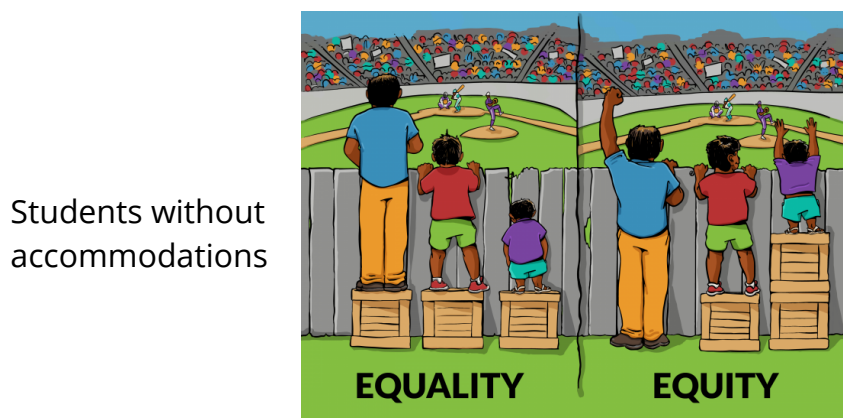# Accommodations for Students Under Section 504

What is an accommodation?

- Accommodations are tools and procedures that provide equal access to instruction and assessment for students with disabilities.
- Accommodations are provided to "level the playing field."

Students without accommodations

Students with accomodations

EQUALITY   **EQUITY**

Accommodations:

- Must be individualized
- Place the student with a disability at an equal starting level with the nondisabled student to access classroom instruction and participate fully in assessments
- Are not intended to reduce learning expectations
- Allow and appreciate differences in student's learning styles

Types of Accommodations:

Environmental Strategies

Make adjustments to the student's environment
Some examples include:

- Provide a structured learning environment.
- Provide space with minimal distraction.
- Arrange for use of ramps and/or elevators.
- Adjust class schedule.
- Provide classroom aides and note takers.
- Modify nonacademic times such as lunchroom and recess.
- Modify physical education.
- Change student seating.
- Organize student's study tools.
- Alter location of personal or classroom supplies for easier access, or to minimize distractions.
- Use FM sound system.

Organizational Strategies

Make adjustments to lessons, assignments, and testing.
Some examples include:

- Extra time to complete tasks.
- Shorten assignments; break work into smaller segments.
- Allow computer-printed assignments.
- Modify test delivery.
- Use tape recorders, computer-aided instruction, and other audiovisual equipment.
- Select modified textbooks or workbooks.
- Tailor homework assignments.
- Provide peer tutoring.
- Set time expectations for assignments.
- Provide tests in segments so that student finishes one segment before receiving the next part.
- Highlight main ideas and supporting details in the book

Behavioral Strategies

Positive behavioral supports
Some examples include:

- Provide frequent, immediate, positive feedback
- Use nonverbal cues to stay on task
- Seat student near positive role model
- Anticipate problems and use preventative strategies
- Use behavioral management techniques
- Implement behavioral/academic contracts
- Use positive reinforcements (rewards)
- Use negative reinforcements (take away non-preferred activities)
- Confer with the student's parents and other teachers
- Establish a home/school communication system for behavior monitoring
- Post rules and consequences for classroom behavior
- Write a contract for student behavior
- Offer social reinforces (e.g., praise) for appropriate behavior
- Establish daily/weekly progress report for the student.
- Implement self-recording of behaviors.

Presentation Strategies

Make adjustments to how information is presented to the student.
Some examples include:

- Make sure the directions are understood
- Write key points on the board
- Provide a written outline
- Record lessons for the student
- Provide photocopied material for extra practice (e.g., outlines, study guides)
- Require fewer drill and practice activities
- Give both oral and visual instructions for assignments
- Vary the method of lesson presentation:

• **A.** Lecture • **B.** Small groups • **C.** Large groups • **D.** Audiovisuals • **E.** Peer tutors or cross-age tutors (e.g., take notes, monitor assignments, read aloud, listen) • **F.** Demonstrations • **G.** Experiments • **H.** Simulations • **I.** Games • **J.** One-to-one instruction with another adult

- Provide oral testing
- Ask student to repeat directions/assignments to ensure understanding
- Arrange for a mentor to work with the student in their interest area or area of greatest strength.

105 Effective Accommodations

1. Display examples.
2. Provide study questions.
3. Vary working surfaces (e.g. floor or whiteboard).
4. Simplify and/or shorten instructions.
5. Give both oral and written directions.
6. Have student repeat directions.
7. Have student repeat lesson objectives.
8. Ask frequent questions.
9. Change the question level.
10. Change response format (e.g. from verbal to physical, from saying to pointing.)
11. Provide sequential directions (label as 1st , 2 nd, etc.).
12. Use verbal cues (e.g., 'Don't write this down,' 'This is important').
13. Shorten project assignments into daily tasks.

14. Number (order) assignments to be completed. **15.** Highlight instructions.
16. Highlight relevant words/features.
17. Use picture directions.
18. Use private signals for reminders.
19. Increase allocated time.
20. Provide frequent review.
21. Provide content outlines. **22.** Adapt test items for differing response methods. **23.** Provide visual cues (e.g. posters, desktop
24. Use storyboards.
25. Block out extraneous stimuli on written material.
26. Record directions.
27. Establish a rationale for learning.
28. Record student responses.
29. Use a study guide.

30. Provide vocabulary list with definitions for content material.
31. Provide discussion questions before reading.
32. Call student's name before asking a question.
33. Use peer-mediated strategies, (e.g. buddy system).
34. Rearrange student groups (according to instructional needs, role models, etc.).
35. Provide content/lecture summaries.
36. Color code materials/directions.
37. Use video to support text.
38. Provide functional tasks (relate to child's environment).
39. Enlarge or highlight key words on test items.
40. Teach key direction words.
41. Substitute projects for written work.

42. Repeat major points.

43. Have student summarize at end of the lesson.

44. Allow for extra credit.

45. Teach varied reading rates (e.g. scanning, skimming, etc.).

46. Use audiobooks.

47. Incorporate currently popular themes/characters into assignments for motivation.

48. Use physical cues while speaking (e.g. 1, 2, 3, etc.).

49. Pause during speaking.

50. Assign only one task at a time.

51. Change the tone of voice, whisper, etc.

52. Change far-point to near-point material for copying or review.

53. Allow extra time for written responses.

54. Provide a hard copy of class notes.

55. Use extra spaces between lines of print.

56. Provide pencil grips.

57. Use activity sheets that require minimal writing.

58. Allow student to dictate answers.

59. Do only odd or even numbered items on a large task sheet.

60. Reduce number of items on a task.

61. Write out math charts or draw sketches to solve problems.

62. Use manipulatives such as coins, blocks, toothpicks, rulers, puzzles, measuring cups, etc.

63. Use dotted lines to line up math problems or show margins.

64. Use graph paper for place value or when adding or subtracting two-digit numbers.

65. Color code place value tasks.

66. Circle math computation signs such as +, -, x, and etc.

67. Break story problems into smaller steps.

68. Provide calculators.

69. Give directions in small steps.

70. Use mnemonic devices for memorization.

71. Provide essential fact list to study for test.

72. Reorganize tests to go from easy to hard.

73. Allow extended time to take a test.

74. Allow test to be taken in a different location.

75. Allow a test to be taken orally instead of being written.

76. Provide a specific location for turning in work.

77. Provide a timer for students to use to manage tasks.

78. Put desk close to the whiteboard.

79. Collect notebooks weekly (periodically) to review student's notes.

80. Provide organizers (e.g. cartons/bins) for desk materials.

81. Check that all homework/assignments are written correctly in planner, calendar, or homework book.

82. Provide daily and weekly assignment sheets.

83. Post daily/weekly schedule.

84. Seat student away from doors and windows.

85. Establish routines for handing work in, doing a project, etc.

86. Use hand signals to cue behavior (e.g. attention, responding, etc.).

87. Incorporate breaks.

88. Use specific rather than general praise.

89. Include positive reinforcement and incentives.

90. Increase or delay reinforcement frequency.

91. Use calming down or relaxation techniques.

92. Provide transition directions and use signals for transitions in advance.

93. Monitor closely during transitions.

94. Provide headsets to muffle noise.

95. Seat student near model (student or teacher).

96. Assign a safe place for "cooling down" or "regrouping" when student becomes frustrated.

97. Teach self-monitoring.

98. Use behavioral contracts.

99. Establish rules and review frequently.

100. Allow the use of a computer, apps, and other assistive technology.
101. Use large print.
102. Provide magnification**.**
103. Provide braille.
104. Use American Sign Language.
105. Provide textbooks or materials over summer at home.

Questions?

Do you have questions about Section 504 plans? You can call 801.272.1051 or email info@utahparentcenter.org to receive a **FREE** one on one consultation with a Utah Parent Center Parent Consultant.