

## EDUCATIONAL ACCOMMODATIONS CHECKLIST

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_

SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

Use the Educational Accommodations Checklist to brainstorm which strategies might be the most helpful for your child. Check those strategies and bring this to the 504 Plan or IEP meeting to help structure the discussion. Note that some accommodations are listed more than once, in different categories, so you don't miss them. Check only one of the duplicate listings. Teachers can carry out some of these accommodations, some will require some time from a para-professional. Remember, plans should usually include fade-out procedures.

### CLASSROOM ACCOMMODATIONS

#### PHYSICAL ACCOMMODATIONS

- Preferential seating
  - Sit near the teacher
  - Sit where there are few distractions
  - Sit next to positive peer models
- Stand near student when giving instructions
- Provide an extra set of text books for student to keep at home
- Provide audio tape/CD versions of text books

#### CHANGING HOW ASSIGNMENTS ARE HANDLED

- Ask student to repeat the instructions for homework
- Highlight the instructions for assignments
- Clearly explain the grading criteria for an assignment
- Check early to be sure student is getting started on an assignment correctly
- Assign less work (every other math problem) at least temporarily
- On assigned homework, be sure student gets started correctly before sending it home
- Require an *afternoon checkout* to assure all homework is written down in the assignment book and all materials (worksheets, textbooks) needed to complete the homework is in the student's backpack.
- Have a period, preferably at the end of the school day, for student to start on homework assignments and organize for homework.
- Communicate the homework assignments to parents – possibly by email
- ASK the student to turn in their homework if they have not already done so
- Drop or lessen penalties for late homework turned in (Please note that this accommodation needs a definite plan to fade out)
- Communicate immediately to parent if homework is not turned in or is of poor quality

- Permit the use of computers to do assignments -instead of handwritten (Parents can experiment with having younger children dictate reports and parent's typing them.)
- Provide assignments that require minimal writing

### **CHANGING PRESENTATION OF LESSONS**

- Encourage student to participate in discussions
- Call on student often
- The teacher or para-professional gives reminders to stay on task – and reinforcement for doing so.
- Modify the student's schedule (For middle school through high school, many challenged students perform best in the morning. They often do best on difficult subjects in the morning.)
- Permit students to tape record lessons
- Provide written lesson/lecture notes to the student
- Permit the use of computers to take notes

### **CHANGING HOW TESTS/EVALUATIONS ARE GIVEN**

- Permit more time for tests
- Provide a distraction-free area for important tests and evaluation (State Achievement Testing)
- Provide oral testing
- Permit breaks during long tests
- Permit the use of computers to type test answers
- Use short quizzes as frequently as possible
- Shorten tests (fewer math problems, fewer spelling words)

### **PROVIDING ORGANIZATIONAL ASSISTANCE**

- Last period study hall to get started on homework and provide both technical and organizational help
- Morning check-in to organize for the day
- Afternoon check-out to organize for homework
- Give specific time to organize desk during the class period
- Ask for homework to be turned in
- Provide training and follow-up help in school organization skills
- Provide training and follow-up in study skills
- Provide training in how to take tests
- Training in how to take notes
- Review student's notes
- Use a calendar to plan and keep track of long-term assignments
- Have extra pencils and other supplies on hand
- Teach student to monitor their own behavior

## PROVIDING MOTIVATION

- Increased frequency of feedback to student
- Daily progress report
- Weekly progress report
- Grade and return assignments and tests as soon as possible after completed
- Encourage alternative but acceptable methods to accomplish tasks (using a computer)
- Consequences for positive behavior and task completion
  - Give points that can be used to buy things/activities for positive behavior
  - Special privileges: \_\_\_\_\_
- Consequences for negative behavior
  - Response cost: taking away \_\_\_\_\_
  - Writing sentences (Sentences should be positive – what they should have done.)
  - Time Out for misbehavior
  - Extra work: \_\_\_\_\_
- Call parent if student does \_\_\_\_\_
- Peer tutoring
- Cross-age tutoring

## COMMUNICATING BETWEEN SCHOOL AND PARENTS

- Daily progress reports
  - Weekly progress reports
  - Scores for assignments and tests given (though school web site) and updated frequently (daily if possible)
  - Contact parents if \_\_\_\_\_
  - Face-to-face teacher-parent conferences every \_\_\_\_\_
  - Communication book brought back and forth from home to school daily for two-way communication concerning student
  - Don't rely solely on child bringing communication home, instead \_\_\_\_\_
- 

## DEVELOPING SOCIAL SKILLS

- Monitor playground interactions with peers
- Monitor lunchroom behaviors with peers
- Prompt student to engage in specific social skill: \_\_\_\_\_
- Anger management training
- Social skills training group

## OTHER ACCOMMODATIONS

- Individual counseling at school