

Special Accommodations

Student's Name:	DOB: / /	Grade Level:
School:	Teacher:	Student ID#:

Attention Accommodations
<ul style="list-style-type: none"> <input type="radio"/> Allow time for oral responses <input type="radio"/> Breaks between papers / tasks <input type="radio"/> Caddy for supplies <input type="radio"/> Classroom aide <input type="radio"/> Easy Listener <input type="radio"/> Extra time to complete tasks <input type="radio"/> Folder to organize work <input type="radio"/> Help with organizational skills <input type="radio"/> Needs a "buddy" to transition to new situations / places <input type="radio"/> One paper / task at a time <input type="radio"/> One step directions <input type="radio"/> One-two step directions gradually increasing <input type="radio"/> Repeat / rephrase oral / written directions and have them repeated back <input type="radio"/> Separate, quiet area for independent work <input type="radio"/> Visual / verbal cues from teacher especially during directions <input type="radio"/> _____ <input type="radio"/> _____

Behavior Accommodations
<ul style="list-style-type: none"> <input type="radio"/> 1:1 aide assistance especially during specials <input type="radio"/> Daily / weekly behavior chart <input type="radio"/> Extra time to transition to changes in schedule <input type="radio"/> Flexibility in sitting / movement <input type="radio"/> Model appropriate behavior / responses <input type="radio"/> Monitor social progress <input type="radio"/> Praise and positive reinforcement needed to strengthen self-esteem <input type="radio"/> Provide consequences for unacceptable behavior <input type="radio"/> Provide guided choices <input type="radio"/> Sticker rewards <input type="radio"/> Time out opportunities <input type="radio"/> _____

Speech / Language Accommodations
<ul style="list-style-type: none"> <input type="radio"/> Staff model of complete sentences and articulation when misunderstood <input type="radio"/> Eye contact with speaker for articulation modeling <input type="radio"/> Extra time to process <input type="radio"/> Prompts for expanded language <input type="radio"/> Prompts for pragmatic skills as needed <input type="radio"/> Prompts to slow down <input type="radio"/> Prompts to verbally remain on topic <input type="radio"/> Verbal cues to encourage verbal communication <input type="radio"/> Written / picture schedule on desk <input type="radio"/> Prompts / allowances for student self-advocacy of his / her needs <input type="radio"/> _____

Academic Accommodations
<ul style="list-style-type: none"> <input type="radio"/> ABC / number line <input type="radio"/> Consistent, repetitive reinforcement <input type="radio"/> Homework assignment book <input type="radio"/> Home / school journal <input type="radio"/> Language strategies of semantic webs / maps – story narratives <input type="radio"/> Limit copying from book / board <input type="radio"/> Manipulatives <input type="radio"/> New concepts need to be reinforced <input type="radio"/> Peer tutoring <input type="radio"/> Preferential seating with good peer model <input type="radio"/> Redirect to check work <input type="radio"/> Reduce homework assignments <input type="radio"/> Reduce paper work <input type="radio"/> Reduce spelling list <input type="radio"/> Remedial Reading / Math <input type="radio"/> Simplify steps in a process <input type="radio"/> Small group skills reinforcement <input type="radio"/> Small Reading group <input type="radio"/> Social Studies more project oriented with less written work / Text read orally <input type="radio"/> Study partner <input type="radio"/> _____ <input type="radio"/> _____

Testing Accommodations
<ul style="list-style-type: none"> <input type="radio"/> Oral testing when necessary <input type="radio"/> Un-timed tests <input type="radio"/> Scribe as needed <input type="radio"/> Different testing location <input type="radio"/> Modified / shortened tests <input type="radio"/> Prior sample of test questions / Retest <input type="radio"/> Tests taken with notes / book <input type="radio"/> Portfolio Assessment <input type="radio"/> _____

O.T. / P.T. Accommodations
<ul style="list-style-type: none"> <input type="radio"/> Adaptive equipment _____ <ul style="list-style-type: none"> <input type="checkbox"/> pencil grip <input type="checkbox"/> erasable pen <input type="checkbox"/> highlighter <input type="checkbox"/> slant board <input type="radio"/> Appropriate desk / chair in all settings <input type="radio"/> Cues for proper letter formation <input type="radio"/> Dotted letters / numbers; Enlarged, blackened lines <input type="radio"/> Less demand / alternatives for written assignments <ul style="list-style-type: none"> <input type="checkbox"/> art projects; group projects; oral reports <input type="checkbox"/> computer / adapted keyboard <input type="radio"/> _____