

INDIVIDUAL CURRICULUM ACCOMMODATION PLAN

FOR TEACHER USE ONLY
NOT FOR DISPLAY

Student: Nathan

Subject: all subjects

IEP date:

QUANTITY

Nathan has difficulty demonstrating what he knows in writing. Quantity should be adjusted so that he is demonstrating mastery of the content standard, but not required to write more than absolutely necessary to demonstrate that mastery.

Do NOT reduce quantity to the point where content mastery is not achieved. A new IEP meeting should be scheduled if quantity reduction will result in an inability to master the material.

TIME

Nathan may require extra time on tests and quizzes.

If unable to complete a significant assignment in class necessary for standards mastery, Nathan should take the work home to complete with a timeline developed for completion so that homework NEVER exceeds 1½ hours in any evening.

For lengthy written assignments, this may require carry over into the weekend. Reports on # of minutes on assignments at home should be recorded and given to his teacher daily.

LEVEL OF SUPPORT

Nathan requires support from peers to facilitate social inclusion. This will require ON-GOING Circle of Friends activities with adult reinforcement for all participants—Nathan AND his designated friends. Support during PE and recess is especially important.

Nathan benefits from adult MINIMALLY intrusive prompting to begin tasks, stay on task and successfully transition to new tasks. Teachers and aides should record the degree of prompting necessary across the school day in order to assist the physician titrate medication effectively and Nathan’s family in understanding what components of his school day are most challenging to Nathan.

INPUT

Nathan grasps new information through visual displays best, though when fully focusing, his auditory skills are sufficient as well.

Nathan will benefit from a desk-posted schedule of activities and assignments that are developed by teacher/aide 2x per day (morning and after lunch). Additionally, some tasks with multiple components should have a list to check off as he completes them. This activity schedule AND schedule within a schedule provide “visual closure” and will be critical in maintaining compliance with routines and an acceptable pace of seatwork.

DIFFICULTY

N/A

Nathan exhibits the ability to complete all assignments at grade level and requires only accommodations for his learning characteristics (see attached). He does NOT require modifications, e.g., standards taught from lower grades.

OUTPUT

At times Nathan has significant difficulty overcoming internal distractions (scripts) in order to focus on and complete written work. At these times, minimally intrusive prompts, especially by peers, but also by teacher and aide, will be helpful. Prompts can include reinforcers to come, reorienting to the desk visual schedule which is ALWAYS in place as well as pointing out that his friends are also doing the same task. Nathan requires adults to write his responses beyond one sentence or use of keyboard to overcome both internal distractions AND fine motor fluency problems.

PARTICIPATION

Nathan will benefit from active participation in all activities of the school day. Removals for behavior, to “give him a break” or to prevent escalating behavior should only be initiated with careful record keeping in order to identify antecedents with accuracy and to communicate those findings with family and physicians. Total # of minutes NOT in class for each episode should be recorded.

ALTERNATE GOALS

N/A

Nathan’s educational goals are the same as his peers: Mastery of standards at his grade level.

SUBSTITUTE CURRICULUM

N/A

Nathan is capable of making adequate yearly progress when his learning characteristics have been accommodated as described on this accommodation plan.

GRADING

Nathan should be graded on objective evidence of standards mastered (teacher made tests, oral quizzes, interviews, qualitative analysis of work produced). Grading based on work quantity completed should not be utilized.