



## Accommodations Checklists

A sampling of common accommodations that take into consideration recommendations for different disability types.

### Physical Arrangement of Classroom

- Seat student near the teacher
- Seat student near a positive role model
- Stand near the student when giving directions or presenting lessons
- Avoid distracting stimuli (air conditioner, high traffic areas, etc.)
- Increase distance between desks

### Lesson Presentation

- Pair students to check work
- Write key points on the board
- Provide peer tutoring or reciprocal teaching
- Provide visual aids, large print, and videos
- Provide a peer note taker
- Make sure directions are understood
- Include a variety of activities during each lesson
- Repeat directions to the student after they have been given to the whole class
- Provide written outline
- Allow student to record lessons
- Have child review key points orally
- Teach through multisensory modes
- Use computer-assisted instruction
- Accompany oral directions with written directions for child to refer to
- Provide a model to help students; post model and refer to it often
- Break longer presentations into shorter segments

### Assignments and Worksheets

- Give extra time to complete tasks
- Simplify complex directions

- Hand worksheets out one at a time
- Reduce the reading level of the assignments
- Require fewer correct responses to achieve grade (quality v. quantity)
- Allow student to record assignment or homework
- Provide a structured routine in written form
- Provide study skills training and learning strategies
- Shorten assignments; break work into smaller segments
- Allow student to type assignments or dictated assignments
- Use self-monitoring devices
- Reduce homework assignments
- Do not grade handwriting
- Do not require lengthy outside reading assignments
- Monitor students' self-paced assignments (daily, weekly, bi-weekly)
- Recognize and give credit for student's oral participation in class

### **Test Taking**

- Allow open book tests
- Give tests orally
- Give take-home tests
- Use more objective items (fewer essay responses)
- Allow student to record test answers
- Give frequent short quizzes and avoid long exams
- Allow extra time for tests
- Read test item to student
- Avoid placing student under pressure of time or competition

### **Organization**

- Provide peer assistance with organizational skills
- Assign volunteer homework buddy
- Allow student to have an extra set of textbooks at home
- Send daily or weekly progress reports home
- Develop a reward system for in-school work and homework completion
- Provide student with a homework assignment notebook

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## Behaviors

- Use timers to facilitate task completion
- Structure transitional and unstructured times (recess, hallways, passing time, lunchroom, locker room, library, assembly, etc.)
- Praise specific behaviors
- Use self-monitoring strategies
- Give extra privileges and rewards
- Keep classroom rules simple and clear
- Allow for short breaks between assignments
- Cue student nonverbally to stay on task
- Mark student's correct answers, not the mistakes
- Implement an effective classroom management system
- Allow students time out of seat, to run errands, and so on
- Allow legitimate movement
- Increase immediacy of rewards