

Planning for Success

ACCOMMODATIONS

&

STRATEGIES

that work for

Self Assessment Inventory

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for

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With grateful acknowledgement of the

Planning for Success

ACCOMMODATIONS & STRATEGIES

that work for me

A Self-Assessment Inventory

The purpose of this inventory is to help you to think about your learning difficulties and how you can use your learning strengths to plan for success by using strategies and accommodations that work for you.

This inventory will help you to identify:

- ◆ Strengths
- ◆ Difficulties
- ◆ Strategies and/or accommodations
- ◆ Barriers



INTRODUCTION

This inventory was designed to guide you through a process of self-discovery. It is best completed in a facilitated setting; either in small groups or in a 1:1 counseling situation. You have the option of completing the entire inventory or focusing on specific problem areas only. You can choose to complete the inventory in either paper or electronic format.

Since only you will see these answers (unless you choose to share them), you can be totally honest. In fact, you must be honest with yourself if this activity is to be of any value whatsoever.

This inventory helps you to:

- Identify your learning strengths
- Examine your learning difficulties
- Focus on solutions to your challenges
- Develop plans for future learning goals
- Expand your awareness of potential strategies and accommodations

Electronic format:

- Allows for text-to-voice reading support
- Hyperlinks for ease of document navigation
- Responses can be highlighted in various colours
- Writing is facilitated with cut-and-paste functions



A. READING

Is your difficulty with:

1. reading signs and labels yes no
2. reading newspapers or magazines yes no
3. reading novels yes no
4. reading complex or technical material yes no
5. figuring out the actual words (decoding) yes no
6. understanding the meaning of the words yes no
7. comprehending the meaning of sentences yes no
8. reading speed yes no
9. following the lines across the page (tracking) yes no
10. other? _____



Highlight all your "no" items in yellow.
These are your reading strengths.

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Reading Accommodations and Strategies:

When you read, do any of the following help?

Strategies: (helping yourself by the way you do things)

1. using large print yes no
2. following with your finger yes no
3. following with a ruler yes no
4. using a coloured overlay yes no
5. using coloured paper yes no
6. underlining key words yes no
7. highlighting key words yes no
8. reading out loud yes no
9. using taped books yes no
10. using assistive technology (text to voice) yes no
11. having someone else read it to you yes no
12. other strategies? _____

Accommodations:

(Alternative: instruction, assignment completion, and/or evaluation)

1. extra time to complete reading yes no
2. oral tests and examinations yes no
3. access to computers and assistive technology yes no
4. books on tape yes no
5. tutor to assist with comprehension yes no
6. other accommodations? _____



Highlight all your “yes” items in green.
These strategies and accommodations
are your plans for success

Reading Summary:

- ◆ How good are you at reading without using any strategies and accommodations?

Not so good

OK

Good

If you can read well on your own, then reading is **STRENGTH** for you.

- ◆ How good are you at reading when you use strategies and accommodations?

Not so good

OK

Good

If you can cope with reading when using accommodations and strategies, then reading is a **CHALLENGE** for you.

- ◆ Do you think that your reading challenges are so serious (even with strategies and accommodations) that you should avoid jobs or academic programs that involve more than the most basic reading skills?

yes

no

If yes, then reading is a **BARRIER** for you.

Your Plan for Reading Success

- ◆ Strategies I am using now:

- ◆ Strategies I need to learn:

- ◆ Accommodations I am using now:

- ◆ New accommodations I want to try:

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B. WRITING

Is your difficulty with:

- | | | |
|----------------------------------|------------------------------|-----------------------------|
| 1. copying things | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 2. printing legibly | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 3. handwriting legibly | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 4. keyboarding | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 5. using a word processor | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 6. writing what you meant to say | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 7. writing sentences | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 8. writing paragraphs | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 9. writing essays | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 10. writing as well as you speak | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 11. spelling | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 12. grammar | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 13. punctuation | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 14. vocabulary | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 15. choosing the right words | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 16. syntax (sentence structure) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 17. other? _____ | | |



Highlight all your "no" items in yellow.
These are your writing strengths.

