

The accommodations examples below are advisory only. Each school reserves the rights of issuing, revising, and maintaining IEP/504 plans for the students.

School Accommodation Examples for ADHD/ADD

- Desk placed near the teacher to avoid distractions and for the teacher to give reminders
- Extra time for exam, e.g., 1.5 times
- Extra time to complete assignments and finals
- Increased frequency of breaks
- Breaking tasks into smaller steps
- Assistance with organization, e.g., binders, planners, and/or calendars for parents to sign, etc.
- Help the student prioritize assigned tasks/assignments with markers, highlighters, labels, etc.
- Emphasize and give positive feedback when student makes progress

School Accommodation Examples for Autism (w/o intellectual delays) *

- Assign a specific staff/teacher/counselor, with whom the student bonds, to handle emotional/behavioral outbursts (rather than multiple or different staff)
- Seating in the least crowded or noisy area, such as away from the doors
- Allow flexible and preferential seating, if student chooses
- Allow noise cancelling headphones/earbuds, if applicable
- Allow “bathroom breaks” when student experiences sensory overload
- Minimize group assignments/tasks
- Encourage but not force social engagement
- When correct behaviors, describe your own emotions, e.g., “I am not angry”, “I am not mad at you”, “I simply want to find a better solution”, etc., which sets examples for the student and facilitates the student’s understanding of social emotions, during a disciplinary/corrective action.
- Give suggestive feedbacks when teacher observes appropriate or inappropriate social interactions with peers (autistic individuals’ social awareness is usually years behind their age; so consider speaking to a much younger child regarding how to relate to others, not intellectually, such as using a baby-voice or immature languages, but emotionally, such as why you should or should not have done that)
- Allow time for your suggestions, instructions, or verbal requirement to “sink in” with the student, and do not demand an immediate answer or compliance (due to their rigidity)
- Clear communication, e.g., yes or no, to confirm or disapprove assumptions

- Allow extra time and space to adjust to routine or schedule changes

School Accommodation Examples for Dyslexia

- Reading Support, e.g., audiobooks or text-to-speech software (e.g., Learning Ally, Bookshare), oral reading of tests and assignments, access to notes or outlines in advance, and reduced reading load.
- Writing Support, e.g., speech-to-text tools, use of a word processor or typing instead of handwriting, spelling not penalized on certain assignments, and graphic organizers to help structure writing.
- Testing Accommodations, e.g., extended time on tests and assignments, quiet or separate room for testing, oral testing or multiple-choice instead of written response, and breaks during testing
- Instructional Strategies, e.g., multisensory instruction (visual, auditory, kinesthetic), small group or one-on-one instruction for reading, explicit phonics instruction, and frequent feedback and positive reinforcement.
- Classroom & Homework, e.g., copies of teacher notes or guided notes, use of visual aids and hands-on learning, simplified or clarified instructions, and reduced homework load.
- General Supports, e.g., use of a reading buddy, regular check-ins with a support teacher or case manager, and organizational tools like planners or checklists

School Accommodation Examples for Dysgraphia

- Alternative ways to complete work, e.g., using a computer for writing assignments, speech-to-text software (e.g., Dragon, Google Voice Typing), oral responses instead of written work when appropriate.
- Adjusted Writing Expectations, e.g., reduced length of written assignments without penalizing content, focus on ideas/content over spelling and handwriting in grading; provide typed notes or outlines instead of requiring handwritten ones.
- Extended time & flexible setting
- Extra time for tests, assignments, and in-class writing.
- Quiet environment for writing tasks to reduce distractions.
- Support Tools, e.g., graphic organizers to help with structuring writing, keyboarding instruction or typing classes, spellcheck and grammar tools allowed on assignments.
- Instructional supports, e.g., explicit instruction in handwriting or typing, if needed, One-on-one or small group support for writing skills, use of multisensory teaching techniques (e.g., tactile or visual cues).

School Accommodation Examples for Working Memory Deficits

- Instructional Support, e.g., repeat directions and check for understanding, break down tasks into smaller and manageable steps, provide written instructions or visual aids alongside verbal directions, use step-by-step checklists or cue cards.
- Modified assignments & testing.
- Reduce the number of problems/questions per assignment.
- Allow extra time on tests and tasks.
- Provide open-book or note-assisted tests when appropriate.
- Permit the use of formula sheets, graphic organizers, or reference charts.
- Assistive Technology & Tools, e.g., use digital reminders, timers, or apps (like Google Keep, Todoist).
- Encourage note-taking with a partner, or provide teacher notes.
- Allow audio recordings of lessons for review.
- Use math manipulatives or visual tools for multi-step problem solving.
- Organizational Help, e.g., support with planners or assignment logs, frequent check-ins with a teacher or aide to monitor progress, color-coded folders or binders for subject organization, teach memory strategies (like chunking, visualizing, or mnemonic devices).
- Environmental Adjustments, e.g., preferential seating to reduce distractions, quiet spaces for independent work or testing, breaks between tasks to avoid cognitive overload.

