ACCOMMODATIONS/MODIFICATIONS CHECKLIST
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_____ _____ _____ _____
Student   Date   Teacher   Grade

_____ Contacted previous teacher to discuss child
_____ Contacted parents to inform of interventions/solicit assistance or advice

PACING

_____ Frequently vary the activity

_____ Allow breaks

_____ Allow "think time"

_____ Provide "on-task" reminders

_____ Make time to talk alone with the student

_____ Give several verbal prompts to initiate a task

_____ Distribute worksheets one at a time

_____ Give verbal encouragement, praise, or recognition for tasks completed

_____ Slow the pacing of material; teach the child to request that the teacher slow down

_____ Walk through "transitions" with the student (e.g. return the reading text to the desk, take out the math book, and move to the appropriate area for the math lesson).

_____ Encourage the student to refer to printed or pictorial schedules with changes of activities, materials, or lesson locations

_____ Teach the child how to recognize when help is needed and how to best access help from others in an appropriate manner (such as how to ask questions)

_____ Decrease the daydreaming that results from an inability to proceed by asking direct questions or providing cue cards (i.e. "Are you stuck?," "Is that clear?")

_____ Other (please specify)

Sensorimotor skills: Impulsiveness/self-control:

Absorbing/retaining information: Starting/changing/maintaining:

Language comprehension/expression: Organization and planning:

Visual motor skills: Visual/perceptual processing:

Problem-solving/reasoning: Sequential processing:

Orientation/Attention to Activities: Social adjustment/awareness:

Emotional adjustment:

ENVIRONMENT

_____ Allow legitimate movement (i.e. floor boundaries around desk)

_____ Have preferred seating for child (near a positive role model or teacher)

_____ Teach positive rules for the use of space

_____ Define areas concretely

_____ Secure papers to the desk with magnets, removable tape, etc.

_____ Reduce/Minimize distractions

   _____ Visual   _____ Auditory   _____ Spatial   _____ Movement

_____ Use adaptive furniture

_____ Use a study carrel

_____ Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.

_____ Keep work space clear of unrelated materials

_____ Keep the classroom quiet during intense learning times

_____ Require correct posture when writing (feet on floor, appropriate pencil grip, etc.)

_____ Seat the child in a distraction-free zone within the classroom (away from doorways, windows, etc.)

_____ Provide a visual schedule of daily events

_____ Review printed or pictorial descriptions to assist the student in better understanding what is expected of him/her

_____ Place materials within the student's best visual field

_____ Maintain consistent staff, room arrangement, and materials

_____ Label significant objects and areas; provide nametags for the staff

_____ Teach the student to look for permanent landmarks and name the landmarks when they see them

_____ Have the student verbalize how to get to a specific place before starting or while moving

_____ Remove unnecessary auditory distractions. Initially, limit background noise and gradually increase to a normal level

_____ Allow the student to leave a few minutes early from each class to minimize exposure to noise and confusion

_____ Attach cue cards to the student's desk, such as "Raise your hand for help."

_____ Point to a sign "Return to work" when the student stops working

_____ Use a timer intermittently and reward the student who is working when it rings

_____ Other (please specify)

PRESENTATION OF SUBJECT MATTER

_____ Teach to the student's preference of learning style

      _____ Visual   _____ Auditory   _____ Model   _____ Tactile   _____ Kinesthetic

_____ Utilize a specialized curriculum

_____ Evaluate the classroom structure against the student's needs and make accommodations as necessary (flexible structure, firm limits, etc.)

_____ Tape lectures/discussions for replay of information

_____ Develop individualized rules for the student

_____ Provide notes/outlines

_____ Provide individual/small group/partner instruction (circle all applicable), especially when learning or practicing new facts, concepts, and strategies