Writing Accommodations and Strategies:

When you write, do any of the following help?

Strategies: (helping yourself by the way you do things)

1. writing on a computer (word processor) yes no
2. using a spellchecker yes no
3. using a grammar check program yes no
4. using a dictionary yes no
5. using a thesaurus yes no
6. using a computer keyboard yes no
7. taping and then writing yes no
8. writing an outline first yes no
9. making point form notes yes no
10. using assistive technology (voice to text) yes no
11. dictating to someone (scribe) yes no
12. other strategies? _____

Accommodations: (Alternative: instruction, assignment completion, and/or evaluation)

1. extra time to complete writing yes no
2. scribe for tests and examinations yes no
3. access to computers (word processor) yes no
4. models and examples (templates) yes no
5. read back software (text to voice) yes no
6. assistive technology (voice to text) yes no
7. proof reader yes no
8. other accommodations? _____



Highlight all your “yes” items in green. These strategies and accommodations are your plans for success

Writing Summary:

- ◆ How good are you at writing without using any strategies and accommodations?

Not so good

OK

Good

If you can write well on your own, then writing is a **STRENGTH** for you.

- ◆ How good are you at writing when you use strategies and accommodations?

Not so good

OK

Good

If you can cope with writing when using accommodations and strategies, then writing is a **CHALLENGE** for you

- ◆ Do you think that your writing challenges are so serious (even with strategies and accommodations) that you should avoid jobs or academic programs that involve more than the most basic writing skills?

yes

no

If yes, then writing is a **BARRIER** for you.

Your Plan for Writing Success

- ◆ Strategies I am using now:

- ◆ Strategies I need to learn:

- ◆ Accommodations I am using now:

- ◆ New accommodations I want to try:

C. LISTENING

Is your difficulty with:

- | | | |
|--|------------------------------|-----------------------------|
| 1. hearing clearly what people say | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 2. understanding what people say | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 3. following a conversation | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 4. following a verbal instruction | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 5. following a series of verbal instructions | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 6. taking notes when somebody is speaking | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 7. listening for long periods of time | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 8. staying focused without visuals | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 9. other? _____ | | |



Highlight all your “no” items in yellow.
These are your listening strengths.

Listening Accommodations and Strategies:

When you listen, do any of the following help?

Strategies: (helping yourself by the way you do things)

1. ask people to talk more loudly yes no
2. ask people to talk more slowly yes no
3. listening to just a few words at a time yes no
4. ask people to repeat what they say yes no
5. ask people to clarify what they said in different words yes no
6. asking questions yes no
7. getting directions in both written and spoken form yes no
8. writing notes to help you remember what was said yes no
9. getting copies of another student's lecture notes yes no
10. joining study groups for understanding and clarification yes no
11. using a tape recorder yes no
12. using summarizing note taking strategies yes no
13. arranging for preferential seating yes no
14. previewing textbooks before lectures yes no
15. other strategies? _____

Accommodations: (alternative: instruction, assignment completion, and/or evaluation)

1. photocopies of lecture notes/overheads yes no
2. tutor yes no
3. laptop/portable keyboard for note taking yes no
4. information delivered at a slower pace yes no
5. teacher provides further explanation yes no
6. visual supports when listening yes no
7. advance notification of textbook topics (previewing) yes no
8. other accommodations? _____



Highlight all your "yes" items in green.
These strategies and accommodations are
your plans for success

Listening Summary:

- ◆ How good are you at listening without using any strategies and accommodations?

Not so good OK Good

If you can listen well on your own, then listening is a **STRENGTH** for you.

- ◆ How good are you at listening when you use strategies and accommodations?

Not so good OK Good

If you can cope with listening when using accommodations and strategies, then listening is a **CHALLENGE** for you.

- ◆ Do you think that your listening challenges are so serious (even with strategies and accommodations) that you should avoid jobs or academic programs that involve more than the most routine listening skills?

 yes
 no

If yes, then listening is a **BARRIER** for you.

