

MANAGER
INTERVENTION
ACT
LEARN
PEOPLE
BEHAVIOR
STUDENT
FIRST
CASE
PROCESS
DISABILITIES
EDUCATION
PLAN
TEAM
LEAST
SEVEN

Dear Inquisitive Reader,

If you find yourself reading this survival guide, chances are you have just been nominated as a "volun-told" 504 case manager. We know that you are probably thinking, "Gee, here is just one more thing that I have to be responsible for, and when the heck am I gonna find the time to get this crap done?????" Well we believe that we have your answer on the following pages!

NOTE: This survival guide is not meant to replace your county's 504 manual. It is more of a Light-Hearted, yet informative quick go-to. Something you can grab when you do not have the time to sift through all the legal mumbo-jumbo of the official manual.

What you will find in this booklet is:

1. A short history of how 504's came to be (It's all about ADA!)
2. An Introduction of what a 504 is, Definition of 504, & the 504 Screening Process
3. Creating 504 Plans- This includes a table chart with the differences between a Section 504 Plan vs. IDEIA, a chart of Cognitive Functioning and Psychological Processes- Definitions, Areas of Impact, and Recommended Instructional Strategies & Accommodations
4. Interesting Common Misconceptions of 504's (based on the data collected by a survey completed by current real-life teachers)
5. An appendix filled with templates that just might help you survive this, while adding new items to your bag of teaching tricks. We included: a page to inform you of what People First Language looks like (You know we must be politically correct at all times), a Dear Parent Letter notifying parents of your role as a Case manager, 504 Accommodations Charts, Communication Log to be used when you communicate with parents or other professionals who are in contact with your students with a 504, Running Data Log to prove when Accommodations are being Provided, and the Type of Meetings that you may be responsible for holding as a 504 case manager
6. Giving credit where credit is due (A.K.A. References/Works Cited page)

We hope that you find this booklet relieves some of your stress and answers the questions that you may have as a new 504 case manager. Thank you for taking the time to read what we have to offer.

Sincerely,

Theresa Chandler, Carol Korth, Shari Jones, Michael Petruzzi, & Jane Yoder

The Creative 504 Survival Guide Experts

History of 504

In 1973, section 504 of the Rehabilitation Act, the first federal law to protect persons with disabilities from discrimination was signed. It said, "no otherwise qualified handicapped individual in the United States shall solely on the basis of his handicap, be excluded from the participation, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." It meant that no federally funded program could discriminate against a person with a disability.

Section 504 was written using the wording and structure of the civil rights laws for women and minorities. In 1973 discrimination happened across many areas including but not limited to education, employment, transportation and medical care. The Department of Health, Education, and Welfare was the first agency to adopt regulations and would be the model for all the others. These regulations became the basic operations for the American Disabilities Act compliance.

Section 504 developed the "three pronged legal definition of disability" which replaced a medical definition. "The definition includes people with physical or mental impairments that substantially limit one or more major life activity, those who have a record of such an impairment, and those who are regarded as having such an impairment." (Cone, 1997)

Bibliography

- Cone, K. (1997, June 1). *504 Sit in 20th Anniversary*. Retrieved from Disability Rights Education & Defense Fund: <https://dredf.org/504-sit-in-20th-anniversary/>
- Section 504 of the Rehabilitation Act*. (2017, September 20). Retrieved from Wikipedia The Free Encycloedia: https://en.wikipedia.org/wiki/Section_504_of_the_Rehabilitation_Act

Introduction

"the time has come to firmly establish the right of disabled Americans to dignity and self-respect as equal and contributing members of society and to end the virtual isolation of millions of children and adults. "

– Sen. Hubert Hump

Section 504 is a part of the Rehabilitation Act of 1973. It was instituted and made in to law for the protection of people with disabilities. In part, a form of protection of civil rights protection. The law says in part that *"no otherwise qualified handicapped individual in the United States shall solely on the basis of his handicap, be excluded from the participation, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."* (dred.org/504-sit-in-20--anniversary/short-history-of-the-504-sit-in)

Virginia's Policy on Section 504 regulations requires very specific guidelines for school divisions. They must adhere to the following:

- Schools must provide equal opportunities in efforts to obtain the same result, gain the same benefit, or reach the same level of achievement for students
 - Recipients of federal monies must provide FAPE
 - Must provide regular or special education
 - LEA must appoint a "504 Coordinator"
 - LEA must develop & implement Section 504 policies and procedures.
 - Schools must provide equal opportunities for students to obtain the same result, for student to gain the same benefit, or for students to reach the same level of achievement
 - Section 504 requirements are similar to IDEA
 - Annually, school divisions must annually identify every qualified disabled person residing in the jurisdiction who is not receiving a public education;
 -) Take appropriate steps to notify disabled persons and their parents/guardians of the school division's duty under the regulations. [34 CFR § 104.32]
 -) Virginia Courts have interpreted "frequent" to mean every three years. However, at the county level frequent has been deemed a constitutional downed low based on divisional control.
 -) Committee/Team for 504 include the following participants:
 1. A group of persons, including those knowledgeable about the child, the meaning of evaluation data, and the placement options. [34 CFR §104.35 (c)(3)]. *Parents are not required members, however it is advisable to include them*
- To date, no guidance on the level of knowledge required by the members.
2. Regarding Least Restrictive Environment (LRE), Section 504 requires a child to be placed with nondisabled children to "maximum extent appropriate to the need of the handicapped person." This includes a "regular environment" unless satisfactory education cannot be achieved with supplemental aids/services.
 3. Similarly, IDEA requires that to maximum extent appropriate, children with disabilities are educated with children without disabilities.
 4. Both IDEA and Section 504 require a continuum of alternative placements.
 5. Parental Consent of Section 504 is required for initial evaluation but not for initial placement, unless local policy states otherwise.
 6. Procedural Safeguards are not specific, but are recognized from initial evaluation as noted for right to counsel through partial hearing.

Table I. Section 504 vs. IDEIA

	Section 504	IDEIA
Type of Statute	Civil rights statute prohibiting discrimination against persons with disabilities	Federal law guaranteeing free and appropriate public education for children with disabilities
Funding	No federal funding; school bears responsibility to finance accommodations	Some federal funding provided to help states pay for special education services
Provision	Prohibits exclusion from participation in or denial of benefit from any services on the basis of a disability	Establishes right to free and appropriate public education in the least restrictive environment for children with disabilities
Protected Individuals and Identification Criteria	Individuals of all ages with physical or mental impairment(s) that limit(s) a major life activity	Individuals (usually ages 3-21) who fall into any one or more of the thirteen disability categories delineated in IDEIA 2004; the disability must negatively affect student's academic performance
Parental Involvement	Parental consent is recommended but not required. Parents must be notified	Parents must be notified before comprehensive evaluation measures are taken. Informed and written consent required
Evaluation	Evaluation information comes from multiple sources inside and/or outside of school; requires "periodic" re-evaluation	Comprehensive evaluation completed by multidisciplinary team; requires re-evaluation at least once every three years
Delivery Method	Section 504 Plan	Individualized Education Plan

Cognitive Functioning and Psychological Processes

Definitions, Areas of Impact, and Recommended Instructional Strategies and Accommodations

"G" Crystallized Ability/Verb: Reasoning	
<p>Specifically, it is the ability to use learned information to solve problems. It is a type of intelligence that is based on knowledge and skills that are acquired through education and experience. It is often measured by standardized tests that assess a person's ability to use logic and reasoning to solve problems.</p> <p>It is a type of intelligence that is based on knowledge and skills that are acquired through education and experience. It is often measured by standardized tests that assess a person's ability to use logic and reasoning to solve problems.</p>	
Area of Difficulty / General Academic Impact	Strategies and Accommodations
<ul style="list-style-type: none"> Lack of background information to relate new material across subject areas; may have difficulty with tasks that require previously learned material Can result in secondary deficits (low self-esteem and social withdrawal) Weak vocabulary that will impact listening and comprehension skills Difficulty drawing inferences May provide off topic or "random" responses to questions Difficulty generalizing ideas and vocabulary to new concepts Difficulty with word retrieval and organization of thoughts Difficulty using precise language to effectively communicate ideas May rely more heavily on visual clues Challenges with remembering schedules, instructions, sequences, information learned in words: lectures, reading ... Challenges with applying grammar and spelling rules Challenges with associations Gaps in skills across areas due to knowledge and acquisition being dependent on exposure to information or specific curriculum Difficulty remembering facts due to lack of ability to relate the new information to background knowledge 	<ul style="list-style-type: none"> Establish routines Activate prior knowledge, relate information to real life and old learning Use word banks, multiple choice, and matching for assessments requiring recognition Teach mnemonic devices Present directions and information in multimodal formats after gaining student's attention Cooperative groupings Underline or highlight important information Chunk or group information into meaningful categories Provide opportunities for application of concepts or skills Provide instruction on reference materials Pre-teach vocabulary; systematically teach new vocabulary; teach academic language such as key verbs that appear in questions (e.g., demonstrate); teach word roots and affixes Provide copies of notes, Cioze notes, or outlines for lectures Allow "think time". Word walls, reference walls
Math	Strategies and Accommodations

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<ul style="list-style-type: none"> • Weaknesses in learning, identifying, and retrieving math vocabulary • Challenges with word problems in general depending on the complexity of language used • Challenges with memorizing math facts, geometric figures, formulas, charting, and graphing • Challenges with word problems depending on the complexity of language used • Challenges determining operations in word problems • Challenges understanding the relationships between number symbols and words • Challenges retrieving math facts due to the weaknesses in automatizing the relationship between numbers and words 	<ul style="list-style-type: none"> • Explicitly teach math vocabulary; teach synonyms for math vocabulary (e.g. sum = add = plus) • Convert story problems to visual or manipulative representations • Incremental rehearsal • Leitner System • Teach and review intermittently throughout the year (cyclical) • Chunk new information • Scaffold instruction • Color Coding • Application of skill
<p>Reading</p>	<p>Strategies and Accommodations</p>
<ul style="list-style-type: none"> • Limited vocabulary will impact comprehension in a variety of ways including inferencing, summarizing, grasping main idea, comparing and contrasting, etc. • Weak reading fluency because of poor word retrieval, expression, prosody, print conventions, syntax, connotations • Poor comprehension due to limited vocabulary and integration of verbal concepts • May respond inappropriately by providing an answer that does not match the question. • Challenges remembering letter sounds, applying spelling rules, coding, and retrieval of associations between spoken and written words 	<ul style="list-style-type: none"> • Activate prior knowledge and build background knowledge • Pre-teach vocabulary • Read for a variety of purposes (more language is experienced through reading than other avenues) • Teach visualization • Repeated readings; reader's theater • PQ4R: preview, question read, reflect, recite, review • Incremental rehearsal or Leitner System for information requiring automaticity such as sight words, content vocabulary • Teach text structures • Think Aloud • Highlight key words or facts
<p>Writing</p>	<p>Strategies and Accommodations</p>
<ul style="list-style-type: none"> • Poor vocabulary can result in redundant word use during writing activities • Challenges using expressive language • Limited content (details and commentary) due to lack of exposure to various resources and experiences 	<ul style="list-style-type: none"> • Use word banks • Personalized glossaries or word banks (helpful to categorize these banks rather than alphabetical order) • Graphic organizers • Teach text structures • Model brainstorm activities • I Write / You Write • Think Aloud • Provide supplemental notes (individualize-full, doze, outline...)

	<ul style="list-style-type: none"> • Rephrase directions, instructions, questions • Use visual aids • High light key words and phrases
<p>Fluid Reasoning</p> <p>Fluid reasoning is the ability to solve novel problems using logic and reasoning. It involves identifying patterns, understanding relationships, and applying these skills to new situations. Fluid reasoning is a key component of intelligence and is used in many everyday tasks, such as problem-solving, decision-making, and learning from experience.</p>	
<p>Area of Difficulty/ General Academic Impact</p> <ul style="list-style-type: none"> • Impacts all academic areas • Less effective strategies for task completion • Challenges forming and recognizing concepts • Challenges identifying and perceiving relationships, drawing inferences, reorganizing or transforming information, deriving solutions to new or novel problems (mental flexibility), extending knowledge through critical thinking • Challenges understanding and evaluating the opinions/views of others • Challenges with troubleshooting and figuring out how something works • Challenges generalizing or making connections between new material and acquired knowledge 	<p>Area of Difficulty/ General Academic Impact</p> <ul style="list-style-type: none"> • Explicitly teach multiple approaches to solving problems • Define relationships and connections between ideas in a concrete way • Provide analogies that the student can relate to • Teach metaphorical thinking • Use modeling and think-aloud procedures followed by guided practice • Use graphic organizers • Explicitly teach problem-solving strategies • Use cooperative groups and reciprocal teaching • Integrate visual and verbal information • Use a problem solving planner or hint cards that address sequences for solving a problem or anticipates student questions • Have students verbalize their problem solving strategies • Provide tasks which require peers and modeling of thinking when comparing and contrasting, classifying, inducing, deducing, abstracting, and analyzing perspectives.
<p>Math</p> <ul style="list-style-type: none"> • Challenges with a variety of concepts including number sense, estimation, fractions, integers, etc. • Challenges in applying math skills in different areas (generalizing) • Challenges representing a problem in an equation • Challenges representing numbers or problems in a variety of ways 	<p>Strategies and Accommodations</p> <ul style="list-style-type: none"> • Teach with manipulatives and allow free access for problem solving • Model problem solving while thinking aloud • Teach mnemonics for steps to solving problems • Teach patterns and relationships such as skip-counting or patterns on 100s chart to help learn multiplication facts

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<ul style="list-style-type: none"> • Challenges with mental flexibility (think of the need to bounce between big picture and details) • Deductive reasoning (general to specific) • Inductive reasoning (specific to general) • Challenges internalizing procedures and processes used to solve problems and challenges with determining the best solution to a word problem • Challenges seeing relationships between numbers 	<ul style="list-style-type: none"> • Attach a number line to the desk to help with number sense and pattern recognition • Explicitly teach the way a number or problem can be represented • Move from the concrete (manipulatives) to representational to abstract • Have students verbalize their problem solving strategies • Require students to show their work in some way (doesn't always have to be on paper) • Develop the students skill for categorizing and drawing conclusions • Teach content vocabulary • Provide feedback along with opportunities to rework their thinking and product • Teach metacognitive strategies to monitor learning (self-questioning techniques) • Scaffold instruction
<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Challenges with inferential/predictive skills while reading • May have a weak ability to grasp the main idea • May struggle with evaluating a writer's point of view and purpose 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Develop the students skill for categorizing and drawing conclusions • Use graphic organizers to summarize information • Teach metacognitive strategies to monitor learning (such self-questioning techniques, fix-up strategies) • Teach transition words • Engage students in reflective discussions about the text or use thought journals • Explicitly teach text structure, story grammar, print cues, story mapping, etc. to increase understanding of organization • Teach linking words (anaphors or mortar words) and other cues to assist finding sequences, key points, etc. • Employ think-aloud • Provide specific and concrete feedback with opportunities for correction
<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Challenges with basic writing skills at the elementary level and written expression at all level • Challenges with the establishment of a purpose and perspective when writing 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Use graphic organizers to help sequence information for effective communication • Model brainstorming for generation of ideas • Employ "I Write; You Write" • Explicitly teach various genres and writing to an audience (RAFT)

<ul style="list-style-type: none"> Challenges with organizing thoughts in a manner that will effectively communicate ideas Challenges within creative writing 	<ul style="list-style-type: none"> Present models of good writing with guidance in determining why the writing is effective for its purpose Provide specific and concrete feedback with opportunities for revision (Rubrics)
<p style="text-align: center;">Long-term Memory and Retrieval</p> <p>Memory is the ability to store and recall information. Memory includes short-term, long-term, and working memory. Long-term memory is the ability to take in and store a variety of information (ideas, names, 911S pts) in on s min. Long-term memory is the ability to quickly and frequently access and retrieve previously acquired information from long-term memory. Includes the ability to absorb newly presented information and to learn (strategies subsequent acquisition of subsequent information).</p>	
<p style="text-align: center;">Area of Difficulty/ General Academic Impact</p> <ul style="list-style-type: none"> Perform poorly when reviewing past material Perform poorly when asked to complete a variety of problems on several different concepts Can't easily retrieve needed information from long-term memory Challenges placing information in short-term memory and thus have problems later retrieving it from long-term memory Weaknesses in transferring information from source to source May have difficulties in matters related to time (scheduling, knowing how much time is needed) May do well on quizzes, but has difficulty passing chapter exams, midterms, and finals They understand new information in class, but are uncertain how to proceed once they leave class (think about homework assignments) 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> Provide over-learning Provide review and intermittent repetition Teach students how to categorize and classify Provide immediate feedback Teach memory aids (mnemonics)/rehearsal strategies (rhymes, acronyms, anagrams, associations) Teach how to list, note-taking, checklists; provide lists of steps that will help organize behavior and facilitate recall Teach in chunks Provide multi-sensory instruction and practice Provide context and connect to real life Limit the number of new facts, words, and concepts in one session Review prior knowledge before teaching new concepts Use graphic organizers Think aloud and model
<p style="text-align: center;">Math</p> <ul style="list-style-type: none"> Forgets steps in algorithms such as long division Challenges solving multi-step word problems Executive processing, difficulty memorizing facts, geometric figures, formulas, charts, graphs 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> Provide multi-sensory instruction and practice Provide over-learning Provide review and intermittent repetition Incremental Rehearsal or Leitner System Calculator
<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> Trouble remembering letter sounds, unable to remember or apply spelling rules, coding, storage, retrieval of associations between spoken and written words 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> Reciprocal teaching: summarizing, question generating, clarifying, predicting Repeated readings and Readers' Theater

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<ul style="list-style-type: none"> Problems with simultaneously remembering a comprehension question and integrating information from the passage 	<ul style="list-style-type: none"> Incremental Rehearsal or Leitner System
<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> Difficulty tracking what they are writing Problems organizing thoughts in writing Problems Integrating organization and grammar Difficulties sequencing Ideas 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> Graphic organizers Word banks Record Ideas before writing them down Self-monitoring strategies for organization and grammar Assistive technology-speech to text, Co-writer, etc.
<p>Short Term Memory The ability to apprehend and hold information in the immediate awareness and use within a few seconds.</p>	
<p style="text-align: center;">Area of Difficulty/ General Academic Impact</p> <ul style="list-style-type: none"> Most obvious classroom implication-CAN'T FOLLOW DIRECTIONS due to difficulty remembering multi-step verbal directions Problems remembering a series of information Difficulty with the initial mastery of material Problems copying information Weaknesses in transferring information from source to source Problems writing dictated information 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> Deliver information in smaller units or portions Use multi-modal presentation of information Use stepwise approach to studying Use rehearsal strategies (e.g., rhymes, acronyms, anagrams, associations, mnemonics) Model retelling, paraphrasing, and summarizing in multiple modalities (Think/Pair/Share) Use lists, notes, checklists, or memory games Teach chunking strategies Provide copy of notes and outlines for notes so student can attend to instruction Write on tests or materials to eliminate transfer errors Use repetition of Instructions and Information Teach students to: pay attention, write it down, visualize it, have a system, have a tickler file, keep a calendar, use computers, take good notes, place things in visible places, make a checklist, make a plan, have confidence
<p style="text-align: center;">Math</p> <ul style="list-style-type: none"> Challenges with math problem solving 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> See above
<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> Challenges with reading comprehension Difficulty answering questions directly from text Difficulty retelling, synthesizing, sequencing 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> See above

<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Challenges with written comprehension • Memory span is important in spelling, so poor spelling is often seen 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • See above
<p style="text-align: center;">Memory</p> <p>Working memory is a limited capacity system that requires, divided attention and organization of information. It involves the simultaneous storage and manipulation of information from short-term memory, retrieval from long-term memory, and the ability to integrate information from both. Working memory is affected by factors such as age, intelligence, and certain medical conditions such as seizures, concussion, and brain injury, and is often impaired in individuals with ADHD, autism, and other learning disabilities.</p>	
<p style="text-align: center;">Area of Difficulty/ General Academic Impact</p> <ul style="list-style-type: none"> • Verbal (auditory) working memory: anytime students are expected to follow a multi-step set of oral instructions. May not be able to keep the instruction in mind while working with them. Also required when learning language and comprehension tasks. • Visual-Spatial working memory: allows you to envision something; students use this skill to do math and to remember patterns, images, and sequences of events' use to visualize the layout of the classroom (ex. After this, go to the center area); might seem as though the student is simply not paying attention • Fails to complete assignments • Puts hand up to answer but forgets what/he wanted to say • Mixes up material inappropriately, • Challenges combining sentences • Forgets how to continue an activity already started • Feels the teacher is talking too fast, may eventually disengage • Challenges with comprehension 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Self-monitoring skills; metacognitive modeling • Assistive technology (e.g., calendars, planners) • Break tasks into subtasks with clear deadlines • Color-coding • Multi-sensory strategies with intermittent review • Provide written/visual output of lectures so that the student can follow the instruction • Attention cues, simplify directions and explanations; concept maps • Written and verbal directions
<p style="text-align: center;">Math</p> <ul style="list-style-type: none"> • Challenges with mental math • Weaknesses with keeping track of steps within math problems (e.g., long division, equations) 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Provide a stepwise plan to follow during multiple-step problem solving or procedures (e.g., during regrouping, division) • Verbalize while solving problems and summarize at strategic points • Teach the use of a number line or calculator • Use mnemonic techniques • Provide visual models of multi-step problems • Explicitly teach a problem solving model (e.g. QDPAC: Question, Data, Procedure, Answer, Check) • Use visual organizers

