

Classroom Accommodations Checklist

Adapted from *Accommodations: Assisting Students with Disabilities—
A Guide for Educators*

Handout
T-3

A. INSTRUCTIONAL METHODS AND MATERIALS

1. Student can't identify main ideas or important points.

- ☐ Highlight important points of the text to draw attention. Tell the student to read these points first.
- ☐ Give the student a list of important vocabulary.
- ☐ Have the student read the summary or objectives first.
- ☐ Have the student read the review questions first, then look for the answers.
- ☐ Give the student a worksheet or study guide to follow when he or she must do independent reading.
- ☐ Use hands-on activities, pictures, or diagrams to support understanding of abstract concepts or complex information.
- ☐ Let the student use sticky notes or an erasable highlighter to mark key points in the textbook.
- ☐ Let the student use a book written at a lower grade level. This can help the student pay more attention to the main ideas.

2. Student can understand the information, but can't read the required materials.

- ☐ Provide an audio version of the material. Use books-on-tape or have an assistant, volunteer, or other student make a recording.
- ☐ Use a videotape or movie that presents the same information.
- ☐ Use assistive technology to transfer printed words to speech.
- ☐ Have a learning buddy read aloud textbooks or other printed material.

3. Student is blind or visually impaired.

- ☐ Provide books-on-tape or large print versions of text.
- ☐ Provide books and other instructional materials in braille.
- ☐ Provide copies of class handouts and materials with key information in an embossed format.
- ☐ Provide a special tilt-top desk or book stand to hold materials for easier reading.
- ☐ Provide specialized equipment, such as an optical enhancer, magnifier, tape recorder, stylus and slate, or braillewriter.
- ☐ Talk while you teach, making an attempt to describe exactly what you are doing. Be sure to describe nonverbal messages and introduce beginnings, transitions, and closures to each activity.
- ☐ Use real-life examples and concrete materials whenever possible.
- ☐ Make the student feel comfortable asking for assistance. "Tell me what you need." "How does this fit with what you know?"

4. Student is deaf or hard-of-hearing.

- ☐ Make sure the student is facing you when you are speaking.
- ☐ Seat the student in the place where he or she can receive maximum information and is least likely to be distracted by other classroom activities.

Dealing with Differences: Strategies That Work!

Page 1 of 9

Classroom Accommodations Checklist

Adapted from *Accommodations: Assisting Students with Disabilities—
A Guide for Educators*

4. Student is deaf or hard-of-hearing. (cont'd)

- ☐ Use nonverbal communications to convey your messages.
- ☐ Use visual information (words, charts, graphics) to reinforce what is presented orally. Repeat as often as necessary.
- ☐ Help the student to be comfortable asking others for assistance whenever it is needed. "Tell me what you need."
- ☐ Use a sign language interpreter or notetaker when appropriate.

5. Student has difficulty with most lessons.

5a. Student needs help to get ready for the lesson

- ☐ Introduce new vocabulary prior to lesson; prepare a glossary of terms; use visual aids (chalkboard, overhead, charts).
- ☐ Use advance organizers to alert students to what will be included and expected from the lesson or discussion.
- ☐ Provide an overview of the content or expected learning at the beginning of the session.
- ☐ Link what is being learned to previous lessons or background knowledge.

5b. Student needs help during the lesson.

- ☐ Present material in a logical manner and use explicit cues to shift from one aspect to the next.
- ☐ Promote active involvement of students by asking questions or breaking up the lecture with small group interaction, discussion, or structured responses.
- ☐ Break the information into steps or key components and monitor the student's comprehension as the information is presented.
- ☐ Provide oral and visual clues during lecture or discussion about what is important to include in notes. Write important ideas on the board or chart paper. Use different color chalk or markers for emphasis or coding.
- ☐ Provide structured organizers for notetaking, such as a copy of overheads, outline of lecture, or pre-designed graphic organizers.
- ☐ Provide students with copies of notes taken by peers.
- ☐ Teach the student how to use a two-column notetaking format or concept mapping for notes.
- ☐ Key class notes to the relevant pages in the textbook.
- ☐ Let the student use a tape recorder to record class lectures and discussions.
- ☐ Repeat, paraphrase, and summarize all important points, particularly at the conclusion of the lecture or discussion.
- ☐ Ask the student to paraphrase key points in his or her own words and identify anything that is still unclear.
- ☐ Prepare a summary of important information from the lecture with blanks to be filled or questions to be answered by the student.

