

**SAMPLE LIST OF CLASSROOM MODIFICATIONS,  
SUPPLEMENTAL SUPPORTS, AIDS & SERVICES NEEDED**

**ENVIRONMENT**

- ☀ Preferential seating
- ☀ Planned seating
  - Bus  Classroom  Lunchroom  Gym/Auditorium  Other
- ☀ Alter physical room arrangement
- ☀ Adjust lighting
- ☀ Adjust temperature
- ☀ Define student area (concretely)
- ☀ Reduce/minimize distractions
  - Visual  Spatial  Auditory  Movement
- ☀ Teach positive rules for use of space
- ☀ Post rules in prominent place in classroom
- ☀ Provide “quite/reading” corner
- ☀ Use of partitions
- ☀ Use of stand-up desks
- ☀ Provide consistent structure
- ☀ Define limits, both behaviorally and physically
- ☀ Allow for a “cooling-off” period when angry/agitated

**PRESENTATION OF SUBJECT MATTER**

- ⇨ Teach to the student’s learning style/strength intelligence
  - Verbal/Linguistic  Math/Logical  Visual/Spatial  Naturalist
  - Body/Kinesthetic  Musical  Interpersonal  Intra-personal
- ⇨ Model experiential learning
- ⇨ Use individual/small group instruction
- ⇨ Utilize specialized curriculum
- ⇨ Used taped lectures/class discussions or replay
- ⇨ Use American Sign Language and/or total communication
- ⇨ Provide prewritten notes/steps for directions
- ⇨ Use carbon paper for peer to provide notes
- ⇨ Functional application of academic skills
- ⇨ Present/Demonstrate/Model
- ⇨ Utilize manipulatives
- ⇨ Emphasize critical information
- ⇨ Pre-teach/Re-teach vocabulary
- ⇨ Make & use vocabulary files
- ⇨ Reduce language level of the reading assignment
- ⇨ Use facilitated communication
- ⇨ Share activities
- ⇨ Use visual organizers/sequences (visual cues)
- ⇨ Use paired reading & writing
- ⇨ Use study carrels
- ⇨ Reduce seat time in class



- ↔ Use study guides
- ↔ Provide vocabulary lists
- ↔ Provide “main idea” summaries
- ↔ Provide writing process aids (word processor or computer)
- ↔ Use learning logs
- ↔ Use diaries
- ↔ Highlight reading material
- ↔ Use preformatted material
- ↔ Reword & rephrase instructions and questions
- ↔ Preview and review major concepts in primary language
- ↔ Allow use of taped texts
- ↔ Break assignments up into a series of smaller assignments

## ASSIGNMENT MODIFICATIONS

- Give directions in small distinct steps (written/picture/verbal)
- Use written back-up for oral directions
- Use pictures as supplements to oral directions
- Lower difficulty level
- Raise difficulty level
- Shorten assignments
- Reduce paper & pencil tasks
- Read or tape-record directions to the student
- Give extra cues or prompts
- Allow student to record or type assignment
- Adapt worksheets/packets
- Utilize compensatory procedures by providing alternate assignments and strategies when demands of class conflict with student capabilities
- Do not penalize for spelling errors and/or sloppy work
- Do not penalize for penmanship
- Develop alternative rubrics (sets of expectations) i.e. allow projects to be presented orally, on tape, video, etc.
- Maintain assignment book
- Use taped texts
- Change format of assignments
- Break off or “mask” sections of assignments
- Modify homework assignments

## PACING

- Extend time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copying in timed situations
- Reduce pencil & paper tasks



- Divide tasks into parts; give one part at a time
- Provide additional copy of texts for home and/or summer preview
- Provide additional sets of materials for home use and preview/review

## TESTING ADAPTATIONS

**(See separate hand-out for State Mandated Assessment Accommodations)**

- Provide oral instructions and/or read test questions
- Taped tests
- Use pictorial instructions/questions
- Read test to student
- Preview language of test questions
- Ask questions that have applications in “real” settings
- Specialized staff administrative of test
- Use short answer format
- Use multiple choice format
- Modified format
- Reduce reading level
- Shorten or adjust length of test
- Adjust time for completion
- Use open note/open book tests
- Alternate setting i.e. small group, separate room, individual/private, etc.

