
Accommodations: What to Do for Students with Disabilities

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Before We Begin – Time Out for a Review

A learning disability is:

Different types of learning disabilities are:

Accommodation School Check List

This anonymous questionnaire is designed to determine teacher attitudes toward accommodating students with learning disabilities. Place a check in the column that best describes your feelings.

	Yes	No	Don't Know
1. Allow extended time to complete projects, term papers, book reports, etc.			
2. Allow extended time to complete a test.			
3. Allow student to dictate test answers.			
4. Allow the test to be read to the student.			
5. Allow the test to be taken with the learning disabilities/resource teacher.			
6. Allow the student to give oral answers to essay questions.			
7. Allow misspelling and grammar errors and grade the content.			
8. Allow a pocket calculator to assist with basic calculations while student learns higher level math concepts.			
9. Allow student to count on fingers while doing math and or sub vocalize while reading.			
10. Allow student to do an alternate assignment in his area of strength (over the same material).			
11. Allow partial credit if the student's procedures were correct but the final was incorrect due to errors in computations.			
12. Allow rephrasing of test questions.			
13. Give the student a copy of your notes.			
14. Give the student a written copy of homework instructions.			

Perspectives, Volume 33, Issue 4. Learning Disabilities Association of Missouri.

**Request for Testing Accommodations: Learning and
Other Cognitive Disabilities**

Answer the following information for the section assigned to your group. Be prepared to provide a brief overview of the information with the group.

Section _____

Who completes the section?

What information is needed?

How can the teacher help related to this section?

Section _____

Who completes the section?

What information is needed?

How can the teacher help related to this section?

Accommodations Jeopardy

Category: Accommodations

Answer: Magnifying glass, large print test, colored overlays

The question is:

Category: Disabilities

Answer: Dyspraxia, Dysnomia, Dyslogia

The question is:

Category: Accommodations

Answer: Change to what an individual is expected to learn, changes to program outcomes

The question is:

Category: Disabilities

Answer: ADA, 504

The question is:

Category: Disabilities

Answer: Provision of equal access, not unfair advantage

The question is:

Assessment Accommodations Objectives

These are the objectives for each type of assessment accommodation.

Timing: changes in the length of testing.

Objectives

- Provides extra time to read written text.
- Provides extra time to write responses.
- Provides extra time to use certain equipment.
- Helps students with short attention spans stay on task.

Scheduling: changes in when testing occurs.

Objectives

- Coordinates the assessment with the effects of medication.
- Helps students who have low frustration tolerance.

Setting: changes in the place where an assessment is given.

Objectives

- Helps students who have difficulty focusing attention in a group setting.
- Supports other classmates who may be distracted by the accommodation.

Presentation: changes in how an assessment is given to a student.

Objectives

- Supports students with sensory needs.
- Supports students who have difficulty reading or understanding directions.

Response: changes in how a student responds to an assessment.

Objectives

- Meets needs related to physical and sensory disabilities that limit the student's ability to respond.
- Helps students who have memory, sequencing, directionality, alignment, organization, and other problems that may interfere with successful performance on tests.

Assessment Accommodations
Excerpted from: Assessment Accommodations Toolkit

Timing	<ul style="list-style-type: none"> • Extended time • Frequent breaks • Unlimited time
Scheduling	<ul style="list-style-type: none"> • Specific time of day • Test over several days • Subtests in different order
Setting	<ul style="list-style-type: none"> • Study carrel • Special lighting • Separate room • Individualized or small group
Presentation	<ul style="list-style-type: none"> • Read directions • Repeat directions • Larger bubbles on multiple-choice questions • Sign language presentation • Magnification device • Markers
Response	<ul style="list-style-type: none"> • Mark answers in test booklet • Use reference materials (e.g., dictionary) • Word process writing sample • Verbal response • Pencil grips • Technology • Point to answers
Other	<ul style="list-style-type: none"> • Special test preparation techniques • Out of level test

Presentation Assessment Accommodations – Questions and Answers

What are presentation assessment accommodations?

Presentation accommodations allow students to access test directions or content in ways that do not require them to visually read standard print. These alternate modes of access include visual, tactile, auditory, and a combination of visual and auditory. Sometimes presentation accommodations refer to test instructions only, and sometimes they are used for all or parts of a test. Some states do not allow non-visual forms of print access on some tests, parts of tests, or at certain grade levels.

Who can benefit from presentation assessment accommodations?

Students who benefit the most from presentation accommodations are those with print disabilities, defined as the difficulty or inability to visually read standard print because of a physical, sensory, or cognitive disability.

How are specific presentation assessment accommodations administered?

Large Print – Large print editions of tests are required for some students with visual impairments. A regular print test can be enlarged through photocopying, or an electronic version of a test can be manipulated to reformat test items and enlarge or change the font as needed. The latter method is preferable. All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, must be presented in at least 18-point type for students who need large print. If a student needs a large print test edition, be sure it is ordered in plenty of time to be available for the test. Check to see if large print practice tests are available. After a student finishes a large-print edition of a test, someone needs to transcribe the student's answers verbatim onto a standard answer sheet.

Magnification Devices – Some students with visual impairments read regular print materials and enlarge the print by using magnification devices. These include eyeglass-mounted magnifiers, free standing or handheld magnifiers, enlarged computer monitors, or computers with screen enlargement programs. Some students also used Closed Circuit Television (CCTV) to enlarge print and display printed material with various image enhancements on a screen.

Sign Language – Sign language interpreters may be required for students who are deaf or hard of hearing. Sometimes an interpreter is only needed to sign test instructions and to assist in communication between the test-taker and the proctor or test administrator. Interpreters need to be able to translate in the same method of sign language typically used by the student. A student's teacher should not be the interpreter in a testing situation unless a second person is present to monitor for quality and fairness. If allowed to sign test items and prompts, interpreters must not paraphrase, clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, responses to test items. Graphic materials may be described but should also be available in print or tactile formats. A standard video presentation of a test in sign language may be used to increase quality, consistency, pacing, and accuracy. Interpreter services need to be arranged prior to test day with substitutes available.

Braille – Braille is a method of reading a raised-dot code with the fingertips. This type of reading is most common for students who are blind or visually impaired. Not all students who are blind read Braille fluently or will choose Braille as their primary mode of reading. If a student needs a Braille test edition, be sure it is ordered in plenty of time to be available for the test. Check to see if practice tests are available in Braille. The test administrator for a Braille test needs to be provided with a print version of the test during test administration. After a student finishes a Braille edition of a test, someone needs to transcribe the student's answers verbatim onto a standard answer sheet.

Nemeth Code – Nemeth Braille Code is a system of Braille that makes it possible to convey technical expressions in a written medium to students who are blind or visually impaired. Although Nemeth Code uses the same set of Braille cells as literary Braille, most cells have new meanings assigned to them in order to express the numerous technical symbols that occur in math and science.

Tactile Graphics – Tactile graphic images provide graphic information through fingers instead of eyes. Graphic material (e.g., maps, charts, graphs, diagrams, illustrations) is presented in a raised format. Tactile sensitivity is far less discriminating than normal vision, making many diagrams too complicated to understand without significant additional information. Additional information can be crated through word descriptions.

