



Accessibility is legislated at the federal and state level:

- Education is a basic right for all children in the United States. [Individuals with Disabilities Education Act \(IDEA\)](#)
- The Indiana Department of Education (IDOE) is dedicated to ensuring that the availability of appropriate accessibility features and accommodations are interwoven throughout all aspects of daily instruction and access to valid assessment measurement and scoring to ensure equitable access to grade-level standards. [Article 7](#)

## Accommodations

Accommodations are changes to educational environments or practices designed to help students with disabilities overcome learning barriers that result from their disabilities

- Do not change the expectations for learning
- Do not reduce the requirements of the task
- Do not change what the student is required to learn

## Modifications

A change to the instruction or curriculum that alters either the content of that instruction (defined in the Indiana Academic Standards) or student performance expectations. Modifications are useful for students for whom all possible accommodations have been considered but who nevertheless require additional measures to help them progress in the general education curriculum.



### Instructional Accommodations:

Instructional accommodations are changes to the delivery of classroom instruction or the accompanying materials. Instructional accommodations change how students access learning but do not change what they learn. In other words, they do not alter the scope or range of the grade-level academic content standards, nor do they change the complexity of the knowledge students are expected to learn. Students with disabilities who use instructional accommodations are required to learn the same content at the same level of proficiency as their peers who do not use instructional accommodations.

**According to Article 7: accommodations are not prohibited from daily use even if they are not permitted on state and district assessments [511 IAC 7-36-10 \(g\)](#)**

### *Examples of Instructional Accommodations:*

Large print

Assistive listening device

Repeated or paraphrased instructions

Pencil grip



**Accommodations: Instructional and Testing Supports for Students with Disabilities**



## Assessment Accommodations:

Assessment accommodations are changes to the format of an assessment (e.g., providing an assessment in large print) or its administration procedures (e.g., permitting extended time to complete the assessment). Assessment accommodations change how students are assessed but do not change what a test measures. Students with disabilities who receive assessment accommodations are required to take the same assessment and reach the same level of proficiency as students who do not use them.

### *Examples of Assessment Accommodations:*

Having test read aloud

Extended time

Permitting scribes or dictation

Testing in a small-group setting



**Accommodations: Instructional and Testing Supports for Students with Disabilities**



- By applying Universal Design for Learning (UDL) principles during lesson and curriculum design, teachers and students can work together to determine which instructional accommodations (methods, materials, and media) best support their learning.
- This shared decision-making helps ensure that instructional accommodations are meaningful, accessible, and responsive to students' evolving needs.
- As students engage with intentional accommodations, they also build independence and self-regulation through the gradual release of supports.
- Teachers monitor progress over time, adjusting and documenting the use of accommodations to identify those that support students in advancing appropriately toward attaining annual goals.



[NEA: Universal Design for Learning: An Introduction](#)



Case Conference Committees determine [511 IAC 7-42-6](#):

Special education and related services including program modifications or supports for school personnel that enable the student to:

- (A) Advance appropriately toward attaining the annual goals.
- (B) Be involved in and make progress in the general education curriculum in accordance with subdivision (1) and to participate in extracurricular and other nonacademic activities.
- (C) Be educated and participate with other students with disabilities and nondisabled students in the activities described in this article.

These components are identified in various sections of the Individualized Education Program document (including but not limited to):

- Present Level of Academic and Functional Performance (PLAAFP)
- Special Considerations
- Accommodations
- Participation in Testing
- Goals
- Services and other provisions
- Accessible materials





The Case Conference Committee must identify:

- the barrier affecting the student's academic performance
- and select instructional and assessment accommodations that will allow the student to access learning.

Accommodations are typically grouped into four categories: *presentation, response, setting, and timing and scheduling.*



**Accommodations: Instructional and Testing Supports for Students with Disabilities**



### Considerations when Selecting an Accommodation:

- Present levels of academic achievement and functional performance
- Individual strengths and needs
- Specific learning goals
- Academic or social behaviors that interfere with the student's learning
- Modalities (e.g., visual, auditory) that work best for the student
- Accommodations that have already been tried (what has and has not worked well)
- Some of the challenges presented by the use of these accommodations
- How the accommodation will be evaluated to determine whether it is working
- Whether the student is amenable to the accommodation and will likely use it



