

Section 504 Handbook

Colstrip Public Schools



2018-2019

CORE PURPOSE

The Core Purpose of Colstrip Public Schools is to effectively focus on learning and growth for all students in a safe, healthy, caring and collaborative environment that ensures each student achieves intellectual and personal excellence, and is well prepared for college and career pathways.

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Colstrip Public Schools
Section 504
Debi Smith, Coordinator
Box 159, Colstrip, MT 59323
748-4699 ext 1341 or email debi.smith@colstrip.k12.mt.us

Introduction

Congress prohibited discrimination against persons with disabilities in the Rehabilitation Act of 1973, in a segment most often referred to simply as “Section 504.” Section 504 of the Rehabilitation Act of 1973 is a civil rights statute which provides that: “No otherwise qualified individual with a disability in the United States...shall, solely by reason of his/her disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service.”

The principles enumerated in this section were later expanded and served as the basis for the 1990 Americans with Disabilities Act (ADA). On September 25, 2008, the President signed the Americans with Disabilities Amendments Act (ADAAA) of 2008. The ADAAA became effective on January 1, 2009. It emphasizes that the definition of disability should be construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of the ADA and generally shall not require extensive analysis.

As defined by Section 504 and ADAAA, the basic definition of disability includes three prongs:

1. A physical or mental impairment that substantially limits one or more major life activities;
2. A record of such an impairment; or
3. Being regarded as having such an impairment

It is important to remember that the presence of one of these conditions in itself does not qualify an individual for 504 protections. The impairment must also cause a substantial limitation of a major life activity. The second and third prongs of the definition do not provide accommodations to the individuals. These prongs simply afford the individual with protection from discrimination.

*The first of the three prongs of the definition specifies that only physical and mental disabilities are included. Thus, environmental cultural and economic disadvantage are not themselves covered (homeless, migrant, ESL, poverty, attendance problems, transiency, divorce, death of family member,, deployment).

Major life activities include but are not limited to:

- Caring for one’s self
- Performing manual tasks
- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Working
- Eating
- Sleeping
- Standing
- Reaching
- Lifting
- Bending
- Learning

- Reading
- Concentrating
- Thinking
- Communicating
- Interacting with others*

*Included in regulations proposed by the Equal Employment Opportunity Commission (EEOC)

Major life activities also include major bodily functions, such as:

- Functions of the immune system
- Normal cell growth
- Digestive
- Bowel
- Bladder
- Neurological
- Brain
- Circulatory
- Respiratory
- Endocrine
- Hemic
- Lymphatic
- Musculoskeletal
- Special sense organs and skin
- Genitourinary
- Cardiovascular systems
- Reproductive functions

Discrimination under Section 504 occurs when a recipient of federal funds:

1. Denies a disabled person the opportunity to participate in or benefit from an aid, benefit or service which is afforded non-disabled students (e.g., district practice of refusing to allow any student on an IEP the opportunity to be on the honor roll; denial of credit to a student whose absenteeism is related to his/her disabling condition; expelling a student for behavior related to his/her disabling condition; refusing to dispense medication to a student who could not attend school otherwise).
2. Fails to afford the disabled person an opportunity to participate in or benefit from the aid, benefit, or service that is *equal* to that afforded others.
3. Fails to provide aids, benefits, or services to the disabled person that are as *effective* as those provided to non-disabled persons (e.g., placing a student with a hearing impairment in the front row as opposed to providing her with an interpreter).

Note: "Equally effective" means *equivalent* as opposed to *identical*. Moreover, to be *equally effective*, an aid, benefit or service need not produce equal results; it must merely afford an equal opportunity to achieve equal results.

4. Provides different or separate aids, benefits or services unless such action is necessary to be as effective as the aids, benefits, or services provided to non-disabled students (e.g., segregating students in separate classes, schools or facilities, unless necessary).
5. Aids or perpetuates discrimination by providing significant assistance to an agency, organization or person that discriminates on the basis of disability (e.g., sponsoring a student organization that excludes persons with disabilities).
6. Denies a person with disabilities the opportunity to participate as a member of a planning or advisory board strictly because of his/her disabling condition.
7. Otherwise limits the enjoyment of any right, privilege, advantage or opportunity enjoyed by others (e.g., prohibiting a person with a physical disability from using a service dog at school).
8. In determining the site or location of a facility, makes selections which effectively excludes persons with disabilities, denies them the benefits of, or otherwise subjects them to discrimination.

