

ACCOMMODATIONS

ORGANIZATION & BEHAVIOR

Accommodations should be specific to the child and both assist with and be appropriate for the age, stage and grade level material for the child as well as truly be beneficial and necessary for the success of the child.

The below list is not an all inclusive list. As you define the accommodations necessary for your child, remember that over defining what your child needs, by subject, is in your child's best interest. Do not assume that because an accommodation is listed for one subject, that it will be "translated" as applicable for another.

BEHAVIOR

- NO physical restraint
- Ignore minor, inappropriate behavior
- Clearly defined expectations
- Remind student to check work
- Conduct child-teacher conferences
- Learning contract with student
- Positive reinforcement strategies
- Teach self-monitoring
- Modify schedule
- Frequent breaks
- Breaks between tasks
- Frequent feedback
- Supervised transitions
- Check for understanding
- Progress notes between general and special education
- Use a structured individualized behavior management plan
- Parental access to events / instruction in the classroom
- 1:1 reminders
- Baseline data
- Behavioral contract
- Chart progress
- Contingency plan
- Cue expected behavior
- Daily feedback to student
- Parent sign behavior chart
- Parent sign homework
- Proximity and touch control
- Positive reinforcement
- Set / post class rules
- Other:

ORGANIZATION

- 1 paper at a time given
- Extra space on papers
- Give daily homework list
- Study outlines provided
- Pocket folder for work
- Other:

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