Human Reader – A qualified person may be provided to read orally to students who are unable to decode text visually. Readers should use even inflection so that the test taker does not receive any clues by the way the information is read. It is important for readers to read test items/questions and text word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to students about the meaning of words, intent of test questions, or responses to test items. Readers need to be familiar with the terminology and symbols specific to the test content. This is especially important for high school mathematics and science. Graphic materials may be described but must also be made available in print or tactile formats.

Readers should be provided to students on an individual basis, not to a group of students. A student should have the option of asking a reader to slow down or repeat parts of a test. This is difficult when a person is reading to an entire group of students. Reader services need to be arranged prior to test day with substitutes and training available.

Audio Tape/Compact Disk – A test may be prerecorded on an audio cassette or compact disk that a student accesses by listening. Some states provide tests recorded on audiotape. Advantages include ease of operation and low cost. An audio version of a test is not useful for a student who is not familiar, skilled, and comfortable taking tests with this accommodation. The greatest difficulty with an audio cassette is rewinding if a student wants to repeat an item. This is not as difficult with a CD that can be programmed by item. It is critical for students to use this accommodation regularly in classroom work and on classroom and practice tests before using it on a test for accountability. Audio versions need to be supplemented with a print or Braille version of the test so that a students can have access to complicated graphic material. Test administrators need to monitor student movement through audio versions to make sure that the students maintains the appropriate place in the test and that the audio version is playing properly. When using a two-sided cassette tape, students may need to be reminded to play the other side. Test administrators should spot check audio formats before use to make sure everything is working properly.

Audio Amplification Devices – Some students may require amplification equipment in addition to hearing aids to increase clarity. A test administrator may use an amplification system to give large-group instructions.

Screen Read – A screen reader is a computer application that converts text to synthesized speech or to Braille (read with an auxiliary Braille display). Computer literacy is essential for screen reader use. Screen reading software allows students to listen to test items as they are displayed on a computer screen. Students can choose to listen to any item multiple times. Multiple-choice items are answered by using the mouse to click on an option. Open-ended items are responded to by typing answers in a text box on the screen. Some products work by having a student lay a page on a scanner. When a student activates the machine, it reads the text aloud. Math formulas are normally displayed on screen as graphics that cannot be read by a screen reader.

Guiding Principles for Assessment Accommodations

Teacher Vision. Excerpted from *Assessment Accommodations Toolkit*. Provided in partnership with The Council for Exceptional Children. Retrieved from the World Wide Web on 03/31/06 at: http://www.teachervision.fen.com/teaching-methods/educationaltesting/4134.html?detoured=1&for_printing=1.

When making assessment accommodations, keep the following in mind:

1. **Do not assume that every student with disabilities needs assessment accommodations.** Accommodations used in assessments should parallel accommodations used in instruction.
2. **Base accommodations on student need.** Accommodations should respond to the needs of the individual student and not be based on the category of the student's disability. Do not base decisions about whether to provide accommodations and what the accommodations should be on educational program placement (e.g., percentage of time the student spends in the general education classroom). While students with the same disability may tend to need the same or similar kinds of accommodations, this is not a sound basis for making decisions.
3. **Be respectful of the student's cultural and ethnic background.** When suggesting an accommodation, make sure the student and his or her family are comfortable with it. When working with a student who has limited English proficiency, consideration needs to be given to whether the assessment should be explained to the student in his or her native language or other mode of communication unless it is clearly not feasible to do so.
4. **Integrate assessment accommodations into classroom instruction.** Never introduce an unfamiliar accommodation to a student during an assessment. Preferably, the student should use the accommodation as part of regular instruction. At the very least, the student should have ample time to learn and practice using the accommodation prior to the assessment.
5. **Know whether your state and/or district has an approved list of accommodations.** Although the ultimate authority for making decisions about what accommodations are appropriate rests with the student's IEP team, many states and districts have prepared a list of officially-approved accommodations. These lists vary widely from district to district or state to state. Generally, there are different documentation procedures depending on whether the accommodation is or is not found on the state-approved/ district-approved list. Practitioners and families should consider the state laws and district policies.
6. **Plan early for accommodations.** Begin consideration of assessment accommodations long before the student will use them, so that he or she has sufficient opportunity to learn and feel comfortable. Include students in decision making. Whenever possible, include the student in determining an appropriate accommodation. Find out whether the student perceives a need for the accommodation and whether he or she is willing to use it. If a student does not want to use an accommodation (e.g., it is embarrassing or it is too cumbersome to use), the student probably will not use it.
7. **Understand the purpose of the assessment.** Select only those accommodations that do not interfere with the intent of the test. For example, if the test measures calculations, a calculator would provide the student with an unfair advantage. However, if the math test measures problem-solving ability, a calculator may be appropriate. Similarly, reading a test to a student would not present an unfair advantage unless the test measures reading ability.

8. **Request only those accommodations that are truly needed.** Too many accommodations may overload the student and prove detrimental. When suggesting more than one accommodation, make sure the accommodations are compatible (e.g., do not interfere with each other or cause an undue burden on the student).
9. **Determine if the selected accommodation requires another accommodation.** Some accommodations - such as having a test read aloud - may prove distracting for other students, and therefore also may require a setting accommodation.
10. **Provide practice opportunities for the student.** Many standardized test formats are very different from teacher-made tests. This may pose problems for students. Most tests have sample tests or practice versions. While it is inappropriate to review the actual test with the student, practice tests are designed for this purpose. Teach students test-taking tips, such as knowing how much time is allotted and pacing oneself so as not to spend too much time on one item. Orient students to the test format or types of questions. For example, on multiple-choice tests, encourage students to read each choice carefully, eliminate the wrong choices, and then select their answer.
11. **Remember that accommodations in test taking won't necessarily eliminate frustration for the student.** Accommodations allow a student to demonstrate what he or she knows and can do. They are provided to meet a student's disability-related needs, not to give anyone an unfair advantage. Thus, accommodations will not in themselves guarantee a good score for a student or reduce test anxiety or other emotional reactions to the testing situation. Accommodations are intended to level the playing field.

2005 Accommodations Guidelines, Pennsylvania Department of Education

Retrieved from the World Wide Web on 03/31/06 at:

[http://www.google.com/search?hl=en&lr=&ie=ISO-8859-](http://www.google.com/search?hl=en&lr=&ie=ISO-8859-1&q=Assessment+Accommodation+Guide+Questions+%2B+2005+Accommodations+Guidelines&btnG=Search)

[1&q=Assessment+Accommodation+Guide+Questions+%2B+2005+Accommodations+Guidelines
&btnG=Search.](http://www.google.com/search?hl=en&lr=&ie=ISO-8859-1&q=Assessment+Accommodation+Guide+Questions+%2B+2005+Accommodations+Guidelines&btnG=Search)

Have we, as school personnel, reviewed the state and local accommodation documents so that we have accurate information on what is allowed and what is not allowed? Have we requested and obtained further information if we have questions that are not answered?

Which students in my school or classrooms receive accommodations in daily classroom instruction? What assessment accommodations are routinely used in the classroom setting that may be utilized for the administration of tests? What accommodations are necessary in order to obtain a valid measure of proficiency for each individual student?

Have we reviewed individual student files and academic performance to determine the accommodations that should be delivered? Who are the other school personnel that may be able to identify the appropriate accommodations that the student(S) should receive?

Have we made accommodations decisions as a group with appropriate members in attendance? Have we recorded selected accommodations in the proper way, such as in the IEP, AIEP, or the 504 plan?

