**Sample Accommodations for Positive Behavior Supports**

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| **Clearly Defined Behavior Expectations** |
| Accommodation:* Verification of understanding of expectations, rules, and consequences
 | Specific Accommodations/Comments:* Review behavior expectations and verify understanding of rules prior at the start of instruction or activities
* RA should review behavior expectations in the dorm each afternoon
* CSIO should review behavior expectations with student in the morning
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| * Rules/expectations in accessible format
 | * Rules and expectations should be provided in written or picture format
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| **Clearly Defined Routines** |
| Accommodation:* Positive Behavior Supports
 | Specific Accommodations/Comments:* The student will use his watch or cell phone alarm to signal 5 minutes before transitioning to the next part of his day
* Staff should provide student with ample warning if changes to their typical routine will occur
* Instructors should provide a daily question or simple assignment ready for the student to engage in immediately upon entering the instructional environment
* The instructor rings a bell 5 minutes before a transition to the end of the class or an assignment
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| * Organizational
 | * Student will be provided a calendar or planner to keep track of daily, weekly, and monthly schedules; counselor will check in with student weekly to ensure he is utilizing this tool
* Outline schedules in a written and picture format
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| **Proximity Control** |
| Accommodation:* Preferential Seating
 | Specific Accommodations/Comments:* Sit the student in the front of the room near their instructor
* Sit the student away from windows or in a more private area if possible
* During assemblies sit the student near the CSIO
* During residential meetings the RA should remain close to the student
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| **Pre-Arranged Signals** |
| Accommodation:* Positive Behavior Support
 | Specific Accommodations/Comments:* Staff should gently tap the students shoulder when it appears they may need a fidget such as a stress ball to help them concentrate
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| * Time out/break
 | * Staff should provide a red card to the student when it appears a break is needed
* Allow student to set timer on their phone for 5 minute breaks every 45 minutes
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| **Discipline Privately** |
| Accommodation:* Positive Behavior Support
 | Specific Accommodations/Comments:* Provide corrective feedback on students behavior privately
* Ask CSIO or Counselor to speak to student privately regarding behavior
* Provide bi-weekly or monthly meeting to discuss students behavior and productivity-avoid surprising the student with negative feedback
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| **Positive Phrasing** |
| Accommodation:* Positive Behavior Supports
 | Specific Accommodations/Comments:* Provide positive feedback when the student displays the desired behavior
* Recreation supervisor should explain the expected behavior of “good sportsmanship” prior to games and activities with the student
* Establish concrete short term, daily and weekly goals for behavior and productivity and praise students when goals are achieved
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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.***