



Physical Accommodations

- **Orientations**
 - Provide a map
 - Permit early class dismissal
 - Use a peer buddy
 - Provide cues to help with transitions
- **Fatigue**
 - Modified school day
 - Scheduled breaks
 - Allow for naps
 - Remind the student to ask for help
- **Motor (fine and gross)**
 - Provide a scribe
 - Reduce quantity of written work
 - Arrange a peer to carry books
 - Provide roller or gel pens for written work
- **Sensory Function**
 - Ensure proper lighting
 - Minimize background noise
 - Provide a slant board
 - Implement calming strategies
 - Provide written information to accompany verbal information

Academic Accommodations

- **New Learning/Re-Learning**
 - Longer and repeated viewing times of new information
 - Opportunities for high rates of success and immediate, non-judgmental corrective feedback
- Reinforce information with pictures
- **Reading**
 - Use audiobooks
 - Provide a written set of questions/key vocabulary words



- Highlight key words
- Read written test items
- Provide summaries of complicated text
- **Language (expressive and receptive)**
 - Allow student to dictate thoughts before writing
 - Encourage use of gestures
 - Give initial sound cues
 - Use multiple-choice assessments when possible
- **Math**
 - Demonstrate concepts with concrete items
 - Create functional activities
 - Use a calculator
 - Practice word problems with pictures or stories

Executive Functions Accommodations

- **Attention/Focus**
 - Shorten assignments
 - Deliver material in small increments
 - Use color coding or underlining
 - Have the student recognize and communicate when presented with too much information at once
 - Provide verbal, visual, or physical redirection
- **Behavior**
 - Avoid change in routine or give previews for new routines
 - Provide positive, antecedent-focused supports
 - Give choices
 - Use time-out when necessary
 - Focus on a student's strengths



- **Processing Speed**

- Allow more time for a response
- Set targets for quantity of work
- Allow for additional time to complete work and exams

- **Memory/Organization**

- Carefully organize learning tasks
- Provide an extra set of books
- Use repetition
- Use an audio recorder
- Set up a buddy system
- Use visual cues/provide written instructions
- Utilize check ins
- Use flow charts and mind-mapping techniques

- **Initiation and Planning**

- Provide cues
- Provide steps of a task
- Praise attempt to initiate a task
- Provide frequent check ins
- Provide a written routine

- **Problem Solving, Reasoning, and Mental Flexibility**

- Teach explicit problem-solving steps
- Use a checklist
- Model, rehearse and role play scenarios
- Encourage the student to think about alternatives and consequences

- **Self-awareness**

- Teach self-talk
- Use traffic light analogy to help student ask "Am i doing what I should be doing?"
- Talk about their role in behavior and learning
- Have student complete daily behavior ratings and compare them to teacher ratings



Social and Emotional Accommodations

- **Social Skills**

- Organize a buddy system or circle of friends
- Role play real-life situations and social interactions
- Encourage student to join a club or activity
- Assign the student specific roles in group work

- **Empathy**

- Praise empathetic behavior
- Listen intently to show you care
- Teach the student to recognize when others behave kindly
- Show acts of kindness to set an example

- **Judgement**

- Directly teach the students how to express feelings appropriately
- Enforce clear rules and consequences for inappropriate behavior
- Involve them in structured activities that fill their time
- Utilize videos, daily situations, and experiences of others to illustrate other points of view



Services and Supports

- Does the student need related services as part of a 504 plan or IEP?
- Does the student need assistive technology devices and services?
- Does the student need a behavior intervention plan?
- Are there any other special factors that need to be considered?
- Are there Response to Intervention (RtI) programs that would be beneficial for the student?