

INTERVENTION STRATEGIES

504 ACCOMMODATION CHECKLIST

<http://www.come-over.to/FAS/IDEA504.htm>

If you have a child that does not qualify for special education but has a mental or physical impairment which substantially limits one or more major life activities, including learning, that child still may qualify for special help in a regular classroom setting under section 504.

The following is a list of accommodations that may help your child succeed in the classroom. The list can be used as a reference for parents and school personnel.

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 distance between desks

LESSON PRESENTATION

- ? pairing students to check work
- ? writing key points on the board
- ? providing peer tutoring
- ? providing visual aids, large print, films
- ? providing peer notetaker
- ? making sure directions are understood
- ? including a variety of activities during each lesson
- ? repeating directions to the student after they have been given to the class: then have him/her repeat and explain directions to teacher
- ? providing written outline
- ? allowing student to tape record lessons
- ? having child review key points orally
- ? teaching through multi-sensory modes, visual, auditory, kinesthetics, olfactory
- ? using computer-assisted instruction
- ? accompany oral directions with written directions for child to refer to blackboard or paper
- ? provide a model to help students, post the model and refer to it often
- ? provide cross age peer tutoring
- ? to assist the student in finding the main idea underlying, highlighting, cue cards, etc.
- ? breaking longer presentations into shorter segments

ASSIGNMENTS/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 (quality vs. quantity)
- ? 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 prepared by the student or dictated by the student and recorded by someone else if needed.
- ? using self-monitoring devices
- ? reducing homework assignments
- ? not grading handwriting
- ? student should not be allowed to use cursive or manuscript writing
- ? reversals and transpositions of letters and numbers should not be marked wrong, reversals or transpositions should be pointed out for corrections
- ? do not require lengthy outside reading assignments
- ? teacher monitor students self-paced assignments (daily, weekly, bi-weekly)
- ? arrangements for homework assignments to reach home with clear, concise directions
- ? recognize and give credit for student's oral participation in class

(Cont.)

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
- ? avoid placing student under pressure of time or competition

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

BEHAVIORS

- ? use of timers to facilitate task completion
- ? structure transitional and unstructured times (recess, hallways, lunchroom, locker room, library, assembly, field trips, etc.)
- ? praising specific behaviors
- ? 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
- ? cueing 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
- ? allowing legitimate movement
- ? contracting with the student
- ? increasing the immediacy of rewards
- ? implementing time-out procedures