

## ACCOMODATIONS FOR AT RISK STUDENTS

### Reading

- Provide books/study sheets with key phrases/words highlighted
- Use visuals to add meaning
- Provide bulleted information
- Provide graphic organizers
- Use direct teacher and strategy instruction
- Use small group instruction

### Math

- Use manipulatives to move from concrete to abstract
- Provide vocabulary/definition cards
- Use math charts
- Use graph paper to organize and align numbers in the correct column
- Use calculators: talking, handheld, or one with printout
- Use peer partners

### Science/Social Studies

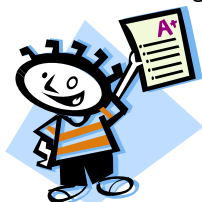
- Provide content outlines, study guides, or overhead copy
- Use flexible scheduling/assignments
- Provide content vocabulary cards with graphics
- Use video to support
- Substitute projects for written work

### Writing/Written Expression

- Use a keyboard
- Utilize content outline with major points in bold
- Provide hard copy of class notes
- Provide additional time to complete assignments
- Do not penalize for handwriting or spelling errors
- Use visual instructional aids

### Homework/Assignments

- Display examples/models
- Provide written and verbal directions
- Break assignment into smaller segments or tasks
- Allow extra credit
- Sequence the steps in a task by numbering
- Give reminders about due dates for long term assignments



### Testing

- Provide study questions/study sheets
- Allow one page of notes or a note card for use during test
- Read aloud words, phrases, sentences in questions, or answer choices
- Use a scribe
- Give extra time for completion
- Limit answer choices

### Classroom Environment

- Reduce unnecessary visual stimuli/clutter
- Seat student in low traffic area
- Stand near student when instructions are given
- Post daily routine in writing in a visible location
- Keep extra supply of pencils, pens, and paper
- Use a checklist to check off completed tasks
- Allow student to transition ahead of the class

### Instruction

- Use peer/individual tutoring
- Use pairs of small group work
- Use overhead and other visuals in oral presentations
- Provide copy of projected material
- Provide written and verbal directions with visuals when possible
- Use immediate feedback

### Time Management

- Incorporate breaks between work periods
- Cross off completed tasks from a list on desk
- Use multiple reminders to inform students of upcoming transitions or changes in activity
- Provide a time for students to use to manage tasks
- Use time management tools (e.g., daily planner, assignment sheet, calendar)

### Materials

- Assignment notebooks/calendars
- Models or examples of end product
- Content vocabulary student cards with graphics
- Major points highlighted, italicized or bolded
- Study partner to clarify directions

### Behavior

- Set clearly defined standards
- Remind students of rules periodically
- Use private signals for reminders
- Employ teacher proximity
- Use calming down or relaxation techniques
- Assign a safe place for "cooling down" or "regrouping" when a student becomes frustrated