

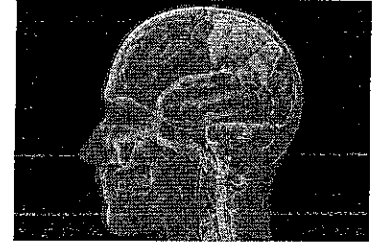
How are Students with TBI Eligible for a 504

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Plan?

Because TBI is the only disability related to a specific event, accommodations on an IEP may not be immediately available. Often, it is appropriate to start with a 504 plan and then if the symptoms remain, move to an IEP.

There are three ways a student may be considered an individual with a disability under section 504. A student is considered to have a disability under 504 if the student:



1. Has a physical or mental impairment that substantially limits one or more major life activities.
2. Has a record or history of such an impairment. The term includes children who have been misclassified (e.g. a non-English speaking student who was mistakenly classified as having mental retardation); or
3. Is regarded as having such an impairment.

Reasons to Offer 504 Plans as Formalized Support For Students with TBI

TBI is the only disability specifically related to an event

- Student abilities are often greatly impacted at least for a short time and possibly long term.
- Student adjustment to their new set of abilities is critical after the event.
- Without formal support, there may be issues that go unaddressed.

Medical issues related to TBI are likely to be ignored in the school setting without a formal plan

- Fatigue, sleep issues and headaches are common for students with TBI, but generally are not part of other disabilities.
- Often, there need to be accommodations at the school level to support students with these issues related to the TBI.
- These medical issues are often “invisible” and without a formal plan accommodations are less likely to happen.

Documentation is important

- Students with TBI can have late onset of problems, or the problems can be quickly forgotten, as they are often “invisible”.
- Documenting a TBI can assure that a student’s TBI will not be overlooked and that the student will be able to get the help they need in the future.

Learn more.....www.cbirt.org

Attached: 504 Checklist Tool for developing 504 plans

Questions? Contact

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504 PLAN CHECKLIST

Directions: Check areas that affect your child or the student. Check accommodations that may be helpful. Write in any additional accommodations needed.

Processing Delays

Possible accommodations:

- Increased time to complete assignments/tests
- Extended time to provide verbal answers
- Complex directions broken into steps
- Repetition of pertinent information
- Decreased length of assignments
- Cueing student to question prior to asking
- Use of precise concrete language
- Other: _____

Memory Deficits

Possible accommodations:

- Monitored planner (check off system)
- Written, as well as verbal, directions for tasks
- Posted schedules and directions
- Frequent review of information
- Strategy for note taking during long reading assignments
- Open book, outline or note tests
- Timelines for completing work
- Oral summary by student to check for understanding of directions
- Repetition of instructions by student to check for comprehension
- Other: _____

Visual Spatial Deficits

Possible accommodations:

- Set of lecture notes given to student
- Preferential seating in class
- Large print materials
- Distraction free work area
- Modified materials (e.g., limit amount of material presented on a single page, extraneous pictures removed)
- Graphs and tables provided to student
- Use of math/reading template or guide
- Other: _____

Fine Motor Difficulties

Possible accommodations:

- Note-taker for lectures
- Scribe for test taking
- Oral examinations
- Taped lectures
- Textbooks on tape
- Assistance with daily living skills (e.g., modified eating, drinking, dressing devices)
- Other: _____

Gross Motor Difficulties

Possible accommodations:

- Adaptive physical education
- Modified activity level for recess
- Special transportation
- Use of ramps and elevators
- Restroom adaptations
- Other: _____

Mobility

Possible accommodations:

- Early release from class
- Extra set of books at home
- Assistance with carrying lunch tray, books, etc.
- Escort between classes
- Alternative evacuation plan
- Simple route finding maps and cues
- Other: _____

Fatigue

Possible accommodations:

- Reduced schedule
- Planned rest breaks
- Schedule arranged for high cognitive demand tasks to be followed by less stressful coursework
- Other: _____

Attention

Possible accommodations:

- Visual prompts
- Assignments divided into small increments
- Frequent breaks
- Preferential seating
- Higher rate of task change
- Verbal prompts to check work
- Other: _____

Organizational Skills

Possible accommodations:

- Study guide and/or timeline
- Daily calendar for assignments and tasks
- Instruction in using a planner
- Provision of color-coded materials
- Highlighted materials to emphasize important or urgent information
- Other: _____

Academic Progress

Possible accommodations:

- Peer tutor
- Small group instruction
- One on one instruction
- Assigned person to monitor student's progress
- Contact person (home/school)
- Weekly progress report between home and school
- Other: _____

Emotional Wellbeing

Possible accommodations:

- School counseling
- Quiet area for regrouping
- Specific contact person
- Public praise and private reprimands when possible
- Scripts about the injury and hospitalization
- Brain injury in-service for staff and classmates
- Other: _____

Behavior

Possible accommodations:

- Functional Behavioral Assessment
- Positive Behavior Management Plan
- Daily/weekly progress report
- Early interventions for situations that may escalate
- Modification of non-academic tasks, i.e. lunch or recess
- Adjusted class schedule
- Time and place to regroup when upset
- Additional structure in daily routine
- Frequent specific feedback about behavior
- Other: _____

Transitions

Possible accommodations:

- Specified person to oversee transition between classes
- Specified person to oversee transition from class at end of school day
- Advanced planning for transition between grades/schools
- Modified graduation requirements
- Assistance with identifying post-secondary supports
- Identification of community resources for persons with brain injury
- Other: _____

Technology

Possible accommodations:

- Computer/word processor for responding and homework
- Tape recorder for class work and class lecture
- Use of communication devices
- Proofreading programs for work at home and school
- Word predicting programs
- Spell check and abbreviate expander programs
- Books on tape for text and leisure materials
- Talking calculators for math assignments
- One-handed keyboard or control switches
- Other: _____

Conclusion

It is important to make sure the 504 plan addresses all the needs of the student. This tip card serves as a starting point for identifying those needs and developing appropriate accommodations. Because rapid changes take place after a brain injury, the plan must be frequently reviewed and updated to meet the changing needs of the student. During the first years following an injury, this may require that the plan be updated as frequently as every 2-3 months, and as needed after that.

