APPENDIX G

**Sample Classroom and Facility Accommodations**

The following classroom/facility accommodations are examples of ways in which Section 504 disabilities may be successfully accommodated within the regular classroom.

Pacing Assignments

Adjust for completion of assignments  Give directions in small, distinct steps

Allow frequent breaks, vary activity often  Allow copying from paper/book

Omit assignments requiring copying in a  Use written back-up for oral directions

timed situation  Lower reading level of assignment

Adjust length of assignment

Environment

Leave class for Content Master/Resource  Break assignment into a series of

assistance smaller assignments

Preferential seating  Reduce paper and pencil tasks

Alter physical room arrangement  Read directions/worksheets to students

Define limits (physical/behavior)  Give oral/visual cues or prompts

Reduce/minimize distractions:  Record or type assignment

Visual Auditory  Both  Adapt worksheets, packets

Cooling off period  Maintain assignment notebook

Sign language interpreter  Avoid penalizing for spelling errors

Presentation of Subject Matter Reinforcement and Follow Through

Emphasize teaching approach  Use positive reinforcement

Auditory Visual Tactile  Use concrete reinforcement

Multi  Check often for understanding/review

Individual/small group instruction  Peer tutoring

Tape lectures for replay  Request parent reinforcement

Present demonstration  Have student repeat directions

Utilize manipulatives/“hands on” activities  Make/use vocabulary files

Emphasize critical information  Teach study skills

Pre-teach vocabulary  Use study sheets to organize material

Advance organizers  Reinforce long-term assignment

Provide visual on key points  Repeated review/drill

Use behavioral contracts/check cards

Materials  Weekly progress reports

Taped texts  Before or after school tutoring

Highlighted text/study guides  Conference with student

Use supplementary materials

Note taking assistance: carbon copy Testing Adaptation

notes of regular students  Oral

Type handwritten teacher material  Taped

Special equipment  Modify format

Use of laminated materials  Read test to student

Use of adapted or simplified texts  Reduce reading level

Use of calculator/computer  Write test item response for student

Braille texts  Adjust time for test completion

Large print books  Short answer/multiple choice

Credit for projects  Modify weights of examinations

Shorten length

Leave class for resource/content mastery