



Student: _____ Local ID: _____
Campus: _____ Principal Signature: _____

Teacher Tool 6: Accommodations Journal

One way to keep track of what accommodations work for a student is to support the student in keeping an accommodations journal. The journal lets the student be “in charge” and could be kept up to date through regular consultation with a special education teacher or other staff member. Educators would likely find it easier to decide which accommodations to document in the appropriate paperwork if the student came to the ARD meeting with a journal documenting all of the following:

- accommodations used by the student in the classroom and on tests
- test and assignment results when accommodations were used and not used
- student’s perception of how well an accommodation “works”
- effective combinations of accommodations
- difficulties of accommodations use
- perceptions of teachers and others about how the accommodation appears to be working

In the spaces provided below, design and organize the use of an accommodations journal for one of your students. Answer these questions:

1. What would you include as headings for the journal?

2. When would the student make entries in the journal, and what types of support would the student need to make these entries?

3. With whom would the student share journal entries, and when would it be done?

4. How could the journal be used in the development of a student's IEP, IAP, or other required paperwork?
