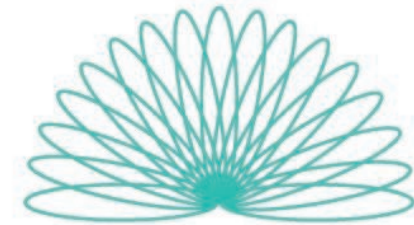
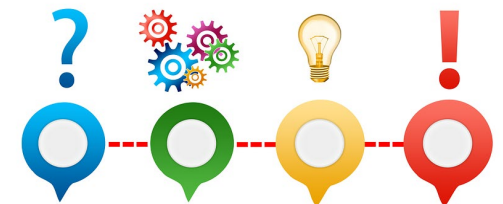


# EXECUTIVE FUNCTION ACCOMMODATIONS



CENTRE FOR AUTISM  
MIDDLETOWN

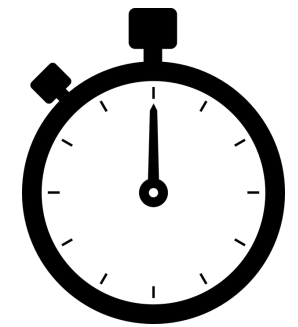


# EXECUTIVE FUNCTION ACCOMMODATIONS

## TASK INITIATION

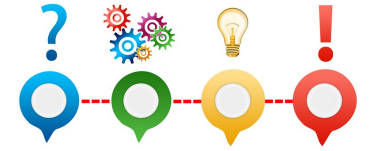


- Use a visual support to provide an example of the completed task.
- Incorporate daily checklist charts.
- Modify assignments.
- Use of scribes.
- Use of IT.
- Longer time given in exam situations.
- Limit homework.

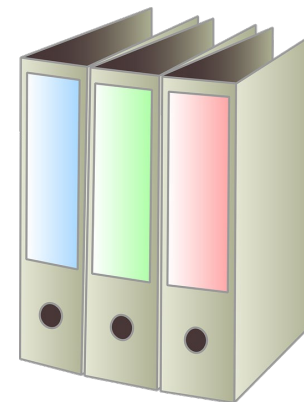


EXECUTIVE  
FUNCTION  
ACCOMMODATIONS

# ORGANISATION

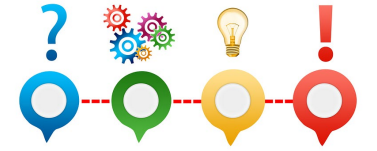


- Use of labelling and colour coding.
- Use of one large ring binder for all daily subjects.
- Use of technology to help with submissions and deadlines e.g. message alerts.

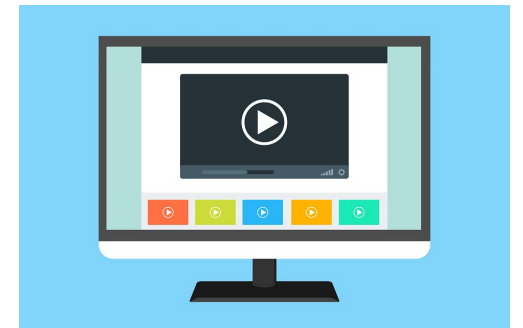


CENTRE FOR AUTISM  
MIDDLETOWN

# WORKING MEMORY



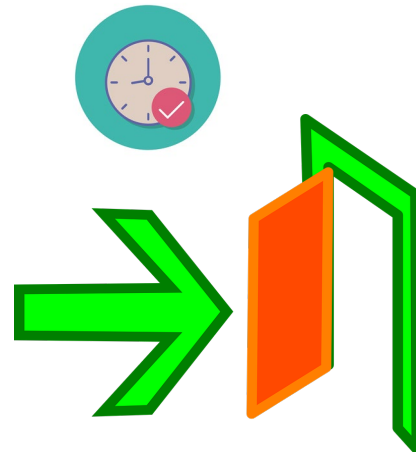
- Take a picture of the board instead of writing everything down.
- Access to teachers' notes.
- Modified assignments.
- Scribing/dictation.
- Use various methods to present work i.e. video.



# FLEXIBILITY



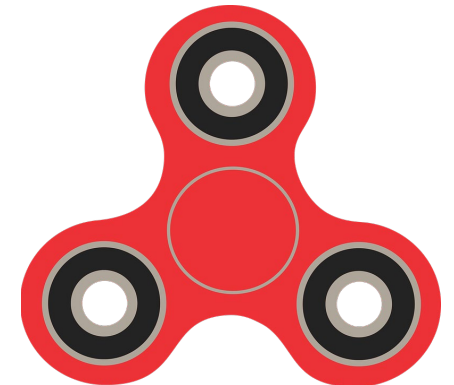
- Early dismissal from or entry to class to support transitions and reduce sensory overload.
- Use of tabletop visual supports (e.g. post-it notes) to explain any class changes.



# IMPULSE CONTROL



- Proactive use of help cards and individualised visual supports for emotional regulation.
- Use of brain breaks.
- Fidget toys.
- Agreed room/area as a base or go to place.



# TIME MANAGEMENT



- Use of timers to aid transitions.
- All assignments and due dates to be added to diary.
- Extended time or no time limit on tests.
- Use of form room or other assigned room as a base.

