

Accommodations & Modifications in the Elementary Classroom For a Student with Traumatic Brain Injury

Student: _____ Teacher: _____ Grade: _____ Today's Date: _____

Presenting Concerns: _____

Birth Date: _____ Date of Injury: _____

Student's Environment

- Post class rules (pictures & words)
- Post daily schedule (pictures & words)
- Give preferential seating
- Change to another class
- Change schedule (most difficult in morning)
- Eliminate distractions (visual, auditory, olfactory)
- Modify length of school day
- Provide frequent breaks
- Provide place for quiet time
- Maintain consistent schedule
- Provide system for transition
- Position appropriately
- Explain disabilities to students
- Use color-coded materials

Curricular Content & Expectations

- Reduce length of assignments
- Change skill/task
- Modify testing mode/setting
- Allow extra time
- Teach study skills
- Teach sequencing skills
- Teach visual imagery
- Teach memory strategies
- Write assignments in daily log
- Teach semantic mapping
- Teach peers how to be helpful

Method of Instruction

- Repeat directions
- Increase active participation

Method of Instruction – (Continued)

- Circulate teacher around room
- Provide visual prompts (board/desk)
- Provide immediate feedback (self correcting seat work)
- Point out similarities to previous learning/work
- Use manipulative materials
- Use frequent review of key concepts
- Teach to current level of ability (use easier materials)
- Speak loud or slow or rephrase
- Preteach/reteach
- Highlight/underline material
- Use peer tutor/partner
- Use small group instruction
- Use simple sentences
- Use individualized instruction
- Pause frequently
- Discuss errors and how they were made
- Use cooperative learning
- Use instructional assistants
- Encourage requests for clarification, repetition, etc.
- Elicit responses when you know student knows the answer
- Demonstrate & encourage use of technology (instructional and assistive)

Student's Behavioral Needs

- Teach expected behavior
- Increase student success rate

Student's Behavioral Needs – (Continued)

- Learn to organize signs of stress
- Give non verbal cues to discontinue behavior
- Reinforce positive behavior (4:1)
- Use mild, consistent consequences
- Set goals with student
- Use key students for reinforcement of target student
- Use group/individual counseling
- Teach student to attend to advance organizers at beginning of lesson
- Provide opportunity to role play
- Use proactive behavior management strategies
- Use school wide reinforcement with target students

Assistive Technology

- Adaptive paper
- Talking spell checker/dictionary
- Concept mapping software/templates
- Magnetic words, letters, phrases
- Multimedia software
- Keyguard for keyboard
- Macros/shortcuts on computer
- Abbreviations/expansion
- Accessibility options on computer
- Alternative keyboards
- Communication cards or boards
- Voice output communication device
- Portable word processor
- Enlarged text/magnifiers
- Recorded text/books on tape/talking books

Assistive Technology – (Continued)

- Scanned text with OCR software
- Voice output reminders
- Electronic organizers/reminders/pagers
- Large display calculators
- Voice input calculators
- Math software
- Picture/symbol supported software

Other Considerations

- Home/School Relations
- Schedule regular meetings for all staff to review progress/maintain consistency
 - Schedule parent conferences every _____
 - Daily/weekly reports home
 - Parent visits/contact
 - Home visits

Disability Awareness

- Explain disabilities to other students
- Teach peers how to be helpful
- In-service training for school staff

Additional Resources

- Wisconsin Assistive Technology Checklist
- Therapists, nurse, resource teachers, school psychologist, counselor, rehab facility, parents, vision teacher, medical personnel

Accommodations & Modifications in the Secondary Classroom For a Student with Traumatic Brain Injury

Student: _____ Teacher: _____ Grade: _____ Today's Date: _____

Presenting Concerns: _____

Birth Date: _____ Date of Injury: _____

Student's Environment

- Post class rules (pictures & words)
- Post daily schedule (pictures & words)
- Give preferential seating
- Change to another class
- Change schedule (most difficult in morning)
- Eliminate distractions (visual, auditory, olfactory)
- Modify length of school day
- Provide frequent breaks
- Provide place for quiet time
- Maintain consistent schedule
- Move class site to avoid physical barriers (stairs)
- Provide system for transition
- Position appropriately
- Explain disabilities to students
- Use color-coded materials

Curricular Content & Expectations

- Reduce length of assignments
- Change skill/task
- Modify testing mode/setting
- Allow extra time
- Teach study skills
- Teach sequencing skills
- Teach visual imagery
- Teach memory strategies
- Write assignments in daily log
- Develop objective grading system using daily participation as a percentage of weekly and final grade
- Teach semantic mapping
- Teach peers how to be helpful

Method of Instruction

- Repeat directions
- Increase active participation
- Circulate teacher around room
- Provide visual prompts (board/desk)
- Provide immediate feedback (self correcting seat work)
- Point out similarities to previous learning/work
- Use manipulative materials
- Use frequent review of key concepts
- Teach to current level of ability (use easier materials)
- Speak loud or slow or rephrase
- Preteach/reteach
- Highlight/underline material
- Use peer tutor/partner
- Use small group instruction
- Use simple sentences
- Use individualized instruction
- Pause frequently
- Discuss errors and how they were made
- Use cooperative learning
- Use instructional assistants
- Encourage requests for clarification, repetition, etc.
- Elicit responses when you know student knows the answer
- Demonstrate & encourage use of technology (instructional and assistive)

Student's Behavioral Needs

- Teach expected behavior
- Increase student success rate

Student's Behavioral Needs – (Continued)

- Learn to organize signs of stress
- Give nonverbal cues to discontinue behavior
- Reinforce positive behavior (4:1)
- Use mild, consistent consequences
- Set goals with student
- Use key students for reinforcement of target student
- Use group/individual counseling
- Provide opportunity to role play
- Use proactive behavior management strategies

Assistive Technology

- Talking spell checker/dictionary
- Talking word processing software
- Concept mapping software/templates
- Word prediction software
- Multimedia software
- Keyguard for keyboard
- Macros/shortcuts on computer
- Abbreviation/expansion
- Accessibility option on computer
- Screen reader software
- Alternate keyboards
- Voice recognition software
- Communication cards or boards
- Voice output communication device
- Adaptive paper
- Single word scanners
- Enlarged text/magnifiers
- Recorded text/books on tape/e-text/ipod/MP3 player
- Scanned text with OCR software

Assistive Technology – (Continued)

- Voice output reminders
- Electronic organizers/PDA's/Palm computers
- Pagers/electronic reminders
- Large display calculators
- Talking calculators
- Voice input calculators
- Math software
- Portable word processor
- Picture supported software

Other Considerations

Home/School Relations

- Schedule regular meetings for all staff to review progress/maintain consistency
- Schedule parent conferences every _____
- Daily/weekly reports home
- Parent visits/contact
- Home visits

Disability Awareness

- Explain disabilities to other students
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Additional Resources

- Wisconsin Assistive Technology Checklist
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