Suggested Accommodations & Modifications in the Elementary Classroom

Consider Students Environment
_ Post class rules (pictures & words)
_ Post daily schedule (pictures & words)
_ Give preferential seating
_ Change to another class
_ Change schedule (most difficult in morning)
_ Eliminate distractions (visual, auditory, olfactory)
_ Modify length of school day
_ Provide frequent breaks
_ Provide place for quiet time
_ Maintain consistent schedule
_ Provide system for transition
_ Position appropriately
_ Explain disabilities to students
_ Use color-coded materials

Consider Curricular Content & Expectations
_ Reduce length of assignments
_ Change skill/task
_ Modify testing mode/setting
_ Allow extra time
_ Teach study skills
_ Teach sequencing skills
_ Teach visual imagery
_ Teach memory strategies
_ Write assignments in daily log
_ Teach semantic mapping
_ Teach peers how to be helpful

Consider Method of Instruction
_ Repeat directions
_ Increase active participation
_ Teacher circulate around room
_ Provide visual prompts (board/desk)
_ Provide immediate feedback (self-correcting seat work)
_ Point out similarities to previous learning/work
_ Use manipulative materials
_ Use frequent review of key concepts
_ Teach to current level of ability (use easier materials)
_ Speak loud or slow or rephrase
_ Preteach/Reteach
_ Highlight/underline material
_ Use peer tutor/partner
_ Use small group instruction
_ Use simple sentences
_ Use individualized instruction

_ Pause frequently
_ Discuss errors and how they were made
_ Use cooperative learning
_ Use instructional assistants
_ Encourage requests for clarification, repetition, etc.
_ Elicit responses when you know student knows the answer
_ Demonstrate & encourage use of technology (instructional and assistive)

Consider Student's Behavioral Needs
_ Teach expected behavior
_ Increase student success rate
_ Learn to organize signs of stress
_ Give non verbal cues to discontinue behavior
_ Reinforce positive behavior (4:1)
_ Use mild, consistent consequences
_ Set goals with student
_ Use key students for reinforcement of target student
_ Use group/individual counseling
_ Teach student to attend to advance organizers at beginning of lesson
_ Provide opportunity to role pay
_ Use proactive behavior management strategies
_ Use school wide reinforcement with target students

Consider Assistive Technology
_ Adaptive paper
_ Talking spell checker/dictionary
_ Concept mapping software/templates
_ Magnetic words, letters, phrases
_ Multimedia software
_ Key guard for keyboard
_ Macros/shortcuts on computer
_ Abbreviations/expansion
_ Accessibility options on computer
_ Alternative keyboards
_ Communication cards or boards
_ Voice output communication device
_ Portable word processor
_ Enlarged text/magnifiers
_ Recorded text/books on tape/talking books
_ Scanned text with OCR software
_ Voice output reminders
_ Electronic organizers/reminders/pagers
_ Large display calculators
_ Voice input calculators
_ Math software
_ Picture/symbol supported software

Other Considerations: Home/School Relations
_ Schedule regular meetings for all staff to review progress/maintain consistency
_ Schedule parent conferences every_____
_ Daily/weekly reports home
_ Parent visits/contact
_ Home visits

Disability Awareness
_ Explain disabilities to other students
_ Teach peers how to be helpful
_ In-service training for school staff

Additional Resources
_ State Assistive Technology

Checklist
_ Therapists, nurse, resource teachers,
school psychologist, counselor,
rehab facility, parents, vision
teacher, medical facility

Canfield, T. & Swenson, K. (2006) Wisconsin Traumatic Brain Injury Initiative - adapted from Wisconsin Assistive Technology Initiative (Reed & Canfield, 1999), (Reed 1991,)Edited 8/2009 KJC Mitoaction