



# Suggested Accommodations and Instructional Interventions

This guide provides educators and families with suggested interventions and accommodations. These can be used for students who need assistance in handwriting, visual and auditory integration, spelling, reading, math, written expression, and daily organization. Many students have difficulties in one or more of these skill areas, and frequently difficulties in these skill areas impact one another. To provide the most effective and appropriate interventions and accommodations, it is important to consider the preferences of the individual who is in need of assistance. It is essential that the least restrictive intervention be considered before more intrusive alternatives are explored.

## SECTION 1. SKILL AREAS

This section lists the skill areas in which students may have difficulty.

### A. Handwriting

Difficulty in acquiring adequate handwriting skills could be characterized by the following:

1. inability to execute efficiently the motor movements required to write or to copy written letters or forms;
2. inability to transfer the input of visual information to the output of fine motor movement;
3. limitations in other visual-motor functions and activities requiring motor and spatial judgments;
4. difficulty writing numbers, aligning them properly, and understanding concepts related to space, distance, and time; or
5. difficulty holding standard writing utensils and/or stabilizing writing surfaces.

### B. Visual Integration

Visual integration involves receiving information through the sense of sight and processing or integrating the received information. Students who have visual integration difficulties may have problems in the following areas:

1. visual figure-ground – seeing a specific image within a competing background;

2. visual sequencing – seeing things in the correct order;
3. visual discrimination – seeing the difference between two similar objects; or
4. depth perception – perceiving how near or far away an object is.

### C. Auditory Integration

Auditory integration involves being able to distinguish sounds and phonemes as well as process words and sentences that are presented orally. Students who have difficulty with auditory integration may exhibit some of the following characteristics:

1. difficulty following verbal directions;
2. easily distracted by background noises;
3. speech reflects sound substitutions or missed words and sounds ;
4. slow to respond or appears confused in loud or noisy environments;
5. difficulty demonstrating phonemic awareness;
6. difficulty processing and remembering language-related tasks; or
7. difficulty discriminating between similar sounding words.

### D. Spelling, Grammar, and Punctuation

Spelling simultaneously requires auditory and visual discrimination, memory sequencing, analysis and synthesis, and integration. Punctuation is a system of symbols that are inserted into written material to clarify its meaning. Using correct grammar requires that a person simultaneously integrate the meaning of words, parts of speech, types of phrases or clauses, and grammatical rules. Students who have difficulty in these areas may:

1. spell words with missing letters;
2. lack subject-verb agreement in writing and/or orally; or
3. display writing that does not reflect oral language skills.

## E. Reading

Difficulty in acquiring reading skills could be characterized by the following:

1. difficulty learning sound/symbol relationships (phonemes & phonics skills);
2. difficulty writing and spelling;
3. spatial directional confusion;
4. difficulty differentiating letters that look similar;
5. reversals of letters and numbers;
6. inaccurate visual and/or auditory feedback;
7. lack of fluent oral reading;
8. misreading known words;
9. ability to recognize words in isolation but not in context; or
10. difficulty understanding what is read (comprehension); or
11. difficulty learning new vocabulary words.

## F. Math

Math is a logical structure starting with the construction of simple relationships and then progressing to more complex tasks. Success with beginning math requires the ability to form and remember associations, understand basic relationships, and make generalizations. Success with more advanced math requires mastery in the skills of computation and problem solving. Students who have difficulty with math may have problems in the following areas:

1. memorizing basic facts;
2. organizing problems on paper;
3. solving problems;
4. identifying and selecting appropriate strategies;
5. organizing information to be learned;

6. monitoring problem-solving processes;
7. evaluating problems for accuracy; or
8. generalizing strategies to appropriate situations.

## G. Written Expression

Written expression is a process that requires planning, organization, drafting, editing, and revising skills. Students who have difficulty with written expression may have problems in the following areas:

1. generating ideas;
2. retrieving words;
3. organizing thoughts into a coherent story;
4. getting started with writing a story;
5. revising a story; or
6. using vocabulary.

