OCKRIM
FAMILY ADVOCACY

504 & IEP SUPPORTS

Accommodations and behavior supports

Accommodations change **how** your child learns or is tested, not **what** they are expected to learn. They level the playing field so your child can show what they know, and they can be the difference between a hard day and a good one.

What makes a good accommodation?

- **Tied to a need.** It connects to a specific barrier in your child's evaluation, data, or what you see at home.
- **Specific.** It says what, how often, where, and who is responsible. "Extra time" is vague. "Time and a half on tests and quizzes in a quiet room" is clear.
- **Used consistently.** Every teacher knows about it and follows it, including substitutes and specials.
- **Dignified.** It supports your child without singling them out.
- **Reviewed.** The team checks whether it helps, adjusts it, and teaches your child to ask for it.

Six types of accommodations

Presentation
How information is given: audiobooks, large print, directions read aloud, notes or a graphic organizer provided.

Response
How your child shows learning: speech-to-text, oral answers, a keyboard, a scribe, a calculator.

Setting
Where learning happens: preferential seating, a quiet room, small-group testing, fewer distractions.

Timing and scheduling
Extra time, chunked assignments, breaks during tests, flexible due dates.

Organization
Planner checks, a second set of books at home, checklists, color-coded folders.

Behavioral and social-emotional
Scheduled breaks, a calm-down space, a safe adult, daily check-ins, advance notice of changes.

Accommodation or modification? Accommodations change how a child learns. Modifications change what a child is expected to learn (shorter assignments, different grade-level work). Ask the team which is being proposed, and why.

Behavior is communication

Instead of only asking "How do we stop this?", ask the team: **"What is my child trying to tell us, and what do they need?"** When you can name the need behind a behavior, the support usually becomes clear.

What you may see	What may be going on	Accommodations to ask about
Tears or stomachaches before school; many missed days	Anxiety, school refusal	Check-in with a trusted adult at arrival, a gradual re-entry plan, break pass, counseling time
Meltdowns after holding it together all day	Overload, big feelings	Scheduled sensory or calm-down breaks, a safe space, warning before transitions
Rushing, not finishing work, forgetting things	ADHD, executive function	Chunked tasks, checklists, planner checks, extra time, movement breaks
Avoiding reading or writing; "lazy" work	Dyslexia or a learning disability	Audiobooks, speech-to-text, notes provided, reduced copying
Calls home, detentions, "defiance"	A skill gap, an unmet need, or a trigger	FBA and BIP, proactive supports, a plan for hard days, advance notice of changes
Freezing or shutting down when called on	Anxiety, language processing	Preview of questions, extra think time, written or private responses
Leaving the room or hiding	Escape from overwhelm, a task that is too hard or too long	Break card, a designated safe spot, shorter work chunks, a safe adult to go to
Trouble with peers, pulling away	Social skills, anxiety, being misunderstood	Structured lunch or recess support, social skills group, adult check-ins

Bring this to your meeting: a specific example beats a label. "He cries every Sunday night before school" tells the team more than "he has anxiety." Use the behavior log on the next page for a few weeks before your meeting.

Behavior log: print and fill in

Tracking patterns helps the team see what triggers a behavior and what helps. Jot down 1–2 lines each time. A few weeks of notes can change a meeting.

Date and time	What happened right before	What my child did	What happened right after	What helped / notes

Want help applying this to your child? Call or email Kevin to schedule a free, no-pressure consultation: **847-636-6254** · **kevin@ockrimfamilyadvocacy.com**.

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