

Suggested Accommodations for Middle and High School Students

(This compiled list offers many different accommodations and modifications, cut and paste those which you would like to discuss and implement with your IEP team members.)

1. A legible copy of notes from classes be provided to aid parents in reinforcing materials
2. Air conditioning if possible
3. Tube feedings need to be monitored and implemented by trained staff.
4. Sugar levels must be monitored and implemented per dr's order as well as regulated per dr's order.
5. Nebulizer breathing treatments to be done and administered per dr's orders
6. Protocol for tube feedings must be followed and implemented by trained professionals per dr's order.
7. Rooms must be moderately warm to accommodate her inability to regulate his/her body temperatures at times
8. Challenging academic classes should be held in the morning if possible
9. Visual is strongest modality and should be used as primary mode of teaching, or for reinforcement of any auditory presentation of information
10. Written materials that are high in contrast and of good quality (to lesson eye fatigue)
11. Written materials to be enlarged (at least 18 font) and reformatted as needed-parents work cooperatively with school staff to assess these needs and provide for them
12. Allow oral supplementation of written responses in all classes whenever needed
13. Ongoing communication-through e-mail, personal contact by phone or person to make sure all assignments and activities assigned in school are communicated to home and staff is aware of ongoing changes.
14. Long and short term assignments should be broken down into smaller units, with due dates
15. Review sheets for tests and quizzes in advance
16. Notice of upcoming tests and quizzes at least 3 days in advance
17. Tests and quizzes may be given in a small group in a resource room
18. Assignments and assessments to be modified to include a controlled amount of each concept necessary to assess the state/district- GLE's to lesson fatigue.
19. Flexible test schedule to accommodate her physical fatigue symptoms and allow for the completion of the assessment in a timely manner
20. Extended time to navigate school premises, arriving at and leaving classes as necessary
21. Modifications of schedule of classes as necessary to accommodate her ability to maintain stamina
22. Untimed testing (tests and quizzes) whenever (un)standardized
23. Tutor(s) will administer any assessments in content area classes as needed to facilitate assessments being completed in a timely fashion
24. Student will be exempt from surprise quizzes and testing's
25. Student will not be responsible for notebook checks that require a grade
26. Context area of text provided on CD whenever possible
27. Student will be responsible for only one assessment a day
28. Use of graphic organizers, rubrics and check lists
29. Spelling aides available
30. 3 sets of text necessary
31. Use of word processor/assistive technology equipment provided by the school district may be used for all writing assignments including rough drafts

32. Extended time for assignments as needed
33. No cursive writing to be required
34. Mitochondrial Disease causes him/her to tire easily
35. Allow student to go to the nurse whenever and to rest there (he/she may just need a 15-20 minute rest to continue her school day)
36. Allow him/her to eat and drink throughout the day including in all classrooms as needed
37. Lava oratory privileges throughout the day
38. Complete set of notes to be left with substitute teacher
39. Allow one of her parents to attend his/her field trips (not as a chaperone, but to attend to her symptoms).
40. Needs to wear her glasses for vision and light sensitivity. _____ acuity varies based on fatigue (consult school nurse)
41. Math manipulative should be used for new concepts and for reviewing old concepts, using an alternative approach that emphasizes visual and verbal instruction.
42. Calculator/charts for math assignments, homework, classroom tests and quizzes including all assessments that will be used to determine a grade for that class
43. Her individual math reference notebook available to use as needed on class work/homework
44. Repetition and practice skills
45. Provide written steps of a process for reference
46. Provide a sample of her own model of work for math to help her remember steps
47. Reinforce understanding of patterns and connections among math concepts
48. Connect to prior knowledge
49. Ongoing communication with tutor
50. Review medical issues to be provided to all of her teachers and other pertinent school personnel at the beginning of the school year with parents.
51. Tests and quizzes with appropriate answer key or comprehensive review sheets with answers should be given to the special education teacher at least 3 days in advance.
52. One on one consistent adult support for all settings in the school, inside and outside the classroom
53. Written protocol determined in case _____ one on one assistant is absent.
54. Tutoring throughout school year as needed on absences (ESY)
55. Physical education medically exempted.
56. Direct instruction, repetition and frequent clarification to assist with organizational difficulties.
57. Preferential seating to help alleviate vision impairments.
58. Additional time for assignments, class work, tests/exams and flexibility with due dates.
59. Testing should be done on computer or orally where necessary (Use spell-check if applicable)
60. A quiet environment to write tests and complete assignments to assist with external distraction, including hearing sensitivity issues. Also allows the student to break as necessary to complete work when energy levels are low.
61. Copying notes from the blackboard to be kept at a minimum.
62. Scribe available if hand fatigue negates writing.
63. Lengthy assignments to be broken down into smaller sections.
64. Copies of overheads, power point presentations and teacher's notes will be required.
65. Flexibility in scheduling of tests/exams is essential due to increased fatigue. Listening to headsets during class work time to be allowed to help block out distractions.
66. Will need assistance to monitor his/her progress on assignments, including: breaking down assignments into manageable chunks, time management skills, procrastination, due dates and reviewing assignments to ensure that instructions are clearly understood, often due to short and long term learning disabilities.
67. Ensure that Testing state and district as well as College preparatory exams are properly submitted for with accommodations prior to exam dates.
68. Group Size

- 69.Environmental Modifications
- 70.Visual Aids
- 71.Amplification Equipment
- 72.Large print test
- 73.Assistance with directions
- 74.Increased size of answer circles
- 75.Braille Test/Braille Answer Document
- 76.Reading in English of test items
- 77.Audiotape version of test items
- 78.Interpreting test items, ie. Signing, cued speech)
- 79.Communication board/pictorial presentation
- 80.Bilingual dictionary
- 81.Mark in a test booklet, paper version only or student responds verbally
- 82.Math aides, manipulatives
- 83.Large diameter pencil, special pencil, pencil grip
- 84.Respond by word processor, typewriter, Braille
- 85.Augmentative communication device
- 86.Spelling aides, spell checker spelling dictionary
- 87.Tape recorder
- 88.Use of calculator or arithmetic tables on sections that do not allow calculators
- 89.Use of calculator with functions beyond what is routinely supplied to students
- 90.Should be allowed to clarify questions on tests and assignments.

Suggested Accommodations in statewide or district assessments of student achievement.

1. All district and state assessments: Breaks as needed to recuperate her strength
2. Small group as needed
3. Extended time as needed
4. Flexible schedule-extended test sessions over several days if needed
5. Large print materials is provided for all assessments
6. (At least 18 font)
7. Calculator for math
8. Word processor, scribe or recording device available for writing assignments
9. Reading of all non reading tests as needed.