

**ECHO IDAHO**

**K12 Behavioral Health  
in the Classroom**

# Implementing Accommodations of the IEP or 504 Plan

**April 22, 2025**

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# Learning Objectives

- Legal Obligations of Accommodations
- Defining Accommodations
- Types of Accommodations
- Appropriate identification of Accommodations
- Implementing Accommodations
- Effectiveness of Accommodations

# Law and Accommodations

## Section 504

## Individuals with Disabilities Education Act

*All about Accessibility*

# Fair Does Not Mean Equal

# Accommodations Do Not....

- Change the expectations for learning
- Reduce the requirements of the task
- Change what the student is required to learn

Who is responsible for understanding and implementing student accommodations? (put in chat)

*Accommodations are Determined by a Team and Implemented  
those who Instruct & Support the Student*

*(Remember a student is a part of the team when appropriate)*

# Types of Accommodations

Presentation: How students receive information (i.e., copy of notes or slideshow)

Time/Scheduling: How or when time demands are adjusted or organized (i.e., extra time)

Setting: How a space or environment is configured to support instruction and assessment (i.e., specific seating)

Response: How students show what they know (i.e., take a test orally)

Other: Attendance, Technology for Medical Needs (i.e., phone allowed during state tests)



# Appropriate Identification of Accommodations

<b>Do...</b> make accommodation decisions based on individualized needs.	<b>Don't...</b> make accommodations decisions based on whatever is easiest to do (e.g., preferential seating).
<b>Do...</b> select accommodations that reduce the effect of the disability to access instruction and demonstrate learning.	<b>Don't...</b> select accommodations unrelated to documented student learning needs or are intended to give students an unfair advantage.
<b>Do...</b> be certain to document instructional and assessment accommodation(s) on the IEP or 504 plans.	<b>Don't...</b> select accommodations that has not been documented on the IEP or 504 plans.
<b>Do...</b> be familiar with the types of accommodations that can be used as both instructional and assessment accommodations.	<b>Don't...</b> assume that all instructional accommodations are appropriate for use on assessments.
<b>Do...</b> be specific about the "Where, When, Who, and How" of providing accommodations.	<b>Don't...</b> simply indicate an accommodation will be provided "as appropriate" or "as necessary."
<b>Do...</b> refer to state accommodations policies and understand implications of selections.	<b>Don't...</b> check every accommodation possible on a checklist simply to be "safe."
<b>Do...</b> evaluate accommodations used by the student.	<b>Don't...</b> assume the same accommodations remain appropriate year after year.
<b>Do...</b> get input about accommodations from teachers, parents, and students, and use it to make decisions at IEP team or 504 planning committee meetings.	<b>Don't...</b> make decisions about instructional and assessment accommodations alone.
<b>Do...</b> provide accommodations for assessments routinely used for classroom instruction.	<b>Don't...</b> provide an assessment accommodation for the first time on the day of a test
<b>Do...</b> select accommodations based on specific individual needs in each content area.	<b>Don't...</b> assume certain accommodations, such as extra time, are appropriate for every student in every content area.

## Do's and Don'ts when Selecting Accommodations

# Common Accommodations

- Preferential Seating
- Extended Time on Tests and Assignments
- Reduced Assignments (still demonstrate mastery)
- Chunking Assignments
- Separate Setting
- Breaks
- Testing Over Several Days
- Oral Testing

What are some challenges that teachers face around implementing IEP or 504 accommodations? (put in chat)

# Implementing Accommodations

- Know and understand student accommodations.
- Collaborate with 504 coordinator and special education staff.
- Prepare class activities with accommodations in mind.
- Allow time for students to use and practice accommodations in your classroom.
- Communication and/or addressing barriers the student may encounter when using the accommodations in your classroom.
- Collaborate with 504 coordinator and special education case managers.
- Record the use of accommodations in your classroom.

# Communicating Accommodations

- Provide each team member a list of accommodations with a description of each and examples of how to implement in the classroom.
- Instruct student about each accommodation and how to advocate for themselves.
- 504 coordinator/IEP case manager do an accommodations check-in to make sure these continue to be appropriate.
- If the accommodation does not meet student need, teacher should share with 504 coordinator/IEP case manager.

# Universal Design for Learning

Universal design for learning (UDL) is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process.

# Questions and Answers

# Resources & References

[Accommodations vs Adaptations \(SESTA\)](#)

[“DOS” AND “DON'TS” WHEN SELECTING ACCOMMODATIONS](#)

[504 Accommodations Guide \(David Bateman\)](#)

[Universal Design for Learning](#)