Accommodations & Modifications in the Secondary 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
- ☐ Move class site to avoid physical barriers (stairs)
- ☐ Provide system for transition
- ☐ Position appropriately
- ☐ Explain disabilities to students
- ☐ Use color-coded materials
- ☐ Other: _____

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
- ☐ Other: _____

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
- ☐ 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)
- ☐ Other: _____

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
- ☐ Provide opportunity to role pay
- ☐ Use proactive behavior management strategies
- ☐ Other: _____

Consider Assistive Technology
- ☐ Talking spell checker/dictionary
- ☐ Talking word processing software
- ☐ 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
- ☐ Other: _____

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: _____

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

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