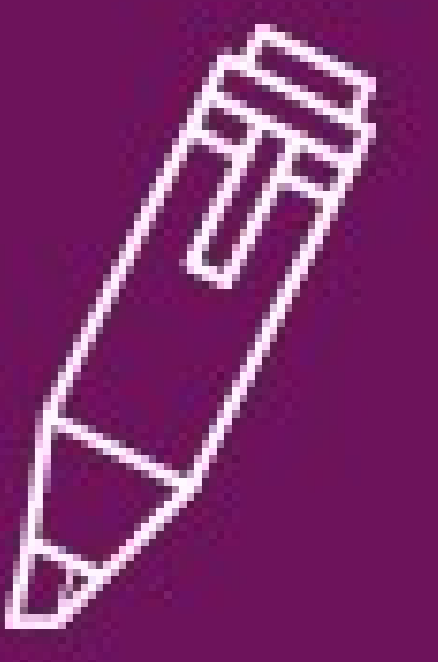




# Reasonable accommodations for appropriating written content

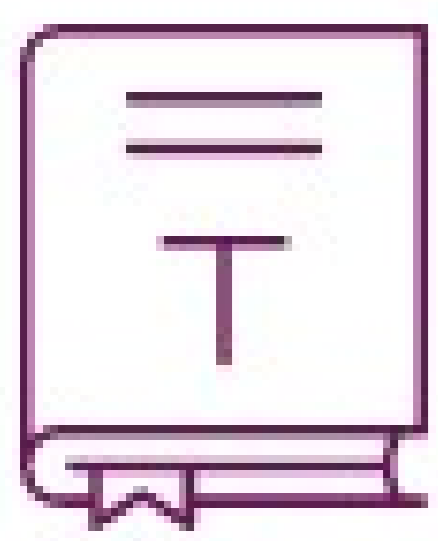
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## Context

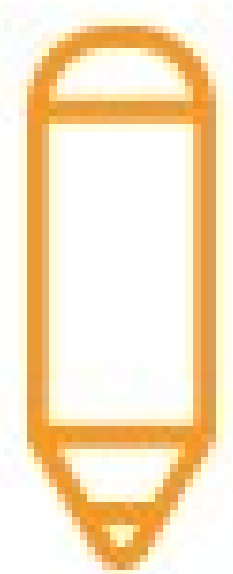
Learning disabilities and sensory impairments are long-lasting disorders, which do not disappear with age or training.

This is why, in a dynamic of inclusion of these young people, it is necessary to adapt the content but also to give them tools and arrangements that allow them to bypass their difficulties in class. One way to do this is to offer them reasonable accommodation.



## Presentation of reasonable accommodation

**"Reasonable accommodation"** is an appropriate measure, based on the needs of a specific situation, to enable a person with special needs to access, participate and progress in their education. For some pupils with special needs, it is important to be able to use tools that can help them overcome their difficulties. As a teacher, teaching them to discover and use them makes them more independent in class, in their learning, but also helps them to succeed. There are three types of reasonable accommodation: material accommodation, pedagogical accommodation and organisational accommodation.



## Reasonable accommodation in practice (+examples)



### 1- Reasonable "organizational" accommodation

It is important to allow 1/3 more time for reading activities as special needs pupils are often able to read statements but need more time to do so.

