

Determine Accommodations

Accommodations include special teaching and assessment strategies, human supports, and/or individualized equipment that help the student learn and demonstrate learning. Accommodations described in the IEP should include only those strategies and supports that differ from what is normally provided during classroom instruction. All accommodations documented in the IEP must be made readily available to the student.

Students who require accommodations may have subjects or courses classified as "Accommodated only", "Modified", and/or "Alternative". It is quite possible that the student will require the same accommodations in many or all of his or her subjects or courses.

For the sake of clarity, the accommodations that the student requires in connection with instruction, assessment, and functioning in the physical environment should be identified and listed separately, as follows:

- *Instructional accommodations* – adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum
- *Environmental accommodations* – changes or supports in the physical environment of the classroom and/or the school
- *Assessment accommodations* – adjustments in assessment activities and methods required to enable the student to demonstrate learning

It is important to make the above distinctions, and to record all necessary accommodations accurately in the IEP, to ensure that students will be eligible to receive the permitted accommodations during provincial assessments. (Assessment accommodations should be consistent with the accommodations permitted by the Education Quality and Accountability Office [EQAO].)

Examples of accommodations are listed in Figure 3. (Note that the same accommodation may appear in more than one list.) A variety of teaching strategies and assessment accommodations are also listed in the IEP *Standards* document and in the Special Education Companion of the Ministry of Education's *Ontario Curriculum Unit Planner* (CD-ROM, 2002; also available at www.ocup.org). In addition to established accommodations, new strategies and assistive devices are constantly emerging as teaching practice is enhanced through new research and technological innovations.

Any individualized equipment required by the student must be identified in the IEP. Individualized equipment includes any type or item of equipment or any electronic product or system, whether commercially produced, adapted, or custom-made, that the student needs. Individualized equipment is intended to maintain, increase, or improve the student's ability to learn and demonstrate learning. (The equipment identified in the IEP should not be limited to the equipment for which boards received additional funding through the Intensive Support Amount [ISA] Level 1.)

Figure 3: Examples of Accommodations

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none"> • Buddy/peer tutoring • Note-taking assistance • Duplicated notes • Contracts • Reinforcement incentives • High structure • Partnering • Ability grouping • Augmentative and alternative communications systems • Assistive technology, such as text-to-speech software • Graphic organizers • Non-verbal signals • Organization coaching • Time-management aids • Mind maps • More frequent breaks • Concrete/hands-on materials • Manipulatives • Tactile tracing strategies • Gesture cues • Dramatizing information • Visual cueing • Large-size font • Tracking sheets • Colour cues • Reduced/uncluttered format • Computer options • Spatially cued formats • Repetition of information • Rewording rephrasing of information • Extra time for processing • Word-retrieval prompts • Taped texts 	<ul style="list-style-type: none"> • Alternative work space • Strategic seating • Proximity to instructor • Reduction of audio/visual stimuli • Study carrel • Minimizing of background noise • Quiet setting • Use of headphones • Special lighting • Assistive devices or adaptive equipment 	<ul style="list-style-type: none"> • Extended time limits • Verbatim scribing • Oral responses, including audiotapes • Alternative settings • More frequent breaks • Assistive devices or adaptive equipment • Prompts to return student's attention to task • Augmentative and alternative communications systems • Assistive technology, such as speech-to-text software • Large-size font • Colour cues • Reduced/uncluttered format • Computer options • Extra time for processing • Reduction in the number of tasks used to assess a concept or skill

Note: A typical IEP would not include all of the accommodations listed above. Only the accommodations that are specifically required by the individual student should be listed in his or her IEP.