Procedural Requirements of Section 504

To be in compliance with Section 504, school districts must do the following:

1. Provide written assurance of nondiscrimination whenever the district receives federal money (e.g., on the LEA application).
2. Designate an employee to coordinate compliance with Section 504 (if there are more than 15 employees).
3. Provide grievance procedures to resolve complaints of discrimination (if more than 15 employees); this does not apply to denial of employment. Note: students, parents or employees are entitled to file grievances.
4. Provide **notice** to students, parents, employees, unions and professional organizations of nondiscrimination in admission or access to, or treatment or employment in, its programs or activities (if more than 15 employees). Notice must also specify the responsible employee. Notice must be included in student/parent handbook.
5. Annually identify and locate all Section 504 qualified disabled children in the district's geographic area who are not receiving a public education. This is conducted each spring through Child Find/Preschool screening.
6. Annually notify disabled persons and their parents or guardians of the district's responsibilities under Section 504.
7. Provide parents or guardians with procedural safeguards:
 - a. **Notice** of their rights

- b. An opportunity to review relevant records
- c. An impartial hearing. The Department of Education has an administrative rule regulating due process hearings under Section 504. It is important parents or guardians be notified of their right to request a hearing regarding the identification, evaluation, or educational placement of persons with disabling conditions.

School District Obligations for Elementary and Secondary Education

Districts must provide a free appropriate public education (FAPE) to Section 504 disabled school age children in the district's jurisdiction. Instruction must be individually designed to meet the needs of the student as adequately as the needs of non-disabled students. Note that this standard is what is "appropriate" differs from the Individuals with Disabilities Education Act (IDEA) "appropriate" standard which requires the district to design a program reasonably calculated to confer educational benefit. Section 504 requires reasonable accommodations; the IDEA requires more.

The quality of educational services provided to students with disabilities must be equivalent to the services provided to non-disabled students.

Teachers must be trained in the instruction of persons with the disability in question and appropriate materials and equipment must be available. (e.g., A district which has a policy of providing one hour per day homebound instruction to all persons with disabilities is discriminatory because the policy fails to give consideration to the individual needs of the student.)

NOTE; the child does not have to need specialized education in order to be qualified under Section 504.

If a district places a student in a program not operated by the district, the district must assure that adequate transportation to and from the program is provided at no greater cost than the parent would have paid to transport the child to the district. If a district provides transportation to all its students within a certain geographic area, it may not discriminate in its provision of transportation to students with disabilities.

Note that the length of the bus rides for students with disabilities should not be longer than that of non-disabled students.

If a district proposes to terminate a qualified student's bus transportation for inappropriate bus behavior, the district must first determine the relationship between the student's behavior and his/her disabling condition and provide the parent with notice of his/her rights.

If the district affords a free appropriate education to a student but the parent chooses to place the child elsewhere, the district is not responsible to pay for the out-of-district placement. The provision is identical to language contained in the IDEA. For example, if the district's program is appropriate and the parent places the child in a private school, the district is not responsible for the student's tuition.

Data Collection for Evaluation

What is required for the Section 504 evaluation and placement process is determined by the type of mental or physical impairment believed to be present, and the type of accommodations the student may need.

If a student needs or is believed to need specialized education or related services under Section 504, the district The Section 504 evaluation meeting is required to consider information from a variety of sources. The Evaluation team must review existing student information such as aptitude and achievement tests, report cards and teacher reports, observations, educational and health records, evaluations of adaptive behavior, medical, psychological, and developmental reports, and results of IEP decisions if appropriate. The team provides the parent opportunity to discuss the child's impairment, and explains and follows the Section 504 eligibility requirements.

