

## 504 Plan Instructional Accommodations

Student's Name \_\_\_\_\_

Date of 504 Plan \_\_\_\_\_

**Physical Arrangement of Room:**

- seating student near the teacher
- seating student near a positive role model
- standing near the student when giving directions or presenting lessons
- avoiding distracting stimuli (air conditioner, high traffic area, etc.)

- increasing the distance between the desks
- 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
- including a variety of activities during each lesson
- breaking longer presentations into shorter segments

- providing written outline
- allowing student to tape record lessons
- having child review key points orally
- teaching through multi-sensory modes
- using computer-assisted instruction
- Additional accommodations:*

**Assignment/Worksheets:**

- giving extra time to complete tasks
- simplifying complex directions
- handing worksheets out one at a time
- reducing the reading level of the assignments
- requiring fewer correct responses to achieve grade
- allowing student to tape record assignments/homework
- providing a structured routine in written form
- providing study skills training/learning strategies

- giving frequent short quizzes and avoiding long tests
- shortening assignments; breaking work into smaller segments
- allowing typewritten or computer-printed assignments
- using self-monitoring devices
- reducing homework assignments
- not grading handwriting
- Additional accommodations:*

**Test Taking:**

- allowing open book exams
- giving exam orally
- giving take-home tests
- using more objective items (fewer essay responses)
- allowing student to give test answers on tape recorder
- giving frequent short quizzes, not long exams

- allowing extra time for exam
- reading test item to student
- Additional accommodations:*

**Organization:**

- providing peer assistance with organizational skills
- assigning volunteer homework buddy
- allowing student to have an extra set of books at home
- sending daily/weekly progress reports home
- developing a reward system for in-school work and homework completion

- providing student with a homework assignment notebook
- Additional accommodations:*

## 504 Plan Behavioral Accommodations

Student's Name \_\_\_\_\_

Date of 504 Plan \_\_\_\_\_

The student can comply with all school rules:  YES  NO

If "NO," the rules which the student cannot follow from the "Responsibilities of Students" are as follows:

To encourage appropriate behavior, the following may be used:

- |  |  |
|--|--|
| <input type="checkbox"/> praising specific behaviors                             | <input type="checkbox"/> implementing a classroom behavior management system                       |
| <input type="checkbox"/> using self-monitoring strategies                        | <input type="checkbox"/> allowing student time out of seat to run errands, etc.                    |
| <input type="checkbox"/> giving extra privileges and rewards                     | <input type="checkbox"/> ignoring inappropriate behaviors not drastically outside classroom limits |
| <input type="checkbox"/> keeping classroom rules simple and clear                | <input type="checkbox"/> allowing legitimate movement  |
| <input type="checkbox"/> making "prudent use" of negative consequences           | <input type="checkbox"/> contracting with the student  |
| <input type="checkbox"/> allowing for short breaks between assignments           | <input type="checkbox"/> increasing the immediacy of rewards                                       |
| <input type="checkbox"/> cuing student to stay on task (nonverbal signal)        | <input type="checkbox"/> implementing timeout procedures   |
| <input type="checkbox"/> marking student's correct answers, not his/her mistakes | <input type="checkbox"/> <i>Additional accommodations:</i>   |