



Canadian Down Syndrome Society
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INFORMATION SERIES
Accommodation Checklist for a Student with Down Syndrome

IPP ACCOMMODATION CHECKLIST

STUDENT: _____ D.O.B _____

DATE: _____

COMPLETED BY: _____

Please indicate which of the following accommodations are needed for this student. Review what you know about the student and plan the accommodations that should take place throughout the school day as well as in specific classes.

<p>Pacing and motor activity</p> <p><input type="checkbox"/> Allow more time on assignments</p> <p><input type="checkbox"/> Allow activity breaks</p> <p><input type="checkbox"/> Don't use timed activities</p> <p><input type="checkbox"/> Allow short breaks between activities</p> <p><input type="checkbox"/> Ignore minor movement</p> <p><input type="checkbox"/> Allow student to stand and work</p> <p><input type="checkbox"/> Use physical adaptations</p> <p><input type="checkbox"/> Other</p>	<p>Time management</p> <p><input type="checkbox"/> Use visual schedule</p> <p><input type="checkbox"/> Use a calendar or journal</p> <p><input type="checkbox"/> Clarify for understanding</p> <p><input type="checkbox"/> Teach study skills</p> <p><input type="checkbox"/> Have student repeat directions</p> <p><input type="checkbox"/> Establish timelines for work</p> <p><input type="checkbox"/> Plan for generalization</p> <p><input type="checkbox"/> Connect skills to student's life</p> <p><input type="checkbox"/> Give transition warning</p> <p><input type="checkbox"/> Other</p>
<p>Environment</p> <p>Planned seating</p> <p><input type="checkbox"/> In classroom <input type="checkbox"/> on bus</p> <p><input type="checkbox"/> In lunchroom <input type="checkbox"/> other</p> <p><input type="checkbox"/> Ensure proper seating with feet on floor and elbows at desk top height</p> <p>Reduce distractions:</p> <p><input type="checkbox"/> Visual <input type="checkbox"/> Auditory</p> <p><input type="checkbox"/> Spatial <input type="checkbox"/> Movement</p> <p><input type="checkbox"/> Use a study carrel</p> <p><input type="checkbox"/> Use clip board, wedges for note taking</p> <p><input type="checkbox"/> Use a head set or ear phones</p> <p><input type="checkbox"/> Other</p>	<p>Socialization Supports</p> <p><input type="checkbox"/> Peer tutoring</p> <p><input type="checkbox"/> Create socialization opportunities</p> <p><input type="checkbox"/> Use cooperative learning</p> <p><input type="checkbox"/> Vary groupings</p> <p><input type="checkbox"/> Teach social skills</p> <p><input type="checkbox"/> Create social supports</p> <p><input type="checkbox"/> Teach about differences/disabilities</p> <p><input type="checkbox"/> Allow opportunities to help other students</p> <p><input type="checkbox"/> Other</p>

<p>Materials</p> <p>___ Tape text or other materials ___ Pre-teach materials ___ Use highlighter tape or highlight materials ___ Use manipulatives ___ Use supplementary materials ___ Provide note-taking support ___ Use large print ___ Use pictures ___ Allow student to tape assignment ___ Adapt tasks based upon student mastery ___ Clarify expectations for work ___ Use rubrics ___ Reduce language level ___ Avoid penalizing for some errors Use specialized equipment ___ Calculator ___ Computer ___ Tape recorder ___ Other</p>	<p>Assignments</p> <p>___ Use written back up to oral directions ___ Change difficulty level ___ Change assignment length ___ Reduce paper/pencil work ___ Give extra cues or prompts ___ Allow student to produce work in best output modality</p>
<p>Handwriting</p> <p>___ Use worksheets that require less graphics ___ Do not return work to be recopied by student ___ Use fill in questions rather than longer responses ___ Provide a note-taker or copies for student ___ Ignore sloppy work ___ Ignore poor penmanship ___ Provide a model for writing information (web) ___ Omit assignments that require copying ___ Other</p>	<p>Math</p> <p>___ Allow the use of calculator, number line ___ Group similar problems together ___ Provide less problems ___ Use graph paper to write problems ___ Provide "math facts" sheets ___ Scan for reading level of materials ___ Break story problems into small steps ___ Other</p>
<p>Motivation and Reinforcement</p> <p>___ Verbal from whom: _____ ___ Non verbal (Visual) ___ Social / interactional ___ Create a valued task/job ___ Offer choices ___ Other</p>	<p>Transition Supports (check when needed)</p> <p>___ Following routines ___ Managing changes in activities ___ Managing changes with staff ___ Managing changes of grade ___ Managing changes of school</p>
<p>Home</p> <p>___ Have a second set of materials at home ___ Use a home-school communication program ___ Have parents preview or review material ___ Suggest a tutor ___ Link learning activities to family routines ___ Other</p>	<p>Level of support</p> <p>___ Peer support ___ 1:1 with an adult ___ Some of the time ___ All of the time ___ Extra staff in room ___ In-school resource staff ___ Program specialists ___ Therapy ___ Psychology ___ Other</p>