

Sample Accommodations for Mental Illness Related Cases

Principles of Accommodation

1. The accommodation must respect the **dignity** of the individual.
2. Information about an accommodation should be kept **confidential**.
3. Accommodation must also be consistent with the overarching goals of full **integration**, rather than segregation, except where requested by the individual.

Preparing for an Accommodation Meeting

Since accommodations are unique to the situation and can be simple or complex these are questions to consider:

1. What limitations is the member experiencing?
2. How do these limitations affect the member and the member's job performance?
3. What specific job tasks are problematic as a result of these limitations?
4. What accommodations are available to reduce or eliminate these problems? Are all possible resources being used to determine possible accommodations?
5. Has the member with a disability been consulted regarding possible accommodations?
6. Do the administrators and other employees need training regarding disabilities?

Types of Accommodations

Informal	With the Approval of the Principal	<ul style="list-style-type: none">• Using Planning Time to attend Doctor appointments• Change classroom location• Reschedule supervision duties
Formal	With the Approval of HR	<ul style="list-style-type: none">• Timetable Adjustments to attend appointments• Changes to workload or schools or assignments

Functional Abilities Accommodations

(Addresses the member's functional ability to do the job)

Sample Accommodations:

- Changes in timetables
- Reduced timetable easing into full-time
- Prep at beginning of the day and/or end of day or in shorter blocks
- Improved lighting
- Increased breaks (reduced yard duties or on-calls)
- Specific time or days off for medical appointments
- E-Learning Courses
- Quiet spaces for breaks
- One prep – for Secondary, for Elementary could be Itinerant teacher
- No split grade
- Team teaching
- Extending timelines
- Work with small groups
- Provide specific furniture, allow periods to sit or stand

(Difficulty with organization, staying on task, finishing paperwork, managing time.)

Sample Accommodations:

- Assign permanent classroom instead of having to change rooms
- Create detailed lesson plans and outlines
- Consider limiting number of students in class if feasible
- Divide large assignments into smaller tasks and steps
- Consider providing in-service training on time management
- Provide release time to organize report cards

Relational Accommodations

(Focus on addressing issues associated with interacting with the variety of people with whom teachers have contact)

Sample Accommodations:

- Change how feedback is provided by the Administrator
- Anticipate concerns before they arise
- Avoid assigning high needs students and/or parents
- Provide or increase support for the member in situations that are potentially confrontational
- Allow the option to not attend Staff meetings
- Place someone closer to their home
- Therapy animals
- Opportunities to do OT work to accommodate anxiety

Cognitive Accommodations

(Cognitive impairment refers to disturbances in brain functions such as memory loss, problems with orientation, distractibility, perception problems, and difficulty thinking logically.)

Difficulty with concentration:

Sample Accommodations:

- Increase natural lighting or provide full-spectrum lighting
- Divide large assignments into smaller tasks and steps
- Restructure job to include only essential functions

Memory deficits:

Sample Accommodations

- Allow member to record meetings
- Provide printed minutes of each meeting
- Provide written as well as verbal instructions
- Allow additional training time for new programs and initiatives
- Provide reminders of important deadlines via e-mails, memos, and weekly supervision

**Emotional Accommodations
(Difficulty handling stress, emotions, and change)**

Sample Accommodations:

- Provide administrative and coworker support with open communication - mentor
- Allow time off for mentorship, counseling and stress management support groups
- Limit number of subjects to be taught (e.g., specialize in one or two subjects)
- Consider limiting number of students in class if feasible
- Allow additional time and training to learn new responsibilities
- Obtain clear expectations of responsibilities and the consequences of not meeting them

Other Examples of Accommodations:

- Re-assignment to accommodate – i.e. Resource, Guidance, Co-op (subject to qualifications)
- Stay in the same classroom all day
- Provide interview questions to OT – to accommodate anxiety
- Variety of electronic devices or digital applications
- Parent interviews stretched out over 2-3 weeks – a couple of interviews per night or day
- OT assigned to the classroom – support part of day or all day