



Accommodations in Education

A variety of accommodations are possible in educational settings. Accommodations should provide students with disabilities an equal opportunity to learn and demonstrate their acquired knowledge.

Accommodations will vary from student to student depending on the nature of the Learning Disability and can support students during tests and in the classroom. Some examples are as follows:

- ◆ extended time for tests
- ◆ quieter room for tests or assistance in reducing noise in the test environment
- ◆ access to assistive technology to support reading and writing (e.g., computers with text-to-speech software and/or voice recognition, portable note-taking devices, organizational software, spell checkers, etc.)
- ◆ access to a reader/scribe
- ◆ limit on the number of tests to be written in one day
- ◆ tests at alternate times of day
- ◆ assistance arranging for a reduced course load
- ◆ permission to use a digital tape recorder in class
- ◆ preferential seating
- ◆ note takers
- ◆ books provided in an alternate format such as electronic for use with a screen reader
- ◆ instruction in effective use of personal organizers and other assistive technology
- ◆ instruction in effective learning strategies
- ◆ other accommodations as suggested and developed by staff and student

Related Web Site Links:

<http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/disabilities.html> (Transition to postsecondary education for students with disabilities)

<http://www.ohrc.on.ca/en/guidelines-accessible-education/appropriate-accommodation> (Appropriate accommodation)

<http://www.ldao.ca/introduction-to-ldsadhd/ldsadhs-in-depth/articles/about-issues-specific-to-adults-with-lds/students-with-learning-disabilities/> (Preparing for, arriving at and receiving accommodations)



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