# **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 memory  Weak verbal retrieval  Weak mental or cognitive organization  Weak 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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