

Autism Accommodations List

Accommodations by setting and need

A printable list of classroom accommodations grouped by setting and by the need each one supports, with sample IEP wording and sample 504 wording for every accommodation. Adapt the wording to the individual student, then bring the draft to the team.

157 accommodations to consider, grouped by setting and then by the need each one supports. The sample IEP and 504 wording for every one of them follows in the second half of this document, or search them live in the free Accommodations Bank tool.

WHAT'S INSIDE

- 157+ classroom accommodations grouped by setting and by the need each one supports, each with a note on when it helps.
- Sample IEP and 504 wording for every accommodation, written so you can adapt it to the individual student.
- Free to print and share. No email required.



MAKE IT LIVE

Search 150+ accommodations live in the free Accommodations Bank.

<https://www.spectrumunlocked.com/tools/accommodations-bank>

HOW TO USE THIS TOOLKIT

1. **Find the setting and need.** Skim to the setting (classroom, testing, home, or extracurricular) and the need type that matches the student, then read the accommodations grouped there.
2. **Check when it helps.** Each entry names when the accommodation helps, so you can match it to what the student's data and your own observations show.
3. **Copy the sample wording.** Every accommodation is repeated in the second half of this document with sample IEP wording and sample 504 wording you can copy.
4. **Adjust for the student.** Replace the specifics so the wording fits the individual student, then bring the draft to the IEP or 504 team.
5. **Search it live.** The same bank is searchable and filterable in the free Accommodations Bank tool, which also drafts a request letter from the accommodations you pick.

Classroom · Sensory

Sensory Regulation Breaks

Two scheduled 5-minute sensory regulation breaks per 50-minute class period in a designated regulation space, initiated by the student without teacher permission.

When it helps: Autistic students who experience sensory overload during sustained instruction. Built-in breaks are more enforceable than 'as needed' breaks because they do not depend on teacher discretion.

Fire Drill Advance Notice

24-hour advance notice of fire drills and emergency drills when the schedule is known in advance, shared with the parent and student.

When it helps: Autistic students who decompensate during sudden loud alarms. Knowing a drill is coming lets the family use headphones and pre-teach the routine.

Noise-Cancelling Headphones Access

Access to noise-cancelling headphones during cafeteria time, transitions, assemblies, and any high-volume setting at the student's discretion.

When it helps: Autistic students who experience pain or shutdown from cafeteria noise, hallway transitions, gym class, or assembly volume. Headphones let the student stay present in the activity.

Designated Regulation Space Access

Access to a designated sensory regulation room or quiet space at any time during the school day, no permission required.

When it helps: Autistic students whose dysregulation builds during the day and who need a low-stimulation space to recover. Removing the permission requirement prevents the teacher from blocking the support.

Assembly Advance Notice

24-hour advance notice of school assemblies, pep rallies, and large-group gatherings, with an opt-out option to a quiet alternative space.

When it helps: Autistic students who become overwhelmed by large-group volume, lighting, and crowds. Advance notice lets the family choose how to attend or where to recover.

Preferential Seating in Low-Stimulation Area

Seat the student in a low-stimulation area of the classroom (away from high-traffic doors, windows, or noisy peers) to reduce sensory input during instruction.

When it helps: Autistic students whose attention is pulled by movement, glare, or peer-side conversation. Strategic seating reduces involuntary sensory drain.

Non-Fluorescent Lighting Alternative

Where district facilities allow, the student is seated in a classroom with non-fluorescent lighting (incandescent, LED, or natural) to reduce flicker-related sensory load.

When it helps: Autistic students who experience headaches, eye strain, or shutdown under standard fluorescent classroom lighting. Lighting changes are often free and high-impact.

Sunglasses or Tinted Glasses Permitted Indoors

Permission to wear sunglasses or FL-41 tinted glasses indoors to mitigate sensory load from harsh lighting.

When it helps: Autistic students whose visual sensitivity makes fluorescent or daylight glare painful. Tinted lenses are a low-cost, portable accommodation.

Weighted Vest in Classroom

Access to a weighted vest (2–10% of body weight, fitted by an OT) for use in the classroom for proprioceptive regulation.

When it helps: Autistic students whose dysregulation is reduced by deep-pressure proprioceptive input. Weighted vests are evidence-based when fitted properly.

Weighted Lap Pad During Seated Work

Access to a weighted lap pad during seated work time for proprioceptive input and seat regulation.

When it helps: Autistic students who fidget excessively or leave their seat during instruction. A lap pad provides grounding input without restricting movement.

Fidget Tools Permitted

Permission to use silent fidget tools (putty, stress ball, tangle) at the desk during instruction without permission.

When it helps: Autistic students whose attention improves with concurrent low-level motor input. Silent fidgets keep the body occupied without disrupting peers.

Chewing Gum or Chewable Tool Permitted

Permission to chew sugar-free gum or use a chewable oral-motor tool (Chewelry, pencil topper) during class for oral-sensory regulation.

When it helps: Autistic students with oral-motor sensory-seeking behaviors. A safe chewable replaces inappropriate items (sleeves, pencils) and supports regulation.

Water Bottle Access in All Settings

Permission to keep a personal water bottle at the desk and drink during class without raising a hand or asking permission.

When it helps: Autistic students whose oral-motor or sensory regulation benefits from sipping water. Removing the ask-permission step keeps the regulation tool available.

Standing Desk Option

Access to a standing desk or stand-and-sit adjustable desk to support vestibular and proprioceptive regulation during sustained seated work.

When it helps: Autistic students whose attention crashes during long sitting blocks. A standing desk provides vestibular input without leaving the room.

Wobble Cushion or Move-and-Sit Cushion

Access to a wobble cushion or move-and-sit air cushion on the student's chair to allow micro-movement during seated work.

When it helps: Autistic students who need vestibular input to maintain attention. A wobble cushion permits regulating movement without leaving the seat.

Bouncy Band on Chair

Resistance bouncy band installed across the front legs of the student's chair for foot-tapping or pushing during seated instruction.

When it helps: Autistic students who need lower-body proprioceptive output to maintain seated attention. A bouncy band absorbs the movement at the chair.

Heavy Work During Transitions

Build heavy-work tasks (carry books, push a cart, deliver a folder) into transitions between classes for proprioceptive regulation.

When it helps: Autistic students who regulate best with proprioceptive 'heavy work' input. Embedded into transitions, it preempts dysregulation in the next class.

Fragrance-Free Classroom Policy

Where district policy permits, the student's classroom is designated fragrance-free (no perfume, scented cleaning products, or scented markers) for olfactory regulation.

When it helps: Autistic students whose olfactory sensitivity triggers shutdown or migraine from common scents. A fragrance-free room is a low-cost environmental accommodation.

High School Sensory Room Access

Designated sensory room available to high school students during transition periods, lunch, and study hall for independent regulation.

When it helps: Autistic high school students who need a self-directed regulation space without the stigma of going to the counselor or nurse.

Early Childhood Sensory Corner

Dedicated sensory corner in the early childhood classroom with calming items (cushions, dim lighting, weighted blanket) available throughout the day.

When it helps: Autistic preschoolers who cannot yet communicate the need for a break verbally. A visible corner lets them self-direct regulation.

Classroom · Communication

Written Direction Mirror

All multi-step verbal directions are paired with a written or visual version provided to the student at the same time or in advance.

When it helps: Autistic students with auditory processing differences who lose track of step 3 by the time the teacher finishes saying step 5.

Typed Response Option

Option to type responses to whole-class oral questions on an approved device instead of speaking aloud, without affecting participation grades.

When it helps: Autistic students who know the answer but cannot produce speech under classroom social pressure. Typed responses preserve participation credit while removing the verbal demand.

AAC Device Access Across All Settings

AAC (augmentative and alternative communication) device permitted in all classroom, testing, lunch, recess, and extracurricular settings.

When it helps: Autistic students who use AAC as primary or supplemental communication. Restricting AAC to one classroom is a civil-rights problem.

Visual Schedule Posted in Classroom

Daily visual schedule posted at the student's eye level showing each activity, transition, and special event, updated by the start of each school day.

When it helps: Autistic students whose anxiety spikes when the day's structure is unknown. A posted schedule lets the student preview the day and reduce 'what's next?' questioning.

Advance Copy of Slide Deck

Copy of teacher slide decks or lecture materials provided in advance (24 hours before class) so the student can preview content and reduce processing load.

When it helps: Autistic students with slow visual processing or anxiety about new material. Previewing slides reduces simultaneous listening, reading, and note-taking load.

AAC Device Charging Time

Dedicated time and outlets for AAC device charging during the school day, with a backup device available during charging.

When it helps: Autistic students who rely on AAC and cannot afford to lose their voice mid-day to a dead battery. A backup device is the safety net.

First-Then Visual Board

A First-Then visual board posted at the student's workspace showing the current activity and the next activity to support transitions and demand acceptance.

When it helps: Autistic students (especially early childhood) who can complete a non-preferred task when they can see a preferred activity coming. The First-Then format externalizes the contingency.

Choice Board for Decisions

Visual choice boards used during the school day to support decision-making (lunch options, free-time activities, response options) without verbal demand.

When it helps: Autistic students who cannot generate a verbal choice on demand but can select from a visual array. Choice boards remove the open-ended language load.

Visual Cue Cards for Classroom Routines

Set of visual cue cards (line up, sit down, listen, walk) used by classroom staff to deliver routine instructions without verbal-only demand.

When it helps: Autistic students with auditory processing differences who respond faster to visual than verbal cues. Cue cards reduce the friction of compliance.

Sentence Starters for Writing Tasks

Pre-printed sentence starters provided for open-ended writing tasks so the student has a scaffold for initiation.

When it helps: Autistic students who can write content but freeze on initiation when given a blank prompt. Sentence starters remove the staring-at-the-page barrier.

Rephrase Verbal Instructions on Request

Teacher rephrases verbal instructions using simpler language and shorter sentences when the student signals confusion.

When it helps: Autistic students with receptive language differences. Rephrasing on request preserves student autonomy and reduces re-asking peers.

Check for Understanding After Directions

After multi-step directions, the teacher checks the student's understanding by asking the student to restate the first step (without singling out).

When it helps: Autistic students whose silence does not mean comprehension. A check-for-understanding catches misunderstanding before the work starts.

Scripted Greeting Card

Wallet-sized scripted greeting card the student carries with prepared greetings for common social situations (entering class, meeting a new teacher).

When it helps: Autistic students who know the social script intellectually but cannot generate it under pressure. A card externalizes the script.

