

Accommodations - CTSD 21-22

ELL, At-Risk, 504, G&T, and Special Ed student accommodations list.

Group	Accommodation
ELL	<p>Classroom Accommodations:</p> <ul style="list-style-type: none">● Peer buddies● Preferential seating● Increased response time (verbal and written)● Modified project requirements (ESL teacher can support work)● Private oral presentations● Provide visuals for vocabulary/spelling words● Use of picture/bilingual/Word-to-Word dictionaries● Listen to audio of text● Correct and resubmit homework● Simplify language● Provide graphic organizers<ul style="list-style-type: none">● Avoid multi-step directions● Use of gestures● Provide reading based on students' independent reading levels● Use of Google Translate● Provide writing scaffolds● Provide notes to students prior to lesson so they can follow along/after lesson is taught to review <p>Testing Accommodations:</p> <ul style="list-style-type: none">● Take tests with ESL teacher● Read full text of test aloud● Modify essay questions (provide checklist/chart/table)● Provide resources (word bank, table, visuals, etc.)● Simplify language of test or provide alternate assignment● Test individually or in small group● Read portions of test aloud● Extra time● Rephrase test questions to aid in comprehension● Allow student to answer questions orally, in writing, or with pictures● Text-to-Speech for math● Eliminate math word problems (check to see that students can complete computation)
504	504 Accommodations Document

-----CONTENT/MATERIAL ACCOMMODATIONS/MODIFICATIONS-----

- Access to accurate notes
- Provide copy of class notes
- Accommodation for braille materials
- Additional time to complete tasks/long-term projects with adjusted due dates
- Adjust number of items student is expected to complete
- Limit number of items student is expected to learn at one time
- Allow extra time for task completion
- Allow verbal rather than written responses
- Preteach new vocabulary
- Modify curriculum content based on student's ability level
- Reduce readability level of materials
- Allow typed rather than handwritten responses
- Use of calculator
- Use of a math grid
- Access to electronic text (e.g. Downloaded books)
- Provide books on tape, CD or read aloud computer software
- Modified homework assignments (modify content, modify amount, as appropriate)

-ORGANIZATIONAL ACCOMMODATIONS-----

- Assistance with organization of planner/schedule
- Assistance with organization of materials/notebooks
- Use a consistent daily routine
- Assist student in setting short-term goals
- Break down tasks into manageable units
- Provide benchmarks for long-term assignments and/or projects
- Use of checklists
- Use of an assignment notebook or planner
- Check homework on a daily basis
- Provide a highly structured, predictable learning environment
- Provide timelines for work completion
- Develop monthly calendars with assignment due dates marked
- Provide organizational support through teacher websites
- Enlarge work space areas

- Different colored folders for different subjects
- Provide organizers/study guides
- Provide direct instruction in time management and organizational skills
- Require classroom notebooks and/or folders

-----INSTRUCTIONAL ACCOMMODATIONS-----

- Frequently check for understanding
- Color code important information
- Emphasize use of visual aids
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction
- Place student in cooperative learning groups
- Assign peer buddies
- Modify pace of instruction to allow additional processing time
- Provide small group instruction
- Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)
- Provide outline in advance of lecture
- Demonstrate directions and provide a model or example of completed task
- Emphasize multi-sensory presentation of data
- Encourage use of mnemonic devices
- Encourage student to enlist support of note-taking buddy
- Provide oral as well as written instructions/directions
- Allow for repetition and/or clarification of directions, as needed
- Reinforce visual directions with verbal cues
- Give direct and uncomplicated directions
- Orient to task and provide support to complete task
- Provide easier tasks first
- Help to develop metacognitive skills (self-talk and self-correction)
- Directions repeated, clarified or reworded
- Provide individualized instruction
- Provide multi-sensory instruction
- Reteach materials, when needed
- Limit new concepts taught per instructional period
- Have student demonstrate understanding of instructions/task before beginning assignment

