

# Lesson Plan/Curriculum Accommodations Checklist

## **Learning Environment:**

- Working independently
- Working with a peer tutor
- Participating in a small group/classroom
- Participating in a large group/classroom
- Listening to audiotapes
- Structured learning environment
- Computer-aided instruction
- Other: \_\_\_\_\_

## **Adaptation of Materials:**

- Reading materials at \_\_\_\_\_ grade level
- Peer to read materials
- Peer to take notes
- Peer or small group discussion of materials
- Tape recording of required readings
- Highlighted materials for emphasis
- Altered format of materials: \_\_\_\_\_
- Study aids/manipulatives: \_\_\_\_\_
- Outlines and study guides
- Other: \_\_\_\_\_

## **Alterations of Assignments:**

- Simplified homework assignments
- Reduced assignments
- Taped Assignments
- Prioritize assignments
- Extra time for assignments
- Opportunity to respond orally
- Individual contracts
- Emphasis on major points
- Exemption from reading before peers
- Assistance in class discussions
- Special projects in lieu of assignments
- Other: \_\_\_\_\_

## **Instructional Accommodations:**

- Shortened, simplified instructions
- Repeated instructions
- Opportunity to repeat instructions
- Opportunity to write instructions
- Written instructions
- Visual aids (pictures, flash cards, etc.): \_\_\_\_\_
- Auditory aids (cues, tapes, etc.): \_\_\_\_\_
- Instructional aids: \_\_\_\_\_

- \_\_\_\_\_ Extra time for oral response
- \_\_\_\_\_ Extra time for written response
- \_\_\_\_\_ Exams of reduced length
- \_\_\_\_\_ Oral exams
- \_\_\_\_\_ Open book exams
- \_\_\_\_\_ Written review for exams
- \_\_\_\_\_ Preview of test questions
- \_\_\_\_\_ Study carrel for independent work
- \_\_\_\_\_ Frequent feedback
- \_\_\_\_\_ Immediate feedback
- \_\_\_\_\_ Checks for understanding
- \_\_\_\_\_ Minimize auditory distractions
- \_\_\_\_\_ Encourage participation
- \_\_\_\_\_ Extended "wait time"
- \_\_\_\_\_ Administer oral testing
- \_\_\_\_\_ Use taped textbooks
- \_\_\_\_\_ Allow calculators
- \_\_\_\_\_ Do not grade for spelling
- \_\_\_\_\_ Allow note-taker use
- \_\_\_\_\_ Use cue cards for steps of task
- \_\_\_\_\_ Use assistive devices
- \_\_\_\_\_ Use study guides
- \_\_\_\_\_ Provide study skills instruction
- \_\_\_\_\_ List formulas for tests
- \_\_\_\_\_ Provide computer-assisted learning
- \_\_\_\_\_ Allow extended time for testing
- \_\_\_\_\_ Allow extended time for writing assignments
- \_\_\_\_\_ Provide more time for practice of certain tasks
- \_\_\_\_\_ Provide computers for writing tasks
- \_\_\_\_\_ Use readers
- \_\_\_\_\_ Highlight important facts in text
- \_\_\_\_\_ Give written rather than oral directions
- \_\_\_\_\_ Hold test review sessions
- \_\_\_\_\_ Provide conversion tables
- \_\_\_\_\_ List vocabulary for tests
- \_\_\_\_\_ Tape record lectures
- \_\_\_\_\_ Break difficult tasks into smaller parts; teach each part separately if needed
- \_\_\_\_\_ Provide student with optional quiet spot (possibly isolated) to do academic work or to avoid punishment
- \_\_\_\_\_ Provide frequent teacher/student contacts to help student start and remain on task
- \_\_\_\_\_ Give much encouragement and praise
- \_\_\_\_\_ Develop legitimate ways for student to have movement in class, limiting confinement
- \_\_\_\_\_ Pace the work (e.g., twelve 5-minute assignments achieve more than one 45-minute assignment)
- \_\_\_\_\_ Make allowances for inconsistent performance; build rapport; increase personal respect (students work harder when there is a personal relationship with the teacher)
- \_\_\_\_\_ Assign alternative assignments to tap the student's learning style
- \_\_\_\_\_ Establish contracts (student-teacher, student-administrator, student-parent, parent-teacher)