Are there any accommodations that students normally receive that are not allowed on certain standardized test? If so, how can we best prepare students to participate in the assessment without those supports?

If students require changes in the test environment, such as small groups or individualized testing, have we made arrangements for additional personnel and made facility arrangements?

Have we made arrangements for obtaining equipment required for accommodations, such as computers, adaptive calculators, and bilingual dictionaries without words definitions? Is the equipment in good working order? Is the equipment familiar to the students?

Have all test administrators, such as qualified interpreters, received proper training in test administration so they can administer a valid test and provide specified accommodations within required limits?

Have arrangements been made to minimize negative impact on the general testing environment, such as using headphones for audiotape?

Do students understand what individual accommodation decisions have been made, what adaptations will be allowed, and what accommodations may not be allowed because of test restrictions?

In addition to designing accommodations for students with disabilities, ESL learners, and students with 504 plans, have we fully utilized allowable accommodations that are available for all students in order to optimize test conditions for every individual? Have we done everything possible to create conditions for obtaining a valid measure of academic proficiency for every student?

Protection By Law

Now that you know about the characteristics of learning disabilities and the different ways to modify your own classroom, let's look at the bigger picture. Legislation over the past 100 years has increasingly emphasized the need for appropriate education and training for individuals who

are seeking to enter the workforce as well as for those individuals who are making career changes. Legislation has evolved over that same period of time, shifting the decision making process from the federal level to the local level. The following are the basic legal rights of all adults with learning disabilities.

Legal Rights of Adults with Learning Disabilities

- Equal access to jobs, programs, and services for which they are qualified
- Reasonable accommodations in job, program, or service activities
- Disclosure or non-disclosure of disabilities; however, the choice to not disclose is basically a waiver of accommodations.

Americans with Disabilities Act (ADA) of 1990 (P. L. 101-336)

<http://www.hhs.gov/ocr/ada.html>

This federal legislation requires that "no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs or activities of a public entity or be subjected to discrimination by any such entity." ADA mirrors Section 504 of the Rehabilitation Act of 1973. Under Section 504, a person is considered disabled if he/she has a physical or mental impairment that substantially limits that individual's major life activities.

The Americans with Disabilities Act (ADA) is divided into five sections, known as titles:

- **Title I** specifically addresses employment discrimination.
- **Title II** deals with discrimination in public settings. It mandates that a public entity, including its educational programs, shall make reasonable modifications to policies, practices, or procedures when modifications are necessary to avoid discrimination on the basis of a disability. Title II also requires the provision of accessible facilities and auxiliary aids and services by public programs.
- **Title III** protects the rights of persons with disabilities in privately operated settings, such as private schools or other places of education. It does not apply to religious controlled educational entities.
- **Title IV** requires telephone companies to install telecommunications relay services for persons with speech and hearing impairments.
- **Title V** includes a number of miscellaneous provisions.

All providers of adult education and literacy programs are legally responsible for five administrative requirements in the Americans with Disabilities Act:

- Designate a responsible employee (ADA coordinator/contact)
- Establish and provide public notice
- Establish grievance procedures
- Conduct self-evaluations
- Develop transition plans

The Individuals with Disabilities Act (IDEA) 1997 (PL 105-17)
<http://www.ed.gov/offices/OSERS/Policy/IDEA/>

The Individuals with Disabilities Education Act (IDEA) is an education law that applies to young people with disabilities from birth to 21 years of age (defined as up to the 22nd birthday for those who require special education and related services). The sections pertaining to school age students also apply to young adults under the age of 22 who have not obtained a regular high school diploma. All education programs that receive federal funds, which include all public schools, must adhere to the provisions of this law.

The Rehabilitation Act of 1973 (PL 93-112) Section 504 and Amendments
<http://ericec.org/sect504.html>

Section 504 of the Rehabilitation Act of 1973 states that "No individuals with disability in the United States shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or any program or activity conducted by an executive agency." A "program or activity" is defined as including all of the operations of a local educational agency, system of vocational educational education, or school system. Section 504 of the Rehabilitation Act of 1973 applies to entities that receive federal funds. Its purpose is "to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society."

Assistive Technology Act of 1998
<http://www.section508.gov/docs/AT1998.html>

As technology is very important in every facet of today's world, this law supports states in addressing the assistive technology needs of individuals with disabilities. The use of assistive technology is seen as a way to assist individuals in living independently; enjoying the right to make choices, benefiting from education, pursuing meaningful careers and enjoying "full inclusion and integration into the economic, political, social, cultural, and educational mainstream of society."

Protection By Law - Program Responsibilities

The legislation that you just read about has required that at the local level, you provide certain services and that you ensure that all programs follow specific standards. Just what are those standards? Programs standards that must be followed in order to be in compliance with the federal legislation include:

- All program personnel must be aware of Section 504 and ADA.
- Adults with disabilities must have equal access to all programs, services, and activities.
- The civil rights of adults with disabilities must be explained to all clients.
- Reasonable accommodations must be provided for clients with disabilities.
- Procedures must exist for assisting a client in obtaining a diagnosis of learning disabilities when appropriate.
- Confidentiality of disability-related records must be maintained.

But there are also programmatic responsibilities that must be followed. Having a learning disability is a challenge. Your program should take every measure possible to assist the student rather than adding to his/her academic and personal challenge. How can you ensure that your adult program is responsible to the needs of the learning disabled individual?

Ensure that your program:

- Provides equal access
- Is non-discriminatory
- Eliminates any hostile or potentially hostile environment
- Provides reasonable accommodations
- Obtains informed consent when appropriate
- Establishes and follows a grievance procedure
- Conducts self-evaluations
- Develops transition plans for clients
- Provides confidentiality for all disability-related information

It is imperative that as an adult education teacher, literacy provider, or other similar practitioner, you be aware of the program responsibilities and your student's/client's individual rights under IDEA, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, as well as being in compliance with those laws.

Modify or Accommodate - What Should I Do?

What's The Difference?

Modifications are not synonymous with accommodations. However, talk to two people and they will probably use them interchangeably. It is important that you understand the difference between the two and how they impact you and your students.

What Is a Modification?

The Merriam-Webster dictionary defines modification as the making of a limited change in something; also, the result of such a change. Students with learning disabilities may need modifications in their instructional program. Modifications are changes to outcomes or what an individual is expected to learn. They involve changes to program outcomes that relate to the specific content, level of skills, or number of skills required by the program. Modifications are a result of the accommodations a student may be entitled to under the law.

In other words, an accommodation can remove or lessen barriers to the student's performance that are a direct result of the disability. Providers of educational services, including school districts, community colleges, private schools, community-based organizations, literacy organizations, and other agencies must provide "reasonable accommodations" to individuals who self-disclose that they have a disability and provide the appropriate documentation.

What Are "Reasonable Accommodations?"

Reasonable accommodations are often referred to as auxiliary aids or services that provide greater accessibility to the individual with a disability. These aids or services must be provided unless the provider can demonstrate that the accommodation would cause undue hardship or constitute a substantial change to the nature of the program. In most cases, reasonable accommodations are just that - reasonable. The costs are generally limited and the types of accommodations required can be made without changing the nature of your program. Although many people fear that making accommodations will cost thousands and thousands of dollars, the research clearly demonstrates that most accommodations are cost effective - showing good returns on minimal investments.

