IEP Classroom Accommodations

Homework
- Checklists for teachers and parents
- Provide notes and outlines
- Provide self-monitoring checklists
- Modified grading
- Incentives/progress charts
- Homework assignments (written)
- Homework notebook
- Arrangements for homework to be limited and or done at school

Behaviors
- Positive/consistent reinforcement
- Defined limits/expectations
- Modeling appropriate behaviors
- Use behavior report
- Cooling off periods
- Stand or move about occasionally
- Involve parent
- Written behavior plan
- Frequent breaks
- Occasional breaks

Sit in front
- Study carrel/quiet space
- Walk around time
- Time-out space
- Organizational skills
- Natural consequences
- T charts
- Alternate environments
- Alternate activities
- Cueing system
- Token economy

Presentation of Material/Subject
- Preferential seating
- Utilize individualized curriculum
- Tape lectures for replay
- Provide copy of notes
- Use manipulatives
- Preview vocabulary
- Adjust language level
- Adjust reading level
- Utilize peer tutor
- Identify key points for student using graphic organizer
- Alternative instructional style: written
- Alternative instructional style: oral
- Alternative instructional style: demonstration
Alternative instructional style: hands-on
Make sure directions are understood
Have student review key points orally
Allow for response delays
Materials and text read orally
Provide calculator
Provide facts grid
Provide abacus
Provide number line
Provide counters
Provide graph paper
Provide highlighted materials
Provide clean notes
Provide study guides
Provide templates
Parallel or alternate materials used
Step by step math instruction
Taped text
Pair students to check work
Built up handles/grips
Universal cuff
Switch activated materials
Non slip surfaces
Assistive devices for eating
Assistive devices for dressing
Assistive devices for hygiene
Magnification devices
Tilted/raised work surfaces
Sound cues to locate objects
Enlarged visual on computer
Limited visual stimuli/materials presented
High contrast colors

Organization
Use assignment notebook
Use study sheets
Use repeated review drill
Emphasize study skills
Give positive/consistent redirection
Involve parent
Extra time to organize work
Avoid penalizing for lack of organization
Provide peer assistance
Provide teacher support
Provide assistance with organizational skills
Allow student to have an extra set of books at home
Provide individual reward system for task completion
Use self monitoring checklist
Provide notebook/folder system
Sending daily/weekly progress reports home

**Evaluation**
- Preview language/test questions
- Allow oral presentation/response
- Allow taped presentation/response

**Modify format**
- Allow use of manipulatives/calculator
- Avoid penalizing for spelling and grammar errors in testing

**Open book exams**
- Short answer exams
- Allow test to be read to the student

**Test student over smaller segments**
- Allow test to be transcribed for the student

**Support to Classroom Teachers**
- Awareness/IEP
- Curriculum review
- Consultation
- Supportive teaming

**Physical/Environmental Modifications**
- **Seating** for optimum attention
- Seating for optimum vision
- Seating for optimum hearing
- Seat the student near teacher
- Seat the student near board
- Seat the student near exit
- Stand facing the student
- Stand near the student during instruction
- Use slant board/easel/alternative seating choices when writing

**Increase opportunity for movement**
- Use visual schedule - pictures
- Use visual schedule - words
- Rehabilitative assistance for communication
- Rehabilitative assistance for behavior
- Rehabilitative assistance for life skills

**Student tested in resource room**
- Environmental breaks (motor breaks, calming breaks, etc.)

**Avoid distracting stimuli** *(windows, high traffic areas, air conditioner)*
- Small group setting for __________
- Accommodations for wheel chair
- Accommodations for crutches/walker
- Environmental control unit/switches
- Preferential seating to reduce glare
- Preferential seating to reduce background noise

**Assessments/Testing/Grading**
- Materials tested based on specified content expectations and/or amounts
Word banks provided
Reduced choices provided
Open book exams and/or notes allowed
Retests allowed
Refer to Assessment Modifications/Accommodations
Grade completed work only
Pass/fail
Spelling not counted
Grade completion, not accuracy on homework
Focused correction areas in writing
Test taken orally
Test read to student in regular class
Test read to student in resource room
Student records answers on tape
Student tested individually
Extended testing time
Modify testing format
Use alternatives to testing
Use notes during testing
Allow use of dictionary and other tools
Allow use of computer
Multiple grading
Prepared study sheet
No penalty for poor handwriting
No penalty for grammar errors
No penalty for mechanics
Adaptations for test length

