

Section 504 Accommodation Plan

Name: Date:

Student MARSS #: Date of Birth:

School: Teacher: Grade:

Describe the nature of the concern:

Describe the basis for the determination of handicap (if any):

Describe how the handicap affects a major life activity:

The Child Study Team/Intervention Assistance Team has reviewed the files of the above named student and conclude that he/she meets the classification as a qualified handicapped individual under Section 504 of the Rehabilitation Act of 1973. In accordance with the Section guidelines, the school has agreed to make reasonable accommodations and address the student's individual needs by:

**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:**

- |   |  |
|---|--|
| <input type="checkbox"/> Pairing students to check work                       | <input type="checkbox"/> providing written outline               |
| <input type="checkbox"/> writing key points on the board                      | <input type="checkbox"/> allowing student to tape record lessons |
| <input type="checkbox"/> providing peer tutor                                 | <input type="checkbox"/> having child review key points orally   |
| <input type="checkbox"/> providing visual aids                                | <input type="checkbox"/> teaching through multi-sensory modes    |
| <input type="checkbox"/> providing peer note taker                            | <input type="checkbox"/> using computer-assisted instruction     |
| <input type="checkbox"/> making sure directions are understood                |  |
| <input type="checkbox"/> including a variety of activities during each lesson |  |
| <input type="checkbox"/> breaking longer presentations into shorter segments  |  |
| <input type="checkbox"/> additional accommodations:                           |  |

**Assignments/worksheets:**

- giving extra time to complete tasks
- simplifying complex directions

using self-monitoring devices

reducing homework assignments

- handing worksheets out one at a time
- reducing the reading level of the assignments

not grading homework

- 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
- additional accommodations:

**Test taking:**

allowing open book exams

allowing extra time for

giving exam orally

exam

reading test item

to student

- 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
- 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-schoolwork and homework completion
- providing student with a homework assignment notebook
- additional accommodations:

**Behaviors:**

praising specific behaviors

allowing legitimate

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

**Medication:**

name of physician: phone:  
 medication(s): Schedule:  
 monitoring of medication(s): daily weekly as needed basis  
 administered by:

Special considerations:

- suggesting parenting program(s)
- monitoring student closely on field trip
- in serving teacher(s) on child's handicap
- providing group/individual counseling
- providing social skills group experiences
- developing intervention strategies for transitional periods (e.g., cafeteria, physical education, etc.)
- alerting bus driver
- suggesting agency involvement

Comments:

Participants:

Name	Title
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Case manager's signature:

