

Classroom Accommodations Menus

Setting/Scheduling	Teacher Directions	Student Response
None	None	None
Visual schedule	One word directions	Use of access switches
Warning before transitions	Directions given one at a time	Word processing software with tools turned off
Seat at front of room	Directions given in a variety of ways	Word processing software with spell check
Seat near teacher	Directions given through visual cues	Word processing software with grammar check
Seat away from distractions/noise	Simple repetitive directions	Dictate responses (oral or sign)
Designated seat at table	Questions or items presented orally	Use of pencil grip
Allow choice of two tasks	Answer choices read aloud	Specialized paper
Change in order of tasks	Fewer items on a page	Allow use of pen only
Visual barriers	Textbook on tape or CD	Allow use of pencil only
Choice in the order of tasks	Frequent checks for understanding	Increased verbal response time
Frequent breaks	Open book tests	Do very other problem on math
Low light	Short answer tests	Reduced paper/pencil tasks
Low noise	Mark correct answers, not mistakes	No penalty for spelling except on spelling task
Extended time to complete assignments _____	Ignore minor inappropriate behaviors	No penalty for grammar unless a grammar task
Extended time on tests _____	Allow extra classroom movement	Use of notes on tests or quizzes
Test at time most beneficial to student _____	Warn student of environmental changes	Use of calculator except for calculation tests
Test over more than one day	Praise for specific behavior	Use of manipulatives
Supervised breaks within a test period	Verbal encouragement	Alternative response mode (oral, or pointing)
Test individually	On-task reminders	Speech generating device
Test in small group	Secret signal	Oral or taped response to essay questions
Test in a quiet environment	Pages turned for student	No scantron answer sheets
Noise buffers or study carrel	Large print	Visual cues for student to wait
"Private office"	Braille transcription	Visual cues for student to wait for turn
Special lighting or acoustics	Sign language	Translation device
Adaptive furniture	Light physical prompts	Bilingual dictionary

Use of timer to cue task completion	Visual cues (models or pictures)	
Use of timer to signal end of break	Allow for increased verbal response time	
Use of visual countdown strip to signal end of task	Allow for alternative response mode	
Use visual countdown strip to signal end of activity	Demonstrate with manipulatives	
	Low voice volume	
	Use "First, Then" cards with pictures	
	Tasks presented in small chunks	
	Provide checklist of steps for tasks	
	Provide visuals of expectations	
	Use preferred activities for reinforcement	
	Allow student to select reinforcers	
	Provide reinforcement chart with visuals of choices	
	Primary language support in academics	
	Use of Hearing Assistive Technology (HAT)	

Sensory	Organization/Study Skills	Personal Care/Equipment
None	None	None
Low light	Visual schedule	Assistance with dressing for PE
Low noise	Extra set of books at home	Assistance with opening a lock
Use of self-monitoring strategies	Note-taking assistance	Special lock
Extra/immediate privileges/rewards	Assistance with recording assignments	Assistance with feeding
Warn student of changes to environment	Colored folders	Special spoon
Warn student of changes to schedule	Highlighters	Special cup
Frequent breaks	Use of place marker or colored markings	Special bowl
Fidget object	Late assignments accepted up to _____	Special placemat
Sensory diet at specific planned intervals	Alternative materials	Weighted utensils
Calming activities	Study guides or sheets	Pureed foods
Stimulating activities for alertness	Graphic organizer	Consideration of food allergies
Vestibular input (rocking/swinging)	Use of notes on tests or quizzes	Consideration of food texture
"Heavy work" before fine motor	No scantron answer sheets	Gavage feeding
Proprioceptive input (pressure)	Textbook on tape or CD	Assistance with toileting
Weighted vest	Reading pen	Adapted toilet seat
Weighted lap belt/pads		Changing table
Special seat (ball, cushion)		Diapering
Access to squeeze machine		Assistance with transferring to toilet
Access to Somatron pillow		Lift for transfers
Avoid light touch; firm touch only		Habit training
Use of i-pod or similar during non-instructional time		Product allergies or sensitivities
Use of MP3 player during non-instructional time		Adaptive furniture
Planned exposure to overstimulation to desensitize		Use of access switches
		Walker
		Stander
		Vestibulator
		Gait trainer
		Adapted bicycle or tricycle