5c. Student needs help after the lesson.

- ☐ Use cooperative learning techniques such as "Think-Pair-Share" or "Jigsaw" to have students review key points.

Dealing with Differences: Strategies That Work!

Page 2 of 9

Classroom Accommodations Checklist

Adapted from *Accommodations: Assisting Students with Disabilities—
A Guide for Educators*

Handout
T-3

5c. Student needs help after the lesson. (cont'd)

- ☐ Ask the student to tell or write the important information that was included in the lesson before the class ends. Encourage the student to ask questions.
- ☐ Arrange for time to meet with the student after class to clarify anything the student doesn't understand.

6. Student has difficulty with mathematical concepts and processes.

- ☐ Let the student use concrete materials and manipulatives to explore and learn about mathematical concepts.
- ☐ Use computer-based models to represent mathematical concepts.
- ☐ Let the student practice skills using computer-based instruction.
- ☐ Let the student use a calculator for routine computation tasks.
- ☐ Let the student use a chart or table with basic math facts.
- ☐ Color-code or highlight key words in math word problems.
- ☐ Let the student use a flowchart to plan strategies for problem solving.

B. ASSIGNMENTS AND ASSESSMENTS

1. Student has difficulty following instructions.

1a. Student needs help to get ready for the instructions.

- ☐ Use a prearranged signal to gain the student's attention before giving directions.
- ☐ Make sure the student is facing you when instructions are given.
- ☐ Change your tone of voice to alert the student and sustain attention.
- ☐ Give the student an agenda or schedule for each day.

1b. Student needs help while you are giving instructions.

- ☐ Combine oral directions with pictures, words, or diagrams.
- ☐ Read written directions orally before starting the assignment.
- ☐ When modeling expected behavior, describe critical components.
- ☐ Complete sample problems or tasks to show the student what is expected.
- ☐ Have the student paraphrase instructions or show you what to do.
- ☐ Repeat and simplify instructions for the student.
- ☐ Give the student a description of expected behaviors or the rubric to be used for evaluation.
- ☐ Give step-by-step instructions with the steps outlined in writing or shown in picture sequences.

1c. Student needs help after you give the instructions.

- ☐ Assign a study buddy to help the student when needed.
- ☐ Check to see if the student needs any assistance in getting started.
- ☐ Teach the student how to use an assignment notebook or personal planner to keep track of assignments and work.

Dealing with Differences: Strategies That Work!

Page 3 of 9

Classroom Accommodations Checklist

Adapted from *Accommodations: Assisting Students with Disabilities—
A Guide for Educators*

Handout
T-3

2. Student has difficulty completing assignments.

- ☐ Break long-term assignments into parts with corresponding due dates.
- ☐ Teach the student to maintain a calendar of assignments.
- ☐ Give the student an individual responsibility checklist.
- ☐ Give the student a choice of tasks and assignments.
- ☐ Let the student have access to learning resources and instructional materials outside of class.
- ☐ Use a kitchen timer to define work times.
- ☐ Reduce the total amount of work, but select those tasks or items that are needed to accomplish learning objectives.
- ☐ Have the student keep a journal or homework log that includes the instructions and timelines.
- ☐ Communicate homework assignments and expectations to parents so they can help, if needed.
- ☐ At first, give partial credit for late assignments or incomplete work until the student is able to complete the work on time.

