

## Examples of Disabilities and Accommodations

The Section 504 accommodations/services a student receives will be based upon the unique needs identified during the evaluation process. The pages that follow are intended to offer sample accommodations for typical disabilities that may qualify a student to receive a Section 504 Accommodation Plan.

Remember, these disabilities are covered by Section 504 only if an evaluation determines that the condition is substantially limiting to a major life activity. Each student is different, so the accommodation will be different and decided by the Section 504 team, including the parent.

As of January 1, 2009, school districts/charter schools, in determining whether a student has a physical or mental impairment that substantially limits that student in a major life activity, must not consider the ameliorating effects of any mitigating measures that student is using. This is a change from prior law. Before January 1, 2009, school districts/charter schools had to consider a student's use of mitigating measures in determining whether that student had a physical or mental impairment that substantially limited that student in a major life activity. In the Amendments Act ([Appendix C #21](#)), however, Congress specified that the ameliorative effects of mitigating measures must not be considered in determining whether a person is an individual with a disability.

Congress did not define the term "mitigating measures," but rather provided a non-exhaustive list of mitigating measures. The mitigating measures are as follows: medication; medical supplies, equipment, or appliances; low-vision devices (which do not include ordinary eyeglasses or contact lenses); prosthetics (including limbs and devices); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.

Congress created one exception to the mitigating measures analysis. The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity. "Ordinary eyeglasses or contact lenses" are lenses that are intended to fully correct visual acuity or eliminate refractive error, whereas "low-vision devices" are devices that magnify, enhance, or otherwise augment a visual image.

### ANXIETY

*Example: A student in a classroom appears anxious throughout the day. Some students can have such intense anxiety that it disrupts the entire class.*

#### Possible Accommodations

- Provide a calm, supportive, and organized classroom
- Allow the student to give yes/no answers or pose opinion questions
- Provide alternatives to classroom presentations, such as giving the presentation to teacher or turning in a video/audio flash drive presentation
- Provide a quiet and distraction-free room for testing
- Provide extended time for tests
- Provide a peer mentor to accompany the student to lunch, recess, etc.
- Assign a safe person/adult mentor who can provide an understanding and calming presence for the student

- Use a “cooldown pass” for a student when he/she is overanxious
- Use carefully-thought-out seating in large groups/assemblies
- Provide the student with class notes from lessons when the student returns from an absence, and provide assistance to complete missed work if needed

### ARTHRITIS

*EXAMPLE: A student with arthritis may have persistent pain, tenderness, or swelling in one or more joints. The student is substantially limited in the major life activities of walking and performing manual tasks.*

#### Possible Accommodations

- According to the Nurse Practice Act, a school nurse should develop an Individual Healthcare Plan (IHP) and Emergency Action Plan (EAP) if needed
- Provide a rest period during the day
- Accommodate for absences for doctor appointments
- Provide assistive devices for writing (e.g., pencil grips, non-skid surface, typewriter/computer, etc.)
- Modify physical education curriculum
- Administer medication as prescribed (school nurse)
- Arrange for assistance with carrying books, lunch tray, etc.
- Provide book caddy
- Implement movement plan to avoid stiffness
- Provide seating accommodations
- Allow extra time between classes
- Provide locker assistance
- Provide modified eating utensils
- Accommodate for writing with a computer and note-taking with a tape recorder
- Make available access to wheelchair/ramps and school van for transportation
- Modify recess time
- Provide peer support groups
- Arrange for instructional aide support
- Arrange for someone else to take notes
- Shorten assignments or tests that still meet core expectations
- Install handle style doorknobs (openers)
- Record lectures/presentations
- Have teacher provide outlines of presentation
- Use Velcro® fasteners for bags, shoes, and coats
- Provide a more comfortable style of desk
- Adjust attendance policy, if needed
- Furnish a warmer room and sit student close to the heat
- Modify curriculum for the lab classes
- Supply an extra set of books for home use and keep a set at school
- Let student give reports in oral form rather than written
- Begin an awareness program for other students
- Provide individual school counseling
- Make any needed bathroom accommodations

## ASTHMA

*EXAMPLE: A student has been diagnosed as having asthma. The disability limits the major life activity of breathing.*

