

B. SECTION 504 ACCOMMODATION PLAN CHECKLIST

Staff Member's Name: _____

NAME: _____ BEGINNING DATE: _____

DATE FOR REVIEW: _____

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
- _____ Additional accommodations: _____

LESSON PRESENTATION

- _____ Pairing students to check work
- _____ Writing key points on the board
- _____ Providing peer tutoring
- _____ Providing visual aids, large print, films
- _____ Providing peer note taker
- _____ Making sure directions are understood
- _____ Including a variety activities during each lesson
- _____ Repeating directions to the student after they have been given to the class, then having him/her repeat and explain to teacher
- _____ Providing written outline
- _____ Allowing student to tape record lessons
- _____ Having child review key points orally
- _____ Teaching through multi-sensory modes, visual, auditory, kinesthetic
- _____ Using computer-assisted instruction
- _____ Accompanying oral directions with written directions for the child on the blackboard or on paper
- _____ Providing a model to help students; post the model and refer to it often
- _____ Providing cross tutoring
- _____ Assisting the student in finding the main idea, underlining, highlighting, using cue cards, etc.
- _____ Breaking longer presentations into shorter segments
- _____ Additional accommodations: _____

ASSIGNMENTS

- _____ Giving extra time to complete tasks
- _____ Simplifying complex directions
- _____ Reducing the reading level of the assignments
- _____ Requiring fewer correct responses to achieve a 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 prepared by the student or dictated by the student and recorded by someone else
- _____ Using self-monitoring devices
- _____ Reducing homework assignments
- _____ Not grading handwriting
- _____ Not marking reversal of letters or transposition of numbers wrong; pointing them out for Correction
- _____ Monitoring student's self-paced assignments on a timely basis
- _____ Recognizing and awarding credit for the student's class participation and oral contributions
- _____ Arranging that every homework assignment is accompanied by clear, concise written directions
- _____ Additional accommodations: _____

TEST TAKING

- _____ Allowing open book exams
- _____ Giving exam orally
- _____ Giving take home tests
- _____ Using more objective items (fewer essay responses)
- _____ Giving frequent short quizzes, not long exams
- _____ Allowing extra time for exam
- _____ Reading test items to student
- _____ Not placing student under pressure to complete a test in a given time

ORGANIZATION

- _____ Providing peer assistance with organizational skills
- _____ Assigning volunteer homework buddy
- _____ Allowing student to have an extra set of books at home
- _____ Sending home daily/weekly progress reports
- _____ Developing a reward system for in-school work and completion of homework
- _____ Providing student with a homework assignment notebook
- _____ Additional accommodations: _____

BEHAVIORS

- _____ Using timers to facilitate completion of tasks
- _____ Structuring “free” and transitional times, e.g., during recess, in a the hallway, lunchroom, locker room and library, during assemblies, on field trips, etc.
- _____ Keeping classroom rules simple and clear
- _____ Ignoring minor infractions
- _____ Making “prudent use” of negative consequences
- _____ Allowing for short breaks between assignments
- _____ Cueing student to stay on task through nonverbal signals
- _____ Marking student’s correct answers, not his/her mistakes
- _____ Implementing a classroom behavior management system
- _____ Allowing legitimate movement
- _____ Contacting with the student
- _____ Increasing the immediacy of rewards
- _____ Implementing time-out procedures
- _____ Additional accommodations: _____

MEDICATION

Name of physician: _____ Telephone: _____

Medication(s): _____ Schedule: _____

_____ Schedule: _____

Monitoring of medication(s): _____ Daily: _____ Weekly: _____ As Needed: _____

Staff member(s) responsible for administering medication: _____

Staff member(s) responsible for insuring that student self-medicates: _____

Staff member(s) responsible for documentation of administration of medication: _____

SPECIAL CONSIDERATIONS

- _____ Suggesting parent programs
- _____ Inservicing all school personnel involved with the child
- _____ Suggesting agency involvement
- _____ Providing group/individual counseling
- _____ Developing social skills through group experiences
- _____ Providing specific time limits for extra help outside of the classroom
- _____ Additional accommodations: _____

COMMENTS: _____

Case Manager's Name: _____

Teacher/Staff Member's Name: _____