3. Student gets confused by complex materials.

- ☐ Block sections on paper for each response by drawing lines or folding. Show students how to cover parts of text or worksheet not being used.
- ☐ Use different kinds of paper, such as graph paper for doing computations or paper with midlines for taking notes.
- ☐ Use color-coding to help students identify tasks, meanings, or expectations.
- ☐ Give page numbers for locating answers to questions.
- ☐ Simplify directions by numbering each step.
- ☐ Use uncluttered and clearly formatted tests and worksheets. Arrange problems or items so that it is easy to know where to start and how to proceed.

4. Student needs help organizing or locating materials.

- ☐ Let the student use a special folder or binder to keep materials organized. Use dividers or folders to keep subjects organized and use color-coding by unit or subject.
- ☐ Give the student a compartmentalized container for classroom materials, tools, and supplies.
- ☐ Let the student use physical supports such as bookends, plastic containers for supplies, or bags or folders for work materials.
- ☐ Place a timetable or assignment list on the student's desk.
- ☐ Give the student a checklist of materials needed for each class to be kept in the student's locker or binder.
- ☐ Give the student a written copy of instructions and requirements for each assignment.
- ☐ Let the student keep one copy of school materials at home and another copy in class.

5. Student has limited writing abilities.

5a. Student has difficulty with handwriting.

- ☐ Place a dot on the upper left side of the paper to help student remember where to start writing.

Classroom Accommodations Checklist

Adapted from *Accommodations: Assisting Students with Disabilities—
A Guide for Educators*

Handout
T-3

5a. Student has difficulty with handwriting. (cont'd)

- ☐ Give the student a copy of notes or directions for the assignment.
- ☐ Let the student write directly in the workbook or on a copy of the workbook page.
- ☐ Let the student use a word processor or typewriter.
- ☐ Let the student dictate his or her work to a teaching assistant or classmate who will write it down.
- ☐ Let the student create an audio or video recording of his or her response to a classroom assignment.
- ☐ Let the student use adaptive devices: pencil grips, special pen or pencil holders, or erasable pens.
- ☐ Make sure that worksheets have ample space for writing answers.
- ☐ Give the student two copies of a worksheet, one to work on as a draft and one to use as a final copy to hand in.
- ☐ Let the student use graph paper for writing computation problems to help align the numbers.
- ☐ Provide special paper with raised or color-coded line indicators.
- ☐ Reduce the length of a written assignment or allow more time.

5b. Student has problems with expressive language.

- ☐ Let the student use a thesaurus (book or computer-based) to find words to write or say.
- ☐ Let the student use special word processing software that assists and anticipates what the student is trying to write.
- ☐ Give the student a structured outline or graphic organizer to help plan written assignments or oral presentations.
- ☐ Let the student use word processing software to plan ideas before writing.

5c. Student has problems with grammar or spelling.

- ☐ Let the student use a spelling dictionary or electronic spelling aid.
- ☐ Let the student use peer editing or teacher assistance in the revision process.
- ☐ Let the student use the spell-check or grammar-check utility in word processing software.
- ☐ Grade content and mechanics separately in assignments requiring written expression.
Give the student a chance to correct identified spelling and grammar errors.

6. Student has difficulty taking tests.

6a. Change the presentation format:

- ☐ Provide large print or enlarged copies of the test.
- ☐ Provide a braille version of the test.
- ☐ Let the student use assistive technology for magnification or amplification.
- ☐ Provide a sign language interpreter to interpret oral directions.
- ☐ Use symbols on the test or answer form that help the student follow directions, such as an arrow or stop sign.
- ☐ Read the directions aloud.

Dealing with Differences: Strategies That Work!

