

Accommodations for Students with a Disability or At-Risk

Impairment → Accommodation ↓	Autism / Asperger's	ADHD – inattentive	ADHD – impulsive / hyperactive	Cognitive Impairment	Emotional Impairment	Hearing Impairment	Visual Impairment	Listening Comp.	Written Expression	Reading Skills/Comp.	Math Calc / Reasoning
Lessen the number of problems or amount of work to show mastery of a particular concept or skill.	X	X	X							X	X
Develop organizational strategies incorporated into the class routine; i.e., have students keep homework handbook/ planner, assignment folder, etc.		X	X								
Allow the student some movement where it does not adversely disrupt the class (2 separate desks for student, allow to sit on floor, etc.)			X		X						
Allow student an appropriate outlet for activity – squeeze ball, silly putty, etc.			X								
Establish clearly defined rules.	X	X	X	X	X	X	X	X	X	X	X
Physically demonstrate rules and desired behavior.	X	X	X		X						
Use powerful consequences.	X	X	X		X						
Provide feedback for positive behavior.	X	X	X		X						
Have a structured classroom routine.	X	X	X		X						
Maintain clear and concise academic expectations.	X				X						
Use visual methods of teaching and avoid long strings of verbal information.	X	X	X			X					
Use visual aids.	X	X	X			X					
Use sensory integration therapy / sensory diet.	X		X		X						
Exercise can reduce disruptive behavior.	X		X		X						
Provide additional time and repeated exposure to learn concepts and skills.				X			X	X	X	X	X
Use direct and systematic methods of instruction presented in small, sequential steps.				X				X	X	X	X
Give clear verbal instructions.				X			X	X	X	X	X

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Highlight important parts of information.				X			X	X		X	
Reduce distracting and irrelevant stimuli.	X	X	X	X		X		X			
Allow opportunities to interact with peers.				X							
Make sure student is really paying attention during instruction.	X	X	X	X		X					
Try to reduce background noise, or place student as far from distracting noise (heater, etc.) as possible.		X	X			X		X			
Provide notice of assignments in writing.	X	X	X			X					
Post daily schedule.	X	X	X	X	X	X					
Call attention to schedule changes.	X	X	X	X	X	X	X				
Provide a quiet work space for use upon request	X		X	X	X						
Use computerized learning activities.	X	X	X	X	X	X					
Provide regularly scheduled, frequent breaks.			X	X	X						
Supplement verbal instructions with visual instructions.	X	X	X	X		X					
Modify test delivery.	X		X	X	X	X	X		X	X	
Use short sentences and a simple vocabulary.			X	X							
Tape record instruction so student can play it back later, as many times as necessary.		X	X	X			X	X			
Use self-correcting materials.	X			X							
Use computers for drill and practice.	X	X	X	X	X	X	X	X	X	X	X
Allow student to take test orally, and have someone write down his/her answers.							X		X		
If students are expected to take notes in class, have a student who is a good note-taker use carbonless paper and provide a copy of his/her notes.		X	X			X	X		X		
Allow use of computer for written assignments.									X		
Preferential seating	X	X	X	X	X	X	X	X	X	X	X
Seat next to positive peer models.				X							

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Train student to recognize "time to begin work" cues.	X	X	X		X						
Simplify materials by using clearly printed, uncluttered worksheets. Use color for emphasis.			X				X			X	X
Use appropriate colored overlay for reading.							X			X	
Enlarge materials.							X				
Natural lighting may be preferable.							X			X	
Alternate activities often.			X	X	X						
Pair students for peer work checking and tutoring.					X		X		X		X
Use student as your helper.			X								
Tape picture of clearly organized desk inside top of student's desk.			X								
Use small group instruction whenever possible.		X	X			X					
Reward effort, persistence, and desired behavior.	X	X	X	X	X			X	X	X	X
Be specific in your praise; e.g. "I like how you opened your book to the right page so quickly," etc.	X				X						
Allow copying from a paper or book, not the board.		X	X				X		X	X	
Adjusted reading level				X						X	
Pre-teach vocabulary				X						X	

I created this form based on information gleaned from a March, 2000 report *Best Practices and Resources for Students with Disabilities*, developed by the Consultant Corp 1997-98