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Section 504 Accommodations

The Section 504 accommodations that can be particularly helpful to students with ADHD are marked with an X. Keep in mind that your child may need additional accommodations, especially if they also have a learning disability. Bring this checklist with you to your child's Section 504 meeting.

PHYSICAL ARRANGEMENT OF ROOM

A. seating student near the teacher.

B. seating student near a positive role model

C. standing near the student when giving directions or presenting lessons

D. avoiding distracting stimuli (air conditioner, high traffic area, etc.)

E. increasing the distance between the desks

F. additional accommodations:

LESSON PRESENTATION:

A. pairing students to check work

B. writing key points on the board

C. providing peer tutoring

D. providing visual aids

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Author of 10 Simple Solutions to Adult ADD, Making the Grade with ADD, and ADD and Your Money

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E. providing peer note taker

F. making sure directions are understood

G. including a variety of activities during each lesson

H. breaking longer presentations into shorter segments

I. additional accommodations

J. providing written outline

K. allowing student to tape record lessons

L. having student review key points orally

M. teaching through multisensory “modes”

N using computer-assisted instruction

ASSIGNMENTS and WORKSHEETS

A. giving extra time to complete tasks

B. simplifying complex directions

C. handing worksheets out one at a time

D. reducing the reading level of the assignments

E. requiring fewer correct responses to achieve grade:

F. allowing student to tape record assignments/homework

G. providing a structured routine in writing form

H. providing study skills training/learning strategies

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- I. giving frequent short quizzes and avoiding long tests
- J. shortening assignments; breaking work into smaller segments
- K. allowing typewritten or computer printed assignments
- L. additional accommodations:
- M. using self-monitoring devices
- N. reducing homework
- O. not grading handwriting

TEST TAKING

- A. allowing open book exams
- B. giving exam orally (i.e. reading test items to student)
- C. giving take-home tests
- D using more objective items (fewer essay responses)
- E. allowing student to give test answers on tape recorder
- F. giving frequent short quizzes, not long exams
- G. additional accommodations:
- H. allowing extra time for exam
- I. Reading test item to student

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ORGANIZATION

- A. providing peer assistance with organizational skills
- B. assigning volunteer homework buddy
- C. allowing student to have an extra set of books at home
- D. sending daily/weekly progress reports home
- E. developing a reward system for in-school work and homework completion
- F. providing student with a homework assignment notebook
- G. additional accommodations:

BEHAVIORS

- A. praising specific behaviors
- B. using self-monitoring strategies
- C. giving extra privileges and rewards
- D. keeping classroom rules simple and clear
- E. making "prudent use" of negative consequences
- F. allowing for short breaks between assignments
- G. cuing student to stay on task (nonverbal signal)
- H. marking student's correct answers, not his/her mistakes.
- I. implementing a classroom behavior management system
- J. allowing student time out of seat to run errands, etc.

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X K. Ignoring inappropriate behaviors not drastically outside classroom limits.

L. Additional accommodations

X M. allowing legitimate movement

N. contracting with the student

X O. increasing the immediacy of rewards

P. implementing time-out procedures

SPECIAL CONSIDERATIONS:

A. suggesting parenting programs(s)

B monitoring student closely on field trip

X C. In-servicing teacher(s) on child's disability

D. providing social skills group experiences

X E. developing intervention strategies for transitional periods (e.g. cafeteria, physical education, etc.)

F. alerting bus driver

G. suggesting agency involvement

H. providing group/individual counseling

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