

Accommodations Every General Education Teacher Should Know

Purpose & Overview

General education teachers are critical members of IEP and 504 teams, but many feel overwhelmed by the long lists of supports in student plans. Accommodations don't have to be complicated: they're everyday adjustments that remove barriers so students can access grade-level content. This worksheet highlights the **most common, high-impact accommodations**, provides **classroom-ready examples**, and includes a **quick-check toolkit** for teachers to confidently support students.

Why Accommodations Matter

- **Access, not advantage:** They level the playing field without lowering expectations.
 - **Consistency:** Students thrive when accommodations are applied across settings.
 - **Legal Compliance:** Failure to provide listed accommodations is a violation of IDEA/Section 504.
 - **Student Success:** Correct accommodations improve engagement, performance, and independence.
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Core Categories of Accommodations

Category	What It Means	Examples Teachers Can Apply
Presentation	How information is given to the student	Text-to-speech, visual aids, guided notes, enlarged print, multi-sensory instruction

Response	How the student can respond	Speech-to-text, scribing, oral responses, graphic organizers
Timing & Scheduling	Adjustments to time demands	Extended time, breaks, chunked assignments, testing across multiple sessions
Setting	Where/how the student learns	Preferential seating, small group, reduced distractions, quiet corner
Organization & Support	Tools to structure learning	Checklists, visual schedules, color-coded folders, planner checks
Sensory/Behavioral	Supports for regulation and engagement	Fidgets, sensory breaks, calm corner, movement opportunities

High-Impact Accommodations with Examples

Reading

- Audiobooks for grade-level novels.
- Pre-teach vocabulary with visuals before new units.
- Use graphic organizers to map main ideas.

Writing

- Provide sentence frames or paragraph templates.
- Allow typing instead of handwriting.
- Use speech-to-text for drafting.

Math

- Provide a reference sheet with key formulas.

- Use manipulatives (counters, base-ten blocks).
- Highlight key information in word problems.

Behavior/Self-Regulation

- Offer movement breaks every 20 minutes.
- Provide access to a calm-down corner.
- Use visual cue cards for “I need a break.”

Organization/Executive Functioning

- Daily planner checks at the end of class.
 - Chunk large projects into smaller deadlines.
 - Provide color-coded folders for each subject.
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Classroom Scenarios

Scenario 1:

Student with ADHD blurts out during tests.

- **Effective Accommodation:** Allow breaks, test in small group setting, or provide noise-cancelling headphones.

Scenario 2:

Student with dyslexia struggles to keep up with reading.

- **Effective Accommodation:** Provide audio version of the text and allow oral comprehension checks.

Scenario 3:

Student with anxiety freezes during timed math drills.

- **Effective Accommodation:** Extended time, allow assessment in smaller chunks, or provide untimed alternative probes.

Teacher Quick-Check Questions

- Am I **consistently providing accommodations** listed in the IEP/504?
 - Do I understand **why** this support is in place?
 - Can I explain to the student how and when to use the support?
 - Have I documented when accommodations were applied (if required by school/district)?
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Quick Access Teacher Toolkit (Copy & Post)

- **Seating:** Where will this student learn best?
 - **Materials:** Do I need to enlarge, color-code, or provide visuals?
 - **Instructions:** Did I chunk or repeat directions?
 - **Time:** Did I allow for breaks or extended time if needed?
 - **Response:** Did I give options for how the student demonstrates knowledge?
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Action Starter: Try Tomorrow

- Review your class roster and identify one student with accommodations.
- Choose **one support** to focus on implementing consistently for the next week.

- Ask the student for feedback: “Did this help you show what you know today?”