

Public Schools of Robeson County

Accommodations and Modifications Checklist

Student: _____ Grade: _____

Teacher: _____ School Year: _____

Textbooks and Curriculum Books

- Provide alternative books with similar concepts, but at an easier reading level.
- Provide audiotapes of textbooks and have the student follow the text while listening.
- Provide summaries of chapters.
- Provide interesting reading material at or slightly above the student's comfortable reading level.
- Use peer readers.
- Use marker to highlight important textbook sections.
- Use word-for-word sentence fill-ins.
- Provide two sets of textbooks, one for home and one for school.
- Use index cards to record major themes.
- Provide the student with a list of discussion questions before reading the material.
- Give page numbers to help the student find answers.
- Provide books and other written materials in alternative formats such as Braille or large print.
- Other:

Curriculum

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.).
- Specify and list exactly what the student will need to learn to pass. Review this frequently.
- Modify expectations based on student needs (e.g., "When you have read this chapter, you should be able to list three reasons for the Civil War.").
- Give alternatives to long written reports (e.g., write several short reports, preview new audiovisual materials and write a short review, give an oral report on an assigned topic).
- Classroom Environment Develop individualized rules for the student.
- Evaluate the classroom structure against the student's needs (flexible

Public Schools of Robeson County

Accommodations and Modifications Checklist

Student: _____ Grade: _____

Teacher: _____ School Year: _____

structure, firm limits, etc.).

- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Seat the student away from windows or doorways.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Use alternatives to crossword puzzles or word finds.
- Maintain adequate space between desks.
- Other:

Instruction and Curriculum Directions

- Use both oral and printed directions.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Time/transitions
- Alert student several minutes before a transition from one activity to another is planned; give several reminders.
- Provide additional time to complete a task.
- Allow extra time to turn in homework without penalty.
- Provide assistance when moving about the building.
- Other

Public Schools of Robeson County

Accommodations and Modifications Checklist

Student: _____ Grade: _____

Teacher: _____ School Year: _____

Handwriting

- Use worksheets that require minimal writing.
- Use fill-in questions with space for a brief response rather than a short essay.
- Provide a “designated note taker” or photocopy of other student or teacher notes.
- Provide a print outline with videotapes, etc.
- Provide a print copy of any assignments or directions written on the blackboard.
- Omit assignments that require copying, or let the student use a tape recorder to dictate answers.
- Other:

Grading

- Provide a partial grade based on individual progress or effort.
- Use daily or frequent grading averaged into a grade for the quarter
- Weight daily work higher than tests for a student who performs poorly on tests.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.
- Other:

Public Schools of Robeson County

Accommodations and Modifications Checklist

Student: _____ Grade: _____

Teacher: _____ School Year: _____

Tests

- Go over directions orally.
- Teach the student how to take tests (e.g., how to review, to plan time for each section).
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Use recognition tests (true-false, multiple choice, or matching) instead of essays.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Provide typed test materials, not tests written in cursive.
- Allow take-home or open-book tests.
- Provide possible answers for fill-in-the blank sections.
- Provide the first letter of the missing word.
- Other:

Math

- Allow the student to use a calculator without penalty.
- Group similar problems together (e.g., all addition in one section).
- Provide fewer problems on a worksheet (e.g., 4 to 6 problems on a page, rather than 20 or 30).
- Require fewer problems to attain passing grades.
- Use enlarged graph paper to write problems to help the student keep numbers in columns.
- Provide a table of math facts for reference.
- Tape a number line to the student's desk.
- Read and explain story problems, or break problems into smaller steps.
- Use pictures or graphics.
- Other:

Public Schools of Robeson County

Accommodations and Modifications Checklist

Student: _____ Grade: _____

Teacher: _____ School Year: _____

Other

- Use Post-it notes to mark assignments in textbooks.
- Check progress and provide feedback often in the first few minutes of each assignment.
- Place a ruler under sentences being read for better tracking.
- Introduce an overview of long-term assignments so the student knows what is expected and when it is due.
- Break long-term assignments into small, sequential steps, with daily monitoring and frequent grading.
- Have the student practice presenting in a small group before presenting to the class.
- Hand out worksheets one at a time.
- Sequence work, with the easiest part first.
- Use blackline copies.
- Provide study guides and study questions that directly relate to tests.
- Reinforce student for recording assignments and due dates in a notebook.
- Draw arrows on worksheets, chalkboard, or overheads to show how ideas are related, or use other graphic organizers such as flow charts.
- Other:

Behavior

- Arrange a “check-in” time to organize the day.
- Pair the student with a student who is a good behavior model for class projects.
- Modify school rules that may discriminate against the student.
- Use nonverbal cues to remind the student of rule violations.
- Amend consequences for rule violations (e.g., reward a forgetful student for remembering to bring pencils to class, rather than punishing the failure to remember).
- Minimize the use of punishment; provide positive as well as negative consequences.
- Develop an individualized behavior intervention plan that is positive and consistent with the student’s ability and skills.

Public Schools of Robeson County

Accommodations and Modifications Checklist

Student: _____ Grade: _____

Teacher: _____ School Year: _____

- Increase the frequency and immediacy of reinforcement.
- Arrange for the student to leave the classroom voluntarily and go to a designated "safe place" when under high stress.
- Develop a system or a code word to let the student know when behavior is not appropriate.
- Ignore behaviors that are not seriously disruptive.
- Develop interventions for behaviors that are annoying but not deliberate (e.g., provide a small piece of foam rubber for the desk of a student who continually taps a pencil on the desktop).
- Be aware of behavior changes that relate to medication or the length of the school day; modify expectations if appropriate.
- Other: