

# EAST BRIDGEWATER PUBLIC SCHOOLS

## DISTRICT CURRICULUM ACCOMMODATION PLAN [\(DCAP\)](#)

*The accommodations listed below may be utilized with ALL students in the East Bridgewater Public Schools.*

*Note: This is not intended to be a comprehensive list, but only a **sampling** of accommodations.*

<b>Instructional Practices for All</b>	
<p style="text-align: center;"><b>Social Emotional Learning</b> 😊 😞 😊</p> <ul style="list-style-type: none"> <li>Build a positive rapport and relationship with student and family</li> <li>Determine student interest and design flexible activities accordingly</li> <li>Implement Responsive Classroom Strategies*</li> <li>Use of Social Thinking Language*</li> <li>Implement whole class SEL lessons*</li> <li>Model and reinforce positive behavioral expectations</li> <li>Establish relevance and purpose</li> <li>Token economy or point system behavior plan</li> <li>Modify physical environment (ie. islands, proximity seating, reduce visual clutter)</li> <li>Provide in-class movement or brain breaks</li> </ul>	<p style="text-align: center;"><b>Instructional Design</b> 📋</p> <ul style="list-style-type: none"> <li>Clear, firm goals posted</li> <li>Agenda/schedule posted</li> <li>Classwork/homework posted electronically</li> <li>Chunk assignments into smaller, manageable amounts</li> <li>Vary instructional groupings throughout the lesson (whole group, small group, partner, individual)</li> <li>Provide visual support--i.e color coding, checklist, graphic organizers, emoji coding</li> <li>Provide a variety of tools to write with (chalk, markers, etc)</li> <li>Provide a variety of writing surfaces/paper types</li> <li>Pencil Grip</li> <li>Provide structured practice of gross motor skills*</li> <li>Provide opportunities for students to use manipulatives</li> </ul>
<b>Classroom Practices</b> 🏠	
<ul style="list-style-type: none"> <li>Present content through multiple means of representation (visual, verbal, pictorial, etc)</li> <li>Small group instruction/station rotation/workshop model</li> <li>Physical objects/manipulatives (hands-on learning)</li> <li>Increase student voice (limit lecture)</li> <li>Auditory cues for key concepts</li> <li>Frequent checks for understanding</li> <li>Build background knowledge (ie. pre-teach vocabulary and symbols)</li> <li>Activate prior knowledge and connect to students' experiences</li> <li>Provide wait time</li> <li>Provide exemplar models</li> <li>Repeat/reteach key concepts</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphic organizers/anchor charts</li> <li>Provide sentence starters/stems</li> <li>Use multiplication chart/calculator</li> <li>Use of technology (speech-to text, text to speech)</li> <li>Use of whisper phone/allow student to read aloud to self</li> <li>Provide formative, positive feedback often</li> <li>Student discourse (turn and talk, peer discussion)</li> <li>Provide explicit supported opportunities to generalize learning (read to younger students, teach peers, etc.)</li> <li>Scribe or oral responses accepted</li> <li>Provide choice of materials and/or methods</li> <li>Plan activities that allow movement</li> </ul>
<p style="text-align: center;"><b>Communication &amp; Classroom Supports</b> ⚙️</p> <ul style="list-style-type: none"> <li>Model precise articulation*</li> <li>Use of mnemonic cues to prompt proper articulation*</li> <li>Provide verbal models</li> <li>Provide students with multiple means of expression to communicate ideas (writing, speaking, etc)</li> <li>Combine verbal and visual cues (captions, images, etc)</li> <li>Reduce copying from the board</li> <li>Provide copies of notes</li> <li>Provide clean, concise documents or digital materials that are accessible (not PDFs)</li> <li>Reduce extraneous noise</li> <li>Have students repeat directions</li> <li>Keep student work area free of clutter</li> <li>Utilize visual timers</li> </ul>	<p style="text-align: center;"><b>Assessment</b> 💡</p> <ul style="list-style-type: none"> <li>Utilize pretest/diagnostic data</li> <li>Show what you know/provide options of assessment (oral assessment, written, video)</li> <li>Provide study guides</li> <li>Allow extended time</li> <li>Administer over short periods of time</li> <li>Accept key word responses</li> <li>Encourage a quiet environment</li> <li>Clarify directions</li> <li>Teach test-taking strategies</li> <li>Utilize a variety of question types</li> <li>Provide word banks</li> <li>Chunk the test in smaller amounts</li> <li>Provide rubrics for clear expectation of output</li> </ul>

\*Indicates accommodation specific to Central School