Your Plan for Listening Success

- ◆ Strategies I am using now:

- ◆ Strategies I need to learn:

- ◆ Accommodations I am using now:

- ◆ New accommodations I want to try:

D. SPEAKING:

Is your difficulty with:

- | | | |
|--|------------------------------|-----------------------------|
| 1. speaking clearly | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 2. speaking fluently | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 3. expressing well what you want to say | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 4. talking with people face to face | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 5. talking to people on the telephone | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 6. speaking in a group or to a group | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 7. pronouncing words (ex. revelant – relevant) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 8. using the wrong word (ex. convent – convenient) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 9. saying words you know correctly | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 10. keeping track of what you are saying | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 11. explaining your ideas to other people | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 12. speaking as well as you write | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 13. other? _____ | | |



Highlight all your “no” items in yellow.
These are your speaking strengths.

Speaking Accommodations and Strategies:

When you speak, do any of the following help?

Strategies: (helping yourself by the way you do things)

1. speaking more slowly yes no
2. practicing articulation exercise (speech therapy) yes no
3. writing down what you want to say yes no
4. using verbal rehearsal yes no
5. using cue cards when oral speaking or presenting yes no
6. using "PowerPoint" slides for presentations yes no
7. practicing in advance (role play) yes no
8. other strategies? _____

Accommodations:

(Alternative: instruction, assignment completion, and/or evaluation)

1. advance warning of discussion questions yes no
2. extra time to formulate ideas when speaking yes no
3. longer wait time during conversations yes no
4. smaller group presentations yes no
5. alternative format evaluations yes no
6. other accommodations? _____



Highlight all your "yes" items in green. These strategies and accommodations are your plans for success

Speaking Summary:

- ◆ How good are you at speaking without using any strategies and accommodations?

Not so good OK Good

If you can speak well on your own, then speaking is a **STRENGTH** for you.

- ◆ How good are you at speaking when you use strategies and accommodations?

Not so good OK Good

If you can cope with speaking when using accommodations and strategies, then speaking is a **CHALLENGE** for you.

- ◆ Do you think that your speaking challenges are so serious (even with strategies and accommodations) that you should avoid jobs or academic programs that involve more than the most routine speaking skills?

 yes
 no

If yes, then speaking is a **BARRIER** for you.

Your Plan for Success in Speaking

- ◆ Strategies I am using now:

- ◆ Strategies I need to learn:

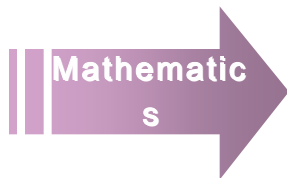
- ◆ Accommodations I am using now:

- ◆ New accommodations I want to try:

E. MATHEMATICS:

Is your difficulty with:

- | | | |
|--|------------------------------|-----------------------------|
| 1. math facts (ex. times tables) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 2. basic math operations (+, -, x, etc.) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 3. measurement | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 4. fractions | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 5. mental math (doing operations in your head) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 6. making change at a store | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 7. checking your bill at a restaurant | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 8. figuring out the tax or the tip you should give | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 9. estimating distances | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 10. word problems | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 11. managing your own money (budgeting) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 12. abstract math concepts (ex. algebra) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 13. other? _____ | | |



Highlight all your "no" items in yellow.
These are your strengths in

Mathematics Accommodations and Strategies:

When doing mathematics, do any of the following help?

Strategies: (helping yourself by the way you do things)

1. using a calculator yes no
2. using a calculator with a printer yes no
3. taking lots of time yes no
4. counting with your fingers or coins yes no
5. relying on other people's calculations yes no
6. paying with large bills yes no
7. using credit/debit cards yes no
8. using formula sheets (models of operations) yes no
9. using computer software (ex. spread sheets) yes no
10. other strategies? _____

Accommodations: (Alternative: instruction, assignment completion, and/or evaluation)

1. extra time for assignments and tests yes no
2. access to formulas sheets during tests yes no
3. use of a calculator yes no
4. present math concepts with practical examples yes no
5. provide models with step by step procedures yes no
6. tutor yes no
7. graph paper to line up numbers when calculating yes no
8. manipulative materials yes no
9. other accommodations? _____



Highlight all your "yes" items in green. These strategies and accommodations are your plans for success

Mathematics Summary:

- ◆ How good are you at doing mathematics without using any strategies and accommodations?