Conversation Maintenance Script

Wallet-sized script card with conversation-maintenance phrases (asking a follow-up question, expressing interest) for social moments.

When it helps: Autistic high school and middle school students who want to participate in peer conversation but lack on-the-fly phrasing. Scripts provide the runway.

Audio–Recorded Response Option

Option to submit audio-recorded responses to writing prompts using a school-provided device, with the same grading criteria as written responses.

When it helps: Autistic students with strong verbal but weaker written output. Audio recording preserves access to grade-level content while bypassing the writing bottleneck.

Pre-Taught Vocabulary List

New unit vocabulary lists provided to the student 1 week in advance with definitions and example sentences for pre-teaching.

When it helps: Autistic students who need exposure before integration to acquire new vocabulary. Pre-teaching lowers the cognitive load during the live lesson.

Closed Captioning on Classroom Videos

Closed captioning enabled on all classroom video, audio, and instructional media played in the student's classrooms.

When it helps: Autistic students with auditory processing differences who comprehend faster from text than from speech. Captioning is a free accommodation that benefits the whole class.

Alternative to Oral Presentation

Option to present in an alternative format (recorded video, written report, poster with one-on-one teacher review) in place of live oral presentations.

When it helps: Autistic students for whom live oral presentations create disabling anxiety. An alternative preserves the assessment intent without the disabling barrier.

Communication Passport

A 1-page communication passport that travels with the student listing communication preferences (AAC use, signals, sensory needs) for new staff and substitutes.

When it helps: Autistic students who interact with rotating staff (specials teachers, substitutes, bus drivers). A passport reduces the daily re-explanation tax.

AAC Training for Receiving Staff

When the student transitions to a new classroom, school, or grade, receiving staff complete AAC training before day 1 of the new placement.

When it helps: Autistic students who lose communication continuity at transitions. Pre-training receiving staff prevents the AAC reset that often takes weeks.

Extra Wait Time for Response

Teachers wait 10–15 seconds after a question before re-asking or redirecting, giving the student processing time to formulate a response.

When it helps: Autistic students whose response latency is longer than neurotypical peers. Reflexive re-asking by the teacher cuts off the student's processing.

Classroom · Executive Function

Written Checklist for Multi-Step Assignments

Multi-step assignments are broken into a written checklist with each sub-step listed separately and a checkbox for completion.

When it helps: Autistic students with executive-function differences who lose place inside a multi-step task. A written checklist externalizes the working-memory load.

Written Rubric on Request

Written rubric provided for any assignment for which the rubric was given verbally; the student may request the written rubric at any time without penalty.

When it helps: Autistic students who cannot reconstruct verbal grading criteria from memory. A written rubric makes assignment standards observable.

End-of-Day Homework Check

Brief end-of-day check (3–5 minutes) by the classroom teacher to confirm the student has recorded the correct assignment and gathered the needed materials.

When it helps: Autistic students who pack up at the bell with the wrong assignment recorded. The check reduces at-home conflict and confirms accuracy at school.

Printed Copy of Daily Schedule

Personal printed copy of the daily class schedule that the student keeps in their planner or folder for predictability and reference.

When it helps: Autistic students who need offline access to schedule information when school technology is restricted or when anxiety spikes between classes.

Substitute Teacher Advance Notice

Written notice at least 24 hours in advance whenever a substitute teacher will be replacing the regular classroom teacher.

When it helps: Autistic students whose attachment to routine and to specific people makes substitutes destabilizing. Advance notice reduces the morning-of meltdown.

Written Notice of Schedule Changes

Written notice of any change to the daily or weekly schedule (assemblies, schedule shift, classroom move) at least 24 hours in advance when known.

When it helps: Autistic students for whom an unannounced schedule shift is the single largest predictor of a behavioral incident.

Transition Warnings (5 min, 2 min, 1 min)

Verbal or visual transition warnings at 5 minutes, 2 minutes, and 1 minute before any activity shift, lining up, or class change.

When it helps: Autistic students who become dysregulated when an activity ends abruptly. Multi-step warnings let the student close the current activity before starting the next.

Check-In Adult on Substitute Days

Designated check-in adult available to the student on substitute days for a brief morning check-in and end-of-day debrief.

When it helps: Autistic students whose anxiety on substitute days affects the whole day's availability for learning. A familiar adult provides continuity.

Same-Day Verbal Heads-Up (Fallback)

When advance schedule-change notice is not possible, the student receives a brief same-day verbal heads-up from the teacher using prepared scripted language.

When it helps: Autistic students facing schedule changes the school could not foresee. A scripted heads-up reduces surprise and gives a predictable communication pattern.

Graphic Organizers for Writing Tasks

Pre-printed graphic organizers (story map, idea web, T-chart) provided for writing tasks to externalize the planning step.

When it helps: Autistic students who can produce content but struggle to plan and sequence. Graphic organizers convert open-ended writing into a fill-in-the-blank scaffold.

Copy of Teacher Notes or Outline

Copy of teacher notes or lecture outline provided to the student before or after class so the student can attend to instruction without dividing attention with note-taking.

When it helps: Autistic students whose attention drains on the dual task of listening and writing. Pre-made notes preserve attention for content.

Assignment Notebook Teacher Signature

Daily teacher signature on the student's assignment notebook to confirm the assignment is recorded correctly.

When it helps: Autistic students who write the wrong assignment or partial assignment in the notebook. A teacher signature is a same-day check.

Digital Calendar with Auto-Reminders

School-issued digital calendar (Google Calendar, district LMS) with auto-reminders for assignments, tests, and IEP/504 events.

When it helps: Autistic high school students preparing for transition to college or work, where digital scheduling is the operating system of independence.

Broken-Down Rubric

Multi-criteria assignment rubrics broken into single-criterion sub-rubrics so the student can address one expectation at a time.

When it helps: Autistic students who lose track of one criterion when staring at a complex 6-criterion rubric. Sub-rubrics let the student work iteratively.

Task Initiation Cue

First-step cue (verbal, visual, or pre-printed) provided when the student is given a new task to overcome the initiation barrier.

When it helps: Autistic students who can complete a task but cannot start it independently. An initiation cue is the runway, not the runway lights.

Brain Dump Template

Pre-printed brain dump template that lets the student offload ideas onto paper before organizing into a structured response.

When it helps: Autistic students who have ideas but cannot organize them sequentially in real time. A brain dump separates the generation step from the organization step.

Self-Assessment Checklist

Self-assessment checklist used by the student at task completion to verify all criteria have been addressed before submitting.

When it helps: Autistic students who turn in incomplete work because the submission decision was disconnected from the criteria. A self-check restores the link.

Personal Transition Cue Card

Personal transition cue card the student carries with their next-class, next-activity, or end-of-day visual cue.

When it helps: Autistic students who need a portable predictability anchor that survives moving between classrooms. A pocket cue card travels.

Extended Deadline on Multi-Day Assignments

Automatic 24–48 hour extension on multi-day assignments (projects, reports) without grade penalty when the student requests at least 24 hours before due date.

When it helps: Autistic students whose work-pace timing on multi-day projects is less reliable than test-day pacing. A small built-in extension prevents late-grade penalties.

Daily Study Skills Block

Daily 30–45 minute study skills block (with a case manager or resource teacher) for assignment review, organization, and skill instruction.

When it helps: Autistic students whose executive-function needs warrant dedicated instruction. A daily block builds skill in addition to providing compensation.

Executive Function Coaching Block

Weekly 30–minute executive function coaching block with a case manager or designated coach focused on organization, planning, and self-monitoring skill instruction.

When it helps: Autistic students preparing for transition (high school to college, work). Explicit coaching builds skill in addition to providing day-to-day support.

Color-Coded Class Supplies

Each subject is assigned a color (blue for math, red for ELA, green for science) reflected in the student's notebooks, folders, and digital files.

When it helps: Autistic students whose organization breaks down when supplies are visually identical. Color-coding externalizes the subject classification.

1-Page At-a-Glance IEP/504 Summary

Single-page at-a-glance summary of the student's plan accommodations distributed to all teachers, specials staff, and substitutes.

When it helps: Autistic students whose accommodations get lost in 40–page plans. A 1–page summary makes the accommodations actually used by the people delivering them.

Classroom · Academic

Text-to-Speech for Reading Tasks

Text-to-speech software available for reading tasks where the reading demand is not the construct being assessed.

When it helps: Autistic students with co-occurring reading-decoding difficulties. Text-to-speech preserves content access in non-reading assessments.

Speech-to-Text for Writing Tasks

Speech-to-text software available for writing tasks where writing-mechanics is not the construct being assessed.

When it helps: Autistic students with handwriting or typing-speed differences. Speech-to-text preserves access to written content tasks.

Chunked Reading Passages

Long reading passages are broken into shorter sections with comprehension check questions after each section.

When it helps: Autistic students whose attention to long passages degrades and whose comprehension drops as a result. Chunking restores attention to each section.

Pre-Reading Summary

Short summary of an assigned reading provided in advance so the student can preview content, key terms, and structure.

When it helps: Autistic students whose comprehension improves with advance schema. A pre-reading summary builds the scaffold for the live reading.

Calculator Permitted on Math Tasks

Calculator (or appropriate-level calculator) permitted on math tasks where calculation is not the construct being assessed.

When it helps: Autistic students whose math comprehension exceeds their calculation speed. A calculator preserves access to higher-level math content.

Math Manipulatives Available

Math manipulatives (counters, base-10 blocks, fraction tiles) available during math instruction and problem-solving.

When it helps: Autistic students who acquire math concepts through visual and tactile representation. Manipulatives are the abstract-concrete bridge.

Multi-Step Math Problems Broken Down

Multi-step math word problems are broken down into single-step sub-problems with the structure made explicit.

When it helps: Autistic students who can do each step but lose place across steps. Breaking the problem externalizes the structure.

Pre-Highlighted Reading Text

Key vocabulary and main-idea sentences pre-highlighted in reading texts to support attention to important information.

When it helps: Autistic students whose attention to text is uniform across content (treating filler and key info the same). Pre-highlighting directs attention.

Spelling and Grammar Not Graded on Non-LA Work

Spelling and grammar are not graded on non-language-arts assignments (science responses, history paragraphs) where mechanics is not the construct.

When it helps: Autistic students whose spelling and grammar lag does not reflect content knowledge. Removing mechanics from non-LA grading preserves access.

Modified Spelling List

Spelling list reduced to 5–10 essential words per week with priority on high-frequency, useful words.

