



# EFFECTIVE ACCOMMODATIONS FOR STRUGGLING STUDENTS

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## ATTENTIONAL DIFFICULTIES

### 1. When providing instruction:

- a. Repeat directions as needed.
- b. Provide brief, global instructions, instead of lengthy, detailed instructions.
- c. Give one direction at a time.
- d. Give the student longer than you think to process the information.

### 2. Provide supports:

- a. Decrease distracting visual and auditory stimuli. Try not to seat near colorful bulletin boards, doors, windows, friends, noisy air conditioners, etc. Limit class decorations.
- b. Provide a quiet place to work in the classroom.
- c. Use peer to direct to page or guide student in difficult subject areas.
- d. Allow freedom of movement. Provide a small squeeze toy to fidget with during times when concentration is needed, helping to improve the ability to focus and sustain attention.
- e. Shorten tasks & provide frequent breaks in seatwork, alternating movement activities with seated work.
- f. Use color to highlight salient information to increase accuracy.
- g. Provide preferential seating, call on frequently during class discussions, write start and stop times for written work completing, use a kitchen timer as a motivator, and provide a daily checklist of assignments to help organize work assignments.
- h. Evaluate appropriateness of tasks to determine if they are too difficult or if the length of time scheduled to complete them is appropriate.
- i. Present briefer tasks, build in breaks, allow the opportunity to stand up and move around.
- j. Use daily/weekly homework log, checked daily by teacher and parents. Have parents verify homework completion.
- k. Have papers on clipboard so if they fidget their papers move with them.
- l. Reduce the assignment into manageable sections with specific due dates. Teach student how to break down long range tasks into smaller components.
- m. Use calendar to plan long-term assignments.
- n. Use discrete cues to let student know when they are off task.
- o. Do not penalize the student who constantly forgets or loses supplies.
- p. Make frequent checks for work completion.



### 3. Learning Strategies:

- a. Encourage use of day planner, checklists, and to-do lists.
- b. Encourage use of mnemonics.
- c. Color code texts with notebooks and folders
- d. Provide an extra set of texts at home.
- e. Have folders for each subject with pockets labeled “To Do” and “Done”.

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