

IEP Accommodations Checklist

STUDENT:

DOB:

GRADE:

CASE MANAGER:

HOMEROOM:

DATE:

EXCEPTIONALITY:

IEP GOAL PAGES: reading math written expression speech behavior

The following accommodations are needed for this student throughout the school day:

Materials ☐ Audio text or other materials ☐ Pre-teach materials ☐ Use highlighter tape or highlight materials ☐ Use manipulative sets ☐ Provide copy of notes after student attempts ☐ Use large print ☐ Adapt tasks based upon student mastery ☐ Clarify expectations for work ☐ Use rubrics ☐ Simplify language ☐ Avoid penalizing for: ☐ Allow alternative formatting ☐ Use specialized equipment ☐ Calculator ☐ Other Assignments ☐ Use written backup to oral instructions ☐ Reduce difficulty level ☐ Shorten assignments ☐ Give extra cues or prompts ☐ Give directions in small distinct steps ☐ Provide exemplars/ models ☐ Limit penalizing for errors related to disability ☐ Provide alternate activities, same content	Time Management/ Motivation/ Reinforcement ☐ Use visual schedule ☐ Use a calendar or journal ☐ Clarify for understanding ☐ Teach study skills ☐ Have student repeat directions ☐ Establish timelines for work ☐ Plan for generalization Design/write/use long-term assignment ☐ time lines ☐ Give transition warning ☐ Request parent reinforcement ☐ Use study sheets to organize material ☐ Review and practice in real situations ☐ Teach skill in several settings/environments ☐ Connect skills to student's life ☐ Verbal praise ☐ Nonverbal (visual) cues to keep working ☐ Offer choices ☐ Positive reinforcement/ Behavior chart ☐ Behavior Intervention Plan ☐ Other
Testing Adaptations ☐ Allow oral responses ☐ Read test to/ with student ☐ Preview test language ☐ Extended time ☐ Short answer vs. open-ended ☐ Multiple choice vs. short answer ☐ Modified format (i.e. white space, word bank) ☐ Shortened questions/ limit answer choices ☐ Taken in resource room ☐ Retest at teacher's discretion ☐ Grades averaged at teacher's discretion ☐ Other	Presentation of Subject Matter ☐ Use individual/small group instruction ☐ Provide guided notes ☐ Provide models ☐ Allow use of manipulative sets ☐ Highlight critical information ☐ Pre-teach vocabulary ☐ Simplify language or reading level of assignment ☐ Other

Academic

- ☐ Allow the use of calculator, number line, or other tools as appropriate
- ☐ Group similar problems together
- ☐ Provide less problems
- ☐ Use graph paper to write problems
- ☐ Provide "math facts" sheets or charts
- ☐ Items read to or with student
- ☐ Break multiple step items into small steps
- ☐ Read directions to student
- ☐ Allow more time on assignments
- ☐ Allow activity breaks
- ☐ Don't use timed activities
- ☐ Allow short breaks between activities
- ☐ Ignore minor movement within assigned area
- ☐ Allow student to stand and work
- ☐ Rework assignments in resource/ with resource teacher
- ☐ Grades averaged at teacher's discretion

Handwriting

- ☐ Use worksheets that require less graphics
- ☐ Allow work to be recopied when sloppy
- ☐ Provide a note-taker or copies for student
- ☐ Allow print vs cursive
- ☐ Provide a model for writing information
- ☐ Other

Environment

- ☐ Preferential seating in classroom
- ☐ Preferential seating in lunchroom
- ☐ Reduce visual distractions
- ☐ Allow movement within assigned area
- ☐ Use a study carrel
- ☐ Define areas concretely

Socialization Supports

- ☐ Peer tutoring
- ☐ Use cooperative learning
- ☐ Focus on process and product
- ☐ Teach social skills
- ☐ Cooperative learning projects
- ☐ Allow opportunities to help other students
- ☐ Other

Home

- ☐ Have a second set of materials at home
- ☐ Use a home-school communication program
- ☐ Have parent's preview or review material
- ☐ Link learning/ behavior activities to family routines
- ☐ Other

Additional Information: