**Description:** Common types of support services to consider based on your child’s disability and needs.

**Accommodations**

A change that helps a student overcome the disability without lowering the instructional level, content, or performance requirements. Including:

|  |  |  |
| --- | --- | --- |
| * Assistive technology for calculation, spelling, grammar, screen reading, magnification, and audio amplification | * Extra time to complete assignments or tests, break up testing over several days, or change order of subjects in tests | * Large print, visual or graphic organizers, sign language, Braille and Nemeth code, tactile graphics, or manipulatives |
| * Answer questions or take tests orally or dictated, or using assistive technology | * Take tests individually, or in a separate room, or in a small group | * Audiotaping or verbally deliver the material that is taught * Student/peer tutor |
| * Small group or one-on-one tutoring | * Adjusting seat arrangement or lighting, providing noise buffers |  |

**Modifications**

A change in the curriculum content and the level of performance expected from the student to accommodate the student’s disability.

|  |  |  |
| --- | --- | --- |
| * Outline answers for essay questions | * Special training in substitute of regular class on certain subject | * Revised books or materials on the same subject matter |
| * Spell-check programs | * Calculator on a math test | * Rephrasing questions on the test to a simpler expression |
| * Film or video supplements to aid in reading comprehension | * Flexible forms of presentation on a written assignment | * Closed-ended multiple choice questions instead of open-ended questions |

**Specially designed instruction**

An individually designed content, methodology, or delivery of instruction to address the unique needs of the child in receiving education from the general curriculum,[[1]](#footnote-1) including:

|  |  |  |
| --- | --- | --- |
| * Step-by-step instructions in problem-solving | * Verbally answer math problems | * Providing opportunities to hands-on practice and giving timely feedback |
| * Visual representations or graphic depictions | * Additional 20 minutes of instruction beyond the core class | * Teaching vocabulary before instructing on the assignment |
| * Talking through problems with students and reflecting on students’ attempts to solve problems | * Combining the use of independent working and group learning | * Using concrete examples, pictorial representations in teaching abstract or symbolic problems or concepts |
|  |  |  |

**Related services**

Services to assist a child with a disability in general education[[2]](#footnote-2) and help correct problematic behavior including:

|  |  |  |
| --- | --- | --- |
| * Qualified professionals to help children in decision-making, health awareness, rehabilitation, goal-setting, and personality development | * Medical services such as bladder catheterization, tracheostomy tube suctioning, positioning, and monitoring of ventilation | * Physical therapy addressing a child’s posture, muscle strength, mobility, behavior in educational environments; or preventing the progression of impairment |
| * Extended school year[[3]](#footnote-3), continuing educational instruction during summer break to consolidate learning progress | * Occupational therapy for self-help skills, social etiquette, safety training, behavioral therapy, sensory-motor processing, and athletic skills | * Psychological services, such as counseling, social work services, and positive behavior supports[[4]](#footnote-4) |
| * Orientation and mobility training for children with visual impairments | * Interpreting services, such as oral translation and cued language | * Speech-language therapy and audiology services, such as hearing aids or clinics |
| * Recreation or therapeutic recreation | * Transportation from and to school, and on campus |  |

**Supplementary services**

Other services enabling children with disabilities to be educated with nondisabled children to the maximum extent appropriate; such services will only be a part of the FAPE if it is necessary to the children’s needs.[[5]](#footnote-5)

|  |  |  |
| --- | --- | --- |
| * Assistive technology, such as a word processor, special software, or a communication system | * Home/School collaboration, collaboration/consultation with other professionals, such as parent counseling | * Adapted materials, such as books on tape, large print, or highlighted notes |
| * Special education training for child’s teacher or other supporting professional | * Peer tutors | * One-on-one aide |

For more information and examples on how to choose strategies for your children, please see

<http://web.richmond.k12.va.us/Portals/47/assets/Accommodations_and_Modifications_Guide.pdf>;

<http://www.parentcenterhub.org/repository/assessment-accommodations/>;

<http://www.wrightslaw.com/info/sec504.accoms.mods.pdf>;

<http://www.roseburg.k12.or.us/depts/educate/documents/diploma/AccomodationsMod.pdf>;

<https://www.youtube.com/watch?v=j08HLISVBhg>

1. 34 C.F.R. § 300.39(b)(3). [↑](#footnote-ref-1)
2. 34 C.F.R. § 300.34; *see also* <http://www.parentcenterhub.org/repository/iep-relatedservices/>. [↑](#footnote-ref-2)
3. 34 C.F.R. § 300.106. [↑](#footnote-ref-3)
4. 34 C.F.R. § 324(2)(i). [↑](#footnote-ref-4)
5. 71 Fed. Reg. 46570, 46573. [↑](#footnote-ref-5)