

Sample 504 Plans

This document contains possible examples of 504 accommodations. This is intended to be a staff document. The following examples are not offered as check lists and should never be considered as all-inclusive or mandatory listings. Rather the following are examples intended to serve as “starters” for 504 teams designing accommodation plans that meet a student’s specific need(s). The best 504 plans incorporate teacher expertise and available regular education resources. The Student Support Team process involves schools in identifying the resources they (and outside agencies) have to support various student needs. Obviously, the kinds of accommodations schools can provide will vary based on school, level, etc. No attempt was made to sort these examples by level, etc. The 504 evaluation team decides the accommodations that will best support a particular student.

General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable. Accommodations 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 over and above the accommodations 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

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

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
- Reinforce self-monitoring and self-recording of behaviors

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 saliency
- Vary the method of lesson presentation using multi-sensory techniques:
 - a) lecture plus overhead/board demonstration support
 - b) small groups required to produce a written product
 - c) large groups required to demonstrate a process
 - d) audio-visual (i.e. filmstrips, study prints) methods
 - e) peer tutors or cross-age tutors
 - f) demonstrations, simulations
 - g) experiments
 - h) games

1-to-1 instruction with other available adults

- Ask student to repeat/paraphrase context to check understanding
- 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

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

Accommodation Examples for Specific Disabilities

The following are examples of section 504 plan accommodations and services based on the identified disabilities. The student, because of their disability, is unable to participate in the school's programs to the same degree as students without disabilities and therefore is substantially limited by the disability. For the purposes of these examples, the identified disability limits the major life activity of learning.

Attention Deficit Hyperactive Disorder (AD/HD)

- Seat the student away from distractions and in close proximity to the teacher
- State classroom rules, post in an obvious location and enforce consistently
- Use simple, concise instructions with concrete steps
- Provide seating options
- Tolerate (understand the need) excessive movement
- Provide a peer tutor/helper



- Teach compensatory strategies
- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Monitor for stress and fatigue; adjust activities
- Adjust assignments to match attention span, etc.
- Vary instructional pace
- Vary instructional activities frequently
- Provide supervision during transitions, disruptions, field trips
- Model the use of study guides, organizing tools
- Accommodate testing procedures; lengthy tests might be broken down into several shorter administrations
- Provide counseling and prompt feedback on both successes and areas needing improvement
- Initiate frequent parent communication
- Establish a school/home behavior management program
- Provide training for staff
- Have the student use an organizer; train in organizational skills
- Establish a nonverbal cue between teacher and student for behavior monitoring
- Assign chores/duties around room/school
- Adapt environment to avoid distractions
- Reinforce appropriate behavior
- Have child work alone or in a study carrel during high stress times
- Highlight required or important information/directions
- Provide a checklist for student, parents, and/or teacher to record assignments of completed tasks
- Use a timer to assist student to focus on given task or number of problems in time allotted. Stress that problems need to be done correctly.
- Have student restate or write directions/instructions
- Allow student to respond in variety of different modes (i.e. may place answers for tests on tape instead of paper)
- Give student opportunity to stand/move while working
- Provide additional supervision to and from school
- Adapt student's work area to help screen out distracting stimuli
- Grade for content integrity, and not just neatness/presentation
- Schedule subjects which require greater concentration early in the day
- Supply small rewards to promote behavior change
- Avoid withholding physical activity as a negative reinforce
- Allow for periodic, frequent physical activity, exercise, etc.
- Determine trigger points and prevent action leading to trigger points
- Provide for socialization opportunities, such as circle of friends

Emotional Disturbance (ED): A student with an ED may need an adjusted class schedule to allow time for regular counseling or therapy.

- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Maintain weekly/daily journals for self-recording of behavior
- Establish home-school communication system
- Schedule periodic meetings with home and treatment specialists
- Provide carry-over of treatment plans into school environment
- Assist with inter-agency referrals
- Utilize behavior management programs
- Develop contracts for student behavior
- Post rules for classroom behaviors; teach expectations



- Provide counseling, social skills instruction
- Reinforce replacement behaviors
- Educate other students/staff/school personnel
- Foster carryover of treatment plans to home environment
- Reinforce positive behavior
- Schedule shorter study/work periods according to attention span capabilities
- Be consistent in setting expectations and following up on reinforcements/consequences
- Provide post-secondary or vocational transition planning

Student with Special Health Care Needs: The student's special health care need requires clean intermittent catheterization twice each day. This procedure empties the bladder and helps prevent urinary tract infections and possible wetting. The school is required to provide trained personnel to perform the procedure or to provide the student a private location to perform the procedure.

