



CHADD OF UTAH

Section 504 ATTENTION DEFICIT EDUCATION PLAN

This plan lists examples of accommodations or interventions that a school district might offer a student with a disability to help him/her achieve success in school. Every student has different needs and the plan should be customized to those needs. A profile of the needs should first be done, then prioritized. Even though some students may need more accommodations/interventions than others, it is important for parents and educators to be realistic and not try to “fix” everything at once. Choose the most critical areas of concern and then target a few accommodations/interventions that can realistically be accomplished by the team of the parent, the teacher(s) and the student.

Areas of Concern:

- | | |
|---|---|
| <input type="checkbox"/> Activating & Getting Started | <input type="checkbox"/> Academic Skills |
| <input type="checkbox"/> Irritability, Depressed Mood, Sensitive to Criticism | <input type="checkbox"/> Sustaining Attention & Concentration |
| <input type="checkbox"/> Memory, Recall | <input type="checkbox"/> Sustaining Effort |
| <input type="checkbox"/> Motor Activity | <input type="checkbox"/> Impulsiveness |
| <input type="checkbox"/> Compliance | <input type="checkbox"/> Organizing & Planning |
| | <input type="checkbox"/> Socialization |

Accommodation by Teacher:

PHYSICAL ARRANGEMENT OF ROOM:

- | | |
|--|---|
| <input type="checkbox"/> Seating student near teacher | <input type="checkbox"/> Seating student near positive role model |
| <input type="checkbox"/> Standing near student when given directions or presenting lessons | <input type="checkbox"/> Avoiding distracting stimuli (high traffic areas, windows, heating system) |
| <input type="checkbox"/> Increasing the distance between the desks | |
| <input type="checkbox"/> Additional accommodations: _____ | |

LESSON PRESENTATION:

- | | |
|--|---|
| <input type="checkbox"/> Pairing students to check work | <input type="checkbox"/> Providing written outline |
| <input type="checkbox"/> Writing key points on the board | <input type="checkbox"/> Allowing student to tape record lesson |
| <input type="checkbox"/> Providing peer tutoring | <input type="checkbox"/> Having student review key points orally |
| <input type="checkbox"/> Providing visual aids | <input type="checkbox"/> Teaching through multi-sensory modes |
| <input type="checkbox"/> Providing peer note taker | <input type="checkbox"/> Using computer-assisted instruction |
| <input type="checkbox"/> Making sure directions are understood | <input type="checkbox"/> Include a variety of activities in each lesson |
| <input type="checkbox"/> Break longer presentations into shorter segment | |
| <input type="checkbox"/> Additional accommodations: _____ | |

ASSIGNMENTS/WORKSHEETS:

- | | |
|--|--|
| <input type="checkbox"/> Giving extra time to complete tasks | <input type="checkbox"/> Allowing typewritten or computer printed assignments |
| <input type="checkbox"/> Simplifying complex directions | <input type="checkbox"/> Using self-monitoring devices |
| <input type="checkbox"/> Handing worksheets out one at a time | <input type="checkbox"/> Reducing homework assignments |
| <input type="checkbox"/> Reducing the reading level of the assignment | <input type="checkbox"/> Not grading handwriting |
| <input type="checkbox"/> Allowing student to tape record assignments/homework | <input type="checkbox"/> Requiring fewer correct responses to achieve grade |
| <input type="checkbox"/> Providing study skills training/learning strategies | <input type="checkbox"/> Providing structured routine in written form |
| <input type="checkbox"/> Shortening assignments; breaking work into smaller segments | <input type="checkbox"/> Giving frequent shorter quizzes & avoiding long tests |
| <input type="checkbox"/> Additional accommodations: _____ | |

TEST TAKING:

- | | |
|---|--|
| <input type="checkbox"/> Allowing open book exams | <input type="checkbox"/> Giving frequent short quizzes, not long exams |
| <input type="checkbox"/> Giving exams orally | <input type="checkbox"/> Allowing extra time for exams |
| <input type="checkbox"/> Giving take home tests | <input type="checkbox"/> Reading test item to student |
| <input type="checkbox"/> Allowing student to give test answers on tape recorder | <input type="checkbox"/> Giving more objective items (fewer essay responses) |
| <input type="checkbox"/> Additional accommodations: _____ | |

ORGANIZATION:

- | | |
|---|---|
| <input type="checkbox"/> Providing peer assistance with organizational skills | <input type="checkbox"/> Checking homework daily |
| <input type="checkbox"/> Providing student with extra set of books for home | <input type="checkbox"/> Setting short term goals for work completion |
| <input type="checkbox"/> Providing student with an assignment notebook | <input type="checkbox"/> Assigning volunteer homework buddy |
| <input type="checkbox"/> Providing rules and help with getting organized | <input type="checkbox"/> Sending daily/weekly progress reports home |
| <input type="checkbox"/> Additional accommodations: _____ | <input type="checkbox"/> Requesting parental help with organization |
| | <input type="checkbox"/> Supervising writing of homework assignments |
| | <input type="checkbox"/> Giving assignments one at a time |

