

**Table 1**

*Comparison List of Best Practices and Mandated Accommodations for Pre-K-12 Students With Disabilities (Baker, 2019) to Standard Academic Adjustments for Postsecondary Students With Disabilities (Baker, 2021)*

<p><b>List of Best Practices and Mandated Accommodations for Pre-K-12 Students With Disabilities:</b></p> <p>                     Preferential seating                      Scaffolding (support)                      Chunking/breaking down activities                      Tasks into smaller parts                      Differentiation of instruction                      Small group instruction                      Adapted curriculum                      counseling                      Extra time to complete tasks                      Repetition                      Graphic organizers                      Drafts prior to grade                      Visuals                      Hands-on activities                      Increased creativity                      Prompting/cues/pointing                      Visual cues                      Modeling                      Redirection                      Pair activities/peer assistance                      Noise buffers                      Directions read aloud in a different way                      Models of expectations                      Specialized materials                      Modified testing                      Life skills development                      procedures                      Speech to text (Read aloud)                      Schedule                      expectations described prior to task                      Assistive technology                      Deaf and Hard of Hearing Services (DHH)                      (Baker, 2019).                 </p>	<p><b>List of Standard Academic Adjustments for Postsecondary Students With Disabilities:</b></p> <p>                     Preferential seating (Student Request/Professor option)                      Peer assistance/note taking (Student Request/Professor option)                      Chunking/breaking down activities (Student Request/Professor option)                      Differentiation of instruction (Student Request/Professor option)                      Extra time to complete tasks (Student Request/Professor option)                      Repetition (Student request/Professor option)                      Graphic organizers (Student request/Professor option)                      Drafts prior to grade (Student Request/Professor option)                      Visuals (Student Request/Professor option)                      Models of expectations (Student Request/Professor option)                      Copies of Prof. printed Power Points (Student Request/Professor option)                      expectations described prior to task (Student Request/Professor option)                      Different testing room with proctor (Campus Accessibility Services)                      Assistive technology/ (Campus Accessibility Services)                      Deaf/Hard Hearing Services (DHH) (Campus Accessibility Services)                      (Baker, T.T., 2020)                 </p>																						
<p><b>MANDATED SERVICES</b></p>	<p><b>K-12 Best Practices/Accommodations Missing From Postsecondary Institutions</b></p> <table border="0"> <tr> <td><b>Scaffolding</b></td> <td><b>Small group instruction</b></td> </tr> <tr> <td><b>Tasks into Smaller parts</b></td> <td><b>Adapted curriculum</b></td> </tr> <tr> <td><b>Counseling</b></td> <td><b>Hands-on activities</b></td> </tr> <tr> <td><b>Increased creativity</b></td> <td><b>Prompting/cues/pointing</b></td> </tr> <tr> <td><b>Visual cues</b></td> <td><b>life skills development</b></td> </tr> <tr> <td><b>Picture Exchange Communication (PECs-students with Autism)</b></td> <td><b>schedule</b></td> </tr> <tr> <td><b>Modeling/Redirection</b></td> <td><b>Speech-to-Text -Read aloud</b></td> </tr> <tr> <td><b>Specialized Materials</b></td> <td><b>Related Services (OT,PT/SP)</b></td> </tr> <tr> <td><b>Pair activities</b></td> <td></td> </tr> <tr> <td><b>Modified testing</b></td> <td></td> </tr> <tr> <td><b>OTHERS BASED ON STUDENT NEED</b></td> <td></td> </tr> </table>	<b>Scaffolding</b>	<b>Small group instruction</b>	<b>Tasks into Smaller parts</b>	<b>Adapted curriculum</b>	<b>Counseling</b>	<b>Hands-on activities</b>	<b>Increased creativity</b>	<b>Prompting/cues/pointing</b>	<b>Visual cues</b>	<b>life skills development</b>	<b>Picture Exchange Communication (PECs-students with Autism)</b>	<b>schedule</b>	<b>Modeling/Redirection</b>	<b>Speech-to-Text -Read aloud</b>	<b>Specialized Materials</b>	<b>Related Services (OT,PT/SP)</b>	<b>Pair activities</b>		<b>Modified testing</b>		<b>OTHERS BASED ON STUDENT NEED</b>	
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Baker T.T. (2021). *Support for Students with Disabilities: How Awareness and Accommodations Differ Across Faculty Members Within the Postsecondary Context*. [Doctoral Dissertation.] Graduate School of Education and Psychology. Pepperdine University. Los Angeles, CA.