

Student Name, Grade, DOB:

Evaluator:

Date of Most Recent Evaluation:

IDENTIFIED LEARNING DIFFERENCE:

REFERRAL INFORMATION:

SUMMARY OF FINDINGS:

STRENGTHS:

AREAS IN NEED OF SUPPORT:

Educational Accommodations

Setting/Environment:

- Preferential seating close to the source of instruction and away from distracting stimulation
- Sit near peer helper
- Advance notice of changes in routine
- Provide opportunities for movement: standing, helping in the classroom, running an errand, etc.
- Use of non-verbal cues (“secret-signal”) to help student stay on task

Instructional:

- Chunk lengthy assignments
- Highlight operations/directions/keywords
- Have student repeat directions to clarify understanding
- Connect with student and highlight areas of strength
- Remind student to recheck work before turning in
- Repetition and/or clarification of directions
- Surround sound
- Provide student focused study guides for test preparation
- Limit copying tasks

Organizational:

- Planner check by teacher to verify student has written homework assignments completely
- Verify that student has necessary homework materials
- Provide graphic organizers

Classroom:

- Use of “fidget” when it aids in the student’s ability to focus and stay on task
- Extra response time
- Extra time to complete classwork
- Preview concepts ahead of class lesson
- Reduced penalty for spelling
- Copies of novels sent home for preparation and reinforcement
- Use of number line or multiplication table when not routinely used (except when objective is compromised)
- Shorten assignments while still covering the same content (i.e. bottom half, even or odd only)
- Read questions to students

Response:

- Verbal clarification of written responses (short answers, essay)
- Student produces modified essay/paragraph responses on assignments and tests (shortened responses, graphic organizers, bullet/list form, or dictated answers)

Assistive Technology:

- Computer use for school and/or homework
- Recommend use of Dragon or other voice to text program
- Access to audiobooks

Testing:

- Answer in test booklet rather than bubble sheet
- Breaks during testing
- Dictate to scribe for lengthy written tasks as needed
- Enlarged font on tests due to vision issues
- Extended time for tests as needed
- Extended time for Math tests only
- One-to-one testing site
- Supplement written response with oral information
- Test read to student
- Tests administered in smaller setting

- Use of computer to type written responses for assessments
- Word bank for tests and quizzes

Other:

- Close communication between home and school
- Speech or Occupational Therapy
- Tutoring: Math
- Tutoring: Orton-Gillingham
- Tutoring: Reading
- Tutoring: Writing