

ACCOMMODATIONS FOR EXECUTIVE FUNCTIONING

LEARNING SUPPORT ACTIVITIES • TEACHER RESOURCE

Accommodations for executive functioning help students access instruction and demonstrate their learning by reducing barriers related to planning, organization, attention, time management, and task completion. These supports maintain the same learning objectives while promoting independence and success in the ASL classroom.

Instructional Accommodations

- Provide step-by-step directions for assignments.
- Break larger tasks into smaller, manageable parts.
- Use visual schedules, agendas, and checklists.
- Model expectations before independent work begins.
- Repeat or clarify directions as needed.

Organization & Time Management Supports

- Allow planners, organizers, or digital reminders.
- Provide color-coded materials when appropriate.
- Give advance notice before transitions.
- Use timers to support time awareness.
- Offer structured work routines.

Assessment Accommodations

- Break assessments into smaller sections.
- Allow additional planning or completion time when appropriate.
- Provide visual checklists during assessments.
- Offer alternative formats that assess the same ASL objectives.

Classroom Supports

- Seat students where distractions are minimized.
- Provide regular check-ins during independent work.
- Encourage self-monitoring and self-advocacy.
- Reinforce successful organizational strategies.

Important Reminders

- Executive functioning challenges are not a reflection of intelligence or effort.
- Teach organization and planning skills explicitly.
- Maintain the same academic expectations for all students.
- Gradually reduce supports as students become more independent.

★ Key Takeaway

Accommodations for executive functioning are designed to teach and support planning, organization, and self-management—not lower academic expectations. With consistent supports and explicit instruction, students can become increasingly independent while demonstrating their ASL knowledge and skills.