

ACCOMMODATIONS

Provide accommodations that enable students to be successful

- Extend time to allow students to complete selected tasks
- Use preferential seating to help students focus on learning
- Control misbehavior and help student remain on task by prompting students with verbal and nonverbal cues (e.g., hand signals, sign language, one word or phrase)
- Create a classroom area with limited distractions
- Develop a system to frequently monitor student understanding of academic and behavioral directions
- Help students process information thoroughly by allowing 5 seconds of “wait time” after a question is asked and after a response is given
- Allow “wait time” when a directive is given so student can process information before responding
- Assign a peer, who is a positive role model, to serve as a partner
- Allow students a variety of outlets to demonstrate learning
- Reduce paper and pencil assignments
- Demonstrate how pencil grips, note-taking, and technology can be used as instructional tools
- Shorten assignments such as reducing the number of problems per page or the length of a writing task
- Separate challenging assignments into smaller, less complex tasks
- Store unnecessary items from the student’s work space to eliminate distractions
- Give incremental feedback during multi-step tasks
- Implement non-disruptive techniques to accommodate a student’s need for movement
- Provide reinforcement when students demonstrate effort toward appropriate behavior
- Use verbal or auditory signals to gain the attention of students (e.g., clap a pattern, singing)
- Teach clearly defined rules and expectations using concrete examples
- Post the rules in the classroom and refer to them frequently
- Use visuals, charts, and models to build meaning
- Make a connection between a specific rule and any misbehavior
- Provide each student a personal copy of classroom rules and/or directions for student work
- Use color, graphics, music, and other multi-sensory techniques to teach, review, and/or reinforce academic and behavioral concepts
- Teach the student to highlight, underline, and/or bold the critical points of printed material
- Present information on audiotapes
- Offer multiple opportunities for practicing appropriate and desired behavior
- Use graphic organizers to focus on key elements
- Provide varied opportunities for students to respond (e.g., ask questions, signal thumbs up/down, raise hands, utilize dry erase boards, use demonstrations)

- Use technological applications to motivate and to maintain student engagement
- Use an informal learning styles inventory to determine how an individual student learns best and readjust instruction for student success