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	<ul style="list-style-type: none"> • Increase number sense through games such as dice, Domino's, cards, etc. • Encourage paper/pencil use while calculating equations • Don't give up on basic facts: Incremental Rehearsal or Leitner System • Allow calculator • Fewer problems, focus on accuracy
<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Difficulty remembering sounds/words when decoding resulting in poor reading fluency • Weak reading comprehension due to poor decoding skills which limit overall memory resources • Low fluency due to poor monitoring of the context of words • Problems with simultaneously remembering a comprehension question and integrating information from the passage 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Encourage automatization of sound-symbol associations • Build sight word vocabulary • During reading comprehension tasks, use active reading techniques such as underlining, using a highlighter, text coding, re-reading, marginalia, sticky notes • Activate prior knowledge, build background before teaching new information • Check for comprehension at strategic points • Cooperative learning activities • Graphic organizers • Teach self-monitoring
<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Difficulty tracking what the student is writing • Problems organizing thoughts in writing • Problems integrating organization and grammar • Difficulties sequencing ideas 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Use graphic organizers • Have word banks available • Use a tape recorder to record ideas prior to writing them • Teach self-monitoring for organization and grammar • Assistive technology-Draft Builder, Co-writer • Word processor for easier editing
<p>The ability to generate, perceive, analyze, synthesize, evaluate, create, and use information in various ways is essential for success in the 21st century. This cheat sheet provides strategies and accommodations for students with learning disabilities who struggle with reading and writing.</p> <p>Visual processing includes:</p> <ul style="list-style-type: none"> • Visual spatial relationships: may affect getting from one point to another; spacing letters and words on paper, judging time, reading maps, copywriting, etc. • Figure-ground discrimination: identifying a figure from the background; may affect tracking and scanning, looking back for information in context, challenges when there is a lot of clutter. 	

- Visual closure: recognizing a picture of a familiar object from a partial image: may affect identifying words, depth perception, drawing a face (with all the features)
- Perceptual Integration (part/Whole relationships): perceiving or integrating the relationship between an object or symbol in context and its component parts
- Form Constancy: the ability to recognize an object when they are viewed from a different angle or in a different environment. May affect copying letters
- Sequential Memory: is the ability to remember visual details in the correct sequence. May affect the use of a separate answer sheet; staying on the right line while reading a paragraph, reviewing letters, numbers, words, and finding math equations, spelling

Area of Difficulty/ General Academic Impact

- When visual information is perceived or processed incorrectly, it cannot be matched or integrated with our other senses. Instead of reinforcing learning experiences, it distracts and interferes.
- Visual processing may be important for tasks that require abstract thinking.
- Challenges understanding or confusing written symbols
- Challenges with being easily distracted by competing visual information
- Challenges judging distances
- Challenges with fluidity of movement
- Challenges differentiating colors or similarly shaped letters and numbers
- Challenges identifying information from pictures, charts, graphs, maps, etc.
- Weaknesses organizing information from different sources into one cohesive document
- Challenges finding specific information on a printed page
- Challenges sequencing ideas
- Challenges remembering directions to a location
- Weaknesses in recalling non-verbal experiences
- Challenges remembering the orientation of numbers or letters
- Challenges perceiving words and numbers as separate units
- Challenges with directionality in reading and math
- Confusion of similarly shaped letters, such as b/d, p/q
- Challenges ignoring irrelevant stimuli
- Challenges putting parts together to form a whole (e.g., maps, three dimensional objects)
- May demonstrate reversals when writing

Strategies and Accommodations

- Give examples and point out the important details of visual information
- Pay attention to white space
- Encourage students to verbalize what s/he has seen

Math

- Challenges sequencing ideas
- Weaknesses in organizing and solving math problems

Strategies and Accommodations

- Use manipulatives for extra sensory input
- Teach students to verbalize the math problems

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<ul style="list-style-type: none"> • Challenges with mathematical concepts related to understanding of size • Challenges perceiving numbers as separate units • Challenges telling time • Challenges with geometry • Challenges understanding fractions and part to whole relationships • Challenges perceiving individual numbers accurately • Challenges with regrouping or performing operations with multiple digits 	<ul style="list-style-type: none"> • Use graph paper to aid in aligning paper • Pay attention to "white space" • Color coding • Give examples and point out the important details of visual information • Allow students to respond on the same sheet of paper as the problems • Read directions aloud
<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Challenges finding and retaining important information in reading assignments or tests • Challenges reading with speed and precision • Challenges blending letters into words visually • Challenges perceiving individual letters or words accurately • Weaknesses in noticing all the relevant words in a question, identifying key words or developing "skim and scan" skills • Although the student may be able to read the individual letters, they may struggle to put letters together to form words • Challenges skipping lines of text • Challenges tracking from left to right • Challenges tracking while reading 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Teach student common visual patterns within words (e.g. roots and affixes) • Teach student to key in on headings within texts
<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Challenges staying within margins or on lines • Challenges copying from the board or books • Challenges writing neatly and quickly • Challenges with spacing • Challenges organizing written work • Challenges in labeling diagrams • Challenges recognizing spelling patterns 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Teach proof-reading strategies (e.g., COPS) or use a proof-reading buddy (e.g. peer or computer) • Before writing letters or essays, create an outline or use a graphic organizer to simplify and organize ideas • Color code • Use enlarged Calibri font • Allow student to write answers on the same sheet of paper as the questions or offer opportunities for student to explain answers orally • Tape record to supplement note-taking • Pay attention to white space • Read written directions aloud • Provide overlays (test for appropriate color with "See It Right" through Assistive Technology Dept.) • Tracking tools or highlighters

