

Table 1. Useful Adaptations

Student need	Digital book	Physical book
Stabilizing/viewing book	Tablet stand Tablet mounted on or in table Desktop computer	Cookbook holder Hold-and-read book holder
Turning pages	Mouse click Single switch Automatic advancement of slides	Page turner
Seeing text or pictures	High contrast Large font Screen zoom	High contrast Large font Page magnifier Light table Incorporation of objects and textures
Decoding text	Recorded narration	Reading by peer partner or teacher Audio book read-along
Hearing text	Headphones to block out environmental noise Increase in visual information Consultation with audiologist	Increase in visual information Consultation with audiologist
Comprehension	Reduction of complexity Limiting vocabulary Use of pictures Added sound effects Embedded videos Embedded links to web resources Graphic organizers Character charts	Reduction of complexity Limiting vocabulary Use of pictures Graphic organizers Character charts
Retention and skill maintenance	Repeated readings Increase in instances of target vocabulary Practice of skills in different settings	
Generalization	Training loosely (e.g., asking a variety of comprehension questions, teaching in a variety of contexts) Varying presentation style (e.g., changing font, changing format) Targeting skills in multiple settings, with multiple individuals, and with multiple material forms	
Attention	Added sound effects Embedded videos Embedded high-interest content (e.g., photos of student in the story) Shorter, more frequent teaching sessions Headphones to block out environmental noise Highlighted text along with narration	Embedded high-interest content (e.g., photos of student in the story) Shorter, more frequent teaching sessions

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