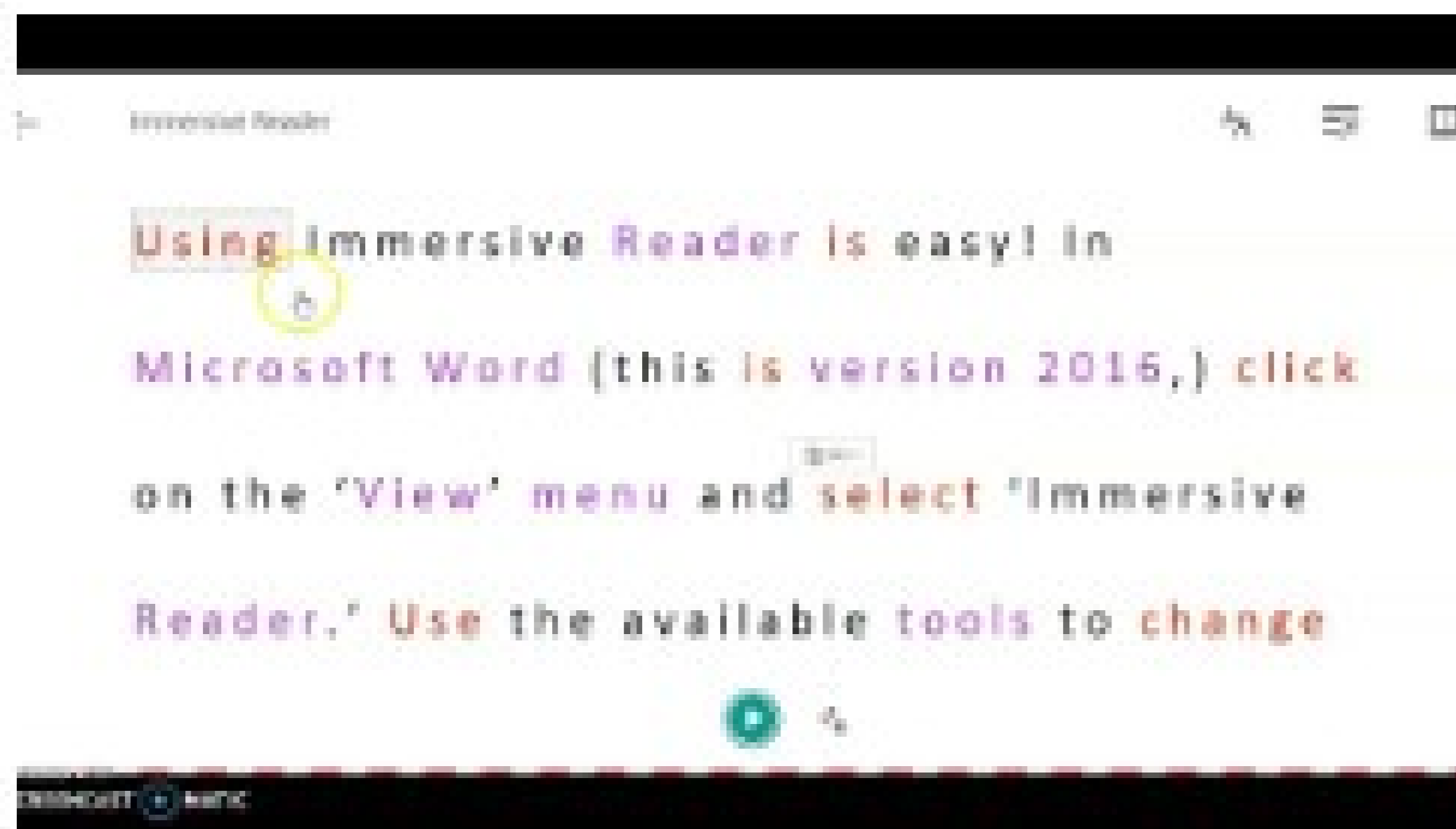


### 2- Reasonable "pedagogical" accommodation

- Use a suitable font (no serifs, etc.) and use a large enough font.
- Make the line spacing wider.
- Include pictures/maps/charts/ mind maps/schematics...
- Avoid double-sided writing.
- Divide instructions into clear steps and sub-steps.
- Use colours:
  - To highlight certain sounds, lexical fields, breaks...
  - To separate instructions, events, etc...

## 3- Reasonable "material" accommodation

### 1- Immersive reader



Immersive readers allow the tracking of the word being read while a synthetic voice reads the text. This relieves the burden of reading and can help to develop fluent reading in special needs students.

### 2- Scanner pen



The scanning pen allows the student to scan instructions or written text. The pen verbalises the text being read and a screen allows the student to follow the reading through an integrated immersive reader.

### 3- Reading guide



The reading guide allows students to read one line at a time, without missing any. It helps guide the direction of reading and allows the student to focus on one line at a time.

### 4- Magnifying glass



This material allows students to enlarge a text, one line at a time. This can be useful when the young person has to appropriate a text whose layout cannot be changed.



## Resource

- **Immersive reader:** <https://www.onenote.com/learningtools>
- **Scanning pen and magnifying glass:** <https://www.tomtop.com/p-os4450.html?currency=EUR&Warehouse=CN>