ACCOMMODATION WORDING SUGGESTIONS

When writing accommodations, please consider the following guidance and suggestions:

- **They need to be written such that it is clear from the data in the plan and minutes that the student needs the accommodations to access the curriculum. Therefore, accommodations and meeting minutes should not say "benefit from" but "needs"**
- **They need to be easily understood by all, even those not in attendance at the meeting.**
- **They need to be practical- accommodations that can be provided/offered by the classroom teacher with fidelity.**
- **They need to be legally binding, so stay away from phrases like, "if needed," "per teacher determination," "when student feels/thinks," etc. Keep the wording to what the teacher should do- active verbs: Teachers provide, offer, allow, use, etc.**
- **If you concerns or need for specific accommodations are mentioned in the minutes, the explanation for why not to include the accommodation needs to be mentioned or there should be an accommodation to reflect this recommendation or concern.**
- **Keep in mind that the small window teachers see when they click the 504 symbol in Aspen only shows the first few words.**

The following are comments that have been made on some of the reviews and you may find helpful as you develop new plans:

Explain what preferential seating looks like for this student. If allowing gum, may want to say (as long as student disposes of it appropriately and keeps it in his mouth, etc. to appease teachers who don't like it). May want to add the word "discrete" with the verbal and visual cues.

If student receives as system-wide and classroom, no need to repeat here unless clarifying, like where the off campus location might be or why we might reschedule an assessment. I like to add, (as long as student is available to test within the testing window).

Preferential seating- you may want to explain what this means for this student.

Does the student need frequent breaks during assessments in order to access emotional support, move?

Quiet area- does the student need specified area, or will the breaks be enough or even needed?

Needs to be in the form of an action required by the teacher, so "Student may need…" is not legally requiring the teacher to do anything.

Reads test aloud to self will place this child in a room alone, which is very restrictive. Are we sure this is necessary for the student to access the curriculum?

No accommodations here, but use of scribe in class. Maybe speech to text is an option. There is a scribe and a text to speech option for system-wide assessments

Again, speech to text is less restrictive than an adult writing what the student says.

Specified Area. When mentioning below should be for the purpose of explaining what this looks like for this student. Otherwise, no need to mention it below.

Accommodation Wording Suggestions

"Maintain open lines of communication" is not clear or legally binding. What does this mean? "Encourage in areas of strength and celebrate success" is this really an accommodation not provided other students?

Not yet pulled from the old plan:

Extra time not to exceed 150%

Not yet pulled from the old plan:

Preferential seating for instruction, use of verbal and visual cues to remain on-ask (may want to add the word 'discretely'). Task broken down into shorter steps. For future, does the student need extra time for assignments?

If student is allowed to go to the restroom/water/snacks, they need the accommodation of Frequent Breaks. Why is there a need for small group?

Does he need discrete verbal/visual cues to remain (bring back) to task?

Monitor for understanding?

Accommodations for the handwriting?

Lots of math… is the student also in SST?

Does student need frequent breaks (to allow for movement and/or access to emotional personnel), specified area?

Does student need extra time for assignments? Short breaks, opportunity for movement in the classroom? Access emotional support?

OK, but does the student need frequent breaks (movement) or specified area? Visual/verbal cues to remain on task (may need to mention below that this is needed for system-wide assessments too)

Reducing number of items to complete is better than extra time, but I would suggest adding, "(as long as the standards are still being taught and measured)."

Minutes mention planner and fidget tools, but accommodations do not. This is an inconsistency.

Small group testing seems restrictive for a child with only one classroom accommodation.

Small group testing is pretty restrictive, is it really necessary? Why separate location for classroom tests, but not system-wide?

Monitor for understanding?

Accommodations for the handwriting?

Test in quiet area might translate to specified area- since all tests should be quiet- does he need study carrel or small group or separate setting?

Does he need speech to text or scribe or is typing OK?

Accommodation Wording Suggestions

Frequent breaks to access emotional support? Extra time? These were not specified in old report- but consider for next meeting.

Access emotional support personnel upon request.

Complete classwork and tests in quiet area- how is this defined? If not legible teacher will accept what is said- why not speech to text or scribe for these time?

Copy of teacher notes. Extra time for assignments should be number of days not %.

Nothing specifically said system-wide, but frequent breaks is required if giving access to emotional support and allowing for movement. Specified area?

Breaks/movement, emotional support, quiet to regain, shorter steps.

but extra time for classroom assignments should be days, not %. Might want to add the word "discretely" to "use verbal and non-verbal cues to prompt to task."

You mention study carrel with the preferential seating. Should the student be offered a study carrel during testing, this would be "specified area" and should be included in the testing accommodations above.

Tasks broken down, extra time (2 days) assignments, verbal and visual cues (may want to add 'discretely' next time), reduce number of items (next time, add "as long as the standards are still being taught and measured") uses a timer at home and school per minutes

Does the student need frequent breaks to allow for movement as indicated below?

