

PROBLEM-ACCOMMODATION CHEAT SHEET

WHEN YOU SEE THIS PROBLEM	TRY THIS ACCOMMODATION
Difficulty sequencing and completing steps to accomplish specific tasks.	<ul style="list-style-type: none"> • Break up task into workable and obtainable steps. • Provide examples and specific steps to accomplish task.
Difficulty following through on instructions from others.	<ul style="list-style-type: none"> • Gain participant's attention before giving directions. Use altering cues. • Accompany oral directions with written directions. • Give one direction at a time. • Quietly repeat directions to the participant after they have been given to the rest of the group. • Check for understanding having the participant repeat the directions.
Difficulty with any task that requires memory.	<ul style="list-style-type: none"> • Combine seeing, saying, writing, and doing; participant may need to subvocalize to remember.
Difficulty sustaining attention to tasks or other activities (easily distracted by extraneous stimuli).	<ul style="list-style-type: none"> • Reward attention. • Break up activities into small units. • Reward for timely accomplishments. • Use physical proximity and touch.
Apparant Inattention (underactive, day dreaming, not there).	<ul style="list-style-type: none"> • Get participant's attention before giving directions. • Tell participant how to pay attention; look at me while I talk, watch my eyes while I speak. • Ask participant to repeat directions.
Inappropriate seeking of attention (clowns arounds), exhibits loud excessive or exaggerated movements as attention seeking behavior, interrupts, butts into other children's activities, needles others.	<ul style="list-style-type: none"> • Show participant (model) how to gain other's attention appropriately. • Catch the participant when appropriate and reinforce.
Frequent excessive talking.	<ul style="list-style-type: none"> • Teach participant hand signals and use to tell participant when and when not to talk. • Make sure participant is called when it is appropriate and reinforce listening.
Difficulty making transitions (from activity to activity). Takes an excessive amount of time to find materials, refuses to leave previous task, appears agitated during change.	<ul style="list-style-type: none"> • Program participant for transition. • Give advance warning of when a transition is going to take place (now we are coloring the picture, next we will cut it out) and the expectations for the transition (and you will need to. . .). • Specifically say and display list of materials needed for an activity. • List steps necessary to complete activity. • Have specific locations for all materials. • Arrange for an organized helper (peer).
Difficulty remaining seated or in a particular position when required to.	<ul style="list-style-type: none"> • Give student frequent opportunities to get up and move around. Allow space for movement.
Frequent fidgeting with hands, feet, or objects. Squirring in seat.	<ul style="list-style-type: none"> • Break tasks down to small increments and give frequent positive reinforcement for accomplishments (this type of behavior is often

	<p>due to frustration).</p> <ul style="list-style-type: none"> • Allow alternative movement when possible.
Inappropriate responses in activity, often blurts out answers to questions before they have been completed.	<ul style="list-style-type: none"> • Seat participant in close proximity to leader so that visual and physical monitoring of participant behavior can be done by the leader. • State behavior that you do want (tell the participant how you expect him to behave).
Agitation under pressure and competition.	<ul style="list-style-type: none"> • Stress effort and enjoyment for self, rather than competition with others. • Minimize timed activities. • Structure activity for team effort and cooperation.
Inappropriate behaviors in a team or large group sport or athletic activity (difficulty waiting turn in games or group situations).	<ul style="list-style-type: none"> • Give the participant a responsibility job (e.g., team captain, care and distribution of the balls, score keeper, etc.). • Have student in close proximity to leader.
Frequent involvement in physically dangerous activities without considering possible consequences.	<ul style="list-style-type: none"> • Anticipate dangerous situations and plan in advance. • Stress, STOP-LOOK-LISTEN. • Pair with responsible peer (rotate peer so they do not get worn out).
Poor adult interactions. Defies authority. Sucks up. Hangs on.	<ul style="list-style-type: none"> • Provide positive attention. • Talk with participant individually about the inappropriate behavior (what you are doing is ...A better way of getting what you need or want is ...).
Poor use of time (sitting, stalling off into space, doodling, not working on task at hand).	<ul style="list-style-type: none"> • Teach reminder cues (a gentle touch on the shoulder, hand signal, etc.). • Tell the student your expectations of what paying attention looks like (You look like you are paying attention when . . .). • Give the participant a time limit for a small unit or work with positive reinforcement for accurate completion. • Use a contract, timer, etc. for self-monitoring.