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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student Name: |  | | | Grade: | |  | | | |
| Content Area(s): |  | | | Teacher(s): | |  | | | |
| **Accommodation(s)** | **Routine Classroom Practice for ALL STUDENTS** | **How Often Accommodation is Used?** | | | | | **How Helpful is the Accommodation?** | | |
| **All the Time** | **Occasionally** | | **Never** | | **Very Helpful** | **Somewhat Helpful** | **Not Helpful** |
| **Presentation** |  |  |  | |  | |  |  |  |
| Large print |  |  |  | |  | |  |  |  |
| Magnifying equipment |  |  |  | |  | |  |  |  |
| Tactile materials |  |  |  | |  | |  |  |  |
| Speech-output devices (calculator, clock) |  |  |  | |  | |  |  |  |
| Increased spacing between text |  |  |  | |  | |  |  |  |
| Less text on one page |  |  |  | |  | |  |  |  |
| Braille (contracted, uncontracted) text and materials |  |  |  | |  | |  |  |  |
| Signing |  |  |  | |  | |  |  |  |
| Amplification equipment or noise buffers |  |  |  | |  | |  |  |  |
| Closed captioning and descriptive videos |  |  |  | |  | |  |  |  |
| Reading support (audio books, read aloud, text-to-speech) |  |  |  | |  | |  |  |  |
| Simplified directions |  |  |  | |  | |  |  |  |
| Visual cues for key words to understanding (highlighting, underlining) |  |  |  | |  | |  |  |  |
| Repeat as many times as necessary |  |  |  | |  | |  |  |  |
| Directions and notes provided for student |  |  |  | |  | |  |  |  |
| Additional examples provided |  |  |  | |  | |  |  |  |
| Reminders to stay on task |  |  |  | |  | |  |  |  |
| Manipulate materials for student |  |  |  | |  | |  |  |  |
| Tracking assistance (place marker, pointer, physical assistance) |  |  |  | |  | |  |  |  |
| Colored overlays |  |  |  | |  | |  |  |  |
| Positioning assistance (slant boards, place materials in specific positions, tape to secure paper to work area) |  |  |  | |  | |  |  |  |
| Opportunity for movement increased or decreased |  |  |  | |  | |  |  |  |
| Special paper (colored, large-lined, graph, raised line) |  |  |  | |  | |  |  |  |
| Alternate formats (diagrams, pictures, hands-on) |  |  |  | |  | |  |  |  |
| Colored overlays |  |  |  | |  | |  |  |  |
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| **Response** |  |  |  | |  | |  |  |  |
| Student dictates answer to transcriber or into recording device |  |  |  | |  | |  |  |  |
| Speech-to-text software |  |  |  | |  | |  |  |  |
| Signing |  |  |  | |  | |  |  |  |
| Augmentative and alternative communication (AAC) devices |  |  |  | |  | |  |  |  |
| Manipulatives: |  |  |  | |  | |  |  |  |
| Assistive writing equipment (special writing utensils, grip, spacer) |  |  |  | |  | |  |  |  |
| Spelling and grammar check, word prediction software |  |  |  | |  | |  |  |  |
| Dictionary |  |  |  | |  | |  |  |  |
| Math aids (calculator, abacus, math charts) |  |  |  | |  | |  |  |  |
| Supplemental aids: |  |  |  | |  | |  |  |  |
| Paper stabilizer |  |  |  | |  | |  |  |  |
| Alternate response modes (writing, typing, drawing, orally presenting, pointing, circling) |  |  |  | |  | |  |  |  |
| Assistive technology (adaptive keyboard, word processor, touch screen, voice-activated equipment) |  |  |  | |  | |  |  |  |
| Braille writer, slate and stylus |  |  |  | |  | |  |  |  |
| Special paper (colored, large-lined, graph, raised line) |  |  |  | |  | |  |  |  |
|  |  |  |  | |  | |  |  |  |
| **Setting** |  |  |  | |  | |  |  |  |
| Small group |  |  |  | |  | |  |  |  |
| Individual |  |  |  | |  | |  |  |  |
| Special lighting |  |  |  | |  | |  |  |  |
| Special acoustics |  |  |  | |  | |  |  |  |
| Adaptive or special furniture |  |  |  | |  | |  |  |  |
| Minimize distractions |  |  |  | |  | |  |  |  |
| Visual Supports: |  |  |  | |  | |  |  |  |
| Tools to minimize distractions: |  |  |  | |  | |  |  |  |
| Noise-reducing headphones |  |  |  | |  | |  |  |  |
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| **Timing/Scheduling** |  |  |  | |  | |  |  |  |
| Frequent Breaks |  |  |  | |  | |  |  |  |
| Extended time to complete |  |  |  | |  | |  |  |  |
| Multiple days to complete |  |  |  | |  | |  |  |  |
| Break large assignments into smaller tasks |  |  |  | |  | |  |  |  |
| Time limit for completing assignment |  |  |  | |  | |  |  |  |
| Use of a timer: increments \_\_\_\_\_\_\_\_\_ |  |  |  | |  | |  |  |  |
| Flexible schedule: academic work in a.m./p.m./\_\_\_ day(s) of the week |  |  |  | |  | |  |  |  |
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