You can highlight the ones that would also apply during testing that do not require approved accommodation like: cues to remain on task.

Do NOT write "as needed" use the wording, "Extra time for tests up to 150%" or "Extra time to complete assignments up to X number of days" team decides how many days. "when needed" makes this not legally binding- who decides if it is needed? The team does right now, not the teacher later. It should be "offered" student might not use it. This s where LOGS are important for tracking need.

Small group is pretty restrictive. I would make sure we have data showing it is needed before the next meeting.

OK- except the term "when needed" this makes the accommodation no longer legally binding. Who decides when needed? Instead word it something like this: "Nose buffer or noise-cancelling earmuffs/headphones will be made available to student and permitted for use when student is not receiving instruction."

Accommodations related to an earned grade start to look like modifications. The team really needs to think about this. Likely it is best practice to offer this to all students instead. Additionally this should be a separate accommodation from Organization tools.

Testing with a familiar adult is separate from extra time.

Please move to separate lines.

Do not use “as needed.” Instead, “Provide frequent breaks especially during extended periods of instruction, reading, or seatwork.”

Use simple, concise instructions with concrete steps,” might not be as practical or easily understood as, “Provide step-by-step instructions” or “supplement oral instructions with visual and/or step-by step instructions.” The old drop-down option was, “Task broken down into shorter steps/assignments”

Instead of: “Reduction of assignments and homework…” “Shortened assignments, or reduced pool of items for assignments” Homework and classwork are technically both “assignments” so no need to separate out. Also, With the example, the teacher may want to choose the specific items for the student to complete so that one of each type for example are done rather than just fewer items.

The old drop down was, “Reduce pool of test items and/or length of assignment if valid results can still be obtained” I would separate the test and assignment into two, so you can clarify that for tests expected to take most student less than a certain amount of time, so that system-wide can still use extra time. See my comment below.

You might consider adding this as another accommodation: “Reduced pool of test items may be offered instead of extra time for tests or quizzes expected to take most students less than 45 minutes as long as the standards are still being measured.”

“Assistance with organization of assignments…” The team should define this better, as it is too vague to be legally binding:

“Teacher will review student planner for accuracy, make corrections, and write short communication to parent daily (knowing student will also see it).”

“Teacher will directly prompt student to turn in homework (and pull out backpack etc. if not the automatic response of the student) when not turned in at the time the entire class is prompted as a whole.”

Separate the motor movement accommodation from the monitor for stress and fatigue. You can give examples of motor movement opportunities. Also, if monitoring for stress and fatigue, what is the expectation if it is seen?

This is the old drop-down, “Provide short breaks and/or opportunity for movement during classwork.” If allowing this for tests- you will want to add frequent breaks in the box above for system-wide and classroom tests.

Prompt feedback: “discreetly provide prompt feedback with encouraging words and tone for both success and areas of needed improvement.”

“Discretely provide nonverbal cues to redirect attention to task.”

“Monitor for understanding and provide

Does the student need extra time for assignments up to X number of days, or keep it at shortened assignments?

Again, not to use “as needed.” Better to say something like, “Discretely use verbal and/or visual cues to prompt to task.” “Monitor student to ensure they are on task and understand what is required for the assignments.”

“Preferential seating close to instruction” is fine. However, adding, “minimize distractions,” harder to define. Might be better to say, “and away from obvious distractions (such as traffic flow, radiator, hallway, playground).”

Instead of “Chunked assignments so work is more manageable,” use one or more of the examples:

-Task broken down into shorter steps/assignments.

- Reduce length of assignment if valid results can still be obtained.

-Chunk larger projects by requiring due dates for each portion of the project so the final project will be finished on-time.

-Chunk large assignments into smaller ones by having the student complete one portion prior to providing the student with the next portion (i.e., one page of items at a time for a multi-page assignment).

-Supplement oral instructions with visual or written step-by step instructions.

If text to speech is needed, student should be receiving reading instruction/support through SST or referred to CSC.

Small group is pretty restrictive. I would make sure we have data showing it is needed before the next meeting.

I have some concerns about the wording of these accommodations. If I had reviewed the draft prior to the meeting, I could have provided better guidance.

Do no use the term “as needed” this makes the accommodation no longer legally binding. Who decides when needed? Instead word it something like this: “Chunk lengthy assignments and projects.” “Reduce length of assignments rather than offering additional time as long as mastery of the standards can still be measured.” “Allow frequent breaks.”

Do not use the word “modify” in a 504. This implies that the standards are not being taught/measured. Instead the team needs to decide what they mean. “Grades on tests and assignments should reflect percent correct out of percent completed after he has reached the extended time limit.” This is not as good as reducing the pool of items down to the ones that will still allow the mastery of standards to be measured. I see now that the “Reduce pool of test items and/or length of assignment if valid results can still be obtained while still maintaining grade level standards” is included, so you may not even need the one about modifying.

The last one if confusing- not clear to all readers. I think you are combining more than one accommodation:

“Provide teacher notes to student for language arts and social studies when students are required to take notes in class.” Might be better for the first part.

