**Atascadero Unified School District**

Common Classroom Accommodations/Modifications/Academic Interventions

This document is intended as a reference when considering accommodation options for all students. Documentation of which accommodations were attempted, their duration and their degree of success is valuable for the ongoing monitoring of the student’s progress.

**Physical Setting**

* Seat near a positive role model
* Increase the distance between desks
* Avoid distracting stimuli (e.g., air conditioner, high traffic area, etc.)
* Seat to the side/ middle/ back
* Allow legitimate movement
* Safe place to regroup
* Study carrels
* Door open/closed
* Special study area
* Fidget toy/ pencil grip etc.
* Lighting/acoustics

Result of Intervention:

Click here to enter text.

**Climate**

* Proximity of teacher to student
* Other adults in room
* Praise specific behaviors
* Use of self-monitoring strategies/ calming techniques/”take five”
* Privileges, rewards, classroom job
* Keep classroom rules simple and clear, refer to them periodically
* Allow for short scheduled or earned breaks
* Planned nonverbal cues to stay on task
* Mark correct answers, not mistakes
* Ignore inappropriate behaviors within limits
* Increase frequency of rewards
* Reduce visual clutter
* Define behaviors that can be measured

Result of Intervention:

Click here to enter text.

**Organization**

* Classroom behavior plan/contract
* Implement time-out/time-in
* Peer assistance with organizational skills
* Homework buddy
* Daily/weekly progress reports
* Use of student planner or assignment notebook
* Points for rewards system (adapt one already in classroom use)
* Track student’s success times (independent practice, group work, etc.)
* School-wide reinforcements
* Reteach and practice desired behavior
* Consistent time/procedure/place for: writing down homework, pass out papers, turn in work, etc.
* Make a personal task list to be crossed off
* Offering choices
* Provide a structured routine in written form
* Study skills training
* Use of timer

Result of Intervention:

Click here to enter text.

**Instructional Methods and Materials**

* Proximity to student
* Pair student to check work/take notes
* Use of visual aids/ prompts
* Key points are on board
* Provide copy of teacher’s notes or outline to be fill-in prior to lesson or tracing paper over notes
* Develop a procedure to make sure directions are understood
* Variety of activities per each day
* Have student orally review key points/directions
* Teach through multi-sensory modes/ allow for movement during lesson
* Use computer-based instruction
* Simplify complex directions
* Provide immediate feedback
* Speaking more slowly or loudly
* Small group/ individualized instruction/ re-teaching or quick review
* Use of Graphic Organizers
* Calling on student more/less often
* Monitor direct eye contact
* Changing structure of the lesson
* More hands-on or manipulative based instruction
* Making transitions shorter
* Have a reader
* Monitor instructions given orally vs written
* Able to mark text with highlighter, post-it, wikki
* Modify material or skill, reduce reading level
* Use of instructional technologies
* Raised line or colored paper/ overlays/ bold type/ larger print
* More white space/change in formatting

Result of Intervention:

Click here to enter text.

**Response**

* Assignments on computer, emailed
* Allow open book/note test
* More time for test/ take test home/take test in parts
* Modify testing setting
* More objective item based test, fewer essay responses
* Short quizzes vs long exams
* Have test or assignment read to student, respond orally, record answers or dictate to a scribe
* Shorten assignments/Simplify
* Avoid grading handwriting/spelling
* Allow student to demonstrate understanding in different formats
* Test at a specific time of day

Result of Intervention:

Click here to enter text.

**Relationship Building**

* Contact parent for positive event
* Ask questions about life outside school
* Complimenting on strengths often
* Assuring student they can come to you for help
* Praise for growth and accomplishments
* Attend an event that involves the student
* Ask student to help you with a job
* Having a one-on-one conference
* Greeting at the door/any positive contact before class begins

Result of Intervention:

Click here to enter text.

**Special Considerations**

* Consult passed teacher or other personnel involved with student
* Review Cum folder
* Ask student about positive motivators
* Observe overall health of student
* Observation out of class setting

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Detailed Record of Classroom Accommodation/Modification/Intervention

This document is to serve as a more detailed record of a student’s progress with a common accommodation/modification/intervention in the classroom.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student Name |  Click here to enter text. | DOB |  Click here to enter text. | Grade | Click here to enter text. |
| Teacher | Click here to enter text. | Site |  Click here to enter text. |

Type of accommodation monitored:

[ ]  Physical Setting [ ]  Climate [ ]  Organization [ ]  Response

[ ]  Instructional Methods and Materials [ ]  Relationship Building

|  |  |
| --- | --- |
| Description of Accommodation  | Click here to enter text. |
| Duration of Monitoring | Click here to enter text. |

**Observations:**

Click here to enter text.