**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 |
| * Rules/expectations in accessible format | * Rules and expectations should be provided in written or picture format |
| **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 |
| * 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 |
| **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 |
| **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 |
| * 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 |
| **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 |
| **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 |

***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.***