Section 504
Sample Accommodations and Modifications

Examples of General Accommodations
General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student. Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.

Environmental Strategies
• Provide a structured learning environment
• Make separate "space" for different types of tasks
• Possible adapting of non-academic times such as lunch, recess, and physical education
• Change student seating
• Utilize a study carrel
• Alter location or personal or classroom supplies for easier access or to minimize distraction
• Provide sensory breaks
• Provide a written or picture schedule

Organizational Strategies
• Model and reinforce organizational systems (i.e. color-coding)
• Write out homework assignments, check student's recording of assignments
• Tailor homework assignments toward student strengths
• Set time expectations for assignments
• Provide clues such as clock faces indicating beginning and ending times
• Teach study/organizational skills
• Schedule before or after school tutoring/homework assistance

Behavioral Strategies
• Use behavioral management techniques consistently within a classroom and across classes
• Implement behavioral/academic contracts
• Utilize positive verbal and/or nonverbal reinforcements
• Utilize logical consequences
• Confer with the student's parents (and student as appropriate)
• Establish a home/school communication system for behavior monitoring
• Post rules and consequences for classroom behavior
• Put student on daily/weekly progress report/contract
**Presentation Strategies**

- Tape lessons so the student can listen to them again; allow students to tape lessons
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Arrange for a mentor to work with student in his or her interest area or area of greatest strength
- Provide peer tutoring
- Simplify and repeat instructions about in-class and homework assignments
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Vary kind of instructional materials used
- Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
- Reinforce study skill strategies (survey, read, recite, review)
- Introduce definition of new terms/vocabulary and review to check for understanding
- Be aware of student's preferred learning style and provide matching instruction materials
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

**Assignments**

- Modify the amount of homework
- Use written directions to supplement oral directions
- Reduce paper and pencil tasks
- Allow for assignments to be word processed
- Lower reading level of assignments
- Break assignments into a series of smaller assignments
- Use highlighted texts

**Evaluation Methods**

- Limit amount of material presented on a single page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion