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