

Heart of Illinois Low Incidence Association (HILIA)

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## Heart of Illinois Low Incidence Association (HILIA)

### Members

- Bloomington District 87
- Laboratory Schools at Illinois State University
- Livingston County Special Services Unit
- Mackinaw Valley Special Education Association
- Tri-County Special Education Association

### Overview of Member Services

- Observation, screening, and evaluation services.
- Information about low-incidence disabilities.
- Assessment of student needs for equipment, technology, assistive devices, accommodations, or modifications in school.
- Consultation services for students with needs in the areas of assistive technology, hearing impairment, or vision impairment.
- Information about obtaining access to equipment or assistive devices for classroom use; support for maintaining or updating equipment in districts.
- Facilitation of specialized evaluations or services for students: e.g., orientation and mobility, Braille, low-vision clinics, audiology services, specialized driving evaluations and/or instruction, and assistive technology.
- Professional development opportunities.
- Specialized instructional services for students with disabilities who are placed by their school district into Laboratory School programs.
- Progress monitoring, personalized recommendations and modeling of specialized supports and services or interventions for individual students.
- Recommendations and assistance with acquiring adapted instructional materials.

## **Tips for Improving Access to Classroom Activities & Instruction:**

### **Students with Orthopedic Impairments**

It is helpful for teachers to understand that students with orthopedic impairments have difficulty performing many of the physical tasks necessary for them to benefit from classroom instruction. In addition to adapting the instructional environment to accommodate obvious motor deficits, it is important for teachers to understand that motor deficits can negatively impact both the speed and the safety of students in the school environment. Finally, health issues are common, so teachers should understand the symptoms of relevant medical conditions and the side effects of medications taken by their students.

Obvious motor deficits might result in a diminished ability to write, speak, sort, organize materials, sit, walk, climb stairs, eat or drink independently, participate in learning games, or participate in athletic activities. It is also possible for some students to experience problems that are less obviously related to their physical needs. Examples include difficulty with reading, written expression, social-emotional behavior, or communication. Even though many children with orthopedic impairments have no additional disabilities, it is important to learn whether or not individual children need support in other domains of school performance.

Orthopedic impairments often cause students to move more slowly than other students. The negative impact of slow speeds applies not only to large motor movements (e.g., walking, running, or repositioning oneself in a chair), but also to smaller motor movements, such as those required for speaking, eating, handwriting, or keyboarding. Speed may also be a relevant consideration when questioning students. Teachers may need to wait longer for children with orthopedic impairments to respond—allowing more time to process a question, form a response, and execute that response. Speed is also relevant when planning for the safety of individual students. Students may not be able to respond quickly enough to avoid a collision with a moving object or person. Beyond speed, students may simply need environmental adaptations (e.g., ample space, rounded or soft edges, or equipment to provide support and stability) to move safely between desks, in hallways, and on school property.

Finally, students with orthopedic impairments might have medical conditions that impact them in the school environment. Perhaps they are easily fatigued, develop sores or experience pain if left in one position for too long, or are unable to eat certain types of food. It is important for teachers to understand the nature of each student's disability and the content of his or her IEP (Individualized Educational Plan).

## **Tips for Improving Access to Classroom Activities & Instruction:**

### **Students with Orthopedic Impairments**

#### **Common Accommodations & Adaptations**

- Allow longer response time. A student may need extra time to process information, express his or her thoughts, or move from one location to another.
- Consider shortening assignments or extending time limits to accommodate for slower speed.
- Provide frequent breaks to prevent fatigue and to improve concentration.
- Provide frequent position changes to accommodate health needs.
- Provide necessary assistance with personal needs, such as feeding or toileting.
- Present material on a student's dominant (most functional) side, or in the center, unless otherwise instructed by a therapist or facilitator.
- Keep all adapted positioning devices nearby and in good working condition. Let a therapist or facilitator know if there is a problem.
- Prior to making schedule changes, check with a therapist or facilitator. He or she will have suggestions for effective positioning and/or maximizing time on task.
- Understand related health conditions and possible side effects of medications that a student is taking. It is especially common for a student to become drowsy during the day.
- Ask whether a student needs more liquids and/or more toilet breaks than do other students. Understand that the need for a break may occur suddenly, that is, it is not always possible to schedule breaks in advance.