	<ul style="list-style-type: none"> • Concept maps
<p style="text-align: center;">Spatial Perception</p> <p>Refers to the ability to accurately perceive objects in space with reference to other objects. It is the ability to discriminate right from left, top to bottom, and so on.</p> <ul style="list-style-type: none"> • May lose their place while working on a worksheet • May hinder their ability to write in a straight line across the paper • May impact the directional aspects of mathematics such as the ability to solve problems involving single-digit addition (up/down), regrouping (left/right), the alignment of numbers, or using a number line • May have trouble with the concept of fractions as well as writing them, writing decimals, and find it hard to discern differences in size or shape. 	
<p style="text-align: center;">Figure Ground</p> <p>Is the ability to identify an object from a background of other objects</p> <ul style="list-style-type: none"> • May lose their place on a page • May mix up parts of different problems • May have difficulty reading a calculator • May have difficulty reading multi-digit numbers • May have difficulty copying symbols correctly 	
<p style="text-align: center;">Visual Discrimination</p> <p>The ability to discern similarities differences when comparing letters, numbers, and other objects. This includes distinguishing among common objects and symbols, color, form, shape, pattern, size, and position, as well as the ability to recognize and object as distinct from its surrounding environment.</p> <ul style="list-style-type: none"> • May cause students to have trouble identifying symbols • May cause difficulty gaining information from pictures, charts, graphs • May have difficulty using visually presented material in a productive way, trouble reading text, worksheets, or tests with too much information on one page • May have slow processing speed • May not be able to tell the difference between a quarter and a nickel, the numbers 6 and 9, and the hands of a clock • All these issues can result in interference with many mathematics skills such as measurement, estimation, problem solving, and geometry. 	
<p style="text-align: center;">Reversals</p> <p>Two types: student reverses digits or letters, creating a mirror image of a single digit, and when a student reverses the digits of a two or more digit (e.g., mean, name, mane)</p> <ul style="list-style-type: none"> • May cause problems with regrouping and transposing numbers of letters 	
<p style="text-align: center;">Phonological Awareness</p> <p>Ability to perceive, analyze, and synthesize parts of auditory stimuli, and to discriminate (subtle) differences in patterns of sound and speech. Phonological awareness includes the ability to identify and isolate individual sounds (phonemes) within words, to blend sounds to form words, and to manipulate sounds within words. Phonological awareness is a key skill for reading and spelling.</p>	
<p>Phonological Awareness: the ability to break apart and blend sounds in words</p>	

Developed by Marcia Johnson and Angela Hall (Our Cheat Sheets)

<p style="text-align: center;">Area of Difficulty/ Academic Impact</p> <ul style="list-style-type: none"> • Difficulty understanding what is said • Challenges discriminating between similar sounding speech sounds. • May behave as though there is a hearing loss • Challenges following oral directions • Articulation errors • Challenges in hearing different sounds in words will affect reading and spelling • Challenges with making out the teacher's voice against the background noise from other students • Challenges with paying attention in class (think the "waa-waa-waa" from Charlie Brown) • Challenges hearing the teacher when other students are shuffling their papers, opening their notebooks, or making other noises • Challenges remembering an assignment or task when told to orally • Oral drills are challenging for these students • Challenges learning vocabulary presented orally • Slow processing speed for oral instruction 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Provide students with a cue that something important is coming and expect eye contact • Expose students to sounds, music, rhythms and language • Read aloud to the students • Read books that use a lot of rhyming words • Provide opportunities to explore and manipulate sounds, words, and language • Use decodable texts for daily practice • Listen to books on tape while following along with printed text • Assistive technology for electronic reader (Read Out Loud, Start to Finish, Bookshare) • Check for comprehension frequently • Classroom management/ environmental attention for auditory distractions • Preferential seating • Guides for listening activities • Assistance for note-taking • Accompany oral information with visual support • Attention cues • One-Spot Rule for directions and new instruction • Eye contact when speaking • Help students take responsibility for their own listening success or failure and to advocate for themselves
<p style="text-align: center;">Reading/ Reading Comprehension</p> <ul style="list-style-type: none"> • Inability to hear different sounds in words affects one's ability to assign sounds to letters (decoding) • Challenges with phonological activities such as rhyming, alliteration, Imitation, songs 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Provide Elkonin boxes • Emphasize sound-symbol associations in teaching decoding and spelling • Use explicit, systematic, synthetic phonics instruction • Use a whisper box to allow the student to hear their own reading • Use direct phonics instruction (Foundations; Just Words; Road to the Code; Read, Write, Type; Explode the Code;
<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Challenges assigning sounds to letters hindering the development of accurate spelling • Challenges with any type of dictation across all content areas 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Provide drill and practice for memorizing the spelling of words • Use ." Copy, Cover, and Compare Strategies

	<ul style="list-style-type: none"> • Teach spelling using word groups and sorts
<p style="text-align: center;">Math</p> <ul style="list-style-type: none"> • Challenges using ordinal numbers 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • manipulatives
<p>Resistance to Auditory Stimulus Distortion: The ability to understand speech and language that has been distorted or masked in one or more ways.</p>	
<p style="text-align: center;">Area of Difficulty/ Academic Impact</p> <ul style="list-style-type: none"> • Challenges filtering out background noise • Challenges understanding directions in lunch rooms, hallways, and playgrounds • Challenges in group work when more than one person is speaking 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Provide a quiet background • Allow one student to speak at a time • Ask student to repeat directions back to you • Gain eye contact before speaking • One Spot Rule for directions and new instruction
<p>Memory for Sounds: the ability to remember tones, patterns, and voices for short periods of time</p>	
<p style="text-align: center;">Area of Difficulty/ Academic Impact</p> <ul style="list-style-type: none"> • Challenges remembering words and sounds within words • Challenges with spelling • Challenges learning math facts due to impairment in the ability to remember and retrieve information stored in a verbal format 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Use multimodal presentation of information • Use rehearsal strategies • Model retelling, paraphrasing, and summarizing • Use lists, notes, checklists, or memory plans • Teach chunking strategies • Teach with manipulatives and make them available for practice or testing • Allow the use of a number line or calculator • Provide copies of notes • Write directly on test to eliminate transfer errors • Deliver information in smaller increments
<p style="text-align: center;">Psychomotor Speed: movements of the body associated with mental activity</p>	
<p style="text-align: center;">Area of Difficulty/ Academic Impact</p> <ul style="list-style-type: none"> • Slow in completing classwork and tests • Incomplete homework or tests • Challenges working quickly and efficiently • Slower work rate • Challenges responding to questions due to lag time • Lacks automaticity of rote information • Poor work completion 	<p style="text-align: center;">Strategies and Accommodations</p> <ul style="list-style-type: none"> • Allow time to respond orally or prepare student with question before calling on them • Self-monitoring strategies that focus students to set goals and rate their success related to timely completion of tasks • Explicitly teach student to increase speed and use concrete measures of progress using charts and graphs

