

Accommodations Information and Tips

General tips for initial discussion with student:

- Discuss each listed accommodation and work out together how each one will be implemented in your class
- Don't ask them any details about their disability
- Take notes about what is discussed and agreed upon
- Document whenever a student chooses NOT to use an approved accommodation (Accommodations Waiver form)
- Ask Danielle for help if you need it

Extended time on exams (usually 1.5x):

- Verify time extension which will be noted on the student's letter and in Danielle's email (usually it is 1.5x but could vary)
- Discuss when you typically open and close your exams (EX: Open 3 days prior and close 3 days after the class takes the exam, or open 1 week prior and close when class takes the exam)
- Fill out Testing Center Form prior to exams
- Remind student that they will need to schedule all exams directly with the testing center

Distraction reduced environment for exams:

- Fill out Testing Center Form prior to exams
- Discuss how long you typically open the exam for (EX: 3 days before and after the class takes the exam, or 1 week prior to when class takes the exam)
- Remind student that they will need to schedule all exams directly with the testing center

Use of recording devices:

- Student will be encouraged to download the free QuickVoice App to record lectures but they may use other recording devices if they choose
- You may have the student sign a consent form stating they will not share the contents of the lecture with anyone or risk losing their accommodation (ask Danielle for this form if desired)

Paper format for exams:

- Student may take exams on paper
- Ask student if they would like ALL exams on paper or if they will decide for each exam. Discuss and agree upon a protocol for this decision making.
- If student is also testing in the testing center- fill out the Testing Center Form and arrange to get the paper copy to Jean Bird prior to scheduled exam time

Preferential seating:

- Ask student where their preferred seating is in the class (may be in front row, back row, near door, etc)
- Discuss with student how to implement this accommodation
 - If the student comes to class and there are no seats available in their preferred area, does the student want you to ask another student to move?
 - Discuss your policy for tardiness. If the student is late to class, implementing this accommodation is more difficult to accomplish, what will your policy be? Discuss this with the student and make the policy clear.

Instructional notes, outlines, or power point presentations:

- Student may access copies of power point presentations and handouts used in lectures.
- Students are not entitled to any “special” notes not available to other students in some format.
- Discuss with student if these notes are already available to them (on D2L or elsewhere), or how you will make them available for the student
- You may have the student sign a consent form stating they will not share the contents of the notes, outlines, or power points with anyone or risk losing their accommodation (ask Danielle for this form if desired)

Calculator as needed:

- Student may use a calculator as needed for exams or assignments where this would not fundamentally alter what the exam/assignment is measuring

Spell checker use as needed:

- Student may use spell checker as needed on exams/assignments where this would not fundamentally alter what the exam/assignment is measuring

Test reader for exams:

- Student may test in the testing center using a trained test reader or screen reader to read the exam questions to them
- Fill out the Testing Center Form prior to each exam