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.

<table>
<thead>
<tr>
<th>Pacing and Motor Activity</th>
<th>Self / Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Allow more time on assignments</td>
<td>___ Use visual schedule</td>
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<tr>
<td>___ Allow activity breaks</td>
<td>___ Use a calendar or journal</td>
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<tr>
<td>___ Don’t use timed activities</td>
<td>___ Clarify for understanding</td>
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<tr>
<td>___ Allow short breaks between activities</td>
<td>___ Teach study skills</td>
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<tr>
<td>___ Ignore minor movement</td>
<td>___ Have student repeat directions</td>
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<tr>
<td>___ Allow student to stand and work</td>
<td>___ Establish timelines for work</td>
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<tr>
<td>___ Use physical adaptations</td>
<td>___ Plan for generalization</td>
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<tr>
<td>Provide home set of text/material for preview/review</td>
<td>___ Design/write/use long-term assignment timelines</td>
</tr>
<tr>
<td>___ Other</td>
<td>___ Give transition warning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environment</th>
<th>Socialization Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned seating</td>
<td>___ Peer tutoring</td>
</tr>
<tr>
<td>___ In classroom</td>
<td>___ Create structured, shared experiences in school, extracurricular</td>
</tr>
<tr>
<td>___ In lunchroom</td>
<td>___ Use cooperative learning</td>
</tr>
<tr>
<td>___ Ensure proper seating (feet on floor &amp; elbows at desktop height)</td>
<td>___ Focus on social process rather than activity/end product</td>
</tr>
<tr>
<td>___ Reduce distractions</td>
<td>___ Teach social skills</td>
</tr>
<tr>
<td>___ Visual</td>
<td>___ Vary groupings</td>
</tr>
<tr>
<td>___ Spatial</td>
<td>___ Create social supports</td>
</tr>
<tr>
<td>___ Use a study</td>
<td>___ Teach about differences/disabilities</td>
</tr>
<tr>
<td>___ carrel</td>
<td>___ Teach friendship skills/sharing/negotiations</td>
</tr>
<tr>
<td>___ Use clipboard, wedges for note-taking</td>
<td>___ Structured activities to create opportunities of social interaction</td>
</tr>
<tr>
<td>___ Other</td>
<td>___ Cooperative learning projects</td>
</tr>
<tr>
<td>___ Alter physical room arrangement</td>
<td>___ Conversational turn taking</td>
</tr>
<tr>
<td>___ Define areas concretely</td>
<td>___ Allow opportunities to help other students</td>
</tr>
<tr>
<td>___ Teach positive rules for use of space</td>
<td>___ Other</td>
</tr>
</tbody>
</table>
### Materials
- Tape text or other materials
- Pre-teach materials
- Use highlighter tape or highlight materials
- Use manipulatives
- Use supplementary materials
- Provide note-taking support
- Use large print
- Note-taking assistance/carbonless or Xerox copy of lecture notes
- Adapt tasks based upon student mastery
- Clarify expectations for work
- Use rubrics
- Reduce language level
- Avoid penalizing for some errors
- Arrangement of material on page
- Use pictures

### Assignments
- Use written backup to oral instructions
- Change difficulty level
- Change assignment length
- Reduce paper/pencil work
- Give extra cues or prompts
- Allow student to produce work in best output modality
- Give directions in small distinct steps (written, picture & verbal)
- Provide samples of what an “A” assignment looks like
- Limit penalizing for errors that reflect student’s disability
- Provide alternate assignment/strategy when demands of class conflict with student capabilities

### Handwriting
- Use worksheets that require less graphics
- Do not return work to be recopied by student
- Use fill-in questions rather than longer responses
- Provide a note-taker or copies for student
- Ignore sloppy work
- Ignore poor penmanship
- Provide a model for writing information (web)
- Omit assignments that require copying
- Other

### Math
- Allow the use of calculator, number line
- Group similar problems together
- Provide less problems
- Use graph paper to write problems
- Provides “math facts” sheets
- Scan for reading level of materials
- Break story problems into small steps
- Other

### Motivation and Reinforcement
- Verbal from whom: __________________
- Nonverbal (visual)
- Social/interactional
- Create a valued task/job
- Offer choices
- Positive reinforcement/Behavior mgmt
- Tap strengths/interests
- Other

### Transition Supports (check when needed)
- Following routines
- Managing changes in activities
- Managing changes with staff
- Managing changes of grade
- Managing changes of school
<table>
<thead>
<tr>
<th>Home</th>
<th>Level of support</th>
</tr>
</thead>
</table>
| _ Have a second set of materials at home  
  Use a home-school communication program  
 _ Have parent’s preview or review material  
 _ Suggest a tutor  
 _ Link learning activities to family routines  
 _ Other | _ Peer support  
  1:1 with an adult  
 _ Some of the time  
 _ All of the time  
 _ Extra staff in room  
 _ In-school resource staff  
 _ Program specialists  
 _ Therapy  
 _ Psychology |

<table>
<thead>
<tr>
<th>Presentation of Subject Matter</th>
<th>Testing Adapations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach to student’s learning style</td>
<td>Oral responses</td>
</tr>
</tbody>
</table>
| _ Visual  
 _ Auditory  
 _ Tactile  
 _ Experiential  
 _ Use individual/small group instruction  
 _ Utilize specialized curriculum  
 _ Tape lectures/discussion for replay  
 _ Provide notes  
 _ Apply academic skills to practice situations  
 _ Present demonstrations (model)  
 _ Utilize manipulatives  
 _ Highlight critical information  
 _ Pre-teach vocabulary  
 _ Make/use vocabulary files  
 _ Reduce language level or reading level of assignment  
 _ Use total communication/interpreter  
 _ Use facilitated communication  
 _ Share activities  
 _ Other | _ Taped  
 _ Application in real setting  
 _ Read test to student  
 _ Preview of test language  
 _ Extended time frame  
 _ Short answer  
 _ Multiple choice  
 _ Modified format  
 _ Shortened questions  
 _ Administered by resource person  
 _ Other |