

Assistive Technology Training Online

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Section 504: Eligibility for Section 504 Services and Protections

A child who qualifies for Special Education services may also qualify for accommodations in the regular classroom he or she attends. Even if a child does not qualify for Special Education services, he or she may still qualify for accommodations under Section 504.

Eligibility for protections and services under Section 504 is based on the definition of disability and is not the same as eligibility under IDEA. Key points to remember when determining eligibility under 504 include the following:

- Eligibility is based on the definition of disability.
- Eligibility is not age restricted (as with IDEA) it covers individuals from birth to death.
- Eligibility is not related to specific categories of disabilities (as with IDEA).
- Eligibility is based on the functional impact of a physical or mental impairment, not just the need for special education.

List of Appropriate School-Based Accommodations and Interventions

FOR A 504 PLAN OR FOR ADAPTATIONS AND MODIFICATIONS SECTION OF AN IEP

(Choose only those accommodations and interventions that are the **most** needed)
Attempt to select low-level accommodations and interventions before moving to more supportive or high-level accommodations and interventions. If high-level accommodations are necessary, choose them with the goal of slowly removing them whenever possible. The objective should always be to provide support while encouraging growth with these strategies to foster independence and self-advocacy).

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Accommodations are modifications made by the classroom teacher(s) and other school staff to help students benefit from their educational program. Examples of common accommodations include:

- Early advising, registration, and classroom assignment.
- Using technology aids (recorders, scanners, laptops, etc) in the classroom.
- Using textbooks on tape or computer media.
- Time extensions for meeting program or course requirements, classroom assignments, library materials, etc.
- In-class note-takers
- Alternative testing methods
- Access to out-of-class technology to enhance access to academic materials.
 - Make changes to the physical environment in classrooms or other campus locations to improve/enhance access.
- Modify assignments and tests.
- Provide an extra set of textbooks for home.
- Adjust student seating.
- Use study guides and organizational tools.
- individualized health care and emergency plan
- Repeat and simplify instructions about in-class and homework assignments.
- Supplement verbal instructions with visual instructions.
- Adjust class schedules.
- Use tape recorders, computer aided instruction, and other audio visual equipment.
- Select modified textbooks and workbooks.
- Tailor homework assignments.

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Alter the environment

Provide the Student with Low-Distraction Work Areas

- Provide the student with a quiet, distraction free area for quiet study time and test-taking.; no interruptions should be permitted until the student is finished.
- Always seat the student near the source of instruction and/or stand near the student when giving instructions to reduce barriers between him or her and the lesson.
- Use earphones with computers and other equipment with audio functions.
- Always seat the student in a low-distraction work area in the classroom.
- Provide a non-slip surface on the student's chair, such as Dycem to prevent slipping

Provide the Student with Control of the Environment

- Provide dimmers or extensions on light switches.
- Use switch interfaces to activate battery operated devices or appliances.

Prepare the student for transitions

- Prepare the student in advance for upcoming changes to routine - field trips, transitions from one activity to another, etc.
- Plan supervision during transitions
- Prepare the student in preparing for the end of the day and going home,
 - supervise the student's book bag for necessary items needed for homework.
- Allow the student to move around. Provide opportunities for physical action
 - Do not remove daily recess as punishment.
- Permit the student to play with small objects that can be manipulated quietly, such as a squeeze ball.

Alter Presentation of Lessons/Accommodations for assignments

- Make sure all information and homework instruction and assignments are clear and provided in writing (not simply aloud).

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- Provide a consistent, predictable schedule. Post the schedule in a viewable area
- Write down key words on the board to aid in note-taking
- Provide a legible outline before a lesson/lecture and with legible teacher's notes
- Provide a note-taker at all times to record classroom discussions/lectures.
- Provide student with a weekly syllabus, in advance, of upcoming week's assignments/lessons.
- Write assignments on the board as they are given to the class.

Break the Assignments into Short, Sequential Steps

- Break instructions into short, sequential steps;
 - build reinforcement and opportunities for feedback at the end
 - hand out longer assignments in segments;
 - schedule shorter work periods.
- Provide regular guidance on planning assignments and completing long term projects
- Break up long term projects so that pieces are due within a timed framework

Support the student's participation in the classroom

- Give private, discrete cues to student to stay on task, cue the student before calling on him, and cue before an important point is about to be made
- Allow adequate time for student to answer questions
- Provide the amount of support and structure the student needs, not the amount of support and structure traditional for that project
- Identify the students strengths by altering the format of a presentation
- As much as possible use high impact visual aids with lively oral presentations
- Avoid the use of sarcasm, continual criticism or bringing attention to the student's different needs

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Classroom and Homework Assignment Adaptations

