



# School Adjustments & Accommodations

Carly Endres, MS, CBIST  
Senior Project Coordinator  
Center for Rural Health  
[carly.endres@und.edu](mailto:carly.endres@und.edu)

Daniall Deis, MS  
Education Coordinator  
Center for Rural Health  
[daniall.deis@und.edu](mailto:daniall.deis@und.edu)

*Help for Today,  
Hope for Tomorrow.*

## Learning Objectives

- Participants will be able to...
  - Explain the difference between a 504 and an IEP
  - Explain the difference between an accommodation and a modification
  - Give examples of a reasonable classroom accommodation
  - Understand how to support schools for reasonable accommodations

## 504 vs IEP

### 504

#### \*General Education

- \*ANY Medically based diagnosis
- \*Does not need specific goals to be successful

#### \*Accommodation driven

- \*Law: Section 504 of the Rehabilitation Act of 1973 (Civil Rights law)
- \*Adults can have; but would need to file as a person with a disability to get

#### Common Examples:

- \*ADHD (ex. Extra time)
- \*Asthma (ex. Can carry inhaler)
- \*Behavior plans
- \*Transition Planning
- \*time with related service provider

### IEP

#### \*Special Education

- \*Individualized services needed
- \*specific goals
- \*Accommodations and Modifications
- \*Law: The Individuals with Disabilities Education Act (IDEA)
- \*Disability falls into the 13 categories listed by IDEA
- \*Disability MUST affect educational performance or ability to learn and benefit from general education curriculum

[ndbin.org](http://ndbin.org)



## Accommodation vs. Modification

### Accommodation Examples

Classroom Instruction-same material, ex. Student with Dyslexia may need a book on tape

Classroom Tests-ex. Spelling Test, allowing access to a keyboard for student that struggles physically writing

\*Standardized tests-ex. Extra time

\*Elective Classes-ex. Art project in alternate format

[ndbin.org](http://ndbin.org)

### Modification Examples

Classroom Instruction-not expected to learn same material; material often presented at the students' grade level, not necessarily where their same age peers are

Classroom Tests-ex. Class may have 20 spelling words for the week, student with modification would have shorter and often different spelling words than peers

\*Standardized tests-ex. Alternate assessment, completely different test than peers

\*Elective classes-ex. Not required to be able to read the music in music class



# Common Classroom Accommodations

---

- **Change the way the information is presented:** audio vs. text, fewer items, larger print, record lessons vs. notes
- **Change the way assignments and tests are completed:** allow change in the way responses are taken (ex. Verbal vs. written); access to spell check, calculator rather than memorization of math facts
- **Settings:** allow work in a quiet room, lighting, where the child sits, sensory fidgets, alternate seating
- **Timing:** more time on tests, more breaks than peers
- **Organization:** timers, planners, highlighters

[ndbin.org](http://ndbin.org)



## Letter template

---

- Things to include
  - Paragraph 1:
    - Brief description of disorder/disability medical condition. Why is the patient seeing you?
      - Ex: Patient has recently undergone a tympanoplasty.
  - Paragraph 2:
    - Brief outline of the difficulties this may cause.
      - Ex: Hearing loss in the left ear. Difficulty differentiating certain sounds
  - Paragraph 3:
    - List out the things that could or must be in place to help the patient be successful in the learning environment?
      - Left ear towards speaker at all times. Sound system in the classroom, make sure the patient has eye contact before speaking, repeat yourself

[ndbin.org](http://ndbin.org)



## Case Study 1

---

- 4 year old, Lucy, in a PSN program
- Child demonstrated language delays, significant behavioral regulation struggles in the school setting
- School has reached out to parents for help
- There are no known disabilities, delays, or know explanations for her struggle
- Parents are at a loss and have decided to take her in to their family practice Dr.



## Case Study 2

---

- 4<sup>th</sup> grade boy, Leo, is struggling to keep up with his grade level peers
- Teachers cannot tell if he is a struggling learner, “can’t” vs “wont” do the academic tasks
- Teachers note that he presents as he cannot focus on academic tasks and is easily distracted to engage in conversations with peers
- Parents indicate that he does not have issues at home or in activities and that he is very social



## Case Study 3

---

- Tara, 5<sup>th</sup> grader will be transitioning to middle school soon
- Has always needed some services
- Language delays, academic interventions, struggles with retention
- No significant behavior
- Socially great a reading cues
- In your office to get help with transition planning to new school



## Case Study 4

---

- Adam, 17 year old hockey player
- Was checked into the boards and felt dazed for several minutes after
- Later that same evening started having blurred vision and nausea
- At school the next day he went to the nurse complaining of a headache and went home sick for the day
- Symptoms continue for several weeks



## Case Study 5

---

- 10 year old Christina, in MVA
- Unsure if she lost consciousness on the scene of accident
- Spent several weeks at level 1 trauma center
- Sustained a skull fracture, lost vision in one eye, rods inserted in back and legs



## Case Study 6

---

- 18 month old, Jack, was born at 30 weeks
- Hydrocephalus, lead to a stroke
- Not making typical developmental gains related to physical components
- Appears on track with “Speech” (babbling) and vision (will track objects, etc)





**Contact us today!**

855.866.1884

[www.ndbin.org](http://www.ndbin.org)

Funded by:

