

Accommodations for Lesson Plans

Be selective when determining the accommodations that will best help the student. If the accommodations don't work after a specified period of time, try something else. Remember, the IEP, 504 Plan or the LEP is a working document and its success will depend on how closely the contents are implemented, monitored and revised to meet the student's needs.

- Sometimes it helps to have sticky notes on the student's desk to remind the student of how much time they have to complete tasks.
- Tracking sheets. Provide a tracking sheet of expected assignments for the week/day.
- Keep lessons concrete. **Use visual and concrete materials** as much as possible.
- Use assistive technology when available
- **Provide a buddy and let the buddy know what their role is – supportive.**
- **Keep instructions and directions 'chunked'**. Provide one step at a time, don't overload the student on too many pieces of information at once.
- **Color code items.** For instance, put some red tape on a math text book along with red tape on the math note book.
- Color code items that help the child with organization tips and that provide information about what is needed.
- **Make sure there are visual clues around the room to help.**
- **Provide extra time for the processing of information.**
- **Larger size font is sometimes helpful**
- Provide auditory supports to avoid the student from having too much text to read.
- **Give repetition and clarification regularly.**
- **Provide close proximity to the teacher.**
- Seat the child away from distractions whenever possible. Think critically about seating arrangements.
- Provide reminders on the desk – taped 100s charts, number lines, vocabulary lists, word bank lists taped alphabets for printing or writing etc.
- Provide a study carrel or alternate place to work for specific tasks.
- Provide scribing or a peer for scribing when necessary or utilize the speech to text software applications.
- **Give ongoing feedback.**
- Pay close attention to lighting, sometimes preferential lighting can make the world of difference.
- Provide a 'chillax' area, a quiet location to enable the student to 'chill out or relax'.
- Provide headphones to remove extraneous noises.

- Let the child provide oral responses instead of written where appropriate to demonstrate understanding of concept.
- **Provide time extensions as necessary.**