Accommodation Report

Student Information

Unique ID: Bish3

Program/Major: Post-Secondary Program

Report Author: Eric

Date Issued: Oct 21, 2025

Status: Completed

Documents Reviewed

No documents available

Functional Impact Summary

1 Takes longer to read and understand written material.

2 Struggles to quickly recognize and say words or letters.

3 Finds it hard to recall and organize information for writing.

4 Needs extra time to solve math

5 Feels anxious and overwhelmed in new or stressful situations.

6 Becomes distracted or loses focus during academic tasks.

Accommodation & Support Plan

3.1 Academic Accommodations

1. Extended time for all tests, quizzes, and written assignments.

> Barrier: Tests ons as specified in accommodation letter

2. Access to text-to-speech software for reading assignments.

> Barrier: Reading comprehension and processing difficulties

3. Use of audiobooks or alternative format materials.

> Barrier: Academic processing and learning rovide materials in specified alternative formats

4. Use of graphic organizers and writing templates for assignments.
> Barrier: Written expression and language processing difficulties
> Implementation: Implement on case-by-case basis in consultation with disability services

5. Allow keyboard use or speech-to-text tools for writing tasks.
> Barrier: Written expression and language processing difficulties
> Implementation: Implement on case-by-case basis in consultation with disability services

6. Reduce the volume of required reading when possible without changing content.
> Barrier: Reading comprehension and processing difficulties
> Implementation: Implement on case-by-case basis in consultation with disability services

3.2 Instructional / Program Accommodations

1. Extended time for math tests and assignments Barrier: Test anxiety and time management challenges

2. Allow use of calculation aids (e.g., number lines, math charts) on basic fact tasks.

> Barrier: Academic processing and learning differences

3. Reduce number of timed math problems when appropriate.

> Barrier: Academic processing and learning ons as specified in accommodation letter

1. Provide written and verbal instructions for assignments.
> Barrier: Auditory processing and working memory difficulties
> Implementation: Implement on case-by-case basis in consultation with disability services

2. Check for understanding and repeat directions as needed.
> Barrier: Auditory processing and working memory difficulties
> Implementation: Implement on case-by-case basis in consultation with disability services

3.3 Auxiliary Aids & Services

3. Allow use of spelling and grammar check tools when spelling is not being graded.
   Barrier: Written expression and language processing difficulties
   Implementation: Implement on case-by-case basis in consultation with disability services

4. Provide sentence starters or models for written tasks.
   Barrier: Academic processing and learning differences
   Implementation: Implement on case-by-case basis in consultation with disability services

1. Administer tests in a quiet, distraction-reduced environment.
   Barrier: Test anxiety and time management challenges
   Implementation: Arrange for appropriate testing environment

2. Offer breaks during longer assessments or tasks.
   Barrier: Test anxiety and time management challenges
   Implementation: Implement on case-by-case basis in consultation with disability services

3. Allow flexible scheduling for tests and assignments when needed.
   Barrier: Test anxiety and time management challenges
   Implementation: Implement on case-by-case basis in consultation with disability services

3.4 Non-Accommodation Supports / Referrals

1. Access to counseling or support services for managing anxiety.
   Barrier: Academic processing and learning differences
   Implementation: Implement on case-by-case basis in consultation with disability services

2. Allow use of self-regulation strategies (e.g., breaks, calm-down tools).
   Barrier: Academic processing and learning differences
   Implementation: Implement on case-by-case basis in consultation with disability services

3. Provide advance notice for changes in schedule or routine.
   Barrier: Academic processing and learning differences
   Implementation: Implement on case-by-case basis in consultation with disability services

4. Assign a point-of-contact for check-ins about organization and task planning.
   Barrier: Academic processing and learning differences
   Implementation: Implement on case-by-case basis in consultation with disability services