

UDL General Support

Physical Supports

Physical Supports include positioning/seating and accommodations of materials or instructional approaches to help students physically access the test. Fine motor tasks such as writing are easiest when students are sitting stably with their feet resting comfortably on the floor and their upper arms hanging down when their elbows are on the table surface. Some students require specialized seating. Please work with your student's Orthopedic Education Specialist or Physical/Occupational Therapist to determine IEP or 504 Plan accommodations for specific students. Materials and the testing situation can be modified to help students physically access the test. Also, please see "Adaptations to Support Physical Access to Individual Test Items" below for more specific strategies.

Listed here are some possible general strategies for supporting physical access.

- Provide rest periods or additional nutrition breaks.
- Make sure students in wheelchairs have been moved or repositioned within the past two hours at a minimum.
- Allow more physical space in the testing environment to allow students to move more freely, i.e. to use arms without the danger of hitting furniture or walls accidentally (which can be a difficulty for some students with poor muscle control), to stand, or to navigate in a wheelchair.
- Read aloud or use computer text-to-speech for tasks other than decoding.
- Allow a student to use alternate pencils (see Communication General Supports), a scribe, and/or dictation for measuring skills other than handwriting.
- Stabilize materials by taping them to the desk or using a clipboard with a non-skid back (i.e. rubber shelf liner affixed to the back side).
- Offer a slant board.
- Have the student sit near to electrical outlets if students will be using assistive technology or AAC that might need to be plugged in.