_____ Allow for extra practice of academic skills required in "real world"

_____ Provide a photocopy of another child's notes to the child

_____ Present demonstrations (model)

_____ Utilize manipulatives

_____ Emphasize critical information

_____ Pre-teach vocabulary

_____ Make/use vocabulary files

_____ Stand near the student when giving directions or presenting a lesson

_____ Allow the student prior notice before transitioning from one activity to another (give several reminders)

_____ Provide assistance when moving about the building

_____ Tests are presented to the child in an alternate language (sign language, native language)

_____ Write key points on the chalkboard

_____ Maintain eye contact with the student

_____ Provide the student with a list of discussion questions before reading the material

_____ Use "sharing" activities

_____ Repeat, clarify, or simplify directions

_____ Read directions to the child individually

_____ Check progress and provide feedback often (in the first few minutes of each assignment)

_____ Place a ruler under sentences being read (for better tracking)

_____ Have the student practice presenting in a small group before presenting to the large class

_____ Have the student practice raising their hand/asking questions (not in large group setting)

_____ Sequence work, with the easiest part first

_____ Provide study guides and study questions that directly relate to tests

_____ Reinforce the student for recording assignments and due dates in their notebook

_____ Draw arrows on worksheets, chalkboard, or overheads to show how ideas are related

_____ Use graphic organizers, such as flow chart, Venn diagrams, etc.

_____ Provide visual prompts (i.e. stop signs, arrows) that show directions for starting, stopping, and continuation of work

_____ Provide written directions presented as one complete sentence per line

_____ Read text to the child

_____ Break longer presentations into shorter segments

_____ Pre-read the text before group reading

_____ Provide multi-step directions for assignments/tasks on the student's desk

_____ Do not require the child to copy material from the board – provide a written copy for their desk

_____ Summarize information frequently

_____ Use multi-sensory teaching techniques

_____ Tie new information to previously-learned information

_____ Teach strategies such as visual imagery, "chunking," association techniques, and mnemonic devices

_____ Teach the student to practice verbal rehearsal (consider using a whisper phone)

_____ Use concrete language when speaking to the child; use short sentences

_____ Use pictures or written words to cue the student (such as "Look" or "Listen."). Pair manual signs, gestures, or pictures with verbal information

_____ Role-play situations that simulate those which the student may encounter, emphasizing the generalization of specific skills taught. For example, completing a school assignment and going to the store may involve the same strategies (i.e. making a list or asking for help)

_____ Allow the student to bring up relevant real-life problems that are appropriate for group discussion. Promote brainstorming about alternative solutions and their usefulness

_____ Develop a problem-solving guide to help the student through the stages of problem solving (i.e. identify the problem; acquire relevant information; generate several possible solutions; list pros and cons for each solution; identify the best solution; create a plan for action; evaluate the effectiveness of the plan)

_____ Explain the purpose of the lesson; relate following directions to functional, everyday situations, such as assembling a car or reading a recipe

_____ Identify the main idea and supporting details. Categorize the details (who/what/where) Teach the student to do the same when reading or listing to lecture material

_____ Focus on one type of information at a time

_____ Decrease "rambling" by having the student express a thought "in one sentence."

_____ Limit the number of steps in a task

_____ Provide part of a sequence and have the student finish it

_____ Give cues, such as "Good. Now what would you do?"

_____ Use categories to focus on one topic at a time

_____ Describe the visual instructional material in concrete terms

_____ Provide longer viewing times or repeat viewings when using visual instructional material

_____ Show or discuss one step of the sequence (lesson) at a time

_____ Tell the student how many steps are in a task: "I'm going to tell you three things to do." Hold up three fingers."

_____ Act out a sequence of events to clarify information

_____ Redirect the student's attention as soon as his/her attention drifts away from the assignment. Gradually lengthen the time of on-task behavior by strengthening the interval of time that a student receives reinforcement (e.g. social praise, tangibles).

_____ Use novel, unusual, relevant, or stimulating activities

_____ Other (please specify)

MATERIALS

_____   Assist with the arrangement of material on a page

_____   Provide highlighted texts/study guides (color coding)

_____   Keep extra supplies of classroom materials (pencils, books) on hand

_____   Use supplementary materials

_____   Provide alternative books with similar concepts, but at an easier reading level

_____   Provide summaries of chapters

_____   Use word-for-word sentence fill-ins

_____   Use blackline masters, not dittos

_____   Provide the child with a computer for written work

_____   Provide the child with templates/masks to reduce visible print

_____   Provide arithmetic tables/table of math facts for reference

_____   Tape a number line/alphabet to the student's desk

_____   Provide the child with a visual magnification device

_____   Provide the child with an auditory magnification device

_____   Provide specialized materials (pencil grips, lined OT paper with midlines present, raised line paper, etc.)

_____   Use index cards to record major themes

_____   Provide the child with pencil grips/pencils marked with tape to indicate proper finger position

_____   Provide the child with a shortened pencil to encourage proper finger positioning

_____   Allow the child to use a mechanical pencil (for children who press too hard when writing)

_____   Provide the child with pre-recorded readings

_____   Use large print materials/Braille materials

_____   Provide special equipment

_____   Calculator   _____   Video recorder   _____   Other (please specify)

_____   Assist the student in picking out books at an appropriate level

_____   Allow the student an extra set of books for home use

_____   Allow the child to use spell checker or a spelling dictionary

_____   Provide the child with a speech synthesizer

_____   List the steps to a task and check them off when completed; emphasize where they are in relation to the final step.