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<ul style="list-style-type: none"> Challenges scanning and quickly determining Important information on a page Slow decision making skills due to inability to free working memory 	<ul style="list-style-type: none"> Give a personal signal to the student that indicates a question is coming. If the signal isn't given, then tell the student to concentrate on listening Cloze notes Extended time Consider quality of work over quantity Use a timer to increase self-monitoring of output and speed of completion Provide a resource folder of instruction
<p>Math</p>	<p>Strategies and Accommodations</p>
<ul style="list-style-type: none"> Challenges working problems quickly on paper Slow mental math skills Low fluency related to math facts 	<ul style="list-style-type: none"> Use repetition of basic facts (Incremental Rehearsal, Leitner Method) Computer programs that increase automaticity
<p>Reading and Reading Comprehension</p>	<p>Strategies and Accommodations</p>
<ul style="list-style-type: none"> Challenges with fluency due to slow rapid naming skills Slow word retrieval Slow response time Weak reading fluency Impacts comprehension of text 	<ul style="list-style-type: none"> Model fluent reading with read aloud Use choral reading Use repetition of sight words (Incremental Rehearsal, Letiner Method) Repeated readings Preview reading materials Use books on tape to address fluency
<p>Writing</p>	<p>Strategies and Accommodations</p>
<ul style="list-style-type: none"> Slow motoric writing Challenges to quickly organize and complete written tasks Challenges with writing output May be resistant to writing tasks. 	<ul style="list-style-type: none"> Use short speed drills that emphasize output over grammar, spelling, and punctuation Speech Recognition Software Extended time Reduce quantity of work in favor of quality Chunk assignments Use a timer to Increase self-monitoring of output and speed of completion Reduce and structure the amount of copying required

- Working Memory: The ability to hold information in the brain for a short period of time to perform a task.
- Emotional Control: The ability to manage emotions, to achieve goals, complete tasks, control and direct behavior.
- Attention: The ability to keep a person to a situation or task and to resist fatigue, distraction.
- Planning/Prioritization: The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what elements of a project or situation are important and which are less important.
- Organization: The ability to create and maintain systems to keep track of information and materials.
- Time Management: The ability to estimate how much time is needed to do a task, to allocate it, and to stay within limits and deadlines. Time management also involves setting priorities.
- Persistence: The ability to have a goal, follow through with the completion of the goal, and not give up or get distracted by competing interests.
- Flexibility: The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to the ability to change in different conditions.
- Metacognition: The ability to understand and take a bird's-eye view of your own learning process. It includes self-monitoring and self-evaluation skills such as "I know myself," "How do I know when I know it?" and "How do I know when I need a plan in a favor of trying a different strategy in order to attain success."

Area of Difficulty/Academic Impact	Strategies and Accommodations
<p>Response Inhibition</p> <ul style="list-style-type: none"> • Difficulty with distractibility and or impulsiveness • Problems picking smaller, immediate reward over larger, delayed reward • Difficulty speaking before thinking • Difficulty waiting to begin work for directions to be completed or read. 	<ul style="list-style-type: none"> • Provide external reinforcement for appropriate behavior and choices • Minimize distractors (e.g., handing out multiple page exercises one at a time) • Teach "Stop and Think" strategies • Cue the student as to expected behaviors and review class rules or directions • Restrict access to settings or situations in which the student can get into trouble, • Use an incentive system to encourage student to remain on-task • Use an "If-Then" plan to encourage student to remain focused on non-preferential tasks • Teach student to use accommodations independently • Self-monitoring checklists • Provide structured organizers for breaking projects into smaller parts • Provide outlines for note-taking • Use a timer and encourage student to complete activity within time allotted
<p>Attention</p> <ul style="list-style-type: none"> • Struggles with wasting time doing small project and fails to do big project • Difficulty determining what material to record during note-taking • Failure to complete tasks • Engages in distracting behaviors • Inability to attend in stimulating environments • May give the impression that they are not listening or has not heard what has been said • Work is often messy and performed carelessly and impulsively • Difficulty maintaining attention to essential instruction • Students may actually be attending to too many things at once • Difficulty maintaining attention to steps in algorithms or problem solving 	

Flexibility

- Difficulty making transitions between tasks or within tasks (main idea/details, topic/details in writing, multiple operations in math problems)
- Difficulty coping with unforeseen events
- Problems with perseverating on the same idea
- Problems changing approach to a math problem
- Difficulty changing topics
- Problems brainstorming creative Ideas

Planning/Task Initiation

- Poor use of class time
- Difficulty completing tasks in a timely manner
- Problems starting tasks without fully understanding what is required
- Problems starting projects/tasks without necessary materials
- Problems sequencing math steps
- Problems previewing reading material
- Struggles with disorganized and non-sequential writing
- Difficulty making logical argument
- Poor paragraph formation

Goal Setting

- Individual seems "future blind"

- Plan student's schedule so that activities requiring the most focused concentration are during periods of the day that the student is most focused
- Attention cues, structured environment, color code, clear transitions, conferencing, check In/check out, positive reinforcement
- Try to teach frame orks for "walking through" new situations and changes-self-talk, when to seek external assistance
- Model a range of ways of approaching a single task or situation
- Teach brainstorming techniques
- Provide a place for self-calming during stressful times and teach self-soothing techniques
- Create visual cues for routines and schedules
- Highlight changes and help the individual build a bridge from what he or she knows to what he or she does not know
- Provide additional support during transitions when new concepts, tasks, or environments are introduced
- Think aloud to model
- Break down tasks into component parts and provide a checklist for each component
- Plan out the project with a clear first step to provide an entry point for getting started
- Work with the student to create a very specific list of the steps needed to complete the project and to plan the time line for completion of each step
- Teach the student to enter steps into an agenda book as daily tasks
- Offer organizational frameworks in advance that help students organize new material in their heads; Technology: Inspiration, Kidspiration, MindJet, MIndManager
- Model problem-solving skills - think aloud
- Review assignments and model the planning process by talking it through out loud. Gradually switch to having the student lay out the plan while you take a coaching role helping only as much as needed.
- Develop templates for repetitive procedures such as compare and contrast guides for papers
- Use visual maps for brainstorming and organizing

- Difficulty setting mini-goals

Metacognition

- Difficulty analyzing errors in order to improve future performance
- Poor self-checking to insure that each step is completed
- Problems with monitoring pace to determine if goal will be met on time
- Problems checking work before submitting it
- Lack of awareness of basic skills
- Lack of awareness of strategies and resources to complete tasks
- Trouble identifying and selecting appropriate strategies to solve problems
- Difficulty monitoring problem solving processes
- Difficulty evaluating problems for accuracy
- Difficulty generalizing strategies to new situations
- Not able to adjust reading styles to accommodate the difficulty of the text

Organization

- Failure to have needed supplies
- Problems organizing math problems
- Disorganized and non-sequential writing
- Difficulty making a logical argument

- Provide a packet about projects with a checklist of steps and when they are due
- Break down tasks into component parts and provide a checklist for each component
- Work with the student to create a very specific list of the steps needed to start and complete the project and to plan the time line for completion of each step
- Teach the student to enter steps into an agenda on a daily basis
- Offer organizational frameworks in advance that help students organize new material in their heads
- **Review** assignments periodically with the student and provide feedback in a sensitive and developmentally appropriate manner
- Highlight the process of self-review
- Have students set goals and rate their performance
- **P**
- Provide external structure and feedback in a sensitive and developmentally appropriate manner
- Teach the use of tools and techniques to improve monitoring such as checklists for repetitive tasks or performance monitoring
- Highlight the process of self-review and analysis of behavior
- Have students set a goal and rate their performance
- Think aloud modeling
- Conferencing
- Positive reinforcement
- Teach students to check math answers by using the opposite operation
- Teach students to check math answers by estimation
- Teach students to use a problem-solving strategy (e.g., Question, Data, Plan, Answer, Check (QDPAC)
- Teach reading self-monitoring strategies, (e.g., SQ3R, text coding, Click or Clunk...)
- **Q**
- Provide external structure and feedback in a sensitive and developmentally appropriate manner
- Highlight the process of self-review and analysis of behavior
- Have student set a goal and rate their performance

