



The Uniquely Abled Academy® Replication Guide

Element 6 – Provide Resources for Instructors

Element 6.4 - Instructional Accommodations

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In addition to using these instructional methods, a Uniquely Abled Academy must be compliant with the requirements of the Americans with Disabilities Act, which requires that reasonable accommodations be made for the needs of post-secondary students and employees.

The following are some examples of accommodations that are often effective for people with autism:

- Create a first cut at a **roadmap** of the overall program, as well as roadmaps for the CNC skills and for the Job Readiness training.
- Provide the Program Coordinator (or Case Manager or whomever is providing student support) a copy of the **Course Syllabus/Agenda** for each course. This allows him/her to get insight on participant progress and decide who would need more intervention/help.
- **Visual schedules** – Written or picture lists of a sequence of events, activities, and topics provide a structure to help students feel comfortable.
- **Visual cues** – Written or picture prompts that serve as a memory aid or reminder of expectations, rules or procedures.
- **Small group or individual instruction** – Instruction provided to a decreased number of people, often in closer proximity of student to teacher.
- **Slowed or accelerated pace.**
- **Breaks from work** – Facilitate attention and concentration.
- **Private workrooms** – To reduce sensory stimulation.
- **Predictable structure and routine** – Following the same schedule and way of doing things from day to day.
- **Priming** – Prior warning of changes, or topics to be taught.
- **Preferential seating** – Having students sitting closer to the teacher or visual aids.
- **Personal Copies** – Providing students with their own copy of the instructor's notes, books and materials used in class.
- **Work progress charts** – Large, bold chart tracking project tasks, milestones and deadlines, which tasks are complete, and which are left to do.