


## *Executive Functioning Strategies*

This report lists selected accommodations in one column and research citations for each in the next column. A third column includes a space to write notes.

Accommodation	Research Citation	NOTES
<ul style="list-style-type: none"> <li>● <b>DEVELOP A STUDENT SELF-CHECK ERROR CHECKLIST.</b> Meet with the student and generate a short list of the most common errors that the student habitually makes on course assignments (e.g., 'In writing assignments, some words are illegible', 'Not all words at sentence beginning are capitalized'.) Format that list as a customized error-correction checklist. Instruct the student to review completed assignments using the error-correction checklist before turning in the work.</li> </ul>	<p>Beech, M. (2010). Accommodations: Assisting students with disabilities. Florida Department of Education. Retrieved from <a href="http://www.fldoe.org/ese/pdf/acomm-educator.pdf">http://www.fldoe.org/ese/pdf/acomm-educator.pdf</a></p>	
<ul style="list-style-type: none"> <li>● <b>ASSIGN A 'FALL-BACK' PEER.</b> Choose a peer whom the student can call or email to get details about missing or lost homework assignments.</li> </ul>	<p>Barkley, R. A. (2008). 80+ classroom accommodations for children or teens with ADHD. <i>The ADHD Report</i>, 16(4), 7-10.</p>	
<ul style="list-style-type: none"> <li>● <b>PROMOTE STUDENT-DEVELOPED STUDY SCHEDULES.</b> Sit with the student to develop daily (and perhaps weekly and monthly) schedules to study material from a course or content-area. Meet periodically with the student to update these study schedules, gradually placing full responsibility on the student to create the schedule independently and bring to the instructor for review.</li> </ul>	<p>Gettinger, M., &amp; Seibert, J. K. (2002). Contributions of study skills to academic competence. <i>School Psychology Review</i>, 31, 350-365.</p>	

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 Learning Disability Accommodations Finder : *Checklist Maker*

Accommodation	Research Citation	NOTES
<ul style="list-style-type: none"> <li>● <b>PROVIDE SCHEDULES/AGENDAS.</b> Provide the student with an academic agenda or schedule for the class period or school day. This agenda outlines the instructional activities, independent assignments, and other tasks to be covered during the period, as well as their approximate duration. Preview the schedule with students to prepare them for upcoming activities. To forestall problem behaviors that might arise during a long or challenging activity, refer to the schedule at several points during the activity in order both to remind students of the time remaining and (perhaps) to describe the next activity to follow. Prepare students with a brief prompt/warning to prepare them for upcoming transitions between activities.</li> </ul>	<p>Kern, L, &amp; Clemens, N. (2007). Antecedent strategies to promote appropriate classroom behavior. <i>Psychology in the Schools</i>, 44(1), 65-75.</p>	
<ul style="list-style-type: none"> <li>● <b>SELF-MONITOR STUDENT GOALS.</b> Meet with the student to develop one or more classroom performance goals (e.g., arriving to class on time; completing independent assignments; participating in class discussion). Have the student monitor and chart her or his performance during each class period. Meet periodically with the student to review performance.</li> </ul>	<p>Barkley, R. A. (2008). 80+ classroom accommodations for children or teens with ADHD. <i>The ADHD Report</i>, 16(4), 7-10.</p>	
<ul style="list-style-type: none"> <li>● <b>USE DAILY HOMEWORK ASSIGNMENT SHEET.</b> Create an assignment sheet for the student to record daily homework assignments. The sheet should include columns to record individual homework tasks, materials needed for each task, an estimated amount of time needed to complete each task, and whether the student actually completes and turns in each assignment task. Optionally, have the student collect completed homework assignment sheets and turn them in each week to verify that they are being used.</li> </ul>	<p>Barkley, R. A. (2008). 80+ classroom accommodations for children or teens with ADHD. <i>The ADHD Report</i>, 16(4), 7-10.</p>	

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