According to the President's Committee on Job Accommodations Network (JAN):

- 31% of accommodations cost nothing to implement
- 50% cost less than \$50
- 69% cost less than \$500
- 88% cost less than \$1,000

So How Do I Determine the Accommodations a Student Needs?

Most educational institutions have general guidelines that should be used when determining appropriate accommodations for students. In general, the selection of a particular accommodation should:

- Be based on the individual's disability and needs associated with that particular disability
- Allow for the most integrated learning experience possible
- Not compromise the course or essential program requirements
- Not provide the student with an unfair advantage or interfere with the validity of tests
- Not impose an undue financial or administrative burden on the program

- Always include self-determination with the student making choices

What Types Of Accommodations Are There?

There are many different types of accommodations that can be made, these include such things as:

- Auxiliary aids and services to ensure effective communication
- Changes in policies, practices, and procedures
- Changes in the way in which you present information
- Changes in testing and evaluation methods
- Changes to the architecture (such as ramps) or relocation of a program
- Changes to attitudes and how others think about disabilities

The following are some examples of accommodations that you can make in your classroom:

- Presenting material in shorter segments making each more manageable to understand
- Having students tape record lessons so they can play them back later
- Changing seating arrangements to limit distractions for students who have attention deficit problems
- Providing copies of materials that are written on the board
- Providing syllabuses so students know what to expect when they enter a class
- Using calculators or graph paper to help students with math problems
- Providing tinted transparent overlays to students with reading disabilities
- Providing "sticky" notes so students can spatially orient themselves to the pages on a book

Modifications are a result of the accommodations a student may be entitled to under the law.

Where Do I Begin?

The best place to begin the process is with the student. To ensure that the student will benefit from the accommodations, you should first review any pertinent documentation provided by the student to determine what types of accommodations are recommended for that specific learning disability. This will give you a general picture of what barriers the student may have and how best to provide a program to overcome those barriers.

- **Sit and talk with the student.** Find out what his/her long- and short-term goals are. Determine the student's strengths as well as the skills he/she has used to offset the disability. In many circumstances, students have gained incredible coping skills or they use specific strategies to learn information. Put these to work for you and the student when designing appropriate accommodations.
- **Work with the student.** Identify one or two accommodations that may be needed. Look at how these accommodations can be integrated into the classroom. Set a specific time to come back together and review the process, the instructional modifications, and accommodations.
- **Have a progress meeting with the student.** Find out what is working and what is not working. Make changes as needed. Keep in mind that accommodations or instructional modifications should never compromise the quality of the program or lower program requirements.

- **Remember the importance of self-determination and allowing the student with learning disabilities to be involved in guiding this process.** He/she will usually know what works best and what methods have been used as compensatory strategies.

One-Size Doesn't Fit All!

Every student is a unique individual, possessing specific strengths and weaknesses. One-size does not fit all. Instructional modifications and reasonable accommodations should match the individual - not a group of individuals.

Accommodating accommodations is all about recognizing the uniqueness of each learner and building program resources and services to meet his/her individual needs.

Accommodations for the GED Tests

"Not all individuals can be fairly tested under standard administrations of regular print editions of the GED Tests. In such cases, accommodated administrations may be arranged at the request of the candidate and with the approval of the Chief Examiner and the GED Administrator..."

GED Testing Service (GEDTS)

The goal of GEDTS is to ensure that every candidate has a fair opportunity to demonstrate his/her knowledge and skills under appropriate test conditions. To that end, the GEDTS has worked hard to publicize the types of accommodations and the process for obtaining accommodations for the GED Tests. At the local level, it is the responsibility of the GED Chief Examiner to disseminate information about test accommodations.

Taking the GED Tests: Accommodating Accommodations

The General Educational Development Testing Service (GEDTS) has worked diligently to develop ways to provide support for individuals with disabilities who want to take the GED Tests. GEDTS has designed an easy process for requesting accommodations by any individual who has been diagnosed with LD.

GEDTS provides different forms to document LD, ADHD, Physical/Chronic Health Disabilities, and other types of disabilities in order to apply for accommodations on the GED Tests. The forms have been designed to be user-friendly and to request all information necessary for rapid processing of an accommodation request. All potential GED candidates must be made aware of the availability of these accommodations.

The need for accommodations must be fully documented by a qualified professional diagnostician who must document that the GED candidate has a disability and demonstrate how the disability significantly and negatively affects the candidate's ability to take the GED Test under standard conditions.

Accommodations that can be requested include such things as: extended time; the use of an audiocassette, a scribe; a private room; and supervised breaks. Other reasonable accommodations may be requested if the documentation provided supports the request. Some strategies or techniques can be used by all GED Test candidates without any required documentation. For example, candidates are entitled to request a large-print version of the test. All candidates may also use other techniques learned in GED or adult education classes, such as colored overlays, a non-ruled straight edge, magnifying strips, graph paper, and other types of techniques and strategies that do not compromise the reliability or validity of the GED Tests.

ACC-4 GEDTS Request for Testing Accommodation – LD



Request for Testing Accommodations Learning and Other Cognitive Disabilities

To be completed by Chief Examiner

Candidate's Last 4 SSN/SEN

Section 1 To be completed by candidate

Fill in this section completely and sign the release of information statement. Make certain all sections are completed by the appropriate professional before you return this form to the Chief Examiner at your local testing center. The Chief Examiner will return the form and let you know if additional information is required.

Last Name: _____ First Name: _____
 Social Security or Social Insurance Number: _____ Birth Date: / / Age: _____
 Address: _____
 City: _____ State/Province/Territory: _____ ZIP/Postal Code: _____
 Phone Number: () _____

Release of Information: If you are under 18 years of age, your parent or guardian's signature is also required.

I grant permission to school officials and my healthcare provider(s) to release my education-related records and/or my medical or psychological records to the GED Testing Service and its designees in connection with my request for testing accommodations.

Candidate's Signature: _____ Parent or Guardian's Signature (if appropriate): _____ Date: _____

Section 2 To be completed by chief examiner

Please review the form to be certain all sections have been completed. Record the last four digits of the candidate's SSN/SEN in the top right corner of each page of this form. Missing information may delay the review of the candidate's request. Sign and date the form before sending it to your GED Administrator.

Chief Examiner Name: _____ ID/Tag Number (ID #): _____
 Center Name: _____
 Phone Number: () _____ FAX Number: () _____
 Email: _____

I have reviewed this application and confirm that it is complete.

GED Chief Examiner's Signature: _____ Date: _____

Section 3 To be completed by Professional Diagnostician or Advocate

The professional diagnostician or the advocate may complete this section. Documentation and assessment tests must include a clear diagnosis and provide information on current functional limitations that might affect the candidate's ability to take the tests under standard conditions. For most applicants, documentation is current if completed within the last 3 years. For persons with learning disabilities, GEDTS will also accept as current documentation that is more than 3 years old if 1) the evaluation was conducted after the applicant's 17th birthday, and 2) a certifying professional provides a written statement on that professional's letterhead, stating why she believes there has been no change in the learning disability or need for the requested accommodation.

