

ACCOMMODATIONS CHECKLIST

Student: _____

Date: _____

Birthdate: _____

School Year: _____

TESTING ACCOMMODATIONS:

- | | |
|---|---|
| <input type="checkbox"/> Modify forms by changing the following: <ul style="list-style-type: none"><input type="checkbox"/> Reduce multiple choice responses<input type="checkbox"/> Provide word bank<input type="checkbox"/> Matching in groups of five<input type="checkbox"/> Fill-ins in groups of five<input type="checkbox"/> Accept short answers<input type="checkbox"/> Reword/bare bones<input type="checkbox"/> Open book – open note<input type="checkbox"/> Other: _____ | <input type="checkbox"/> Extend time frame or shorten length of test |
| <input type="checkbox"/> Allow student to dictate answers | <input type="checkbox"/> No scantron answer sheets |
| <input type="checkbox"/> Reduce spelling list for spelling tests | <input type="checkbox"/> Read test to student at a slow pace |
| <input type="checkbox"/> Do not penalize for spelling errors except on spelling list test | <input type="checkbox"/> Provide study guide prior to test |
| | <input type="checkbox"/> Type written tests |
| | <input type="checkbox"/> Test over smaller units of test material |
| | <input type="checkbox"/> Key directions highlighted |
| | <input type="checkbox"/> Take test in alternate site |
| | <input type="checkbox"/> Allow use of calculator /number line / multiplication grid |
| | <input type="checkbox"/> Essays graded on content only |
| | <input type="checkbox"/> Allow retest or second attempt |
| | <input type="checkbox"/> Test administered by resource personnel |
| | <input type="checkbox"/> Other: _____ |

ASSIGNMENTS:

- | | |
|---|--|
| <input type="checkbox"/> Uncluttered worksheets | <input type="checkbox"/> Avoid penalizing for poor penmanship |
| <input type="checkbox"/> Provide portions at a time | <input type="checkbox"/> Allow student to use manuscript |
| <input type="checkbox"/> Shorten lengthy outside reading assignments | <input type="checkbox"/> Read written work to student |
| <input type="checkbox"/> Make information relevant to student's current/future life | <input type="checkbox"/> Allow student to record or dictate answers |
| <input type="checkbox"/> Give directions in small distinct steps | <input type="checkbox"/> Allow student to type assignment |
| <input type="checkbox"/> Give directions verbally and written | <input type="checkbox"/> Allow parental assistance with homework |
| <input type="checkbox"/> Write assignments on board | <input type="checkbox"/> Check student's lesson comprehension |
| <input type="checkbox"/> Do not penalize spelling errors, except on spelling tests and assignments | <input type="checkbox"/> Shorten tasks to accomplish longer tasks |
| <input type="checkbox"/> Show examples as models, visual models | <input type="checkbox"/> Teacher/parent initial assignment notebook |
| <input type="checkbox"/> Allow extra credit | <input type="checkbox"/> Additional time to complete assignment |
| <input type="checkbox"/> Reduce assignments/physical performance | <input type="checkbox"/> Use memory devices/clues to help student remember facts, concepts, etc. |
| <input type="checkbox"/> Provide alternate assignment/strategy when demands of class conflict with student capabilities | <input type="checkbox"/> Provide alternative to tests (oral report, demonstration) |
| | <input type="checkbox"/> Other: _____ |

PRESENTATION OF SUBJECT MATTER:

- | | |
|--|--|
| <input type="checkbox"/> Teach to student's learning style: _____ | <input type="checkbox"/> Check student's lesson comprehension |
| <input type="checkbox"/> Read text aloud | <input type="checkbox"/> Graphic organizer |
| <input type="checkbox"/> Individual instruction | <input type="checkbox"/> Study guides |
| <input type="checkbox"/> Small group instructions | <input type="checkbox"/> Study buddy |
| <input type="checkbox"/> Provide accurate copy of notes or key points written on the board or overhead | <input type="checkbox"/> Cue student by asking questions, giving thing time, then call upon |
| <input type="checkbox"/> Model lesson being taught | <input type="checkbox"/> Have student repeat directions given |
| <input type="checkbox"/> Utilize manipulations | <input type="checkbox"/> Use audio cassette for directions |
| <input type="checkbox"/> Highlight critical information | <input type="checkbox"/> Have student repeat key points |
| <input type="checkbox"/> Pre-teach vocabulary | <input type="checkbox"/> Give note-taking assistance (skeleton outline, copy of peer notes, NCR, etc.) |
| <input type="checkbox"/> Call on student to read orally only in preplanned situations | <input type="checkbox"/> Pre-read questions prior to reading chapters |
| | <input type="checkbox"/> Other: _____ |

GRADING:

- Use a modified scale
- Give credit for partial completion
- Consider effort in assigning grade
- Credit for participation
- Copy of all progress reports provided to resource personnel
- General education teacher will notify resource personnel when grades fall below _____
- Other: _____

MATERIALS:

- Taped textbooks or other class materials
- Highlighted textbooks
- Special equipment
 - Calculator
 - Computer
 - Word processor/spell checker
 - Other: _____
- Large print books
- Two sets of books
- Assignment sheet or academic planner
- Behavior monitor sheet
- High interest; low vocabulary readers
- Provide checklist to keep student organized
- Color code materials
- Visual/picture cues
- Utilize separate notebooks for each subject matter
- Other: _____

MOTIVATION/BEHAVIOR:

- Avoid timed activities
- Preferential seating: _____
- Planned seating:
 - Bus
 - Classroom
 - Lunchroom
 - Auditorium
 - Other: _____
- Clues for staying on task
- Provide a quiet place to work
- Opportunity for physical movement
- Opportunity to remove themselves from class
- Seat next to a good role model
- Daily check-in time with teacher / resource personnel
- Give time to organize desk, locker, folders
- Recognize appropriate behavior
- Reinforce appropriate behavior
- Ignore inappropriate behavior as much as possible
- Encourage student to ask for assistance
- Utilize behavior management system
- Utilize contract for behavior goals
- Allow provisions for late arrivals to class
- Develop and maintain a regular home-school communication process
- Allow breaks
- Other: _____