**Sample Accommodations for Emotional and Behavioral Disorders**

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| **Difficulty Handling Stress and Emotions** |
| Accommodation:* Personal Supports
 | Specific Accommodations/Comments:* Buddy/Mentor
* Pair student with someone else who can model desired behavior
 |
| * Environmental
 | * Pass
	+ Allow student to have a pass to be able to take a break
	+ Allow student to work in a quiet location
 |
| * Behavioral
 | * Student/staff cues for need of time-out or break to re-direct often
* Time-out break area
* Feedback on progress
* Transitions
	+ Provide information and warnings about transitions/changes to routines, schedules etc.
	+ Allow extra time for transitions
 |
| * Assistive Technology
 | * Other
	+ Stress management apps
	+ Social Stories apps
	+ Stress balls and other fidgets
	+ Allow the use of noise-cancelling headphones
 |
| **Complying with Behavior Conduct Rules, Routines, and Expectations** |
| Accommodation:* Behavioral
 | Specific Accommodations/Comments:* Verification of understanding of expectations, rules, routines, consequences
	+ Review behavior expectations, rules, and routines prior to the start of instruction or activities (e.g., classrooms, dorms, etc.)
	+ Provide clear expectations (in accessible/multiple formats e.g., written, oral, pictorial, etc.)
	+ Have student repeat expectations/rules (checking for understanding)
* Feedback on progress
	+ Provide clear, timely, private feedback when a conduct problem arises; set aside time to talk privately
	+ Provide concrete examples of what is considered appropriate and inappropriate when a problem arises
* Time-out break area
* Provide choices
* Acknowledge positive or desired behavior(s)
* Video examples of appropriate behavior (conflict resolution techniques)
 |
| * Instructional
 | * Avoid power struggles
	+ Use calm voice
	+ Allow wait time
* Provide choices when appropriate
* Provide clear and concise directions for assignments and routines
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| **Difficulty with Self-Regulation/Self-Control/Low Frustration Tolerance** |
| Accommodation:* Behavioral
 | Specific Accommodations/Comments:* Teach appropriate replacement behaviors/coping strategies and reinforce with praise, privileges, tangibles
* Establish concrete short term, daily and weekly goals for behavior and productivity and praise students when goals are achieved
* Provide specific, positive feedback when student demonstrates appropriate coping strategies
* Provide peer mentors and role models
* Time-out break area for regrouping, calming
* Provide choices
* Teach student to self-monitor and track/chart positive behaviors
 |
| * Environmental
 | * Allow student to have a pass to Wellness or access to supportive adult (counselor, mentor, CMHC, another instructor, etc.)
* Preferential seating
	+ Sit student in the front of the room near instructor
	+ Allow student to work in a quiet location
	+ During assemblies or residential meetings, have student sit near staff person
 |
| * Instructional
 | * Avoid power struggles
	+ Use calm voice
	+ Allow wait time
* Provide choices when appropriate
* Provide clear and concise directions for assignments and routines
* Provide non-verbal cues for redirection
* Provide structure, predictability, and a calm learning/work environment
* Provide specific, regular, consistent feedback
 |
| * Assistive Technology
 | * Self-Regulation/Self-Control/Self-Management apps
* Video examples of appropriate behavior (self-regulation/self-control)
* Allow the use of headphones to minimize distractions
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| **Difficulty with Social Skills/Interactions** |
| Accommodation:* Behavioral
 | Specific Accommodations/Comments:* Model appropriate social behaviors, strategies, and interactions with others
* Teach acceptable social behaviors and replacement behaviors in different contexts (academics, career technical, residential, online/distance learning)
* Listen to student’s needs and support if appropriate and possible
* Allow student access to Wellness (CMHC for social skill-building assistance)
	+ How to enter and exit group conversations
	+ How to interject ideas and thoughts
	+ How to manage conflict
* Provide video examples of appropriate social behavior (social skills/interactions, conflict resolution techniques)
* Provide timely, specific, positive feedback when student demonstrates appropriate social skill behaviors
 |
| * Instructional
 | * Assign and train peer mentor/buddy
* Small grouping or placement near peer mentor/buddy
* Establish cues that allow student to know that you may call on them; pre-inform of question initially
* Provide individual workspace when appropriate
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| **Difficulty with Communication** |
| Accommodation:* Environmental
 | Specific Accommodations/Comments:* Allow as pass
	+ Break as needed
	+ To Wellness or access to supportive adult (counselor, mentor, CMHC, another instructor, etc.)
* Preferential seating
 |
| * Instructional
 | * Increased wait time for responses
* Provide teacher notes/key points from presentation/new assignments
* Simplify or clarify directions, check for understanding
* Extended time for assignments, exams, task completion
* Break large assignments/projects into smaller sections
* Instructional supports
	+ Communicate in modality of student’s strength (written, oral, etc.)
	+ Use repetition
 |
| * Assistive Technology
 | * Computer for word processing, spell check, grammar check, and task competition
* Taped/videos of lectures
* Graphic organizers
* Other
	+ Allow the use of email or instant messaging to facilitate communication
	+ Speech to Text
* Headphones to reduce distractions
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| **Avoidance/Withdrawal** |
| Accommodation:* Behavioral
 | Specific Accommodations/Comments:* Provide a peer buddy or mentor
* Identify and support triggers/antecedents (e.g., math anxiety, overstimulation, fear of failure, social anxiety, etc.)
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| * Instructional
 | * Break down larger assignments, tasks, and/or projects into smaller, separate parts
* Reward or reinforce “small steps” toward task initiation and completion of larger tasks, etc.
* Provide checklists, completed graphic organizers, visual accomplishment charts
* Provide clear and concise directions for assignments and routines and check for understanding
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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.***