Please indicate your role: Professional Diagnostician Advocate

Name of Professional Making Diagnosis (please print): _____

Phone Number: () _____ Date of Assessment: / /

Highest Degree and Area of Specialization: _____

License Number: _____ Expiration: / / State/Province/Territory: _____

Name of Advocate (please print): _____

Relationship to Candidate (please print): _____

Phone Number: () _____

Professional Making Diagnosis or Advocate's Signature: _____

Date: / /



Request for Testing Accommodations Learning and Other Cognitive Disabilities

To be completed by LRAE Personnel
Candidate's Last Name: _____
Candidate's ID: _____

Section 3B: Measurement of Potential or Intelligence (Test Scores)

To be completed by the professional diagnostician or advocate.

Date(s) of Assessment(s): _____

Test Used:
 WISC-III WAIS-III

Verbal IQ: _____ Performance IQ: _____ Full Scale IQ: _____

Index Scores

Working Memory (WMI): _____ Processing Speed: _____
 Perceptual Organization (POI): _____ Verbal Comprehension (VCI): _____

Subtest Scaled (i.e., Standard) Scores (mean of 10 with range of 1-19):

Information: _____ Similarities: _____ Object Assembly: _____
 Digit Span: _____ Letter-Number Sequencing: _____ Digit Symbol: _____
 Vocabulary: _____ Picture Completion: _____ Coding (WISC-III): _____
 Arithmetic: _____ Picture Arrangement: _____ Matrix Reasoning (WISC-III): _____
 Comprehension: _____ Block Design: _____ Symbol Search: _____

Test Used:
 SB-IV SB-V

Subtest	Standard Score	Estimated Age Score
Verbal Reasoning:	_____	_____
Abstract/Visual Reasoning:	_____	_____
Quantitative Reasoning:	_____	_____
Short-Term Memory:	_____	_____
Test Composite:	_____	_____

Test Used:
 WI-III, Cog

Subtest	Percentile Rank (Age)	Standard Score (Age)	CUA Score:
Verbal Comprehension:	_____	_____	_____
Visual-Auditory Learning:	_____	_____	
Numbers Recalled:	_____	_____	
Visual Matching:	_____	_____	
Sound Blending:	_____	_____	
Spatial Relations:	_____	_____	
Concept Formation:	_____	_____	



Request for Testing Accommodations Learning and Other Cognitive Disabilities

To be completed by Chief Examiner
Candidate's Test # SSN: SIN

Section 3C: Diagnosed Disability

The professional diagnostician or advocate must select all appropriate diagnosed disabilities.

Specific Learning Disabilities (check all that apply)

Reading Disability (Identify: _____)

Mathematics Disability (Identify: _____)

Written Language Disability (Identify: _____)

Other cognitive disabilities (list all that apply)

DSM-IV Code(s): _____

Section 3D: Requested Accommodations

Please identify those accommodations that support the diagnosed disability.

Extended Time (please specify): 1-1.2 times 2 times Other: _____

Audiocassette (some indicated) (requires extended testing time, generally double time)

2 times Other: _____

The use of this accommodation requires practice. Candidates should have an opportunity to practice using an Official GED Practice Test, Audiocassette Version prior to the scheduled testing date.

Scribe

Calculator for Part II

Talking Calculator for Part II Mathematics Test

Private Room

Supervised breaks (specify in minutes):

Uninterrupted testing time: _____ minutes, break time: _____ minutes

Other: _____

Section 3E: Other Information and Supporting Documents

This section may be completed by the candidate or by his or her certifying professional or advocate. Provide any additional information you wish to be considered when this request for accommodations is reviewed.

General Educational Development (GED) Testing Services will not discriminate against candidates for testing on the basis of any legally protected characteristic, including, but not limited to, race, color, religion, sex, sexual orientation, pregnancy, marital status, physical or mental disability, age, veteran status, and national origin.



Request for Testing Accommodations Learning and Other Cognitive Disabilities

To be completed by Chief Examiner
Candidate's Last 4 SSN: SIN

Section 4 To be completed by GED Administrator

This section should be completed by the GED Administrator after reviewing the request for accommodations to document the outcome of the review.

Approved For:

Extended Time (please specify): 1-1/2 times 2 times Other: _____

Audiocassette (tone indicated) (requires extended testing time, generally double time):

2 times Other: _____

The use of this accommodation requires practice. Candidates should have an opportunity to practice using an Official GED Practice Test Audiocassette Version prior to scheduled testing date.

Braille

Scribe

Calculator for Part II

Talking Calculator for Future Mathematics Test

Private Issues

Supervised Breaks (specify in minutes):

Uninterrupted testing time: _____ minutes, break time: _____ minutes

Other: _____

Removal for more information.

Date Returned: _____ / _____ / _____

Reasons for returning request:

Request forwarded to GEDPS for review (explain reasons below.)

Date Forwarded: _____ / _____ / _____

Reasons for forwarding request to GEDPS for review:

GED Administrator's Signature

Telephone Number

Date

Using Colors to Meet Special Needs

Don Johnston

Retrieved from the World Wide Web on 04/02/06 at:
<http://www.donjohnston.com/about/searchfrm.htm>.

Improving Attention

PROBLEM A lack of sustained attention (ADD).

SUGGESTION Most vivid complimentary colors to aid stimulation.

Recommended: Magenta and green. Red and yellow.

PROBLEM A lack of sustained attention (ADD).

SUGGESTION Select secondary colors that contain yellow, for more intensity.

Recommended: Goldenrod or yellow-green background.

PROBLEM Confuse similar words.

SUGGESTION Try various colors.

Recommended: Rose (light red) or red background.

PROBLEM Uneven arousal state (tend to "drift").

SUGGESTION Stimulate with bright colors to focus attention.

Recommended: Bright yellow background.

Behavioral and Developmental Problems

PROBLEM Autism / PPD

SUGGESTION Try various colors.

Recommended: Light blue or green background.

PROBLEM Behavioral problems

SUGGESTION Try various colors.

Recommended: Dark colored backgrounds.

PROBLEM Developmental delays

SUGGESTION Try various colors.

Recommended: Red background. Users usually prefer red on screen (either text or background).

Learning Disabled

PROBLEM Dyslexia (perceive letter omissions, reversals, jumping letters)

SUGGESTION Dark colors.

Recommended: Black text on dark blue background.

PROBLEM Learning disability

SUGGESTION Select preferred colors.

Often selected: Blues and greens.

PROBLEM Learning disability with attention deficit

SUGGESTION Colored light stimulation.

Recommended: Green and red.

Color Perception

PROBLEM Some retina-based visual impairments

SUGGESTION Sharp contrast with vibrant colors. Choice depends on individual color perception and type of retinal damage.

*Recommended: Yellow text on red background with bright blue cursor.
Yellow text on blue background with red cursor.*

Light Sensitivity / Low Vision

PROBLEM Inadequate background accommodation. (White background overpowers text and letters lose distinctive shapes.)

SUGGESTION Inverted text (light text on dark background) or monochromatic color scheme

Recommended: Pale yellow text on dark blue background. Light blue text on dark blue background. Light grey text on dark grey background.

PROBLEM Low vision.

SUGGESTION High contrast, with restful background color. Bright cursor for locating ease.

Recommended: Black text on light blue background with red cursor. Navy text on peach or soft yellow background with cobalt cursor.

PROBLEM Low vision, bothered by glare or brightness.

SUGGESTION Inverted text (light text on dark background), with bright cursor for locating ease.

Recommended: Soft yellow text on black or navy background with bright blue cursor. Peach text on dark blue-green background with bright yellow cursor.

