Consider Student's Behavioral Needs

- Consider behavioral interventions that address the student's specific needs.
- Ensure consistent application of strategies across all settings.
- Use positive reinforcement and clear expectations to encourage desired behaviors.
- Monitor progress regularly and adjust strategies as needed.

Consider Assistive Technology

- Use assistive technology tools, such as speech-to-text software, to enhance accessibility.
- Provide accessibility options for digital and physical materials, like text-to-speech and braille readers.
- Ensure compatibility with assistive technology devices and software.
- Train staff on the effective use of assistive technology.

Consider Method of Instruction

- Use a variety of instructional methods to accommodate different learning styles.
- Incorporate visual, auditory, and kinesthetic elements.
- Provide regular feedback to ensure understanding.
- Use cooperative learning and peer tutoring.

Consider Environmental Modifications

- Create a supportive and inclusive environment.
- Adjust lighting, noise levels, and seating arrangements to suit the student's needs.
- Use visual aids and tactile materials to enhance learning.
- Implement sensory breaks to manage stress.

Accommodations & Modifications in the Secondary Classroom

- Provide extended time for tests and assignments.
- Organize work in small, manageable steps.
- Use visual organizers and graphic representations.
- Offer opportunities for self-pacing and self-assessment.

Birth Date: 
Date of Injury: 
Today's Date: 
Grade: 
Teacher: 
Student:

For a Student with Traumatic Brain Injury

- Review school and medical records for baseline data.
- Collaborate with medical professionals for interdisciplinary support.
- Monitor progress and adjust accommodations accordingly.
- Foster a positive and encouraging classroom culture.
**Accommodations & Modifications in the Elementary Classroom**
*For a Student with Traumatic Brain Injury*

<table>
<thead>
<tr>
<th>Student:</th>
<th>Teacher:</th>
<th>Grade:</th>
<th>Today's Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenting Concerns:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birth Date:</td>
<td>Date of Injury:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Consider Students Environment

- [ ] Post class rules (pictures & words)
- [ ] Post daily schedule (pictures & words)
- [ ] Give preferential seating
- [ ] Change to another class
- [ ] Change schedule (most difficult in morning)
- [ ] Eliminate distractions (visual, auditory, olfactory)
- [ ] Modify length of school day
- [ ] Provide frequent breaks
- [ ] Provide place for quiet time
- [ ] Maintain consistent schedule
- [ ] Provide system for transition
- [ ] Position appropriately
- [ ] Explain disabilities to students
- [ ] Use color-coded materials

### Consider Curricular Content & Expectations

- [ ] Reduce length of assignments
- [ ] Change skill/task
- [ ] Modify testing mode/setting
- [ ] Allow extra time
- [ ] Teach study skills
- [ ] Teach sequencing skills
- [ ] Teach visual imagery
- [ ] Teach memory strategies
- [ ] Write assignments in daily log
- [ ] Teach semantic mapping
- [ ] Teach peers how to be helpful

### Consider Method of Instruction

- [ ] Repeat directions
- [ ] Increase active participation

### Consider Method of Instruction – (Continued)

- [ ] Teacher circulate around room
- [ ] Provide visual prompts (board/desk)
- [ ] Provide immediate feedback (self correcting seat work)
- [ ] Point out similarities to previous learning/work
- [ ] Use manipulative materials
- [ ] Use frequent review of key concepts
- [ ] Teach to current level of ability (use easier materials)
- [ ] Speak loud or slow or rephrase
- [ ] Preteach/Reteach
- [ ] Highlight/underline material
- [ ] Use peer tutor/partner
- [ ] Use small group instruction
- [ ] Use simple sentences
- [ ] Use individualized instruction
- [ ] Pause frequently
- [ ] Discuss errors and how they were made
- [ ] Use cooperative learning
- [ ] Use instructional assistants
- [ ] Encourage requests for clarification, repetition, etc.
- [ ] Elicit responses when you know student knows the answer
- [ ] Demonstrate & encourage use of technology (instructional and assistive)

### Consider Student’s Behavioral Needs – (Continued)

- [ ] Learn to organize signs of stress
- [ ] Give non verbal cues to discontinue behavior
- [ ] Reinforce positive behavior (4:1)
- [ ] Use mild, consistent consequences
- [ ] Set goals with student
- [ ] Use key students for reinforcement of target student
- [ ] Use group/individual counseling
- [ ] Teach student to attend to advance organizers at beginning of lesson
- [ ] Provide opportunity to role pay
- [ ] Use proactive behavior management strategies
- [ ] Use schoolwide reinforcement with target students

### Consider Assistive Technology – (Continued)

- [ ] Scanned text with OCR software
- [ ] Voice output reminders
- [ ] Electronic organizers/reminders/pagers
- [ ] Large display calculators
- [ ] Voice input calculators
- [ ] Math software
- [ ] Picture/symbol supported software

### Other Considerations

**Home/School Relations**

- [ ] Schedule regular meetings for all staff to review progress/maintain consistency
- [ ] Schedule parent conferences every ____________
- [ ] Daily/weekly reports home
- [ ] Parent visits/contact
- [ ] Home visits

### Disability Awareness

- [ ] Explain disabilities to other students
- [ ] Teach peers how to be helpful
- [ ] In-service training for school staff

### Additional Resources

- [ ] Wisconsin Assistive Technology Checklist
- [ ] Therapists, nurse, resource teachers, school psychologist, counselor, rehab facility, parents, vision teacher, medical facility

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