### Possible Accommodations

- According to the Nurse Practice Act, a school nurse could develop an Individual Healthcare Plan (IHP) and Emergency Action Plan (EAP)
- Modify activity level for recess, physical education, etc.
- Use air purifier or inhalers
- Provide inhalant therapy assistance
- Administer medication as prescribed—school nurse
- Remove allergens (e.g., hairspray, lotions, perfumes, pine trees, carpet)
- Make field trips non-mandatory and supplement with videos, audios, movies, etc.
- Accommodate medical absence; arrange transportation to home/clinic
- Provide education to peers/teachers/others (bus drivers, cooks, etc.)
- Provide access to water, gum, etc.
- Provide curriculum considerations (science class, physical education, etc.)
- Provide alternatives if the student misses an excessive amount of school
- Have peers available to carry materials to and from classes (e.g., lunch tray, books)
- Provide rest periods
- Modify field trip experiences
- Provide indoor space for before and after school
- Arrange for access to wheelchair for transition purposes
- Have a locker location that is centralized and free of atmosphere changes
- Modify attendance policies

## ATTENTION DEFICIT DISORDER (ADD) & ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)

*EXAMPLE: The student does not meet eligibility requirements under IDEA as emotionally disturbed learning disabled, or other health impaired. According to assessments and observations, it is determined the student's disability is the inability to concentrate as the major life activity.*

### Possible Accommodations

- Have student work in a study carrel
- Adjust student seating
- Use simple, concise instructions
- Provide a peer tutor/helper
- Teach compensatory strategies
- Administer medication as prescribed (school nurse)
- Monitor stress and fatigue; adjust activities
- Modify assignments as necessary
- Change instructional pace
- Provide supervision during transitions, disruptions, and field trips
- Use study guides, & organizing tools
- Modify testing procedures
- Provide school counseling
- Initiate frequent parent communication

- Establish a school/home behavior management program
- Provide training for staff and parents
- Have the student use an organizer and train in organizational skills
- Establish a visual cue between teacher and student
- Assign chores/duties around room/school
- Modify environment to avoid distractions
- Highlight required or important information/directions
- Record assignments and directions for auditory learners
- Provide a checklist for student, parents, and/or teacher to record assignments or completed tasks
- Use a timer to assist student to focus on a given task or number of problems in time allotted; stress that they need to be done correctly
- Have student restate or write directions/instructions
- Allow student to respond in variety of different modes (e.g., may record answers for tests on a recording device instead of paper)
- Give student opportunity to stand while working
- Provide additional supervision during trips to and from school
- Modify student's work area with barriers
- Provide training to other student and staff about ADD/ADHD
- Supply treats and rewards to promote behavior change
- Prescribe physical activity, exercise, etc.
- Determine trigger points and prevent action leading to trigger points

### **AUTISM**

*EXAMPLE: The student does not meet eligibility requirements under IDEA, but presents communication, social interaction, and other behaviors that are defined as autistic.*

#### Possible Accommodations

- Provide sensitivity training to school staff by school psychologist or by another expert while still maintaining confidentiality of the student. Notify parents ahead of time to determine level of disclosure
- Do not disclose diagnosis to student unless otherwise granted by parents
- Provide general sensitivity training to students
- Provide a set and predictable routine in classroom
- Extend time to complete assignment or test
- Shorten assignments or tests that still meet core expectations
- Review and make adjustments to physical arrangement of classroom and preferential seating
- Vary activities and teaching approaches (visual, auditory, and multi-sensory)
- Allow different ways for student to respond
- Allow change of material formatting (highlighted words, note-taking assistance, larger print, multiple choice vs. fill in the blank, etc.)
- Provide reinforcement of meeting intended outcomes to increase motivation

## **BIPOLAR AND DEPRESSION**

*Example: A student with bipolar disorder may have frequent mood switches, be sick more often, and have more mixed episodes both manic and depressive symptoms.*

### Possible Accommodations

- Build in opportunities for the student to talk to a supportive adult.
- Give the student the opportunity for self-time out to regroup when he/she is feeling sad or irritable.
- Build in physical activities during the day, such as shooting hoops or walking the track, that are not contingent on behavior.
- Give flexible deadlines for work completion.
- Avoid the lowering of grades for messy work.
- Give the student the time needed to respond to requests or questions.
- Allow the student to be in a cooperative group without requiring active participation.
- Assist the student in using a planner to keep track of assignments, and review at the end of the day to ensure he/she has all the assignments listed.
- Provide the student with an extra set of books or access to online books to use at home.
- Assist the student in breaking down assignments and projects into manageable parts.
- Assist the student in setting short-term goals, even for one period or day.
- Allow preferential seating based on the student's needs.
- Reduce homework or extend deadlines as necessary and appropriate.