Section 504 requires districts to provide notice to parents explaining any evaluation and placement decisions affecting their children and explaining the parents' right to review educational records and appeal any decision regarding evaluation and placement through an impartial hearing

It is important to note that Section 504 regulations do NOT require medical documentation in order to determine eligibility. A medical diagnosis alone does not determine eligibility. If the parent/guardian chooses to provide this information, it must be considered in the evaluation.

Evaluation & Eligibility Determination

The district must establish policies and procedures for evaluation and placement which assure tests and other evaluation materials:

- Have been validated and are administered by licensed personnel,
- Are tailored to assess educational need and are not merely based on IQ scores,
- Reflect aptitude or achievement or whatever else the tests claim to measure and do not reflect the students' impaired sensory, physical or speaking skills (unless the test is designed to measure these particular deficits).

NOTE: There is no right to an independent evaluation under Section 504.

Like the IDEA, in interpreting evaluation data and making placement decisions, the district must do the following:

1. Draw upon information from a variety of sources,
2. Assure that all information is documented and considered,
3. Ensure that the placement decision is made by a group of persons including those who are knowledgeable about the child, the meaning of the evaluation data and placement options,
4. Ensure that the student is educated with his/her non-disabled peers to the maximum extent appropriate.

In determining Section 504 eligibility, the team will answer these questions:

1. **Does the student have a mental or physical impairment?**
 - This question must be answered completely. Simply listing the diagnosed impairment is insufficient.
 - Include a brief description of the impairment, approximate date of the diagnosis, name of person making the diagnosis, and whether it is a temporary or lifelong impairment.
2. **Does the impairment *substantially* limit one or more major life activities?**
 - An impairment need not prevent, or significantly or severely restrict, performance of a major life activity to be "substantially limiting."
 - Disability "shall be construed in favor of broad coverage" and "should not require extensive analysis."

- An individual’s ability to perform a major life activity is compared to “most people in the general population,” often using a common-sense analysis without scientific or medical evidence.
- Provide a detailed description of each substantial limitation. The need for accommodations must be clearly documented.

For the student to be eligible for Section 504 accommodations, the answer to both questions must be **yes**.

Mitigating Measures

It is important to note that with the exception of ordinary eyeglasses and contact lenses, the positive effects of mitigating measures may NOT be considered in determining whether or not a student has a mental or physical impairment that substantially limits a major life activity.

Examples of mitigating measures include the following:

- Medication
- Medical equipment and devices
- Prosthetics
- Hearing aids
- Cochlear implants and other implantable hearing devices
- Low vision devices
- Mobility devices
- Oxygen therapy
- Use of assistive technology
- Reasonable accommodations and auxiliary aids or services
- Behavioral or neurological modifications
- Surgical interventions that do not permanently eliminate an impairment

Impairments that are Episodic or in Remission

An impairment that is “episodic” or “in remission” is considered a disability if it would substantially limit a major life activity when it is active. Examples of impairments that are episodic or in remission include but are not limited to:

- Epilepsy
- Hypertension
- Multiple sclerosis
- Asthma
- Diabetes
- Major depression
- Bipolar
- Schizophrenia
- Cancer

Temporary Impairments

Students with a temporary impairment may be eligible for Section 504 if it substantially limits a major life activity for a period of time that most likely will significantly disrupt the student’s education. The determination must be made on a case-by-case basis.

Reevaluation and Change of Placement

Section 504 requires “periodic” reevaluations. Reevaluations will be completed every three years. Additionally, Section 504 requires a reevaluation before any significant change in placement.

Examples of significant changes in placement which require reevaluation:

- Expulsion,
- Serial suspensions which exceed 10 days in a school year in many circumstances,
- Transferring a student to home instruction,
- Significantly changing the composition of the student’s class (e.g., moving the student from regular education to the resource room).

Like the IDEA, to the maximum extent appropriate, districts must educate disabled students with non-disabled students. In order to remove a child from the regular educational environment, the district must *demonstrate* that education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.

Districts must provide equal opportunity in areas such as counseling, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs, referrals to other agencies and employment.

1. *Counseling:* Districts may not counsel students with disabling conditions toward more restrictive career objectives.
2. *Physical Education and Athletics:* A district must provide an equal opportunity for students with disabilities to participate. A district may offer these activities separately for disabled students only if necessary; and the district may not deny a disabled student the opportunity to compete in activities, which are not separate.

