**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 |
| **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 |
| **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.) |
| * 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 |

***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.***