

# Accommodations Fidelity Checklist

Teacher: _____		Student Names					
Class/Subject: _____							
<b>Lesson Design and Presentation</b>	<b>Visual Supports</b>						
	Provide visual aids to support key concepts						
	Use graphic organizers to organize information presented orally						
	Provide example of final product						
	Provide copy of notes						
	<b>Teaching Modality</b>						
	Teach through multi-sensory modes						
	Pair key terms and concepts with two modes of learning (ex: visual and auditory, visual and kinesthetic)						
	Use advanced organizers – introduce what you are going to teach, teach it, review it, ask students to tell you what they have learned						
	<b>Student Engagement</b>						
	Increase opportunities for student responses						
	Provide wait time for question responses						
	Orally check for understanding of key points						
	Incorporate turn and talks or think-pair-share activities						
	<b>Strategies to Promote Access for All</b>						
Pre-teach pertinent vocabulary							
Provide small group instruction							
Use student interests and strengths to structure lessons and activities							
<b>Physical Environment</b>	<b>Visual Supports</b>						
	Seat student facing instructional area/speaker						
	Seat student near positive role model						
	Provide visual boundaries (tape, dividers) for areas of the classroom						
	<b>Learning Modality</b>						
	Offer smaller versions of classroom visuals and anchor charts						
	Provide individual set of manipulatives						
	Provide a structured area where students can stand/move during instruction or independent work						
	<b>Student Engagement</b>						
	Proximity- Seat student close to teacher						
	Create low distraction work areas						
	<b>Strategies to Promote Access for All</b>						
	Provide options for independent workspace						
	Post only visuals that are used and referred to frequently (e.g. once a week)						

Teacher: _____		Student Names					
Class/Subject: _____							
<b>Behavior</b>	<b>Visual Supports</b>						
	Post rules and expectations						
	Provide a visual schedule of daily activities						
	Cue student to stay on task with a predetermined, private signal						
	<b>Learning Modality</b>						
	Pair verbal prompts with visuals or gestures						
	Provide opportunity to practice following expectations						
	<b>Student Engagement</b>						
	Allow for movement breaks						
	Increase frequency and immediacy of positive reinforcement						
	Provide student with choices and control						
	<b>Strategies to Promote Access for All</b>						
	Keep rules clear and simple						
Discuss behavior with student in private							
<b>Independent Work</b>	<b>Visual Supports</b>						
	Provide task organizers or activity schedules						
	Highlight key concepts						
	Use color-coding to help students identify tasks, meanings, or expectations						
	Use timers to define independent work time						
	Give page numbers to help students find answers						
	Provide completed example						
	Simplify complex written directions and pair with picture cues						
	Pair oral directions with visual directions or cues						
	<b>Learning Modality</b>						
	Vary response type given (oral, written, multiple choice, computer)						
	Allow student to use manipulatives, notes, assistive technology, or visual aids to complete assignments						
	<b>Student Engagement</b>						
	Shorten assignments to focus on master of key concepts						
	Require fewer correct responses to achieve grade						
	Allow extra time to complete task or provide frequent breaks between sections						
	<b>Strategies to Promote Access for All</b>						
	Use prearranged signal to gain students' attention before giving directions						
Break long-term assignments into small, sequential steps, with frequent teacher feedback							

Teacher: _____		Student Names					
Class/Subject: _____							
<b>Assessments</b>	<b>Visual Supports</b>						
	Divide tests into small sections of similar questions						
	Use visual blockers to cover sections of assessment that student is not currently working on						
	<b>Learning Modality</b>						
	Incorporate student interest into assessment						
	Vary response type given (oral, written, multiple choice, computer, performance assessment)						
	<b>Student Engagement</b>						
	Allow extra time						
	Allow alternate/flexible setting						
	Allow small group or one-on-one testing						
	<b>Strategies to Promote Access for All</b>						
	Give frequent short quizzes instead of longer assessments						
	Scribe student answers						
Provide fewer options for matching/fill in the blank/multiple choice							
<b>Organization</b>	<b>Visual Supports</b>						
	Provide students with assignment or subject specific material lists						
	Teach student to write/keep track of assignments in assignment notebook						
	<b>Learning Modality</b>						
	Have student read or rephrase what is written in assignment notebook						
	Present all assignments and due dates verbally and visually						
	<b>Student Engagement</b>						
	Keep individual student materials in a separate location from learning space (e.g. an empty desk for lecture and a desk to store books and pencils)						
	Create homework on work completion grid that allows student to track progress						
	<b>Strategies to Promote Access for All</b>						
Post materials needed on board							
Keep a clear work area							