

Accommodation Crosswalk

Every plan you hold, on one page — organized by **when the support fires**, not by whose name is on the paperwork.

Teacher / Period _____ Date _____

Find the ROW first, then mark the COLUMN. Read each accommodation, find the row that matches what you would actually *do*, and mark that student's column. Do *not* make a column per child with their accommodations listed underneath — if you organize by student, nothing collapses and this won't work. **Flag anything** that says the student will *request*, *self-monitor*, or use something "*as needed*" — that hands the job back to the system that isn't working.

THE SUPPORT — WHAT YOU ACTUALLY DO	STUDENTS first name + last initial — one per column										PLANS count	DELIVERED? tick as you go				
												M	T	W	T	F
BEFORE THE TASK																
Stage materials before the student arrives Right page, right tool, already on the desk.																
Post directions in writing — not just say them Stated AND posted. Every time.																
Provide a worked example / model on the desk Visible during the work — not retrieved from a binder.																
STARTING THE TASK																
Break the task into visible chunks "Do 1-5. Stop. Check with me." — on the board, whole class.																
Reduce the number of items — same skill 10 problems, not 30. NOT easier problems. The one row that stays per-student.																
Prompt the first step out loud before they begin "Tell me your first step." The plan gets spoken, not held in mind.																
Provide the organizer / template already structured Writing, long projects, multi-step problems.																
DURING THE TASK																
Walk a check-in loop every 5-8 minutes A scheduled lap — not a response to whoever is loudest.																
Make progress visible to the student Numbered strip they cross off. Timer running for the room.																
Use a pre-agreed nonverbal redirection cue You monitor. Not the student.																
Give feedback at the chunk, not at the end "You got the first three." Two seconds. This IS the reinforcement.																
WHEN IT GOES SIDEWAYS																
Break or exit available without asking A card, a spot. If they must request it, it fails exactly when they need it.																
Cool-down location and adult identified in advance Staffed. Not "the hallway."																
Reentry is scripted, not negotiated Nobody bargains with a dysregulated kid at the door.																
ASSESSMENT & TESTING — non-negotiable. Eligibility is set by TEA and decided by the ARD / 504 committee — never by you, never on test day.																
Extended time — with structure inside it More unstructured minutes ≠ more work produced.																
Small group / separate setting Exactly as written in the plan.																
Read-aloud / oral administration / other support Eligibility is set by TEA and decided by the ARD or 504 committee.																
ANYTHING ELSE IN YOUR PLANS — WRITE IT IN																

How many plans require this row? → Any row with 3 or more marks is no longer an accommodation. It is how your class runs.

The column on the right is your data sheet
Once a support is a routine, "did I do it?" is a checkbox — not a memory task. One tick per day is defensible implementation documentation at an ARD, and it protects you as much as it protects the student. **You cannot collect data on a support you deliver inconsistently.**

The Tier 2 / Tier 3 students count too
Add columns for the students with no paperwork who need the same structures. They are sitting in the same room getting the same intervention. That is your progress monitoring — collected as you go, instead of reconstructed from memory the night before a referral.

Why the right-hand column matters for STAAR
TEA requires a student "**routinely and effectively**" use a designated support in classroom instruction and testing before it is allowable on a state assessment — evidenced by scores or *teacher observation*. A dated tick sheet is teacher observation. Deliver it inconsistently and the committee may not be able to justify the support at all.
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