## H. Daily Organization

Maintaining daily organization can be a crucial key in the academic success of many people. Students who have difficulty in this area may need assistance with the following:

1. remembering schedules and appointments;
2. remembering assignments;
3. organizing assignments;
4. meeting deadlines and being punctual;
5. organizing work space;
6. study and work skills; or
7. time management.

## I. Social & Behavioral Skills

Participating in a classroom requires that students have such social and behavioral skills as working in groups and independently, following teacher directions, being respectful of others. Students who have difficulty in this area may exhibit the following:

1. violating personal space;
2. talking out of turn or “over” others;
3. unable to sit for reasonable periods of time;
4. refusing to follow teacher directions;
5. reacting physically or aggressively to teacher requests;
6. responding to frustrations or misunderstandings by hitting, name-calling or threatening

## SECTION 2. SUGGESTIONS FOR SPECIFIC ACCOMMODATIONS

Accommodations for Handwriting		
Method	Material	Technology
<ul style="list-style-type: none"> <li>• different line spacing/line colors</li> <li>• tape paper to the desk</li> <li>• chalkboard practice</li> <li>• tracing exercises</li> <li>• talk through letter formation</li> <li>• walk through letter formation</li> <li>• write letters in the air, sand, rice</li> <li>• dot-to-dot</li> <li>• adapt tests to fill in the blanks</li> <li>• multiple choice or true/false</li> <li>• provide additional time</li> <li>• shorten assignments</li> <li>• photocopy notes</li> </ul>	<ul style="list-style-type: none"> <li>• different kinds of paper</li> <li>• different colors of paper</li> <li>• pencil holders/grips</li> <li>• large/primary pencils</li> <li>• jumbo crayons</li> <li>• markers</li> <li>• grease pencils</li> <li>• acetate sheets</li> <li>• transparency markers</li> <li>• paper stabilizers</li> <li>• arm stabilizer/arm guide</li> <li>• dycem for positioning</li> <li>• tactile letters</li> <li>• stencils/templates</li> <li>• clipboards</li> <li>• tracing paper</li> <li>• electric eraser</li> <li>• correction tape/pen/fluid</li> <li>• rubber name stamp</li> </ul>	<ul style="list-style-type: none"> <li>• portable/stationary keyboard</li> <li>• use of computer</li> <li>• positioning device</li> <li>• wrist rests</li> <li>• movable/stationary custom key guard</li> <li>• tape recorder for verbal answers</li> </ul>

Accommodations for Handwriting		
Method	Material	Technology
<ul style="list-style-type: none"> <li>• different writing implements</li> <li>• paper position</li> <li>• student position</li> <li>• avoid using short pencils</li> <li>• peer dictation</li> <li>• cross-age tutoring</li> <li>• allow for verbal answers</li> <li>• test orally</li> <li>• typing/keyboarding instruction</li> <li>• positioning student</li> </ul>	<ul style="list-style-type: none"> <li>• other rubber stamps</li> <li>• bingo blotter to make selections</li> <li>• labels/stickers with names</li> <li>• automatic number stamp</li> <li>• highlighters</li> <li>• easel</li> <li>• slant board/wedge</li> <li>• personal chalkboard</li> <li>• weighted wrist bands</li> </ul>	

Accommodations for Visual Integration		
Method	Material	Technology
<ul style="list-style-type: none"> <li>• enlarge worksheets</li> <li>• enlarge reading material</li> <li>• worksheets free of blotches/streaks</li> <li>• change font on worksheets/tests</li> <li>• double space worksheets/tests</li> <li>• wide margins on worksheets</li> <li>• different colors of paper</li> <li>• change lighting</li> <li>• different line spacing/color</li> <li>• darker lines on paper</li> <li>• raised lines on paper</li> <li>• limit amount of info on a page</li> <li>• finger-for-spacing strategy</li> <li>• peer support</li> <li>• multimodality instruction</li> <li>• positioning student</li> </ul>	<ul style="list-style-type: none"> <li>• magnifying glass</li> <li>• magnifying bars</li> <li>• page magnifiers</li> <li>• slant boards</li> <li>• easel</li> <li>• paper holders</li> <li>• workstation copy holder</li> <li>• stencils</li> <li>• rulers</li> <li>• colored acetate sheets</li> <li>• colored stickers for visual cues</li> <li>• Post-it tape flags</li> <li>• highlighter</li> <li>• word window</li> <li>• line marker</li> <li>• antiglare shield on pages</li> <li>• colored paper</li> </ul>	<ul style="list-style-type: none"> <li>• mini book-light</li> <li>• other additional lighting</li> <li>• Computer use</li> <li>• positioning device</li> <li>• key labels</li> <li>• portable/stationary preferences</li> <li>• scan or transmit to computer</li> <li>• enlarge text</li> <li>• change font</li> <li>• change screen background</li> <li>• text highlighter or reader software</li> </ul>

