**LARUE COUNTY SCHOOL DISTRICT**

**504 ACCOMMODATION CHECKLIST**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 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, kinestetics, 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

\_\_\_\_\_\_Additional Accommodations:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 or transpositions of

 letters and numbers should not be marked wrong.

\_\_\_\_\_\_reversals and transpositions should be pointed out for correction

\_\_\_\_\_\_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

\_\_\_\_\_\_Additional Accomodations:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

\_\_\_\_\_\_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-school work and homework completion

\_\_\_\_\_\_providing student with a homework assignment notebook

\_\_\_\_\_\_Additional Accommodations:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 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

\_\_\_\_\_\_Additional Accommodations:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MEDICATION:

Name of Physician: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Medication(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Schedule:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Schedule:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Monitoring of medication(s)\_\_\_\_\_\_\_\_\_\_daily\_\_\_\_\_\_\_\_\_weekly\_\_\_\_\_\_\_\_\_as needed basis

administrated by staff member responsible to insure student takes medication and documentation

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SPECIAL CONSIDERATIONS:

\_\_\_\_\_\_suggesting parent programs(s)

\_\_\_\_\_\_monitoring student closely on field trip

\_\_\_\_\_\_inservicing all relevant school personnel on student’s disability

\_\_\_\_\_\_alerting bus driver

\_\_\_\_\_\_suggesting agency involvement

\_\_\_\_\_\_providing group/individual counseling

\_\_\_\_\_\_providing social skills group experiences

\_\_\_\_\_\_developing intervention strategies for transitional periods (e.g., cafeteria, physical education, etc.)

\_\_\_\_\_\_providing specific time limit for extra help outside of classroom time

\_\_\_\_\_\_Additional Accommodations:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Participants: (name and title)

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Other Modifications:

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