- Allow wait time for processing before calling on student for response
- Emphasize auditory presentation
- Read directions aloud
- Administer work in small segments
- Provide visual models of completed tasks
- Give verbal as well as written directions
- Teach textbook reading strategies
- Teach student learning strategies
- Teach specific memory cues and devices
- Utilize peer teaching
- Use interests to increase motivation
- Use marker (e.g. index card, ruler) for visual tracking
- Enlarge print
- Use reference aids

-----ASSESSMENT ACCOMMODATIONS/MODIFICATIONS-----

- Modified grading
- Additional time to complete classroom tests/quizzes
- Announce test with adequate prep time
- If possible, avoid more than one test on the same day
- Small group administration of classroom tests/quizzes
- Provide larger white work space on quizzes and tests, particularly in math
- Modified tests/quizzes
- Modify the number of choices on tests/quizzes
- Modify length of test
- Modify the content of tests/quizzes
- Adjust test format to student's ability level
- Provide manipulative examples
- Develop charts, visual outlines, diagrams, etc.
- Verbally guide student through task steps
- Provide for increased repetition to encourage retention
- Use visual aids to accompany instruction
- Allow for oral rather than written responses on tests
- Allow for oral follow-up for student to expand on written response
- Allow use of a computer
- Provide option for alternative assessments
- Provide a word bank for fill-in-the blank tests

- Allow dictated responses in lieu of written responses
- Do not penalize for spelling errors
- Allow typed rather than handwritten responses
- Allow student to circle responses directly on test rather than use Scantron
- Provide word banks for recall tests
- Read test aloud
- Avoid scantron and bubble response tests
- Allow student to make test corrections for credit
- Mark answers in test booklet
- Point to response
- Alternate test-taking site

-----ACCOMMODATIONS FOR ATTENTION/FOCUS-----

- Seat student near front of room
- Preferential seating
- Monitor on-task performance
- Arrange private signal to cue student to off-task behavior
- Establish and maintain eye contact when giving oral directions
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Use study carrel
- Arrange physical layout to limit distractions
- Seat student near positive role model
- Frequently ask questions to engage student
- Refocusing and redirection
- Design a time and place for rest
- Shortened school day
- Scheduled rest periods for fatigue

● -----WRITTEN LANGUAGE ACCOMMODATIONS-----

- Include brainstorming as a pre-writing activity
- Teach the writing process
- Edit written work with teacher guidance
- Allow use of word processor
- Use graphic organizers

	<ul style="list-style-type: none"> ● -----SOCIAL/BEHAVIORAL ACCOMMODATIONS----- ● Discuss behavioral issues privately with student ● Provide opportunities for peer interactions ● Utilize student in development of tasks/goals ● Encourage student to self-advocate ● Communicate with supportive personnel ● Minimize negative behavior ● Present alternatives to negative behavior ● Establish positive scripts ● Desensitize student to anxiety causing events ● Monitor for overload, excess stimuli ● Identify triggers ● Help student manage antecedents ● Develop signal for when break is needed ● Give student choices to allow control ● Maintain communication with home ● Provide positive reinforcement ● Provide consistent praise to elevate self-esteem ● Model and role play problem solving ● Provide counseling ● Use social skills group to teach skills and provide feedback
<p>At Risk</p>	<ul style="list-style-type: none"> ● Small group instruction ● Provide Counseling ● Targeted Intervention ● **See full list for application of accommodations per individual situation
<p>Gifted and Talented</p>	<p>CTSD follows the Renzulli model of schoolwide enrichment.</p> <ul style="list-style-type: none"> ● Small group classes - content specific ● CTY online classes ● Acceleration when appropriate ● Individual Projects ● Compacting ● Student choice (activity/product/assessment)

- Differentiated texts/activities
- Participation in contests/challenges (Continental Math, Wordmasters, National Geographic Geography Bee, Scripps Spelling Bee, Law Fair)
- TREP\$ Entrepreneur Program
- High Interest Clubs (Poetry, Book Club, Movie Making, Robotics, Garden Club, Art Club, Music groups)