BEHAVIORS:

- | | |
|--|---|
| <input type="checkbox"/> Providing frequent, immediate, positive feedback | <input type="checkbox"/> Praising specific behaviors |
| <input type="checkbox"/> Using self-monitoring strategies | <input type="checkbox"/> Allowing legitimate opportunity to move |
| <input type="checkbox"/> Contracting with student | <input type="checkbox"/> Giving extra rewards & privileges |
| <input type="checkbox"/> Increasing the immediacy of rewards | <input type="checkbox"/> Implementing time-out procedures |
| <input type="checkbox"/> Using "prudent" reprimands, avoiding lecturing | <input type="checkbox"/> Allowing short breaks between assignments |
| <input type="checkbox"/> Using nonverbal cues to stay on task | <input type="checkbox"/> Making student correct answers, not his mistakes |
| <input type="checkbox"/> Implementing a classroom behavior management system | <input type="checkbox"/> Ignoring minor inappropriate behaviors |
| <input type="checkbox"/> Anticipate problems & use preventative strategies | <input type="checkbox"/> Supervising during transition times |
| <input type="checkbox"/> Additional accommodations: _____ | |

MOOD:

- | | |
|---|--|
| <input type="checkbox"/> Provide reassurance & encouragement | <input type="checkbox"/> Train anger control: encourage student to walk away; use calming strategies |
| <input type="checkbox"/> Speak softly in non-threatening manner if student is nervous | <input type="checkbox"/> Compliment positive behavior & work |
| <input type="checkbox"/> Focus on student's talents & accomplishments | <input type="checkbox"/> Look for opportunity for student to display leadership role in class |
| <input type="checkbox"/> Make time to talk alone with student | <input type="checkbox"/> Send positive notes home |
| <input type="checkbox"/> Look for signs of stress build up & provide encouragement or reduced work load | <input type="checkbox"/> Reinforce frequently when student is frustrated |
| <input type="checkbox"/> Allow student an opportunity to "save face" | <input type="checkbox"/> Use mild, consistent consequences |
| <input type="checkbox"/> Give student choices | <input type="checkbox"/> Additional accommodations: _____ |

ACADEMIC SKILL:

- If **READING** is weak: provide extra time; use "previewing" strategies: select text with less on a page; shorten amount of reading required; avoid oral reading
- If **ORAL EXPRESSION** is weak: accept all oral responses; substitute display for oral report; encourage expression of new ideas; pick topics easy for student to talk about

___ If **WRITTEN LANGUAGE** is weak: accept non-written forms of reports; accept use of typewriter, tape recorder; do not assign large quantities of written work; test with multiple choice or fill-in blanks

___ If **MATH** is weak: allow use of calculator; use graph paper to space numbers; provide extra math time; provide immediate correctness feedback & instructions by modeling the correct computational procedure: teach the steps needed to solve a particular math problem; give clues to the process needed to solve problem: encourage use of "self-talk" to problem- solve.

MEDICATION:

Physician: _____
Medication: _____ Dose: _____ Schedule: _____
Administered in school by: _____

PARENT INVOLVEMENT:

- ___ Initial assignment notebook daily/weekly
- ___ Provide daily consequences for bringing completed assignment notebook/progress note home
- ___ Call teacher(s) every _____ for feedback
- ___ Call homework hotline for assignments
- ___ Supply school with medication & necessary medical forms
- ___ Parent support group (i.e. CHADD)
- ___ Parent Education re: AD/HD
- ___ Parent Education re: Behavior Management
- ___ Provide positive reinforcement for points earned in behavior program at school
- ___ Write questions, concerns in assignment notebook to communicate with teacher(s)
- ___ Community agency involvement _____
- ___ Break homework into smaller parts & provide frequent breaks
- ___ Communicate concerns to teacher(s)/counselor
- ___ Inform teacher(s)/counselor of medication changes
- ___ Get feedback from teacher(s)/counselor to give physician for check-ups
- ___ Additional accommodations _____

SPECIAL CONSIDERATIONS:

- ___ Monitor student closely on field trips
- ___ Inservice teacher(s) on child's handicap
- ___ Provide social skills group experiences
- ___ Develop intervention strategies for transitional periods (i.e. cafeteria, recess, assemblies)
- ___ Alert school bus driver
- ___ Provide group/individual counseling re: _____
- ___ Additional accommodations: _____

PARTICIPANTS: (names & titles)

_____	_____
_____	_____
_____	_____

(From: Kenosha Unified School District, Kenosha, Wisconsin)