

# Accommodations & Modifications in the Elementary Classroom

## For a Student with Traumatic Brain Injury

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Presenting Concerns: \_\_\_\_\_  
 Birth Date: \_\_\_\_\_ Date of Injury: \_\_\_\_\_

### Consider Student's Environment

- Post class rules (pictures & words)
- Post daily schedule (pictures & words)
- Give preferential seating
- Change to another class
- Change schedule (most difficult in morning)
- Eliminate distractions (visual, auditory, olfactory)
- Modify length of school day
- Provide frequent breaks
- Provide place for quiet time
- Maintain consistent schedule
- Provide system for transition
- Position appropriately
- Explain disabilities to students
- Use color-coded materials

### Consider Curricular Content & Expectations

- Reduce length of assignments
- Change skill/task
- Modify testing mode/setting
- Allow extra time
- Teach study skills
- Teach sequencing skills
- Teach visual imagery
- Teach memory strategies
- Write assignments in daily log
- Teach semantic mapping
- Teach peers how to be helpful

### Consider Method of Instruction

- Repeat directions
- Increase active participation

### Consider Method of Instruction – (Continued)

- Teacher circulate around room
- Provide visual prompts (board/desk)
- Provide immediate feedback (self correcting seat work)
- Point out similarities to previous learning/work
- Use manipulative materials
- Use frequent review of key concepts
- Teach to current level of ability (use easier materials)
- Speak loud or slow or rephrase
- Preteach/Reteach
- Highlight/underline material
- Use peer tutor/partner
- Use small group instruction
- Use simple sentences
- Use individualized instruction
- Pause frequently
- Discuss errors and how they were made
- Use cooperative learning
- Use instructional assistants
- Encourage requests for clarification, repetition, etc.
- Elicit responses when you know student knows the answer
- Demonstrate & encourage use of technology (instructional and assistive)

### Consider Student's Behavioral Needs

- Teach expected behavior
- Increase student success rate

### Consider Student's Behavioral Needs – (Continued)

- Learn to organize signs of stress
- Give non verbal cues to discontinue behavior
- Reinforce positive behavior (4:1)
- Use mild, consistent consequences
- Set goals with student
- Use key students for reinforcement of target student
- Use group/individual counseling
- Teach student to attend to advance organizers at beginning of lesson
- Provide opportunity to role play
- Use proactive behavior management strategies
- Use schoolwide reinforcement with target students

### Consider Assistive Technology

- Adaptive paper
- Talking spell checker/dictionary
- Concept mapping software/templates
- Magnetic words, letters, phrases
- Multimedia software
- Keyguard for keyboard
- Macros/shortcuts on computer
- Abbreviations/expansion
- Accessibility options on computer
- Alternative keyboards
- Communication cards or boards
- Voice output communication device
- Portable word processor
- Enlarged text/magnifiers
- Recorded text/books on tape/talking books

### Consider Assistive Technology – (Continued)

- Scanned text with OCR software
- Voice output reminders
- Electronic organizers/reminders/pagers
- Large display calculators
- Voice input calculators
- Math software
- Picture/symbol supported software

### Other Considerations

- Home/School Relations**
- Schedule regular meetings for all staff to review progress/maintain consistency
  - Schedule parent conferences every \_\_\_\_\_
  - Daily/weekly reports home
  - Parent visits/contact
  - Home visits

### Disability Awareness

- Explain disabilities to other students
- Teach peers how to be helpful
- In-service training for school staff

### Additional Resources

- Wisconsin Assistive Technology Checklist
- Therapists, nurse, resource teachers, school psychologist, counselor, rehab facility, parents, vision teacher, medical facility

# Accommodations & Modifications in the Secondary Classroom

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 Presenting Concerns: \_\_\_\_\_  
 Birth Date: \_\_\_\_\_ Date of Injury: \_\_\_\_\_

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- Post daily schedule (pictures & words)
- Give preferential seating
- Change to another class
- Change schedule (most difficult in morning)
- Eliminate distractions (visual, auditory, olfactory)
- Modify length of school day
- Provide frequent breaks
- Provide place for quiet time
- Maintain consistent schedule
- Move class site to avoid physical barriers (stairs)
- Provide system for transition
- Position appropriately
- Explain disabilities to students
- Use color-coded materials

### Consider Curricular Content & Expectations

- Reduce length of assignments
- Change skill/task
- Modify testing mode/setting
- Allow extra time
- Teach study skills
- Teach sequencing skills
- Teach visual imagery
- Teach memory strategies
- Write assignments in daily log
- Develop objective grading system using daily participation as a percentage of weekly and final grade
- Teach semantic mapping
- Teach peers how to be helpful

### Consider Method of Instruction

- Repeat directions
- Increase active participation
- Teacher circulate around room
- Provide visual prompts (board/desk)
- Provide immediate feedback (self correcting seat work)
- Point out similarities to previous learning/work
- Use manipulative materials
- Use frequent review of key concepts
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- Use small group instruction
- Use simple sentences
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- Pause frequently
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- Use group/individual counseling
- Provide opportunity to role play
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- Concept mapping software/templates
- Word prediction software
- Multimedia software
- Keyguard for keyboard
- Macros/shortcuts on computer
- Abbreviation/expansion
- Accessibility option on computer
- Screen reader software
- Alternate keyboards
- Voice recognition software
- Communication cards or boards
- Voice output communication device
- Adaptive paper
- Single word scanners
- Enlarged text/magnifiers
- Recorded text/books on tape/e-text/ipod/MP3 player
- Scanned text with OCR software

### Consider Assistive Technology – (Continued)

- Voice output reminders
- Electronic organizers/PDA's/Palm computers
- Pagers/electronic reminders
- Large display calculators
- Talking calculators
- Voice input calculators
- Math software
- Portable word processor
- Picture supported software

### Other Considerations

- Home/School Relations**
- Schedule regular meetings for all staff to review progress/maintain consistency
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