PROBLEM Low vision, bothered by glare or brightness, but prefer dark text on light background

SUGGESTION Tone down background brightness with pale colors; use dark text.

Recommended: Black or navy text on peach, light blue, or soft yellow background, with red cursor.

PROBLEM Sensory defensive (sensitive to brightness, glare, high contrast, or fluorescent lighting).

SUGGESTION Low contrast, soft colors, monochromatic scheme.

Recommended: Medium blue text on navy or dark blue background with blue-green cursor. Blue-green text on dark blue-grey background with grey cursor. Light or medium grey text on dark grey background with dark blue-gray cursor.

General Strategies for Choosing Color and Other Text Options

Adapted from *Reading by the Colors*. Irlen, H. Retrieved from the World Wide Web on 03/30/06 at: www.irlen.com.

Here are some guidelines for choosing screen colors when working with technology or with printed materials:

Can you easily see black print when the page is white? YES NO
Is it comfortable to read on a white screen or white page? YES NO

Change Screen Color

If you answer **No** to either question, you need to change the color of the screen and/or print. First, try different colored backgrounds. Look at the box and ask yourself the following questions each time you change the color of the background until you find the color that is the best. Try all the different colors with black print. Do not forget to also try black background with white letters.

- Is this color comfortable to look at? How do my head and eyes feel?
- Is the print easy to see? Does it stand out from the background?
- Is the print clear and stable?

Change Text Color

Next pick the text color. Some people see better and more comfortably with text that is low contrast or a similar color family to the background, others prefer high contrast resulting from a totally different color text, others prefer white text, and some prefer black text. Try colors, black and white print until you find the combination that:

- Is comfortable to look at
- The print is clear, sharp, and stable
- Text is easy to see because it stands out from the background.

Change Text Size

Some people find it easier to see when the text is larger. Change the size of the font until the text is easy to see.

Change Font Style

Most people find that reading simple, unstylized block text is easier than cursive or handwriting-style text. Do you know what text style is best for you?

Other Helpful Hints

- **Bold Print.** See if making the print bold makes it easier to see.
- **Extra Spacing.** Do you feel like the lines of print are crowded together? Increase the size of the spacing between lines of print and even add extra space after each paragraph.
- **Paragraph Alignment.** Standard left alignment is easiest to read. Avoid using justified paragraphs or forced justified alignment (when both left and right edges are aligned) because it changes the spacing between the words, which may make it harder to read.

- **Glare Guard Screen.** Some people find that this helps reduce the glare from the computer screen and provides additional comfort.
- **Room Lighting.** Do you like a lot of light, dim lighting, indirect lighting, incandescent lighting? You may want to change the room lighting to make it more comfortable for you when using the computer. You may want more lighting, less lighting, or a different type of lighting to make it comfortable and the screen easier to see. If you cannot change the lighting but are bothered by bright lighting or fluorescent lighting, you may find that wearing a visor or brimmed hat helps.
- **Adjust the Brightness Level of the Screen.** Did you need the screen to be brighter or dimmer?
- **Printing Material from the Computer.** Use paper color that is the same color as your favorite screen color. Some people find that it is easier to read the material when printed rather than on the screen. The color of the paper may make reading the material more accessible.
- **Copying.** Place material to be copied on a bookstand.

If you find that changing the color of the screen and/or print is helpful to you or your students, you may wish to access additional information on methods that proposit the use of color for ease in reading. One such method is the Irlen Method. The Irlen Method uses individually created colored glasses that reduce stress, strain, fatigue, and even headaches for individuals when reading and using the computer. The color is also helpful for problems such as poor depth perception, clumsiness, uncoordination, night driving, and reduces sensitivity to sunlight, fluorescent lights, bright lights, and headlights at night. The Irlen Method also provides colored overlays for use with print materials, as does the National Reading Styles Institute located at: <http://www.dyslexiacure.com/>.

The GED and Students with LD and/or ADHD

Kathleen Ross-Kidder, Ph.D.

Retrieved from the World Wide Web on 03/08/06 at:
http://www.idonline.org/ld_indepth/adult/transitions_ged.html

"A nice looking young man walked into my classroom. He asked if I remembered him. I didn't. He said that eight years ago I had him as a freshman and failed him. Then, he got me as a sophomore and I failed him again, but I always told him he could do it if he wanted to. He came back to me to tell me he had done it---gotten off drugs, passed his GED and was a supervisor at Fed Ex. I think of him every

Short/Autobiography Haiku by Terri Ritchey, Washington Post, Sunday December 30, 2001.



Many students leave high school before graduating. Some struggle in school with personal problems. Sometimes students' poor choices result in school failure and finding no success they leave school early.

Over 18 million adults in the United States have not completed high school. Glenn Young of the United States Department of Education suggests that as many as one-half of these students, or 50%, may have a learning disability and/or ADHD that contributed to their decision to leave school without a high school diploma. The precise number of students with learning disabilities, however, is difficult to determine. Many times

these problems were not diagnosed in school. This may be especially true for women.

Employment success, however, is often degree driven. A person who does not have a high school diploma is less likely to find a good job. Adults with LD and/or ADHD are more likely not to have the needed diploma. For all adults without a high school diploma the GED, or Tests of General Education Development, is an important option.

The GED measures how much a person has learned. It is not an easy test. Only 67% of current high school seniors are expected to pass this test. This pass rate is set so that perspective employers and colleges know the person who has a GED does know what other high school graduates know.

The new version of the GED tests the type of learning today's students need. On the new test different types of test items are presented. For example, in the new test it is possible to use a calculator on some of the math problems. Some items use graphs. Tests are put on a "bubble sheet" that can score test answers automatically.

There is concern that the new tests are not "fair" for students with learning disabilities and/or ADHD. In the new test norming process, the GED did include students with LD and/or ADHD. This is important. This means the GED's goal is to assure that tests items do not unfairly punish students with LD and/or ADHD. In addition students with disabilities can request needed accommodations when taking the GED.

Others are concerned that there are students who did not finish the old version of the GED. Some students passed some of the tests but still had one or two they planned to take. For example, a student might have passed all of the tests but Math. The student retook the math test and again could not pass it. He decided to try one more time in the year 2002.

Their concern is correct. This student will need to retake the whole, new version of the GED. For the past two years the GED has published the fact that students who did not complete the old version of the GED would not be able to complete the old test.

It is important to remember that the GED is an excellent option for adults who have not graduated with a traditional high school diploma. Dale S. Brown in her book, **Learning A Living**, a book that offers advice for people with learning disabilities and ADHD, notes "people who do not yet have their General Equivalency Diploma (GED) can learn the skills online." In her new book, co-authored with Richard Bolles who wrote *What Color Is Your Parachute*, Ms. Brown writes that more and more people with disabilities are getting better educated. This is a good thing. "Because employers are requiring more and more education and credentials. And lack of requisite skills and training were cited by two out of five employers as possible barriers to the hiring and advancement of people with disabilities." (Bolles & Brown, 2001, p. 102)

In their book, *Unlocking Potential: College and other choices for people with LD and AD/HD*, (2000) Taymans and her co-authors also identify the importance of education and training. Most employers, colleges, and universities today will accept a GED if a student does not have a traditional high school diploma.

CAN I GET ACCOMMODATIONS ON THE GED?