When it helps: Autistic students whose full spelling list is unattainable in a week. A modified list builds spelling skill at the student's pace.

Academic Coaching for College Prep

Academic coaching block specifically for college-application work (essays, applications, recommendation letters) during high school transition.

When it helps: Autistic students whose college-application process is gated on executive-function and writing demand exceeding general English-class support.

Math Fact Cards Available

Multiplication, addition, and subtraction fact cards available during math instruction and problem-solving for students whose fact recall lags.

When it helps: Autistic students whose math comprehension is gated on fact-recall speed they have not yet automatized. Fact cards preserve access to higher-level math.

Classroom · Behavioral

Calm-Down Corner in Classroom

Designated calm-down corner in the classroom with regulation tools (cushions, fidgets, visual breathing chart) available to the student.

When it helps: Autistic students whose dysregulation builds over time. A predictable in-classroom space prevents escalation without leaving the room.

Emotion Identification Card System

Emotion identification card system the student uses to label feelings (calm, frustrated, overwhelmed) without verbal demand.

When it helps: Autistic students who cannot verbally identify their emotional state in real time. A card system externalizes the labeling step.

Self-Monitoring Chart

Daily self-monitoring chart the student completes at set check-ins (3–4 times per day) to build awareness of regulation state.

When it helps: Autistic students building self-awareness as a foundational skill. A self-monitoring chart converts abstract regulation into observable check-ins.

Token Board Positive Reinforcement

Token board (visual reinforcement schedule) used by classroom staff to reinforce expected behaviors and target replacement skills.

When it helps: Autistic students for whom abstract praise lands less than visible reinforcement. A token board converts behavioral expectations into observable progress.

Written Behavior Contract

Written behavior contract co-signed by the student, family, and case manager identifying target behaviors, reinforcers, and review schedule.

When it helps: Autistic students who respond to explicit, contractual structure. A written contract converts behavioral expectations into a documented agreement.

Pre-Arranged Safe Adult for Crisis

Pre-arranged safe adult (counselor, social worker, or designated teacher) who responds to the student's crisis signal within 5 minutes.

When it helps: Autistic students whose crisis moments need a familiar adult, not a random first-responder. Pre-arrangement turns chaos into predictability.

Non-Punitive Cool-Down Protocol

When dysregulated, the student goes to a designated cool-down space without discipline coding (not coded as suspension, detention, or behavior referral).

When it helps: Autistic students whose dysregulation is a disability symptom, not misbehavior. A non-punitive protocol prevents the discipline ladder.

First-Then Language From Staff

School staff use First-Then framing (First we read, then we play) for transitions and demands instead of open-ended commands.

When it helps: Autistic students whose acceptance of non-preferred tasks improves when paired with a known preferred next-step. First-Then is a teaching pattern.

Positive Reinforcement Schedule

Documented positive reinforcement schedule (intervals, behaviors, reinforcers) implemented consistently across classrooms.

When it helps: Autistic students whose behavior plan implementation breaks down with inconsistent reinforcement. A documented schedule restores consistency.

Predictable Classroom Routines

Daily classroom routines (arrival, snack, transition, dismissal) are predictable and posted in visual schedule format.

When it helps: Autistic students whose behavior degrades when routines vary day to day. Predictability is the foundation of regulation.

Regulation Room Access (No Permission)

Access to a regulation room during the school day without requiring permission and without academic penalty for time spent regulating.

When it helps: Autistic high school students whose regulation needs are intermittent and unpredictable. Permission-free access prevents preventable dysregulation.

Classroom · Social

Quiet Lunch Space (up to 4 days/week)

Option to eat lunch in a designated quiet space (library, counselor office, sensory room) on up to 4 days per week, no advance permission required.

When it helps: Autistic students who find the cafeteria's noise, crowd, and unstructured social demand exhausting. A quiet lunch space lets the student recover mid-day.

Teacher-Selected Group for Projects

For group projects, the student is assigned to a teacher-selected group rather than a self-selected one, ensuring social compatibility and a defined role.

When it helps: Autistic students for whom self-selecting a group means being left without a group. Teacher selection levels the social field and assigns a workable role.

Designated Check-In Adult

Access to a designated school adult (counselor, aide, or trusted teacher) as a check-in resource during the school day, available without advance permission.

When it helps: Autistic students who need a familiar adult to help process social conflict, regulation crashes, or executive-function snags mid-day.

Non-Verbal Help Signal

Written or visual signal (cue card, hand sign, raised colored item) the student uses to request help without speaking publicly to the class.

When it helps: Autistic students who cannot raise a hand or ask aloud when stuck. A non-verbal signal removes the public-speaking barrier to getting help.

Designated Peer Model Assignment

For group activities, the student is paired with a designated peer model who is socially compatible and willing to support the partnership.

When it helps: Autistic students who learn social and academic routines best by observing a same-age peer. A designated peer model creates a low-stakes learning relationship.

Lunch Buddy Pairing

Pairing with a willing lunch buddy (peer or older student mentor) at the cafeteria or quiet lunch space.

When it helps: Autistic students who want peer connection but cannot navigate cafeteria social dynamics independently. A lunch buddy provides scaffolding.

Structured Recess Alternative

Access to a structured recess alternative (board games, library, sensory room) for students for whom unstructured outdoor recess is dysregulating.

When it helps: Autistic students whose dysregulation builds during the open social demand of unstructured recess. A structured alternative preserves the break.

Weekly Social Skills Instruction Block

Weekly 30-minute social skills instruction block focused on explicit teaching of peer interaction, conversation, and emotional regulation skills.

When it helps: Autistic students who benefit from explicit instruction in social skills rather than incidental exposure. A scheduled block builds skill systematically.

Social Narrative Before New Events

Custom social narratives (visual or written stories) prepared before new social events (fire drill, assembly, field trip, sub day) to preview expectations.

When it helps: Autistic students whose new-event anxiety is reduced by previewing the expected behavior and sequence. A social narrative provides the runway.

Preferred Partner Pairing for Partner Work

For partner work, the student is paired with a preferred peer (named in collaboration with the student) when possible.

When it helps: Autistic students whose partner-work participation drops with a non-preferred peer. A preferred partner removes the social-friction barrier to the academic task.

Designated Counselor Access During Prep Period

High school student has access to a designated school counselor during a prep period for social-emotional check-in without an appointment.

When it helps: Autistic high school students whose social-emotional state shifts mid-day. Drop-in access prevents the slow buildup to crisis.

Hallway Transition Buddy

Pairing with a transition buddy (peer or aide) during hallway transitions between classes for crowded-hallway support.

When it helps: Autistic students whose hallway transitions are dysregulating due to crowding and noise. A buddy provides a navigational anchor.

Defined Role in Group Projects

The student is assigned a defined, observable role in group projects (timekeeper, researcher, presenter, recorder) chosen with the student.

When it helps: Autistic students whose group-project participation suffers when their role is implicit. A named role converts vague group work into clear individual contribution.

Library Pass During Unstructured Time

Permanent library pass for use during unstructured time (study hall, advisory, free periods) when peer-interaction load is too high.

When it helps: Autistic students who need a refuge during open social time. A permanent library pass removes the daily ask.

Peer Mentor Program (Older Student)

Pairing with an older student peer mentor who meets weekly for 15–20 minutes of structured social-skill modeling and friendship.

When it helps: Autistic middle and high school students who benefit from cross-grade mentorship. An older peer models real-world social skills.

Kindergarten Transition Meeting

Pre-kindergarten transition meeting between family, preschool team, and kindergarten team to prepare for the social transition to elementary school.

When it helps: Autistic preschoolers entering kindergarten where social demands jump significantly. A transition meeting closes the school-to-school gap.

Testing · Sensory

Noise–Cancelling Headphones During Testing

Use of noise-cancelling headphones during all standardized and in-class tests to reduce auditory distraction.

When it helps: Autistic students whose performance on timed tests drops sharply with ambient noise (clicking pens, papers, peer movement). Headphones isolate the cognitive load.

Small–Group Testing Environment (Sensory)

Tests administered in a small-group testing room with reduced sensory input (lower lighting, fewer peers, no fluorescent flicker).

When it helps: Autistic students whose test performance drops sharply in a full-class testing environment. A small group reduces sensory load.

Testing · Communication

Written–Only Test Instructions

All test instructions provided in written form rather than verbal, with no time pressure to begin until the student signals readiness.

When it helps: Autistic students whose test performance is affected by verbal-only setup instructions. Written instructions can be re-read at the student's pace.

Testing · Executive Function

Extended Time 1.5x on Tests and Quizzes

Time-and-a-half (1.5x) on all in-class tests, quizzes, and timed assessments, including standardized state and district tests where permitted.

When it helps: Autistic students whose processing speed lags content knowledge. Extended time measures what the student knows rather than how fast they retrieve under pressure.

Extended Time 2x (Severity)

Double-time (2x) on all timed academic assessments for students whose processing speed lag is more pronounced than 1.5x time addresses.

When it helps: Autistic students with significant processing-speed difference where 1.5x is insufficient. 2x is supported by evaluation data and is documented in the plan.

Breaks During Extended Tasks

Scheduled 2-minute breaks every 20–25 minutes during extended tasks or assessments to support sustained attention.

When it helps: Autistic students whose attention degrades on sustained tasks. Brief breaks restore attention without lengthening the test substantially.

Test Format Preview

Sample of the test format (question types, layout, instruction style) provided 24 hours before a test so the student can preview the structure.

When it helps: Autistic students whose anxiety on test day is driven as much by unfamiliar format as by content. A preview separates the two.

Testing · Academic

Reduced Question Quantity on Tests

Tests reduced in question quantity (typically 50–75% of original) while preserving content coverage and rigor.

When it helps: Autistic students whose attention threshold is exceeded by long tests, leading to errors at the end that do not reflect knowledge. A reduced quantity preserves validity.

Word Bank on Open-Ended Tests

Word bank provided on open-ended questions (fill-in-the-blank, short answer) when retrieval of the term is the access barrier, not understanding.

When it helps: Autistic students who understand the concept but cannot retrieve the exact term on demand. A word bank assesses concept knowledge, not retrieval speed.

Scribed Response on Writing-Heavy Tests

Adult scribe records the student's verbal response on writing-heavy tests where the writing demand obscures content knowledge.

When it helps: Autistic students with significant writing-output differences. A scribe preserves access to content assessment without the writing barrier.