	<ul style="list-style-type: none"> • Use of graphic organizers • Provide a second set of books • Create an organization system tailored to the student's needs • Checklists • Use of graph paper for math problems
<p>Phonemic Awareness Knowledge of sounds, structure of spoken words</p> <p>Phonological Processing Use of phonological information in processing spoken or written language. Encompasses phonemic & phonological awareness.</p>	
<p>Area of Difficulty/Academic Impact</p> <ul style="list-style-type: none"> • <i>Weak skills at any one of these levels will probably limit development of later-developing skills.</i> • May have challenges distinguishing among non-speech environmental sounds (e.g., beanbag falling to the floor versus a plastic ball falling on a floor) • Challenges identifying objects by the sound they make • May struggle with alliteration and rhyme • Challenges with the manipulation of phonemes (e.g. Isolating, segmenting, deleting, substituting, and blending. • Challenges with letter sound correspondence • Challenges with phonetic reading and spelling 	<p>Strategies and Accommodations</p> <ul style="list-style-type: none"> • Read aloud to the student • Sing with your students or listen to music (not while they are engaged in other learning) • Explicitly teach environmental sounds- • Multi-sensory activities involving alliteration and rhyme • Word study • Explicit study of roots and affixes • Until phonemic awareness skills are strengthened, teach sight words, root words, morphemes, and to recognize words via contextual clues • Match concrete symbols to represent phonemes (Elkonin Boxes, Visual Phonics, or other mnemonic symbols)
<p>ADHD a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development.</p>	
<p>Area of Difficulty/Academic Impact</p> <ul style="list-style-type: none"> • They may demand attention by talking out of turn or moving around the room. • They may have trouble following instructions, especially when they're presented in a list. • They often forget to write down homework assignments, do them, or bring completed work back to school • They often lack fine motor control, which makes note-taking difficult and handwriting a trial to read. • They often have trouble with operations that require ordered steps, such as long division or solving equations. 	<p>Strategies and Accommodations</p> <ul style="list-style-type: none"> • Maintain a structured classroom with defined procedures • Establish routines • Teach with procedural checklists, visual study guides that are color coded • Self-monitoring charts • To Do Lists <p>Starting a Lesson</p> <ul style="list-style-type: none"> • Signal the start of a lesson with an aural cue, such as an egg timer, a cowbell or a horn; practice the "One Spot Rule" • List the activities of the lesson on the board

- They usually have problems with long-term projects where there is no direct supervision.
- They don't pull their weight during group work and may even keep a group from accomplishing its task.

- In opening the lesson, tell students what they're going to learn and what your expectations are. Tell students exactly what materials they'll need.
- Establish eye contact with any student who has ADHD during instructions

Conducting the lesson

- Keep instructions simple and structured
- Vary the pace and include different kinds of activities. Many students with ADHD do well with competitive games or other activities that are rapid and intense.
- Use props, charts, and other visual aids.
- Have an unobtrusive cue set up with the student who has ADHD, such as a touch on the shoulder or placing a sticky note on the student's desk, to remind the student to stay on task.
- Allow a student with ADHD to have frequent breaks, or offer Brain Breaks.
- Let the student with ADHD have a fidget.
- Try not to ask a student with ADHD to perform a task or answer a question publicly that might be too difficult.

Ending the lesson

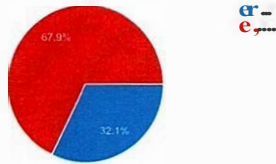
- Summarize key points
- If you **give** an assignment, have three different students repeat it, then have the class say it in unison, and put it on the board.
- Be specific about what is to be taken home.

504 Plans in Our Building

28 responses

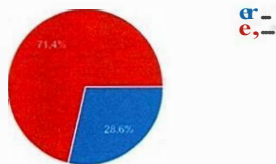
1. 504 plans are not federally protected.

28 responses



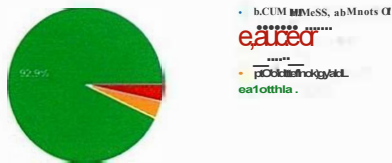
2. 504 plans are only available to public school students.

28 responses



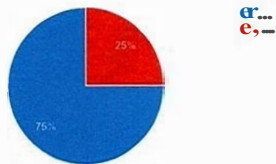
3. 504 plan accommodations can

28 responses



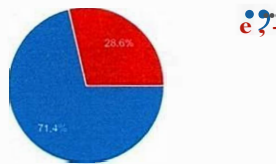
4. A 504 plan should be monitored through a classroom teacher.

28 responses



5. EP students are entitled to the benefits in a 504 plan, but 504 students are not entitled to the benefits of an IEP.

28 responses



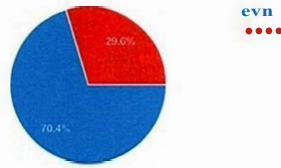
6. 504 plans were signed into law in:

23 responses



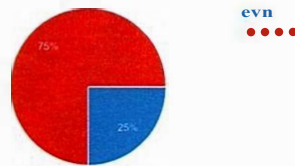
7. Do you feel professionally equipped to implement 504 plans in your classroom?

27 responses



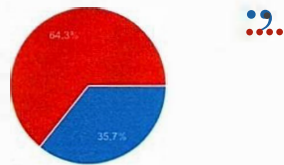
8. Do you feel professionally prepared to case-manage 504 plans in your classroom?

28 responses



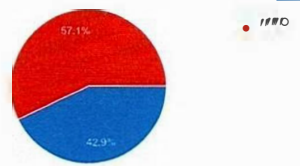
9. Are you aware of the legalities surrounding 504 plans in your classroom?

28 responses



10. Should the district or building provide training for classroom teachers regarding the management of 504 plans in your classroom?

28 responses



Number of daily responses

Appendix A

504 Survival Guide

1. Examples of People First Language
2. Dear Parent letter from the Case Manager
3. 504 Accommodations Charts
4. Communication Log
5. Running Data Log
6. Type of Meetings

EXAMPLES Of PEOPLE FIRST LANGUAGE

BY KATHIE SNOW; VISIT WWW.DISABILITYISNATURAL.COM SEE THE COMPLETE ARTICLE

Remember: a disability descriptor is simply a medical diagnosis;
People First Language respectfully puts the person before the disability;
and a person with a disability is more *like* people without disabilities than different!

