

BPS Tier 1 Accommodations:

<i>Instructional Accommodations</i>	<i>Environmental Accommodations</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Break down directions <input type="checkbox"/> List steps to complete assignment <input type="checkbox"/> Chunk information <input type="checkbox"/> Frequent check-ins for understanding <input type="checkbox"/> Multisensory approach to learning <input type="checkbox"/> Allow wait time <input type="checkbox"/> Pre/Re-teach concepts/key terms () <input type="checkbox"/> Connect to student's prior knowledge <input type="checkbox"/> Pre-warn for changes/transitions <input type="checkbox"/> Conference with students on progress <input type="checkbox"/> Extended time on assignments/assessments <i>(Visual learners)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Combine visuals with directions <input type="checkbox"/> Provide models/exemplars <input type="checkbox"/> Provide model of completed work <input type="checkbox"/> Use of visual/graphic organizer <input type="checkbox"/> Use visual schedules/checklist <input type="checkbox"/> Use of tracking tools: <input type="checkbox"/> Highlight important information <input type="checkbox"/> Enlarge font size <i>(Social/Emotional/Home Communication)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Access to school counselor: <input type="checkbox"/> Behavior Intervention Plan/CICO <input type="checkbox"/> Social stories <input type="checkbox"/> Provide choices and "First- then" <input type="checkbox"/> Provide choices when possible <input type="checkbox"/> Frequent home communication <input type="checkbox"/> Think sheets/Restitution 	<ul style="list-style-type: none"> <input type="checkbox"/> Preferential seating near: <input type="checkbox"/> Alternative seating (e.g., Wiggle cushion/wobble stool/ Theraband,) <input type="checkbox"/> Limit and reduce distractions <input type="checkbox"/> Movement/Motor breaks between lessons <input type="checkbox"/> Frequent breaks from an activity <input type="checkbox"/> Access to sensory center (classroom)/room <input type="checkbox"/> Access to fidgets <input type="checkbox"/> Access to gymnasium to be ready to learn <input type="checkbox"/> Special workspace within classroom <input type="checkbox"/> Use of standing desk <input type="checkbox"/> Study carrel <input type="checkbox"/> Carpet square for body awareness <i>(Sensory-Input)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Chewelry/Gum (oral input) <input type="checkbox"/> Weighted blankets <input type="checkbox"/> Use of headphones <i>(Tools)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Adapted tools: (e.g., small pencil, spring scissors, pencil grip trainer, twist-n-write pencil,) <input type="checkbox"/> Access to technology (e.g., Chromebook) <input type="checkbox"/> Speech to Text (i.e., Google Read/Write) <input type="checkbox"/> Use of inclined surface (slant board)
	<p><i>General Academic Accommodations</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of manipulatives <input type="checkbox"/> Use of number line <input type="checkbox"/> Use of multiplication chart <input type="checkbox"/> Use of technology () <input type="checkbox"/> Use of sentence starters <input type="checkbox"/> Use of word bank <input type="checkbox"/> Use of word wall <input type="checkbox"/> Use of dictionary
<i>Executive Functioning and Attention-related Accommodations</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> Set clear rules and expectations <input type="checkbox"/> Clear/concise directions <input type="checkbox"/> Positive peer modeling <input type="checkbox"/> Quality vs. quantity <input type="checkbox"/> Use of verbal mediation <input type="checkbox"/> Use group feedback to assist self-awareness <input type="checkbox"/> Set goals with the student <input type="checkbox"/> Check planner/schedule + desk/folders <input type="checkbox"/> Frequent check-ins for longer assignments 	<ul style="list-style-type: none"> <input type="checkbox"/> Break longer assign. into parts + check-in <input type="checkbox"/> Color-code materials <input type="checkbox"/> Establish direct eye contact with student <input type="checkbox"/> Have student repeat/paraphrase directions <input type="checkbox"/> Establish nonverbal cues to increase focus <input type="checkbox"/> Redirection/Prompts to focus on task <input type="checkbox"/> Frequent check-ins to sustain attention <input type="checkbox"/> Pre-warn when student will be called on <input type="checkbox"/> Assist when starting tasks