## **CANCER**

*EXAMPLE: The student has been diagnosed with cancer. The condition has become substantially limiting to the major life activities of learning and caring for oneself.*

### Possible Accommodations

- According to the Nurse Practice Act, a school nurse should develop an Individual Healthcare Plan (IHP) and Emergency Action Plan (EAP)
- Apply universal precautions
- Adjust attendance policies
- Limit number of classes taken; accommodate scheduling (breaks, etc.)
- Send teacher/tutor to hospital, as appropriate
- Take whatever steps are necessary to accommodate student's involvement in extracurricular activities
- Adjust activity level and expectations in classes based on physical limitations; do not require activities that are too physically taxing
- Schedule daily monitoring or distribution of medications, as prescribed
- Have accommodations available for transportation to and from school and extracurricular activities
- Provide dietary accommodations
- Shorten day and/or arrange for home tutoring following treatment
- Provide additional set of texts and assignments to hospital school
- Record lessons
- Modify schedule to include rest breaks
- Provide counseling; establish peer support group
- Adapt physical education
- Provide access as needed to school health services
- Provide awareness training to staff and other students about cancer

- Furnish a peer tutor
- Modify workload
- Provide a separate bathroom
- Provide an interactive computer/modem
- Instigate a free pass system from the classroom
- Adjust the proficiency requirement
- Provide individual school counseling
- If necessary, adjust requirements for graduation
- Provide teachers with counseling, emphasizing the maintenance of positive attitudes

### **CEREBRAL PALSY**

*EXAMPLE: The student has serious difficulties with fine and gross motor skills. A wheelchair is used for mobility. Cognitive skills are very good. The impairment substantially limits the major life activity of walking and caring for oneself.*

#### Possible Accommodations

- A school nurse should initiate an Individual Healthcare Plan (IHP)
- Provide assistive technology devices (computer)
- Arrange for use of ramps and elevators
- Allow for extra time between classes
- Assist with carrying books, lunch trays, etc.
- Modify physical education curriculum
- Provide time for physical therapy
- Monitor medication administration as prescribed (school nurse)
- Modify eating utensils
- Educate peers/staff about cerebral palsy

### **CHEMICAL/SEASONAL ALLERGIES**

*EXAMPLE: An adverse response to chemicals in products, fragrances, building materials, or cleaning supplies that triggers illness affecting a major life activity.*

#### Possible Accommodations

- Provide training to staff regarding chemical/seasonal allergies and school's obligation to FAPE and non-discrimination laws
- According to the Nurse Practice Act, a school nurse should create an Individual Healthcare Plan (IHP) and Emergency Action Plan (EAP) if allergies are life threatening
- Provide training to necessary persons: dietary people, peers, coaches, laundry for sports people (if allergy is to soap)
- Ban scents
- Adapt physical education curriculum during high pollen time
- Improve room ventilation (e.g., when remodeling has occurred and materials may cause an allergy)
- Provide air filter in classroom
- Collaborate with maintenance to know when pesticides or fertilizers are being sprayed or building renovations that could affect ventilation within the school
- Avoid allergy-causing substances: soap, weeds, pollen, and food
- Clean surfaces periodically with chemical-reduced products
- Provide access to appropriate medication

- When service animals are used to meet need of another student's needs that may cause an allergic reaction to another student, assigning both to "different locations within a classroom or to different rooms in the school building" may be necessary (114 LRP 32429 (OCR 04/02/14))
- Provide allergen-free tables
- Allow time for doctor's appointments
- Review and modify attendance policies.
- Provide transportation needs, including field trips.

### CONCUSSION

*EXAMPLE: The student suffers trauma to the brain that substantially limits a major life activity whose duration is approximately six months or longer. (TRAUMATIC BRAIN INJURY is listed toward the end of this section)*

#### Possible Accommodations

- Provide preferential seating
- Reduce in written work
- Extend time on tests and assignments
- Allow for voice recording of lessons
- Provide copies of notes
- Allow student to leave class early or late to avoid crowded hallways
- Adjust attendance policy to meet student needs
- Allow student to wear sunglasses to reduce headaches
- Permit breaks in a quiet space
- Modify schedule to include rest breaks
- Allow time for doctor's appointments without penalty