Accommodations for Auditory Integration		
Method	Material	Technology
<ul style="list-style-type: none"> <li>• limit amount of information delivered orally</li> <li>• peer support</li> <li>• pair oral instruction with visual &amp; tactile cues</li> <li>• positioning student away from noise sources</li> <li>• provide note-taker for lectures or copies of notes</li> <li>• frequent checks for understanding</li> </ul>	<ul style="list-style-type: none"> <li>• auditory “trainer” or classroom sound-field</li> <li>• headphones</li> <li>• copies of notes for lectures</li> <li>• visual organizers</li> </ul>	<ul style="list-style-type: none"> <li>• auditory “trainer” or classroom sound-field</li> <li>• headphones</li> <li>• computer software that visually tracks information read aloud</li> </ul>

Accommodations for Spelling, Grammar, and Punctuation		
Method	Material	Technology
<ul style="list-style-type: none"> <li>• allow more time for completion</li> <li>• reduce number of words</li> <li>• paired word associations</li> <li>• self-verbalization</li> <li>• imagery</li> <li>• mnemonic devices</li> <li>• multimodality instruction</li> <li>• peer modeling</li> <li>• cross-age tutoring</li> <li>• “word wall” of common words</li> <li>• spelling-word booklet</li> <li>• problem-word lists</li> <li>• word banks</li> </ul>	<ul style="list-style-type: none"> <li>• flash cards</li> <li>• magnetic board and letters</li> <li>• flannel board and letters</li> <li>• rubber word stamps</li> <li>• rubber letter stamps</li> <li>• highlighters</li> <li>• personal chalkboard</li> <li>• pocket dictionary</li> <li>• 3-ring notebook dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• tape recorder</li> <li>• electronic pocket spell checker</li> <li>• electronic dictionary</li> <li>• Language Master</li> <li>• Speaking Language Master</li> <li>• Spelling Ace/Spell Master</li> <li>• computer software with spell check &amp; grammar check</li> </ul>

Accommodations for Reading		
Method	Material	Technology
<ul style="list-style-type: none"> <li>• extra time for completion</li> <li>• enlarged text</li> <li>• shorten assignments</li> <li>• simplify text</li> </ul>	<ul style="list-style-type: none"> <li>• magnifying bars</li> <li>• page magnifiers</li> <li>• colored acetate</li> <li>• word window</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Book System</li> <li>• tape recorder</li> <li>• “Books on Tape” Program</li> </ul>

Accommodations for Reading		
Method	Material	Technology
<ul style="list-style-type: none"> <li>highlight key concepts</li> <li>provide chapter outlines</li> <li>story frame before, during, after</li> <li>echo reading</li> <li>positive approach</li> <li>story mapping</li> <li>vary approach</li> <li>multimodality instruction</li> <li>information organizer</li> <li>structured study guides</li> <li>what-you-need-to-know chart</li> <li>study carrel</li> <li>peer modeling</li> <li>cross-age tutoring</li> </ul>	<ul style="list-style-type: none"> <li>flash cards</li> <li>letter cards</li> <li>word cards</li> <li>sentence cards</li> <li>tactile letters and words</li> <li>magnetic board and letters</li> <li>felt board and letters/words</li> <li>colored paper clips to mark pages</li> <li>notebook tabs</li> <li>Post-it tape flags</li> <li>highlighter</li> </ul>	<ul style="list-style-type: none"> <li>record books/reading material</li> <li>headphones</li> <li>Language Master</li> <li>Speaking Language Master</li> <li>Word Master</li> <li>electronic dictionary</li> <li>computer use:</li> <li>software that highlights or reads text</li> </ul>

Accommodations for Math		
Method	Material	Technology
<ul style="list-style-type: none"> <li>reduce the number of problems</li> <li>eliminate the need to copy problems</li> <li>enlarge worksheets</li> <li>avoid mixing signs on a page</li> <li>provide more time for completion</li> <li>graph paper</li> <li>raised number lines</li> <li>large number lines</li> <li>large number lines on floor for kinesthetic learners</li> <li>mnemonic devices</li> <li>multimodality instruction</li> <li>computational aids</li> <li>color-coding strategies</li> <li>green marker to start/red to stop</li> </ul>	<ul style="list-style-type: none"> <li>abacus</li> <li>counters, spools, buttons, etc.</li> <li>containers for counters</li> <li>manipulatives</li> <li>flash cards</li> <li>set cards</li> <li>flannel board and numbers</li> <li>tactile numbers/signs</li> <li>automatic number stamp</li> <li>highlighter</li> <li>personal chalkboard</li> <li>number facts charts</li> <li>multiplication tables</li> </ul>	<ul style="list-style-type: none"> <li>hand-held calculator</li> <li>calculator with printout</li> <li>talking calculator</li> <li>Language Master+Math</li> <li>tape recorder</li> <li>money calculator</li> <li>alternative keyboard programmed for math tasks</li> </ul>



Accommodations for Math		
Method	Material	Technology
<ul style="list-style-type: none"> <li>• peer modeling</li> <li>• cross-age tutoring</li> <li>• provide formula sheets</li> </ul>		

Accommodations for Written Expression		
Method	Material	Technology
<ul style="list-style-type: none"> <li>• extra time for completion</li> <li>• shorten assignments</li> <li>• content outlines</li> <li>• writing/story starters</li> <li>• positive approaches</li> <li>• study carrel</li> <li>• formulate sentences aloud</li> <li>• peer modeling</li> <li>• cross-age tutoring</li> <li>• re-teach proof-reading</li> <li>• use of visual organizers</li> </ul>	<ul style="list-style-type: none"> <li>• note cards</li> <li>• word cards</li> <li>• sentence cards</li> <li>• clipboards</li> <li>• pocket dictionary</li> <li>• pocket thesaurus</li> <li>• highlighter</li> <li>• chart of grammar rules</li> <li>• visual organizers</li> </ul>	<ul style="list-style-type: none"> <li>• tape record thoughts before writing</li> <li>• tape record story to proofread</li> <li>• headphones</li> <li>• electronic dictionary</li> <li>• electronic thesaurus</li> <li>• Word Master</li> <li>• Speaking Dictionary Companion</li> <li>• electric eraser</li> <li>• word-predictor software</li> <li>• speech-to-text software</li> <li>• organizational software such as Inspiration</li> </ul>

Accommodations for Daily Organization		
Method	Material	Technology
<ul style="list-style-type: none"> <li>• bulletin board schedule</li> <li>• pocket schedule</li> <li>• schedule in notebook</li> <li>• appointment book</li> <li>• assignment sheets</li> <li>• reminder cards</li> <li>• study carrel for individual work</li> <li>• color-coding strategies</li> <li>• peer support</li> <li>• cross-age support</li> <li>• homework journal</li> <li>• structured study guides</li> </ul>	<ul style="list-style-type: none"> <li>• pocket organizer or planner</li> <li>• personal organizer</li> <li>• clipboards</li> <li>• stapler</li> <li>• sticky notes for reminders</li> <li>• notebook tabs</li> <li>• Post-it tape flags</li> <li>• colored paper clips</li> <li>• highlighter</li> <li>• storage cubicles</li> <li>• visual organizers</li> </ul>	<ul style="list-style-type: none"> <li>• electronic memo/schedule masters</li> <li>• electronic pocket organizer/ planner</li> <li>• tape record schedule/ assignments</li> <li>• digital diary</li> <li>• electric stapler</li> <li>• organizational software such as <i>Inspiration</i></li> <li>• Student information management systems</li> </ul>

Accommodations for Daily Organization		
Method	Material	Technology
<ul style="list-style-type: none"> <li>• post signs and label areas in room</li> <li>• tape a schedule on the desk</li> <li>• use of visual organizers</li> </ul>		with homework site for parents & students

