ACCOMMODATIONS MATRIX FOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DAILY ACTIVITIES:

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| Read | Write | Hdwr | Spell | Voc. | Math | Sci. | SS | Gym | Art | Mus. | Lun. | Rec. | RR | S&L | OT | Tran. |

ACCOMMODATIONS

**Communicating to the Student**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Slow down the pace |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| State positively what to do |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide info in visual form |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide accurate, prior info about change & expectations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reword questions to be completion sentences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Avoid lots of question asking |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Define as concretely as possible |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Specifically engage attention |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Label what is occurring accurately |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Use gestures, modeling, & demonstrations w/ verbalization |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Give directions in small distinct steps |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Use don’t know, later, maybe, & other vague terms sparingly |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Encouraging Communication with Student**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Pause, listen and wait |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Don’t put on the spot”, let student know when to respond |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Watch and listen to attempts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Respond positively to attempts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Model correct format w/o correction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Encourage input & choice when possible |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Encourage & respond to words & appropriate attempts, rather then behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide visual backups like objects, written form, pictures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide augmentative commun. systems when needed |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide redirection when something isn’t possible rather than just saying NO |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ACCOMMODATIONS MATRIX FOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DAILY ACTIVITIES:

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| Read | Write | Hdwr | Spell | Voc. | Math | Sci. | SS | Gym | Art | Mus. | Lun. | Rec. | RR | S&L | OT | Tran. |

ACCOMMODATIONS

**Social Supports**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Build in time to watch, encourage watching & proximity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Practice on specific skills through natural activities with one peer |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Structured activities w/ set interaction patterns & roles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Focus on social process rather than end product |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cooperative learning activities w/ facilitation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sociable peers who receive info & on-going support to be buddies & advocates |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Specific teaching, rehearsal, and practice in natural settings of identified skills: \_\_ imitating, \_\_sharing, \_\_turn-taking, \_\_complimenting, \_\_ negotiating, \_\_responding, \_\_using social conventions, \_\_inviting, \_\_ repairing breakdowns, \_\_ waiting, \_\_ greeting, \_\_ joining others, \_\_accepting answers of others, \_\_ respecting personal space, \_\_ respecting possessions, \_\_ taking the lead, \_\_ following ideas of others, \_\_ joking & teasing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teach rules of politeness & manners in specific settings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shared experiences using interests & strengths |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teacher or school personnel advocate who will problem-solve & facilitate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individualize social stories giving specific situations emphasizing descriptions & perspectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ACCOMMODATIONS MATRIX FOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DAILY ACTIVITIES:

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| Read | Write | Hdwr | Spell | Voc. | Math | Sci. | SS | Gym | Art | Mus. | Lun. | Rec. | RR | S&L | OT | Tran. |

ACCOMMODATIONS

**Expanding Repertoire of Interest, Activities, & Successful Participation**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Use strengths & learning style |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Desensitization over time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Rehearsal with visuals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demonstrations, modeling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Environmental & visual adaptations to aid organization |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Concrete way to demonstrate time factors, through sequencing/amounts/visuals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Environmental**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Specific seating in specific locations: \_\_in cafeteria, \_\_ on bus, \_\_ in classroom, \_\_ in auditorium |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Specific movement arrangements: \_\_ in hallways when uncrowded, \_\_ maneuvering stairs, \_\_ transitions, \_\_ playground, \_\_ gym, \_\_ cafeteria |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Personal space in classroom for relaxation & to get away |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reduce distractions & sensory overloads: \_\_ noise, \_\_ touch, \_\_ movement, \_\_ vision, \_\_ smell |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Define boundaries specifically & visually |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alter physical arrangement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Playground adaptations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Gym adaptations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Information & involvement in changes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Visual information (maps, diagrams, charts, sequences, videos) about routes, expectations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Personal needs accommodated: \_\_ toileting, \_\_ eating, \_\_ clothing, \_\_ sensory activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ACCOMMODATIONS MATRIX FOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DAILY ACTIVITIES:

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| Read | Write | Hdwr | Spell | Voc. | Math | Sci. | SS | Gym | Art | Mus. | Lun. | Rec. | RR | S&L | OT | Tran. |

ACCOMMODATIONS

**Pacing**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Extra time to respond |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Time to watch |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shortened time in activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alternate sitting & action often |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teach :& use relaxation routines & strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Avoid timed situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Allow extra time to avoid pressure to hurry |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shortened assignments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Visual supports for organization & sequencing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individualized breaks from classroom & group instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Specific strategies & routines for transitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Presentation of Material**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1-1 instruction for specific material |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Small group instruction for specific material |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Presented: \_\_ visually, \_\_ written, \_\_ demonstration, \_\_ pictured & written, \_\_ pictured, \_\_ objects, \_\_ calendars/maps/charts/diagrams, \_\_ computers, \_\_ videos |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Specifically teach vocabulary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Use established routines |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Use ordered, sequential lesions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Consistent use of words, expectations, strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cooperative learning groups w/ assigned roles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer tutoring |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A teaching asst. to rehearse & facilitate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Experiential – learning by doing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Community reference activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Games, simulations, activity-based |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Divide instruction into small, sequential steps & chunks |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Repeated opportunities to practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide needed prompts & cues, then fade |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| ReadDAILY ACTIVITIES: | Write | Hdwr | Spell | Voc. | Math | Sci. | SS | Gym | Art | Mus. | Lun. | Rec. | RR | S&L | OT | Tran. |

ACCOMMODATIONS

**Educational Materials**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special equipment: \_\_ computer for math, \_\_ spelling, \_\_ written material, \_\_ attention, \_\_ drill, \_\_ organization, \_\_ to find information, \_\_ to communicate, \_\_ for social interaction, \_\_ calculator, \_\_ tape recorder, \_\_ video recorder, \_\_ augmentative commun. device |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Layout & organization of materials |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Highlighted |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Supplemental material |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Special materials for accommodations of sensory, behavioral, or other needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Assessment & Assignments**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Modify difficulty |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shorten |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide alternative mode to student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Permit alternate mode from student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Alter activity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide choice of activity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Rehearse format ahead of time  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Modify question format & vocab. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Allow extra time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Apply learning to real situations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Homework**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Individualized |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Shortened |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Completed at school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| More time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| More help |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other(s) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

ACCOMMODATIONS MATRIX FOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DAILY ACTIVITIES:

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Read | Write | Hdwr | Spell | Voc. | Math | Sci. | SS | Gym | Art | Mus. | Lun. | Rec. | RR | S&L | OT | Tran. |

ACCOMMODATIONS

**Self Management/Behavior**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Individualized visual schedule |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Calendar or planner for organizing & understanding time commitments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Use of time or other visual cues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individualized contract |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teach across settings & people |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide reinforcement that is: \_\_ individualized, \_\_ immediate, \_\_ concrete, \_\_ other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Incorporate strengths & interests into daily plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Encourage choice & decision making where appropriate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Analyze the purpose of behavior from student perspective |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Translate purpose into skills to be taught |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Avoid pressure to “be good” or other abstract expectations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Avoid punitive measures that lower self esteem, increase anxiety, & are not understood: taking away set routines, free time, exercise, sending home, lecturing or yelling at |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Avoid disciplinary action for behaviors that are part of the disorder, i.e., avoidance of eye contact, talking to self, upset by change, slow response time, lack of respect for authority, repeating words or phrases, upset in crowds or with noise |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |