Examples Of Common Recommendations for School Accommodations and Interventions
(Recommendations and interventions are not listed in any particular order and are often implemented in combination and tailored to the needs of the individual student.)

Accommodation	Description
Behavioral	
Behavior Chart-Individualized	Establish individualized target behaviors and couple with specific goals and consequences that are shared with the child. Can be combined with a token/incentive program. An example would be keeping an index card on student's desk with goals or a colored reward/privilege system.
Breaks	Providing a student with additional brief breaks. This may include sharpening pencils, getting a drink of water, or running an errand for the teacher.
Classroom Rules/Structure	Rules tailored to developmental level that contain expectations for student behavior of the class as a whole. This should be clearly posted in the classroom and reviewed daily.
Classroom Incentives	Whole-class program, which rewards the class for overall good behavior.
Individual Incentives	Individual programs, such as behavior charts, that reward students on an individual level for good behavior.
Daily Report Cards	A report sent home to the parent/guardian at the end of each day with a quantitative rating of targeted student behavior(s). Frequency can be adjusted as goals are reached.
Train Self-Awareness	Student records own work productivity on a chart so they can see their own progress and rates themselves on behavior for the day. The teacher uses "cue" words or non-verbal signals that alert student to self-direct back to task.
Instructional	
Computer-Assisted Instruction	Uses computer game-like format to convey material and assess knowledge as a supplement, not replacement, to face-to-face instruction.
Interest Incorporation	Adding an element of interest to each assignment using multi-sensory modes. Using visual instructions as well as verbal. Song and movement may aid memorization.
Modifying Academic Assignments and Expectations	Assigning academic work to match student's ability, varying presentation styles, shortening assignments or breaking assignments into small chunks, and providing task related choices.
Peer Tutoring/Assistance	Instructional strategy involving two students working together academically, with one student providing assistance, instruction, and feedback to the other. Peer(s) may share notes with ADHD student.
Read Aloud	An option for the student to receive examinations and assignments in an oral format as opposed to written only.
Seating Considerations/Teacher Proximity	Placing student close to instruction zone for frequent check-ins/reinforcement. Also, seating students next to a role model student, away from distractions in the environment. Seating should be single and spaced apart if room allows.
Strategic Teacher Attention	The practice of purposely using attention to help students stay on task and redirect when off task. Frequent, positive feedback is given when student stays on task and follows directions.
Test Accommodations	Teacher gives the option to receive the exam orally. Also, giving the student the option of taking the test in a private room or behind a privacy board.
Time/Scheduling Change	Allow students more time to complete assignments and exams. Teach material requiring more attentiveness in the morning hours. Evidence of effectiveness in increasing correct answers but not always improvements in behavior.

Organizational	
Assignment Notebook	Prepare an assignment notebook for student to help student keep track of work.
Organizational Training	Teaches student time management, planning skills, and ways to keep materials organized to optimize learning and reduce distractions. Allowing a second set of textbooks for home use or providing already high-lighted books. Color coded binders help students keep track of materials and work.

References for Appendix 2.3: Examples of Common Recommendations for School Accommodations and Interventions

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