Not so good

OK

Good

If you can do mathematics well on your own, then mathematics is a **STRENGTH** for you.

- ◆ How good are you at doing mathematics when you use strategies and accommodations?

Not so good

OK

Good

If you can cope with mathematics when using accommodations and strategies, then mathematics is a **CHALLENGE** for you.

- ◆ Do you think that your challenges with mathematics are so serious (even with strategies and accommodations) that you should avoid jobs or academic programs that involve more than the most routine mathematical skills?

yes

no

If yes, then mathematics is a **BARRIER** for you.

Your Plan for Success in Mathematics

- ◆ Strategies I am using now:

- ◆ Strategies I need to learn:

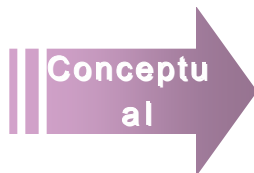
- ◆ Accommodations I am using now:

- ◆ New accommodations I want to try:

F. CONCEPTUAL SKILLS:

Is your difficulty with:

- | | | |
|---|------------------------------|-----------------------------|
| 1. understanding abstract ideas | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 2. following philosophical discussions | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 3. understanding complex mathematical concepts | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 4. comprehending college text books | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 5. word knowledge | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 6. participating in abstract discussions (life, religion) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 7. dealing with ideas instead of tangible objects | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 8. dealing with change | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 9. learning new things quickly | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 10. transferring or generalizing information or skills | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 11. seeing similarities and differences in circumstances | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 12. analyzing a situation quickly and effectively | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 13. creative thinking | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 14. problem solving | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 15. being surprised by what is going on around you | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 16. other? _____ | | |



Highlight all your “no” items in yellow.
These are your strengths in conceptual thinking.

Conceptual Accommodations and Strategies:

When doing conceptual activities, do any of the following help?

Strategies: (helping yourself by the way you do things)

1. highlighting key ideas yes no
2. using step by step guidelines yes no
3. using concrete examples yes no
4. using review sheets (key ideas and examples) yes no
5. using formula sheets (models and procedures) yes no
6. putting information in your own words yes no
7. summarizing complex information yes no
8. asking questions for more information yes no
9. using organizational computer software yes no
10. creating a personal word list/dictionary yes no
11. “chunking” information into manageable parts yes no
12. other strategies? _____

Accommodations: (alternative: instruction, assignment completion, and/or evaluation)

1. tutor to explain and review new concepts yes no
2. extra time for assignments and tests yes no
3. present abstract concepts with practical examples yes no
4. examples with step by step procedures yes no
5. templates or models to follow yes no
6. concrete and manipulative materials yes no
7. other accommodations? _____



Highlight all your “yes” items in green. These strategies and accommodations are your plans for success

Conceptual Skills Summary:

- ◆ How good are your conceptual skills without using any strategies and accommodations?

Not so good

OK

Good

If your skills are good, then conceptual skills are a **STRENGTH** for you.

- ◆ How good are your conceptual skills when you use strategies and accommodations?

Not so good

OK

Good

If accommodations and strategies strengthen your conceptual skills, then conceptual skills are a **CHALLENGE** for you.

- ◆ Do you think that your challenges with conceptual skills are so serious (even with strategies and accommodations) that you should avoid jobs or academic programs that involve abstract conceptual skills?

yes

no

If yes, then abstract conceptual skills are a **BARRIER** for you.