- Allow the student to begin an assignment and then go to the teacher for confirmation that he/she is doing the assignment properly
- Encourage the use of books-on-tape to support reading assignments
- Provide the student with published book summaries, synopses or digests of major reading assignments to review beforehand
- Modify classroom and homework assignments for work amount and time frames (examples: the student does every 3rd math problem or works for 15 minutes on a worksheet)
- Provide a second set of books and materials to keep at home

Alter Testing and Evaluation Procedures

- Prior to the test, provide specific information, in writing if necessary, on content
- Provide a practice test or quiz to study the day before the actual test
- Allow more time to complete quizzes, tests, (including standardized tests)
 - The student can inform the teacher of his need for additional time by writing a note on the test whenever he/she is unable to finish the test in the allotted time.
- Provide the student with other opportunities, methods or test formats to demonstrate what is known
- Allow the student to take tests or quizzes in a quiet place in order to reduce distractions
- Consider allowing the student to use a calculator when it is clear the student understands math calculation concepts or to check his/her work

Alter the Design of Materials

- Tests should always be typed (not handwritten) using large type
- All duplicated materials must be clear, dark and easy to read.

- Instructions should always be next to the questions to which they relate, and test questions should visually stand-out from the test answers (on multiple choice, matching etc.)
- Review the design of the test to assure that the test questions are ordered in a logical, sequential manner

Provide Training and Guidance for Study Skills, Test Taking Skills, and for Time and Organizational Planning Skills Training

- Provide the student with a regular program in study skills, test taking skills, organizational skills, and time management skills.
- Provide daily assistance/guidance to the student in how to use a planner on a daily basis and for long-term assignments; help the student plan how to break a larger assignment into smaller steps
- Help the student set up a system of organization using color coding by subject area
- Teach the student how to identify key words, phrases, operations signs in math, and/or sentences in instructions and in general reading
- Teach the student how to scan a large text chapter for key information, and how to highlight important selections
- Teach the student efficient methods of proof-reading his/her own work.
- Display and support the use of mnemonic strategies to aid memory formation and retrieval
- Support alternate methods of outlining such as "mind-mapping" or "clustering"

Skills Guidance and Support

- Provide consistent coaching from all teachers to support—organizational skills, time management skills training, study skills training, test taking skills
- Designate one teacher as the advisor/supervisor/coordinator/liaison for the student and to act as the link between home and school

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- Permit the student to check-in with this advisor first thing each week (Monday mornings) to plan/organize the week and last thing each week (Friday afternoons) to review the week and to plan/organize homework for the weekend
- Support the formation of study groups, and the student seeking assistance from peers, encourage collaboration among students

Create a Safe Environment for Learning: Employ Effective Motivational Techniques for the Student, Faculty, and Counselor Initiatives

- Match student's needs and learning style with teachers who know how to create opportunities for academic and social success
- Recognize EFFORTS the student employs toward attaining a goal and recognize the problems resulting from skill deficits vs. non-compliance
- Look for positives. Provide immediate feedback to the student
- Create a non-threatening learning environment where it is safe to ask questions, seek extra help, make mistakes and feel comfortable in doing so
- Provide this student with an environment where it is safe to learn; encourage empathy from faculty, staff and peer groups
- Provide clearly stated rules, consequences and expectations
- Praise in public, reprimand in private

Parental Involvement

- Teachers must report to the parent any time one of these interventions and/or accommodations seems to be ineffective
- Designate one teacher as the advisor/supervisor/coordinator/liaison for the student
- Involve parents in selection of the student's teachers
- Use the student's planner for daily communication with the parent

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- Each teacher is to send home the weekly communication sheet at the end of each school week; include when special or long-term projects are assigned.

Teacher Attitudes and Beliefs

- Recognize that students perform at their best in a safe environment.
- Children respond significantly better when they are encouraged and feel safe to make mistakes.
- Send student's teachers to in-service workshop.
- Provide student's teachers with reading material about their student's disability.
- Instruct the teachers about how stimulant medication works,
- Recognize that no two students are alike and that there are multiple approaches to teaching and learning.
- Encourage teachers to be flexible.
- Accept poor handwriting and printing.
- Do not and/or stop attributing the student's poor performance to laziness, poor motivation, or other internal traits.

Accommodation References:

"Clarification of Policy to Address the Needs of Children with Attention Deficit Disorders within General and/or Special Education," Memorandum to Chief State School Offices from the U. S. Department of Education, Office of Special Education and Rehabilitation Services and the U. S. Department of Justice, Office of Civil Rights, 1991.

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ADHD: A Guide to Understanding and Helping Children with Attention Deficit Hyperactivity Disorder in School Settings, by Lauren Braswell, Ph.D., Michael Bloomquist, Ph.D., Sheila Pederson, Ma., Ed.S., University of Minnesota, 1991.

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Study Skills for Students in Our Schools: Study skills and instructional intervention strategies for elementary and secondary students, Stephen B. McCarney, Ed.D. and Janet K. Tucci, M. Ed., Hawthorne Education Services, Inc., 1991

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