#### **Classroom Environment, Technology, Instruction & Assignments**

##### Accessing the Classroom Environment & Technology

- Insure that the student can always see the teacher when in the classroom.
- Insure that the student sees all activities, boards, overheads, DVDs, and other visual displays.
- Insure that the student can access work, including laboratory equipment used in science classes. Consider height and the degree to which a student's wheelchair or positioning equipment can fit the table or desk. Alternative positioning ideas may be written into the student's IEP.
- Insure that the student can access the classroom computer including the keyboard, mouse and screen. Consider variables such as height, distance from student, and whether or not the student can meet the physical demands required to use computer hardware.
- Provide instruction in a variety of formats to meet multi-sensory needs: simplified visuals and enlarged text, auditory input, and manipulatives.

## **Tips for Improving Access to Classroom Activities & Instruction: Students with Orthopedic Impairments**

### Accessing Instruction

- Allow oral responses, as appropriate, during instructional presentations and discussions. Written responses will be slower, minimizing instructional time and content coverage.
- Ask yes or no questions whenever a student has difficulty speaking in front of a group. For students with the most severe orthopedic disabilities, use the student's preferred mode for communication, (eye blink, facial expression, communication device or switch) for responding to questions.
- Reduce demand for copying from the board or overhead; consider the use of a note taker or photocopies of overheads.

### Accessing Assignments

- Insure that the student can physically manage all material and assignment-related equipment.
- Consider use of text to speech technology or books on tape to reduce fatigue and/or provide an extra set of textbooks for student use at home.
- Use adapted pencil grips or other adapted writing materials recommended in an IEP for ALL writing activities.
- Evaluate student content, not the legibility of handwriting, when grading all assignments.
- Consider word processing: at a computer or with a portable device.
- Consider use of raised line paper to help the beginning writer and the use of graph paper for older students. These items improve spacing and alignment.
- Reduce or eliminate the need for a student to copy from the board.
- Reduce the length of assignments and spelling lists to accommodate slow or laborious writing and to prevent fatigue.

### Incorporating Equipment and Technology

- Use equipment, adjustable tables, desks, and chairs for sitting or standing.
- Use walkers, wheelchairs, and other equipment to facilitate movement.
- Use car seats, harnesses, or seat belts for transportation.
- Use computers, with modified keyboards, eye gaze controls, voice recognition, or other alternative methods for providing physical access.
- Use instructional software to accommodate individual needs for access, timing, and/or repetition.
- Use modified or specially-selected writing utensils and instructional materials to allow students to participate in activities or complete assignments.

### **Tips for Improving Access to Classroom Activities & Instruction: Students with Hearing Loss, Hearing Impairment or Deafness**

Students with hearing impairments may experience difficulty with hearing sounds, localizing sounds, understanding language, or expressing themselves. These difficulties can impact a child's ability to engage in conversation, make friends, understand class content and teacher directions, participate in discussions, or take notes. In any environment, the inability to localize sound (that is, understand which direction it is coming from), reduces a child's ability to quickly recognize and avoid unsafe situations. For these reasons, it is important for all teachers to understand and accommodate the characteristics of hearing loss, hearing impairment, and deafness.

Maintaining a good auditory environment allows students to hear and process important information. In other words, the environment is important for providing access to instructional content. Students with hearing impairment easily miss specific sounds, even specific words. Students with hearing impairment often have an inability to hear sounds at a specific tone or pitch, causing them to hear some voices better than others. This often limits their ability to understand and use inflection to convey meaning. Sometimes, students with hearing impairments simply hear words incorrectly when listening to lectures, directions, or conversations. Even missing just a few sounds, or a few words, can cause big misunderstandings.