Like IDEA a school district may suspend a qualified student provided that the district follows procedures for ensuring the student receives a free appropriate public education. In the student's current placement, a qualified student may be suspended for no more than 10 consecutive school days or a series of suspensions which create a pattern of exclusion totaling 10 school days before a significant change in placement occurs.

Before a significant change in a student's placement, the school district must conduct a reevaluation. The school district must convene a group of people which meets the requirements of 34 CFR 104.35 to determine whether the misconduct is a direct manifestation of the student's disability. The decision must be based upon evaluation procedures that conform to Section 504 regulations.

If the misconduct is a direct manifestation of the student's disability, the student may not be suspended; and an appropriate educational program must be developed. If the misconduct is not a direct manifestation of the student's disability, the student may be excluded from school in the same manner as similarly situated students without disabilities are excluded. Parents have a right to request a due process hearing.

The district may use IDEA moneys to evaluate the child if the school district believes that the child may also be eligible for special education. Moreover, if a student’s disability results in an IDEA disabling condition (for example, the child becomes seriously emotionally disturbed), IDEA moneys may then be used to serve the child.

Special Issues Regarding Students Addicted to Alcohol

If a district suspects that an alcohol problem may be substantially limiting a major life activity, such as learning, the district is obligated to seek an evaluation at district expense. Section 504 **does** require consent before conducting an evaluation. Colstrip Public Schools will provide parents/guardians with a notice of intent to conduct an evaluation and obtain permission prior to the evaluation. If the evaluation verifies the existence of a disabling condition which substantially limits a major life activity, the student is considered disabled under Section 504.

The district must then convene a group of people knowledgeable about the child, capable of interpreting the data, and familiar with placement options. The team must then design an educational program to meet the student's individual needs and give notice to the student's parent or guardian of their rights under Section 504. The district must reevaluate the student every 3 years and may not make significant changes in the student's placement without providing the parent or guardian with notice and receive consent for a reevaluation.

A student who is **currently engaged in** the illegal use of drugs/alcohol is not considered a student with a disability. A student with a history of alcohol abuse who has been successfully rehabilitated, or is participating in an alcohol rehabilitation program and is not currently engaging in the illegal use of drugs and/or alcohol, is covered by Section 504.

A school district is entitled to enforce its rules prohibiting the use, sale or possession of drugs or alcohol at school by drug (or alcohol) -addicted students, provided that the rules are enforced evenly with respect to all students. Section 504 allows school districts to take disciplinary action pertaining to the use or possession of illegal drugs/alcohol against a 504 student who is currently engaging in the illegal use of drugs/alcohol to the same extent such discipline is taken against non-disabled students.

1. For purposes of programs and activities providing educational services, local educational agencies may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any disabled student who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against non-disabled students. Furthermore, the due process procedures at 34 DFR 104.36 shall not apply to such disciplinary actions.
2. For purposes of section 503 and 504 as such sections relate to employment, the term "individual with disabilities" does not include any individual who is an alcoholic whose current use of alcohol prevents such individual from performing the duties of the job in question or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others.

Program Accessibility

Facilities which were constructed prior to June 3, 1977, need not necessarily be made accessible so long as the program or activity, viewed in its entirety, is readily accessible to persons with disabilities. A district can redesign equipment, reassign classes or other services to accessible buildings, assign aides to students, deliver services at alternate accessible sites, or alter existing facilities. So long as there are other methods which are as effective in achieving compliance, a district need not undertake structural changes to buildings.

This provision covers the occasional instance where the nature of an existing facility is such as to make it impractical or prohibitively expensive to renovate in a manner which results in its being entirely barrier-free. However, in all of these instances, the alteration should provide the maximum amount of physical accessibility that is feasible.

The U.S. Department of Education's Office for Civil Rights can provide technical assistance to districts on how to fulfill the requirements of Section 504. They may be reached by calling (206) 442-1930.

Employment Practices

A qualified individual with disabilities is one who, with reasonable accommodations, can perform the essential functions of the job in question.

