

Appendix D

Examples of Accommodations for Special Populations: Students Who are Blind or Visually Impaired

Based on the unique needs of students with blindness and visual impairments, the following accommodations should be considered when making appropriate decisions:

Timing/Scheduling

- Multiple day administration
- Extended time* (specify amount of extended time)
- Breaks* (specify length of break and/or any additional conditions under which breaks may be needed)

*Examples of when extended and/or break times may be needed specific to the needs of students who are blind or visually impaired to allow for:

- Eye strain or visual fatigue and/or finger fatigue, which leads to numbness and temporary loss of sensitivity to read braille (a common side effect of reading braille)
- A reader to describe diagrams or illustrated materials
- The use of other testing accommodations

Setting

- Special lighting
- Individual/small group
- Additional desk or work space (braille readers require extra space on which to place materials)

Presentation

- Large-type editions of tests
- Braille editions of tests
- Refreshable braille display
- Recording device
- Directions read
- Visual magnification devices and applications
- Closed circuit television (CCTV)
- Tests read (if the student is not yet proficient in or cannot effectively access braille)
- Verbal description or narration provided for visual display materials; charts, graphs, etc.

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- Verbalization of writing (e.g., information that is being presented on a whiteboard or on an overhead is spoken aloud as it is being written.)
- Text-to-speech software programs for tests read
- Key words or phrases highlighted in directions
- Increased size, shape, space for answers
- Increased spacing
- Decreased number of test items per page
- Markers to maintain place
- Calculation devices/talking calculator
- Abacus
- Tactile graphics
- Manipulatives
- Braille manipulatives
- Verbal description of graphics
- Adapted measuring devices, such as scales, graduated cylinders, braille/large-print rulers, tactile measuring tools, etc.
- Nonvisual indicators in experiment-like situations (e.g., buzzers for lights)
- Boldface letters and/or white paper for increased contrast
- Digital version of test with screen reader and/or magnification
- Adapted paper (e.g., braille paper, bold-line paper, or raised-line graph paper)
- Reduction of copy work (if an assignment/test requires copying text or problems, a worksheet is provided in either braille or large print)

Response

- Use of scribe
- Recording devices (for recording answers and note taking)
- Braillewriter or word processor
- Electronic note takers
- Record answers in test booklet
- Assistive technology applications
- Use of adaptive equipment or manipulatives to record answer to a test question rather than responding in writing (e.g., a student uses a braille model of a clock to show the answer to a test question.)

Accommodations for Science Laboratory Instruction/Testing

- Accommodations specific to science laboratory instruction/testing (**it is especially important in this context that accommodations provided during testing are those that have been used during instruction**):
 - An aide/assistant who can verbally describe specimens seen through a microscope
 - Enlarging slides or pictures through a CCTV, projector, magnifier
 - Tactile diagrams/raised line drawings
 - Use actual objects for 3D representation

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- Directions/procedures read to student
- Braille/large-type directions and procedures
- Assistive technology/adapted materials including (but not limited to):
 - Devices that transform visual signals into audio output
 - Talking thermometer/timers
 - Glassware with embossed numbers
 - Braille labeling