

Classroom Accommodations & Considerations
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Classroom accommodations are established as aids for children and students. The goal in a classroom is not for any one student to become dependent upon an adult guide. Instead, students want to learn and grasp accommodations or strategies they can use to work independently, like their classmates. Keep in mind: 1) Tweaking strategies that adults need to complete a task may help a child or student. 2) Each of us has our own ways of learning. Acceptance of that fact is key to success. Finding methods of learning that work for each student will create more peaceful and amiable classrooms.

1. Minimize auditory and visual distractions as children work.
2. Check for full attention before giving directions or asking questions.
3. Provide visual supports with oral directions, such as writing or drawing out steps.
4. Use language that children understand. I.e., familiar, age-appropriate vocabulary.
5. Be certain that directions and questions are not wordy. The simple addition of *tell me*, may cause confusion.
6. Give time to process information presented and wait patiently for responses.
7. Try not to bombard with question after question. A good tactic is to silently count to 5 or 10 after asking a question or giving a direction.
8. Present longer directions into smaller meaningful chunks.
9. State directions in 'if. . . then' format, when possible.
10. Repeat directions for clarity, if needed.
11. Repeat long directions into shorter phrases, emphasizing key points.
12. Ask child to repeat a question or direction before responding.
13. Provide children ample time to complete tasks. Be realistic and fair.
14. Be certain goals are reasonable, attainable and desirable.

***Keep in mind that following directions
fosters responsibility
and
promotes independence.***