Small-Group Testing Room

All standardized and in-class tests are administered in a small-group testing room (maximum 5 students) with a familiar proctor.

When it helps: Autistic students whose test performance drops in full-class environments. A small group reduces social and sensory pressure during assessment.

Testing in Resource Room

Standardized and unit tests administered in the resource room (1-on-1 or 1-on-2) for students requiring the highest level of testing support.

When it helps: Autistic students whose testing access requires individual or near-individual proctoring. Resource-room testing provides maximum support.

Multiple Choice Format Instead of Essay

Where the assessment construct allows, multiple-choice format is offered instead of open-ended essay format.

When it helps: Autistic students whose content knowledge exceeds writing output. Multiple-choice preserves access to the assessment construct without the writing barrier.

Alternative Assessment Format

Option to demonstrate mastery through a project, portfolio, or interview in place of a written exam when the construct allows.

When it helps: Autistic high school students whose mastery is more accurately measured outside the written-exam format. Alternatives preserve construct validity.

Test Retake Policy

Student may retake a test once within 1 week of the original test for full or partial credit, with retake grade replacing original.

When it helps: Autistic students whose first-attempt performance reflects test-day regulation rather than knowledge. A retake separates the two.

Testing · Behavioral

Testing Day Regulation Plan

Pre-test regulation plan (morning routine, breathing exercises, sensory tools) implemented before high-stakes testing days.

When it helps: Autistic students whose test-day regulation drives test performance more than content knowledge. A planned regulation routine preserves access.

Comfort Item Permitted During Testing

Personal comfort item (small stuffed animal, smooth stone, fidget) permitted during testing for emotional regulation.

When it helps: Autistic students whose test-day anxiety lifts with the presence of a known regulating object. A small object preserves regulation without distracting peers.

Testing · Social

Post-Test Social Debrief

Brief 5-minute social debrief with a designated adult after high-stakes tests to support transition back to peer settings.

When it helps: Autistic students who hold it together during testing but struggle re-entering peer social demand after. A debrief decompresses the transition.

Home · Sensory

Home Sensory Kit Provided by School

School provides a take-home sensory kit (weighted lap pad, fidgets, headphones) for home use during distance learning or extended absences.

When it helps: Autistic students whose home learning environment lacks the regulation tools available at school, especially during quarantines or extended absences.

Sensory-Sensitive Homework Environment Plan

Written plan included in the IEP/504 that describes the sensory-supportive home study environment and the school's role in supporting it.

When it helps: Autistic students whose homework completion is gated on having a low-stimulation home study area. The school can provide consultation and materials.

Home · Communication

Daily Home-School Communication Log

Daily 2-way written communication log (paper or app) between school and home so the parent has visibility into the day's events and the child's regulation.

When it helps: Autistic students whose limited verbal output at home means parents do not know what happened at school. A daily log fills the gap.

Homework Clarification Email Channel

Designated email or app channel where the family can ask homework clarification questions without going through general office channels.

When it helps: Autistic students whose homework completion stalls when the family cannot reconstruct the assignment. A direct clarification channel preserves the homework window.

Home · Executive Function

Modified Homework Quantity

Homework quantity reduced to the essential skill-practice items (typically 50–70% of full assignment) when full quantity exceeds the student's attention threshold.

When it helps: Autistic students whose homework completion at full quantity causes family-night meltdowns and erodes school-home relationship. Reduced quantity preserves both.

Essential Skills–Only Homework Subset

Homework restricted to essential skills practice (omitting review, busywork) so home time focuses on instructional priority.

When it helps: Autistic students whose home study time is constrained by regulation budget. Focusing on essential skills preserves the time for what matters.

Home Routine Checklist

School provides a printable home routine checklist for morning, afternoon, and evening transitions to support family-side executive function.

When it helps: Autistic students whose home routines need the same visual scaffolding the school provides. A home checklist closes the parity gap.

Home · Academic

Homework Feedback Loop (Home–School)

Homework completion and quality feedback is shared from teacher to family within 1 school day so the family can adjust home support.

When it helps: Autistic students whose homework load needs ongoing calibration. A fast feedback loop lets the family adjust support before the next assignment.

Sight–Word Flash Card Routine

Daily 5–minute sight-word flash card routine sent home to support reading-fluency development across school and home.

When it helps: Autistic students who need consistent repetition for sight-word acquisition. A predictable home routine supports the school routine.

Flexible Home Reading Log

Home reading log accepts audiobooks, parent read-alouds, and video-based content in addition to independent reading.

When it helps: Autistic students whose independent reading volume is constrained by decoding pace. A flexible log preserves reading exposure without the decoding bottleneck.

Summer Skill Maintenance Packet

Summer skill-maintenance packet sent home at end of year to preserve reading, math, and writing skill across the summer break.

When it helps: Autistic students with significant summer-skill regression. A structured packet maintains skill without family-driven curriculum design.

Early Childhood Content Preview

Upcoming themes and stories in the early childhood classroom are previewed at home through take-home picture cards or video links.

When it helps: Autistic preschoolers whose engagement spikes with familiar content. Previewing at home converts day-of confusion into day-of recognition.

Daily Homework Time Cap

Daily homework time capped at 30–60 minutes (grade-dependent); after the cap, family signs the unfinished assignment and submits.

When it helps: Autistic students whose home regulation budget is exceeded by full homework loads. A time cap protects family relationships and student regulation.

Home · Behavioral

Behavior Plan Home Extension

Key elements of the school behavior plan (reinforcers, language, visual supports) are shared with the family for home use to support consistency.

When it helps: Autistic students whose progress is faster when school and home behavior strategies align. A shared plan creates the alignment.

Home Incident Protocol Communication

Process for the family to report at-home dysregulation incidents to the school so the school can adjust the behavior plan and identify triggers.

When it helps: Autistic students whose at-home dysregulation often correlates with school stressors. A shared incident protocol surfaces the connection.

Monthly Behavior Data Review

Monthly behavior data review meeting where the case manager and family discuss patterns, triggers, and adjustments to the plan.

When it helps: Autistic students whose behavior data needs ongoing interpretation rather than year-end review. Monthly cadence catches issues early.

Home · Social

Home Play–Date Structuring Support

School-provided play-date structuring guidance (suggested duration, structured activity, transition cue) for the family arranging social opportunities.

When it helps: Autistic students whose home play-dates fall apart from unstructured social demand. Structuring support helps the family create successful experiences.

Family Social Event Prep

Pre-event prep (visual social narrative, expectation list, exit plan) shared with the family before family social events to support participation.

When it helps: Autistic students whose family-event participation depends on pre-event prep. Sharing tools cross-school-home preserves participation.

Sibling Support and Prep

Sibling-oriented prep resources (age-appropriate explainer about autism, sibling support group referrals) provided to the family.

When it helps: Autistic students whose family social functioning depends on sibling understanding. Sibling support is a school-extension service that supports the whole family.

Extracurricular · Sensory

Sensory Supports in Extracurricular Activities

Access to sensory supports (headphones, regulation breaks, alternative seating) during after-school clubs, athletics, and field trips.

When it helps: Autistic students whose ability to participate in extracurriculars depends on the same sensory supports they have during the school day.

Field Trip Sensory Plan

Written sensory plan accompanies the student on every field trip, including quiet break location, sensory tool inventory, and named adult support.

When it helps: Autistic students who can manage classroom sensory load but face new environments on field trips. A written plan prevents trip-day surprises.

Lunch in Low-Stimulation Cafeteria Area

Reserved seat in a designated low-stimulation area of the cafeteria (perimeter, near the quiet corner) when full alternative lunch is not desired.

When it helps: Autistic students who want to be in the cafeteria with peers but cannot tolerate the center-of-room volume. A perimeter seat lets the student participate at a lower sensory cost.

PE Alternative for Sensory Regulation

Alternative PE activity (yoga, walking, weight room) available on days when the standard PE activity (loud whistle, crowded gym) exceeds the student's sensory threshold.

When it helps: Autistic students who experience PE-class shutdown due to noise and crowding. An alternative activity preserves the physical-activity benefit without sensory cost.

Quiet Pickup Area at Dismissal

Student is permitted to wait for pickup in a quiet supervised area (library, counselor office) instead of the noisy main pickup zone.

When it helps: Autistic students who have held it together through the school day but cannot tolerate the dismissal-zone chaos. A quiet pickup preserves the student's regulation budget.

Extracurricular · Communication

Extracurricular Staff Briefing

Coaches, club sponsors, and after-school staff receive a briefing on the student's communication preferences before participation begins.

When it helps: Autistic students whose extracurricular access depends on rotating staff understanding their communication style. Pre-briefing prevents day-one breakdown.

AAC Access in Extracurricular Activities

AAC device travels with the student to all extracurricular activities, with charging time and backup arranged in advance.

When it helps: Autistic students whose extracurricular participation requires their primary communication tool to be present. AAC restriction outside the classroom is a civil-rights problem.

Field Trip Emergency Communication Card

Laminated emergency communication card the student carries on field trips with name, accommodations summary, family contact, and request scripts for help.

When it helps: Autistic students on field trips who may need to request help from an unfamiliar adult. A card removes the verbal-on-demand barrier.

Extracurricular · Executive Function

Extracurricular Schedule Preview

Week-ahead schedule of practice times, game times, club meetings, and special events shared with the family so the student can preview.

When it helps: Autistic students whose extracurricular participation depends on knowing the schedule in advance. Last-minute changes derail participation.

Extracurricular Task List or Role Card

Written task list or role card for the student's responsibilities in the extracurricular activity (e.g., what to bring, what to do at each station).

When it helps: Autistic students whose extracurricular participation stalls when the role is implicit. A written task list converts implicit to explicit.

Field Trip Checklist

Field-trip-specific checklist sent home 5 school days before each trip, listing what to bring, the day's schedule, and the support adult.

When it helps: Autistic students whose field-trip readiness depends on day-before predictability. A checklist removes the morning-of scramble.

Extracurricular · Academic

After-School Academic Tutoring Access

Access to after-school academic tutoring (1-on-1 or small group) free to the family, with sensory accommodations honored.

When it helps: Autistic students who would benefit from additional academic instruction but whose family cannot fund tutoring. School-provided tutoring closes the gap.

Extracurricular · Behavioral

Extracurricular Behavior Plan

Behavior plan elements extended to the student's extracurricular activities so behavior strategies follow the student into clubs, sports, and field trips.

When it helps: Autistic students whose extracurricular participation depends on the same behavior supports they have at school. Plan extension preserves access.