Page 5 of 9

Classroom Accommodations Checklist

Adapted from *Accommodations: Assisting Students with Disabilities—
A Guide for Educators*

Handout
T-3

6a. Change the presentation format. (cont'd)

- ☐ Reread or explain the directions during the test if the student needs it.
- ☐ Provide a printed copy of the directions for the student.
- ☐ Read the test items aloud to the student, unless the assessment is a test of reading skills.
- ☐ Provide text-to-speech technology to communicate directions or test items for items other than reading tests.
- ☐ Let the student read the test items aloud to him- or herself as he or she works on the assessment.
- ☐ Let the student use a pointer, template, blank card, or positioning tools to maintain or enhance visual attention to the test materials.
- ☐ Let the student use blank colored transparencies or overlays to enhance visual perception.
- ☐ Provide white noise (sound machines) and headphones to reduce auditory distractions.
- ☐ Give verbal encouragement (keep working, answer every question) without giving clues to correct or incorrect answers.
- ☐ Give extra examples for practice to make sure the student understands what to do.
- ☐ Underline or highlight key words in the directions, passages, or questions.

(Note: The following accommodations, marked with an *, can be used for classroom assessments, but are not allowed on the FCAT.)

- ☐ Group questions so that similar kinds of items are together. Put the easiest questions first.*
- ☐ Block matching questions into small groups of four or five items.*
- ☐ Provide a list of words to use for fill-in-the-blank questions.*
- ☐ Eliminate one of the choices in multiple-choice items.*
- ☐ Require fewer questions, but select ones that measure all required content and skills.*
- ☐ Grade the student's response separately for content and mechanics.*
- ☐ Let the student take an open book test, unless memorization of content is required.*

6b. Change the response mode:

- ☐ Increase space allowed for test answers. However, the written responses on the FCAT must fit into the space provided on the answer sheet when transcribed by a test proctor.
- ☐ Let the student respond orally, dictate to a test proctor or aide, or tape record answers on a test.
- ☐ Let the student sign responses to an interpreter.
- ☐ Let the student braille responses on a separate paper.
- ☐ Let the student use a typewriter or word processor to write answers to the test items. Remember, students are not allowed to use the spell check or grammar check utilities of a word processor when they are taking the FCAT.
- ☐ Let the student write on the test itself instead of writing on an answer sheet.
- ☐ Let the student use special paper with raised, shaded, or color-coded lines or a writing guide to enhance legibility for written responses.
- ☐ Let the student use gridded paper to organize computation.

Dealing with Differences: Strategies That Work!

Page 6 of 9

Classroom Accommodations Checklist

Adapted from *Accommodations: Assisting Students with Disabilities—
A Guide for Educators*

6b. Change the response mode. (cont'd)

- ☐ Let the student use an abacus to solve mathematical problems. (An abacus may be used on the FCAT only by students with visual impairments.)
- ☐ Let the student use a calculator to solve mathematical problems. (Students may only use a calculator for computation in FCAT mathematics in grades 7-10, but not in grades 3-6.)
- ☐ Let the student use speech to text technology to record responses.
- ☐ Let the student use alternative keyboards, pointing devices, and switches to activate electronic devices.
- ☐ Let the student use special communication devices to generate oral or written responses.
- ☐ Monitor the student's answer sheet to determine if the student is recording the responses in the correct place.
- ☐ Give partial credit for answers to extended response questions that are partly correct.

(Note: The following accommodations, marked with an *, can be used for classroom assessments, but are not allowed on the FCAT.)

- ☐ Provide pre-designed webs, diagrams, or charts and outlines for students to plan and respond to open-ended or essay questions.*
- ☐ Let the student provide alternate demonstrations of knowledge and skills using objects and oral explanations, role-playing, or interviewing.*
- ☐ Allow the use of references such as a regular or spelling dictionary.*
- ☐ Let the student use manipulatives or a calculator to recheck or complete computations. Remember, FCAT only allows calculators in grades 7-10.*
- ☐ Let the students retake the test and give credit for improvement. FCAT only allows retakes in Grade 10.*

6c. Change the test schedule and procedure:

- ☐ Let the student have additional time to complete the test.
- ☐ Break the test into small sections, and let the student take it over a period of days.
- ☐ Let the student take breaks during the test.
- ☐ Let the student take the test at a specific time of day that is best for him or her.

