# **Ten Commonly Used Accommodations and Their Relationship to Learning Difficulties**

**DISCLAIMER: AREAS OF SUPPORT AND ASSOCIATED DISABILITIES PROVIDED AS EXAMPLES ONLY. THEY ARE NOT COMPLETE LISTS. INDIVIDUAL LEARNER VARIABILITY & NEEDS ARE ALWAYS FOREMOST TO CONSIDER!**

| Accommodation | Relationship to Learning Difficulties | Commonly Associated Learning Difficulties (not exhaustive) | You May Be Surprised to Know |
| --- | --- | --- | --- |
| Extended Time | * Slow academic fluency: reading, writing, or math
* Slow processing speed
* Slow memory retrieval
* Organization and planning in writing
* Inaccurate reading (weak decoding)
* Need to re-read for reading comprehension
* Weak verbal retrieval, written expression
 | * Specific Learning Disabilities: R, W, M
* Dyslexia, Dysgraphia, Dyscalculia
* Anxiety Disorder, Depressive Disorder, and other mental health conditions
* Deaf and hearing impaired
* Medical conditions
* Visual impairment
* Speech- Language Disorders
* ADHD (3 types)
 | Impact and need for time is not *always* reflected in diagnostic rate and fluency test scores. |
| Breaks | * Weak inattention and attention regulation
* Fatigue
* Need for movement
 | * Generalized Anxiety Disorder, Depressive Disorder, and other mental health conditions
* Deaf and hearing impaired
* Medical conditions
* Visual impairment
* ADHD (3 types)
 | Commonly known as “stop-the-clock” breaks, the time allotted for the task stays the same. Need may show up in tests of Attention, Executive Functions, Observations of Behavior |
| Basic 4-function Calculator | * Grapho-motor weaknesses
* Slow math fact retrieval
* Weak working memory
* Weak processing speed
* Weak visual processing
* Difficulty regulating visual attention (attention to detail)
* Weak number facility
 | * Specific Learning Disabilities: R, W, M
* Dyslexia, Dysgraphia, Dyscalculia
* Generalized Anxiety Disorder, Depressive Disorder, and other mental health conditions
* Visual impairment
* Speech- Language Disorders
* ADHD (3 types)
 | If a student knows how to perform the basic four functions, this is an appropriate accommodation. |
| Word Processor with Spellcheck | * Grapho-motor weaknesses
* Weak working memory
* Weak processing speed
* Weak visual processing
* Difficulty regulating visual attention (attention to detail) impacts spelling, punctuation, letter size and spacing.
 | * Specific Learning Disabilities: R, W, M
* Dyslexia, Dysgraphia
* Generalized Anxiety Disorder, Depressive Disorder, and other mental health conditions
* Medical conditions
* Visual impairment
* ADHD (3 types)
* Deaf/hard of hearing
 | Spelling provides important insight into a child’s phoneme-grapheme knowledge, orthographic abilities, and visual memory. |
| Text to Speech (Read Aloud) | * Slow academic fluency: reading, writing, or math
* Slow memory retrieval
* Poor mental organization and visual memory
* Weak visual-spatial ability
* Inaccurate reading (weak decoding)
* Need to re-read for reading comprehension
 | * Specific Learning Disabilities: R, W, M
* Dyslexia, Dysgraphia
* Generalized Anxiety Disorder, Depressive Disorder, and other mental health conditions
* Medical conditions that impact concentration and attention
* Visual impairment
* ADHD (3 types)
 | Text to speech or recorded text for individuals with sight is typically most effective when used along with the printed copy of text. |
| Speech to Text | * Grapho-motor weaknesses
* Weak working memory
* Weak processing speed
* Weak visual processing
* Difficulty regulating visual attention (attention to detail) impacts spelling, punctuation, letter size and spacing.
 | * Specific Learning Disabilities: R, W, M
* Dyslexia, Dysgraphia
* Medical conditions
* Visual impairment
* Physical impairment
* ADHD (3 types)
* Deaf and hearing impaired
 | Students with visual processing, planning, and organization concerns must always learn to use a template, outline or graphic organizer before dictating. |
| Recording devices: Smartpens, Notability | * Weak working memory
* Weak auditory processing
* Weak short term memory
* Difficulty regulating attention and distractibility
 | * Specific Learning Disabilities: R, W, M
* Dyslexia, Dysgraphia
* Medical conditions
* Visual impairment
* Physical impairment
* ADHD (3 types)
 | Some devices are better for math than others. |
| Enlarged font and/or Increased spacing | * Weak visual-spatial ability
* Inaccurate reading (weak decoding)
* Need to re-read for reading comprehension
* Weak Grapho-motor
* Weak visual processing
* Poor vision or visual discrimination
 | * Specific Learning Disabilities: R, W, M
* Dyslexia, Dysgraphia
* impact concentration and attention
* Visual impairment
* ADHD (3 types)
 | Sticky notes or index cards can be used to cover sections of print that are close together to reduce visual stimuli. |
| Preview vocabulary and readings | Weak working memoryWeak verbal retrievalWeak mental or cognitive organizationWeak reading: comp/ decoding | * Speech and Language Disorders
* ADHD (3 types)
* SLD: Reading
* Dyslexia
* Deaf and hearing impaired
 | Rarely implemented, often one of the most important accommodations in secondary schools. |

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