

# prACTical Accommodation Chart

*simple strategies for struggling learners*



## **Difficulty with following a schedule, managing time**

	Provide visual schedule and/or visual timer
	Provide auditory, visual, or gestural warnings in schedule
	Allow activity breaks
	Allow free time after task completion
	Break work into smaller chunks
	Provide a checklist of tasks to complete and teach how to use it
	Provide a specific routine to follow for completion of work
	Use time management tools (daily calendar, assignment sheet, etc.)
	Change order of schedule to reduce fatigue
	Reduce down-time by providing options for those who finish work early



## **Difficulty with organization and managing materials**

	Organize materials with color-coding and labeling for each subject/activity
	Remove clutter from workspace and book bags
	Provide folders/baskets to organize materials
	Provide visual tools to identify needed materials (picture checklists, To-Do list)
	Provide extra pencils, paper, etc.
	Provide pencil grips



## **Difficulty with attention, transitions and directions**

	Establish and practice classroom rules that state what to do in positive terms
	Provide wait time (1 minute) after directives to allow for processing time
	Provide visuals to assist in following verbal or written directions
	Establish routine classroom procedures
	Use color to highlight directions and routines
	Encourage child/youth to repeat directions
	Practice following directions, rules and routines with the whole group
	Use visual signals (raise your hand, flash lights to gain attention)
	Signal students auditorily (bell, timer, repetitive phrase, music, etc.)
	Clearly signal with a phrase that the students have to finish ("I say one, You say _____")
	Assign a peer buddy to provide reminders and serve as a good role model

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## **Difficulty with interpersonal skills**

- Practice classbuilding activities to build peer relationships and acceptance
- Provide positive class-wide behavior management plan
- Provide meaningful reinforcement developed by children/youth
- Provide 1:1 time centered on preventative, positive feedback
- Teach, model and practice good interpersonal skills (sharing, taking turns)
- Teach, model and practice classroom rules
- Use visual/non-verbal cues to reinforce rules
- Provide peer buddies to serve as positive role models for interpersonal skills
- Provide awareness of bullying and demonstrate no tolerance when it occurs



## **Difficulty with sitting still**

- Allow opportunities to stretch or move about while completing work
- Provide choice of two seats/places to complete work
- Provide breaks during seated activities
- Provide 'fidget' toys or stress balls to manipulate while completing work
- Allow opportunities to listen to calming music via headphones
- Provide opportunities to "run" errands



## **Difficulty with classroom environment, access or auditory, visual sensory difficulties**

- Provide barrier-free access to all areas of the classroom
- Use headphones/earplugs to minimize noise
- Reduce clutter in work area
- Reduce visual distractions
- Place seat in a low-traffic area to minimize distractions
- Provide a cool-down or calming area for the students that needs to regroup



## **Difficulty with low self-esteem, frustration level**

- Identify and provide individual, meaningful reinforcers
- Provide reinforcers more frequently to allow for success