Non-Punitive Extracurricular Discipline

Discipline in extracurricular activities follows the IEP/504 non-punitive cool-down protocol rather than standard suspension or removal.

When it helps: Autistic students who lose extracurricular access through discipline-related removals tied to disability behavior. Non-punitive protocols preserve access.

Extracurricular · Social

Social Event Opt-In With Preview

Social events (school dance, party, assembly) are previewed with the student, and the student decides whether to attend without pressure.

When it helps: Autistic students for whom mandatory attendance at high-stimulation social events forces a regulation crash. Opt-in preserves choice.

Field Trip Buddy Assignment

Field-trip-specific buddy assignment (peer or aide) with the buddy named in advance and committed to staying with the student.

When it helps: Autistic students whose field-trip safety depends on having a known person nearby. A pre-assigned buddy is the safety net.

Extracurricular Mentor Pairing

For each extracurricular activity, pairing with a mentor (older student or trained adult) for the first 4–6 weeks to support orientation.

When it helps: Autistic students whose extracurricular enrollment fails in the first weeks due to social-orientation barriers. A mentor lowers the entry barrier.

These are sample accommodations to consider for the individual student, not legal advice; follow your district policies and the student's IEP or 504 team.

Autism Accommodations List

Sample IEP and 504 wording

A printable list of classroom accommodations grouped by setting and by the need each one supports, with sample IEP wording and sample 504 wording for every accommodation. Adapt the wording to the individual student, then bring the draft to the team.

For each accommodation below, the sample IEP wording and sample 504 wording are written so a team can adapt them to the individual student. Edit the specifics to fit the child, then bring the draft to the team. These are samples to consider, not legal advice.

Classroom · Sensory

Sensory Regulation Breaks

Two scheduled 5-minute sensory regulation breaks per 50-minute class period in a designated regulation space, initiated by the student without teacher permission.

SAMPLE IEP WORDING

Two scheduled 5-minute sensory regulation breaks will be provided each 50-minute instructional block. The student initiates breaks using a non-verbal signal and does not need teacher permission. Breaks are not coded as absences. Frequency is logged weekly by the classroom teacher, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student is permitted two 5-minute sensory regulation breaks per 50-minute class period in a designated sensory regulation space, initiated by the student without teacher permission. These breaks do not count as absences or affect participation grades.

Fire Drill Advance Notice

24-hour advance notice of fire drills and emergency drills when the schedule is known in advance, shared with the parent and student.

SAMPLE IEP WORDING

The school will provide the parent and student at least 24 hours of written advance notice of any scheduled fire drill, lockdown drill, or building evacuation drill, communicated by email or printed note. The campus safety officer notifies the case manager, who relays to the family within the 24-hour window, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Fire drill and emergency drill schedules will be shared with the parent and student at least 24 hours in advance whenever the drill schedule is known. Unscheduled real-emergency events are exempt.

Noise-Cancelling Headphones Access

Access to noise-cancelling headphones during cafeteria time, transitions, assemblies, and any high-volume setting at the student's discretion.

SAMPLE IEP WORDING

The student is provided personal noise-cancelling headphones to be carried in their backpack or stored in the classroom. Use is permitted across cafeteria, hallway, assembly, gym, and any setting the student identifies as high-volume. The school will replace headphones damaged in school use, per 34 CFR 300.105 assistive technology devices.

SAMPLE 504 WORDING

The student may wear noise-cancelling headphones during cafeteria, hallway transitions, assemblies, and any high-volume setting at the student's discretion. Use does not require teacher permission and does not affect participation grades.

Designated Regulation Space Access

Access to a designated sensory regulation room or quiet space at any time during the school day, no permission required.

SAMPLE IEP WORDING

A designated sensory regulation space will be identified by the IEP team and listed in the plan. The student may access the space at any point during the school day without verbal permission, using a non-verbal cue card to signal to the classroom teacher. Access frequency is logged weekly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student has access to a designated sensory regulation space at any time during the school day. The student does not need to ask permission. Use of the space is not counted as an absence.

Assembly Advance Notice

24-hour advance notice of school assemblies, pep rallies, and large-group gatherings, with an opt-out option to a quiet alternative space.

SAMPLE IEP WORDING

The school will provide at least 24 hours of written advance notice of any scheduled assembly or large-group gathering. The student may attend with headphones and low-stimulation seating, or opt out to a quiet alternative space. Time in the alternative space is not counted as an absence, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Assembly and large-group gathering schedules will be shared with the parent and student at least 24 hours in advance. The student may opt out and be provided with a quiet alternative space (library, counselor office, or sensory room) for the duration.

Preferential Seating in Low-Stimulation Area

Seat the student in a low-stimulation area of the classroom (away from high-traffic doors, windows, or noisy peers) to reduce sensory input during instruction.

SAMPLE IEP WORDING

Classroom teachers will assign the student a low-stimulation seat away from doors, windows with glare, and known peer-noise sources. The case manager confirms placement at the start of each grading period, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student will be seated in a low-stimulation area of the classroom, away from high-traffic doors, windows with strong glare, and known sources of peer noise.

Non-Fluorescent Lighting Alternative

Where district facilities allow, the student is seated in a classroom with non-fluorescent lighting (incandescent, LED, or natural) to reduce flicker-related sensory load.

SAMPLE IEP WORDING

The IEP team will identify a classroom with non-fluorescent lighting (LED or natural) for the student's homeroom and primary academic blocks. Where district facilities do not permit reassignment, the student is seated in the lowest-flicker area and may wear FL-41 tinted glasses, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Where district facilities allow, the student will be assigned to a classroom with non-fluorescent lighting (incandescent, LED, or natural light). Where reassignment is not possible, the student may sit in the lowest-flicker area of the room.

Sunglasses or Tinted Glasses Permitted Indoors

Permission to wear sunglasses or FL-41 tinted glasses indoors to mitigate sensory load from harsh lighting.

SAMPLE IEP WORDING

The student is permitted to wear sunglasses or FL-41 tinted glasses indoors at any time during the school day. School staff will not require the student to remove tinted glasses unless required for a specific identification check, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student is permitted to wear sunglasses or tinted glasses indoors to mitigate sensory load from lighting. The student does not need to ask permission and use does not affect dress-code enforcement.

Weighted Vest in Classroom

Access to a weighted vest (2–10% of body weight, fitted by an OT) for use in the classroom for proprioceptive regulation.

SAMPLE IEP WORDING

A weighted vest (sized to 2–10% of the student's body weight) will be provided by the school OT for use during instructional blocks. The OT trains classroom staff on safe use, and the vest is worn for no more than 20 minutes at a time, per 34 CFR 300.34(b) related services and 34 CFR 300.105 assistive technology.

SAMPLE 504 WORDING

The student may wear a weighted vest in the classroom for proprioceptive regulation. The vest is fitted and approved by a licensed occupational therapist.

Weighted Lap Pad During Seated Work

Access to a weighted lap pad during seated work time for proprioceptive input and seat regulation.

SAMPLE IEP WORDING

A weighted lap pad (sized to OT recommendation) is provided to the student for use during seated instructional blocks. The OT consults on safe weight and duration. The pad is replaced if damaged, per 34 CFR 300.34(b) and 34 CFR 300.105.

SAMPLE 504 WORDING

The student may use a weighted lap pad during seated work time at the student's discretion. The lap pad is stored at the student's desk.

Fidget Tools Permitted

Permission to use silent fidget tools (putty, stress ball, tangle) at the desk during instruction without permission.

SAMPLE IEP WORDING

Silent fidget tools approved by the IEP team are permitted at the student's desk during all instructional blocks. The case manager works with the family to identify tools that do not produce noise or visual distraction, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student may use silent fidget tools (putty, stress ball, tangle, fidget cube) at the desk during instruction. Use does not require teacher permission.

Chewing Gum or Chewable Tool Permitted

Permission to chew sugar-free gum or use a chewable oral-motor tool (Chewelry, pencil topper) during class for oral-sensory regulation.

SAMPLE IEP WORDING

The student is permitted sugar-free gum or an OT-approved chewable oral-motor tool during instructional blocks. The OT consults on tool selection, and used tools are replaced quarterly. This accommodation is not affected by general classroom no-gum policies, per 34 CFR 300.34(b).

SAMPLE 504 WORDING

The student may chew sugar-free gum or use an approved chewable oral-motor tool (Chewelry, chewable pencil topper) during class for oral-sensory regulation.

Water Bottle Access in All Settings

Permission to keep a personal water bottle at the desk and drink during class without raising a hand or asking permission.

SAMPLE IEP WORDING

A personal water bottle is permitted at the student's desk in all settings, including testing. The student drinks at their discretion without requesting permission, and bathroom-pass policies are not gated on this accommodation, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student may keep a personal water bottle at the desk and may drink during class without raising a hand or asking permission. The bottle is permitted in all classrooms and during testing.

Standing Desk Option

Access to a standing desk or stand-and-sit adjustable desk to support vestibular and proprioceptive regulation during sustained seated work.

SAMPLE IEP WORDING

The school will provide a standing or adjustable sit-stand desk in the student's primary classroom. The IEP team adds the desk to the student's secondary classrooms within one grading period of need. The OT consults on initial positioning, per 34 CFR 300.105.

SAMPLE 504 WORDING

The student has access to a standing desk or an adjustable sit-stand desk in their primary classroom. The student may shift between standing and sitting at any time during class.

Wobble Cushion or Move-and-Sit Cushion

Access to a wobble cushion or move-and-sit air cushion on the student's chair to allow micro-movement during seated work.

SAMPLE IEP WORDING

A wobble cushion or move-and-sit air cushion approved by the OT is provided to the student for use during seated work. The cushion is moved between classrooms by the student or stored in each classroom, per 34 CFR 300.105 assistive technology.

SAMPLE 504 WORDING

The student may use a wobble cushion or move-and-sit air cushion on their chair during seated work. The cushion is provided by the school or family.

Bouncy Band on Chair

Resistance bouncy band installed across the front legs of the student's chair for foot-tapping or pushing during seated instruction.

SAMPLE IEP WORDING

The school will install a bouncy band on the student's chair in all primary classrooms. The OT consults on band tension, and the band is replaced if it wears out during the school year, per 34 CFR 300.105.

SAMPLE 504 WORDING

A bouncy band will be installed on the front legs of the student's chair so the student can push or tap their feet against it during seated instruction.

Heavy Work During Transitions

Build heavy-work tasks (carry books, push a cart, deliver a folder) into transitions between classes for proprioceptive regulation.