Many adults with LD and ADHD do not know that they can receive accommodations during testing when taking the GED. Accommodations are changes in how the test is given. For example, a student with ADHD is often very distracted by noise that others make in a classroom. This student can take the test in a private room. Another student may have a visual-motor problem processing problem. This student cannot line numbers or spaces correctly. A scribe could help the student fill in the test answer sheet so that answers are written in the right space.

Neil Sturomski, an educational consultant, explains that the process of **requesting accommodations** on the GED. First, a person must have a diagnosed, and documented disability. This means a licensed professional must attest to the LD and/or ADHD. The professional must also document, or show, how this diagnosis was obtained. It is important to **know what kind of testing is required**.

The American with Disabilities Act (ADA) defines criteria agencies must use to ascertain, or know, that a disability is present. It is important to **know your rights under the ADA**. The GED Testing service, just like public schools, the college testing service, and other agencies that administer gateway tests, has a set of standards that must be met to diagnose the disability.

For example, a person cannot say, "My teachers always told me I had a learning disability," and expect accommodations on the GED due to LD. There is no documentation or any formal record of a disability. A person can obtain testing that identifies the LD and/or ADHD from a licensed professional. If that testing identifies a disability then a person can request accommodations. Employers and universities require the same type of documentation when accommodations due to LD and/or ADHD are requested.

The steps to request needed accommodations due to LD and/or ADHD on the GED are relatively easy.

1. Go to the local GED testing center.
2. Request the correct form.
3. Read this form carefully to see what is needed. Your GED center staff should be able to help with this. **The form walks you through the steps you need to take.** Obtain the needed information.

4. Present the completed form to the local GED Administrator.
5. The GED then has licensed professionals trained in the fields of LD and/or ADHD who review the requests and approve them. Almost 90% of requests for accommodations due to LD and/or ADHD are approved. Requests that are not approved are often returned with a request for more information.

The GEDTS goal is to support individuals with disabilities and provide them with the accommodations necessary to ensure access. For additional information, access the GEDTS website for information on accommodations at:

<http://www.acenet.edu/AM/Template.cfm?Section=TestTakersInfo&CONTENTID=3524&TEMPLATE=/CM/HTMLDisplay.cfm>

Glossary of Terms

Adapted from Excerpted from *Assessment Accommodations Toolkit*. LDOnline. Retrieved from the World Wide Web on 04/03/06 at:
http://www.ldonline.org/ld_indepth/adult/accommodating_accommodations.html

- Accountability** State assessments are the foundation of many accountability systems, both those directed toward schools and their staff and those directed toward students, such as diplomas and promotion requirements.
- Alternate Assessment** If the IEP team determines that a student will not participate in a particular state or district-wide assessment of student achievement (or part of such assessment), the IEP must include a statement of why that assessment is not appropriate for the child and how the child will be assessed. [34 CFR §300.347(a)(5)(i)] For students whose IEPs specify that they should not participate in regular assessments, the state must ensure development of guidelines for their participation in alternate assessments and develop and conduct alternate assessments by July 1, 2000. [20 U.S.C. §1412(a)(17)(A)(i)-(ii) and 34 CFR §300.138(b)]
- Assessment Accommodation** A change in how a test is presented or how the test taker responds, which may include changes in the presentation format, response format, test setting, timing, or scheduling. This term generally refers to changes that do not significantly alter what the test measures. It results from a student need; it is not intended to give the student an unfair advantage.
- Assistive Technology Devices** As defined by the Individuals with Disabilities Education Act (IDEA), this term refers to a broad range of devices designed to increase, maintain, or improve the functional capabilities of a child with a disability. [20 U.S.C. §1401(1) and 34 CFR §300.5] Assistive technology devices may include equipment or product systems. IDEA '97 requires that assistive technology devices and services be considered for all students with disabilities in the development of their IEPs. [20 U.S.C. §1414(d)(3)(B)(v) and 34 CFR §300.346(a)(2)(v)]
- Assistive Technology Service** Students who use assistive technology devices may need a range of services that directly assist that student with the selection, acquisition, or use of the device. Such services may include evaluation; the actual purchase, lease, or acquisition of assistive devices; as well as the services needed to select, design, fit, customize, adapt, maintain, repair, or replace assistive technology devices. Assistive technology services also may include the coordination and use of other therapies, interventions, or services with the assistive technology device, and training that may be needed for the student, the student's family, professionals, employers, or other service providers involved in the student's major life functions. [20 U.S.C. §1401(2) and 34 CFR §300.6]
- High Stakes Assessment** Increasingly, schools are administering state and/or district-wide tests, often referred to as "high stakes tests," that have important consequences for students, staff, or schools. For example, some states require students to pass one or more state assessments in order to be promoted or to receive a high school diploma. Some states base school accreditation on test results.
- Individuals with Disabilities Education Act (IDEA)** In 1997, IDEA was reauthorized (P.L. 105-17). The IDEA Amendments of 1997 (IDEA '97) require states receiving IDEA funds to ensure that a free appropriate public education is made available to children with disabilities in mandatory age ranges in the least restrictive environment. One of the major emphases in the reauthorization of IDEA is that students with disabilities

must have access to the general curriculum, that is, the same curriculum as for nondisabled students and be held to challenging performance standards. Thus, the provisions in IDEA '97 regarding the participation of students with disabilities in general state and district-wide assessment programs, with appropriate accommodations and modifications in administration, where necessary, promote these important statutory purposes. [20 U.S.C. §1412(a)(17)(A) and 34 CFR §300.138(a)]

Large-scale Assessment

Many states and districts use large-scale, standards-based assessments for all students in public schools. Large-scale assessments are used to show how students are performing against state standards or national norms, and to hold school districts accountable for student performance. Assessments typically vary across states. Large-scale general assessments typically measure knowledge in broad content areas, rather than specific skills usually represented by IEP goals.

Modification

The terms assessment accommodation or assessment accommodations and modifications are used to refer to a change in how a test is presented or how the test taker responds. These changes do not change the content of what is being measured. Although technically, the term accommodation often is used to describe a change in how the test taker responds and the term modification is used to describe a change in how the test is presented, CEC has chosen not to make that distinction.

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Answers to "Before We Begin – Time Out for a Review"

Definition of a Learning Disability

A learning disability is a permanent information-processing deficit (disorder) that affects the manner in which individuals with average to above average intelligence learn. Deficits in areas such as reading, mathematics and written language are presumed to be due to a central nervous system dysfunction. Learning disabilities occur regardless of gender, race or ethnic origin and they are not the result of a poor academic background, mental retardation or emotional disorders.

Types of Learning Disabilities and Basic Definitions

- Dyslexia – severe difficulty in understanding or using one or more areas of language including listening, speaking, reading, writing, & spelling.
- Dyscalculia – severe difficulty in understanding and using symbols or functions needed for success in math.
- Dysgraphia – severe difficulty in producing handwriting that is legible and written at an age-appropriate speed.
- Dysnomia – marked difficulty in remembering names or recalling words needed for oral or written language.
- Dyspraxia – severe difficulty in performing drawing, writing, buttoning, and other tasks requiring fine motor skill, or in sequencing the necessary movements.
- Dyslogia – marked difficulty in the use of oral language.

Answers to Accommodations Jeopardy

Answer: Magnifying glass, large print test, colored overlays
The question is: What are accommodations that do not require pre-approval by GEDTS?