General Assignments
Provide clear/concise oral/written directions
Provide alternative assignments
Provide sample(s) of expected assignment(s)
Shorten assignments
Extend time to complete assignment
Reduce visual distractions
Reduce pencil/paper tasks
Reduce/omit copying tasks
Assist with task initiation
Prompt during task
Provide written directions, examples, checklists, templates, webs and/or brainstorming
Reduce quantity by specifying selected vocabulary, number of items, etc.
Reduce spelling tasks
Modify spelling tasks
Read word problems in math
Allow use of word processor or Alpha Smart
Allow use of Franklin Speller or spell check
Allow additional time for completion
Alternate or parallel materials and/or assignments given
Assignments completed orally, on tape or dictated
Provide content at appropriate reading level
Content expectations reduced or modified
Excused from class for support
Long term assignments broken into segments with due dates
Check work at frequent intervals

**Reading Assignments**
Text recorded for student
Text read to student
Use of lower-readability materials
Prereading using reading guide
Use personal text and highlight material
Alternative reading

**Written Assignments**
Record on tape
Use word processor
Use peer recorder
Use spelling aid
Modify length
Modify format
Allow extra time
Multiple drafts count as separate assignments
Assist with organization
No penalty for spelling/grammar errors

**Math Assignments**
Math word problems read to student
Allow use of calculator/computer
Modify length
Modify format
Fewer examples on worksheets
Special paper (graph, NCR, etc.)

**Language**
Prepare student for lesson by telling what will be taught, teaching and summarizing
Gain student's attention before speaking
Reduce rate of speech
Cue important information
Keep steps of direction sequenced, limited
Student needs to repeat, paraphrase directions/information
Encourage student to request repetition of information when needed
Avoid using sarcasm, idiomatic expressions, multiple-meaning words
Provide visual clues
Write key vocabulary on board before lesson. Preteach when possible.
Allow extra time to process and respond to information/questions
Provide written instructions along with verbal
Provide verbal clues (e.g., synonym) when student cannot find a word
Indicate promptly if student is off topic and redirect
Special Inst. Materials, Equipment/Other Resources

- Tape materials
- Highlighted materials
- Manipulatives
- Text for use at home
- Adaptive devices
- Calculator
- Word processing availability
- Auditory trainer
- Modified consumable text
- Large print materials
- Spell checker
- Computer
- Rifton Chair
- Assorted classroom materials appropriate to the student's needs

- Instructional Strategies
  
  Present instruction visually
  Present instruction auditorily
  Present instruction with tactile stimuli
  Provide special seating arrangement
  Give directions one step at a time
  Provide repetition/repeat directions and information frequently
  Ask student to repeat directions
  State in advance exactly what is expected of student
  Remind student to complete work/study for upcoming quizzes/tests
  Utilize high interest texts when appropriate
  Provide structure
  Reduce amount of written work
  Present one activity or only a few problems at a time
  Encourage student to ask for help when uncertain
  Provide hands-on experiences as appropriate
  Provide clear directions, firm expectations and follow through
  Provide immediate feedback
  Follow a routine that is as consistent and predictable as possible
  Help to keep organized; check assignment book frequently
  Provide for sensory limitations and/or needs
  Reduce visual distractions
  Offer redirection
  Encourage/establish eye contact when speaking and listening
  Provide study guides for science/social studies
  Simplify vocabulary for difficult concepts
  Partial participation
  Picture cues
  One-on-one assistance
  Pull out for behavioral support
  Pull out for academic/skills support

Classroom/Playground
Sit in front
Study carrel/quiet place
Walk around time
Time out space

Techniques/Activities - Soc./Personal Development
Enlist student's participation in establishing classroom rules
Remind student of classroom and building rules as needed
Use basic behavior program established for the class as a whole
Use an individualized behavior plan (attached)
Provide positive reinforcement and encouragement
Provide structure
Provide time out occasionally
Provide time out frequently
Remind student to relax
Help student select alternative ways to respond to situations
Help student approach tasks in a more reflective, less impulsive manner
Encourage student to ask for help when uncertain
Help student to recognize strengths and weaknesses
Encourage student to take on challenging tasks
Remind student to listen to and be receptive to ideas of peers
Help student understand consequences of his/her behavior

Communication
Interpreter/transliterator
Sign language/transliterator
Yes/no board
Eye gaze board
Augmentative system