## SELF-MANAGEMENT & FOLLOW-THROUGH

- Y Provide pictorial/word daily schedule
- Y Provide student calendars
- Y Check often for understanding/review
- Y Request parent reinforcement
- Y Have student repeat directions back
- Y Teach study/organizational skills
- Y Use study sheets to organize material
- Y Design/write/use long-term assignments timelines
- Y Review and practice in real situations
- Y Repeated review/drill
- Y Plan for generalizations to various settings/situations
- Y Teach skills in several settings/environments



**REINFORCEMENT/MOTIVATION**

- ☺ Use positive reinforcement
- ☺ Use concrete reinforcers/rewards
- ☺ Peer tutoring
- ☺ Use behavioral modification techniques
- ☺ Before and after school tutoring
- ☺ Monitor and redirect student to task as needed

**SOCIAL INTERACTION SUPPORT**

- ✍ Use peer advocacy
- ✍ Provide Circle of Friends
- ✍ Institute peer tutoring
- ✍ Structure activities to create opportunities for social interaction
- ✍ Focus on social process rather than the activity or end product
- ✍ Structure shared experiences in school, extracurricular
- ✍ Use cooperative group learning
- ✍ Use multiple/rotating peers for support
- ✍ Teach friendship skills: sharing, negotiation, etc.
- ✍ Teach social communication skills
  - \_\_Greetings \_\_Conversation \_\_Turn-taking
  - \_\_Sharing \_\_Negotiation

**LEVEL OF STAFF SUPPORT**

- ★ Classroom companion
- ★ Consultation
- ★ Stop-in support (one to three times per week)
- ★ Part-time daily support
- ★ Team teaching (parallel, supportive, complimentary, or co-teaching)
- ★ Daily in-class staff support
- ★ Total staff support (staff are in close proximity)
- ★ One-on-one assistance

*Specialized Personnel Support Needs (if indicated, identify time needed)*

<u>Support</u>	<u>Time Needed</u>
★ Instructional Support Assistant	_____
★ Health Care Assistant	_____
★ Behavior Assistant	_____
★ Signing Assistant	_____
★ Nursing	_____

- ★ Occupational Therapy \_\_\_\_\_
- ★ Physical Therapy \_\_\_\_\_
- ★ Speech & Language Therapy \_\_\_\_\_
- ★ Augmentative Communication Specialist \_\_\_\_\_
- ★ Transportation \_\_\_\_\_
- ★ Counseling \_\_\_\_\_
- ★ Adaptive Physical Education \_\_\_\_\_
- ★ Transition Planning \_\_\_\_\_
- ★ Orientation/Mobility \_\_\_\_\_
- ★ Career Counseling \_\_\_\_\_
- ★ Social Work \_\_\_\_\_
- ★ Psychologist \_\_\_\_\_
- ★ Behavior Therapist \_\_\_\_\_
- ★ School-to-Home Support \_\_\_\_\_
- ★ Volunteers \_\_\_\_\_

**SPECIALIZED EQUIPMENT**

- |                                     |                            |
|-------------------------------------|----------------------------|
| ✍ Wheelchair                        | ✍ Walker                   |
| ✍ Braces                            | ✍ Standing Board           |
| ✍ Positioning                       | ✍ Computer                 |
| ✍ Software                          | ✍ Modified Keyboard        |
| ✍ Voice Synthesizer                 | ✍ Utensils                 |
| ✍ Switches                          | ✍ Plates                   |
| ✍ Augmentative Communication Device | ✍ Straws                   |
| ✍ Video                             | ✍ Restroom equipment       |
| ✍ Electronic Typewriter             | ✍ Cups                     |
| ✍ Catheterization equipment         | ✍ Other mealtime equipment |
| ✍ Suctioning equipment              |                            |

**MATERIALS**

- ✍ Limit amount of material on page
- ✍ Tape texts and other classroom materials
- ✍ Highlight texts and study guides
- ✍ Use supplementary materials
- ✍ Provide note-taking assistance
- ✍ Copy class notes
- ✍ Scan tests and class notes into the computer
- ✍ Use large print
- ✍ Braille materials
- ✍ Use communication board or book
- ✍ Provide assistive technology and software (e.g. Intelli-Talk, Co-writer)

## PLANNING TIME FOR COLLABORATION

- ⌚ Critical Participants:
  
- ⌚ Specify Time Needed:
  
- ⌚ Mechanism for Providing Time Needed:

## NEEDED PERSONNEL TRAINING

- 🌐 Identify Desired/Needed Topics:
  
- 🌐 Personnel/Participants:
  
- 🌐 Time Needed:

(References: Richard Villa, Bayridge Consortium, Inc. and NEREC #4; 2002)

