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| 504 Classroom Accommodation Strategies | | |
| **PHYSICAL**  **ACCOMMODATIONS**  Provide Structured Environment:   * Post schedules on board or at desk * Post classroom rules * Preferential seating (near teacher, between well-focused students, away from distractions) * Organize workspace * Use color codes   Provide Private Work Space:   * Quiet study area * Extra seat or table * Standing work station * “Time out” spot   Provide Learning Centers:   * Reading corner * Listening center * Hands on/sensory area | INSTRUCTIONALACCOMMODATIONS Repeat and Simplify Instruction:   * Keep oral instruction clear and simple * Give examples * Ask child to repeat back instructions when possible * Make eye contact * Demonstrate   Provide Instruction in Written Form:   * On board * On worksheet * On planner/assignment book * Copied by student prompted by teacher   Individualize Homework Assignments:   * Reduce volume of work * Break long-term assignments into manageable tasks * Allow specified extended time without penalty for lateness * Offer alternative assignments * Provide extra set of texts for home   Use Technological Learning Aids:   * Tape recorders * Record lectures and assignments * Use computers to accommodate differences * Multi-sensory manipulatives * Fidgets   Modified Testing:   * Distraction free area * Extended testing time | BEHAVIORACCOMMODATIONS Use Positive Reinforcement:   * Positive verbal and written feedback * Give tasks that can be completed during class * Private signals * Role play situations * Weekly individual time with teacher * Conference opportunities   Be Consistent:   * With rewards and consequences * With posted rules   Promote Leadership and Accountability:   * Assign jobs that can be performed well * “Student of the Week/Month” * Provide responsibilities   Specific Goals & Reinforcement with Incentives:   * State tangible goals with time tables * Use reward system * Use incentive charts for both work completion and behavior * Make contracts with student   Communicate b/n Teachers, Parents, etc.:   * Letters * Meetings * Phone calls * Email * Use school staff for support * Be consistent |

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| **BEHAVIORS:**   * use of timers to facilitate task completion * structure transitional and unstructured times (recess, hallways, lunchroom, locker room, library, assembly, field trips, etc.) * praise specific behaviors * use self-monitoring strategies * give extra privileges and rewards * keep classroom rules simple and clear * make "prudent use" of negative consequences * allow for short breaks between assignments * cue student to stay on task (nonverbal signal) * mark student's correct answers, not his mistakes * implement a classroom behavior management system * allow student time out of seat to run errands, etc. * ignore inappropriate behaviors not drastically outside classroom limits * allow legitimate movement * contract with the student * increase the immediacy of rewards * implement break/time-out procedures   **ORGANIZATION:**   * provide peer assistance with organizational skills * assign volunteer homework buddy * allow student to have an extra set of books at home * send daily/weekly progress reports home * develop a reward system for in-schoolwork and homework completion * provide student with a homework assignment notebook | **LESSON PRESENTATION:**   * pair students to check work * write key points on the board * provide peer tutoring * provide visual aids, large print, films * provide peer note taker * make sure directions are understood * include a variety of activities during each lesson * repeat directions to the student after they have been given to the class: then have him/her repeat and explain directions to teacher * provide written outline * allow student to tape record lessons * have child review key points orally * teaching through multi-sensory modes, visual, auditory, kinestetics, olfactory * use computer-assisted instruction * accompany oral directions with written directions for child to refer to blackboard or paper * provide a model to help students, post the model and refer to it often * provide cross age peer tutoring * assist the student in finding the main idea underlying, highlighting, cue cards, etc. * break longer presentations into shorter segments   **TEST TAKING:**   * allow open book exams * give exam orally * give take home tests * use more objective items (fewer essay responses) * allow student to give test answers on tape recorder * give frequent short quizzes, not long exams * allow extra time for exam * read test item to student   avoid placing student under pressure of time or competition | **ASSIGNMENTS:**   * give extra time to complete tasks * simplify complex directions * hand worksheets out one at a time * reduce the reading level of the assignments * require fewer correct responses to achieve grade (quality vs. quantity) * allow student to tape record assignments/homework * provide a written routine * provide study skills training/learning strategies * give frequent short quizzes and avoiding long tests * shorten assignments; breaking work into smaller segments * allow typewritten or computer printed assignments prepared by the student or dictated by the student and recorded by someone else if needed. * use self-monitoring devices * reduce homework assignments * do not grade handwriting * student should not be allowed to use cursive or manuscript writing * reversals and transpositions of letters and numbers should not be marked wrong, reversals or transpositions should be pointed out for corrections * do not require lengthy outside reading assignments * teacher monitor students self-paced assignments (daily, weekly, etc.) * arrangements for homework assignments to reach home with clear, concise directions * recognize and give credit for student's oral participation in class   **PHYSICAL ARRANGEMENT OF ROOM:**   * seat student near the teacher * seat student near a positive role model * stand near the student when giving directions or presenting lessons * avoid distracting stimuli (air conditioner, high traffic area, etc.) * increase distance between desks |