

Accommodations Reference List

<p style="text-align: center;">Environmental Supports</p> <ul style="list-style-type: none"> ● Preferential seating (close to teacher, away from distractions) ● Alternative seating (wobble cushion, standing desk, floor spot) ● Noise-reducing headphones / quiet corner ● Visual boundary markers (carpet square, desk divider) ● Lighting adjustments (soft lighting or lamp vs. overhead) ● Reduce visual clutter on walls and desks 	<p style="text-align: center;">Instructional Supports</p> <ul style="list-style-type: none"> ● Simplify or chunk directions (one step at a time) ● Provide visual or written directions in addition to verbal ● Use modeling or demonstration before independent work ● Offer examples / templates / sentence starters ● Provide guided notes or outlines ● Rephrase questions using simpler language ● Use multi-sensory teaching (visuals, hands-on, songs, movement) ● Preview key vocabulary or topics before lessons 	<p style="text-align: center;">Academic Supports</p> <ul style="list-style-type: none"> ● Shorten assignments or reduce repetitive problems ● Adjust grading based on effort/progress ● Provide alternate assessments (oral responses, project-based) ● Use highlighted or color-coded materials ● Allow calculator, word bank, or spell-check ● Provide extra time on tests or written work ● Accept dictated responses or use speech-to-text tools
<p style="text-align: center;">Behavioral/Executive Functioning Supports</p> <ul style="list-style-type: none"> ● Visual schedule / “first–then” chart ● Token board or reinforcement chart ● Break card or movement pass ● Use non-verbal cues to redirect behavior ● Offer limited choices (“Do you want to start with writing or reading?”) ● Build in transition warnings (“2 minutes until cleanup”) ● Provide positive feedback more frequently than corrections (aim for 4:1) 	<p style="text-align: center;">Sensory/Regulation Supports</p> <ul style="list-style-type: none"> ● Fidget tools, playdough, putty ● Weighted lap pad or vest ● Access to calm corner or sensory area ● Movement breaks or “errand” breaks ● Deep pressure or heavy work options (chair push-ups, wall pushes) ● Music or rhythm incorporated into transitions 	<p style="text-align: center;">Social/Emotional Supports</p> <ul style="list-style-type: none"> ● Morning greeting or emotional check-in ● Social story or role-play practice ● Calm-down toolbox with visuals ● Peer buddy / peer model ● Encourage self-advocacy (“Can I take a break?”) ● Validate emotions before redirecting behavior ● Use humor or connection before correction
<p style="text-align: center;">Communication Supports</p> <ul style="list-style-type: none"> ● Visuals for key routines (bathroom, lining up, snack, cleanup) ● Picture Exchange or choice boards ● Simplified, consistent phrasing (“Hands down,” “Feet on floor”) ● Wait time after directions ● Pre-teach conversational phrases ● Gesture or sign supports 	<p style="text-align: center;">Scheduling/Routine Supports</p> <ul style="list-style-type: none"> ● Predictable daily schedule posted with pictures ● Countdown or timer for transitions ● Break work into short segments with clear stops ● Offer early-finisher activities ● Preview changes to schedule in advance ● Consistent staff expectations across settings 	<p style="text-align: center;">Technology Supports</p> <ul style="list-style-type: none"> ● Text-to-speech / speech-to-text ● Visual timers and online countdowns ● Noise-control or focus apps ● Digital checklists or visual schedules ● Adaptive keyboards or touchscreen devices

