

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/seal 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