

General Education Classroom Accommodations

An accommodation is a change in how a student may access information and demonstrate learning. An accommodation does not substantially change the instructional level, content, or performance criteria. The change is made in order to provide a student with equal access to learning and equal opportunity to demonstrate his/her knowledge. The following is not a comprehensive list of all classroom accommodations, but a collection of those that are commonly implemented throughout all grades.

<p style="text-align: center;">Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Predictable, structured learning environment <input type="checkbox"/> Provide consistent routines <input type="checkbox"/> Preferential seating (be specific) <input type="checkbox"/> Post visual schedule 	<p style="text-align: center;">Presentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduce visual clutter: fewer items on page, simplify format <input type="checkbox"/> Graphic organizers / checklists <input type="checkbox"/> Visual cues / symbols / acronyms <input type="checkbox"/> Reduce quantity of problems without changing content 	<p style="text-align: center;">Instructional Strategy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide models / exemplars <input type="checkbox"/> Provide story and sentence starters <input type="checkbox"/> Underline or highlight important directions / key words <input type="checkbox"/> Break multi-step tasks into step by step process <input type="checkbox"/> Break long-term project into small segments
<p style="text-align: center;">Attention/Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Small group to decrease distractions <input type="checkbox"/> Use of checklist for multi-step directions <input type="checkbox"/> Break down lengthy, multi-step directions into smaller steps <input type="checkbox"/> Graphic organizers / story starters <input type="checkbox"/> Provide cue words to help sequence ideas for writing <input type="checkbox"/> Checklist for editing <input type="checkbox"/> Preferential seating – be specific <input type="checkbox"/> Verbal / visual cues for redirection <input type="checkbox"/> Breaks as needed <input type="checkbox"/> Check planner daily <input type="checkbox"/> Individual organizational systems <input type="checkbox"/> Allow student to vary position while completing work, such as: stand at desk, sit on rug 	<p style="text-align: center;">Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Break down verbal information into smaller chunks <input type="checkbox"/> Repeat or rephrase verbal information and directions <input type="checkbox"/> Checklist for multi-step directions <input type="checkbox"/> Frequent comprehension checks to ensure understanding <input type="checkbox"/> Allow extra time to process, formulate and respond <input type="checkbox"/> Verbal reminders to utilize to use word retrieval strategies and/or provide phonetic cues and verbal prompts to help with word retrieval <input type="checkbox"/> Pair visual cues with auditory information <input type="checkbox"/> Develop system of communication between home and school 	<p style="text-align: center;">Classroom Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Untimed <input type="checkbox"/> Specified area in classroom <input type="checkbox"/> Noise buffers <input type="checkbox"/> Reduce amount of information on page <input type="checkbox"/> Repeat and/or clarify test directions <input type="checkbox"/> Use of a place marker <input type="checkbox"/> Provide study guide prior to assessment <input type="checkbox"/> Redirect student attention to test

Social/Behavioral	Assistive Technology	Sensory
<ul style="list-style-type: none"> <input type="checkbox"/> Use of classroom behavior incentive program <input type="checkbox"/> Provide clear behavioral expectations <input type="checkbox"/> Warnings of change in schedule / transitions <input type="checkbox"/> Reminders of rules and expectations <input type="checkbox"/> Teacher-directed breaks <input type="checkbox"/> Positive reinforcement and encouragement <input type="checkbox"/> Provide access to counseling staff and/or social development skills group (Lunch Bunch) 	<ul style="list-style-type: none"> <input type="checkbox"/> Place marker for reading <input type="checkbox"/> Provide bright ruler/highlighter for help with alignment/margins <input type="checkbox"/> Type written assignments as needed <input type="checkbox"/> Listen to audio stories for comprehension <input type="checkbox"/> Use of computer-based program to reinforce skills <input type="checkbox"/> Pencil grip <input type="checkbox"/> Provide clipboard to stabilize paper 	<ul style="list-style-type: none"> <input type="checkbox"/> Use of fidget toys <input type="checkbox"/> Allow student to vary position while completing work, such as: stand at desk, sit on rug <input type="checkbox"/> Use of seat cushion/wedge <input type="checkbox"/> Allow sensory breaks as needed <input type="checkbox"/> Diffused lighting <input type="checkbox"/> Reduced visual clutter <input type="checkbox"/> Noise buffers