

Student: _____ **Grade:** _____

• **PHYSICAL ARRANGEMENT OF ROOM:**

- seating student near the teacher
 - seating student near a positive role model
 - standing near the student when giving directions or presenting lessons
 - avoiding distracting stimuli (air conditioner, high traffic area, etc.)
 - increasing distance between desks
 - additional accommodations:
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• **LESSON PRESENTATION:**

- pairing students to check work
 - writing key points on board
 - providing peer tutoring
 - providing visual aids, large print, films
 - providing peer note taker
 - making sure directions are understood
 - including a variety of activities during each lesson
 - repeating directions to the student after they have been given to the class: then have him/her repeat and explain direction to teacher
 - providing written outline
 - allowing student to tape record lessons
 - having child review key points orally
 - teaching through multi-sensory modes, visual, auditory, kinesthetic, olfactory
 - using computer-assisted instructions
 - accompany oral directions with written directions for child to refer to whiteboard or paper
 - provide a model to help students post the model and refer to it often
 - provide cross age peer tutoring
 - assist the students in finding the main idea by underlining, highlighting, cue cards, etc.
 - breaking longer presentations into shorter segments
 - additional accommodations:
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• **ASSIGNMENTS/WORKSHEETS:**

- giving extra time to complete tasks
 - simplifying complex directions
 - handing worksheets out one at a time
 - reducing the reading level of the assignments
 - requiring fewer correct responses to achieve grade (quality vs. quantity)
 - allowing student to record assignments/homework
 - providing a structured routine in written form
 - providing study skills training/learning strategies
 - giving frequent short quizzes and avoiding long tests
 - shortening assignments; breaking work into smaller segments
 - allowing computer printed assignments prepared by the student or dictated by the student and recorded by someone else if needed
 - using self-monitoring devices
 - reducing homework assignments
 - do not require lengthy outside reading assignments
 - teacher monitor students self-paced assignments (daily, weekly, bi-weekly)
 - arrangements for homework assignments to reach home with clear, concise directions
 - recognize and give credit for student's oral participation in class
 - additional recommendations:
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• **TEST TAKING:**

- allowing open book exams
 - giving exam orally
 - giving take home tests
 - using more objective items (fewer essay responses)
 - allowing students to give test answers on recorder
 - giving frequent short quizzes, not long exams
 - allowing extra time for exam
 - reading test item to student
 - avoiding placing student under pressure of time or competition
 - additional accommodations:
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• **ORGANIZATION:**

- providing peer assistance with organizational skills
 - assigning volunteer homework buddy
 - allowing student to have an extra set of books at home
 - sending daily-weekly progress reports home
 - developing a reward system for in-schoolwork and homework completion
 - providing student with a homework assignment notebook
 - additional accommodations:
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• **BEHAVIORS:**

- use of timers to facilitate task completion
 - structured transitional and unstructured times (hallways, lunchroom, library, assembly, field trips, etc.)
 - praising specific behaviors
 - using self-monitoring strategies
 - giving extra privileges and rewards
 - keeping classroom rules simple and clear
 - making “prudent use” of negative consequences
 - allowing for short breaks between assignments
 - cueing student to stay on task (nonverbal signal)
 - marking student's correct answers, not his mistakes
 - implementing a classroom behavior management system
 - allowing students time out of seat, to run errands, etc.
 - ignoring inappropriate behaviors not drastically outside classroom limits
 - allowing legitimate movement
 - contracting with the student
 - increasing the immediacy of rewards
 - implementing time-out procedures
 - additional accommodations:
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