Students with hearing impairments often use equipment to participate in the general classroom. Some students have cochlear implants that require both a good auditory environment and a reliance on technology for them to hear. Other students use hearing aids and/or FM systems. Any time technology is required for students to participate and learn, it is important for someone in the environment to understand how to use and maintain that equipment. Other students rely on visual approaches to learning and communication. Some use sign language. Others rely on a combination of pictures, drawings, symbols, written text, or gestures.

Students may acquire a hearing impairment at any age. As a result, it can be difficult for teachers to recognize the symptoms of an emerging hearing impairment. Also confusing, are instances where the impact of a hearing impairment seems worse on some days than on others and where the hearing loss occurs in only one ear. Many students are likely to benefit from the instructional strategies that are commonly used for students with hearing impairments: a good auditory environment, equipment or technology, and visual approaches to instruction or communication. Teachers are encouraged to consider the possible benefits of following ideas for all students in their classrooms and to contact either a HILIA facilitator or a district speech-language pathologist to inquire about meeting the specific needs of individual students.

## **Tips for Improving Access to Classroom Activities & Instruction: Students with Hearing Loss, Hearing Impairment, or Deafness**

### **Auditory Environment:**

- Provide quiet environment, with as few auditory distractions as possible. Consider closing windows and doors to reduce outside noises.
- Place students with hearing impairments as close as possible to the source of the sounds they are expected hear. A desk in the first or second row is preferred.
- Contact parents whenever a middle ear infection is suspected of interfering with a student's learning. This is an especially important consideration for students with fluctuating hearing loss.
- Make sure that the ear with the best hearing is facing both the teacher and classmates in a classroom setting.
- Provide ample response time so students can process what they hear and ask questions.
- Repeat important information. Speak clearly. Be concise. Ask a peer to prompt the student to attend to directions and other important information.

### **Equipment and Technology Options:**

- Use FM and sound-field systems to improve the auditory environment for all students, or only one student, in a classroom. Systems come with a variety of features and serve a variety of purposes.
- Understand how to use and maintain equipment used by individual students. Provide easy access to extra batteries. Teach students what to do or who to contact when equipment is not working and how to make adjustments that improve sound clarity, tone, and volume.
- Test hearing aids daily. To test, cup each hearing aid in your hands and listen for a high pitch squeal. A squeal means the device is working. Change the battery if there is no squeal and listen again. Teach older students to do this themselves.
- Encourage students use the technology available to them and to ask for help.

### **Visual Strategies:**

- Provide preferential seating—close to where information is presented and away from noise.
- Face students in a well-lighted environment, so it is easier for students to watch lips, understand facial expressions, and observe body language.
- Remove obstacles that block vision, keep hands away from your face, and move as little as possible when presenting information to the class.
- Consider using symbols, closed-captioning, symbol-based text, photographs, or drawings to supplement or replace standard methods of communication.
- Provide written directions, written notes, and written assignments to students.

## **Tips for Improving Access to Classroom Activities & Instruction: Students with Visual Impairments**

Students with visual impairments face a variety of challenges in school. Common difficulties include limited access to information, fluctuating vision, visual fatigue, and safety concerns.

Access to information means that students have the opportunity to acquire course content. Access requires students who are able to make the most of their visual skills, who use all senses to improve or compensate for visual difficulties, and who participate in an environment that accommodates their visual needs. Sometimes, students use the vision that is available to them but forget they are missing important detail. Examples include the detail found in photographs or the small print used to explain graphs, charts, and other visual aids. Other times, students do not know how to use existing vision and must learn strategies for interpreting visual information. Even students who understand their own skills may not know how to ask for help. Teachers can help students develop a plan for meeting their visual needs in all settings.

Vision can fluctuate significantly from day to day and activity to activity. Often, it fluctuates with changes in lighting. For example, sitting next to a window on a sunny day can cause glare, which greatly reduces what a student sees on his or her desk. The problem of fluctuating vision can be associated with visual tasks that are both near (e.g., reading) and far (reading from a board or watching a video or movie).

