



Examples of Possible Accommodations or Interventions for a Section 504 Plan

MARY DURHEIM

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:

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:

Participants

Name: _____

SESSION 5



40 Best School Accommodations for Your ADHD Child

Here are the accommodations to request in your child's IEP or 504 plan to assure academic success.

Manage Impulsivity in the Classroom

For a child who speaks out of turn:

- > Seat him front and center, near the teacher, and away from distractions
- > Discuss the behavior in private rather than calling him out in front of the class
- > Have him sit next to a well-behaved role model
- > Increase the distance between desks, if possible
- > For younger students, mark an area with tape around his desk in which he can move freely

Help for Half-Done or Incomplete Assignments

- > Allow extra time to complete assigned work
- > Break long assignments into smaller segments, each with a deadline
- > Shorten assignments or work periods
- > Pair written instructions with oral instructions
- > Set a timer for 10-minute intervals and have the student get up and show the teacher her work

Help Classroom Focus

If your child doesn't participate, drifts off when taking notes, or turns in work with mistakes:

- > Have a peer assist him in note taking
- > Have the teacher ask questions to encourage participation
- > Enlist him to help present the lesson
- > Cue him to stay on task with a private signal—a gentle tap on the shoulder
- > Schedule a five-minute period for him to check over work before turning in assignments

To End Disruptive Classroom Behavior

- > Have the teacher ignore minor inappropriate behavior
- > Allow the student to play with paper clips or doodle
- > Designate a place in advance where to let off steam
- > Adjust assignments so that they are not too long or too hard
- > Develop a behavior contract with the student and parents (share info about what works at home or vice versa)

For the Daydreamer in Class:

- > Have the teacher use clear verbal signals, such as "Freeze," "This is important," or "One, two, three...eyes on me"
- > Allow the student to earn the right to daydream for 5-10 minutes by completing her assignment
- > Use a flashlight or a laser pointer to illuminate objects or words to pay attention to
- > Illustrate vocabulary words and science concepts with small drawings or stick figures

Settle Fidgety, Restless Behaviors

If your child taps his foot or pencil nervously in class or gets up out of his seat a lot:

- > Allow him to run errands, to hand out papers to students, clean off bookshelves, or to stand at times while working
- > Give him a fidget toy in class to increase concentration
- > Slot in short exercise breaks between assignments
- > Give him a standing desk or an air-filled rubber disk to sit on so he can wiggle around

Keep Track of Homework and Books

If your child forgets to bring home homework assignments or books, return papers to school, or to put his name on his paper:

- > Use an assignment notebook/student planner
- > Allow students to dictate assignments into a Memo Minder, a small three-minute tape recorder
- > Staple the teacher's weekly lesson plan in the student's planner
- > Reduce the number of papers that are sent home to be signed
- > Appoint monitors to make sure that students write down homework assignments
- > Allow student to keep a second set of books at home

Put Time on His Side

If your child has trouble with due dates and deadlines:

- > Give advanced notice about upcoming projects and reports
- > Stand next to the student to make sure that the assigned task is begun quickly
- > Present all assignments and due dates verbally and visually
- > Use timers to mark transitions—putting materials away before starting a new subject or project

Expand Her Social Network

If your child is clueless about social cues, doesn't work well with others, or isn't respected by peers:

- > Set up social-behavior goals with her and implement a reward program
- > Request that the school establish a social skills group
- > Encourage cooperative learning tasks
- > Assign her special responsibilities or a leadership role
- > Compliment positive behavior and work
- > Acknowledge appropriate behavior and good work frequently

Take the Fear Out of Writing

If your child is challenged by written assignments:

- > Allow more time for written assignments and essay questions
- > Shorten reports or assignments
- > Allow students to print; don't require cursive writing
- > Allow the option of a recorded or oral report in lieu of writing
- > Encourage students to use a computer for written work
- > Allow the use of spell check and grammar check software

Reduce Math Anxiety

If your child does not finish math tests, is slow to finish homework, or has problems with multi-step problems:

- > Photocopy pages for students so they do not have to rewrite math problems
- > Keep sample math problems on the board
- > Allow use of a calculator for class- and homework
- > Give review summaries for math exams
- > Give extended time on tests

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New Hope Media, 108 West 39th Street, Suite 805, New York, NY 10018