SAMPLE IEP WORDING

Classroom teachers will assign the student brief heavy-work tasks (carry books, push a media cart, deliver materials) during the 5 minutes between classes. The OT consults on appropriate weight and frequency, per 34 CFR 300.34(b).

SAMPLE 504 WORDING

The student will be assigned brief heavy-work tasks during transitions between classes (carrying books to the office, pushing a cart, returning materials).

Fragrance-Free Classroom Policy

Where district policy permits, the student's classroom is designated fragrance-free (no perfume, scented cleaning products, or scented markers) for olfactory regulation.

SAMPLE IEP WORDING

The IEP team will work with district facilities to designate the student's primary classroom as a fragrance-free zone. Scented cleaning products will be replaced with unscented alternatives, and signage will notify visitors, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Where district policy permits, the student's primary classroom will be designated fragrance-free, with no scented cleaning products, perfumes, or scented markers used in the space.

High School Sensory Room Access

Designated sensory room available to high school students during transition periods, lunch, and study hall for independent regulation.

SAMPLE IEP WORDING

A designated high school sensory room is accessible to the student during transitions, lunch, study hall, and any non-instructional block. The student uses a digital sign-in (no verbal disclosure required), and a staff member is present, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student has access to a designated sensory room during transition periods, lunch, and study hall. The student does not need permission to enter or to disclose the reason.

Early Childhood Sensory Corner

Dedicated sensory corner in the early childhood classroom with calming items (cushions, dim lighting, weighted blanket) available throughout the day.

SAMPLE IEP WORDING

The early childhood team will set up a dedicated sensory corner in the student's classroom. The corner includes OT-approved items (cushions, dim lighting, weighted blanket). The student accesses it independently with adult supervision, and use is logged daily, per 34 CFR 300.34(b).

SAMPLE 504 WORDING

The early childhood classroom will include a dedicated sensory corner with cushions, dim lighting, and a weighted blanket available to the student throughout the day. The corner is staffed by a familiar adult.

Classroom · Communication

Written Direction Mirror

All multi-step verbal directions are paired with a written or visual version provided to the student at the same time or in advance.

SAMPLE IEP WORDING

All verbal directions involving two or more steps will be paired with a written or visual representation (printed list, sticky-note checklist, or visual schedule card) provided to the student at the same time as the verbal instruction. The case manager reviews samples quarterly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

All multi-step verbal directions will be accompanied by a written or visual version provided to the student at the same time or in advance. The student may reference the written version throughout the activity without penalty.

Typed Response Option

Option to type responses to whole-class oral questions on an approved device instead of speaking aloud, without affecting participation grades.

SAMPLE IEP WORDING

The student is permitted to respond to whole-class oral questions by typing on an approved device. The teacher reads the typed response aloud or displays it on a class monitor as the student elects, and the response counts identically toward oral participation rubrics, per 34 CFR 300.105.

SAMPLE 504 WORDING

The student may type responses to whole-class oral questions on an approved device in lieu of speaking aloud. Oral participation grades will not be affected. The typed response is displayed or read aloud by the teacher.

AAC Device Access Across All Settings

AAC (augmentative and alternative communication) device permitted in all classroom, testing, lunch, recess, and extracurricular settings.

SAMPLE IEP WORDING

The student's AAC device is required across all instructional and non-instructional settings, including testing, recess, lunch, transportation, and extracurricular activities. AAC is charged daily by classroom staff, and a backup low-tech communication board is kept in the student's backpack, per 34 CFR 300.105.

SAMPLE 504 WORDING

The student's AAC device is permitted in every school setting (classroom, testing, lunch, recess, gym, extracurricular). School personnel will not require the student to leave the AAC device behind at any point in the school day.

Visual Schedule Posted in Classroom

Daily visual schedule posted at the student's eye level showing each activity, transition, and special event, updated by the start of each school day.

SAMPLE IEP WORDING

The classroom team will post a visual daily schedule at the student's eye level in every classroom. Each activity, transition, special event, and pull-out service will be listed using picture-plus-text format. Schedules are updated before homeroom, and changes during the day are marked visually, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

A visual daily schedule will be posted in each of the student's classrooms at the student's eye level. The schedule will list each activity, transition, and special event in order, updated before the start of the school day.

Advance Copy of Slide Deck

Copy of teacher slide decks or lecture materials provided in advance (24 hours before class) so the student can preview content and reduce processing load.

SAMPLE IEP WORDING

All teacher slide decks, lecture outlines, and assigned reading lists will be shared with the student in digital or printed form at least 24 hours before the live class session. The classroom teacher shares through the student's preferred medium (email or learning management system), per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Teacher slide decks, lecture handouts, and reading lists will be provided to the student at least 24 hours in advance of the class session. The student may use the advance copy to preview content and follow along during the live lesson.

AAC Device Charging Time

Dedicated time and outlets for AAC device charging during the school day, with a backup device available during charging.

SAMPLE IEP WORDING

The school identifies a dedicated outlet and time for charging the student's AAC device daily. A backup AAC device (or low-tech communication board) is provided during charging. Battery levels are checked at the start of each day, per 34 CFR 300.105.

SAMPLE 504 WORDING

The student's AAC device will be charged at a designated time and outlet during the school day. A backup low-tech communication board is available during charging.

First-Then Visual Board

A First-Then visual board posted at the student's workspace showing the current activity and the next activity to support transitions and demand acceptance.

SAMPLE IEP WORDING

Classroom staff use a First-Then visual board during instruction and transitions. The board displays the current activity in the First slot and the upcoming activity in the Then slot using picture-plus-text format. Updates happen at each transition, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

A First-Then visual board will be available at the student's workspace showing the current activity and the next activity in picture form. The board is updated by the teacher throughout the day.

Choice Board for Decisions

Visual choice boards used during the school day to support decision-making (lunch options, free-time activities, response options) without verbal demand.

SAMPLE IEP WORDING

Classroom staff prepare visual choice boards for transitions, free-time, and assignment options. The student selects via pointing, AAC, or marking. The case manager keeps a library of laminated boards updated quarterly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Visual choice boards will be available to the student during the school day to support decisions about activities, lunch options, and response options. The student may point or use AAC to choose.

Visual Cue Cards for Classroom Routines

Set of visual cue cards (line up, sit down, listen, walk) used by classroom staff to deliver routine instructions without verbal-only demand.

SAMPLE IEP WORDING

The classroom team uses a set of visual cue cards for routine instructions (line up, sit, listen, walk). Staff are trained on use, and cards are visible at the front of the room. The case manager refreshes cards quarterly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Classroom staff will use a set of visual cue cards (line up, sit, listen, walk, quiet) to deliver routine instructions to the student instead of or in addition to verbal directions.

Sentence Starters for Writing Tasks

Pre-printed sentence starters provided for open-ended writing tasks so the student has a scaffold for initiation.

SAMPLE IEP WORDING

Open-ended writing tasks (journal entries, short essays, reflections) are accompanied by 3–5 pre-printed sentence starters. The student selects a starter to begin, and grade reflects content quality, not the use of the scaffold, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

For open-ended writing tasks, the student will be provided pre-printed sentence starters as a scaffold for initiation. Use of starters does not affect grading of content.

Rephrase Verbal Instructions on Request

Teacher rephrases verbal instructions using simpler language and shorter sentences when the student signals confusion.

SAMPLE IEP WORDING

Teachers are trained to rephrase verbal instructions when the student uses an agreed-upon signal (raised hand or cue card). Rephrased instructions use shorter sentences and concrete vocabulary. Teacher training is refreshed at the start of each year, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

When the student signals confusion about a verbal instruction, the teacher will rephrase using simpler language and shorter sentences without indicating frustration or singling the student out.

Check for Understanding After Directions

After multi-step directions, the teacher checks the student's understanding by asking the student to restate the first step (without singling out).

SAMPLE IEP WORDING

Teachers conduct a check-for-understanding with the student after any multi-step verbal direction by asking the student to restate the first step. The check happens at the student's desk or quietly, never publicly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

After multi-step verbal directions, the teacher will check the student's understanding by quietly asking the student to restate the first step. The check does not single the student out publicly.

Scripted Greeting Card

Wallet-sized scripted greeting card the student carries with prepared greetings for common social situations (entering class, meeting a new teacher).

SAMPLE IEP WORDING

The IEP team works with the student and family to draft a scripted greeting card customized to the student's age and preferred phrasing. The card is laminated, kept in the student's pocket or planner, and refreshed annually, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student will be provided a wallet-sized scripted greeting card with prepared greetings for common school situations (entering class, meeting a substitute, greeting an adult).

Conversation Maintenance Script

Wallet-sized script card with conversation-maintenance phrases (asking a follow-up question, expressing interest) for social moments.

SAMPLE IEP WORDING

The case manager works with the student to draft a personalized conversation-maintenance script with phrases for asking follow-up questions, expressing interest, and exiting a conversation. The script is reviewed quarterly with the student, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student may carry a wallet-sized conversation-maintenance script card with prepared phrases for peer conversation. Use of the card is permitted and not affected by classroom no-phone or no-aid policies.

Audio-Recorded Response Option

Option to submit audio-recorded responses to writing prompts using a school-provided device, with the same grading criteria as written responses.

SAMPLE IEP WORDING

The student is permitted to submit audio-recorded responses to writing prompts (other than mechanics-focused assignments) using a school-provided device. The teacher transcribes or grades the audio against the assignment rubric, per 34 CFR 300.105 assistive technology.

SAMPLE 504 WORDING

For non-spelling-graded assignments, the student may submit an audio-recorded response using a school device in place of a written response. Grading is based on content using the assignment rubric.

Pre-Taught Vocabulary List

New unit vocabulary lists provided to the student 1 week in advance with definitions and example sentences for pre-teaching.

SAMPLE IEP WORDING

Teachers will provide unit vocabulary lists to the student a minimum of 5 school days before the unit begins. Lists include definitions, example sentences, and pronunciation notes. The case manager confirms delivery weekly during planner check, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Vocabulary lists for new units will be provided to the student at least 1 week in advance of the unit, including definitions and example sentences for pre-teaching at home.

Closed Captioning on Classroom Videos

Closed captioning enabled on all classroom video, audio, and instructional media played in the student's classrooms.

SAMPLE IEP WORDING

Closed captioning is enabled by default on all instructional video and audio media in the student's classrooms. Teachers test captioning before class. The case manager audits a sample classroom per month, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Closed captioning will be enabled on all classroom video, audio, and instructional media played in the student's classrooms. Teachers will check captioning works before pressing play.