School Accommodation Examples for Oppositional Defiant Disorder (ODD)

- Behavioral & Emotional Support
 - Use a calm, neutral tone when giving directions—avoid power struggles.
 - Provide choices whenever possible to give the student a sense of control.
 - Implement a consistent daily routine with clear expectations.
 - Use positive behavior support plans (PBIS) with specific, consistent rewards.
 - Offer breaks or a “cool down” space when the student becomes frustrated or agitated.
 - Use a behavior contract that includes student input and focuses on achievable goals.
 - Allow access to a counselor or safe adult for check-ins or support.
- Instructional Accommodations
 - Chunk assignments into smaller, manageable tasks.
 - Use clear, concise instructions—give one direction at a time if needed.
 - Reduce unnecessary transitions, which can be triggering.
 - Provide written and visual instructions to reinforce expectations.
- Environmental Support
 - Preferential seating (e.g., near the teacher, away from peers who trigger conflict).
 - Minimize overstimulating environments (loud or chaotic areas).
 - Use non-verbal cues or signals instead of verbal corrections in front of peers.
- Collaboration & Communication
- Daily or weekly home-school communication, focusing on progress and positive behaviors.

- Collaborate with a school psychologist or counselor for ongoing behavior planning.
- Regular team meetings to adjust interventions and monitor effectiveness.

School Accommodation Examples for Conduct Disorder

Environmental Accommodations

- Preferential seating near the teacher or away from peers who may trigger negative behaviors.
- Structured and predictable classroom routines to reduce anxiety and outbursts.
- Safe space or cool-down area for the student to use when feeling overwhelmed or agitated.

Behavioral Supports

- Behavior Intervention Plan (BIP): Clearly outlines specific problem behaviors, triggers, and proactive strategies for intervention.
- Positive reinforcement systems (e.g., token economies, praise, reward charts) for appropriate behavior.
- Consistent consequences for behavior, communicated clearly and enforced with calm and consistency.
- Daily behavior reports or communication logs between school and home.

Academic Support

- Modified assignments or workload to prevent frustration and reduce acting out due to academic difficulty.
- One-on-one instruction or small group support, when possible, especially during high-stress tasks.
- Breaks during tasks or transitions to reduce impulsivity and frustration.

Social and Emotional Support

- Social skills training or group sessions led by a counselor to develop empathy, conflict resolution, and cooperation.
- Counseling support from school psychologists or social workers.
- Mentoring programs or assigning a trusted adult for check-ins and relationship building.
- Anger management training and problem-solving skills curriculum.

Collaboration with Family and External Providers

- Regular team meetings with teachers, parents, counselors, and mental health professionals.
- Coordination with outside therapists or case managers for consistent intervention strategies.

- Parent training or support groups (if available) to reinforce positive behavior strategies at home.

School Accommodation Examples for Oppositional Defiant Disorder (ODD)

Classroom and Environmental Accommodations

- Preferential seating close to the teacher to provide support and reduce distractions.
- Clear, consistent classroom rules with visual reminders posted prominently.
- Minimal transitions between activities and a predictable daily schedule.
- Quiet area or calm-down space available when emotions escalate.

Instructional Strategies

- Offer choices within tasks (e.g., “You can write in pencil or pen”) to reduce oppositional behavior by giving the student a sense of control.
- Break tasks into smaller steps to reduce overwhelm and frustration.
- Use positive phrasing (e.g., “Let’s try this together” instead of “Stop arguing”).
- Avoid power struggles—use redirection or delay confrontation if emotions are high.

Behavioral Supports

- Behavior Intervention Plan (BIP) that identifies triggers and proactive strategies.
- Positive behavior support systems (e.g., token rewards, praise, privileges) to encourage compliance and cooperation.
- Clear, consistent consequences that are immediate and predictable.
- Pre-arranged breaks to prevent escalation of defiance or aggression.

Social and Emotional Supports

- School counseling or therapy sessions to build emotional regulation skills.
- Social skills groups to teach communication, frustration tolerance, and conflict resolution.
- Check-in/check-out systems with a trusted staff member for emotional regulation support.
- Peer mentoring or buddy systems to model appropriate behavior.

Collaboration and Communication

- Regular communication between school and home (e.g., behavior logs, daily notes).
- Parent-teacher meetings to ensure consistent strategies between home and school.
- Involve a behavior specialist or psychologist when necessary.
- Staff training on trauma-informed practices and de-escalation techniques.

** All the accommodations for autism are to “make things easy” for the student; however, the treatment and coping skills, e.g., counseling and tasks for parents to do at home, are to go to the opposite direction, in order to improve resilience, flexibility, and emotional intelligence in students with autism.*