

Example Accommodations for Preschool IEPs

Classroom/Learning Environment

Keep the workspace clean and clear of unrelated materials	Provide preferential seating for visual, auditory, or behavioral needs
Keep the classroom or learning area quiet during intense learning times	Post a visual schedule at the student's level
Reduce visual distractions in the classroom/learning environment	Use a pass system for students needing frequent movement breaks
Provide additional personal space	Provide headsets to block noise
Seat the student close to the teacher or a positive role model	Provide FM or a sound-field amplification system for listening
Allow frequent movement breaks	Provide accessible furniture (such as desks, tables, wobble chairs, etc.)
Seat the student away from windows, doorways, and radiators	Provide organizers for cubbies
Provide a clear view of the board, teacher, and screen	Provide assistance when moving between classrooms or around the building
Keep extra materials (crayons, paper, etc.) on hand	

Curriculum

Directions

	Use both oral and graphic instructions	Provide visual aids
	Give directions in small steps using as few words as possible	Remind the student of directions as they complete a task
	Number and sequence steps in a task	

Time

	Alert the student several minutes before a transition from one activity to another	Increase wait time for responses
	Provide additional time to complete a task	Provide a visual timer

Assessments

	Provide a distraction-free room	Provide sensory tools (e.g., foot band, chair cushion, etc.) for proprioceptive input
	Provide frequent opportunities for movement breaks between learning	Provide flexible seating (e.g., allowing children to stand, lie on ground, etc.)
	Pair verbal directives with visuals	Use reinforcement systems to motivate responses

	Provide manipulatives		Provide alternative seating
	Ensure chair and desk height are appropriate for student		

Writing & Handwriting

	Provide adaptive writing tools, pencil grips, and a slant board or slanted surface		Provide specialized, lined paper with raised lines
	Explore the use of alternate keyboard options and writing software		

Behavioral Accommodations

	Pair the student with those who are modeling good behavior for classwork, projects, and mentoring		Develop an individualized behavior intervention plan that is positive and consistent with the student's ability and skills
	Reward positive behaviors; increase the frequency and immediacy of reinforcement		Ignore behaviors that are not seriously disruptive
	Establish a plan to manage side effects of medication (such as providing a water bottle for thirst or allowing extra bathroom breaks)		Develop a system or code word to let the student know when behavior is not appropriate
	Arrange a "check-in" time to review the schedule		Modify school rules that might discriminate against the student
	Minimize the use of punishment;		Arrange for the student to leave the

amend consequences for rule violations (for example, reward a forgetful student for remembering to wash their hands without a reminder, rather than punishing the failure to remember)	classroom/learning area voluntarily and go to a designated “safe place” when under high stress
Allow sensory and/or fidget objects to help the student self-regulate	

Health Accommodations

Eating Orally

Provide 1:1 supervision during lunch and snack times for those with food allergies or who are at risk for aspiration or choking	Provide the opportunity to snack during instruction or take short breaks from instruction for snacking (for students who may not be able to consume sufficient calories during a designated lunch period)
Provide verbal or visual cues to chew, swallow, and/or monitor the amount of food to prevent choking	Provide behavioral motivators for students who need positive encouragement to eat
Provide a “nut-free” table or classroom for those with severe allergies	Provide specific chairs, utensils, cups, straws, or positioners
Allow extra time during meals for students with reduced endurance for self-feeding	Allow an adult-supported peer group to provide modeling and socialization during meals and snacks

Eating Using a G-Tube

Administer tube feeds where the student is most comfortable (such as the nurse’s office, lunch room, or classroom)	Allow use of specific chairs or positioners during and following tube feeds for students who need to be in an upright position to manage reflux or other medical issues
Provide designated support staff (nurse or trained assistant) to administer tube feeds, as needed	Provide stoma site management by school nurse, as needed
Monitor for safety during tube feedings	Provide an emergency plan with school nurse if the tube becomes dislodged at school

Toileting

Provide wet wipes to help with self-cleaning	Allow extra time to get to and from the bathroom, and more time as needed while there
Provide an adaptive toilet seat as needed, and access to a handicap-accessible stall	Provide nurse support for catheter care
If a student wears diapers, provide access to a private, safe, and sanitary diaper-changing station out of sight of peers	

Additional Health Considerations

	Allow a hat to be worn during recess for students with sun sensitivity due to a health condition		Develop a plan for administering medication
	Provide access to temperature-controlled spaces during outside activities in times of excessive heat or cold for students with medical sensitivities to extreme weather		Provide a 1:1 aide during transportation for medical needs

Low-Incidence Accommodations

Deaf and Hard of Hearing

	Provide an ASL interpreter		Include ASL on labels, alphabet charts, and other areas of the classroom
	Reduce visual distractions and background noise		Provide a personal amplification device

Visual Processing

	Provide all materials in enlarged font		Provide a 1:1 aide during transportation for medical needs
	Provide slant boards or slanted surface		Use larger manipulatives
	Provide verbal descriptions of visual aids		Reduce clutter on the page

	Use high-contrast materials		Provide preferential seating
	Provide a printed copy of what's being presented on the board		Use raised-line drawings and tactile models of graphic materials
	Provide Audiotaped, Brailled, or electronically formatted notes, handouts, and texts		

Auditory Processing

	Provide preferential seating		Reduce background noise
	Provide additional written or visual material		Provide an FM system to amplify the teacher
	Simplify directions and verbal instruction		Use a peer-pairing system to check notes and/or assignments

Mobility/Orthopedic

	Provide accessible play equipment or alternatives (e.g., a lighter/softer ball for sports activities; an adaptive tricycle if the playground and field are otherwise inaccessible)		If the school has an elevator, make sure the teacher and any classroom or 1:1 aides have a key so the student doesn't have to wait to access it
	Provide appropriate seating in the classroom, at school-wide events, and during toileting (e.g., an adaptive toileting seat)		Provide physical modifications to assignments for increased fine motor control (e.g., raised outlines to help a student stay within the lines on writing and coloring projects)
	Use appropriate workspace height and		Allow extra time to get to the

spacing in the classroom to allow for physical navigation where applicable, especially but not exclusively if the student is using a wheelchair or walker	bathroom, from class to class, to and from lunch and recess, and more, especially on large campuses
Establish clearly defined times when a student will use a piece of mobility equipment during the day (e.g., time in a stander or walker to ensure physical activity, particularly for students who use a wheelchair)	Provide staff to help with navigating stairs, cluttered rooms, and other areas where the student may need support

Additional Accommodations

Check progress and provide feedback often in the first few minutes of each task	Explore the use of memory organization aides (tablets, cell phone calendars, task lists, and visual schedules)
Give the student tasks one at a time	Establish a regular form of communication between home and school
Structure work so that the easiest parts come first	Allow the use of sensory tools