> <li>◆ Adjust the length of the written summary required for the student to complete</li> <li>◆ Allow student to select reading based on interest</li> <li>◆ Highlight or circle key information in written text</li> <li>◆ Provide a reading partner for the student</li> <li>◆ Allow the student to act out key points</li> <li>◆ Allow student to develop alternative products such as songs, plays, poems, etc. which reflect content within writing assignment</li> </ul>

## for Adaptations in Mathematics

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