



# 504 Accommodations for Attention Deficit Disorder

## Cigna Children and Family Awareness Series

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## Learning Objectives

- Participants will learn what is Section 504.
- Participants will learn what are Executive Functions (EF)
- Participants will learn how EF manifest and what accommodations can be set in the Section 504 Plan.

# Understanding Section 504

The Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act improve access to accommodations for students and adults with learning disabilities in school and in the workplace.

# What is Section 504?

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits discrimination on the basis of disability in programs and activities, public or private, that receive federal financial assistance. This law conforms to the definition of disability under the Americans with Disabilities Act Amendments Act (ADAAA). Section 504 does not provide funding for special education or related services, but it does permit the federal government to take funding away from programs that do not comply with the law.

# How Does an Individual Qualify as Disabled Under Section 504?

- There is no specific mention of learning disabilities in Section 504, however the law defines a person as disabled if he or she:
  - has a physical or mental impairment which substantially limits one or more major life activities,
  - has a record of such an impairment, or
  - is regarded as having such an impairment. 28 CFR Sec. 36.104

# How Does an Individual Qualify as Disabled Under Section 504?

- Under the regulation, learning, reading, thinking and concentrating among others listed in the ADAAA are all considered major life activities. As a general rule, if a student is eligible for services under IDEA, he or she qualifies for protection under Section 504. However, not all students covered by Section 504 are eligible for IDEA-related services. Section 504 has much broader definitions of disability and so it pertains to many more people.

# What Does an Evaluation Involve?

For school-age students, if parents (or guardians) believe their student should qualify for protections under Section 504, they should contact their student's school about an evaluation.

# What Does an Evaluation Involve?

- A multi-disciplinary team of people familiar with the student who understands the means of evaluation and the special service options.
- Section 504 requires the use of evaluation procedures that ensure that a student is not misclassified, unnecessarily labeled as having a disability or incorrectly placed.
- The student must be re-evaluated periodically.
- It is unlawful to consider the student's use of coping strategies or adaptive behaviors when evaluated for Section 504 as mitigating measure.



# What Happens IF a student is Eligible for Services Under Section 504?

- School district personnel must create a Section 504 plan. If that student is also eligible for services under IDEA, then in most cases the Individualized Education Program (IEP) will take the place of a Section 504 plan. Some school districts use a separate form.
- A team of regular and special education teachers, school principal, and parent (or guardians) and the student/teen when appropriate will meet to consider the student's disability, how it affects the student's education and what services would be most helpful.

# What Services are Available Under Section 504?

- The educational needs of students with disabilities must be met as adequately as the needs of students without disabilities.
- A student may be placed in regular education classes with accommodations such as a computer or other technology, extended time for test taking or special services such as after-school tutoring. Modifications in academic requirements and expectations may also be considered.

# What Is the Role of a Parent Under Section 504?

Under Section 504, provide permission to evaluate their child and to participate in the planning and decision-making for the student's education.

Once the evaluation is completed the parent participates of the Section 504 meeting.

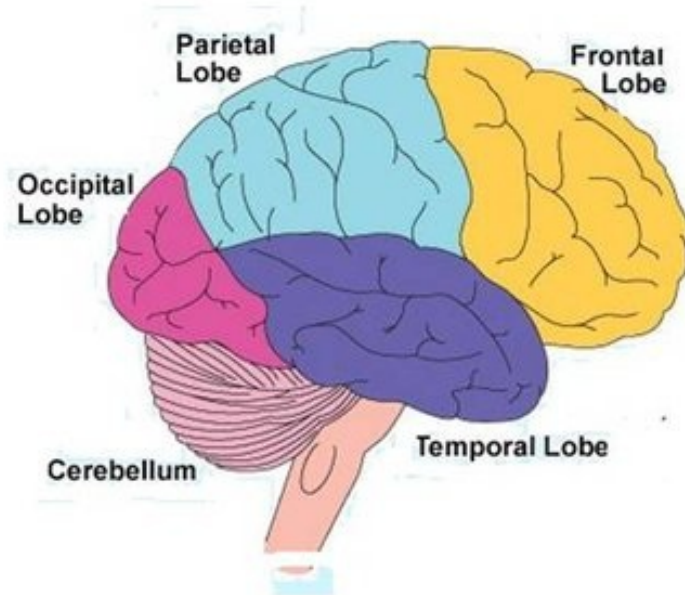
If the parents disagree with any decisions the student's school makes, both the parents and the school have the right to use mediation to resolve any differences of opinion.

# Executive Functions



Executive Functions are a set of mental skills located in the frontal lobe of our brain. We use our executive functions to self-regulate and get things done by managing our attention and emotions, remembering, planning.

