

Selecting Accommodations: A Five-Step Process

	By Date	Person
Step 1: Gather information from multiple sources (e.g. educational reports, assessments, background interviews, and other records)		
Student's strengths and needs		
Environmental factors and expectations		
Tasks (e.g. required curricular work, materials, state and district assessment, and other school functions)		
Current levels of performance for problematic tasks (baseline data)		
Current tools (accommodations, supports, and strategies)		
Barriers to participation and independence		
Step 2: Analyze information to determine student needs (tools & strategies)		
Identify general areas of concern		
Identify problematic tasks		
Analyze factors that contribute to the gap between current student performance and task demands		
Analyze the critical elements of the task		
Compare expectations with student's current performance		
Analyze instructional and environmental factors		
Determine the student's need for accommodations, supports, and strategies		
Step 3: Select accommodations		
Determine the types of accommodations needed: presentation, response, setting, scheduling		
Choose possible tools (accommodations/assistive technology) with appropriate features		
Conduct trials, if needed		
Apply the selection criteria to identify the most appropriate accommodation		
Step 4: Document decisions about accommodations in the IEP or Section 504 Plan		
Document the accommodations/assistive technology for the classroom and non-academic and extra-curricular activities		
Document the accommodations for state or district assessments		
Document the projected date for beginning the accommodation and the anticipated frequency, location, and duration of those services		
Document relevant information about the student's use of the accommodation in present level statements, annual goals, and short-term objectives or benchmarks, if appropriate		
Document additional information about the accommodations in IEP conference notes or other communications		
Step 5: Implement, monitor, and evaluate student use of accommodations		
Develop implementation plan that addresses:		
Acquiring, maintaining, and supporting the student's use of the accommodation		
Training for the student and adults		
Integrating the accommodation into the tasks across the student's environments		
Monitoring and evaluating the effectiveness of the accommodations on an ongoing basis		

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