Answer: Dyspraxia, Dysnomia, Dyslogia
The question is: What are types of learning disabilities?

Answer: Change to what an individual is expected to learn, changes to program outcomes
The question is: What is a modification?

Answer: ADA, 504
The question is: What are federal disability right laws?

Answer: Provision of equal access, not unfair advantage
The question is: What are accommodations?

Notes and Doodles



8051

Request for Testing Accommodations Learning and Other Cognitive Disabilities

To be completed by Chief Examiners

Candidate's Last 4 SSN/SIN

Section 3A: Measurement of Academic Achievement (Standard Scores)

To be completed by the professional diagnostician or advocate.

Date(s) of Assessment(s): / /
MM DD YYYY

Test Used (select one):

- WJ-R
 WJ-III, Ach.
 WIAT-I
 WIAT-II

Current Achievement (Include Standard Scores):

Broad Reading: _____	Broad Math: _____
Word Identification: _____	Calculation: _____
Comprehension: _____	Applied Problems: _____
Broad Written Language: _____	Broad Knowledge: _____
Dictation: _____	Skills: _____
Writing Sample: _____	Other: _____

Other Primary Tests Accepted (if Woodcock Johnson or Weschler not used):

- PIAT-R/NU
 PIAT-R
 K-TEA
 K-TEA/NU
 WRMT-R/NU
 Key Math - R/NU

Current Achievement (Include Standard Scores):

Subtest Name: _____	Subtest Score: _____	Standard Score: _____
Subtest Name: _____	Subtest Score: _____	Standard Score: _____
Subtest Name: _____	Subtest Score: _____	Standard Score: _____
Subtest Name: _____	Subtest Score: _____	Standard Score: _____

This information must be completed by the psychological diagnostician or advocate if the professional is different than the professional listed in section 3.

The professional diagnostician or the advocate may complete this section. Documentation and assessment tests must include a clear diagnosis and provide information on current functional limitations that might affect the candidate's ability to take the tests under standard condition. For most applicants, documentation is current if completed within the last 5 years. For persons with learning disabilities, GEDTS will also accept as current, documentation that is more than 5 years old if 1) the evaluation was conducted after the applicants 17th birthday, and 2) a certifying professional provides a written statement on that professional's letterhead, stating why s/he believes there has been no change in the learning disability or need for the requested accommodation.

Check here if you are also the professional diagnostician listed in Section 3

Please indicate your role: Psychological Diagnostician Advocate

Name of Psychologist (please print): _____

Phone Number: () _____ FAX Number: () _____

Highest Degree and Area of Specialization: _____

License Number: _____ Expiration: / / State/Province/Territory: _____
MM DD YYYY

Name of Advocate (please print): _____

Relationship to Candidate (please print): _____

Phone Number: () _____

Psychologist Making Diagnosis or Advocate's Signature: _____

Date: / /
MM DD YYYY



8051

Request for Testing Accommodations Learning and Other Cognitive Disabilities

To be completed by Chief Examiners

Candidate's Last 4 SSN/SIN

Section 3C: Diagnosed Disability

The professional diagnostician or advocate must select all appropriate diagnosed disabilities.

Specific Learning Disabilities (check all that apply)

- Reading Disability (identify: _____)
- Mathematics Disability (identify: _____)
- Written Language Disability (identify: _____)
- Other cognitive disabilities (list all that apply):

DSM-IV Code(s): _____

Section 3D: Requested Accommodations

Please identify those accommodations that support the diagnosed disability.

- Extended Time (please specify): 1-1/2 times 2 times Other: _____
- Audiocassette (tone-indexed) (requires extended testing time, generally double time)
 - 2 times Other: _____

The use of this accommodation requires practice. Candidates should have an opportunity to practice using an Official GED Practice Test, Audiocassette Version prior to the scheduled testing date.
- Scribe
- Calculator for Part II
- Talking Calculator for Entire Mathematics Test
- Private Room
- Supervised Breaks (specify in minutes):
Uninterrupted testing time: _____ minutes, break time: _____ minutes
- Other: _____

Section 3E: Other Information and Supporting Documents

This section may be completed by the candidate or by his or her certifying professional or advocate. Provide any additional information you wish to be considered when this request for accommodations is reviewed.

General Educational Development (GED) Testing Service will not discriminate against candidates for testing on the basis of any legally protected characteristic, including, but not limited to, race, color, religion, sex, sexual orientation, pregnancy, marital status, physical or mental disability, age, veteran status, and national origin.



8051

Request for Testing Accommodations Learning and Other Cognitive Disabilities

To be completed by Chief Examiners

Candidate's Last 4 SSN/SIN

Section 4: To be completed by GED Administrator

This section should be completed by the GED Administrator after reviewing the request for accommodations to document the outcome of the review.

Approved For:

Extended Time (please specify): 1-1/2 times 2 times Other: _____

Audiocassette (tone-indexed) (requires extended testing time, generally double time)

2 times Other: _____

The use of this accommodation requires practice. Candidates should have an opportunity to practice using an Official GED Practice Test-Audiocassette Version prior to scheduled testing date.

Braille

Scribe

Calculator for Part II

Talking Calculator for Entire Mathematics Test

Private Room

Supervised Breaks (specify in minutes):

Uninterrupted testing time: _____ minutes, break time: _____ minutes

Other: _____

Returned for more information.

Date Returned: / /
MM DD YYYY

Reasons for returning request:

Request forwarded to GEDTS for review (explain reasons below.)

Date Forwarded: / /
MM DD YYYY

Reasons for forwarding request to GEDTS for review:

GED Administrator's Signature

Telephone Number

Date



Checklist for Completing Testing Accommodations Request Form(s)

Section 1: Checklist for GED Candidate

This checklist can be used to assist you and the Chief Examiner with properly completing the accommodations request forms. If your application is incomplete, the Chief Examiner should tell you. You do not need to submit this form with your request.

Last Name: _____ First Name: _____

Social Security or Social Insurance Number: _____

Be sure to ask the center staff any questions about any part of the documentation/request process that you do not understand.

- Obtain appropriate disability forms from the test center staff at your local GED Testing Center or online at www.gedtest.org.
- Be sure the GED Candidate section at the top of the request for accommodation form(s) is complete and accurate.
- Be sure to sign the signature line of the request for accommodation form(s). If you are under the age of 18, a parent or guardian must also sign.
- Be sure the professional diagnostician has completed all of the appropriate sections. Your advocate may assist you by copying information from your medical and/or educational records onto your request for accommodations form(s).
- Return your completed request for accommodations form(s) and all supporting documentation to the GED Chief Examiner at the testing center where you will take your test.

Date documents returned to Chief Examiner: _____

Section 2: Checklist for GED Chief Examiner

- Provide the candidate with the appropriate accommodation request form and/or refer the candidate to www.gedtest.org.
- Provide any reasonable resources to the candidate as appropriate (e.g., information on how to complete the form, test schedules for your test center, brochures/pamphlets).
- When the candidate returns with the request form(s), review the form(s) with the candidate to be sure all information is complete and all relevant supporting documentation is attached.

Request is not complete:

- Return application to candidate for additional information/documentation. Provide the candidate with specific written directions for properly completing the form(s).

Date returned: _____

Items needed to complete the form(s).

Request is complete:

- Request sent to GED Administrator.

Date sent: _____

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