

Section 504 Teacher Input

The student identified below is being evaluated (re-evaluated) for Section 504 eligibility. The information you provide will be used as part of this process and will be shared with the 504 team. Please return this form by ____/____/____.

Student Name: _____ Grade: _____

Teacher Name: _____

Role/Content area: _____

Please answer the following questions. Your feedback will be used as part of the Section 504 decision making process. Thank you for your time and assistance. Note: Please use additional space and pages as needed.

1. What strengths does this student display in your classroom?
2. What challenges does this student experience in your classroom?
3. What is the student's current grade in your class (HS/MS) or in each subject (elementary/MS)?
4. Please check all the factors that may account for the student's current grade:

Lack of skills or background knowledge

Missing assignments

Late assignments

Incomplete assignments

Failure to participate in class

Absenteeism or late to class/leaves early

Other: _____

Other: _____

5. Based on your knowledge and observation of this student, please rate his/her performance in the following areas. If necessary, please use an additional page to explain. (1= satisfactory and 5 = unsatisfactory)

___ Classroom work

- ___ Test/quizzes
- ___ Attention span
- ___ Peer relations
- ___ Following written directions

___ Following verbal directions

___ Organizational skills

___ Homework completion

___ Other: _____

___ Other: _____

6. Have you been in contact with the student's parent/guardian during the current school year? How often and what has been your primary means of communication (e.g. email, phone, conference)?

7. Check all accommodations or adjustments that have been made for this student.

Pacing

- Extend time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copy in a timed situation
- School text sent home for summer preview
- Home set of texts/materials for preview/review
- Other: _____

Environment

- Flexible seating
- Planned seating:
- Bus
- Classroom
- Lunchroom
- Auditorium
- Alter physical room arrangement
- Define areas concretely
- Reduce/minimize distractions
- Visual
- Auditory
- Spatial
- Movement
- Teach positive rules for use of space
- Other: _____

Presentation of Subject Matter

- Teach to student's learning style
- Visual
- Tactile
- Auditory
- Multi

- Model
- Experiential Learning

Presentation of Subject Matter, cont.

- | | |
|---|---|
| <input type="checkbox"/> Individual/small group instruction | <input type="checkbox"/> Utilize specialized curriculum |
| <input type="checkbox"/> Tape lectures/discussion for replay | <input type="checkbox"/> Provide notes |
| <input type="checkbox"/> Functional application of academic skills | <input type="checkbox"/> Present demonstrations (model) |
| <input type="checkbox"/> Utilize manipulatives | <input type="checkbox"/> Emphasize critical information |
| <input type="checkbox"/> Pre-teach vocabulary | <input type="checkbox"/> Make/use vocabulary files |
| <input type="checkbox"/> Reduce language level of reading level of assignment | <input type="checkbox"/> Share activities |
| <input type="checkbox"/> Use total communication | <input type="checkbox"/> Use facilitated communication |
| <input type="checkbox"/> Use visual sequences | <input type="checkbox"/> Use an Interpreter |
| <input type="checkbox"/> Assistive Listening Device (auditory trainer, easy listener, room amplification) | |
| <input type="checkbox"/> Notes/note taker | <input type="checkbox"/> Other: _____ |

Materials

- | | |
|---|--|
| <input type="checkbox"/> Arrangement of material on page | <input type="checkbox"/> Taped texts and/or other class materials <input type="checkbox"/> |
| <input type="checkbox"/> Highlighted tests/study guides | <input type="checkbox"/> Use supplementary materials |
| <input type="checkbox"/> Note taking assistance (copy of notes) | <input type="checkbox"/> Type teacher materials |
| <input type="checkbox"/> Large print | <input type="checkbox"/> Special equipment |
| <input type="checkbox"/> Calculator | <input type="checkbox"/> Computer |
| <input type="checkbox"/> Video Recorder | <input type="checkbox"/> Close captioning |
| <input type="checkbox"/> F.M. system | <input type="checkbox"/> AAC Device |
| <input type="checkbox"/> Electronic | <input type="checkbox"/> Telephone Adaptations |
| <input type="checkbox"/> Hearing aid(s) | <input type="checkbox"/> Auditory trainer |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ |

Assignments

- | | |
|--|--|
| <input type="checkbox"/> Give directions in small, distinct steps (written/picture/verbal) | |
| <input type="checkbox"/> Use written backup for oral directions | <input type="checkbox"/> Lower difficulty level |
| <input type="checkbox"/> Shorten assignment | <input type="checkbox"/> Reduce paper and pencil tasks |
| <input type="checkbox"/> Read or audio record directions for student | <input type="checkbox"/> Give extra cues or prompts |
| <input type="checkbox"/> Allow student to record or type assignments | <input type="checkbox"/> Adapt worksheets, packets, etc. |
| <input type="checkbox"/> Utilize compensatory procedures by providing alternate assignment strategy when demands of class conflict with student capabilities | |
| <input type="checkbox"/> Avoid penalizing for spelling errors/sloppy papers/penmanship | <input type="checkbox"/> Other: _____ |

Self Management/Follow Through

- | | |
|---|---|
| <input type="checkbox"/> Visual daily schedule | <input type="checkbox"/> Use of calendars |
| <input type="checkbox"/> Check often for understanding/review | <input type="checkbox"/> Request parent reinforcement |

- Have student repeat directions
- Use study sheets to organize material
- Review and practice in real situations
- Teach skills in several settings/environment

- Teach study skills
- Design/write/use long term assignment timelines
- Plan for generalization
- Other: _____

Testing Adaptations

- Modify format
 - Oral
 - Short answer
 - Shorten length
 - Multiple choice
 - Cloze
 - Taped
 - True/False
 - LOT vs. HOT
 - Read test to student
- Provide interpreter
- Application in real setting
- Preview language of test questions
- Test administered by resource educator
- Extend time frame
- Other: _____
- Other: _____

Social Interactions Supports

- Focus on social process rather than activity/end product
 - Structure activities to create opportunities of social interaction
- Structured, shared experiences in school, extracurricular
 - Teach friendship skills/sharing/negotiation skills
- Cooperative learning groups
 - Greetings
 - Sharing
- Other: _____
- Peer advocacy
 - Peer tutoring
 - Partial participation
 - Teach social communication
- Use multiple/rotating peers
 - Conversation turn taking
 - Negotiation
- Other: _____

Motivation and Reinforcement

- Verbal
- Concrete reinforcement. E.g.
- Planned motivating sequences of activities
- Nonverbal
- Offer choice
- Positive reinforcement
- Use strengths/interests often
- Other: _____

8. Please provide any additional information or comments that will help with this process.

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