

504 PLAN CHECKLIST

Directions: Check areas that affect your child or the student. Check accommodations that may be helpful. Write in any additional accommodations needed.

Processing Delays

Possible accommodations:

- Increased time to complete assignments/tests
- Extended time to provide verbal answers
- Complex directions broken into steps
- Repetition of pertinent information
- Decreased length of assignments
- Cueing student to question prior to asking
- Use of precise concrete language
- Other: _____

Memory Deficits

Possible accommodations:

- Monitored planner (check off system)
- Written, as well as verbal, directions for tasks
- Posted schedules and directions
- Frequent review of information
- Strategy for note taking during long reading assignments
- Open book, outline or note tests
- Timelines for completing work
- Oral summary by student to check for understanding of directions
- Repetition of instructions by student to check for comprehension
- Other: _____

Visual Spatial Deficits

Possible accommodations:

- Set of lecture notes given to student
- Preferential seating in class
- Large print materials
- Distraction free work area
- Modified materials (e.g., limit amount of material presented on a single page, extraneous pictures removed)
- Graphs and tables provided to student
- Use of math/reading template or guide

Other: _____

Fine Motor Difficulties

Possible accommodations:

- Note-taker for lectures
- Scribe for test taking
- Oral examinations
- Taped lectures
- Textbooks on tape
- Assistance with daily living skills (e.g., modified eating, drinking, dressing devices)
- Other: _____

Gross Motor Difficulties

Possible accommodations:

- Adaptive physical education
- Modified activity level for recess
- Special transportation
- Use of ramps and elevators
- Restroom adaptations
- Other: _____

Mobility

Possible accommodations:

- Early release from class
- Extra set of books at home
- Assistance with carrying lunch tray, books, etc.
- Escort between classes
- Alternative evacuation plan
- Simple route finding maps and cues
- Other: _____

Fatigue

Possible accommodations:

- Reduced schedule
- Planned rest breaks
- Schedule arranged for high cognitive demand tasks to be followed by less stressful coursework
- Other: _____

Attention

Possible accommodations:

- Visual prompts
- Assignments divided into small increments
- Frequent breaks
- Preferential seating
- Higher rate of task change
- Verbal prompts to check work
- Other: _____

Organizational Skills

Possible accommodations:

- Study guide and/or timeline
- Daily calendar for assignments and tasks
- Instruction in using a planner
- Provision of color-coded materials
- High-lighted materials to emphasize important or urgent information
- Other: _____

Academic Progress

Possible accommodations:

- Peer tutor
- Small group instruction
- One on one instruction
- Assigned person to monitor student's progress
- Contact person (home/school)
- Weekly progress report between home and school
- Other: _____

Emotional Well-Being

Possible accommodations:

- School counseling
- Quiet area for regrouping
- Specific contact person
- Public praise and private reprimands when possible
- Scripts about the injury and hospitalization
- Brain injury in-service for staff and classmates
- Other: _____

Behavior

Possible accommodations:

- Functional Behavioral Assessment
- Positive Behavior Management Plan
- Daily/weekly progress report
- Early interventions for situations that may escalate
- Modification of non-academic tasks, i.e. lunch or recess
- Adjusted class schedule
- Time and place to regroup when upset
- Additional structure in daily routine
- Frequent specific feedback about behavior
- Other: _____

Transitions

Possible accommodations:

- Specified person to oversee transition between classes
- Specified person to oversee transition from class at end of school day
- Advanced planning for transition between grades/schools
- Modified graduation requirements
- Assistance with identifying post-secondary supports
- Identification of community resources for persons with brain injury
- Other: _____

Technology

Possible accommodations:

- Computer/word processor for responding and homework
- Tape recorder for class work and class lecture
- Use of communication devices
- Proofreading programs for work at home and school
- Word predicting programs
- Spell check and abbreviate expander programs
- Books on tape for text and leisure materials
- Talking calculators for math assignments
- One-handed keyboard or control switches
- Other: _____