

ACCOMMODATIONS FOR STUDENTS WITH ANXIETY

LEARNING SUPPORT ACTIVITIES • TEACHER RESOURCE

Accommodations help reduce barriers that may interfere with a student's ability to participate and demonstrate learning. These supports do not lower academic expectations; they provide equitable access to instruction and assessment while helping students manage anxiety.

Classroom Environment

- Preferential seating in a comfortable location
- Predictable classroom routines
- Advance notice of schedule or activity changes
- Quiet space available when appropriate

Instructional Accommodations

- Written and visual directions in addition to signed instructions
- Extra processing time after questions
- Break multi-step tasks into smaller parts
- Provide guided notes or graphic organizers

Participation Accommodations

- Allow students to practice before presenting
- Offer choices for demonstrating learning
- Permit presentations in small groups or one-on-one when appropriate
- Pair students with supportive classmates

Assessment Accommodations

- Extended time when documented
- Quiet testing location
- Shorter assessment sessions
- Alternative assessment formats consistent with the learning objective

Communication & Emotional Support

- Use calm, encouraging language
- Provide positive feedback privately when possible
- Check in discreetly if a student appears overwhelmed
- Respect student privacy and confidentiality

Important Reminders

- Follow accommodations outlined in the student's IEP or Section 504 Plan.
- Collaborate with counselors, special education staff, and families when appropriate.
- Maintain high expectations while providing meaningful support.
- Avoid making assumptions about a student's motivation or effort.

★ Key Takeaway

The goal of accommodations is to reduce barriers—not expectations. When students with anxiety feel safe, supported, and respected, they are better able to participate, communicate, and demonstrate what they have learned.