Visual fatigue is common when students focus on the same visual task for a long time. For example, a teacher may assign students to read for several minutes then prompt them to look for specific information in the text. Such a task can be extremely difficult because it requires much focus and few opportunities for rest. Fatigue can be minimized by the creative use of contrast, lighting, print size, timing, and breaks. It is also helpful to scheduling visual activities for the morning, rather than the afternoon.

Visual impairments present students with significant safety challenges. Concerns exist anytime students must move about a classroom or building, but increase with the addition of other children, high levels of activity, distractions, and unpredictability. Concerns also exist when students are stationary, but objects are moving toward them. Playgrounds offer one good example of dangers: swings, rapid and unpredictable movements by many children, numerous distractions, and uneven surfaces for walking. Safety considerations associated with sports include pacing, the predictability of movement by other players, potential of harm from equipment, and ball speed. Problems with depth perception might make it difficult for students to take stairs, use ramps, or sit on chairs. Visual contrast, such as colored tape, can make movement safer. Pairing a student with an adult or peer is also a good strategy.

Classroom teachers can most effectively teach students with visual impairments by talking with them, communicating with families, and working with other service providers. The following suggestions provide ideas for teachers to consider.

## **Tips for Improving Access to Classroom Activities & Instruction: Students with Visual Impairments**

### Enhancing Vision and Safety in the Classroom

- Stand so that light shines on you instead of behind you, causing students to experience glare and/or squinting. Do not stand in front of windows.
- Insure the student is not working in his or her own shadow.
- Reduce lighting if a student has albinism.
- Use high contrast materials for all students. Contrast tips are listed below.
- Arrange for a separate time and place or provide an accessible screen for viewing videos. Screens that are too high or too far away inhibit vision.
- Refer to “Accommodations and Adaptations for Visual Field or Depth Perception Problems” (below) for students with reduced vision in only one eye.
- Provide extra structure and support for students involved with the following activities: word searches, mazes, board games, and outdoor games.
- Ask about using the sighted guide method for navigation within the classroom. Arrange rooms to provide open space for walking. Teach students the location of common obstacles (e.g., garbage cans) and notify them of all changes.

### Accessing Instruction

- Keep visual images simple in materials or in visual presentations. Avoid “clutter.”
- Use non-glare paper. Avoid lamination and paper with a glossy finish.
- Provide desk copies of reference materials that are posted on classroom walls. Examples include a word wall, alphabet, calendar, or number line.
- Provide desk copies of outlines presented on a chalkboard or through projection. Copying from the board requires switching from near to distance vision and may be very labor intensive for a student with a visual impairment.
- Ask about adapted materials and modifications that provide students with access to films, videos, movies, and other audio-visual displays. In addition, ask an adult to provide a description of films and movies prior to viewing or and/or use video materials that incorporate an automated video description.

### Accessing Assignments

- Provide large print, or Braille, copies of homework materials. Ask for assistance.
- Use highlighted lined paper to help in locate correct line for writing purposes.
- Buy easy to read, big print, rulers. These are available at teacher supply stores.
- Adjust grading when using the supplemental reading programs. Larger print books are necessary, but often have lower point values than smaller print books.
- For a high school age student, consider driver’s education and make arrangements for the student to take the driver’s bureau vision test. If the student fails the standard vision test, contact the HILIA facilitator for options.

## Tips for Improving Access to Classroom Activities & Instruction: Students with Visual Impairments

### Tips for **Contrast** Contrast Contrast

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- Increase contrast between information and background. White paper always provides the best contrast for students with visual impairments.
- Write on a white label to increase the contrast between print and background.
- Make materials so they can be easily seen from across the room.
- Use a color background as a code for word type when displaying words on a wall, but print out the word by the computer, leaving enough white paper to frame the entire word. Finally, glue the word to the color background.

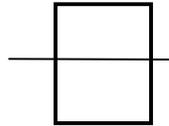
### Tips for **Enlarging Copies**

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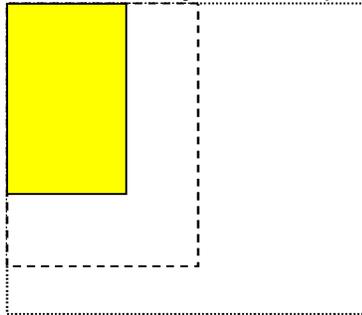
- When printing from a file on the computer, go to page set-up and select "landscape". Then go to "Edit" and "Select all" and change font size to 14 or 16. This will save enlarging on the Xerox machine.

