

EXAMPLE: PREFERENTIAL SEATING

This is a common accommodation. It is also commonly misunderstood.

In general, accommodations are written for the student's perspective, but defining the accommodations with objective definitions is helpful for clarity.

"Where does the student prefer to sit in order to access FAPE?"

This can change wildly ranging from class to class and day to day and more. It can include location in the room, location relative to distractions, location accounting for extra supports and more. This is also a good opportunity for teaching the student how to interpret what they need and why and then how to advocate for it.