### DIABETES

*EXAMPLE: The student is monitored and taking medication to regulate blood sugar levels that requires regular insulin therapy, diet, and exercise.*

#### Possible Accommodations

- According to the Nurse Practice Act, a school nurse should develop an Individual Healthcare Plan (IHP/DMMP) and Emergency Action Plan (EAP)
- Train diabetes personnel (non-medical school personnel qualified by nurse)
- Allow student to leave class to administer insulin (self, nurse, or trained personnel)
- Allow for privacy when blood sugar monitoring and medication administration takes place
- Allow student immediate access to snacks and water
- Adjust snack and mealtimes
- Permit bathroom use without restriction
- Allow student to take a class test at a later date if blood sugar is too high or low on day of exam without penalty
- Allow student to extend completion of projects, assignments, or tests
- Permit student to carry diabetes supply in backpack
- Allow activity and extracurricular participation with necessary personnel present as needed
- Provide safe storage of insulin pump if student chooses not to wear it during physical activity
- Provide adequate personnel during transportation, including field trips
- Provide instruction to make up absences without penalty

- Allow time for doctor’s appointments
- Review and modify attendance policies
- Notify parents when planned activities have been changed to adjust insulin schedule (P.E., recess, lunch schedule, parties, field trips, etc.)

### **DYSGRAPHIA**

*EXAMPLE: The student does not meet eligibility requirements under IDEA but has difficulty in motor and non-motor (lack of orthographic memory) issues affecting the ability to write.*

#### Possible Accommodations

- Decrease amount of handwriting
- Provide word processor or scribe
- Provide speech-to-text note-taker
- Allow student to show knowledge verbally instead of in writing
- Provide extra time to take notes
- Provide typed copies of lesson outline and/or notes
- Allow student to start writing projects and assignments early
- Allow for certain class sessions to be recorded
- Grade on student knowledge and not penalize for handwriting or spelling
- Allow student to use graph paper to line up math and other problems

### **DYSLEXIA**

*EXAMPLE: The student does not meet eligibility requirements under IDEA but has difficulty in reading or interpreting words, letters, and other symbols that do not affect general intelligence.*

#### Possible Accommodations

- Provide preferential seating near teacher to minimize distractions
- Check for understanding of directions/expectations and content
- Break directions into smaller steps/segments
- Allow physical movement in classroom to meet sensory processing challenges
- Reduce visual clutter on worksheets
- Enlarge print
- Provide worksheets in light overlay colors
- Allow use of heavy paper strip to assist in tracking
- Color coding using highlights
- Allow student to show knowledge verbally instead of in writing
- Avoid multiple choice or bubble answer sheets to reduce confusion
- Allow access to word processing device for student to complete assignments/tests
- Allow use of spelling/grammar devices
- Provide list of key vocabulary words prior to presentation of lesson
- Allow access to audio recordings of books with text-to-speech

### **EPILEPSY**

*EXAMPLE: The student is on medication for seizure activity but experiences several grand mal seizures each month. The condition substantially limits the major life activity of learning.*

#### Possible Accommodations

- According to the Nurse Practice Act, a school nurse should develop an Individual

### Healthcare Plan (IHP) and Emergency Action Plan (EAP)

- A school nurse should train staff
- Monitor and/or administer medications (school nurse)
- Move student to a more appropriate seat for access to assist during seizures
- Provide rest time and academic considerations following seizures
- Avoid using chalkboards
- Provide an alternative recess
- Provide clean rooms and avoid rooms with carpet
- Provide education for peers and staff about epilepsy
- Plan for academic make-up work so individual can catch up with peers

## FOOD ALLERGIES

*EXAMPLE: An adverse immune response that occurs reproducibly on exposure to a given food and is distinct from other adverse responses to food, such as food intolerance.*

### Possible Accommodations

- Provide training to staff regarding food allergies and school's obligation to FAPE and non-discrimination laws
- Speak to students and parents of existing disability and provide guidelines of behavior during school.
- According to the Nurse Practice Act, a school nurse should create an Individual Healthcare Plan (IHP) and Emergency Action Plan (EAP) if allergies are life threatening
- Provide access to appropriate medication
- Provide allergen-free tables
- Provide substitute snacks when other snacks are provided to other students
- Clean surfaces periodically
- Require students to wash their hands occasionally throughout the day
- Restrict particular food items from the classroom and cafeteria
- Allow time for doctor's appointments
- Review and modify attendance policies
- Notify parents of lunch menus, ingredients, and activities involving food ahead of time
- Monitor student throughout school day, particularly during lunch by a school nurse or other qualified person
- Provide transportation needs, including field trips

