**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
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| **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
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***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.***