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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
 | INSTRUCTIONALACCOMMODATIONSRepeat 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
 | BEHAVIORACCOMMODATIONSUse 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
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