

Classroom Accommodations Menu

| Setting/Scheduling | Teacher Directions | Student Response |
|--|---|---|
| None | None | None |
| Visual schedule | One word directions | Use of access switches |
| Warning before transitions | Directions given one at a time | Word processing software with tools turned off |
| Seat at front of room | Directions given in a variety of ways | Word processing software with spell check |
| Seat near teacher | Directions given through visual cues | Word processing software with grammar check |
| Seat away from distractions/noise | Simple repetitive directions | Dictate responses (oral or sign) |
| Designated seat at table | Questions or items presented orally | Use of pencil grip |
| Allow choice of two tasks | Answer choices read aloud | Specialized paper |
| Change in order of tasks | Fewer items on a page | Allow use of pen only |
| Visual barriers | Textbook on tape or CD | Allow use of pencil only |
| Choice in the order of tasks | Frequent checks for understanding | Increased verbal response time |
| Frequent breaks | Open book tests | Do very other problem on math |
| Low light | Short answer tests | Reduced paper/pencil tasks |
| Low noise | Mark correct answers, not mistakes | No penalty for spelling except on spelling task |
| Extended time to complete assignments _____ | Ignore minor inappropriate behaviors | No penalty for grammar unless a grammar task |
| Extended time on tests _____ | Allow extra classroom movement | Use of notes on tests or quizzes |
| Test at time most beneficial to student _____ | Warn student of environmental changes | Use of calculator except for calculation tests |
| Test over more than one day | Praise for specific behavior | Use of manipulatives |
| Supervised breaks within a test period | Verbal encouragement | Alternative response mode (oral, or pointing) |
| Test individually | On-task reminders | Speech generating device |
| Test in small group | Secret signal | Oral or taped response to essay questions |
| Test in a quiet environment | Pages turned for student | No scantron answer sheets |
| Noise buffers or study carrel | Large print | Visual cues for student to wait |
| "Private office" | Braille transcription | Visual cues for student to wait for turn |
| Special lighting or acoustics | Sign language | Translation device |
| Adaptive furniture | Light physical prompts | Bilingual dictionary |
| Use of timer to cue task completion | Visual cues (models or pictures) | |
| Use of timer to signal end of break | Allow for increased verbal response time | |
| Use of visual countdown strip to signal end of task | Allow for alternative response mode | |
| Use visual countdown strip to signal end of activity | Demonstrate with manipulatives | |
| | Low voice volume | |
| | Use "First, Then" cards with pictures | |
| | Tasks presented in small chunks | |
| | Provide checklist of steps for tasks | |
| | Provide visuals of expectations | |
| | Use preferred activities for reinforcement | |
| | Allow student to select reinforcers | |
| | Provide reinforcement chart with visuals of choices | |
| | Primary language support in academics | |
| | Use of Hearing Assistive Technology (HAT) | |

| Sensory | Organization/Study Skills | Personal Care/Equipment |
|---|---|--|
| None | None | None |
| Low light | Visual schedule | Assistance with dressing for PE |
| Low noise | Extra set of books at home | Assistance with opening a lock |
| Use of self-monitoring strategies | Note-taking assistance | Special lock |
| Extra/immediate privileges/rewards | Assistance with recording assignments | Assistance with feeding |
| Warn student of changes to environment | Colored folders | Special spoon |
| Warn student of changes to schedule | Highlighters | Special cup |
| Frequent breaks | Use of place marker or colored markings | Special bowl |
| Fidget object | Late assignments accepted up to _____ | Special placemat |
| Sensory diet at specific planned intervals | Alternative materials | Weighted utensils |
| Calming activities | Study guides or sheets | Pureed foods |
| Stimulating activities for alertness | Graphic organizer | Consideration of food allergies |
| Vestibular input (rocking/swinging) | Use of notes on tests or quizzes | Consideration of food texture |
| "Heavy work" before fine motor | No scantron answer sheets | Gavage feeding |
| Proprioceptive input (pressure) | Textbook on tape or CD | Assistance with toileting |
| Weighted vest | Reading pen | Adapted toilet seat |
| Weighted lap belt/pads | | Changing table |
| Special seat (ball, cushion) | | Diapering |
| Access to squeeze machine | | Assistance with transferring to toilet |
| Access to Somatron pillow | | Lift for transfers |
| Avoid light touch; firm touch only | | Habit training |
| Use of i-pod or similar during non-instructional time | | Product allergies or sensitivities |
| Use of MP3 player during non-instructional time | | Adaptive furniture |
| Planned exposure to overstimulation to desensitize | | Use of access switches |
| | | Walker |
| | | Stander |
| | | Vestibulator |
| | | Gait trainer |
| | | Adapted bicycle or tricycle |

Classroom Modifications Menus

| Subjects | Modified Assignments | Grading on Assignments | Course Modifications | Report Card Grading |
|-----------------|--|--------------------------------|----------------------------------|--------------------------------|
| All subjects | Reduced number of standards | Grade on effort | Alternative curriculum | Credit-no credit |
| English | Increased assistance/support | Grade on content, not format | Essential standards only | Pass-fail |
| Language Arts | Eliminate evaluative questions | No penalty for spelling errors | Functional skills curriculum | Regular–note mod. assignments |
| Reading | Eliminate analytical questions | Pass-Fail | Reduced # of standards to master | Regular–note mod. curriculum |
| Writing | Focus on literal/factual questions | Grade on specific standards | Modified assignments/tests | Regular–note mod. requirements |
| Math | Different requirements for assignment | Indicate # of standards met | Course not modified | Credit-no credit |
| Science | Same assignment-different requirements | Grade on targeted skills | | Pass-fail |
| History/SS | Backward mapped assignment | | | Alternate report card |
| Social Studies | Use of calculator | | | CAPA report card |
| P.E. | Formulas provided | | | |
| Elective | Participation only | | | |
| Lunch | Word prediction software for writing | | | |
| | Use of spell check for writing | | | |
| | Use of grammar check for writing | | | |
| | Use of notes on tests & quizzes | | | |
| | N/A – using modified curriculum | | | |
| | Test adapted for “comprehension” | | | |
| | Use of visuals, drawings, etc. | | | |
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