Accommodations

Classroom Environment

- Establish a time, space, and place for everything (i.e., lunchbox, coat, books, homework, etc.)
- Preferential seating
- Study carrels/quiet work areas
- Seat the student near good role models
- Reduce visual stimuli
- Provide student with a list of materials necessary each day
- Make sure the student’s desk is free of all materials except those needed for current activity
- Seat away from door, window
- Take tests in a quiet area/room

Classroom Organization

- Frequent breaks
- Provide alternative grade
- Select the fewest possible number of rules
- State rules in positive terms
- Have pre-established consequences
- Give energy release breaks
- Tape assignments to desk
- Use individual or group assignment sheet
- Use individual or group behavior sheet
- Predetermined number of passes to be use for: leaving seat, talking out without permission, bathroom breaks
- Post rules in various places, including the student’s desk
- Make sure student knows which areas or activities in the classroom are off limits
- Wait 10 seconds for the student to respond to questions, comments, etc.
- Give time for peer helper/buddy to help with desk organization each day

Curriculum Accommodations

- Give 1 or 2 instructions at a time, at a steady pace
- Have a student repeat the instructions
- Use eye contact, modulate you voice, and use gestures
- Give short term assignments
- Give short breaks during longer assignments
- Use concrete examples
- Allow student to take the test orally
- Modify the amount of problems
- Modify the amount of words required
• Allow the use of a buddy system to take notes
• Accept typed or computer assisted papers
• Use recorded stories
• Divide task into parts, give one part at a time
• Allow use of a calculator
• Reduce paper pencil tasks
• Provide highlighted material
• Extend time for assignment
• Allow student to tape lecture or discussion, or answers to test questions
• Provide reader for written material
• Make sure you are testing knowledge, and not attention span
• Provide guided notes, carbon copies, or NCR paper

Classroom Management

• Be consistent
• Write contract specifying behavior expected
• Use concrete examples and non-examples to serve as models of acceptable work/unacceptable work
• Interact frequently with the student to monitor performance
• Use student models of appropriate behavior/seat near a good role model
• Remain calm
• Have pre-established consequences
• Reward amount of time student waits and try to increase wait time
• Praise immediately after any good behavior
• Give adequate opportunities to respond
• Have the student be the leader of a small group activity, if she or he possesses skill or interest
• Provide the student with a predetermined signal if she or talks at inappropriate times
• Provide responsibilities for errands and opportunities to help
• Have the student maintain a chart indicating time on task with reinforcement for increasing appropriate behavior
• Use tangible/intangible reinforcers