

Individual Education Plan (IEP) Accommodation Checklist

STUDENT: _____ DOB: _____

COMPLETED BY: _____ DATE: _____

Please indicate which of the following accommodations are needed for this student. Review what you know about the student and plan the accommodations that should take place throughout the school day as well as in specific classes.

<p>Pacing and Motor Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow more time on assignments <input type="checkbox"/> Allow activity breaks <input type="checkbox"/> Don't use timed activities <input type="checkbox"/> Allow short breaks between activities <input type="checkbox"/> Ignore minor movement <input type="checkbox"/> Allow student to stand and work <input type="checkbox"/> Use physical adaptations <input type="checkbox"/> Provide home set of text/material for preview/review <input type="checkbox"/> Other 	<p>Self / Time Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use visual schedule <input type="checkbox"/> Use a calendar or journal <input type="checkbox"/> Clarify for understanding <input type="checkbox"/> Teach study skills <input type="checkbox"/> Have student repeat directions <input type="checkbox"/> Establish timelines for work <input type="checkbox"/> Plan for generalization <input type="checkbox"/> Design/write/use long-term assignment time lines <input type="checkbox"/> Give transition warning <input type="checkbox"/> Request parent reinforcement <input type="checkbox"/> Use study sheets to organize material <input type="checkbox"/> Review and practice in real situations <input type="checkbox"/> Teach skill in several settings/environments <input type="checkbox"/> Connect skills to student's life <input type="checkbox"/> Other
<p>Environment</p> <p>Planned seating</p> <ul style="list-style-type: none"> <input type="checkbox"/> In classroom <input type="checkbox"/> On Bus <input type="checkbox"/> In lunchroom <input type="checkbox"/> Other <input type="checkbox"/> Ensure proper seating (feet on floor & elbows at desktop height) <p>Reduce distractions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual <input type="checkbox"/> Movement <input type="checkbox"/> Spatial <input type="checkbox"/> Auditory <input type="checkbox"/> Use a study carrel <input type="checkbox"/> Use headset or earphones <input type="checkbox"/> Use clipboard, wedges for note-taking <input type="checkbox"/> Other <input type="checkbox"/> Alter physical room arrangement <input type="checkbox"/> Define areas concretely <input type="checkbox"/> Teach positive rules for use of space 	<p>Socialization Supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Create structured, shared experiences in school, extracurricular <input type="checkbox"/> Use cooperative learning <input type="checkbox"/> Focus on social process rather than activity/end product <input type="checkbox"/> Teach social skills <input type="checkbox"/> Vary groupings <input type="checkbox"/> Create social supports <input type="checkbox"/> Teach about differences/disabilities <input type="checkbox"/> Teach friendship skills/sharing/negotiations <input type="checkbox"/> Structured activities to create opportunities of social interaction <input type="checkbox"/> Cooperative learning projects <input type="checkbox"/> Conversational turn taking <input type="checkbox"/> Allow opportunities to help other students <input type="checkbox"/> Other

<p>Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tape text or other materials <input type="checkbox"/> Pre-teach materials <input type="checkbox"/> Use highlighter tape or highlight materials <input type="checkbox"/> Use manipulatives <input type="checkbox"/> Use supplementary materials <input type="checkbox"/> Provide note-taking support <input type="checkbox"/> Use large print <input type="checkbox"/> Note-taking assistance/carbonless or Xerox copy of lecture notes <input type="checkbox"/> Adapt tasks based upon student mastery <input type="checkbox"/> Clarify expectations for work <input type="checkbox"/> Use rubrics <input type="checkbox"/> Reduce language level <input type="checkbox"/> Avoid penalizing for some errors <input type="checkbox"/> Arrangement of material on page <input type="checkbox"/> Use pictures Use specialized equipment <ul style="list-style-type: none"> <input type="checkbox"/> Calculator <input type="checkbox"/> Computer <input type="checkbox"/> Tape recorder <input type="checkbox"/> Other 	<p>Assignments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use written backup to oral instructions <input type="checkbox"/> Change difficulty level <input type="checkbox"/> Change assignment length <input type="checkbox"/> Reduce paper/pencil work <input type="checkbox"/> Give extra cues or prompts <input type="checkbox"/> Allow student to produce work in best output modality <input type="checkbox"/> Give directions in small distinct steps (written, picture & verbal) <input type="checkbox"/> Provide samples of what an "A" assignment looks like <input type="checkbox"/> Limit penalizing for errors that reflect student's disability <input type="checkbox"/> Provide alternate assignment/strategy when demands of class conflict with student capabilities
<p>Handwriting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use worksheets that require less graphics <input type="checkbox"/> Do not return work to be recopied by student <input type="checkbox"/> Use fill-in questions rather than longer responses <input type="checkbox"/> Provide a note-taker or copies for student <input type="checkbox"/> Ignore sloppy work <input type="checkbox"/> Ignore poor penmanship <input type="checkbox"/> Provide a model for writing information (web) <input type="checkbox"/> Omit assignments that require copying <input type="checkbox"/> Other 	<p>Math</p> <ul style="list-style-type: none"> <input type="checkbox"/> Allow the use of calculator, number line <input type="checkbox"/> Group similar problems together <input type="checkbox"/> Provide less problems <input type="checkbox"/> Use graph paper to write problems <input type="checkbox"/> Provides "math facts" sheets <input type="checkbox"/> Scan for reading level of materials <input type="checkbox"/> Break story problems into small steps <input type="checkbox"/> Other
<p>Motivation and Reinforcement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal from whom: _____ <input type="checkbox"/> Nonverbal (visual) <input type="checkbox"/> Social/interactional <input type="checkbox"/> Create a valued task/job <input type="checkbox"/> Offer choices <input type="checkbox"/> Positive reinforcement/Behavior mgmt <input type="checkbox"/> Tap strengths/interests <input type="checkbox"/> Other 	<p>Transition Supports (check when needed)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Following routines <input type="checkbox"/> Managing changes in activities <input type="checkbox"/> Managing changes with staff <input type="checkbox"/> Managing changes of grade <input type="checkbox"/> Managing changes of school