## OBESITY

*EXAMPLE: A student has an eating disorder that may require special accommodations. (Obesity may be considered a disability under Section 504, where it substantially impairs the major life activity of mobility.)*

### Possible Accommodations

- Provide special seating modifications
- Make dietary modifications
- Adjust meal schedule
- Adapt physical education program
- Allow extra time to get to classes
- Educate peers about eating disorders
- Adapt restrooms
- Begin a peer support group

- Allow more passing time
- Ensure privacy for self-care
- Provide school counseling
- Provide for elevator privileges or other accommodations—for example, for individuals in wheelchairs or with other disabilities that prevent them from using stairs
- Arrange classroom furniture to provide room to negotiate and move around classroom seating
- Arrange for peer counseling/helping to deal with esteem issues; also peer attitudes, teasing, etc.
- Address busing concerns to ensure room on buses for seating
- Arrange to provide opportunities for the individual to participate in intramural events
- Provide proper and safe transportation to and from school
- Make any class location changes that may be needed
- Promote out-of-school support
- Adjust attendance policy

### **OPPOSITIONAL DEFIANT DISORDER (ODD)**

*Example: A student is constantly challenging class rules, refuses to complete assignments, and argues and fights with students and staff.*

#### Possible Accommodations

- Give the student two choices when he/she needs to make a decision. State them briefly and clearly.
- Set clear classroom rules and be clear about what is nonnegotiable
- Post a daily schedule so the student knows what to expect
- Give positive reinforcement when the student responds positively
- Ensure work is at an appropriate level. When work is too hard, students become frustrated, and when it's too easy become bored.
- Pace instruction. When the student completes a portion of a hard assignment, then let him/her do something he/she enjoys for a period of time.
- Systematically teach social skills, including anger management, conflict resolution, and how to be assertive in an appropriate way
- Implement consistency, structure, and clear consequences for the student's behavior
- Provide opportunities and materials that promote student interaction
- Plan transitions carefully and avoid downtime
- Give the student opportunity to redo his/her assignment for a better grade

### **ORTHOPEDIC IMPAIRMENT**

*EXAMPLE: The student has limited mobility and is confined to a wheelchair. The impairment substantially limits the major life activity of walking and caring for oneself.*

#### Possible Accommodations

- A school nurse could develop an Individual Healthcare Plan (IHP) and Emergency Action Plan (EAP)
- Provide an adaptive physical education program
- If necessary, provide physical therapy at school
- Check facilities regarding physical accessibility
- Provide extra time to get to class
- Supply a set of textbooks for home
- Provide a copy of class notes from a peer
- Practice emergency exit from school building

## **POST-TRAUMATIC STRESS DISORDER (PTSD)**

*Example: A student with PTSD can be unpredictable and have such variability that it can create a perception that there are no explanations for behavior.*

### Possible Accommodations

- Identify triggers that may be upsetting or traumatizing to the students. Avoid or stop activities where those triggers are present.
- Provide a consistent daily schedule. Let the student know ahead of time when there are changes to the schedule if possible. Explain what will be different and why.
- Include a good balance between active and quiet activities
- Assign an adult who can listen to the student, respecting the student's need for confidentiality
- Include opportunities for the student to participate in large motor activities throughout the day
- Staff should not tell the student to forget about the incident

## **STUDENT FORMERLY RECEIVING SPECIAL EDUCATION SERVICES**

*EXAMPLE: The student has exited from a special education program but still needs some academic accommodations to function in a general classroom. The learning disability still substantially limits the major life activity of learning.*

### Possible Accommodations

- Conduct an evaluation to determine possible Section 504 eligibility
- Network; plan with all staff
- Maintain ongoing monitoring of progress; notify staff
- Establish daily/weekly progress reports
- Allow for academic accommodations in the general education classroom
- Provide mentoring services at school
- Consider Title I services
- Provide after-school tutoring
- Provide peer tutoring
- Adjust homework assignments
- Have student work toward more independent achievement of assignments within a structured environment (to build self-esteem)
- Contact previous special education teachers for suggestions
- Review files of progress reports and see what plans were successful

