

## Handout #2: Recognizing Accommodations

### Part A:

**Directions-** Consider the hypothetical student, George, who has a learning disability. George is bright and has strong oral language skills. He is confident speaking and likes to share what he knows by talking with others. George does well in Drama and English. He finds reading long passages challenging due to his learning disability and he has difficulties with spelling. George has a good memory, but weaker processing speed. It takes him a bit more time than others to complete an assignment, but he often gets good marks. List some possible accommodations that George could access for this lesson in the first column (and do not complete the other 3 columns yet).

**Class:** English

<b>Lesson Activities</b>	<b>Possible Accommodations</b>
1) Silent Reading (Novel)	
2) Quiz (Written)	
3) Copying Notes	
4) Essay-writing	

**Self-Advocacy in High School Lesson Series:  
A Guide to Supporting Students with Learning Disabilities in British Columbia**

**Part B:**

**Directions-** Consider the accommodations that are listed in your IEP. Write down the activities that were completed in one of your classes this week, and then complete the rest of the graphic organizer.

**Class:** \_\_\_\_\_

<b>Lesson Activities</b>	<b>Possible Accommodations</b>	<b>Did I need one?</b>	<b>Did I request one?</b>	<b>Explain why or why not</b>
1)				
2)				
3)				
4)				
5)				