

**C O N F I D E N T I A L**  
**ACCOMMODATIONS in General Education Curriculum per IEP**

Student \_\_\_\_\_ grade 9 10 11 12 date \_\_\_/\_\_\_/\_\_\_

School year 2005-2006 Case Carrier: Griswold Mason Morton Noon

Student's **strengths**: \_\_\_\_\_

Student's **weaknesses**: \_\_\_\_\_

**\*The accommodations marked below will benefit this student. Please contact the Case Carrier for more information regarding accommodations and/or IEP goals and objectives.**

X	CODE	ACCOMMODATIONS
	- #	decrease quantity of items per task (# pages to read, # ?'s to answer, # problems to do)
	2T	provide two sets of textbooks and/or materials: one for home, one for school
	AP/PM	provide opportunities for active participation and frequent purposeful movement
	AT	assistive technology such as word processors, hearing aids, FM systems, wheelchairs, large print materials, etc.
	AVS	supplement content with oral reading, audio-visual aids, interactive materials
	BP	behavioral goals &/or behavior plan for _____
	Cal	provide calendar and/or use of student planner for classwork and homework
	Calc	allow use of calculator for arithmetic practice and self-correction
	CNH	adjust note-taking tasks to writing skills as needed; provide copy of notes to highlight
	Comp	sensory-motor integration may necessitate reduced quantity & speed
	CvM	grade content vs. mechanics
	Eff	consider degree of effort as well as achievement performance
	ExT	give extra time as needed
	LLR	provide lower level reading materials
	ModGr	modify grading system to weight students' strengths more than deficit areas/weaknesses
	N/T	allow to use notes and/or texts for short-term memory deficit
	NOR	do not require this student to read orally in class
	OP	recognize and give credit for oral participation
	Org	organize folder/notebook frequently with student
	OVD	give directions orally and visually
	P/F	Pass/fail grade in _____ (subject); see IEP for further documentation.
	Proj	increase use of multi-sensory projects; decrease paper/pencil tasks
	PS	arrange seating to minimize distractions and maximize focusing on task
	PT	use peer tutoring
	ReT	give re-tests for success including orally reading test to student
	SSA	Study Skills class assistance
	SSD	give short, simple directions (use KEY words only)
	ShtAns	count short-answer test items only giving extra credit for or not counting essays, or allowing essays to be word processed (T/F, multiple choice, fill-in the blanks with word banks)
	VRLT	provide various levels of textbooks covering the same content
	WdBk	provide word bank for fill-in the blank or short answer tasks
	WoT	allow to write on tests (no separate answer sheet)
	WP	allow use of word processing as much as possible, especially for formal, lengthy tasks
	xDirs	repeat directions as needed for understanding