ACCcomMODATIONS CHECKLIST FOR THE General Education CLASSROOM

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:

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 an 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 instruction
____ accompany oral directions with written directions for child to refer to blackboard or paper
provide a model to help students post the model and refer to it often
provide cross age peer tutoring
to assist the students in finding the main idea underlying, highlighting, cue cards, etc.
breaking longer presentations into shorter segments
additional accommodations:

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 tape 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 typewritten or 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
not grading handwriting
student should not be allowed to use cursive or manuscript writing
reversals and transpositions of letters and numbers should not be marked wrong, reversals or transpositions should be pointed out for correction
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:

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

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:
BEHAVIORS:

_____ use of timers to facilitate task completion

_____ structure transitional and unstructured times (recess, hallways, lunchroom, locker room, 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:
Example of an Instructional Accommodations Format
For General Education Classroom Teachers

Form for Identifying Accommodations:

Name: ______________________________
Grade: ______________________________
Date: ______________________________

Use the following checklist to guide decisions about what instructional accommodations are needed by this student.

Instructional Accommodation Checklist

Setting

Distraction-free space within classroom (e.g., doorway, windows, other students, front of class, back of class)

One-to-one assistance to complete written tasks

On-task reminders

Several verbal prompts to initiate a task

Verbal encouragement, praise, or recognition to continue a task

Directions repeated and/or clarified

Small group or partner instruction, especially when learning or practicing new facts, concepts, and strategies

Adaptive furniture

Other

Timing

Periodic breaks during work sessions (specify)

Other
Scheduling

Extended time to complete class/homework assignments

Length of assignments shortened to complete as overnight homework assignments

A daily assignment sheet

A weekly quick strategic assignment meeting

A weekly or monthly assignment calendar

A weekly or monthly assignment calendar with check-in and due dates posted

Presentation

Visual cues or printed material to facilitate understanding of orally given directions

Directions repeated, clarified, or simplified

Directions read individually

Visual magnification device

Auditory amplifications device

Written directions read

Key words or phrases in written directions highlighted

Visual prompts (e.g., stop signs, arrows) that show directions to start, stop, and continue working

Written directions presented in larger and/or bold print

Written directions presented with one complete sentence per line of text

Reader to read the text

Pencil grip

Access to a prerecorded reading

Test presented in sign language
Written information presented in Braille or large print

Increased spacing between items and/or limited items presented per page

Templates or masks to reduce visible print

Papers secured to desk (e.g., magnets, tape)

Calculator

Abacus

Arithmetic tables

Spell checker or spelling dictionary

Manipulative

Other

Response

Text-talker converter

Speech synthesizer

Pencil grip

Scribe (someone to record verbatim oral responses to questions)

Braille

Copying assistance between drafts of writing

Option to write an outline to a question and, using a tape recorder, dictate the body of the response, per the written outline

Option to dictate answer into a tape recorder

Visual magnification device

Touch Talker or other communication device

Calculator

Abacus

Arithmetic tables

Spell checker or spelling dictionary

Other accommodations based on the purpose of the assignment and what and how the skill(s) will be assessed.