6d. Change the setting:

- ☐ Administer the test individually or in small groups.
- ☐ Let the student use adaptive or special furniture to take the test.
- ☐ Let the student take the test in an environment with reduced stimuli such as in a study carrel or in another classroom where there are no distractions.
- ☐ Allow the student appropriate opportunities for movement.

6e. Student needs assistive devices:

- ☐ Have student use adaptive calculators. (FCAT allows calculator use only in grades 7-10).
- ☐ Provide visual magnification and auditory amplification devices.
- ☐ Provide technology for writing assessments or extended response items (word processing software, digital voice, or tape recorder). (The use of spell check or grammar check utilities of a word processor is not allowed for FCAT.)

Dealing with Differences: Strategies That Work!

Page 7 of 9

Classroom Accommodations Checklist

Adapted from *Accommodations: Assisting Students with Disabilities—
A Guide for Educators*

Handout
T-3

7. Student has difficulty taking tests.

7a. Student has difficulty preparing for the test.

- ☐ Provide instruction in test-taking skills. Use practice tests to help students learn some of the strategies effective test-takers use.
- ☐ Review the knowledge and skills to be tested several days before the test.
- ☐ Provide study guides to help students prepare for the test.
- ☐ Give the student practice with the testing format including sample questions and explanation of the scoring rubric or test procedures.
- ☐ Read the instructions of the test to the student and simplify the language, if needed. Go over sample questions so the student knows what to do.

7b. Student has difficulty identifying areas that need to be corrected after the test.

- ☐ Review corrected tests and discuss responses with students.
- ☐ Have the student evaluate his or her own performance on the test.
 - Did I study the right things?*
 - Did I make use of clues in the test?*
 - Did I survey the test and plan my response?*
 - Did I use the time allowed effectively?*
 - Did I answer the questions I knew first?*
 - Did I correct mistakes?*
 - Did I have to guess?*

C. TIME DEMANDS AND SCHEDULING

- ☐ Use flexible scheduling practices that allow the student more time to complete a course. Sometimes summer school can be used for this purpose.
- ☐ Let the student have additional time for assignments and assessments.
- ☐ Give assignments ahead of time so the student can get started early.
- ☐ Provide a clear schedule with checkpoints along the way.
- ☐ Use a reward system to motivate assignment completion.
- ☐ Let the student choose an activity following the completion of a required assignment.
- ☐ Give the student shorter tasks.
- ☐ Give the student easier tasks first.

D. LEARNING ENVIRONMENT

1. Student is easily distracted or has a short attention span.

- ☐ Let the student use an enclosed study carrel to complete independent work.
- ☐ Let the student sit in an area away from the busy parts of a classroom.
- ☐ Give the student tasks that can be completed in short periods of time.
- ☐ Let the student use a timer to monitor how much longer he or she has to work on tasks.
- ☐ Give the student legitimate opportunities to get up and move in the classroom, use the restroom, or get a drink of water.

Have the student sit close to the teacher or paraprofessional.

Dealing with Differences: Strategies That Work!

Page 8 of 9

Classroom Accommodations Checklist

Adapted from *Accommodations: Assisting Students with Disabilities—
A Guide for Educators*

Handout
T-3

2. Student can't work in groups.

2a. Whole groups:

- ☐ Let the student sit next to an aide, volunteer, or trained classmate who can help maintain attention and understanding.
- ☐ Give the student a preview of what is going to happen during the class.
- ☐ Provide a balance of different kinds of activities within the lessons.
- ☐ Provide follow-up instruction individually, as needed.

