

## **ACCOMMODATIONS CHECKLIST FOR THE General Education CLASSROOM**

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### **PHYSICAL ARRANGEMENT OF ROOM:**

- seating student near the teacher**
- seating student near a positive role model**
- standing near the student when giving directions or presenting lessons**
- avoiding distracting stimuli (air conditioner, high traffic area, etc.)**
- increasing distance between desks**
- additional accommodations:**

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### **LESSON PRESENTATION:**

- pairing students to check work**
- writing key points on board**
- providing peer tutoring**
- providing visual aids, large print, films**
- providing peer note taker**
- making sure directions are understood**
- including a variety of activities during each lesson**
- repeating directions to the student after they have been given to the class: then have him/her repeat an explain direction to teacher**
- providing written outline**
- allowing student to tape record lessons**
- having child review key points orally**
- teaching through multi-sensory modes, visual, auditory, kinesthetic, olfactory**
- using computer-assisted instruction**
- accompany oral directions with written directions for child to refer to blackboard or paper**

- \_\_\_ provide a model to help students post the model and refer to it often
- \_\_\_ provide cross age peer tutoring
- \_\_\_ to assist the students in finding the main idea underlying, highlighting, cue cards, etc.
- \_\_\_ breaking longer presentations into shorter segments
- \_\_\_ additional accommodations:

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#### **ASSIGNMENTS/WORKSHEETS:**

- \_\_\_ giving extra time to complete tasks
- \_\_\_ simplifying complex directions
- \_\_\_ handing worksheets out one at a time
- \_\_\_ reducing the reading level of the assignments
- \_\_\_ requiring fewer correct responses to achieve grade (quality vs. quantity)
- \_\_\_ allowing student to tape record assignments/homework
- \_\_\_ providing a structured routine in written form
- \_\_\_ providing study skills training/learning strategies
- \_\_\_ giving frequent short quizzes and avoiding long tests
- \_\_\_ shortening assignments; breaking work into smaller segments
- \_\_\_ allowing typewritten or computer printed assignments prepared by the student or dictated by the student and recorded by someone else if needed
- \_\_\_ using self-monitoring devices
- \_\_\_ reducing homework assignments
- \_\_\_ not grading handwriting
- \_\_\_ student should not be allowed to use cursive or manuscript writing
- \_\_\_ reversals and transpositions of letters and numbers should not be marked wrong, reversals or transpositions should be pointed out for correction
- \_\_\_ do not require lengthy outside reading assignments
- \_\_\_ teacher monitor students self-paced assignments (daily, weekly, bi-weekly)

arrangements for homework assignments to reach home with clear, concise directions

recognize and give credit for student's oral participation in class

additional recommendations:

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#### **TEST TAKING:**

allowing open book exams

giving exam orally

giving take home tests

using more objective items (fewer essay responses)

allowing student to give test answers on tape recorder

giving frequent short quizzes, not long exams

allowing extra time for exam

reading test item to student

avoid placing student under pressure of time or competition

additional accommodations:

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#### **ORGANIZATION:**

providing peer assistance with organizational skills

assigning volunteer homework buddy

allowing student to have an extra set of books at home

sending daily/weekly progress reports home

developing a reward system for in-schoolwork and homework completion

providing student with a homework assignment notebook

additional accommodations:

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**BEHAVIORS:**

- \_\_\_ use of timers to facilitate task completion
  - \_\_\_ structure transitional and unstructured times (recess, hallways, lunchroom, locker room, library, assembly, field trips, etc.)
  - \_\_\_ praising specific behaviors
  - \_\_\_ using self-monitoring strategies
  - \_\_\_ giving extra privileges and rewards
  - \_\_\_ keeping classroom rules simple and clear
  - \_\_\_ making "prudent use" of negative consequences
  - \_\_\_ allowing for short breaks between assignments
  - \_\_\_ cueing student to stay on task (nonverbal signal)
  
  - \_\_\_ marking student's correct answers, not his mistakes
  - \_\_\_ implementing a classroom behavior management system
  - \_\_\_ allowing students time out of seat, to run errands, etc.
  - \_\_\_ ignoring inappropriate behaviors not drastically outside classroom limits
  - \_\_\_ allowing legitimate movement
  - \_\_\_ contracting with the student
  - \_\_\_ increasing the immediacy of rewards
  - \_\_\_ implementing time-out procedures
  - \_\_\_ additional accommodations:
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## **Example of an Instructional Accommodations Format For General Education Classroom Teachers**

### **Form for Identifying Accommodations:**

**Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Use the following checklist to guide decisions about what instructional accommodations are needed by this student.**

### **Instructional Accommodation Checklist**

#### **Setting**

**Distraction-free space within classroom (e.g., doorway, windows, other students, front of class, back of class)**

**One-to-one assistance to complete written tasks**

**On-task reminders**

**Several verbal prompts to initiate a task**

**Verbal encouragement, praise, or recognition to continue a task**

**Directions repeated and/or clarified**

**Small group or partner instruction, especially when learning or practicing new facts, concepts, and strategies**

**Adaptive furniture**

**Other**

#### **Timing**

**Periodic breaks during work sessions (specify)**

**Other**

### **Scheduling**

**Extended time to complete class/homework assignments**

**Length of assignments shortened to complete as overnight homework assignments**

**A daily assignment sheet**

**A weekly quick strategic assignment meeting**

**A weekly or monthly assignment calendar**

**A weekly or monthly assignment calendar with check- in and due dates posted**

### **Presentation**

**Visual cues or printed material to facilitate understanding of orally given directions**

**Directions repeated, clarified, or simplified**

**Directions read individually**

**Visual magnification device**

**Auditory amplifications device**

**Written directions read**

**Key words or phrases in written directions highlighted**

**Visual prompts (e.g., stop signs, arrows) that show directions to start, stop, and continue working**

**Written directions presented in larger and/or bold print**

**Written directions presented with one complete sentence per line of text**

**Reader to read the text**

**Pencil grip**

**Access to a prerecorded reading**

**Test presented in sign language**

**Written information presented in Braille or large print**

**Increased spacing between items and/or limited items presented per page**

**Templates or masks to reduce visible print**

**Papers secured to desk (e.g., magnets, tape)**

**Calculator**

**Abacus**

**Arithmetic tables**

**Spell checker or spelling dictionary**

**Manipulative**

**Other**

**Response**

**Text-talker converter**

**Speech synthesizer**

**Pencil grip**

**Scribe (someone to record verbatim oral responses to questions)**

**Braille**

**Copying assistance between drafts of writing**

**Option to write an outline to a question and, using a tape recorder, dictate the body of the response, per the written outline**

**Option to dictate answer into a tape recorder**

**Visual magnification device**

**Touch Talker or other communication device**

**Calculator**

**Abacus**

**Arithmetic tables**

**Spell checker or spelling dictionary**

**Other accommodations based on the purpose of the assignment and what and how the skill(s) will be assessed.**