## **STUDENT WITH SPECIAL HEALTH CARE NEEDS**

*EXAMPLE: The student has a special health care problem and requires clean intermittent catheterization twice each day. The impairment substantially limits the major life activity of caring for oneself.*

### Possible Accommodations

- According to the Nurse Practice Act, a school nurse should develop an Individual Healthcare Plan (IHP) and Emergency Action Plan (EAP) if needed
- Apply universal precautions
- Provide trained personnel to perform special procedures
- Provide student with private location and time to perform procedures
- Involve school nurse, parents, teachers, and staff
- Allow preferential seating

- Modify recess/PE/transportation
- Reevaluate/update periodically
- If necessary, modify attendance policy
- Establish a health alert—see that every staff member involved with this student is aware of the health problem and of proper procedures
- Provide a beeper/paging system for trained personnel
- Begin a disability awareness program upon parent or student request
- If necessary, provide school counseling
- Arrange for trained personnel for school field trips

### TEMPORARY DISABILITY

A temporary impairment does not constitute a disability for purposes of Section 504, unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time, usually six months or more in duration. The issue of whether a temporary impairment is substantial enough to be a disability must be resolved on a case-by-case basis, taking into consideration both the duration (and expected duration) of the impairment and the extent to which it actually limits a major life activity of the affected individual.

*EXAMPLE: A student was in an automobile accident and will be homebound and/or hospitalized for a period of time. The student is considered temporarily disabled and is substantially limited in the major life activity of walking.*

#### Possible Accommodations

- Provide duplicate sets of texts and recorded lessons
- Schedule periodic home-school meetings
- Arrange for student to leave class early to get to next class on time
- Provide access to elevators
- Excuse from or adapt physical education program
- Arrange for a friend to assist student in getting from class to class (support network)
- Provide a cordless telephone/beeper
- Provide school counseling regarding trauma from accident
- Provide physical therapy as necessary
- Arrange for a tutor
- Arrange for peer notes
- Provide help with getting lunch tray
- Change seating arrangements to accommodate needs
- Modify assignments depending on disability
- Modify completion of assignment
- Allow more time for test completion
- Allow shortened days; adjust attendance policy
- Address special accommodations of a wheelchair
- Provide training for staff and class and prepare an emergency care plan
- Switch classrooms to main floor
- Test verbally
- Provide peer assistance for social involvement (keep student informed of social activities)

## TOURETTE SYNDROME

*EXAMPLE: The student exhibits inappropriate gestures and sounds in the classroom and hallways. The impairment substantially limits the major life activity of learning.*

### Possible Accommodations

- Educate other students' and staff about Tourette syndrome
- Pair with a neighboring student to prevent tardiness or absenteeism
- Provide student with a means of catching up on missed lessons
- Pair with a fellow student for study
- Arrange for frequent parental interaction
- Administer medication, if necessary (school nurse)
- Provide supervision for transition activities
- Modify assignments
- Provide alternative workspace
- Provide a separate location for test taking so student can focus on the test, not his/her tics
- Cue student for inappropriate behavior
- Furnish supervision while student is acting out
- Provide training for teachers about different discipline procedures

## TRAUMATIC BRAIN INJURY

*EXAMPLE: The student sustained a brain injury in an automobile accident. Many academic and motor skills have been lost due to the injury. The condition substantially limits the major life activity of learning.*

### Possible Accommodations

- According to the Nurse Practice Act, a school Nurse should develop an Individual Healthcare Plan (IHP) and Emergency Action Plan (EAP)
- Allow additional time to complete assignments
- Allow for extra or extended breaks
- Provide student with teachers or another student's notes
- Allow student to record teacher lectures to listen to later
- Provide both written and oral instructions
- Provide a study guide when available
- Allow student to use a computer, iPad, etc. to check spelling and grammar
- When grading papers, focus less on spelling and grammatical errors (unless it is the purpose of the assignment)
- Permit referencing a dictionary or thesaurus for assignments
- Provide preferential seating at or near the front of the classroom
- Reduce quantity of work required in favor of quality
- Avoid putting student in high-pressure situations (e.g., short time frames, extensive volume of work, highly competitive situations)
- Allow additional time to complete tests
- Provide a quiet place for test to be taken that minimizes distractions
- Administer long examinations in a series of short segments with breaks allowed between sections
- Furnish memory/organizational aids
- Provide alternative testing, such as oral testing of materials
- Initiate tutoring programs
- Provide training for staff and peers about TBI