

100 EFFECTIVE ACCOMMODATIONS/SERVICES

Listed below are some of the more frequent recommendations that teachers have found to be effective for children with disabilities.

1. Provide study carrels
2. Use room dividers
3. Provide headsets to muffle noise
4. Seat child away from doors/windows
5. Seat near model (child or teacher)
6. Provide time-out area
7. Rearrange child groups (according to instruction needs, role models, etc.)
8. Group for cooperative learning
9. Vary working surface (e.g., floor or vertical surface such as blackboards)
10. Simplify/shorten directions
11. Give both oral and written directions
12. Have child repeat directions
13. Have child repeat lesson objective
14. Ask frequent questions
15. Change question level
16. Change response format (e.g., from verbal to physical; from saying to pointing)
17. Provide sequential directions (label as first, second, etc.)
18. Use manipulatives
19. Alter objective criterion level
20. Provide functional tasks (relate to child's environment)
21. Reduce number of items on task
22. Highlight relevant words/features
23. Use rebus (picture) directions
24. Provide guided practice
25. Provide more practice trails

Effective Accommodations

26. Increase allocated time
27. Use a strategy approach
28. Change reinforcers
29. Increase reinforcement frequency
30. Delay reinforcement
31. Increase wait time
32. Use firm-up activities
33. Use specific rather than general praise
34. Have a peer tutor program
35. Provide frequent review
36. Have child summarize at end of lesson
37. Use self-correcting materials
38. Adapt test items for differing response modes
39. Provide mnemonic devices
40. Provide tangible reinforcers
41. Use behavioral contracts
42. Establish routines for handing work in, heading papers, etc
43. Use timers to show allocated time
44. Teach self-monitoring
45. Provide visual cues (e.g., posters, desktop number lines, etc.)
46. Block out extraneous stimuli on written material
47. Tape record directions
48. Tape record child's responses
49. Use a study guide
50. Provide critical vocabulary list for content material

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51. Provide essential fact list
52. Use clock faces to show classroom routine times
53. Use dotted lines to line up math problems or show margins
54. Provide transition directions
55. Assign only one task at a time
56. Provide discussion questions before reading
57. Use word markers to guide reading
58. Alter sequence of presentation
59. Enlarge or highlight key words on test items
60. Provide daily and weekly assignment sheets
61. Post daily/weekly schedule
62. Use graph paper for place value or when adding/subtracting two digit numbers
63. Provide anticipation cues
64. Establish rules and review frequently
65. Teach key direction words
66. Use distributed practice
67. Provide pencil grips
68. Tape paper to desk
69. Shorten project assignment into daily tasks
70. Segment directions
71. Number (order) assignments to be completed
72. Change far-point to near-point material for copying or review
73. Put desk close to blackboard
74. Incorporate currently popular themes/characters into assignments for motivation
75. Repeat major points

Effective Accommodations

76. Use physical cues while speaking (e.g., 1, 2, 3, etc.)
77. Pause during speaking
78. Use verbal cues (e.g., “Don’t write this down”, “This is important”)
79. Change tone of voice, whisper, etc.
80. Use an honor system
81. Collect notebooks weekly (periodically) to review child notes
82. Reorganize test to go from easy to hard
83. Color code place value tasks
84. Use self-teaching materials
85. Do only odd or even numbered items on a large task sheet
86. Use large print to create written material
87. Provide organizers (e.g., carton/bins) for desk material
88. Teach varied reading rates (e.g., scanning, skimming, etc.)
89. Provide content/lecture summaries
90. Use peer-mediated strategies (e.g., “buddy system”)
91. Call child’s name before asking a question
92. Use extra spaces between lines of print
93. Color code materials/directions
94. Use raised-line paper
95. Provide calculators
96. Circle math computation sign
97. Use hand signals to cue behavior (e.g., attention, responding)
98. Establish a rationale for learning
99. Use advance organizers
100. Help children to develop their own learning strategies