- Enlarge an 8 ½ X 11 by

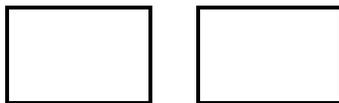
1. Folding or cutting it in half



2. Place it sideways on the copier and enlarge by 145%



3. You will end up with two successive pages that are landscape in 14-16 font.



#### More Tips:

- Check to insure that all original information copied to the enlarged page
- Cut margins on lead edge.
- Enlarge visual diagrams, so that labels, legends, etc. may be easily read.
- Enlarge and provide students with separate copies of diagrams or charts when students must view, interpret, answer questions about them.
- Cut and reset columns and margins.
- Use copiers with a setting for quickly enlarging from letter to 11 X 17 size paper.

## **Tips for Improving Access to Classroom Activities & Instruction: Students with Visual Impairments**

### Commonly Used Technology Tools

- Hand-held magnifiers.
- Binoculars and monoculars.
- Color scanners and copiers.
- Computer software that enlarges text.
- Accessibility features commonly found on computer operating and word processing systems, for example, enlargement, speech, highlighting.
- Scan and Read systems.
- Recordings for the Blind and Dyslexic, Daisy Readers, MP3 players, other technologies used to give auditory access to printed text.
- Large print books or Braille text and text writing equipment.

### **Accommodations/Recommendations for Students with Visual Field Loss and/or Depth Perception Problems**

The visual field is the amount of the outside world visible to each eye (monocular visual field). When both eyes are open, the field is larger (binocular visual field). Visual field loss may occur due to disease or disorders of the eye, optic nerve, or brain and results in losses to vision above or below the horizontal, at one or both sides of each eye, or in the central area of vision. Without having the use of both eyes (binocular vision), depth perception and figure-ground discrimination are difficult. Ask a facilitator for advice.

### Accessing the School Environment

- Identify and use the safety precautions necessary for each student to use stairs, participate in safety drills, and to otherwise navigate safely through the building.
- Monitor safety during recess, especially on playground equipment and during any type of ball games, etc, and on field trips due to the restrictions in vision or problems with interpreting movement.
- Realize that what might appear to be “clumsiness” or “fumbling” can be due to a lack of binocularity. It may take several tries for a student to grasp something.

### Accessing Instruction and Assignments

- When there is one eye or one portion of the visual field that is affected (e.g., the right or tight side), seat the student so that instruction is just to the opposite side of middle (e.g., just to the left of center).
- Materials should be presented from the middle to the opposite side (e.g. left) from the affected eye or portion of the visual field (e.g., right eye or right side).

**WHO MAY PROVIDE CONSULTATION SERVICES  
FOR A STUDENT WITH ORTHOPEDIC, HEARING, OR VISUAL IMPAIRMENTS**

All therapists and HILIA facilitators provide a variety of direct and consultative services for the benefit of students. Please contact a local special education director, special education teacher, or building principal for more information about the services described below.

**HILIA Teachers**

Each member organization provides special education instruction to students with disabilities in accordance with the Individualized Educational Plans developed by IEP teams. All special education teachers specialize in identifying, understanding, and accommodating the unique instructional needs of students with disabilities. Some special education teachers have expertise in the instruction of students who have orthopedic, hearing, or visual impairments. Special education teachers with this expertise may provide consultation services to others. All teachers have access to consultant services from any of the other service providers.

**HILIA Therapists**

Each member organization provides its own physical therapy, occupational therapy and speech-language pathology services. Typically, these therapists provide the educationally-relevant medical services that are necessary for children with disabilities to benefit from special education instruction. Sometimes, their services take the form of consultation and evaluation.

