

ACCOMMODATIONS FOR INTELLECTUAL DISABILITIES

LEARNING SUPPORT ACTIVITIES • TEACHER RESOURCE

Accommodations help students with intellectual disabilities access instruction and demonstrate their learning without changing the learning objectives. These supports reduce barriers, build independence, and promote meaningful participation while maintaining high expectations in the ASL classroom.

Instructional Accommodations

- Present one concept or direction at a time.
- Use clear, concrete language with visual supports.
- Break assignments into smaller, manageable steps.
- Model expectations before independent practice.
- Provide frequent review and guided practice.

Communication Supports

- Pair signs with pictures, symbols, or real objects.
- Repeat and rephrase directions when needed.
- Allow additional processing time before expecting responses.
- Check frequently for understanding using simple questions.

Assessment Accommodations

- Break assessments into smaller sections.
- Allow additional response time when appropriate.
- Offer alternative assessment formats that measure the same ASL objectives.
- Assess students individually or in small groups when beneficial.

Classroom Supports

- Maintain consistent routines and predictable schedules.
- Minimize distractions whenever possible.
- Provide visual schedules and checklists.
- Reinforce effort, progress, and successful strategies regularly.

Important Reminders

- Accommodations provide access—they do not lower expectations.
- Focus on each student's strengths and growth.
- Maintain the same learning objectives while providing appropriate supports.
- Encourage increasing independence as skills develop.

★ Key Takeaway

Accommodations for students with intellectual disabilities are designed to remove barriers—not reduce rigor. By providing structured supports, visual instruction, and meaningful opportunities to practice, teachers help students demonstrate their ASL knowledge while working toward the same learning objectives.