Your Plan for Success with Conceptualization

- ◆ Strategies I am using now:

- ◆ Strategies I need to learn:

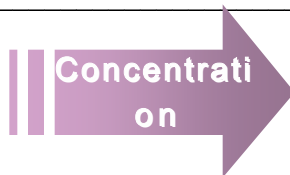
- ◆ Accommodations I am using now:

- ◆ New accommodations I want to try:

G. CONCENTRATION SKILLS

Is your difficulty with:

- | | | |
|--|------------------------------|-----------------------------|
| 1. being easily distracted | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 2. concentrating on a task for a long period of time | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 3. having trouble sitting still | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 4. feeling fidgety in class | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 5. changing to a different task once you are doing something | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 6. performing repetitive tasks | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 7. completing your work | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 8. becoming easily frustrated | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 9. feeling bored when listening | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 10. talking excessively | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 11. paying close attention to details | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 12. making careless mistakes | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 13. other? _____ | | |



Highlight all your “no” items in yellow.
These are your concentration strengths.

Concentration Accommodations and Strategies:

Do any of the following help you to concentrate?

Strategies: (helping yourself by the way you do things)

1. talking yourself through what you are doing yes no
2. selecting preferential seating yes no
3. using colour coding yes no
4. using FM System yes no
5. actively participating in classes yes no
6. listening to music yes no
7. writing things down yes no
8. breaking tasks down into smaller steps yes no
9. using checklists of things to be done yes no
10. using active note taking strategies (laptop, alphasmart) yes no
11. taking structured, frequent breaks yes no
12. selecting distraction reduced work environments yes no
13. taking prescription medication yes no
14. selecting programs in area of interest yes no
15. other strategies? _____

Accommodations: (alternative: instruction, assignment completion, and/or evaluation)

1. tutor to review and fill in the gaps yes no
2. extra time for assignments and tests yes no
3. distraction reduced work/test environment yes no
4. tape recording lectures to assist with note-taking yes no
5. access to a computer for written assignments yes no
6. reduced course load yes no
7. increased course load yes no
8. access to preferential seating yes no
9. other accommodations? _____



**Highlight all your “yes” items in green.
These strategies & accommodations are
your plans for success**

Concentration Skills Summary:

- ◆ How good are your concentration skills without using any strategies and accommodations?

Not so good OK Good

If your skills are good, then concentration skills are a **STRENGTH** for you.

- ◆ How good are your concentration skills when you use strategies and accommodations?

Not so good OK Good

If accommodations and strategies strengthen your concentration skills, then concentration skills are a **CHALLENGE** for you.

- ◆ Do you think that your challenges with concentration skills are so serious (even with strategies and accommodations) that you should avoid jobs or academic programs that involve more than minimal concentration skills?

 yes
 no

If yes, then concentration is a **BARRIER** for you.

Your Plan for Concentration Success

- ◆ Strategies I am using now:

- ◆ Strategies I need to learn:

- ◆ Accommodations I am using now:

- ◆ New accommodations I want to try:

H. ORGANIZATIONAL SKILLS:

Is your difficulty with:

- | | | |
|---|------------------------------|-----------------------------|
| 1. acting impulsively (act first and think later) | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 2. dealing with lots of change | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 3. changing to a different task once you
are doing something | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 4. getting to places on time | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 5. organizing your materials or assignments | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 6. organizing your day | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 7. remembering where things are | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 8. figuring out the sequence of tasks | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 9. setting priorities | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 10. submitting assignments on time | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 11. keeping track of schedules and appointments | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 12. communicating your ideas clearly | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 13. finding new places | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| 14. other? _____ | | |



Highlight all your “no” items in yellow.
These are your organizational strengths.

Organizational Accommodations and Strategies:

Do any of the following help you to keep organised?