In addition, each organization provides school psychology and school social work services. These service providers identify and address the educational, cognitive, and social-emotional needs of students. Sometimes, their services take the form of consultation and evaluation.

**HILIA Facilitators**

HILIA employs facilitators who support students with vision and/or hearing impairments in local school districts. HILIA also employs a facilitator who addresses many of the assistive technology needs of students in member districts. Finally, HILIA members provide the support services necessary to educate students with orthopedic impairments in their own schools. All facilitators provide a range of services that help students with vision, hearing or orthopedic impairments to succeed in the educational programs provided by local school districts. Services range from providing advice to parents and educators or helping districts acquire necessary equipment to providing highly specialized, direct services to individual students. Some services may be accessed simply by contacting a HILIA facilitator and asking for help. More intensive services require an IEP team to document student needs on an IEP. A local principal or special education director can help to decide whether or not IEP changes are needed.

**WHEN TO OBTAIN A CONSULTATION  
FOR A STUDENT WITH ORTHOPEDIC, HEARING, OR VISUAL IMPAIRMENTS**

**A consultation might be needed to address concerns or questions about**

1. Safety and/or health needs, especially as they relate to participating in school activities and mobility in the school environment.
2. Instructional needs, especially increasing access to learning materials and increasing participation in learning activities.
3. Social-emotional needs associated with the disability and with self-advocacy.
4. Evaluations and progress monitoring, or understanding the nature and impact of the disability on classroom performance.
5. Equipment and technology needs, from making decisions and providing access through providing for effective use and ongoing maintenance.
6. Changes in the functioning levels of a student, changes in the school environment, and changes in expectations for student performance.

**Services Available without Prior IEP Documentation.** A therapist or facilitator may

Observe a child who is in a new environment or who may have a disability.

Participate in planning meetings for students suspected of having disabilities.

Interpret outside evaluations.

Share information about specialized evaluations and services: such as driver's education evaluations, orientation and mobility services, or audiology services.

Accept invitation to participate in IEP meetings.

Provide instructional and progress monitoring suggestions in an attempt to discern learning needs.

**Services that Might Require IEP Team Involvement.** A therapist or facilitator may

Provide a beginning of the year in-service designed to explain the unique needs of individual children so that local teachers may effectively implement IEPs.

Lead the design and implementation of assistive technology plans for students.

Incorporate assistive technology plans, tools, and/or specialized equipment into IEPs.

Provide the information and professional development services needed for local educators and students to effectively use assistive technology or specialized equipment.

Help district personnel to maintain assistive technology and specialized equipment.

Teach students to understand and advocate for their own learning needs arising from orthopedic, hearing, or visual impairments.

Help teachers to understand specific disabilities so they can prevent, reduce, or compensate for the learning difficulties experienced by individual students.

**HOW TO OBTAIN A CONSULTATION  
FOR A STUDENT WITH ORTHOPEDIC, HEARING, OR VISUAL IMPAIRMENTS**

**To ask about consultation services, parents should contact the special education director, special education teacher, or principal associated with the school attended by their children.**

**In order to obtain consultation services, school personnel should**

1. Contact a therapist or facilitator.
2. Invite the therapist or facilitator to a student's IEP meeting.
3. Help the IEP team to make collaborative decisions about the need, purpose, and number of consultations.
4. Document all team decisions on the IEP and monitor implementation (see page 15).

**What to expect from an on-site consultation (IEP services):**

- Expect the services described in the IEP.
- Expect to be contacted by the facilitator or therapist to schedule services.
- Expect a completed form, giving feedback, instructions, and follow-up activities.
- Expect participation, in person or through a written report, in IEP meetings.
- Expect referral to other service providers when necessary to meet student needs.

