Lesson Plan/Curriculum Accommodations Checklist

Learning Environment:

_____ Working independently
_____ Working with a peer tutor
_____ Participating in a small group/classroom
_____ Participating in a large group/classroom
_____ Listening to audiotapes
_____ Structured learning environment
_____ Computer-aided instruction
_____ Other: ____________________

Adaptation of Materials:

_____ Reading materials at _____ grade level
_____ Peer to read materials
_____ Peer to take notes
_____ Peer or small group discussion of materials
_____ Tape recording of required readings
_____ Highlighted materials for emphasis
_____ Altered format of materials: __________
_____ Study aids/manipulatives: __________
_____ Outlines and study guides
_____ Other: ____________________

Alterations of Assignments:

_____ Simplified homework assignments
_____ Reduced assignments
_____ Taped Assignments
_____ Prioritize assignments
_____ Extra time for assignments
_____ Opportunity to respond orally
_____ Individual contracts
_____ Emphasis on major points
_____ Exemption from reading before peers
_____ Assistance in class discussions
_____ Special projects in lieu of assignments
_____ Other: ____________________

Instructional Accommodations:

_____ Shortened, simplified instructions
_____ Repeated instructions
_____ Opportunity to repeat instructions
_____ Opportunity to write instructions
_____ Written instructions
_____ Visual aids (pictures, flash cards, etc.): __________
_____ Auditory aids (cues, tapes, etc.): __________
_____ Instructional aids: __________
Extra time for oral response
Extra time for written response
Exams of reduced length
Oral exams
Open book exams
Written review for exams
Preview of test questions
Study carrel for independent work
Frequent feedback
Immediate feedback
Checks for understanding
Minimize auditory distractions
Encourage participation
Extended “wait time”
Administer oral testing
Use taped textbooks
Allow calculators
Do not grade for spelling
Allow note-taker use
Use cue cards for steps of task
Use assistive devices
Use study guides
Provide study skills instruction
List formulas for tests
Provide computer-assisted learning
Allow extended time for testing
Allow extended time for writing assignments
Provide more time for practice of certain tasks
Provide computers for writing tasks
Use readers
Highlight important facts in text
Give written rather than oral directions
Hold test review sessions
Provide conversion tables
List vocabulary for tests
Tape record lectures
Break difficult tasks into smaller parts; teach each part separately if needed
Provide student with optional quiet spot (possibly isolated) to do academic work or to avoid punishment
Provide frequent teacher/student contacts to help student start and remain on task
Give much encouragement and praise
Develop legitimate ways for student to have movement in class, limiting confinement
Pace the work (e.g., twelve 5-minute assignments achieve more than one 45-minute assignment)
Make allowances for inconsistent performance; build rapport; increase personal respect (students work harder when there is a personal relationship with the teacher)
Assign alternative assignments to tap the student’s learning style
Establish contracts (student-teacher, student-administrator, student-parent, parent-teacher)