**Accommodations: Instructional and Testing Supports for Students with Disabilities**



Assessment accommodations are generally grouped into **the following categories:**

- **Presentation** (e.g., repeat directions, read aloud, large print, braille)
- **Equipment and Materials** (e.g., calculator, amplification equipment, manipulatives)
- **Response** (e.g., mark answers in book, scribe records response, pointing)
- **Setting** (e.g., individual administration, student's home, separate room)
- **Scheduling and Timing** (e.g., extended time, frequent breaks)



**Accommodations: Instructional and Testing Supports for Students with Disabilities**



The table below summarizes the relationship between barriers related to learning and the corresponding accommodation categories, and it also provides examples of accommodations for each category.

<b>Barrier Related to:</b>	<b>Accommodation Category</b>	<b>Examples</b>
<b>Presentation</b> (the way information is presented: e.g., text, lecture, video)	<b>Presentation accommodations:</b> <ul style="list-style-type: none"><li>• Allow a student to access information in ways other than standard visual or auditory means</li><li>• Change the way that instruction, directions, and information are presented</li></ul>	<ul style="list-style-type: none"><li>• Books and materials with large print</li><li>• Visual cues (e.g., color-coded text)</li><li>• Audio books</li><li>• Closed-captions on videos</li></ul>
<b>Response</b> (e.g., writing, speech)	<b>Response accommodations:</b> <ul style="list-style-type: none"><li>• Allow students to complete assignments or assessments through ways other than typical verbal or written responses</li></ul>	<ul style="list-style-type: none"><li>• Speech-to-text software</li><li>• Orally dictate responses (using a scribe or digital recorder)</li></ul>
<b>Setting</b> (e.g., noise level, lighting)	<b>Setting accommodations:</b> <ul style="list-style-type: none"><li>• Allow for a change in the environment or in how the environment is structured</li></ul>	<ul style="list-style-type: none"><li>• Preferential seating (e.g., near the teacher)</li><li>• Testing in a separate location</li></ul>
<b>Timing/ Scheduling</b> (e.g., time of day, length of assignment)	<b>Timing and scheduling accommodations:</b> <ul style="list-style-type: none"><li>• Allow for changes to when and how long students have to complete assignments or assessments</li><li>• Allow assignments to be broken down into smaller sections</li></ul>	<ul style="list-style-type: none"><li>• Extended time to complete task</li><li>• Frequent breaks</li><li>• Shorter testing sessions</li></ul>





**Assessment accommodations** are determined by a Case Conference Committee and identified in the student's IEP. Not all instructional accommodations are permitted during assessments.

The validity of assessment results depends on the utilization of accessibility features and accommodations appropriately for each student. These options include appropriate universal features, designated features, and accommodations, when needed, based on the constructs being measured by the assessment.

Article 7 guidance of State and local assessment can be found in section [511 IAC 7-36-10](#)

**For example: To complete a written test in science, a student must know how to read. Although reading fluency is not being measured, this skill is necessary for the student to demonstrate his knowledge of the science content.**

**Providing a testing accommodation for this student (e.g., a human reader or text to speech), the teacher can more accurately assess the student's skills or content knowledge.**





<b>General Do's when selecting Accommodations</b>	<b>General Don'ts when selecting Accommodations</b>
Make accommodations decisions based on individualized needs.	Make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).
Select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.	Select accommodations that are unrelated to documented student learning needs or are intended to give students an unfair advantage.
Be certain to document instructional and assessment accommodations on the IEP.	Use an accommodation that has not been documented on the IEP.
Be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	Assume that all instructional accommodations are appropriate for use on all assessments.
Be specific about the where, when, who, and how of providing accommodations.	Simply indicate an accommodation will be provided "as appropriate" or "as necessary."
Refer to state accommodations policies and understand implications of selections.	Check every accommodation possible on a checklist simply to be safe.
Evaluate accommodations used by the student.	Assume the same accommodations remain appropriate year after year.
Get input about accommodations from teachers, parents, and students, and use it to make decisions at Case Conference Committee meeting.	Make decisions about instructional and assessment accommodations alone.
Provide accommodations for assessments routinely used for classroom instruction.	Provide an assessment accommodation for the first time on the day of a test.
Select accommodations based on specific individual needs in each content area.	Assume certain accommodations, such as extra time, are appropriate for every student in every content area.