ADHD ACCOMMODATIONS FOR ALACHUA COUNTY
STUDENT SERVICES: SECTION 504 ACCOMMODATION PLAN

The following is a summary of available Accommodations by the School Board of Alachua County

Note this summary is current as of January 2005, and refers to Alachua County Policy Manual Chapter 5.02. Form STU 023.008 Revised 1/16/03. Contact Exceptional Student Education to determine if there have been any subsequent revisions.

PHYSICAL ARRANGEMENT OF ROOM:

__A. seating student near the teacher.
__B. seating student near a positive role model
__C. standing near the student when giving directions or presenting lessons
__D. avoiding distracting stimuli(air conditioner, high traffic area, etc.)
__E. increasing the distance between the desks
__F. additional accommodations:

LESSON PRESENTATION:

__A. pairing students to check work
__B. writing key points on the board
__C. providing peer tutoring
__D. providing visual aids
__E. providing peer notetaker
__F. making sure directions are understood
__G. including a variety of activities during each lesson
__H. breaking longer presentations into shorter segments
__I. additional accomodations
__J. providing written outline
__K. allowing student to tape record lessons

__L. having student review key points orally
__M. teaching through multisensory "modes"
__N using computer-assisted Instruction

ASSIGNMENTS and WORKSHEETS

__A. giving extra time to complete tasks-
__B. simplifying complex directions
__C. handing worksheets out one at a time
__D. reducing the reading level of the assignments
__E. requiring fewer correct responses to achieve grade:
__F. allowing student to tape record assignments/homework
__G. providing a structured routine in writing form
__H. providing study skills training/learning strategies
__I. giving frequent short quizzes and avoiding long tests
__J. shortening assignments; breaking work Into smaller segments
__K. allowing typewritten or computer printed assignments
__L. additional accommodations:
__M. using self-monitoring devices

__N. reducing homework

__O. not grading handwriting

TEST TAKING:

__A. a1lowing open book exams
__B. giving exam orally (ie reading test items to student)
__C. giving take-home tests

__D using more objective items (fewer essay responses)
__E. allowing student to give test answers on tape recorder
__F. giving frequent short quizzes, not long exams
__G. additional accommodations:
__H. allowing extra time for exam

__I. Reading test item to student

ORGANIZATION.

__A. providing peer assistance with organizational skills
__B. assigning volunteer homework buddy
__C. allowing student to have an extra set of books at home
__D. sending daily/weekly progress reports home
__E. developing a reward system for in-school work and homework completion
__F. providing student with a homework assignment notebook
__G. additional accommodations:

BEHAVIORS

__A. praising specific behaviors
__B. using self-monitoring strategies
__C. giving extra privileges and rewards
__D. keeping classroom rules simple and clear
__E. making "prudent use" of negative consequences
__F. allowing for short breaks between assignments
__G. cuing student to stay on task (nonverbal signal)
__H. marking student's correct answers, not his/her mistakes.
__I. implementing a classroom behavior management system
__J. allowing student time out of seat to run errands, etc.
__K. Ignoring inappropriate behaviors not drastically outside classroom limits.
__L. Additional accommodations
__M. allowing legitimate movement
__N. contracting with the student
__O. increasing the immediacy of rewards
__P. implementing time-out procedures

SPECIAL CONSIDERATIONS:

__A. suggesting parenting programs(s)
__B monitoring student closely on field trip
__C. In-servicing teacher(s) on child's disability
__D. providing social skills group experiences
__E. developing intervention strategies for transitional periods (e.g. cafeteria, physical
education, etc.)

__F. alerting bus driver
__G. suggesting agency involvement
__H. providing group/individual counseling