_____   Other (please specify)

ASSIGNMENTS/TESTS

_____ Give directions in small, distinct steps (written/picture/verbal)

_____ Use a written backup for oral directions

_____ Lower the difficulty level

_____ Provide independent work time

_____ Extend time requirements (tests and/or assignments)

_____ Omit assignments requiring copy (in timed situations)

_____ Require the child to restate oral directions in their "own words" to ensure comprehension

_____ Shorten assignments to focus on mastering the key concepts

_____ Reduce the language or reading level of an assignment

_____ Shorten spelling tests (to focus on mastery of the most functional words)

_____ Provide a homework assignment notebook

_____ Hold weekly meetings with the child to review upcoming assignments (plan strategy)

_____ Use Post-It notes to mark assignments in textbooks

_____ Provide the child with a weekly or monthly assignment calendar (with due dates posted)

_____ Use alternatives to crossword puzzles or word finds

_____ Review test directions orally

_____ Teach the student how to take tests and complete worksheets (how to review, plan time for each section, etc.)

_____ Provide a vocabulary list with definitions for tests

_____ Allow tests to be taken in a room with few distractions (i.e. library)

_____ Read test materials to the student

_____ Allow oral responses on tests/assignments

_____ Grade spelling separately from content

_____ Provide typed test materials (instead of tests written in cursive)

_____ Allow take-home or open-book tests

_____ Provide possible answers for fill-in-the-blank sections

_____ Provide the first letter of a missing word

_____ Divide tests into smaller sections of similar questions or problems (i.e. all addition problems in one section)

_____ Use recognition tests (true-false, multiple choice, or matching) instead of essays

_____ Provide the student with page numbers to help them find answers

_____ Provide the child with a list of discussion questions before reading the material

_____ Provide a communication notebook for teacher/parent messages

_____ Number and sequence the directions of steps in a task. Give general clues with each step: "What should you do first? What should you do second?"

_____ Show the student a model of the end product (i.e. a completed math problem or finished quiz)

_____ Substitute a project (posters, panoramas, models, collections, etc.) for an assignment/test

_____ Specify and list exactly what the student needs to learn to pass - review this frequently

_____ Provide fewer problems on a worksheet (4-6 problems per page, rather than 20-30)

_____ Modify expectations based on student needs (i.e. after reading the chapter, the student should be able to identify three reasons why...)

_____ Give alternatives to long written assignments (i.e. several short reports, preview audiovisual materials and write a short review, give an oral report on an assigned topic)

_____ Use pre-printed stickers for assignments requiring cloze procedures

_____ Provide one-to-one assistance in completing written assignments

_____ Provide a scribe to record verbatim oral responses to questions

_____ Use worksheets that require minimal writing

_____ Use fill-in questions with space for brief responses rather than short essays

_____ Provide a printed outline of videotapes and filmstrips

_____ Provide the child the option to write an outline to a question, then, using tape recorder, dictate the body of the response (per written response)

_____ Increase spacing between items and/or limit items presented on a page

_____ Require the child to skip alternating lines when writing

_____ Use enlarged graph paper to write problems (to help the student keep numbers in columns)

_____ Read and explain story problems to the child/break problems into smaller steps

_____ Provide the child with copying assistance between drafts of writing

_____ Underline key words in a passage for emphasis

_____ Provide visual or auditory cues, such as "Is it _____ or _____?" or give the beginning sound of the word

_____ Teach the student to compensate for word-finding problems by describing attributes of an object

_____ Allow the child to print instead of using cursive (teach the child how to read cursive, however)

_____ Explain several examples to help the individual get started

_____ Teach the child to review directions if they are unsure of a task

_____ Make the student aware of what he/she can and cannot do. Expand the tasks that are done successfully by adding one step that will be "harder."

