

Sample General Section 504 Accommodations

Accommodations are determined on an individualized basis and must be designed to address a student's specific area of need as documented during the Section 504 Evaluation process. **(Note: Disabilities that are covered by Section 504 must substantially limit a major life activity and impact a student's education in order to be found eligible.)** The following are examples of accommodations that a 504 Team may consider for a student.

Environmental

- Provide structured learning routines.
- Adjust class schedule.
- Modify non-academic times such as lunch and recess.
- Modify physical curriculum.
- Change student seating.
- Provide use of a study carrel.
- Alter location of personal or classroom supplies for easier access or to minimize distraction.

Organizational

- Modify test delivery.
- Use tape recorders (Written permission must be received from teacher and parents/guardians of students in the classroom in order to receive the accommodation).
- Provide computer-aided instruction and other audiovisual equipment.
- Select modified textbooks and/or workbooks.
- Tailor homework assignments.
- Use of one-to-one tutorials.
- Provide peer tutoring.
- Set time expectations for assignments.
- Provide tests in segments allowing student to finish one segment before receiving the next section..
- Highlight main ideas and supporting details in the book.
- Provide a model to help student. Post the model and refer to it often.

- Provide a " to do" list.
- Provide a written version of daily assigned activities/tasks.
- Limit visual distractions and clutter.
- Check for books and materials daily.
- Check to see that student has daily, weekly, and/or monthly assignment sheets.

Behavioral

- Develop and implement behavioral/academic plan.
- Utilize positive reinforcements (rewards).
- Utilize negative reinforcements (consequences).
- Implement self-recording of behaviors. Confer with the student's parents/guardians and teachers.
- Establish a home/school communication system for behavior monitoring.
- Post rules and consequences for classroom behavior.
- Offer social reinforcers (i.e., praise) for appropriate behavior.
- Establish daily/weekly progress report for the student.

Presentation

- Tape lessons for the student (Written permission must be received from teacher and parents/guardian of students in the classroom in order to receive the accommodation).
- Provide photocopied material for extra practice (i.e., outlines, study guides).
- Require fewer drill and practice activities.
- Give both oral and written instructions for assignments.
- Vary the method of lesson presentation:
 - small groups
 - large groups
 - audio visuals (i.e., filmstrips, study prints)
 - peer tutors or cross-age tutors (i.e., take notes, monitor assignments, read aloud, listen)
 - demonstrations
 - experiments

- simulations
- games
- One-to-one instruction with other adult.
- Provide for oral testing.
- Ask student to repeat directions/assignments to ensure understanding.

Methodology

- Repeat and simplify instructions for in-class and homework assignments.
- Supplement oral instructions with visual instructions.
- Change instructional pace.

Curriculum

- Utilize supplementary materials.
- Provide lower grade level texts as alternative reading material in subject areas
- Implement study skill strategies (survey, read, recite, review).
- Introduce definition of new terms/vocabulary and review to verify understanding.
- Limit amount of material presented on a single page.
- Provide a sample or practice test.
- Be aware of student's preferred learning style and provide appropriate instruction/materials.
- Provide peer tutoring/paired-working arrangement.
- Allow student to dictate themes, information, answers on tape or to others.
- Allow time 1/2 for oral response.
- Allow time 1/2 for written response.

Testing

- Allow student to take tests in a quiet environment.
- Allow student to take tests in small sections.
- Allow ample space for student response.
- Allow lined answer spaces for essay or short answer questions.

- Selectively use visual prompts to focus attention on important words, symbols or procedures.
- Give clear, short directions using simple words.
- Permit the student to write on the test.
- Provide a study guide for tests and exams.
- Make certain that the tests or quizzes measure knowledge of content and not related skills, such as reading or writing.
- Arrange a time for the student to study with a peer tutor before taking tests or quizzes.
- Provide parents with information on upcoming test and quiz content (e.g., what material will be covered by the test or quiz, format, types of questions, etc.).
- Allow time 1/2 for testing.