**HOW TO DOCUMENT CONSULTATIONS ON THE IEP  
FOR A STUDENT WITH ORTHOPEDIC, HEARING, OR VISUAL IMPAIRMENTS**

**To document consultation services on the IEP:**

1. List consultations, by type, next to other related services. Next to each type of consultation, list who will provide the services, how many consultations are needed per year, and if applicable, how many minutes of service per week. Examples include "4 times per year, 40 minutes each," "Quarterly, 60 minutes per quarter," or "Monthly, 20 minutes per quarter."
2. Describe, in detail and with data, student strengths and needs relating to consultation services. This description is written in the Present Levels of Performance section (i.e., Present Levels of Academic Achievement and Functional Performance on the state IEP).
3. Write IEP goals that detail student skills and the performance levels they will demonstrate as a result of providing consultation services. Goals should relate to the needs documented in the Present Levels of Performance section. All goals should be observable and measurable, with data describing to what extent the student performs each goal at the time the goal is written. IEP teams may agree for therapists or facilitators be listed as co-implementers of goals written by other IEP team members or therapists and facilitators may draft their own goals.
4. Include a direct statement about the purpose(s) for consultation services in either the Present Levels of Performance section or the Specialized Supports and Services section of the IEP.

**CONTACTS AND RESOURCES**

**To Inquire about Students who already receive educational services from HILIA Facilitators or who attend special education programs at the ISU Laboratory Schools, contact the HILIA coordinator or facilitators directly:**

**HILIA Coordinator of Special Education Services**

309/438-7124

**HILIA Facilitator for Students with Assistive Technology Needs and Orthopedic Impairments**

309/438-2052

**HILIA Facilitator for Students with Hearing Impairments/Deafness**

309/438-5886

**HILIA Facilitator for Students with Visual Impairments**

309/438-5883

**To inquire about new services or new students, contact the Director of Special Education associated with the student's district:**

Bloomington District #87, 309/827-6031.

Livingston County Special Services Unit, 815/844-7115.

Mackinaw Valley Special Education Association, 309/454-2220.

Tri-County Special Education Association, 309/828-5231.

**CLASSROOM ACCOMMODATIONS AND MODIFICATIONS CHECKLISTS**

**CLASSROOM ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH ORTHOPEDIC IMPAIRMENT (PHYSICAL DISABILITY)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Use assistive technology supports  
(Consult therapist or facilitator)**

- \_\_\_\_\_ Adaptive Devices
  - \_\_\_\_\_ Positioning
  - \_\_\_\_\_ Mobility
  - \_\_\_\_\_ Feeding
  - \_\_\_\_\_ Self-care
- \_\_\_\_\_ Adapted Writing Materials
  - \_\_\_\_\_ Pencil grips
  - \_\_\_\_\_ Writing Materials
    - \_\_\_\_\_ Raised line paper
    - \_\_\_\_\_ Graph paper
    - \_\_\_\_\_ Slant board
- \_\_\_\_\_ Computer Access
  - \_\_\_\_\_ Keyboard
  - \_\_\_\_\_ Touch screen
  - \_\_\_\_\_ Adapted mouse
- \_\_\_\_\_ Environmental Controls
  - \_\_\_\_\_ Switches
  - \_\_\_\_\_ Voice activation

**Use instructional accommodations:**

- \_\_\_\_\_ Extra set of books (home)
- \_\_\_\_\_ Allow longer response time
- \_\_\_\_\_ Note taker
- \_\_\_\_\_ Assignment notebook
- \_\_\_\_\_ Graph paper (math)
- \_\_\_\_\_ Books on CD (reduce fatigue)
- \_\_\_\_\_ Preferential seating
  - \_\_\_\_\_ Visual access
  - \_\_\_\_\_ Desk/Table
- \_\_\_\_\_ Instructional Software
  - \_\_\_\_\_ Text to Speech
  - \_\_\_\_\_ Word Prediction
- \_\_\_\_\_ Provide frequent breaks
- \_\_\_\_\_ Present task on dominant side

**Use Instructional Modifications**

- \_\_\_\_\_ Reduce written assignments
- \_\_\_\_\_ Provide alternatives to writing
- \_\_\_\_\_ Allow oral responses when appropriate
- \_\_\_\_\_ Provide frequent positioning changes
- \_\_\_\_\_ Consider student needs
  - \_\_\_\_\_ Sensory
  - \_\_\_\_\_ Fatigue
  - \_\_\_\_\_ Multiple disabilities