School Districts, because they receive federal financial assistance under the IDEA, are required to take positive steps to employ and advance qualified individuals with disabilities.

Districts must make reasonable accommodations to the known physical or mental limitations of an otherwise qualified applicant or employee who has a disabling condition unless the accommodation would impose an undue hardship on the operation of the district's program.

The regulation lists the following factors which should be considered:

1. The overall size of the district's operation, with respect to the number of employees, number and type of facilities, and size of budget,
2. The type of the district's operation, including the composition and structure of its workforce,
3. The nature and cost of the accommodation needed.

Some examples of reasonable accommodations are:

1. Making facilities readily accessible to and usable by persons with disabilities,
2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters.

The district may refuse to hire an applicant or promote an employee who has a disability when the person is not qualified, where reasonable accommodation does not overcome the effects of the person's handicapping condition, or where reasonable accommodation causes undue hardship to the employer.

Generally, an employer covered by Section 504 may not conduct a pre-employment medical examination or make pre-employment inquiries as to whether an applicant has a disabling condition. However, the employer may inquire into an applicant's ability to perform job-related functions. For example, an employer may not ask an applicant if he/she has epilepsy but may ask whether he/she can perform a particular job without endangering other employees.

If the employer is attempting to rectify past discrimination or is taking voluntary action to overcome limited participation in its workforce, the employer may invite, but may not require, applicants to indicate to what extent they are disabled. In such instances, the employer must be clear that such information is voluntary and is intended solely to meet the employer's affirmative action or other obligation.

An employer may condition employment on the results of a medical examination only if all applicants, regardless of handicap, are also subject to such an examination and if the results are kept confidential.

A test which tends to screen out persons with disabilities may not be used unless the test score is shown to be job related and alternative job related tests which do not screen out persons with disabilities are not available. Tests must also be administered in a manner which reflects actual aptitude or skill rather than the sensory, manual or speaking impairment of the applicant unless the test purports to test these skills. An employer is not allowed to provide differences in fringe benefits or contributions for persons with disabilities if justified on an actuarial basis. Such a suggestion was rejected by the U.S. Department of Education when the regulations were adopted.

An employer subject to Section 504 may not refuse employment to someone who has been addicted to drugs or alcohol in the past. If an applicant or employee is presently addicted to alcohol, the employer may not refuse or terminate employment unless the employer can show that the alcohol addiction prevents successful performance on the job or presents a direct threat to property or the safety of others. The employer may hold the addicted person to the same standards of performance and behavior as expected of others. The behavioral manifestations of the condition may be taken into account in determining whether s/he is qualified. An employer is not required to retain or hire an individual addicted to drugs who is currently using drugs.

Recent amendments to Section 504 clarify that an employer is not prohibited from requiring an employee to be drug tested who has successfully completed or is presently participating in a supervised drug rehabilitation program.

Parent/Student Rights in Identification, Evaluation and Placement

Section 504 of the Rehabilitation Act of 1973
American with Disabilities Act Amendments Act of 2008 (ADAAA)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

A. Regarding evaluation and possible identifications, you have the right to the following:

1. Have the school district inform you of your rights under federal law.
2. Receive notice with respect to identification, evaluation, or placement of your child.
3. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options.

B. Regarding your student's educational records, you have the right to the following:

1. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
2. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
3. A response from the school district to reasonable requests for explanations and interpretations of your child's records.

4. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time and advise you of the right of a hearing.

C. If your student has an identified disability which affects a major life activity, you have the right to the following:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disability.
2. Have your child receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
3. Have your child educated in facilities and receive services comparable to those provided to students without disabilities.
4. Have your child receive special education and related services if he/she is found to be eligible under the **Individuals with Disabilities in Education Act** (PL 94-142).
5. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
6. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.

D. If at any time you disagree, you have the right to:

1. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to the Section 504 Coordinator.
2. File a local grievance.

The person at Colstrip School District #19 who is responsible for assuring that the district complies with Section 504 is **Debi Smith**. You can contact her at **748-4699, ext. 1341 or 1-800-491-7522**.

