



Student: \_\_\_\_\_ Local ID: \_\_\_\_\_  
Campus: \_\_\_\_\_ Principal Signature: \_\_\_\_\_

## Teacher Tool 2: Accommodations from the Student's Perspective

Use this questionnaire to collect information about needed accommodations from the student's perspective. The questions can be completed independently or as part of an interview process. Whatever method is used, however, be certain that the student understands the concept of an "accommodation," using examples as necessary. Also, provide a list of possible accommodations to give the student a good understanding of the types of accommodations that may be available.

1. Think about all the classes you are taking now. Which is your best class?

---

2. Explain what you do well in this class.

---

The things you said you can do well above are your strengths. For example, you may have mentioned reading, writing, listening, working in groups, working alone, drawing, or doing your homework as some things you can do well. If you said you really like the subject, have a good memory, and work hard in class, these are also examples of your strengths.

3. Now ask yourself, "What class is hardest?"

---

4. What's the hardest part of this class for you?

---

The things you said were hardest are areas you need to work on during the school year. For example, you might have listed paying attention in class, reading books, taking tests, listening, staying in your seat, remembering new information, doing homework, or working in groups. These are all things in which an accommodation may be helpful to you.

5. In the list that follows, write down all of the classes you are taking now. Then look at a list of accommodations. Next to each class, write down what accommodation(s) you think might be helpful to you.

<b>Class List</b>	
Classes	Accommodations
_____	_____
_____	_____
_____	_____
_____	_____

This questionnaire was adapted from *A Student's Guide to the IEP* by the National Dissemination Center for Children with Disabilities (<http://nichcy.org/pubs/stuguide/st1book.htm>). Retrieved July 28, 2005.