SAY:

People with disabilities.
He has a cognitive disability/diagnosis.
She has autism (or a diagnosis O£..).
He has Down syndrome (or a diagnosis O£..).
She has a learning disability (diagnosis).
He has a physical disability (diagnosis).
She's of short stature/she's a little person.
He has a mental health condition/diagnosis.
She uses a wheelchair/mobility chair.
He receives special ed services.
She has a developmental delay.
Children without disabilities.
Communicates with her eyes/device/etc.
Customer-
Congenital disability
Brain injury
Accessible parking, hotel room, etc.
She needs... or she uses...

INSTEAD OF:

The handicapped or disabled.
He's mentally retarded.
She's autistic.
He's Down's; a mongoloid.
She's learning disabled.
He's a quadriplegic/is crippled.
She's a dwarf/midget.
He's emotionally disturbed/mentally **ill**.
She's confined to/is wheelchair bound.
He's in special ed.
She's -developmentally delayed.
Normal or healthy kids.
Is non-verbal.
Client, consumer, recipient, etc.
Birth defect
Brain damaged
Handicapped parking, hotel room, etc.
She has problems.with...has special needs.

Keep thinking-there are ma_ny other descriptors we need to change!

Excerpted from Kathie's People First Language article, available at www.disabilityisnatural.com.

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Dear Parents:

It is a pleasure to be your child's case manager this school year at _____ Middle School. I look forward to working with you and your child to insure a successful school year.

Since I no longer teach in a designated classroom, rest assured that close communication with the general education teacher is taking place on a regular basis. I have asked those teachers to email you, as the parents, and "cc" me so that I am aware of any concerns.

I will be notifying you when the time comes to hold your child's annual 504 meeting.

Please feel free to contact me if you have any questions or concerns. If your concern involves a particular class, I would like to suggest that you contact that core teacher as well.

My contact information: Email: jones@localchoools.net

Voicemail: 888-0000 (Voice Mailbox-15000)

I look forward to working with you cooperatively throughout the year, and it is my goal to encourage your child to make this year one filled with growth and successful learning.

Sincerely,

Ms.Jones

Accommodation Implementation Log

Date:	Accommodations Used:
9/5/17- ongoing	Signing agenda daily
9/5/17- ongoing	Notes posted on the classroom website. Student can print notes and study materials posted to aid in studying and preparing for tests and quizzes.
9/5/17	Seated close to teacher - same seat first four weeks
9/11/17	Checked in with case manager about weekly meetings according to the 504. Currently sending him weekly to meet with Mrs. Jones.
9/12/17	Offered small group testing but student decided to stay in room
9/22/17	Student testing in small group setting in Mrs. Filemu's room for quiz with one other student
9/27/17	Retake taken in small group setting during JIT
10/03/17	Teacher attempted to check student notebook. He took home to complete homework and begin studying for quiz. Will check for note completion after quiz on 10/6/17.
10/4/17	Raised hand and asked for assistance with property sort. Needed clarification on distributive property
10/6/17	Tested in classroom next to teacher desk. Stayed in room so teacher could assist with directions on the property justification portion of quiz.
10/11/17	Received small group testing for the PSAT in Mrs. Rad's room. He did ask to not go to "one of the boring" rooms (in his words) but I told him it had already been arranged.
10/11/17	Teacher checked notebook to ensure it was up-to-date. All notes were completed. However, teacher provided additional notes to assist student with preparing for quiz retake and test next week.
10/12/17	Student raised his hand and started to ask for assistance and then declined and said that he figured it out. When the teacher checked in with him to see his progress he was completing the assignment correctly. It did take him some additional time to complete the assignment. However, he did use his notebook as a reference to assist him while classifying numbers.

Check-In with Case Manager Log

Date:	Meeting Discussion:
9/11/17	Met during homeroom to discuss what our relationship will look like this year and about his summer and his first week of school and organizational skills
9/18/17	Met during homeroom to discuss upcoming quizzes and how the previous week went as well as organized his materials
9/25/17	Met during homeroom in which we looked over grades and questioned him why he had an F in reading. We sent an email out to his reading teacher.
9/29/2017	Met during homeroom. Checked grades on Synergy together and had him text his parents to notify them of his current grades, A's & B's! Also discussed that we would meet on a need to basis per his request or mine.
10/12/17	Met during tiger time to chat about the slight drop in grades, retakes, and self-advocating for teacher notes for upcoming quizzes/tests.
10/13/2017	Met during homeroom to follow up on if he did advocate for notes and looked through binder to determine if his current organization was working for him, and reviewed grades in synergy.
10/20/2017	Met during homeroom to go over the missing assignments in English and World Geography. He said he knew that the assignments were late and that he's turning them in today. He just needed to finish one section for the Geography.
10/26/2017	Met at the end of the day to discuss grades and progress at this time. He stated that he has a "D" in math, but that he can "fix it.

Type of Meeting	Description	Who to Invite	Teacher Report
Component	A brief meeting for IEP team to discuss which assessments are needed to determine continued eligibility for special education services or if a student requires special education services	General Ed. Teacher, Case manager/Special Ed. Teacher, School Psychologist, Designee/Johnson, Educational Diagnostician *Social Worker needed for all Jabay(LS1) & Foster (EBS) meetings/students *OT/PT/Speech may need to be invited (will have to check with case managers when setting up meeting)	Not Needed However, Nurse needs to be aware of these meetings, as she has to complete vision and hearing screenings prior to eligibility/triennial meeting
Eligibility	A 45+ minute meeting that discusses the results from the assessments completed as agreed upon during the components meeting. Meeting is held to determine initial eligibility for special education services.	All the same members from the components meeting, unless otherwise specified.	Needed from all teachers that teach the student, including elective teachers.
Triennial	A 45+ minute meeting that discusses the results from the assessments completed as agreed upon during the components meeting. Meeting is held every three years to determine if a student who is already	All the same members from the components meeting, unless otherwise specified	Needed from all teachers that teach the student, including elective teachers.

	receiving special education services will continue to be eligible for those services		
Student Education Committee (SEC)	<p>This meeting is held for students who need extra support from school. The team meets to help address concerns and discuss strategies/accommodations that may help a student access the general curriculum.</p> <p><i>Sometimes this includes Behavior Intervention Plans, which may be needed when behaviors are what is causing a child not to be able to learn in the classroom or school environment</i></p>	<p>General Ed Teacher SEC chair (Jones) Designee (Johnson) School Psychologist (Williams) * Sometimes school counselor, nurse, reading specialist, math specialist and/or social worker may need to be invited. Will have to check with Jones or Johnson to determine if other staff members are needed</p>	<p>Needed from all teachers that teach the student, including elective teachers</p>
504	<p>This meeting is held for students who qualify for student support services due to conditions that affect daily living. Most often this plan is related to medical concerns.</p>	<p>General Ed Teacher 504 case manager (Jones) Designee (Johnson) School Psychologist (Williams) for 504's related to ADHD, ODD, or other mental health concerns</p>	<p>Needed from all teachers that teach the student, including elective teachers</p>

	<p><i>Sometimes this includes Behavior Intervention Plans, which may be needed when behaviors are what is causing a child not to be able to learn in the classroom or school environment</i></p>	<p>School Nurse for all other health concerns such as allergies, diabetes, asthma, etc.</p>	
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