

## **1) Proposed Accommodation**

**Workload Accommodations.** STUDENT\_NAME has measured deficits in attention. The following accommodations would be appropriate.

1. STUDENT\_NAME should have a reduced workload. Her homework assignments should be reduced to the point where she no longer feels overwhelmed.
2. STUDENT\_NAME should be given appropriate time to complete assignments.
3. STUDENT\_NAME should be given appropriate time to complete tests. This may require that she complete tests in more than one attempt over several days. This should not be left to the discretion of the individual teachers who may or may not know STUDENT\_NAME's unique needs and who may be arbitrary about implementation of this accommodation, but rather it is to be specified by the plan manager who has the final say in the event of a dispute with the teacher.

**Environmental and Classroom Accommodations:** STUDENT\_NAME is adversely affected by noise and sensorial input that is unrelated to educational tasks. These environmental issues should be eliminated to the greatest extent possible, using at least the following measures:

4. STUDENT\_NAME needs to sit next to the teacher.
5. STUDENT\_NAME needs a low distraction environment for taking tests and quiet study time.
6. STUDENT\_NAME must sit close to other students who can act as positive role models to ease the distractions from other students with challenging or diverting behaviors.
7. STUDENT\_NAME needs to have a note taker to assist her with classroom notes.
8. The student should be issued a second set of all textbooks to facilitate his transition from home to school and from class to class.

**Accommodations Pertaining to School/Parent Communication:** The parents would like to continue to be actively involved in the educational process of their child. This requires cooperation and teacher feedback. The following items are reasonably required to accomplish this purpose.

9. The parents need regular feedback from the teachers. This must be complete, legible, understandable and detailed enough for the parents to understand exactly what assignments are missing or incomplete.
10. Progress reports should be not less than weekly, and must include information regarding STUDENT\_NAME's on task behavior in the classroom for the week.
11. STUDENT\_NAME needs advance preparation for any upcoming changes to his daily routine. This would specifically require adequate transition warnings, such as a warning several minutes before the bell is about to ring.

12. Prepare STUDENT\_NAME for the end of the day by making sure that he has necessary items needed for homework. This can be facilitated by the teacher or peers.
13. STUDENT\_NAME must have copies of the teachers' notes, transparencies or outlines. Due to easy distractibility, he has difficulty accurately following and copying down the necessary material. If he does not have the stress of processing the information and getting it onto the paper, he will learn more quickly. This accommodation needs to be implemented with all teachers at all times with no reservations
14. Make sure all homework instruction and assignments are clear and provided in writing. The parent would prefer that this occur once a week on Monday. A record of these instructions and assignments may be placed in the agenda book with their due dates. If the instructions are complex, they must be stated in a step-by-step method. All complex instructions or assignments must be simplified and prioritized so as to be understood by STUDENT\_NAME. All homework instructions and assignments must be communicated to the parents in a timely manner so that the parents can monitor student progress and compliance. The school is responsible to determine that this communication is legible, accurate, timely, understandable and complete.
15. STUDENT\_NAME must have long term assignments broken down into smaller more manageable tasks. These tasks need to be recorded in the agenda book or otherwise communicated to the parents. They need to be prioritized and sequenced, and checked off as they are completed. For example the school can prepare and use matrix tables or mind maps rather than narrative instructions.
16. All parent communications should be accomplished without undue delay, and before the expiration of 24 hours. The parents prefer email or writing, however phone feed back is acceptable.
17. The accommodations should all be accomplished with the objective of avoiding undue negative attention to STUDENT\_NAME in the eyes of his classmates. All teachers and school staff should use good sense and be discrete when possible.
18. In the event STUDENT\_NAME does not complete an assignment or does not complete an assignment on time because of a communication breakdown where it cannot be verified that the parents received actual accurate, timely and understandable notice of the assignment there will not be any academic or disciplinary consequence to STUDENT\_NAME for not having delivered a timely assignment to any teacher.