

## *Accommodations Finder: Task Support*

This report lists selected accommodations in one column and research citations for each in the next column. A third column includes a space to write notes.

<b>Accommodation</b>	<b>Research Citation</b>	<b>NOTES</b>
1. ALLOW EXTRA WORK TIME. Allow the student additional time to complete an in-class activity or assignment. Particularly for longer assignments, the instructor may want to announce to students at the start the amount of extra time available for those that need it.	International Dyslexia Association. (2002). Accommodating students with dyslexia in all classroom settings. Retrieved from <a href="http://www.interdys.org/">http://www.interdys.org/</a>	
2. ELIMINATE BUSY WORK: Decrease the student's class or homework to include just the essential tasks needed to master course or topic content. Maintain high academic standards but eliminate any 'busy' work not required for student success.	Barkley, R. A. (2008). 80+ classroom accommodations for children or teens with ADHD. <i>The ADHD Report</i> , 16(4), 7-10.	
3. FORMULATE STUDENT-SEATWORK GOALS. Before beginning an in-class or homework assignment, have the student set a work goal (e.g., to complete 20 math computation problems; to write an introductory paragraph for an essay). Later, check in with the student to see whether the goal(s) were successfully attained.	Barkley, R. A. (2008). 80+ classroom accommodations for children or teens with ADHD. <i>The ADHD Report</i> , 16(4), 7-10.	
4. GIVE AN ASSIGNMENT HEAD-START. Allow students who require extra time to complete a lengthy or involved assignment to start it early to secure additional time to complete the task.	Beech, M. (2010). Accommodations: Assisting students with disabilities. Florida Department of Education. Retrieved from <a href="http://www.fldoe.org/ese/pdf/accomm-educator.pdf">http://www.fldoe.org/ese/pdf/accomm-educator.pdf</a>	
5. HIGHLIGHT TEXTBOOK INFORMATION. Encourage the student to use post-it notes and/or erasable highlighter to highlight important information in the course textbook.	Beech, M. (2010). Accommodations: Assisting students with disabilities. Florida Department of Education. Retrieved from <a href="http://www.fldoe.org/ese/pdf/accomm-educator.pdf">http://www.fldoe.org/ese/pdf/accomm-educator.pdf</a>	
6. PROVIDE A WORK PLAN. Provide a Formal Work Plan. In advance of	Beech, M. (2010). Accommodations: Assisting	

<p>more complex assignments such as research papers, give the student an outline of a work plan for completing those assignments. The plan breaks a larger assignment into appropriate sub-steps (e.g., 'find five research articles for the paper', 'summarize key information from research articles into notes', etc.). For each sub-step, the plan provides (1) an estimate of the minimum amount of 'seat time' required to complete it and (2) sets a calendar-date deadline for completion. The teacher then touches base with the student at least weekly to ensure that the student is staying current with the work plan. TIPE: Over time, the teacher can transfer increasing responsibility for generating work plans to the student.</p>	<p>students with disabilities. Florida Department of Education. Retrieved from <a href="http://www.fl DOE.org/ese/pdf/accomm-educator.pdf">http://www.fl DOE.org/ese/pdf/accomm-educator.pdf</a></p>	
<p>7. PROVIDE TEXTS WITH EASIER READABILITY. Locate alternative texts for course readings that have the same vocabulary and concepts as the standard text(s) but are written at a lower reading level. Allow students to select the easier texts as substitutes or as supplemental course readings.</p>	<p>Beech, M. (2010). Accommodations: Assisting students with disabilities. Florida Department of Education. Retrieved from <a href="http://www.fl DOE.org/ese/pdf/accomm-educator.pdf">http://www.fl DOE.org/ese/pdf/accomm-educator.pdf</a></p>	
<p>8. PROVIDE WORK SAMPLES AND EXEMPLARS. Provide samples of successfully completed academic items (e.g., math computation or word problems) or exemplars (e.g., samples of well-written paragraphs or essays) for the student to refer to when working independently.</p>	<p>International Dyslexia Association. (2002). Accommodating students with dyslexia in all classroom settings. Retrieved from <a href="http://www.interdys.org/">http://www.interdys.org/</a></p>	
<p>9. RESPONSE EFFORT: CHUNK INDIVIDUAL ASSIGNMENTS. To reduce the response effort for a particular student, break a larger in-class or homework assignment into smaller 'chunks'. Optionally, the teacher can then provide the student with performance feedback and praise for each completed 'chunk' of assigned work.</p>	<p>Skinner, C. H., Pappas, D. N., &amp; Davis, K. A. (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. <i>Psychology in the Schools</i>, 42, 389-403.</p>	
<p>10. RESPONSE EFFORT: START ASSIGNED READINGS IN CLASS. Whenever students are assigned a</p>	<p>Skinner, C. H., Pappas, D. N., &amp; Davis, K. A. (2005). Enhancing academic</p>	

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<p>challenging text to read independently (e.g., as homework), have either the teacher or other skilled reader (e.g., student) read the first few paragraphs of the assigned reading aloud while the class follows along silently in their own texts. Students are then expected to read the remainder of the text on their own.</p>	<p>engagement: Providing opportunities for responding and influencing students to choose to respond. Psychology in the Schools, 42, 389-403.</p>	
<p>11. RESPONSE EFFORT: START CHALLENGING HOMEWORK ASSIGNMENTS IN CLASS. When assigning challenging homework, pair students off or divide into groups and give them a small amount of class time to begin the homework together, develop a plan for completing the homework, formulate questions about the homework, or engage in other activities to create the necessary momentum to motivate students then to complete the work independently.</p>	<p>Skinner, C. H., Pappas, D. N., &amp; Davis, K. A. (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. Psychology in the Schools, 42, 389-403.</p>	
<p>12. STRUCTURE ASSIGNMENTS FOR INITIAL SUCCESS. Promote student motivation on worksheets and independent assignments by presenting easier items first and more challenging items later on the sheet or assignment. Placing easier problems or questions first provide both skills practice and reinforcement to the student.</p>	<p>International Dyslexia Association. (2002). Accommodating students with dyslexia in all classroom settings. Retrieved from <a href="http://www.interdys.org/">http://www.interdys.org/</a></p>	
<p>13. USE A PEER TO HELP IN STARTING ASSIGNMENTS. If a student finds it difficult to get organized and begin independent seatwork activities, select a supportive peer or adult in the classroom who can get the student organized and started on the assignment.</p>	<p>Skinner, C. H., Pappas, D. N., &amp; Davis, K. A. (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. Psychology in the Schools, 42, 389-403.</p>	
<p>14. WORKSHEETS: GIVE TWO COPIES. Provide the student with two copies of worksheets. The student can use the first as a 'draft' and the second as the final, neat copy to be turned in to the teacher.</p>	<p>Beech, M. (2010). Accommodations: Assisting students with disabilities. Florida Department of Education. Retrieved from <a href="http://www.fldoe.org/ese/pdf/accomm-educator.pdf">http://www.fldoe.org/ese/pdf/accomm-educator.pdf</a></p>	

