

50 Classroom Accommodations

A practical idea bank for helping students access instruction and show what they know

START HERE: Use this guide to organize your questions and prepare for a productive conversation with your child's school team.

An accommodation changes how a student learns, participates, or demonstrates knowledge. It does not lower the learning standard or change what the student is expected to learn. Accommodations should be individualized, connected to a documented need, and used consistently—not selected simply because they are available.

Instruction and directions

1. Give directions one step at a time.
2. Pair spoken directions with written or picture directions.
3. Ask the student to repeat directions in their own words.
4. Highlight or underline the most important information.
5. Provide a model or completed example before independent work.
6. Preteach key vocabulary and concepts.
7. Break large assignments into smaller, manageable parts.
8. Provide guided notes, outlines, or partially completed notes.
9. Use graphic organizers to support planning and comprehension.
10. Repeat or rephrase information without changing the learning target.

Time, scheduling, and workload

11. Allow extended time for classwork when speed is not the skill being measured.
12. Allow extended time for quizzes and tests.
13. Provide short breaks during longer tasks or assessments.
14. Reduce the number of repetitive practice items while preserving skill coverage.
15. Prioritize essential assignments when workload becomes a barrier.
16. Allow flexible deadlines when disability-related needs interfere with completion.
17. Schedule demanding tasks at the student's most effective time of day.
18. Provide advance notice of major assignments, tests, or schedule changes.

Setting and attention

19. Provide preferential seating based on the student's need—not automatically at the front.

20. Offer a reduced-distraction location for independent work or testing.
21. Allow noise-reducing headphones or ear protection when appropriate.
22. Provide a quiet space for brief regulation breaks.
23. Use a visual schedule, checklist, or timer.
24. Provide discreet prompts to return attention to the task.
25. Limit visual clutter on worksheets or presentation slides.

Reading and written language

26. Provide text-to-speech or audiobooks when decoding is not the target.
27. Allow the student to follow along with a print copy while listening.
28. Provide enlarged print or increased spacing when needed.
29. Allow access to a glossary, vocabulary bank, or word bank.
30. Allow speech-to-text for written responses when handwriting or transcription is not being measured.
31. Allow keyboarding instead of handwriting.
32. Provide spelling assistance or spell-check when spelling is not the target.
33. Allow oral responses, recorded responses, or another accessible response format.
34. Provide sentence starters or writing frames.

Math, organization, and materials

35. Allow graph paper to support number alignment.
36. Provide a multiplication chart, number line, formula sheet, or reference tool when memorization is not the target.
37. Allow a calculator when computation is not the skill being measured.
38. Use color coding to organize steps, materials, or categories.
39. Provide an extra set of textbooks or materials for home.
40. Use a planner, folder system, or digital checklist with adult check-ins.
41. Provide copies of teacher notes or access to posted notes.

Assessment, communication, and regulation

42. Read directions aloud or clarify directions without giving answers.
43. Present fewer items per page.
44. Allow answers to be marked directly in the test booklet.
45. Permit movement tools, flexible seating, or a standing workspace.
46. Allow access to a designated calming strategy or sensory tool.
47. Provide private rather than public correction or feedback.

- 48. Use frequent, specific feedback and checks for understanding.
- 49. Allow alternative ways to participate in class discussion.
- 50. Develop a clear plan for missed instruction during disability-related absences.

Questions to ask before choosing an accommodation

- What specific barrier is getting in the way?
- Does this support give the student access without changing the learning goal?
- When, where, and by whom will it be provided?
- How will the team know whether it is helping?
- Does the student know how and when to use it?

Important note

This resource provides general educational information, not legal advice. Federal law provides a foundation, but state rules, timelines, forms, and local procedures may differ.

Reliable starting points

[U.S. Department of Education: IDEA](#)

[U.S. Department of Education: Section 504](#)