

Recommendations & Accommodations for Working with Neurodivergent Learners



<p>Presentation accommodations (changes the way information is presented)</p>	<ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Learn content from audiobooks, movies, videos, and digital media instead of reading print versions • Work with fewer items per page or line • Work with text in a larger print size • Have a “designated reader” — someone who reads test questions aloud to students • Hear instructions spoken aloud • Record a lesson, instead of taking notes • Get class notes from another student • See an outline of a lesson • Use visual presentations of verbal material, such as word webs • Get a written list of instructions
<p>Response accommodations (changes the way students complete assignments or tests)</p>	<ul style="list-style-type: none"> • Give responses in a form (spoken or written) that’s easier for them • Dictate answers to a scribe who writes or types • Capture responses on an audio recorder • Use a spelling dictionary or digital spellchecker • Use a word processor to type notes or give answers in class • Use a calculator or table of “math facts”
<p>Setting accommodations</p>	<ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where they learn best (for example, near the teacher) • Use special lighting or acoustics • Take a test in a small group setting • Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)

<p>Timing accommodations</p>	<ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process spoken information and directions • Take frequent breaks, such as after completing a worksheet
<p>Scheduling accommodations</p>	<ul style="list-style-type: none"> • Take more time to complete a project • Take a test in several timed sessions or over several days • Take sections of a test in a different order • Take a test at a specific time of day
<p>Assignment modifications</p>	<ul style="list-style-type: none"> • Complete different homework problems than peers • Answer different test questions • Create alternate projects or assignments

Support strategies based on area of need

Reading Skills	<ul style="list-style-type: none"> • Provide access to decodable books • Provide audiobooks or text-to-speech software • <u>CELA</u>, <u>NNELS</u>, <u>Audible</u>, <u>Scribd</u>, <u>Lit2Go</u>, <u>Story Nory</u> or <u>Kobo</u>. • systematic program of Structured Literacy • Less material to read or more time given to complete reading assignments. • Textbooks in an audio format.
Math Skills	<ul style="list-style-type: none"> • Use manipulatives and visual aids • Provide step-by-step instructions • Allow the use of calculators for complex calculations • Relate math to real-life situations (e.g., cooking, shopping) • Use visual aids like number lines and charts
Written Language	<ul style="list-style-type: none"> • Provide graphic organizers and writing templates • Allow oral responses or the use of a computer for writing • Provide sentence starters and writing prompts • Give alternative spelling words that are grouped into those that share the same phonics rule. • High frequency words are taught by sounding out (orthographic mapping) and supported by mnemonic strategies.
Behavioral Supports	<ul style="list-style-type: none"> • Use positive behavior interventions and supports (PBIS) • Provide frequent breaks during tasks • Implement a reward system for positive behavior • Set clear expectations and consistent routines • Use visual schedules and timers