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| Quick Reference Sheet Student Accommodations and Modifications Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\***Please see accommodations page on IEP for specific application to each student. |  |  |  |  |  |  |
| **P****R****E****S****E****N****T****A****T****I****O****N** | Use visual aids |  |  |  |  |  |  |
| Advance organizer |  |  |  |  |  |  |
| Large print |  |  |  |  |  |  |
| Recorded books/text |  |  |  |  |  |  |
| Colored overlay filters |  |  |  |  |  |  |
| Leveled books |  |  |  |  |  |  |
| Note-taking assistance |  |  |  |  |  |  |
| **R****E****S****P****O****N****S****E** | Give response in oral form |  |  |  |  |  |  |
| Dictate answers to a scribe |  |  |  |  |  |  |
| Handwriting guides/templates |  |  |  |  |  |  |
| Alphabet Strips |  |  |  |  |  |  |
| Slant board |  |  |  |  |  |  |
| Specialized writing paper |  |  |  |  |  |  |
| Individualized spelling lists |  |  |  |  |  |  |
| **S****E****T****T****I****N****G** | Use visual schedule |  |  |  |  |  |  |
| Cue upcoming transitions |  |  |  |  |  |  |
| Preferential seating |  |  |  |  |  |  |
| Noise Buffers |  |  |  |  |  |  |
| Specialized Lighting |  |  |  |  |  |  |
| Checklist of materials |  |  |  |  |  |  |

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| Quick Reference Sheet Student Accommodations and Modifications (continued)Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_**\***Please see accommodations page on IEP for specific application to each student. |  |  |  |  |  |  |
| **T****I****M****I****N****G** | Extended time to complete assignments |  |  |  |  |  |  |
| More breaks |  |  |  |  |  |  |
| Checklist of procedures |  |  |  |  |  |  |
| Individualized planner |  |  |  |  |  |  |
| **O****R****G****A****N****I****Z****A****T****I****O****N** | Use visual schedule |  |  |  |  |  |  |
| Compartmentalized containers |  |  |  |  |  |  |
| Laminated checklist |  |  |  |  |  |  |
| Color coded folders/binders |  |  |  |  |  |  |
| Assigned buddy |  |  |  |  |  |  |
| Copy of school materials kept at home |  |  |  |  |  |  |
| **T****E****S****T****I****N****G** | Extended time for testing (classroom, district, and state) |  |  |  |  |  |  |
| Read aloud or sign directions that students read on their own |  |  |  |  |  |  |
| Read aloud the writing prompt, mathematics test items, or science test items |  |  |  |  |  |  |
| Simplify language for the scripted directions or the directions that students read on their own |  |  |  |  |  |  |
| More breaks |  |  |  |  |  |  |
| Small group administration |  |  |  |  |  |  |
| **MO****D****I****F****●** | Reduced/Modified assignments |  |  |  |  |  |  |
| Grading based on work completion |  |  |  |  |  |  |
| Reduce number of words on weekly spelling list |  |  |  |  |  |  |
| Reduced homework |  |  |  |  |  |  |

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| Quick Reference Sheet Student Accommodations and ModificationsTeacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\***Please see accommodations page on IEP for specific application to each student. |  |  |  |  |  |  |  |  |
| Use visual aids |  |  |  |  |  |  |  |  |
| Use graphic organizers |  |  |  |  |  |  |  |  |
| Limit amount of required reading |  |  |  |  |  |  |  |  |
| Chunk information |  |  |  |  |  |  |  |  |
| Repeat instructions |  |  |  |  |  |  |  |  |
| Recap/summarize main points |  |  |  |  |  |  |  |  |
| Have student repeat and explain directions |  |  |  |  |  |  |  |  |
| Use cooperative learning |  |  |  |  |  |  |  |  |
| Provide visual example of finished product |  |  |  |  |  |  |  |  |
| Scribe sentence starters |  |  |  |  |  |  |  |  |
| Use graph paper for numbers |  |  |  |  |  |  |  |  |
| Provide math facts chart for reference |  |  |  |  |  |  |  |  |
| Provide a number line |  |  |  |  |  |  |  |  |
| Highlight operations |  |  |  |  |  |  |  |  |
| Grade spelling separately |  |  |  |  |  |  |  |  |
| Provide a visual schedule |  |  |  |  |  |  |  |  |
| Cue upcoming transitions |  |  |  |  |  |  |  |  |
| Safe place for high stress |  |  |  |  |  |  |  |  |
| Credit for oral participation |  |  |  |  |  |  |  |  |
| Extended time to complete assignments/homework |  |  |  |  |  |  |  |  |
| Reduced/modified assignments |  |  |  |  |  |  |  |  |
| More breaks |  |  |  |  |  |  |  |  |
| Allow physical movement |  |  |  |  |  |  |  |  |
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| Testing(classroom, district, and state) |  |  |  |  |  |  |  |  |
| Small group administration |  |  |  |  |  |  |  |  |
| Read aloud or sign directions that students read on their own |  |  |  |  |  |  |  |  |
| Read aloud the writing prompt, mathematics test items, or science test items |  |  |  |  |  |  |  |  |
| Simplify language for the scripted directions or the directions that students read on their own |  |  |  |  |  |  |  |  |
| Repeat instructions/directions; For State Tests: Repeat the scripted directions (at student request) |  |  |  |  |  |  |  |  |
| More breaks |  |  |  |  |  |  |  |  |
| Extend time for assignments; For State Tests: Extended testing time (same day) |  |  |  |  |  |  |  |  |
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