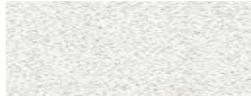
100 EFFECTIVE ACCOMMODATIONS/SERVICES

Listed below are some of the more frequent recommendations that teachers have found to be effective for children with disabilities.

1. Provide study carrels.
2. Use room dividers.
3. Provide headsets to muffle noise.
4. Seat child away from doors/windows.
5. Seat near model (child or teacher).
6. Provide time-out area.
7. Rearrange child groups (according to instructional needs, role models, etc.).
8. Group for cooperative learning.
9. Vary working surface (e.g., floor or vertical surface such as blackboards).
10. Simplify/shorten directions.
11. Give both oral and written directions.
12. Have child repeat directions.
13. Have child repeat lesson objective.
14. Ask frequent questions.

15. Change question level.
16. Change response format (e.g., from verbal to physical; from saying to pointing).
17. Provide sequential directions (label as first, second, etc.).
18. Use manipulatives.
19. Alter objective criterion level.
20. Provide functional tasks (relate to child's environment).
21. Reduce number of items on a task.
22. Highlight relevant words/features.
23. Use rebus (picture) directions.
24. Provide guided practice.
25. Provide more practice trials.
26. Increase allocated time.
27. Use a strategy approach.
28. Change reinforcers.
29. Increase reinforcement frequency.
30. Delay reinforcement.
31. Increase wait time.
32. Use firm-up activities.
33. Use specific rather than general praise.
34. Have a peer tutor program.
35. Provide frequent review.
36. Have child summarize at end of lesson.
37. Use self-correcting materials.
38. Adapt test items for differing response modes.
39. Provide mnemonic devices.
40. Provide tangible reinforcers.
41. Use behavioral contracts.
42. Establish routines for handing work in, heading papers, etc.
43. Use timers to show allocated time.
44. Teach self-monitoring.
45. Provide visual cues (e.g., posters, desktop number lines, etc.).
46. Block out extraneous stimuli on written material.
47. Tape record directions.
48. Tape record child responses.
49. Use a study guide.
50. Provide critical vocabulary list for content material.
51. Provide essential fact list.
52. Use clock faces to show classroom routine times.
53. Use dotted lines to line up math problems or show margins.
54. Provide transition directions.
55. Assign only one task at a time.
56. Provide discussion questions before reading.
57. Use word markers to guide reading.
58. Alter sequence of presentation.
59. Enlarge or highlight keywords on test items.

60. Provide daily and weekly assignment sheets.
61. Post daily/weekly schedule.
62. Use graph paper for place value or when adding/subtracting two digit numbers.
63. Provide anticipation cues.
64. Establish rules and review frequently.
65. Teach key direction words.
66. Use distributed practice.
67. Provide pencil grips.
68. Tape paper to desk.
69. Shorten project assignment into daily tasks.
70. Segment directions.
71. Number (order) assignments to be completed.
72. Change far-point to near-point material for copying or review.
73. Put desk close to blackboard.
74. Incorporate currently popular themes/characters into assignments for motivation.
75. Repeat major points.
76. Use physical cues while speaking (e.g., 1, 2, 3, etc.).
77. Pause during speaking.
78. Use verbal cues (e.g., "Don't write this down", "This is important").
79. Change tone of voice, whisper, etc.
80. Use an honor system.
81. Collect notebooks weekly (periodically) to review child notes.
82. Reorganize tests to go from easy to hard.
83. Color code place value tasks.
84. Use self-teaching materials.
85. Do only odd/or even numbered items on a large task sheet.
86. Use a primary typewriter or large print to create written material.
87. Provide organizers (e.g., cartons/bins) for desk material.
88. Teach varied reading rates (e.g., scanning, skimming, etc.).
89. Provide content/lecture summaries.
90. Use peer-mediated strategies (e.g., "buddy system").
91. Call child's name before asking a question.
92. Use extra spaces between lines of print.
93. Color code materials/directions.
94. Use raised-line paper.
95. Provide calculators.
96. Circle math computation sign.
97. Use hand signals to cue behavior (e.g., attention, responding).
98. Establish a rationale for learning.
99. Use advance organizers.
100. Help children to develop their own learning strategies.



NO

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