Common Classroom Accommodation Checklist
For students with Down syndrome

<table>
<thead>
<tr>
<th><strong>Pacing + Motor Activity</strong></th>
<th><strong>Time Management</strong></th>
<th><strong>Materials</strong></th>
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| _ Allow more time on assignments | _ Use visual schedule  
 _ More wait time for comprehension/action (10sec)  
 _ Allow activity breaks  
 _ Ignore minor movement  
 _ Allow student to stand and work | _ Use a calendar or journal  
 _ Clarify for understanding  
 _ Have student repeat directions  
 _ Establish timelines  
 _ Plan for generalization  
 _ Connect skills to student  
 _ Give transition warning  | _ Tape or video content for repetition  
 _ Pre-teach important vocabulary  
 _ Highlight directions  
 _ Use manipulatives  
 _ Use supplementary materials  
 _ Provide note-taking support  
 _ Use large print  
 _ Use pictures  |
| _ Other | _ Other | _ Allow student to record assignment  
 _ Adapt tasks based upon student mastery  
 _ Clarify expectations for work  
 _ Use rubrics  
 _ Reduce language level  
 _ Avoid penalizing for some errors  | **Use specialized equipment**

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<th><strong>Reading + Literacy</strong></th>
<th><strong>Assignments</strong></th>
<th><strong>Environment</strong></th>
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| _ Choose books of interest  
 _ Use visuals  
 _ Repetition of words/ sounds  
 _ Make a lesson routine  
 _ Short bursts (10-15min)  
 _ Listen to audiobooks  
 _ Integrate technology + apps  
 _ Provide language and speech modeling  
 _ Allow for student to demonstrate success | _ Use visual back up to oral directions  
 _ Change difficulty level  
 _ Change assignment length  
 _ Reduce paper/pencil work  
 _ Give extra cues or prompts  
 _ Allow student to produce work in best output modality | **Planned seating**

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<tr>
<th>In classroom</th>
<th>on bus</th>
<th>other</th>
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| _ Ensure proper seating with feet on floor and elbows at desk top height | **Reduce distractions:**

| Visual  
 _ Auditory | _ Movement |
|--------------|------------|
| _ Other | **Use clip board, wedges for note taking**  
 _ Use a headset or earphones  
 _ Provide sensory support (e.g. weighted vest, sensory manipulative)  | **Socialization Supports**

| Peer mentor support  
 _ Create socialization opportunities  
 _ Use cooperative learning  
 _ Vary groupings  
 _ Teach direct social skills | **Math**

| _ Allow the use of calculator, number line, touch points  
 _ Group similar problems together  
 _ Provide less problems  
 _ Use graph paper to write problems  
 _ Provide “math facts” sheets  
 _ Scan for reading level of materials  
 _ Break story problems into small steps  
 _ Use visuals | **Handwriting**

| _ Positive reinforcement  
 _ Non verbal (Visual/Gestural)  
 _ Social / interactional  
 _ Create a valued task/job  
 _ Offer choices  
 _ Direct + simple verbal reminders (e.g., “Sit down”) | **Transition Supports**

| “First-Then” Journal  
 _ Visual or verbal cues  
 _ Visual schedule  
 _ Timer  
 _ Verbal or Visual warning of upcoming transition (e.g. 5 min. before)  
 _ Provide an aide | **Home**

| _ Have a second set of materials at home  
 _ Use a home-school communication program  | **Other:**

| Have parents preview or review material  
 _ Suggest a tutor  
 _ Link learning activities to family routines | **Other:**

Adapted from North East School District of San Antonio, Texas, Dept of Special Education