Annapolis Valley Regional School Board
SUGGESTED POSSIBLE ACCOMMODATIONS (sample)

Student Information:

Name: _____ DOB:_____

School: _____ Homeroom Teacher:_____

Phone (H): _____ Legal Guardian(s): _____

Date: _____

General Teacher Observations (strengths, needs):

1. _____

2. _____

3. _____

4. _____

5. _____

Possible Modifications: (Use only as appropriate. **Record date** for when first tried, and for when judged successful or not successful.)

A - Modify the Environment:	Tried	Successful	Not Successful
- Use study carrels			
- Seat student in area free of distractions			
- Allow student to choose own seating			
- Use preferential seating			
- Help keep student work area free of unneeded materials			
- Use checklists to help student get organized			
- Frequently check organization of student's notebook			
- Monitor student use of his/her assignment sheet			
- Check student assignment sheet for accuracy			
- Provide student opportunities for movement			

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B - Modify Time Demands:	Tried	Successful	Not Successful
- Consistently follow a specific routine			
- Priorize assignments for the student			
- Increase time allowed for completing tests or assignments			
- Reduce the amount of work, or length of tests			
- Alternate quiet and active tasks			
- Space short work periods with breaks of change of task			
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C - Modify Presentation of Material:	Tried	Successful	Not Successful
- Break assignments into segments of shorter tasks			
- Use concrete examples of concepts before teaching abstract			
- Relate information to student's previous experience			
- Reduce number of concepts presented at one time			
- Provide an overview of the lesson before beginning			
- Monitor student comprehension of language during lesson			
- Use frequent, short conferences to check student understanding			
- Provide consistent review before starting new lesson			
- Allow student to obtain and report information by using: cassette recorder, computer, interview, calculator, etc.			
- Highlight important concepts to be learned in student text			
- Monitor the rate at which material is presented			
- Use repetition, simpler explanations, more examples			
- Require verbal responses to indicate comprehension			
- Give frequent reminders of homework assignments			
- Give simple directions and examples of homework tasks			
- Assign tasks at an appropriate reading level			
- Check assignment sheets for accuracy			
- Allow for tests to be completed orally			

D – Modify Materials (For Visual Motor Integration and Written Expression Problems):	Tried	Successful	Not Successful
- Allow for spelling errors			
- Allow student to use either cursive or manuscript			
- Set realistic and mutually agreed expectations for neatness			
- Let student type, record, or give oral answers			
- Avoid pressures of speed and accuracy			
- Provide copies of notes			
- Reduce the amount of copying from text and chalkboard			
- Accept key word responses instead of complete sentences			
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(For Visual Processing Problems):	Tried	Successful	Not Successful
- Highlight information to be learned			
- Keep written work and work spaces free from distractors			
- Provide clear and well defined worksheets			
- Avoid spirit-master worksheet copies			
- Go over visual task assignments to confirm student understanding of all steps			
- Avoid having student copy from the chalkboard			
- Have student verbalize instructions before beginning task			
- Block worksheet assignments into smaller segments			
- Fold or cut worksheets into smaller segments			
- Highlight, color code, or underline worksheets			
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(For Language Processing Problems):	Tried	Successful	Not Successful
- Give written directions to supplement verbal directions			
- Slow the rate of presentations			
- Paraphrase information			
- Keep statements short and to the point			
- Avoid use of abstractions, such as metaphors, idioms, puns			
- Keep sentence structure simple			
- Encourage student feedback to check understanding			
- Teach student new vocabulary before starting lesson			
- Reduce extraneous noise, such as conversation, radio, TV			
- Alert student's attention before expressing key points			
- Ensure textbook readability level is at student language level			
- Utilize visual aids, such as charts and graphs			
- Utilize manipulative, hands-on activities when possible			
- Always connect new material to previously learned concepts			
- Cue student by calling name before asking questions			
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(For Organizational Problems)	Tried	Successful	Not Successful
- Provide an established daily routine			
- Provide clear rules and consistently enforce them			
- Contract with student and use reward system for completion			
- Check student notebook to insure use of dividers, calendar, assignment sheet			
- Provide due date on written assignments			
- Provide a specific place for submitting assignments			
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E – Modify to Use Groups and Peers:	Tried	Successful	Not Successful
- Use cooperative learning strategies when appropriate			
- Assign a peer helper to check understanding of directions			
- Assign a peer helper to read important directions and essential information			
- Assign a peer helper to record material dictated by the student			

F – Modify to Focus Attention:	Tried	Successful	Not Successful
- Establish relevancy and purpose for learning by relating to previous experiences			
- Provide direct reinforcement, such as praise or immediate feedback of correct answers, to encourage desired behaviour			
- Seat student close to teacher			
- Make a positive, personal comment each time student shows evidence of interest			
- Make frequent checks for assignment progress/completion			
- Give advance warning of when a transition will take place			
- Use physical proximity and touch to help student refocus			

G – Modify to Assist the Reluctant Starter:	Tried	Successful	Not Successful
- Give a personal cue to begin work			
- Give work in smaller units			
- Provide immediate reinforcers and feedback			
- Make sure appropriate books and materials are open to the correct pages			
- Introduce assignments in sequential steps			
- Check for student understanding of instructions			
- Check on progress often in the first few minutes of work			
- Provide time suggestions for each task			
- Provide a checklist for long, detailed tasks			
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H - Modify to Deal With Inappropriate Behaviour:	Tried	Successful	Not Successful
- Provide clear, simple classroom expectations and consequences			
- Consistently enforce rules			
- Avoid using confrontational techniques			
- Provide the student with alternatives			
- Designate a "cooling off" location within the classroom			
- Assign activities which require some movement			
- Use positive feedback generously			
- Avoid power struggles			
- Ignore attention-getting behaviour for a short time			
- Avoid criticizing the student			
- Communicate frequently with parents			
- Monitor levels of tolerance and frustration			
- Discuss inappropriate behaviour privately with the student			
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