_____ Provide pictures or a written sequence of steps to remember: Tape a cue card to the desk with words or pictures of materials needed for a lesson, then expand on the original directions. For example, if the direction was "Underline the words in each sentence in which /ou/ or /ow/ stands for the vowel sound." Change this to:

1) Read the sentence.
2) Underline /ou/ and /ow/ words
3) Read the underlined words
4) Find the two words that have the same vowel sounds, and
5) Write these two words on the lines below the sentence

_____ Emphasize what the individual can do and point out progress that has been made. Compare recent past and present work

_____ Focus the student's attention on specific information: "I'm going to read a story and ask WHO is in the story."

_____ Use tasks specifically designed to help the student focus his/her attention

_____ Other (please specify)

GRADING

_____ Provide a partial grade based on individual progress or effort

_____ Use daily or frequent grading averaged into a grade for the quarter

_____ Weigh daily work higher than tests (for a student who performs poorly on tests)

_____ Mark the correct answers rather than the incorrect ones

_____ Permit the student to rework missed problems for a better grade

_____ Average grades out when assignments are reworked, or grade on corrected work

_____ Use a pass/fail (or alternative) grading system where the student is assessed on his/her own growth

_____ Give progress reports instead of grades

_____ Require fewer problems to obtain passing grades

_____ Other (please specify)

BEHAVIOR

_____ Arrange a "check-in" time to organize for the day

_____ Pair the student with a student who is a good behavior model for the class

_____ Modify school rules that may discriminate against the student

_____ Use nonverbal ("secret signals") or verbal ("code words") to remind the student of rule violations (this can also be used to alert the child to positive behaviors, too)

_____ Amend consequences for rule violations (i.e. reward the forgetful child for remembering to bring pencils to class instead of punishing them for the failure to remember)

_____ Minimize the use of punishment; provide positive AND negative consequences

_____ Develop an individualized behavior intervention plan that is positive and consistent with the student's ability and skills

_____ Increase the frequency and immediacy of reinforcement

_____ Arrange for the student to leave the classroom voluntarily and go to a designated "safe place" when under high stress

_____ Ignore behaviors that are not seriously disruptive

_____ Develop interventions for behaviors that are annoying but not deliberate (i.e. provide a small piece of foam rubber for the desk of a student who continually taps a pencil on the desktop)

_____ Keep aware of behavior changes that relate to medication or the length of the school day; modify expectations if appropriate

_____ Hold frequent conferences with the student to discuss behavior; provide positive alternatives to maladaptive behaviors

_____ Talk with the counselor about the student; solicit assistance

_____ Use behavior chart/tallies

_____ Use a reinforcement system for positive behaviors

_____ Perform classroom observations

_____ Use office interventions

_____ Discuss rules and their importance at the beginning of the lesson

_____ Explain how the student's impulsive acts (e.g. calling out) disturb others

_____ Role-play appropriate responses (e.g. raising hand). Place a sign on the student's desk with a picture of a hand and point to this when the student interrupts

_____ Employ a "stop action" technique. Immediately stop the student from disrupting an activity, encourage him/her to verbalize an alternative behavior, and have the student follow through appropriately

_____ Assure the student that he/she has sufficient time to complete tasks and need not "hurry through" them. If needed, break large task down into smaller tasks

_____ Provide the child time at the end of a session for them to tell personal stories or jokes

_____ Recognize that the student will have difficulty "taking turns and sharing." Try to alleviate those situations when possible. If that is not possible, attempt to reduce the stress with a remark such as, "We have plenty of time before we have to get started, so take your time sharpening your pencils."

_____ Teach the student to model peer behavior

_____ Review pictorial or printed rules of behavior before each lesson: "Look, listen, raise your hand."

_____ Praise the student once he or she has begun a task. Remind the student that he or she is capable of completing the activity

_____ Role-play what to say when initiating social contact with peers

_____ Emphasize the closure of activities by giving the student jobs such as collecting papers, cleaning up materials, or writing in their log books

_____ Encourage the student to observe the behavior of others as tasks end

_____ List end-of-session behaviors: "Put your papers in the blue box and return to your desk."

_____ Redirect undesirable behavior by focusing the student's attention on tasks that are interesting enough to break the pattern of disruptive or perseverative responses. (Note: Do not use this technique if the student's behavior is attention seeking. Consultation with a behavior specialist

may be indicated)

_____ Provide visual cues (e.g. have a sign on the student's desk with the word or pictured symbol for behaviors such as LOOK or LISTEN. Point to the sign when the student of off-task.)

_____ Monitor for fatigue; adjust instruction as appropriate

_____ Be alert for attention drifts and redirect the student to the task when necessary

_____ Chart the achievement of goals to build self-confidence

_____ Limit perseverative behaviors by using verbal directions (e.g. "Erase only once.") or by focusing attention on less threatening or more socially appropriate tasks

_____ Other (please specify)