



# Accommodation & Modifications for IEPs & 504s

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## PHYSICAL ARRANGEMENT OF ROOM:

- seating student near the teacher
- seating student near a positive role model
- standing near the student when giving directions or presenting lessons
- avoiding distracting stimuli (air conditioner, high traffic area, etc.)
- increasing distance between desks

## LESSON PRESENTATION:

- pairing students to check work

- writing key points on the board
- providing peer tutoring
- providing visual aids, large print, films
- providing peer notetaker
- making sure directions are understood
- including a variety of activities during each lesson
- repeating directions to the student after they have been given to the class: then have him/her repeat and explain directions to teacher
- providing written outline
- allowing student to record lessons
- having child review key points orally
- teaching through multi-sensory modes
- using computer-assisted instruction
- accompany oral directions with written directions for child to refer to blackboard or paper
- provide a model to help students, post the model and refer to it often
- provide cross age peer tutoring
- to assist the student in finding the main idea underlying, highlighting, cue cards, etc.
- breaking longer presentations into shorter segments

## ASSIGNMENTS/WORKSHEETS

- giving extra time to complete tasks
- simplifying complex directions
- handing worksheets out one at a time
- reducing the reading level of the assignments
- requiring fewer correct responses to achieve grade (quality vs. quantity)
- allowing student to tape record assignments/homework
- providing a structured routine in written form

- providing study skills training/learning strategies
- giving frequent short quizzes and avoiding long tests
- shortening assignments; breaking work into smaller segments
- allowing typewritten or computer printed assignments prepared by the student or dictated by the student and recorded by someone else if needed.
- using self-monitoring devices
- reducing homework assignments
- not grading handwriting
- student should not be required to use cursive or manuscript writing
- reversals and transpositions of letters and numbers should not be marked wrong, reversals or transpositions should be pointed out for corrections
- do not require lengthy outside reading assignments
- teacher monitor students self-paced assignments (daily, weekly, bi-weekly)
- arrangements for homework assignments to reach home with clear, concise directions
- recognize and give credit for student's oral participation in class

## TEST TAKING:

- allowing open book exams
- giving exam orally
- giving take home tests
- using more objective items (fewer essay responses)
- allowing student to give test answers on tape recorder
- giving frequent short quizzes, not long exams
- allowing extra time for exam
- reading test item to student
- avoid placing student under pressure of time or competition

## ORGANIZATION:

- providing peer assistance with organizational skills
- assigning volunteer homework buddy
- allowing student to have an extra set of books at home
- sending daily/weekly progress reports home
- developing a reward system for in-schoolwork and homework completion
- providing student with a homework assignment notebook

## BEHAVIORS:

- use of timers to facilitate task completion
- structure transitional and unstructured times (recess, hallways, lunchroom, locker room, library, assembly, field trips, etc.)
- praising specific behaviors
- using self-monitoring strategies
- giving extra privileges and rewards
- keeping classroom rules simple and clear
- making "prudent use" of negative consequences
- allowing for short breaks between assignments
- cueing student to stay on task (nonverbal signal)
- marking student's correct answers, not his mistakes
- implementing a classroom behavior management system
- allowing student time out of seat to run errands, etc.
- ignoring inappropriate behaviors not drastically outside classroom limits
- allowing legitimate movement
- contracting with the student
- increasing the immediacy of rewards

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## Who is Catherine?



Catherine Whitcher, M.Ed, CLC is passionate about advocating for special needs families. She has a brother with Down Syndrome and has been in the special needs community professionally for over 20 years. Catherine began advocating for better, more effective special education programs after experiencing first hand the devastation of our school systems as a certified teacher.

The Special Needs Education Help Center was created to educate and empower parents and professionals on how to design and implement special education programs for success.

As a parent of a child who is recovered from severe Epilepsy, Catherine understands the modern day special needs family and the struggles families are facing in both the education and medical communities.

Catherine works in many different settings, from large conferences such as AutismOne, to smaller group workshops across the country, and also provides 1:1 family consulting.

### Highlights About Catherine

- Bachelors and Master Degree in Special Education
- Over 20 Years Experience Advocating with Special Needs Families
- Sibling to an Awesome Brother with Down syndrome
- Talk About Curing Autism (TACA), Presenter
- NATTAP Conference, Presenter
- Reaching for the Stars, Washington Medical University, Presenter

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- AutismOne, Presenter
  - SPIN, IL Dist 203, Presenter
  - Indian Prairie Special Needs PTA, IL Dist 204, Presenter
  - SPARK, IL Dist 15, Presenter
  - Joliet Park District, Presenter
  - Autism Society of IL, Central IL Chapter, Presenter
  - Healing Thresholds, Contributor
  - Gerson Lehrman Group, Consultant
  - AlphaSights, Consultant
  - Mom's Choice Awards, Distinguished Judge

Contact Catherine for More Information About: IEP Help, Workshops, Speaking Engagements, Private IEP Advocacy Services

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