Alternative to Oral Presentation

Option to present in an alternative format (recorded video, written report, poster with one-on-one teacher review) in place of live oral presentations.

SAMPLE IEP WORDING

The student may complete oral presentation assignments in an alternative format: pre-recorded video, written report with visual aid, or one-on-one teacher presentation. Grading uses the same content rubric. The student selects the format at the start of each project, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

For oral presentation assignments, the student may submit an alternative format (recorded video, written report with poster, or one-on-one presentation to the teacher) without grade penalty.

Communication Passport

A 1–page communication passport that travels with the student listing communication preferences (AAC use, signals, sensory needs) for new staff and substitutes.

SAMPLE IEP WORDING

The case manager prepares a 1–page communication passport in collaboration with the family. The passport travels with the student and is provided to substitutes, specials teachers, bus drivers, and any rotating staff. The passport is updated each semester, per 34 CFR 300.323(d).

SAMPLE 504 WORDING

The student will travel with a 1–page communication passport that lists communication preferences, support needs, and emergency–contact information. Substitutes and rotating staff are provided the passport.

AAC Training for Receiving Staff

When the student transitions to a new classroom, school, or grade, receiving staff complete AAC training before day 1 of the new placement.

SAMPLE IEP WORDING

At every classroom, school, or grade transition, the speech–language pathologist trains the receiving staff on the student's AAC system before day 1. Training is documented in the IEP file. A follow–up consultation occurs 30 days after transition, per 34 CFR 300.323.

SAMPLE 504 WORDING

When the student transitions to a new classroom, school, or grade, receiving staff will complete AAC training (delivered by the speech–language pathologist or case manager) before the student's first day.

Extra Wait Time for Response

Teachers wait 10–15 seconds after a question before re–asking or redirecting, giving the student processing time to formulate a response.

SAMPLE IEP WORDING

All teachers wait a minimum of 10–15 seconds after asking the student a question before re–asking, prompting, or redirecting. This processing time is included in teacher training delivered by the case manager annually, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

When a teacher asks the student a question, the teacher will wait at least 10 seconds before re–asking or redirecting, giving the student processing time.

Classroom · Executive Function

Written Checklist for Multi–Step Assignments

Multi–step assignments are broken into a written checklist with each sub–step listed separately and a checkbox for completion.

SAMPLE IEP WORDING

Any classroom assignment with two or more procedural steps will be issued in written checklist form, with each step on its own line and a checkbox for completion. The classroom teacher previews the checklist with the student at the start of the task and checks in at the midpoint, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

All multi–step assignments will be provided to the student in written checklist form with each sub–step listed separately. The student may check off completed steps without penalty.

Written Rubric on Request

Written rubric provided for any assignment for which the rubric was given verbally; the student may request the written rubric at any time without penalty.

SAMPLE IEP WORDING

Any assignment for which the grading rubric or expectations are communicated verbally will be made available in written form within one school day of the student's request. The teacher distributes through the student's preferred medium (handout, email, or learning management system), per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student may request a written rubric for any assignment for which the rubric was delivered verbally. The teacher will provide the written rubric within one school day without penalty.

End-of-Day Homework Check

Brief end-of-day check (3–5 minutes) by the classroom teacher to confirm the student has recorded the correct assignment and gathered the needed materials.

SAMPLE IEP WORDING

The classroom teacher will conduct an end-of-day homework check that confirms (a) the assignment is recorded correctly, (b) needed textbooks and handouts are gathered, and (c) the student understands what is due. The check is documented in the teacher's daily log and reviewed weekly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The classroom teacher will conduct a brief end-of-day homework check with the student to confirm the assignment is recorded correctly and the needed materials are gathered. The check takes 3–5 minutes.

Printed Copy of Daily Schedule

Personal printed copy of the daily class schedule that the student keeps in their planner or folder for predictability and reference.

SAMPLE IEP WORDING

The case manager provides the student a personal printed copy of the daily and weekly class schedule, including period, class, teacher, and room. A new printed copy is issued whenever the master schedule changes, and the schedule is also delivered in digital form, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student is provided a personal printed copy of the daily class schedule (period, class name, teacher, room). The printed copy is updated whenever the schedule changes and is kept in the student's planner.

Substitute Teacher Advance Notice

Written notice at least 24 hours in advance whenever a substitute teacher will be replacing the regular classroom teacher.

SAMPLE IEP WORDING

Whenever a planned substitute teacher will be replacing the regular classroom teacher, the school will provide written notice to the parent and student at least 24 hours in advance. The substitute receives a written copy of the student's IEP at-a-glance summary, per 34 CFR 300.323(d).

SAMPLE 504 WORDING

The student will receive written notice of substitute teachers at least 24 hours in advance whenever the substitute is known. The notice may be emailed to the parent, sent via the school app, or posted in the student's planner.

Written Notice of Schedule Changes

Written notice of any change to the daily or weekly schedule (assemblies, schedule shift, classroom move) at least 24 hours in advance when known.

SAMPLE IEP WORDING

The school will provide the parent and student written notice of any schedule change at least 24 hours in advance whenever the change is known, via email, school app, or printed note. For unforeseen changes, the classroom teacher gives a same-day verbal heads-up using prepared scripted language, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student will receive written notice of any change to the daily or weekly schedule at least 24 hours in advance when the change is known. Same-day verbal notice is acceptable for unforeseen changes.

Transition Warnings (5 min, 2 min, 1 min)

Verbal or visual transition warnings at 5 minutes, 2 minutes, and 1 minute before any activity shift, lining up, or class change.

SAMPLE IEP WORDING

All classroom teachers will deliver 5-minute, 2-minute, and 1-minute transition warnings before any activity shift or end of period, using the student's preferred modality (visual timer, verbal countdown, or cue card). The case manager trains all teachers at the start of the year, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The classroom teacher will provide verbal or visual transition warnings at 5 minutes, 2 minutes, and 1 minute before any activity shift, lining up, or class change. Warnings may be timer-based, visual countdown, or verbal cue.

Check-In Adult on Substitute Days

Designated check-in adult available to the student on substitute days for a brief morning check-in and end-of-day debrief.

SAMPLE IEP WORDING

On substitute days, the student will check in with a designated school adult for a 5-minute morning meeting before homeroom and a 5-minute end-of-day debrief. The designated adult is named in the IEP and trained on the student's regulation strategies, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

On days when a substitute teacher is replacing the regular classroom teacher, the student may check in with a designated school adult (counselor, aide, or trusted teacher) for a brief morning meeting and end-of-day debrief.

Same-Day Verbal Heads-Up (Fallback)

When advance schedule-change notice is not possible, the student receives a brief same-day verbal heads-up from the teacher using prepared scripted language.

SAMPLE IEP WORDING

If the school cannot provide 24-hour advance notice of a schedule change, the classroom teacher delivers a same-day verbal heads-up at the start of the school day or as soon as the change becomes known. The script is pre-written in the IEP and reviewed at the annual meeting, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

When advance notice of a schedule change is not possible, the classroom teacher will give the student a brief verbal heads-up at the start of the school day using prepared scripted language.

Graphic Organizers for Writing Tasks

Pre-printed graphic organizers (story map, idea web, T-chart) provided for writing tasks to externalize the planning step.

SAMPLE IEP WORDING

Writing assignments requiring planning are accompanied by a teacher-selected graphic organizer (story map, idea web, T-chart, or 5-paragraph outline). The case manager builds a library of organizers and trains teachers on selection. Use is graded for completion, not content, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

For writing tasks involving planning (essays, reports, stories), the student will be provided a pre-printed graphic organizer to externalize the planning step. Use of the organizer does not affect grading.

Copy of Teacher Notes or Outline

Copy of teacher notes or lecture outline provided to the student before or after class so the student can attend to instruction without dividing attention with note-taking.

SAMPLE IEP WORDING

Classroom teachers share copies of lecture notes or outlines with the student either before class (for preview) or after class (for review). The format (printed handout, digital share, photo) is agreed in the IEP. Delivery is monitored monthly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student will be provided a copy of teacher notes or lecture outline before or after class. The student is not required to take notes during instruction if doing so divides attention.

Assignment Notebook Teacher Signature

Daily teacher signature on the student's assignment notebook to confirm the assignment is recorded correctly.

SAMPLE IEP WORDING

All classroom teachers initial the student's assignment notebook or planner at the end of each class to confirm assignments are recorded correctly. The case manager spot-checks notebooks weekly. Parent reviews the notebook nightly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The classroom teacher will sign the student's assignment notebook daily to confirm the assignment is recorded correctly. The signature takes less than 30 seconds.

Digital Calendar with Auto-Reminders

School-issued digital calendar (Google Calendar, district LMS) with auto-reminders for assignments, tests, and IEP/504 events.

SAMPLE IEP WORDING

The case manager configures a school-issued digital calendar for the student. Assignments and tests entered by classroom teachers auto-populate the calendar with 24-hour and same-day reminders. This accommodation builds transition skills, per 34 CFR 300.43 transition services and 34 CFR 300.320(b).

SAMPLE 504 WORDING

The student is provided access to a school-issued digital calendar with auto-reminders for assignments, tests, and school events. Reminders are set 24 hours in advance and at the time-of.

Broken-Down Rubric

Multi-criteria assignment rubrics broken into single-criterion sub-rubrics so the student can address one expectation at a time.

SAMPLE IEP WORDING

Complex assignment rubrics (3 or more grading criteria) are restructured into single-criterion sub-rubrics for the student. Teachers receive training from the case manager on rubric restructuring. The accommodation does not change content expectations, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Multi-criteria assignment rubrics will be broken into single-criterion sub-rubrics for the student. The student may address one criterion at a time and combine into the final submission.

Task Initiation Cue

First-step cue (verbal, visual, or pre-printed) provided when the student is given a new task to overcome the initiation barrier.

SAMPLE IEP WORDING

Classroom teachers deliver a first-step initiation cue to the student at the start of every new task. The cue may be verbal (the literal first action), visual (a visual cue card), or written (a starter sentence pre-printed on the task). The case manager monitors fidelity, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

When given a new task, the student will receive a first-step initiation cue (verbal nudge, visual prompt, or pre-printed first sentence) to overcome the initiation barrier.

Brain Dump Template

Pre-printed brain dump template that lets the student offload ideas onto paper before organizing into a structured response.

