



**everychildinc**  
Empowering Families. Strengthening Futures.

### Suggested Accommodations

<i>Assignments</i>	<ul style="list-style-type: none"> <li>• Reduced workload or flexible deadlines</li> <li>• Provide additional time and/or time limit</li> <li>• Alternative format</li> <li>• Prorate grading</li> <li>• Avoid grading for “neatness”</li> </ul>
<i>Presentations</i>	<ul style="list-style-type: none"> <li>• Allow taped presentations</li> <li>• Reduce public speaking</li> <li>• Allow one-on-one presentation format</li> <li>• Preassign order of presentations</li> </ul>
<i>Assessments</i>	<ul style="list-style-type: none"> <li>• Provide additional time</li> <li>• Alternative format options</li> <li>• Separate quiet room or quiet accommodations</li> </ul>
<i>Directions + Transitions</i>	<ul style="list-style-type: none"> <li>• Brainstorm alternatives for avoidant behavior</li> <li>• Establish reasonable expectations</li> <li>• Use timer to signal start/end times</li> <li>• Use checklists for task sequences</li> </ul>
<i>Note Taking</i>	<ul style="list-style-type: none"> <li>• Provide prepared notes for the student to highlight and markup</li> </ul>
<i>Classroom Behavior</i>	<ul style="list-style-type: none"> <li>• Prepare a signal system when a break is needed</li> <li>• Accommodate preferential sitting (in front or the back)</li> <li>• Have a safe space</li> <li>• Have a safe person (peer or teacher)</li> </ul>

Adapted from: [www.anxietycanada.com](http://www.anxietycanada.com) Identifying and Supporting Students with OCD in Schools