

# DRAFT

## Accommodations Checklist

<b>Identify nature of IDD involved (check multiple if pertinent, e.g. ASD and ID)</b>
<input type="checkbox"/> Learning disabled
<input type="checkbox"/> Speech/language impaired
<input type="checkbox"/> Autism spectrum disorder
<input type="checkbox"/> Intellectually disabled
<input type="checkbox"/> Multiple handicap
<input type="checkbox"/> Other (include sensory impairment) _____

### **ACCOMMODATIONS USED DURING THIS BLOCK OF SESSIONS:**

Increased attention to engagement strategies

- More play time
- Use of special interests and/or skills
- Other: \_\_\_\_\_

Flexible session and treatment length and pacing

- Shorter sessions
- More sessions
- Adjust pacing of content
- Other \_\_\_\_\_

Adjustment of parental/caregiver involvement

Mechanism:

- Increased time in child session
- Increase in parent/caregiver sessions or between-session contact

Goal:

- Skill reinforcement
- Help deal with child anxiety
- For interpretation purposes

Adjustment of session content

- Clarifying session structure/aids for marking structure

Strategies for presentation adjusted depending on dd needs:

- Simplify language
- Simplify some content (e.g. choice of prac skill strategies)
- Additional comprehension check
- Increased use of visual cues
- Use of materials/strategies developed for youth with disabilities (e.g., social stories)
- Building on child's special interests or areas of talent/relative strength
- Other \_\_\_\_\_ (e.g., increased use of technology/apps or materials for younger age)

Attention to generalization of prac skills

Attention to modality/type of narrative based on child's skills

Other: \_\_\_\_\_ (includes attention to any sensory issues—e.g. sensory sensitivities of youth with ASD, sensory issues of youth with low vision, hearing impairment, etc)