# Executive Functioning



Frontal lobe is responsible for much of the executive functioning of the brain.

These functions include:

- Attention
- Working memory
- Planning, organizing
- Forethought
- Impulse control

# Areas of Challenges

Making plans

Keeping track of time

Keeping track of more than one thing at once

Finishing work on time

Asking for help

Waiting to speak until called upon or waiting for turn

Evaluating ideas

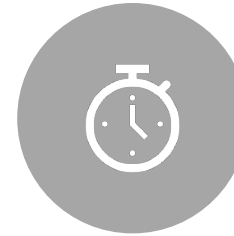
Reflecting on their own work

Ability to include prior knowledge in discussions

# Manifestation of EF



UNABLE TO PLAN AHEAD TO  
COMPLETE PROJECTS



INABILITY TO ESTIMATE HOW  
MUCH TIME A PROJECT WILL  
TAKE TO COMPLETE



HAS DIFFICULTIES  
COMMUNICATING DETAIL  
IDEAS IN AN ORGANIZED AND  
SEQUENTIAL MANNER



HAS DIFFICULTIES RETRIEVING  
INFORMATION AND  
MEMORIZING FROM MEMORY



HAS DIFFICULTIES INITIATING A  
TASK OR ACTIVITY, SUSTAINING  
ATTENTION AND GENERATING  
IDEAS BY THEMSELVES

# Section 504 / IEP Accommodations



- In the classroom:
  - Visual organizers for step by step process (whiter boards with color markers)
  - Use of electronics such as iPads, computers, timers
  - Post visual schedules (adjust when needed)
  - Large print, written directions with oral instructions
  - Reminders
  - Plan for transitions (change in schedule, new activity)





# Accommodation in the classroom

- Create to do list with allotted time
- Break assignments into chunks
- Have a designated work space
- Ask for extra text books for home
- Schedule a weekly time to clean and organize the designate work space
- Modify tests
- Modify assignments
- Use a homework system
- Use computer and technology as much as possible for visual and completing work





## Accommodations continue

- Have teachers provide a copy of their notes and include as much information on them as possible.
- Use visual and auditory books for comprehension
- Use apps that have vocabulary practice

# How To Prepare Student

- Include student in the design and implementation of plan
- Show and Tell (demonstrate) how a strategy or tool will be used by providing training, visual supports and cuing.
- Check for understanding by asking the student to indicate what steps or items are needed for X activity.
- Practice/ Repeat
- Demonstrate how the student can ask for help when something is not working
- Review plan weekly with student



# Questions & Answers





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	Accommodations	Modifications
Classroom instruction	<b>Accommodations</b> can help kids learn the same material and meet the same expectations as their classmates. If a student has reading issues, for example, she might listen to an audio recording of a text. There are <a href="#">different types of classroom accommodations</a> , including presentation (like listening to an audio recording of a text) and setting (like where a student sits).	Kids who are far behind their peers may need changes, or <b>modifications</b> , to the curriculum. For example, a student could be assigned shorter or easier reading assignments. Kids who receive modifications are <i>not</i> expected to learn the same material as their classmates.
Classroom tests	Testing <b>accommodations</b> can be different from those used for instruction. For example, using a spell-checker might help a student with writing difficulties take notes during class but wouldn't be appropriate during a weekly spelling test. However, this student might benefit from having extra time to complete the spelling test or using typing technology if the physical act of writing is difficult.	<b>Modifications</b> in testing often involve requiring a student to cover less material or material that is less complex. For example, in the case of the spelling test, if the class was given 20 words to study, the student with modifications might only have to study 10 of them. Or she might have a completely different list of words.  With the modification, <i>what</i> the student is tested on is different.
Standardized testing	Statewide assessments allow certain <b>accommodations</b> like extra time or taking a computerized exam. Ideally these are the same accommodations a child uses to take class tests.	Some students take an " <a href="#">alternate assessment</a> " of their statewide test, which includes <b>modifications</b> to the regular test. The questions in this type of alternate assessment might not cover the same materials as the standard exams. Also, the results would be interpreted differently. Before you agree to an alternate assessment, find out how the results will be interpreted and what (if any) implications there will be for your child.
Gym, music and art class	<b>Accommodations</b> for "special" classes like gym, music and art can be helpful. These are similar to accommodations for classroom instruction. Kids might get extra time to complete assignments or be allowed to complete them in a different format.	If the school believes that an assignment within a class like gym, music or art is unreasonable for your child, <b>modifications</b> to that assignment are made. The gym teacher might modify the number of laps a student needs to run; the music teacher might not require a child to participate in the final performance. In some cases, students are even excused from certain classes in order to make time for one-on-one time with a specialist.