Teacher Checklist of Classroom Modifications

Environment

___ study carrels
___ change seating
___ reduce distractions where possible
___ change class assignment
___ change groups
___ create more physical space for teacher
___ use parent or cross/age tutors
___ special study area
___ other

Materials

___ use different materials (i.e. tapes, slates, language master, manipulatives, work jobs, task cards)
___ use diagnostic materials
___ learning games
___ computer
___ typewriter
___ other

Schedule

___ shorten day- reduce length of period (student can change task)
___ activity breaks
___ come later or go earlier
_____ systematic inclusion (student works in time out area- goes to class only when willing to follow directions)

_____ other

**Assignment**

_____ simplify

_____ shorten

_____ individual contracts

_____ buddy system

_____ use of notebooks for assignment

_____ bold type

_____ tracing/copying for visual/motor reinforcement

_____ alternative assignment structure

_____ other

**Teaching Techniques**

_____ "show me" cards or other whole class participation

_____ vary voice volume as required

_____ use eye contact

_____ circulate around room

_____ list assignments and/or instructions on board

_____ use behavior modification

_____ don’t grade during the learning phase- but do correct/analyze- give feedback to learner

_____ other
Learning

____ have learner keep study book
____ agreement on learner’s part to accept designated responsibilities
____ if learner is told something, it is done
____ other

Use of Learning Style

____ for auditory sequencing problems- limit number of oral instructions, teach note-taking skills, use lessons on overhead/tape recorder
____ auditory
____ visual
____ kinesthetic
____ other

Miscellaneous

____ touch base with other school personnel
____ keep work samples
____ achievement testing
____ review files
____ parent contacts
____ other