









Accommodations

The Individuals with Disabilities Education Act (IDEA) requires the Individualized Education Program (IEP) to include a description of the individual and appropriate accommodations a student requires to access and make progress in the general education curriculum.

| Element | Overview |
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| Description  | Accommodations are changes to the classroom environment or instructional practices that assist students in accessing the curriculum and expressing what they know. |
| Purpose  | Accommodations documented in the IEP must enable the student to: <ul style="list-style-type: none">• Advance toward attaining annual goals• Be involved in and make progress in the general education curriculum and participate in extracurricular and other nonacademic activities• Be educated with and participate in activities with other students with disabilities and with students without disabilities |
| The Role of Data  | The IEP must provide data indicating how the accommodations provide the student an equal opportunity to participate in an academic program and school-based activities by eliminating barriers resulting from the disability. |
| Categories  | Accommodations usually fall into the following categories: <ul style="list-style-type: none">• Presentation• Response• Setting• Timing• Scheduling• Organization |
| Examples of Accommodations  | <ul style="list-style-type: none">• Presentation: large print text, class notes provided by the teacher or peer, audio recording of text or lecture• Response: responding orally or in writing, dictating responses to a scribe, using a word processor to type responses• Setting: small group setting, preferential seating, visual cues, noise-canceling headphones• Timing: extended breaks, frequent breaks, assignments or tests completed in multiple sessions• Scheduling: test taken at a specific time of day, assignment or test completed in multiple sessions |
| Implementation  | Accommodations documented in the IEP must always be provided consistently throughout the instructional day. Teachers should collect data on the student's use of accommodations to ensure the student continues to require the accommodation and determine if additional accommodations might be necessary. |