

IEP Accommodations

For FASD

Unstructured times

Small group lunch setting in a quiet area
Adult supervision during lunch and recess

Transition

Predictable multi-sensory transitional warnings
Warn student regarding unexpected changes in routine
Transitional objects to reduce anxiety
Early release from class to reduce sensory overload

Social and Emotional

Safe space provided for calming down
Check-in/out with a trusted adult at day's beginning and end
Teachers and staff will use a soft neutral tone and eye contact

Sensory Integration

Fidgets are allowed for focus
Movement breaks during class to support regulation

Attendance

Staff check-in with family when the student is absent for more than 2 days
Home visits for problem-solving getting back to school
Alternate workspace provided to maintain attendance
Check-in from school if a student is absent

Organization and Planning

Graphic organizers for writing assignments
Visual planners for multi-step assignments
Provided a visual daily planner
Break down lessons and projects into smaller chunks
Check for understanding, use model
Adult lead, single sheet assignment/homework organizer

Work Space

Alternative quiet workspace provided
Desk screen provided
Preferred seating ie. near focused peer, next to the teacher
Seating away from distracting stimuli
Increase distance between desks

Work Period

Teacher prompts to stay on task

Check for understanding (by showing)

Access to assisted technology: audiobooks, keyboards, speech to text, Kurzweil, recorder

Visual template: outlines and notes provided

Multi-sensory modes of teaching

Assignments

Extra time

Multi-step, complex instructions will be broken down

Reduced amount. The student will read all types of reading material used in the classroom but will not read multiple examples. The student will write one essay for each type assigned in the class but not multiple essays per type.

Grade will not be reduced for handwriting/spelling on assignments

Use of a calculator and manipulative for math

Alternate ways of showing competence ie. building a colonial home vs. essay writing

Test Taking

Oral examination

Frequent short quizzes to test for knowledge vs. long exams

Reduce essay responses

Extra time

Alternate quiet space

Communication

Home/School communication notebook will be maintained

Digital document for ongoing communication with family

Daily/weekly progress reports home

Homework

___ minutes per day maximum homework time

Homework assignments will arrive home with clear, concise directions.

Reduced amount