

**504/IEP Accommodations & Modifications in the Classroom for a Student with a Traumatic Brain Injury**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Presenting Concerns: \_\_\_\_\_

Persons Responsible for Providing Selected Items: \_\_\_\_\_

**Directions: Circle the challenges that affect your child or student. Check the accommodations that may be helpful.**

**Environment**

- Post class rules
- Post daily schedule
- Give preferential seating
- Change to another class
- Change schedule (most difficult in morning)
- Eliminate distractions (visual, auditory & olfactory)
- Modify length of school day
- Provide frequent breaks
- Provide a quiet work place
- Maintain consistent schedule
- Provide system for transition

**Transitions**

- Specified person to oversee transition between classes or end of 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

**Method of Instruction**

- Repeat directions
- Circulate teacher around room
- Provide visual prompts
- Provide immediate feedback
- Point out similarities to previous learning & work
- Use manipulative materials
- Teach to current level of ability (use easier materials)
- Speak clearly
- Pre-teach or reteach
- Use peer tutor or partner
- Use small group instruction
- Use simple sentences
- Use individualized instruction
- Pause frequently
- Use cooperative learning
- Encourage requests for clarification, repetition, etc.
- Use examples relevant to student's life
- Demonstrate & encourage use of technology

**Behavioral Needs**

- Early interventions for situations that may escalate
- Teach expected behavior
- Increase student academic success rate
- Learn to recognize signs of stress
- Give non-verbal cues to discontinue behavior
- Reinforce positive behavior
- Set goals with student
- Use social opportunities as rewards
- Teach student to use advance organizers at beginning of lesson
- Role play opportunities
- Use proactive behavior management strategies
- Daily/weekly communication with parents
- Modification of non-academic tasks (e.g., lunch or recess)
- Time & place to regroup when upset
- Additional structure in daily routine
- Frequent specific feedback about behavior

**Assistive Technology**

- Multimedia software
- Electronic organizers
- Shortcuts on computers
- Concept mapping software
- Accessibility options on computer
- Proofreading programs
- Alternative keyboards
- Voice output communication devices and reminders
- Enlarged text or magnifiers
- Recorded text & books
- Specialized calculators
- Picture & symbol supported software
- Talking spell checker & dictionary
- Computer for responding & homework
- Use of communication devices
- Word predicting programs
- iPad/tablet
- Smart Phone

## 504/IEP Accommodations & Modifications in the Classroom for a Student with a Traumatic Brain Injury

### Memory Deficits

- Monitoring planner (check-off system)
- Written & verbal directions for tasks
- Posted directions
- Frequent review of information
- Strategy for note taking during long reading assignment
- Provide a copy of notes
- Open book or note tests
- Reminders for completing & turning in work
- Repetition of instructions by student to check for comprehension

### Visual Spatial Deficits

- Large print materials
- Distraction free work area
- Modified materials (e.g., limit amount of material presented on single page, extraneous picture)
- Graphs & tables provided to student
- Use of math & reading template or guide

### Gross Motor/Mobility Difficulties

- Priority in movement (e.g., going first or last)
- Adaptive physical education
- Modified activity level for recess
- Special transportation
- Use of ramps or elevators
- Restroom adaptations
- Early release from class
- Assistance with carrying lunch tray, books, etc.
- Escort between classes
- Alternative evacuation plan
- Simple route finding maps & cues

### Attention

- Visual prompts
- Positive reinforcement
- Higher rate of task change
- Verbal prompts to check work

### Organizational Skills

- Study guide or timeline
- Daily calendar for assignments & tasks (digital or written)
- Instructions in using a planner or app
- Provide color-coded materials
- High-lighted materials to emphasize important or urgent information

### Academic Progress

- Assigned person to monitor student's progress
- Contact person (home & school)
- Weekly progress report (home & school)

### Fine Motor Difficulties

- Copy of notes provided
- Oral examinations
- Note-taker for lectures
- Scribe for test taking
- Recorded lectures

### Curriculum

- Reduce length of assignments
- Change skill or task
- Modify testing type or setting
- Allow extra time
- Teach study skills
- Teach sequencing skills
- Teach memory strategies
- Write assignments in daily log
- Teach peers how to be helpful

### Fatigue

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

### Processing Delays

- Complex direction broken into steps
- Repetition of pertinent information
- Cueing student to question prior to asking
- Use of precise language

### Other Considerations

#### *Home/School Relations*

- School counseling
  - Scripts about the injury & hospitalization
  - Schedule regular meetings for all staff to review progress & maintain consistency
  - Schedule parent conferences every
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- Parent visits/contact
  - Home visits

#### *Disability Awareness*

- Explain disabilities to other students
- Teach peers how to be helpful
- Training for school staff

**This checklist serves as a starting point for identifying student needs and developing appropriate accommodations. Because rapid changes take place after a brain injury, the plan must be frequently reviewed and updated to meet the changing needs of the student. Be sure to review and change the plan as frequently as needed.**