,

***INSTRUCTIONAL MODIFICATIONS/ACCOMMODATIONS/SUPPORTS**
DETERMINED BY ARD COMMITTEE

NAME OF STUDENT	ID#	MEDICAID#	CAMPUS	DATE OF BIRTH

The following program accommodations address individual student needs and are necessary to enable the student to be involved in and to progress in the general education curriculum:

Are Modifications/Accommodations needed for this student? ☐ Yes ☐ No

Duration of Services From _____ To: _____

Language of Delivery: _____

SPECIAL LANGUAGE PROGRAMS _____

BEHAVIOR INTERVENTION PLAN ☐ Yes ☐ No

ASSISTIVE TECHNOLOGY DEVICES ☐ Yes ☐ No

	GOAL & OBJECTIVE/SUBJECT								
ALTER ASSIGNMENTS BY PROVIDING:	LanguageArts/English	Math	Social Studies/History	Science	PE/Athl	Fine Arts	Career/Technology	Reading	
Reduced assignments									
Taped									
Extra time for completing assignments									
Opportunity to respond orally									
Emphasis on major points									
Task analysis of assignments									
Special projects in lieu of assignments or alternate assignments									
Exemption from reading before peers									
Provide correctly completed examples									
No penalty for spelling errors									
Grading based on participation/social skill acquisition									
Exemption from final/semester tests									
Other:									
Other:									
Other:									

[1] Special language programs are required for all students who are limited English proficient.

* Denotes required items

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ADAPT INSTRUCTION BY PROVIDING:	LanguageArts/English	Math	Social Studies/History	Science	PE/Athl	Fine Arts	Career/Technology	Reading	
Opportunity to leave class for individualized assistance									
Short instructions (1or 2 steps)									
Opportunity to repeat and explain instructions									
Encouragement to verbalize steps needed to complete assignment/ task									
Opportunity to write instructions									
Assignment notebooks									
Visual aids (pictures, flash cards, etc.)									
Auditory aids (cues, tapes, etc.)									
Instructional aids									
Extra time for oral response									
Extra time for written response									
Exams of reduced length									
Oral exams (questions given orally/student responds orally)									
Open book exams/exam taken with study sheet									
Study carrel for independent work									
Frequent feedback									
Immediate feedback									
Minimal auditory distractions									
Encouragement for classroom participation									
Peer tutoring/paired working arrangement									
Opportunity for student to dictate themes, information, answers on tape or to others									
Specialized curriculum									

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GOAL & OBJECTIVE/SUBJECT

ADAPT INSTRUCTION BY PROVIDING: (Continued)	LanguageArts/English	Math	Social Studies/History	Science	PE/Athl	Fine Arts	Career/Technology	Reading	
Math problem-solving read orally to student									
Consider effort/participation as part of grade									
Study sheets/previews/summaries									
Use multiple choice tests, limiting answer choices to_____									
Test given by special education teacher									
Essays questions not graded/credit for oral responses									
Teacher check for understanding									
Directions given in a variety of ways/simplified vocabulary									
Sit near teacher for instructional purposes									
Support for general education teacher (provided by Special Ed. Staff)									
Use of highlighter									
Other:									
Other:									
Other:									

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ADAPT MATERIALS BY PROVIDING:	LanguageArts/English	Math	Social Studies/History	Science	PE/Athl	Fine Arts	Career/Technology	Reading	
Peer to read materials									
Taped recording of required readings									
Highlighted materials for emphasis									
Altered format of materials									
Study aids/manipulatives									
ESL materials									
Large print materials									
Braille materials									
Color transparencies									
Copy of class notes									
Other:									
Other:									
Other:									

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	GOAL & OBJECTIVE/SUBJECT								
MANAGE BEHAVIOR BY PROVIDING:	LanguageArts/English	Math	Social Studies/History	Science	PE/Athl	Fine Arts	Career/Technology	Reading	
Clearly defined limits									
Frequent reminders of rules									
Positive reinforcement									
Frequent eye contact/proximity control									
Frequent breaks									
Private discussion about behavior									
In-class timeout									
Opportunity to help teacher									
Seat near the teacher									
Supervision during transition activities									
Implementation of behavior contract									
Follow Behavior Intervention Plan									
Other:									
Other:									
Other:									

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REQUIRED EQUIPMENT/ASSISTIVE TECHNOLOGY DEVICES:	LanguageArts/English	Math	Social Studies/History	Science	PE/Athl	Fine Arts	Career/Technology	Reading	
Calculators									
Word processors									
Augmentative communication device									
Note taker/note taking paper									
Interpreter									
Decoders for TV and films									
Other:									
Other:									
Other:									

Deliberations:

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