**Sample Accommodations for Autism Spectrum Disorders**

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| **Speaking/Communicating** | |
| Accommodation:   * Instructional/Assignment | Specific Accommodations/Comments:   * Instructional supports   + Provide advance notice of topics to be discussed in class to help facilitate communication   + Provide advance notice of when the student is required to speak to reduce or eliminate anxiety   + Allow student to provide written response in lieu of verbal response |
| * Behavioral | * Other   + Allow student to bring a mentor/buddy to meetings to eliminate feeling of intimidation |
| * Personal Supports | * Buddy/Mentor   + Connect the student with a buddy/mentor to support communication |

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| **Atypical Body Movements** | |
| Accommodation:   * TABE Testing | Specific Accommodations/Comments:   * Secluded testing * Extended time * Frequent breaks |
| * Other Testing | * Secluded/private testing * Extended time * Frequent breaks |
| * Instructional/Assignments | * Movement breaks   + Allow student to take movement breaks   + Allow student to use items such as hand-held squeeze balls and similar objects to provide sensory input or calming effect |
| * Environmental | * Preferential seating   + Allow the student to sit in a location where they can move freely |

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| **Time Management** | |
| Accommodation:   * Organizational | Specific Accommodations/Comments:   * Graphic organizers * Checklists   + Outline daily tasks, dorm tasks, and assignment checklists   + Provide a checklist of assignments * Other   + Set a timer to make an alarm after assigning ample time to complete a task   + Divide large assignments into several small tasks |
| * Assistive Technology | * Other   + Electronic calendars and organizational apps   + Watch/timer/alarm |

| **Maintaining Concentration** | |
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| Accommodation:   * TABE Testing | Specific Accommodations/Comments:   * Secluded testing * Extended time |
| * Other Testing | * Secluded/private testing * Extended time |
| * Environmental | * Distraction free space * Preferential seating   + Allow student to sit in a location where they can be free of distractions   + Assist student in reducing clutter * Headphones   + Allow student to wear headphones, or noise canceling headphones * Dormitory-related   + Allow the use of a white noise machine   + Single room |
| * Behavioral | * Student/staff cues for need of time-out or break or to re-direct often * Other   + Communicate with the student to determine the best way to get their attention (for example, not touching the student to get attention) |

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| **Organization and Prioritization** | |
| Accommodation:   * Organizational | Specific Accommodations/Comments:   * Checklists   + Develop a color-code system for files, projects, or activities   + Use weekly chart to identify daily work activities * Other   + Assign new task only when previous task is complete   + Provide a "cheat sheet" of high-priority activities, projects, people, etc.   + Prioritize tasks for students |
| * Personal Supports | * Buddy/Mentor   + Assign a buddy/mentor to check-in with the student and help them stay on task * Job Coach   + Work with Vocational Rehabilitation to provide a job coach for Work-based Learning |

| **Memory** | |
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| Accommodation:   * TABE Testing | Specific Accommodations/Comments:   * Extended time * Read directions * Repeat directions * Clarify directions |
| * Other Testing | * Extended time * Read directions * Repeat directions * Clarify directions |
| * Instructional/Assignments | * Other   + Provide pictorial cues   + Allow the student to use post-it notes with important information |
| * Organizational | * Other   + Use a flowchart to describe the steps involved in a complicated task |
| * Assistive Technology | * Other   + Allow student to use a voice recorder, or phone to record information |

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| **Multi-tasking** | |
| Accommodation:   * Organizational | Specific Accommodations/Comments:   * Other   + Create a flow-chart of tasks that must be performed at the same time   + Separate tasks so that each one can be completed one at a time   + Label or color-code each task in sequential or preferential order |
| * Behavioral | * Feedback on progress   + Provide specific feedback to help employee target areas of improvement |
| * Environmental | * Distraction free space   + Work with student to be sure that the physical space works for them |

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| **Issue of Change/Transition** | |
| Accommodation:   * Other | Specific Accommodations/Comments:   * Maintain open channels of communication between the student and instructors/administrators to support an effective transition * Provide weekly or monthly meetings to discuss issues |

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| **Stress Management** | |
| Accommodation:   * Behavioral | Specific Accommodations/Comments:   * Positive behavioral supports   + Provide praise and positive reinforcement * Time-out/break area   + Allow student to make telephone calls for support |
| * Instructional/Assignments | * Movement breaks |
| * Environmental | * Other   + Allow comfort animal * Dormitory-related   + Single room   + Emotional support/comfort animal * Modified schedule |

| **Social Skills** | |
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| Accommodation:   * Behavioral | Specific Accommodations/Comments:   * Positive behavioral supports   + Provide praise and positive reinforcement * Feedback on progress   + Use role-play scenarios to model appropriate behavior   + Provide feedback daily   + Identify areas of improvement for employee in a fair and consistent manner * Time-out/break area   + Allow student to make telephone calls for support * Rules/expectations in accessible format |
| * Instructional/Assignments | * Movement breaks * Other   + Give assignments verbally, in writing, or both, depending on what would be most beneficial to the employee   + Assign projects in a predictable manner   + Assist student in prioritizing work |
| * Personal Supports | * Buddy/Mentor   + Help student “learn the ropes” by providing a mentor |
| * Organizational | * Other   + Assist the student is establishing long and short term goals |

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| **Sensory Issues** | |
| Accommodation:   * Environmental | Specific Accommodations/Comments:   * Headphones   + Allow the student to wear headphones, or noise cancelling headphones * Special lighting   + Allow student to use alternate lighting source, or modify the lighting * Preferential seating   + Seating away from high traffic areas * Dormitory-related   + Single room   + White noise machine   + Special lighting * Other   + Modify or create a fragrance-free policy |

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| **Conduct and Discipline** | |
| Accommodation:   * Behavioral | Specific Accommodations/Comments:   * Rules/expectations in accessible format   + Explain the rules/expectations, using visual charts and clear descriptions. Do not assume that the student will understand if rules are only read to them   + Review conduct policy with student, providing concrete examples   + Explain consequences of violating rules, providing concrete examples |

***Reminder: Documentation of disability is required to support each accommodation provided. Accommodation Plans must be individualized to meet the specific needs of each student with a disability.***