



# Examples of Possible Accommodations or Interventions for a Section 504 Plan

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This form lists examples of accommodations or interventions that a school district might offer a student with a disability to help him/her achieve success in school. Every student has different needs and the plan should be customized to those needs. A profile of the needs should first be done, then prioritized. Even though some students may need more accommodations/interventions than others, it is important for parents and educators to be realistic and not try to "fix" everything at once. Choose the most critical areas of concern and then target SEVERAL accommodations or interventions that can realistically be accomplished by the team of the parent, the teacher(s) and the student.

## Areas of Concern

- Activating and getting started
- Irritability, depressed mood, sensitive to criticism
- Memory, recall
- Motor activity
- Compliance
- Academic skills
- Sustaining attention and concentration
- Sustaining effort
- Impulsiveness
- Organizing and planning
- Socialization

## Accommodation by Teacher

### *Physical Arrangement of Room*

- Seating student near teacher
- Standing near student when given directions or presenting lessons
- Increasing the distance between the desks
- Seating student near positive role model

- Avoiding distracting stimuli (high traffic areas, windows, heating system)
- Additional accommodations:

### *Lesson Presentation*

- Pairing students to check work
- Writing key points on the board
- Providing peer tutoring
- Providing visual aids
- Providing peer note taker
- Making sure directions are understood
- Break longer presentations into shorter segments
- Providing written outline
- Allowing student to tape record lesson
- Having student review key points orally
- Teaching through multi-sensory modes
- Using computer-assisted instruction
- Include a variety of activities in each lesson
- Additional accommodations:

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### *Assignments/Worksheets*

- Giving extra time to complete tasks
- Simplifying complex directions
- Handing worksheets out one at a time
- Reducing the reading level of the assignment
- Providing study skills training/learning strategies
- Allowing student to tape record assignments/homework
- Shortening assignments; breaking work into smaller segments
- Allowing typewritten or computer printed assignments
- Using self-monitoring devices

- Reducing homework assignments
  - Not grading handwriting
  - Requiring fewer correct responses to achieve grade
  - Providing structured routine in written form
  - Giving frequent shorter quizzes and avoiding long tests
  - Additional accommodations:
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### ***Test Taking***

- Allowing open book exams
  - Giving exams orally
  - Giving take home tests
  - Allowing student to give test answers on tape recorder
  - Giving frequent short quizzes, not long exams
  - Allowing extra time for exams
  - Reading test items to student
  - Giving more objective items (fewer essay responses)
  - Additional accommodations:
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### ***Organization***

- Providing peer assistance with organizational skills
  - Providing student with extra set of books for home
  - Providing student with an assignment notebook
  - Providing rules and help with getting organized
  - Checking homework daily
  - Setting short-term goals for work completion
  - Assigning volunteer homework buddy
  - Sending daily/weekly progress reports home
  - Requesting parental help with organization
  - Supervising writing of homework assignments
  - Giving assignments one at a time
  - Additional accommodations:
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### ***Behaviors***

- Providing frequent, immediate, positive feedback
  - Using self-monitoring strategies
  - Contracting with student
  - Increasing the immediacy of rewards
  - Using "prudent" reprimands, avoiding lecturing
  - Using nonverbal cues to stay on task
  - Implementing a classroom behavior management system
  - Anticipate problems and use preventative strategies
  - Praising specific behaviors
  - Allowing legitimate opportunity to move
  - Giving extra rewards and privileges
  - Implementing time-out procedures
  - Allowing short breaks between assignments
  - Making student correct answers, not his mistakes
  - Ignoring minor inappropriate behaviors
  - Supervising during transition times
  - Additional accommodations:
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### ***Mood***

- Provide reassurance and encouragement
  - Speak softly in non-threatening manner if student is nervous
  - Focus on student's talents and accomplishments
  - Make time to talk alone with student
  - Look for signs of stress build up and provide encouragement or reduced work load
  - Allow student an opportunity to "save face"
  - Give student choices
  - Train to control anger: encourage student to walk away; use calming strategies
  - Compliment positive behavior and work
  - Look for opportunity for student to display leadership role in class
  - Send positive notes home
  - Reinforce frequently when student is frustrated
  - Use mild, consistent consequences
  - Additional accommodations:
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### **Academic Skill**

- If **READING** is weak: provide extra time; use "previewing" strategies; select text with less on a page; shorten amount of reading required; avoid oral reading
- If **ORAL EXPRESSION** is weak: accept all oral responses; substitute display for oral report; encourage expression of new ideas; pick topics easy for student to talk about
- If **WRITTEN LANGUAGE** is weak: accept non-written forms of reports; accept use of typewriter, tape recorder; do not assign large quantities of written work; test with multiple choice or fill-in blanks
- If **MATH** is weak: allow use of calculator; use graph paper to space numbers; provide extra math time; provide immediate correctness feedback and instructions by modeling the correct computational procedure: teach the steps needed to solve a particular math problem; give clues to the process needed to solve problem; encourage use of "self-talk" to problem-solve.

### **Medication**

Physician: \_\_\_\_\_

Medication: \_\_\_\_\_

Dose: \_\_\_\_\_

Schedule: \_\_\_\_\_

Administered in school by: \_\_\_\_\_

### **Parent Involvement**

- Initial assignment notebook daily/weekly
- Provide daily rewards for bringing completed assignment notebook/progress note home
- Call teacher(s) every \_\_\_\_\_ for feedback
- Call homework hotline for assignments
- Supply school with medication and necessary medical forms
- Parent support group (e.g., CHADD)

- Parent education re: AD/HD
- Parent education re: behavior management
- Provide positive reinforcement for points earned in behavior program at school
- Write questions, concerns in assignment notebook to communicate with teacher(s)
- Community agency involvement
- Break homework into smaller parts and provide frequent breaks
- Communicate concerns to teacher(s)/counselor
- Inform teacher(s)/counselor of medication changes
- Get feedback from teacher(s)/counselor to give physician for check-ups
- Additional accommodations:

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### **Special Considerations**

- Monitor student closely on field trips
- Inservice teacher(s) on child's handicap
- Provide social skills group experiences
- Develop intervention strategies for transitional periods (i.e., cafeteria, recess, assemblies)
- Alert school bus driver
- Provide group/individual counseling re:
- Additional accommodations:

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### **Participants**

Name: \_\_\_\_\_

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Mary Durham is an educational consultant and past president of CHADD. Specializing in Section 504 and disability issues, Ms. Durham works with school districts at the local, state and national level. Active in numerous county and state interagency organizations, Ms. Durham is a trained mediator, Section 504 hearing officer and behavior strategist. Mary is one of the founders of the Parent to Parent Program and a trainer for the Parent to Parent Teacher Certification Classes. She is also the mother of 2 adult children with AD/HD.