2b. Small groups:

- ☐ Make sure the student has the communication and social skills needed for group interaction.
- ☐ Assign a specific role and responsibility to the student when working in a group.
- ☐ Let the student work with a trained classmate to help keep on task in a group situation.
- ☐ Allow partial participation in cooperative groups.

2c. Student has difficulty with independent work, study, and practice.

- ☐ Let the student use a learning center with appropriate materials and equipment.
- ☐ Let the student use self-checking materials or computer-assisted instruction to practice skills.
- ☐ Identify a study buddy who can repeat and explain directions.

3. Student can't control own behavior.

- ☐ Give students a copy of class rules and expectations. Let students role-play positive and negative examples of behaviors on a regular basis to make sure all students understand.
- ☐ Give positive reinforcement for replacement behaviors or following class rules.
- ☐ Establish and regularly use a hierarchy of consequences for rule infractions. Make sure that the student understands the expectations and consequences.
- ☐ Monitor student's compliance with class rules and communicate regularly with the student, the family, or others.
- ☐ Identify a study buddy who can help the student when the teacher is unavailable. Make sure the buddy knows how to work with the student.
- ☐ Provide a set of alternative activities for the student during unstructured time. Make sure the student knows how to initiate and complete the activities and wants to do them.
- ☐ Use a regular routine for transitions in the class. Establish a system of alerts and procedures to follow to get ready to start a lesson, to change classes, to complete an activity, to go to lunch, or to go to another area in the school.
- ☐ Identify a quiet area in the classroom where the student may go when necessary.
- ☐ Seat the student away from distractions such as windows, heating or cooling vents, doors, resource areas, or other students who may disrupt the student.

Co-teaching models between General and Special Education Teachers

	One Teach/One Assist	One Teach/One Observe	Station Teaching	Parallel Teaching	Alternative Teaching	Team teaching
DESIGN	<ul style="list-style-type: none"> Lead teacher models organization of the content. Lead teacher and support teacher identifies skills and strategies needed for groups and individual students to complete the task(s) of the lesson. Support teacher assists students as well as lead teacher. 	<ul style="list-style-type: none"> Lead teacher delivers majority of the lesson. Lead teacher and support teacher identifies student(s) that will be focus of gathering observational data and the purpose for that data. Lead teacher and support teacher analyze the observational data together. 	<ul style="list-style-type: none"> Lead teacher and support teacher segment the lesson content. Lead teacher and support teacher divide the number of stations they are responsible for. Both teachers plan and organize their station activities with attention to possible group differences. 	<ul style="list-style-type: none"> Lead teacher and support teacher collaboratively organize the lesson content. Lead teacher and support teacher identify strategies needed for groups and individual students. Lead teacher and support teacher divide the students into two groups. 	<ul style="list-style-type: none"> Lead teacher and support teacher make decisions about the content and organization of the lesson. Lead teacher and support teacher determine the appropriate structures for alternative remedial or enrichment lessons that would promote learning. 	<ul style="list-style-type: none"> Lead teacher and support teacher make decisions about the content and organization of the lesson. Lead teacher and support teacher teach simultaneously to the whole class.
INSTRUCTION	<ul style="list-style-type: none"> Lead teacher conducts formal teaching. Support teacher teaches components of lessons with small groups of students. Support teacher provides content support to lead teacher's lesson. 	<ul style="list-style-type: none"> Lead teacher conducts formal teaching and modeling. Support teacher gathers data on specific students for a identified purpose. 	<ul style="list-style-type: none"> Lead and support teacher segment learning to small groups or individual students at the stations they design. 	<ul style="list-style-type: none"> Lead teacher and support teacher independently deliver the lesson plan to each of the groups. Lead teacher and support teacher facilitate learning in their respective groups. 	<ul style="list-style-type: none"> Lead teacher conducts formal teaching. Support teacher implements supplemental activities for the whole group, small groups or individual students before or after the formal lesson 	<ul style="list-style-type: none"> Both lead teacher and support teacher conduct formal teaching.