

ACCOMMODATIONS AND MODIFICATIONS BY HOMEROOM



TEACHER: _____

GRADE or HOMEROOM: _____

Read Aloud	Small group/ Individual testing	Extra Time / Shortened tasks	Breaks
Calculator / Mult Chart Class & Tests	Model or Repeat directions	Preferential Seating	Other Accommodations

Students with IEPs	Students with IAPs/504s	Students with Speech IEPs	Students with LEP Plans
Students with Behavioral Needs	Students with Hearing/Vision Concerns	Students with Allergies, Health Plans	Other

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Disability Characteristics Cheat Sheet

Specific Learning Disability - SLD	<p>SLD - Basic Reading – Students have difficulty understanding the relationship between letters and sounds, which may affect the ability to read words in isolation and in passages.</p> <p>SLD - Reading Comprehension – Students have difficulty understanding the meaning of words and passages. They may struggle to understand or remember what they've read. When they read out loud, their words and phrases are often read without expression, change in tone, logical phrasing, or adequate pace.</p> <p>SLD - Oral Expression – Students have difficulty with language processing and the connection between words and ideas they represent. Some students may also have problems with the pronunciation of words.</p> <p>SLD - Listening Comprehension – Students often have difficulty with speech and organizing their thoughts, which can make communicating verbally with others and organizing their thoughts on paper a challenge.</p> <p>SLD - Written Expression – Students have difficulty writing organized thoughts on paper. They may not have difficulty with producing individual letters on paper, but they may struggle to use words to express organized and complete thoughts in writing.</p> <p>SLD - Math Calculation – Students have difficulty performing basic math operations. Students may struggle to understand the relationship between numbers and the quantities they represent.</p> <p>SLD - Math Problem Solving – Students have difficulty solving math problems that involve math computation to solve real world problems. They may struggle to determine what pieces of word problems are important or what operations to use.</p>
Specific Language Impairment - SLI	<p>SLI - Articulation – Student produces sounds incorrectly (e.g., lisp, difficulty pronouncing certain sounds).</p> <p>SLI - Fluency – Student's flow of speech is disrupted (e. g. Stuttering)</p> <p>SLI - Language – Students may have difficulties with expressing needs, ideas, or information, and/or in understanding what others say. This is extremely prevalent in our specific population of special education students. The need for clear and precise directions in classrooms is crucial for these students to succeed.</p>
Orthopedic Impairment	<p>Student has a severe physical bodily impairment that adversely affects their academic performance caused by genetic abnormality, disease, injury, or birth trauma., (e.g. Cerebral Palsy)</p>
Other Health Impairment - OHI	<p>Student has a medical diagnosis that adversely affects their academic performance and requires an individual education plan (IEP) to address his or her deficits.</p>
Intellectual Disability - ID	<p>Student has certain limitations in mental functioning and in skills such as communicating, taking care of him or herself, and social skills.</p> <p>ID – Mild – Shares characteristics of Specific Learning Disabilities but are more profound. IQ of 50 to 70.</p> <p>ID – Moderate – IQ of 30 to 49 may have physical signs of impairment and struggle with basic health and safety skills</p> <p>ID – Severe – IQ of 20 to 34 very little ability to communicate and needs direct supervision for self-care</p>

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Emotional Disturbance - ED	Students have significant challenges (demonstrated over an extended period of time, ie., not just a phase) showing appropriate behaviors in response to ordinary circumstances, maintaining relationships with peers or teachers, and showing appropriate behaviors in response to school or personal difficulties.
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Accommodations Cheat Sheet		
Accommodation	What it might look like...	
	On Tests	In Class
Read Aloud	Everything is read aloud to the student in every subject <i>EXCEPT</i> Reading Comprehension.	When possible, audio versions of texts or having a peer/push-in teacher to whisper read aloud a passage or text.
Small Group/Individual Testing	A specifically designated person will accommodate students individually or in a small group on interim tests and the state assessment.	On weekly tests and quizzes , Students may be pulled to a Sped Teacher's pull out room if available, or the Gen Ed. teacher may pull students to the back of the classroom to provide read aloud. (*Individual testers will take in small groups for these types of assessments.)
Extra Time	Students are given "extra" or unlimited time to complete a test. If it is a weekly test or quiz the teacher may make arrangements for the student to complete it during elective, recess, before school, or after school.	Students are given "extra" time to complete/plan such things as writing tasks, projects, or oral responses if specifically marked on the accommodations google doc. *** Important for writing teachers!
Breaks	On a test, if a student asks to take a break or the teacher notices student not focusing or becoming frustrated the student should be allowed to take a 2 to 3 minute break (e.g. bathroom, water)	During prolonged work periods in class, if a student asks to take a break or the teacher notices student not focusing or becoming frustrated the student should be allowed to take a 2 to 3 minute break (e.g. bathroom, water) ** Within Reason - never allowed to avoid work; set expectations ex: only 1 break per class or 3 per week.
Transferred Answers	On interims and state assessment, student writes answers on a separate document other than the score sheet, and a teacher transfers their answers to an official scoring document.	On weekly tests or quizzes, student may bubble/ circle their own multiple choice and write their own open response
Recorded Answers	On interims and state assessments, student does not write anything. The student must point or verbally say the answer they choose while a teacher marks on scoring document. Writing and short answer responses are spoken orally to a teacher who records on official scoring document ** Must be individually tested.	On weekly tests and quizzes, student may bubble or circle their own multiple choice but their oral responses and writing must be orally spoken and recorded by a teacher.
Calculator Class & Tests	MUST BE GIVEN on all forms of assessments. (e.g. exit tickets, weekly tests, quizzes, interims, unit tests, and state assessment.)	Given to student to aid in computing basic math operations – use with discretion. ** <i>If teaching specifically math operations then don't use. If teaching something other than basic math operations, allow student to use.</i>

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Model/Repeat Directions	Repeat directions or model when student asks after initial direction giving.	Repeat directions or model when student asks after initial direction giving. This might also look like giving a student a 30 sec. notice when you know that you're going to give important directions so they can pay close attention.
Preferential Seating	Preferential seating consideration should be given during small group testing to minimize distractions. Ex: away from certain students, not facing a window, near a teacher	Preferential seating does not always mean sitting at the front of the class. It may mean sitting in a particular place to better hear and understand the lecture or in a place that allows a student to stand up during class unnoticed or in a place that is closer to the lecturer, allowing the student to stay on task or maintain attention. **Ask yourself, "Where in my classroom will this student be capable of doing their best learning?"
Modified Class/Home Work	Shortened Tests include eliminating one wrong answer choice for students prior to taking the tests. Or giving them less questions per standard than gen ed students.	Most often modified by reading level and/or length. Classwork and Homework should be given equal consideration. Classwork Examples: Requiring students' to complete fewer problems or questions on independent work. Homework Examples: For length, just limiting the number of questions required by the student. Have the student practice the same comprehension skill taught in class on a passage from readworks.org that is on the student's Lexile level according to MAP. Use independent worksheets from computer intervention programs like iReady and VMath that are on that student's grade achievement level.
Cues for Transitions	"Heads-up" notice of test procedures <i>"Hey student, just wanted to let you know we're about to explain how to use the ruler for this part of the test."</i>	This could be a "Heads-up" notice of transitions to different activities within the classroom. (e.g. <i>Whispering...</i> "Hey student, in one minute we're putting away our notebooks and silently reading." Or <i>creating a clear non-verbal signal for certain students that mean things specific to your classroom procedures. 3 fingers mean I'm about to give important directions.</i>)