**Provide Support for Staff**

- \_\_\_\_\_ Beginning of year in-service
- \_\_\_\_\_ Review needs
- \_\_\_\_\_ Review accommodations
- \_\_\_\_\_ Review goals for student
- \_\_\_\_\_ Review contact information
- \_\_\_\_\_ Classroom observations/recommendations
- \_\_\_\_\_ Evaluation of room/materials for access
- \_\_\_\_\_ Support for equipment use

**CLASSROOM ACCOMMODATIONS AND MODIFICATIONS  
FOR STUDENTS WITH HEARING LOSS**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Use amplification, consult facilitator:**

- \_\_\_\_\_ Personal hearing device (aid, Cochlear implant, tactile device)
- \_\_\_\_\_ Personal FM system: aid + FM
- \_\_\_\_\_ FM system/auditory trainer (without personal hearing aid)
- \_\_\_\_\_ Walkman-style FM system
- \_\_\_\_\_ Sound-field FM system

**Use instructional accommodations & modifications:**

- \_\_\_\_\_ Visuals (overheads, chalkboard, charts, vocabulary lists, schedules, outlines)
- \_\_\_\_\_ Caption or script TV, videos, movies.
- \_\_\_\_\_ Buddy system for notes
- \_\_\_\_\_ Check for understanding of information
  - \_\_\_\_\_ Down time/breaks from listening
  - \_\_\_\_\_ Written directions
- \_\_\_\_\_ Adapt, or eliminate, phonics assignments
- \_\_\_\_\_ Pre-teach vocabulary
- \_\_\_\_\_ Practice to reinforce concepts
- \_\_\_\_\_ Provide reading assistance

**Use communication accommodations:**

- \_\_\_\_\_ Strategic seating
- \_\_\_\_\_ Insure student's attention before speaking
- \_\_\_\_\_ Reduce distracting sounds
- \_\_\_\_\_ Enhance speech reading conditions (avoid hands in front of face, keep mustaches well-trimmed, avoid gum chewing)
- \_\_\_\_\_ Present information in simple, structured sequential manner.
- \_\_\_\_\_ Enunciate
- \_\_\_\_\_ Allow extra time for processing
- \_\_\_\_\_ Repeat or rephrase
- \_\_\_\_\_ Check frequently for understanding

**Provide support to staff**

- \_\_\_\_\_ Beginning of year in-service
- \_\_\_\_\_ Classroom observation with recommendations
- \_\_\_\_\_ Evaluate materials for access
- \_\_\_\_\_ Support equipment use

**ACCOMMODATIONS AND MODIFICATIONS  
FOR STUDENTS WITH VISUAL IMPAIRMENTS**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Use assistive technology supports  
(Consult therapist or facilitator)**

- \_\_\_ Magnifier
- \_\_\_ Monocular
- \_\_\_ Computer accommodations
  - \_\_\_ Screen reader
  - \_\_\_ Enlarging software for computer
- \_\_\_ Note-taker device
- \_\_\_ Slant board
- \_\_\_ Close circuit TV
- \_\_\_ Talking book player
- \_\_\_ Calculator
  - \_\_\_ Large number display
  - \_\_\_ Talking

**Use instructional accommodations:**

- \_\_\_ Peer partner for note taking
- \_\_\_ Preferential seating
- \_\_\_ Contrast for print materials
- \_\_\_ Low glare/good lighting
- \_\_\_ Print type (no curly cues)  
*Sans serif recommended*
- \_\_\_ Large print texts  
(facilitator will order)
- \_\_\_ Large print handouts
- \_\_\_ Books on CD
- \_\_\_ Text reading system

**Provide Support for Staff**

- \_\_\_ Beginning of year in-service
  - \_\_\_ Review eye condition
  - \_\_\_ Review accommodations
  - \_\_\_ Review goals for student
  - \_\_\_ Provide contact information
- \_\_\_ Classroom observations/recommendations
- \_\_\_ Evaluation of materials for access
- \_\_\_ Support for equipment usage