

Instructional Modification and Accommodation Checklist

Student: _____

Date _____

Grade: _____

Teacher of Record: _____

The following modifications and accommodations are needed to help this student access curriculum and succeed in his/her education program. (Check all that apply and provide specific examples as appropriate. Add others as needed)

Modification/Accommodation	Record and Update
<p style="text-align: center;"><u>Setting and Physical Environment</u></p> <p><input type="radio"/> Distraction-free area _____ Use study carrel Use screen Adjust/increase distance between desks or other seating arrangements</p> <p><input type="radio"/> Special Seating _____ Seating near the teacher Seating at the front of the room Seating near positive role models Seating to reduce visual glare Seating to reduce noise distortion/level Provide seating choices</p> <p><input type="radio"/> Adaptive Equipment and Seating Use adaptive desk/furniture _____ Use accessible table Other: _____</p> <p><input type="radio"/> Organizational and Attention Supports _____ _____ _____ Post visual or picture/ schedule List assignments on a visual Write assignment/homework list Give daily progress report (home or support teacher) Provide intermittent breaks during longer periods Give verbal reminders for tasks, schedule or assignments</p>	<p style="text-align: center;">Record of Modifications and Accommodations Used (Environments or Situations)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Effectiveness of the Modifications and Accommodations (Indicate the Effectiveness of All of the Above)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Update Completed by: _____</p> <p>_____</p> <p style="text-align: center;">(Name, Date, Position)</p>

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Modification/Accommodation	Record and Update
<p style="text-align: center;"><u>Instructional and Lesson Modifications and Accommodations</u></p> <ul style="list-style-type: none"> ○ Specialized Considerations to Include <ul style="list-style-type: none"> Use of braille, instruction, presentation or materials in Braille or large print Use of interpreter or other communication adaptation for instruction, presentation or materials Language/cultural factors _____ ○ Advance Organizers and Cues <ul style="list-style-type: none"> Provide a verbal/visual outline or graphic organizer Use an advance study guide Write key topics or terms on board/visual Provide a photocopy of information Allow digital or electronic access to lecture or information prior to lesson Conference with student on expectations/topic prior to scheduled instruction ○ Directions and Instructions <ul style="list-style-type: none"> Repeat/clarify directions or instructions Complete a sample task/item with student Tape record or write instructions Give student a copy of written instructions ○ Have student repeat back instructions ○ Presentation of Information <ul style="list-style-type: none"> Address multiple modalities/learning styles to include: _____ Use concrete, hands-on examples Let student tape record the lesson Use multiple examples and materials Give verbal cues to emphasize main ideas Engage student in active lesson participation (by notetaking, responding, or other) Use direct instruction techniques 	<p style="text-align: center;">Record of Modifications and Accommodations Used (Instructional & Lesson)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Effectiveness of the Modifications and Accommodations (Indicate the Effectiveness of All of the Above)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Update Completed by: _____</p> <p>_____</p> <p style="text-align: center;">(Name, Date, Position)</p>

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<i>Modification/Accommodation</i>	<i>Record and Update</i>
<p align="center"><u>Instructional and Lesson Modifications and Accommodations</u></p> <p>○ Instructional Materials _____</p> <p> Highlight/color key directions, ideas or terms in written materials (chalkboard, texts, worksheets, tests, etc)</p> <p> Use materials with high contrast</p> <p> Bold or italicize important information</p> <p> Increase the number of review activities/worksheets</p> <p> Decrease the number of review activities or worksheets</p> <p> Provide reading material at an alternate reading level (maintain concept integrity/student dignity)</p> <p> Use software or other computer assisted instruction for information or review</p> <p> Use word processor</p> <p> Provide an extra set of texts or materials for home use</p> <p> Use page/place markers</p> <p> Use template to mask visual material</p> <p>○ Instructional Groupings _____</p> <p> Use peer tutoring for review or _____</p> <p> Use pairs for groupings</p> <p> Use cooperative group of 3-5 students</p> <p> Have student participate in group using strength areas</p> <p> Allow student to be a cross age tutor</p> <p> Allow student to work individually</p> <p> Other: _____</p>	<p align="center">Record of Modifications and Accommodations Used (Instructional and Lesson)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Effectiveness of the Modifications and Accommodations (Indicate the Effectiveness of All of the Above)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Update Completed by: _____</p> <p>_____</p> <p>(Name, Date, Position)</p>

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Modification/Accommodation	Record and Update
<p align="center"><u>Instructional and Lesson Modifications and Accommodations</u></p> <p><input type="radio"/> Student Responses and Assignments _____</p> <p>_____</p> <p>Give student extended time to complete assignment</p> <p>Give student a modified version of assignment (length, etc)</p> <p>Break assignment into smaller sections for feedback and completion</p> <p>Allow the student to respond alternately: (tape record, illustrate, dramatize, outline, etc)</p> <p>Have the student partially participate in meaningful tasks such as _____</p> <p>_____</p> <p>Use self-monitoring supports such as assignment sheets, homework records, etc</p> <p>Allow another student to scribe response</p> <p>Others: _____</p> <p><input type="radio"/> Positive Behavioral Supports: _____</p> <p>_____</p> <p>Task completion supports (timer, stopwatch, cues, etc.)</p> <p>Use of praise and reward contingencies</p> <p>Use of behavioral or instructional contracts</p> <p>Use of established, meaningful and appropriate consequences</p> <p>Structure provided during transitions in lessons and other school activities</p> <p>Give opportunities for student to serve as a role model</p> <p>Use of a communication plan on student behavior established across environments</p> <p>Others: _____</p>	<p align="center">Record of Modifications and Accommodations Used (Instructional and Lesson)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Effectiveness of the Modifications and Accommodations (Indicate the Effectiveness of All of the Above)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Update Completed by: _____</p> <p>_____</p> <p>(Name, Date, Position)</p>

Source: Christina Curran (2000). Central Washington University