Accommodation Program Plan

Name: Class:

School Year:

LEARNER STRENGTHS:

LEARNER NEEDS:

Testing:

 GOAL 1:

Strategies:

*First:*

*Data:*

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

Comments:

*March:*

*Data:*

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

Comments:

*June:*

*Data:*

|  |  |  |  |
| --- | --- | --- | --- |
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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 cuesprovide a verbal/visual outline or graphic  organizeraddress 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 practicedwork for shorter periodsextended time to complete assignmentshighlight directionsteacher or student repeat directionsshorten directionspair written directions with oral  instructions modified version of assignments (length, etc)break assignments into smaller sectionsallow the student to respond alternately  (record,illustrate, dramatize, etc)have the student partially participateuse manipulatives language/cultural factors:  | POSITIVE BEHAVIOR SUPPORTS:visual/ verbal cue to student to stay on  tasktask completion supports (timer, stopwatch,  cues, etc.)use of praise and reward contingenciespositive rewards (individual / class)use of behavioral or instructional contractsuse of established, meaningful and  appropriate consequencesstructure during transitions give opportunities for student to serve as a  role modelvisual or written scheduleassignments on a visualdaily report in agendashort breaks throughout daySEATING AND INSTRUCTIONAL GROUPINGSpeer tutoring allow student to be a cross age tutorallow student to work individually allow student to sit in a distraction-free  area seating near the teacherseating at the front of the roomseating near positive role modelsseating to reduce visual glare/ noiseseating choices: table/ floor/ counter/adaptive desk/furniture |

Review Dates and Signatures:

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

 Teacher Parent

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

 Principal

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

 Teacher Parent

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

 Principal

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

 Teacher Parent

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

 Principal