Accommodations for Social & Behavior Skills		
Method	Material	Technology
<ul style="list-style-type: none"> <li>• offer choices</li> <li>• model social interactions</li> <li>• peer modeling</li> <li>• reinforce positive behaviors</li> <li>• rearrange student seating</li> <li>• teach replacement skills</li> <li>• allow calm-down breaks</li> <li>• provide calm down or quiet area</li> <li>• approach student privately</li> <li>• redirect to appropriate behavior</li> <li>• review rules</li> </ul>	<ul style="list-style-type: none"> <li>• behavioral contract or plan</li> <li>• personal copy of class rules</li> <li>• visual reminders of appropriate behavior</li> <li>• tokens</li> <li>• counters for tracking</li> <li>• small items for reinforcers</li> <li>• timers</li> </ul>	<ul style="list-style-type: none"> <li>• computer use for school-home communication</li> <li>• watches with reminder buttons</li> <li>• computer software to develop schedules, social stories</li> </ul>

Information in the foregoing tables was adapted from material developed by Judy Marquette in conjunction with the Central Instructional Support Center (CISC), Pennsylvania Department of Education, Pennsylvania Department of Public Welfare

With additional information from the [Intervention Central web site](#) developed by Jim Wright. November 1, 2006.

[Learning Disabilities Association of America web-site](#). Auditory processing. November 1, 2006.

[Assistive Technology for Math](#). November 1, 2006.

## SECTION 3. RESOURCES FOR INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

The key difference between an instructional strategy and an accommodation is this: Instructional strategies involve direct teaching. An accommodation makes it easier for the student to access instruction but does not necessarily include direct instruction. The following list provides resources that can be accessed for information on instructional strategies and interventions.

Interventions should be documented and monitored to determine progress and future decisions.

### **Literature Resources:**

Burns, M. (2000). *About teaching mathematics: A K-8 Resource*. Sausalito, CA: Math Solutions Publications.

Carnine, D.; Coyne, M.; Dixon, R., Kame'enui, E.; Simmons, D. (2002). *Effective Teaching Strategies that Accommodate Diverse Learners*. Upper Saddle River, NJ: Merrill Prentice Hall.

Garnett, K. (1994). *Thinking about inclusion and learning disabilities: A teacher's guide*. Arlington, VA: The Council for Exceptional Children.

Heacox, D. (2002). *Differentiating instruction in the regular classroom: How to reach and teach all learners, grades 3-12*. Minneapolis, MN: Free Spirit Publishing, Inc.

Marzano, Robert, Pickering, Debra & Marzano, Jana S. (2003). *Classroom Management That Works: Research Based Strategies for Every Teacher*.

Marzano, Robert, Pickering, Debra, Pollack, Jane E. (2001). *Classroom Instructions that Work: Research Based Strategies for Increasing Student Achievement*.

Nunley, K. (2006). *Differentiating the high school classroom*. Thousand Oaks: Corwin Press.

Thompson, L. & Luce, T. (2005). *Do what works: How proven practices can improve America's public schools*. Dallas, TX: Ascent Education Press.

Tomlinson, C.; McTighe, J. (2006). *Integrating differentiated instruction & understanding by design*. Alexandria, VA: ASCD.

Tomlinson, C.; Strickland, C. (2005). *Differentiation in Practice: A resource guide for differentiating curriculum*. Alexandria, VA: ASCD.

Wagner, S. (1999). *Inclusive programming for elementary students with autism*. Arlington, TX:

Future Horizons.

Wagner, S. (1999). Inclusive programming for middle school students with autism/asperger's syndrome. Arlington, TX: Future Horizons.

Winebrenner, S. (1996) . Teaching kids with learning difficulties in the regular classroom. Minneapolis: Free Spirit Publishing, Inc.

**Websites:**

As of February 2007

[What Works Clearinghouse](#)

[Intervention Central online](#)

[E-Learning Design Lab](#)

[U.S. Department of Education web-site](#)

[The Access Center: Improving Outcomes for All Students K-8](#)

**For Questions Contact**

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