Accommodation Wording Suggestions

"Excuse student from essay question on unit test," might not lead to accurate measurement of the standards. Maybe allow him to use a word processor for lengthy responses would be better.

"But still continue with writing assignments." I don't know what this portion means… will he be permitted the use of a word processor for lengthy writing assignments?

OK except "Allow extra time to complete classroom tests" This should be defined, but it already is defined above at no more than 150%, so no need to include it here. Similar with the small group- already listed above.

-Minutes mention step-by step instructions, but the plan does not.

-minutes mention audio books, but it is not clear whether this becomes an accommodation.

OK- but the original did not list system-wide assessments in the content areas, so you had to guess which ones to place in this box…

Separate setting for testing?

Small group testing and separate setting are pretty restrictive. I suggest gathering additional information before the next meeting to determine if it is really needed.

OK- but again the non-use of the content are on the original plan made it difficult to determine difference between classroom assignment vs testing accommodations.

Classroom testing accommodations already listed above are not needed here unless explaining like specified area for this student means behind a study carrel.

You may want the team to meet to discuss system-wide assessments. Yes, the student is only in second grade, but the Cogat scores may have been impacted and it is better to decide rather than to wait.

Good job pulling from the old 504 format. There are few items in that old version not included here, such as the need for reading and writing assistance- what does this mean? Is this intervention?

So, if the student needs read aloud and scribe for classroom assignments (per old 504 plan), does he need this for system-wide assessments too? It is in the drop-down options now.

Reading test broken up into several sessions. What about social studies, which also requires lots of reading.

What about extra time. It takes much longer for an assessment when someone else reads to you. Another option is also text to speech so the computer without a person can be used. Similarly speech to text rather than scribe is an option.

The accommodations need to be entered manually:

Extra time not to exceed 150%

Specified Area (less distracting location- use study carrel)

Accommodation Wording Suggestions

May want to suggest teachers have students keep tests on their desk until all collected at once or have teacher quietly collect them while walking the room and student working on something else quietly as others finish.

Use color-card system for student to alert the teacher when she has a question.

May also want, “preferential seating away from obvious distractions.” We can never guarantee a “distraction-free’ environment.

Extra time not to exceed 150%

Not sure about frequent breaks, as it does not specify if this is permitted during system-wide assessments.

Preferential seating – close to instruction

Use planning notebook- teacher signature to identify assignments are listed accurately [no mention of whether teacher prompts student for it, whether student write in it first, etc. best to explain the details.]

Provide short breaks and opportunity for movement (remove as needed)

Extra time to complete projects and assignments in all classes except history not to exceed two class meetings (interesting to explain why not history).

Do Frequent breaks need to be considered for future?

They are OK the way they are, but I do have suggested wording changes or questions to consider for the next meeting or student with similar needs:

“Preferential seating near instruction.”

“Monitor for off-task behavior. When noted, discretely redirect to task.”

“Provide step-by-step directions for all projects and assignments.”

“Chunk projects and lengthy assignments in to due dates leading to the final product being completed by the final due date.”

“Allow for movement within specified area.”

“Allow student access to bathroom and water upon student request. A log for when the student leaves and returns is recommended.”

Don’t need to mention the extra time for assessments, because it is in the box above.

Does the student need shortened assignments or reduced pool of items as long as standards are being measured? Or Does the student need extra time to turn in assignments not to exceed one additional class meeting without penalty?

Do not use the words, “as necessary” This becomes less legally binding, because who decides what is necessary? We also do not “modify” work. This word implies the standards are not being required. Instead, use the wording of shortened assignments, step by step, etc. There are better accommodation

wordings than this one. Please consider determining better wording and meeting again soon, maybe at the end of the next quarter to update with better wording.

May want to add the word “discrete” or non-obtrusively, so teachers will realize the importance of redirecting without drawing attention to the student

Please explain each of these better- frequent breaks- in the classroom setting, what does this look like? How is this used in “other” settings? Small group what? Instruction? Work completion? In the classroom or separate room? HOW much extra time?

How do you monitor work progress, what do you do if he is not making progress? Reword to “Provide copy of teacher notes” Does it matter whether electronic or in writing, before or after notes are provided in class? Are guided notes sufficient (fill in the blank)? All of these need to be answered, because this plan is not legally binding. So, please meet soon with the wording legally binding and clear for everyone and show that they are needed.

Make sure you are not modifying the need for the student to learn the standards:

“Allow retake for tests and quizzes after making corrections,” could alter the ability for teachers to know when the student has learned the standards.

No “as needed.” Instead of “Restate directions as needed,” use the old drop-down, “Monitor student to ensure they are on task and understand what is required for the assignments.”

Extra time not to exceed one class periods for classwork, homework, and projects. M, LA, R, S, SS, O

Remind student to input information into his planner each class period. M, LA, R, S, SS, O

Break large assignments and projects down into steps.