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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) |  |  |  |  |  |  |  |
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| **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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