

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

☐ Failure to participate in class

☐ Missing assignments

☐ Absenteeism or late to class/leaves early

☐ Late assignments

☐ Other: _____

☐ Incomplete assignments

☐ 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

___ Following verbal direction

___ Test/quizzes

___ Organizational skills

___ Attention span

___ Homework completion

___ Peer relations

___ Other: _____

___ Following written directions

___ 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

Materials

Testing Adaptations

- ☐ 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
 - ☐ Auditory
 - ☐ Model
 - ☐ Tactile
 - ☐ Multi
- ☐ Experiential Learning
- ☐ Individual/small group instruction
- ☐ Utilize specialized curriculum
- ☐ Tape lectures/discussion for replay
- ☐ Provide notes
- ☐ Functional application of academic skills
- ☐ Present demonstrations (model)
- ☐ Utilize manipulatives
- ☐ Emphasize critical information
- ☐ Pre-teach vocabulary
- ☐ Make/use vocabulary files
- ☐ Reduce language level of reading level of assignment
- ☐ Use total communication
- ☐ Use facilitated communication
- ☐ Share activities
- ☐ Use visual sequences
- ☐ Use an Interpreter
- ☐ Assistive Listening Device (auditory)

- ☐ Arrangement of material on page
- ☐ Taped texts and/or other class materials
- ☐ Highlighted tests/study guides
- ☐ Use supplementary materials
- ☐ Note taking assistance: carbonless or Xerox copy of notes from another student
- ☐ Type teacher material
- ☐ Large print
- ☐ Special equipment: _____
- ☐ Calculator
- ☐ Computer
- ☐ Video Recorder
- ☐ Close Captioning
- ☐ F.M. System
- ☐ AAC Device
- ☐ Electronic
- ☐ Telephone adaptations
- ☐ Hearing aid(s)
- ☐ Auditory trainer
- ☐ Other: _____
- ☐ Other: _____

Assignments

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

Self Management/Follow Through

- ☐ Visual daily schedule
- ☐ Use of calendars
- ☐ Check often for understanding/review
- ☐ Request parent reinforcement
- ☐ Have student repeat directions
- ☐ Teach study skills
- ☐ Use study sheets to organize material
- ☐ Design/write/use long term assignment timelines
- ☐ Review and practice in real situations
- ☐ Plan for generalization
- ☐ Teach skill in several settings/environment
- ☐ Other: _____

- ☐ Modify format
 - ☐ Oral
 - ☐ Short answer
 - ☐ Multiple choice
 - ☐ True/False
 - ☐ Cloze
 - ☐ LOT vs. HOT
- ☐ Shorten length
- ☐ Taped
- ☐ 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

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

Motivation and Reinforcement

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

trainer, easy listener, room amplification)

☐ Notes/note taker

☐ Other:

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