

<b>Supplementary Aids and Accommodations in Illuminate</b>
Academic Support
A copy of text books will be provided for use at home
Adapt maps as needed
Adjusts or limits material on page
Adjust time for test completion
Adult Support
Allow copying from paper/book
Allow extra credit projects to bring up grades
Allow extra time in-class or outside class for work completion
Allow homework papers to be type by the student
Allow homework to be dictated and recorded by someone else
Allow more time for completion of written assignments
Allow open book/notes exams
Allow recorded/dictated/typed answers to assignments
Allow recorded/dictated/typed answers to tests
Allow students to retake tests and give credit for improvements
Allow student to answer test questions orally (in person or on tape)
Allow student to dictate answers to a scribe for tests
Allow student to provide answers to the test in booklet and staff to transfer to bubble sheet.
Allow student to take short breaks from assignments
Allow student to work in a pair of small group to complete assignments
Allow taping of lectures/discussions
Allow the student to use the "cooling off" area
Allow time to adjust to changes in light
Alternative test area
Alternative work area
Alter physical room arrangement
Assistive Tech Consultation
Audiological Services
Behavioral Intervention Plan
Behavioral Support
Benefits from the level of light that maximize student learning
Books on tape
Braille writing equipment
Break assignment into a series of smaller assignments
Break math problems down into smaller steps
Check often for understanding
Circle of friends
Communicate homework expectations to family
Communication/language support services
Consultation of Health Services
Consultation of Occupational Therapy Services
Consultation of Physical Therapy Services
Consultation of School Social Work Services
Consultation of Speech and Language Services
Consultation of Teacher Consultant Services
Control window glare
Debrief the student following a behavioral incident
Define physical limits/areas concretely
Desk lamp
Digital recorder for assignments

Extended passing time
Extended time on assignments
Extended time on tests
Extend time for board/overhead work
Frequent breaks
Functional Behavioral Assessment
Have peer read/make copies of notes/work
Have student repeat/explain directions
Health/Medical support/assistance
Highlight critical information
Highlight directions
Individualized Instructional Aide (this is attached to the form)
Interpretation dictionary
Make arrangements for assignments to reach home with clear, concise directions and timelines (homework log)
Modify assignments
Modify tests
Need feedback/reminders regarding grooming
Needs materials at regular/large print combination
Needs reminders about body/head position when writing
Omit test items with pictures
Paraphrase/simplify directions
Peer tutoring
Personal Care Services
Physical Support/Assistance
Planner and/or folder for individual classes
Preferential Seating
Present demonstrations (model)
Present information through a multi-sensory approach
Provide copy of board work/overheads
Provide cues to student to complete task
Provide cues to student to initiate task
Provide cues to student to stay on task
Provide extra hands-on clues
Provide extra time to answer questions and formulate responses
Provide frequent feedback
Provide seating arrangement that matches student's needs
Provide study guides with key concepts and vocabulary in advance of test/quizzes
Provide written directions
Read assignments to student
Read directions to the student
Read test and assignment content and questions to student
Read tests content and questions to student
Read test to student
Reduce length and/or complexity of written assignments
Reduce length of homework assignments
Reduce/Minimize distractions
Reduce the number of homework assignments
Repeat directions
Requires larger work space
Sensory Diet
Sign language interpreter
Special Consideration for spelling and grammar on written assignments

Specify location of information on board
Specify student's name when talking
Student restates directions for clarification
Supplement with auditory text
Take test in alternative setting
The student would be given the selection in advance to prepare for reading in class
Use adaptive equipment
Use "cooling off" area
Use darker pencil or 20/20 pen
Use individual/small group instruction
Use low vision device for distance viewing
Use of adapted or simplified text
Use of adaptive measuring tools
Use of a FM System
Use of augmentative communication devices
Use of Braille materials
Use of calculator
Use of computer or word processing equipment
Use of large print materials
Use of lined or grid paper for recording answers
Use of magnification devices
Use of math intervention program
Use of print at _____ pt
Use of reading guides (such as acetate colored shield, highlighters, highlighter tape, and page flags)
Use of reading intervention program
Use of reading stand
Use of regular print with sufficient clarity
Use of social skills development program
Use of written intervention program
Use prompts/cues to remind the student to initiate the task
Use prompts/cues to remind the student to stay on task
Use prompts/cues to remind the student to use proper articulation skills
Use samples of finished products as models
Uses sunglasses for glare reduction
Use visual daily schedule
Utilize manipulative/tactile models
Vary seating according to activity
Verbalize what is written on board/overhead
Verbally describe activities
Visual Schedule
Weekly progress reports
Weekly seminar pass to academic teachers
Word Processor with spell check and grammar check disabled

<b>Category Name in Which Listed</b>
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Testing Adaptations
Services/Interventions
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Homework Assignment Strategies
Homework Assignment Strategies
Classroom Instructional Considerations
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Presentation of Subject Matter
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