Accommodation Program Plan

Name: Class:

School Year:

LEARNER STRENGTHS:

LEARNER NEEDS:

Testing:

GOAL 1:

Strategies:

*First:*

*Data:*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Comments:

*March:*

*Data:*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Comments:

*June:*

*Data:*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Comments:

**GOAL 2:**

*November:*

*Data:*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Comments:

*March:*

*Data:*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Comments:

*June:*

*Data:*

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

Comments:

**ACCOMMODATIONS**: This student will receive the following accommodations throughout the day to assist with his/her learning needs.

*(Please* ***bold*** *all that apply)*

|  |  |
| --- | --- |
| INSTRUCTIONAL AND LESSON MODIFICATIONS AND ACCOMMODATIONS    advance organizers and cues  provide a verbal/visual outline or graphic  organizer  address multiple modalities/learning styles  to include\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  use movement whenever possible  provide reading materials at appropriate  reading level  use assistive technology (text to speech/  Word Q Speak Q)  use of a scribe  use word processor for writing activities    vary amount of material to be practiced  work for shorter periods  extended time to complete assignments  highlight directions  teacher or student repeat directions  shorten directions  pair written directions with oral  instructions    modified version of assignments (length,  etc)  break assignments into smaller sections  allow the student to respond alternately  (record,illustrate, dramatize, etc)  have the student partially participate  use manipulatives  language/cultural factors: | POSITIVE BEHAVIOR SUPPORTS:  visual/ verbal cue to student to stay on  task  task completion supports (timer, stopwatch,  cues, etc.)  use of praise and reward contingencies  positive rewards (individual / class)  use of behavioral or instructional contracts  use of established, meaningful and  appropriate consequences  structure during transitions  give opportunities for student to serve as a  role model  visual or written schedule  assignments on a visual  daily report in agenda  short breaks throughout day  SEATING AND INSTRUCTIONAL GROUPINGS  peer tutoring  allow student to be a cross age tutor  allow student to work individually  allow student to sit in a distraction-free  area  seating near the teacher  seating at the front of the room  seating near positive role models  seating to reduce visual glare/ noise  seating choices: table/ floor/ counter/  adaptive desk/furniture |

Review Dates and Signatures:

First: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Parent

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

March: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Parent

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

June: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Parent

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal