



CAATE

Commission on Accreditation
of Athletic Training Education

Navigating Student Accommodations: Access to Sensory Aids

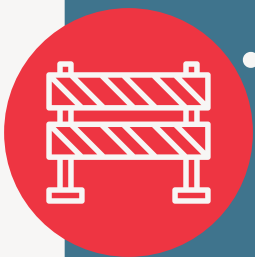
Understanding Limitations and Accommodation Needs

Accommodations must be tailored to a student's specific functional limitations and context, aiming to remove barriers to access while maintaining essential program functions and learning objectives.



Functional Limitations and Barriers

- **Processing speed challenges:** May need more time to read, interpret, or formulate responses
- **Memory retrieval difficulties:** Trouble with short-term recall or working memory can slow down test-taking or practical decision-making
- **Executive functioning deficits:** Difficulties with organizing, planning, or shifting attention can delay task completion or multitasking in clinical settings
- **Fine motor delays or coordination disorders:** May affect ability to complete hands-on tasks efficiently (e.g., taping, suturing)
- **Chronic pain or fatigue:** Can limit endurance, speed, or consistency in clinical tasks or during long exams
- **Mobility limitations:** May affect ability to move between clinical sites or complete physical tasks in a timely manner
- **Visual impairments:** May require screen readers, alternative formats, or longer time for visual assessments
- **Auditory impairments:** Can affect processing of oral instructions or conversations, requiring captioning or note-taking support
- **Psychological Conditions:** May affect focus, stamina, or reaction time during prolonged tasks or assessments





Navigating Student Accommodations: *Access to Sensory Aids*

Sensory Aids

Aim to create environments that are more comfortable and supportive for individuals with various sensory preferences and challenges



Clinical Education

- **Modifications to environment:**
 - allow ear plugs or noise canceling headphones to limit background noises or have designated quiet spaces, create sensory corner, adjust light to reduce screen glare
- **Sensory tools:**
 - provide fidget toys (stress ball, textured fabric, allow mints/gum)
 - access to weighted blankets or vests
- **Communication & Flexibility:**
 - provide written information for practical exams, use picture cards to aid comprehension of new skills, engage in conversations surrounding student needs, practice how to handle sensory triggers



Clinical Rotations

- **Modifications to environment:**
 - provide a laptop to allow students to document notes in sensory necessary environment, adjust lighting as able, allow for dress code adjustments (ie. loose clothing, different shoes, etc.)
- **Sensory tools:**
 - allow the use of fidget toys
- **Communication & Flexibility:**
 - provide written instructions or pictures, divide tasks into small chunks, allow for sensory breaks, post visual schedule for each week



Didactic

- **Flexible seating options:** (wobble stools, beanbag chairs, standing desk), provide desk lamps, noise canceling headphones
- Educate others about sensory sensitivities & create a sensory corner