Strategies: (helping yourself by the way you do things)

1. talking yourself through specific procedural steps yes no
2. colour coding subject binders yes no
3. maintaining structures and routines (detailed timetables) yes no
4. using step-by-step guidelines yes no
5. writing down procedures and steps to follow yes no
6. numbering things yes no
7. breaking tasks down into smaller steps yes no
8. using checklist of things to be done yes no
9. using agenda or electronic organizers yes no
10. using “to do” assignment folders yes no
11. using “work to be submitted” assignment folders yes no
12. creating detailed assignment times lines yes no
13. posting wall calendars and reminders yes no
14. using watches or electronic organizers with alarms yes no
15. using organizational test taking strategies yes no
16. other strategies? _____

Accommodations: (alternative: instruction, assignment completion, and/or evaluation)

1. tutor to organize time lines yes no
2. extra time for assignments and tests yes no
3. assistance with organizing materials yes no
4. step-by-step examples and outlines yes no
5. access to a computer to edit assignments and tests yes no
6. other accommodations? _____



Highlight all your “yes” items in green. These strategies and accommodations are your plans for success

Organizational Skills Summary:

- ◆ How good are your organizational skills without using any strategies and accommodations?

Not so good OK Good

If your skills are good, then organizational skills are a **STRENGTH** for you.

- ◆ How good are your organizational skills when you use strategies and accommodations?

Not so good OK Good

If accommodations and strategies strengthen your organizational skills, then organizational skills are a **CHALLENGE** for you.

- ◆ Do you think that your challenges with organizational skills are so serious (even with strategies and accommodations) that you should avoid jobs or academic programs that involve more than the most basic organizational skills?

 yes
 no

If yes, then organizational skills are a **BARRIER** for you.

Your Plan for Organization Success

- ◆ Strategies I am using now:

- ◆ Strategies I need to learn:

- ◆ Accommodations I am using now:

- ◆ New accommodations I want to try:

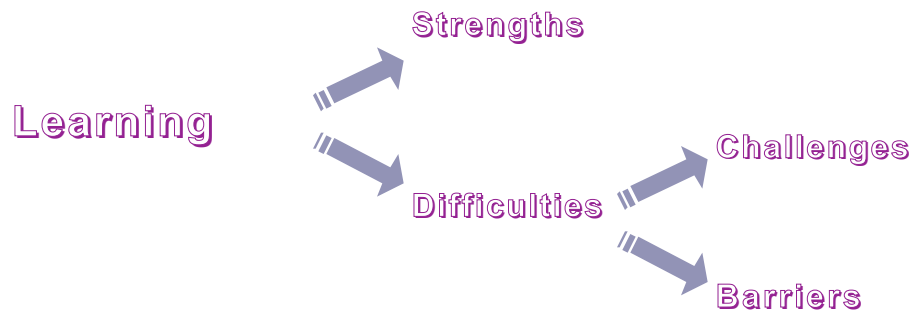
SUMMARY OF LEARNING STRENGTHS AND CHALLENGES

Using your inventory results, indicate whether each learning skill is a strength, challenge or a barrier.

Strength if you have no problems (do not require accommodations and strategies)

Challenge if you cope well when using accommodations and strategies

Barrier if you can't manage even with accommodations and strategies



Refer to each learning skills summary

A - Reading (page 5):	<input type="checkbox"/> Strength	<input type="checkbox"/> Challenge	<input type="checkbox"/> Barrier
B - Writing (page 8):	<input type="checkbox"/> Strength	<input type="checkbox"/> Challenge	<input type="checkbox"/> Barrier
C - Listening (page 11):	<input type="checkbox"/> Strength	<input type="checkbox"/> Challenge	<input type="checkbox"/> Barrier
D - Speaking (page 14):	<input type="checkbox"/> Strength	<input type="checkbox"/> Challenge	<input type="checkbox"/> Barrier
E - Mathematics (page 17):	<input type="checkbox"/> Strength	<input type="checkbox"/> Challenge	<input type="checkbox"/> Barrier
F - Conceptual (page 20):	<input type="checkbox"/> Strength	<input type="checkbox"/> Challenge	<input type="checkbox"/> Barrier
G - Concentration (page 23):	<input type="checkbox"/> Strength	<input type="checkbox"/> Challenge	<input type="checkbox"/>
			Barrier
H - Organizational (page 26):	<input type="checkbox"/> Strength	<input type="checkbox"/> Challenge	<input type="checkbox"/> Barrier