- Apply universal precautions
- Provide trained personnel to perform special medical procedures. Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Provide student with private location and time to perform procedures
- Involve area nurse, parents, teachers, and staff in periodic review
- Allow preferential seating as indicated by need
- Adapt recess, physical education, and transportation
- Adjust classroom environment
- Develop health care and emergency plan
- If necessary, adapt attendance policy
- Establish health alert system whereby every staff member involved with this student is aware of the health problem and of proper procedures
- Provide a beeper/paging system for trained personnel
- Make available homebound services/instruction if needed
- Provide school counseling
- Arrange for in-service to other students and staff with parent/student permission
- Provide post-secondary or vocational transition planning

More sample 504 plans

These templates and accommodation lists, put on the web by school districts and disability organizations, can give you additional ideas of what to look at and look for when working with the school to put together a plan for your child.

504 Plan Forms and Information – Check these indexes of downloadable forms and handouts to find out how other school districts handle 504 planning. All include blank 504 templates, plus information for parents and staff.

- From Fairbanks North Star Borough School District, Fairbanks, AK: www.asdk12.org/step/laws
- From Ames Community School District, Ames, IA: www.ames.k12.ia.us/Academics/504.html

Sample 504 Plans

- Diabetes: the needs of students with diabetes are often outlined in a 504 plan. Children with Diabetes website offers some examples of what some 504 plans might look like for children at different ages and with different needs; www.childrenwithdiabetes.com/504
- Food Allergies: <http://foodallergyadvocate.com/?p=112>

Lists of Sample Accommodations – This page offers lists of accommodations for multiple disabilities: Asthma, ADHD, bipolar disorder, emotional disturbance, epilepsy.

- excerpt from (book) “*A Parent's Guide to Special Education*”; <http://specialchildren.about.com/od/504s/a/504accom.htm>



Share Your Child's 504 Plan – What accommodations and modifications is the school offering your child? Share that information with other parents on the Readers Respond page for this topic; <http://specialchildren.about.com/ua/youradviceneeded/youraccommod.htm>.

More on 504 Plans

- How to Get a 504 Plan: <http://specialchildren.about.com/od/504s/f/504faq3.htm>
- How a 504 Plan Differs From an IEP: <http://specialchildren.about.com/od/504s/f/504faq2.htm>
- How to Report a 504 Violation: <http://specialchildren.about.com/od/504s/ht/504violation.htm>

More on Special Education

- IEP FAQ: <http://specialchildren.about.com/od/specialeducation/a/iepfaq.htm>
- Meet Your IEP Team: <http://specialchildren.about.com/od/ieps/a/IEPteam.htm>
- Choose the Right Special Education Placement: <http://specialchildren.about.com/od/specialeducation/p/specialedrooms.htm>

More on Preparing the School

- Preparing the School for Your Child With Special Needs: <http://specialchildren.about.com/od/specialeducation/a/schoolprintouts.htm>
- How to Assemble a Teacher Information Packet: <http://specialchildren.about.com/od/specialeducation/ht/teacherpacket.htm>
- What Parents Would Like Special Educators to Know: <http://specialchildren.about.com/od/specialeducation/p/wanttoknow.htm>

Related Articles

- Diabetes School Plan - Ensuring Care With a Diabetes School Plan: http://type1diabetes.about.com/od/parentingmarriagesiblings/a/diabetes_care_school.htm
- Accommodation Plan - What is an Accommodation Plan?: <http://learningdisabilities.about.com/od/ac/g/accommodation.htm>
- Sample 504 Plans-504 Plan Templates and Suggested Accommodations: <http://specialchildren.about.com/od/504s/qt/sample504.htm>

Information provided by Sevier County Tennessee School System, <http://www.slc.sevier.org>; and Terri Mauro, About.com: "Guide 504 Plan Templates and Suggested Accommodations"



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