

Time:	Period:	Class:	Individual Accommodations and Modifications
<p>Student has a great deal of difficulty in hallways when there is noise and many students are moving. Leaves 3 minutes early at the end of each class to move through halls before classes are dismissed. Student carries a small bag, in backpack, of stress fidgets for use in general ed. classrooms. Student also has an individualized schedule that is kept in his/her agenda to represent the schedule each day. This agenda also has a list of stress relief activities for the student to reference to increase coping efficiency and effectiveness. Teachers know that when student presents "break card" during class s/he needs to leave to go to the resource room for a relaxation period because s/he is feeling too much/too little sensory stimulation. They also use a gestural cuing system with the student to alert him/her that s/he is exhibiting escalating behaviors and may need to present a "break card."</p>			
8:20-8:36		Homeroom	Student goes to homeroom to check in after stopping by the resource room for a small break to rock in the rocking chair after the bus ride and hall movement and noise. Waits in resource until time to go to first period.
8:40-9:30	1 st period	English	Student has the same desk and in the same position. If desk needs to be moved, the student is consulted privately by the teacher. Student works in cooperative groups when necessary, but is able to produce his/her own set of work to hand in because s/he is very uncomfortable with one set of papers for a group, which is typical of this class.
9:34-10:26	2 nd period	Math	Student has a desk for lecture and whole group instruction and a work station for individual work to where s/he moves during each class for independent work. This station faces the wall and implies the student should work alone and quietly. No one interrupts during individual work time.
10:30-10:20	3 rd period	Health/PE	Student has spots to be on the edge of large groups to avoid feeling confined in the middle. During contact sports student has option of individual sensory activities.
10:24-10:55	4 th period	Lunch	Student has the option of three tables in the lunchroom, but must sit with others. Can leave anytime in the last 15 minutes to go to the resource room to de-stress (rock in rocking chair) before the next class. The noise of gym and lunch tend to build up.
10:59-11:49	5 th period	Science	Student has an outside seat at lab table.
11:53-12:42	6 th period	Resource	Student has two 4 minute sensory choice blocks during this time for sensory diet activities. This time is also for supplemental academic support and for a daily check of self-monitoring of utilization of de-stress and sensory activity use.
12:46-1:36	7 th period	Social Studies	This classroom offers a quiet area because of the set-up the teacher uses. The student has the option of going there by presenting a "break card" (2 allowed each class) during class. Student is expected to complete all work even when visiting quiet area.
1:40-2:30	8 th period	Elective (Home Ec.)	Class works on life skills for the home. Student allowed to journal activities before engaging in them. Student has a work station to do this out of the group because this can be de-stressing.
2:30-2:45		Dismissal	Student gets things from the locker before others are released. The student then has a job to check-in buses on the clipboard. This gets him/her to the bus area when it is quiet and as soon as s/he completed this job s/he can board the bus and be there before movement and noise increases. Assigned seating at the front of the bus is comforting.