SAMPLE IEP WORDING

For open-ended writing or response assignments, the student receives a brain dump template at task start. The template includes an unstructured idea space and a structured organization step. Use of the template counts toward task time but not toward content grade, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student will be provided a pre-printed brain dump template for open-ended assignments. The template allows offloading ideas before organizing into a structured response.

Self-Assessment Checklist

Self-assessment checklist used by the student at task completion to verify all criteria have been addressed before submitting.

SAMPLE IEP WORDING

Teachers provide a self-assessment checklist with each assignment of 3 or more criteria. The student completes the checklist before submission. The case manager monitors checklist use quarterly, and the accommodation builds self-monitoring skill, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student will use a self-assessment checklist at task completion to verify all assignment criteria have been addressed before submitting.

Personal Transition Cue Card

Personal transition cue card the student carries with their next-class, next-activity, or end-of-day visual cue.

SAMPLE IEP WORDING

The student carries a daily transition cue card with the day's schedule in picture-plus-text format. The card is printed by the homeroom teacher and laminated. The student uses the card at each transition, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student will carry a personal transition cue card with their next-class, next-activity, or end-of-day visual cue. The card is updated daily by the homeroom teacher.

Extended Deadline on Multi-Day Assignments

Automatic 24–48 hour extension on multi-day assignments (projects, reports) without grade penalty when the student requests at least 24 hours before due date.

SAMPLE IEP WORDING

The student may request a 24 to 48 hour extension on multi-day assignments by submitting the request to the case manager at least 24 hours before the original deadline. Extensions are granted automatically. Grade reflects content quality, not the extension. The case manager logs requests quarterly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student is permitted a 24 to 48 hour extension on multi-day assignments without grade penalty when the request is made at least 24 hours before the original due date. The extension is a 504 equal-access accommodation under 34 CFR 104.33.

Daily Study Skills Block

Daily 30–45 minute study skills block (with a case manager or resource teacher) for assignment review, organization, and skill instruction.

SAMPLE IEP WORDING

A daily 30–45 minute study skills block is provided to the student in addition to general education, with a special education teacher delivering organization support, assignment review, and explicit executive-function instruction. Progress is measured against IEP goals and reviewed quarterly, per 34 CFR 300.320(a)(4) and 34 CFR 300.39 specially designed instruction.

SAMPLE 504 WORDING

The student is enrolled in a daily 30–45 minute study skills block where a designated teacher reviews assignments, supports organization, and teaches executive-function strategies.

Executive Function Coaching Block

Weekly 30-minute executive function coaching block with a case manager or designated coach focused on organization, planning, and self-monitoring skill instruction.

SAMPLE IEP WORDING

Weekly 30-minute executive function coaching is delivered by a special education teacher or designated coach. Coaching follows an explicit skill sequence (organization, planning, self-monitoring, time management). Progress is measured against IEP transition goals, per 34 CFR 300.43 transition services.

SAMPLE 504 WORDING

The student will receive a weekly 30-minute executive function coaching block with a designated coach focused on organization, planning, and self-monitoring skill instruction.

Color-Coded Class Supplies

Each subject is assigned a color (blue for math, red for ELA, green for science) reflected in the student's notebooks, folders, and digital files.

SAMPLE IEP WORDING

The case manager and student establish a color-coding system for subjects (consistent across notebooks, folders, digital files, and the planner). Color assignments are documented in the IEP and provided to classroom teachers at the start of the year, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Each of the student's subjects will be assigned a color, reflected in notebooks, folders, and digital files. The color assignment is consistent across all classrooms.

1-Page At-a-Glance IEP/504 Summary

Single-page at-a-glance summary of the student's plan accommodations distributed to all teachers, specials staff, and substitutes.

SAMPLE IEP WORDING

The case manager prepares a 1-page at-a-glance summary of the student's IEP accommodations and distributes it to all teachers, specials staff, related service providers, and substitutes at the start of the school year, after any plan revision, and on student transfer, per 34 CFR 300.323(d).

SAMPLE 504 WORDING

A 1-page at-a-glance summary of the student's 504 accommodations will be distributed to all teachers, specials staff, and substitutes at the start of the school year and after any plan revision.

Classroom · Academic

Text-to-Speech for Reading Tasks

Text-to-speech software available for reading tasks where the reading demand is not the construct being assessed.

SAMPLE IEP WORDING

Text-to-speech software (district-approved) is installed on the student's classroom and home device. The software is used on content-area reading where reading is not the construct being assessed. The case manager confirms availability quarterly, per 34 CFR 300.105 assistive technology.

SAMPLE 504 WORDING

Text-to-speech software will be available to the student for reading tasks where reading itself is not being assessed (history, science, math word problems). The software is installed on a school device.

Speech-to-Text for Writing Tasks

Speech-to-text software available for writing tasks where writing-mechanics is not the construct being assessed.

SAMPLE IEP WORDING

Speech-to-text software is installed on the student's classroom and home device. The software is used on content writing where mechanics is not the construct (excluding spelling tests and mechanics-focused writing assignments). Training is included in the assistive-technology services, per 34 CFR 300.105.

SAMPLE 504 WORDING

Speech-to-text software will be available to the student for writing tasks where writing-mechanics is not being assessed (history responses, science explanations, social studies essays).

Chunked Reading Passages

Long reading passages are broken into shorter sections with comprehension check questions after each section.

SAMPLE IEP WORDING

Long reading passages (over 500 words) are chunked into sections of 200–400 words with comprehension check questions after each section. Teachers receive training on chunking from the case manager. The accommodation does not change passage difficulty, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Long reading passages will be broken into shorter sections (200–400 words each) with comprehension check questions or pause-and-discuss prompts after each section.

Pre-Reading Summary

Short summary of an assigned reading provided in advance so the student can preview content, key terms, and structure.

SAMPLE IEP WORDING

Classroom teachers provide a pre-reading summary (1–2 paragraphs) for each assigned reading at least 1 school day in advance. The summary covers key terms, structure, and the main argument. Delivery is logged weekly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student will be provided a short pre-reading summary (1–2 paragraphs) for each assigned reading, with key terms and the structure of the piece outlined.

Calculator Permitted on Math Tasks

Calculator (or appropriate-level calculator) permitted on math tasks where calculation is not the construct being assessed.

SAMPLE IEP WORDING

The student is permitted a grade-appropriate calculator on math tasks where calculation is not the construct being assessed. The calculator type (basic, scientific, graphing) is identified in the IEP. The accommodation excludes computation-fluency assessments, per 34 CFR 300.320(a)(6).

SAMPLE 504 WORDING

A calculator (appropriate to the math content) will be permitted for the student on math tasks where computation is not the construct being assessed (word problems, application problems, multi-step problems).

Math Manipulatives Available

Math manipulatives (counters, base-10 blocks, fraction tiles) available during math instruction and problem-solving.

SAMPLE IEP WORDING

Grade-appropriate math manipulatives are stored at the student's desk or in the classroom. The student may use manipulatives during instruction, problem-solving, and tests where manipulatives do not invalidate the assessment. The case manager confirms availability quarterly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Math manipulatives (counters, base-10 blocks, fraction tiles, geometric solids) will be available to the student during math instruction and problem-solving.

Multi-Step Math Problems Broken Down

Multi-step math word problems are broken down into single-step sub-problems with the structure made explicit.

SAMPLE IEP WORDING

On multi-step math problems, the teacher rewrites the problem as numbered sub-problems (Step 1: identify what is given. Step 2: identify what is being asked. Step 3: select the operation. Step 4: compute. Step 5: check). The student solves each sub-problem in sequence, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Multi-step math word problems will be broken down for the student into single-step sub-problems. The structure of the problem is made explicit through numbered steps.

Pre-Highlighted Reading Text

Key vocabulary and main-idea sentences pre-highlighted in reading texts to support attention to important information.

SAMPLE IEP WORDING

Teachers pre-highlight key vocabulary and main-idea sentences in reading assignments before sharing with the student. Highlighting uses a consistent color code (yellow for vocabulary, green for main ideas). The case manager monitors fidelity, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Key vocabulary terms and main-idea sentences in reading texts will be pre-highlighted before the student reads. The student may also add their own annotations.

Spelling and Grammar Not Graded on Non-LA Work

Spelling and grammar are not graded on non-language-arts assignments (science responses, history paragraphs) where mechanics is not the construct.

SAMPLE IEP WORDING

Spelling and grammar are not factored into grades on non-language-arts assignments. Content rubrics exclude mechanics on the student's work. The accommodation does not apply to language-arts writing assignments where mechanics is part of the construct, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

On non-language-arts assignments (science, history, social studies, math word problems), spelling and grammar will not be graded. Content is graded against the assignment rubric.

Modified Spelling List

Spelling list reduced to 5–10 essential words per week with priority on high-frequency, useful words.

SAMPLE IEP WORDING

The classroom teacher and case manager select a modified spelling list of 5–10 essential words per week from the grade-level master list. The list rotates to cover the full master list across multiple weeks. Grade reflects accuracy on the modified list, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student's weekly spelling list will be reduced to 5–10 essential words per week. The list is selected by the classroom teacher for high-frequency, useful words.

Academic Coaching for College Prep

Academic coaching block specifically for college-application work (essays, applications, recommendation letters) during high school transition.

SAMPLE IEP WORDING

Academic coaching for college-application work is provided to the student as part of transition services. The coach reviews essays, helps with applications, and supports recommendation letter requests. Sessions are weekly during junior and senior year, per 34 CFR 300.43.

SAMPLE 504 WORDING

The student will receive academic coaching for college-application work (essays, applications, recommendation letter requests) through the school counseling office.

Math Fact Cards Available

Multiplication, addition, and subtraction fact cards available during math instruction and problem-solving for students whose fact recall lags.

SAMPLE IEP WORDING

Math fact cards are available to the student on math tasks where fact recall is not the construct being assessed. The cards are stored at the student's desk. Fact-fluency instruction continues separately through IEP goals, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Math fact cards (multiplication, addition, subtraction) will be available to the student during math instruction and problem-solving where fact recall is not the construct being assessed.

Classroom · Behavioral

Calm-Down Corner in Classroom

Designated calm-down corner in the classroom with regulation tools (cushions, fidgets, visual breathing chart) available to the student.

SAMPLE IEP WORDING

The classroom teacher sets up a designated calm-down corner with regulation tools approved by the OT and case manager. The student accesses the corner without permission, and time in the corner is logged for behavior data tracking, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

A designated calm-down corner will be available in the student's primary classroom with regulation tools (cushions, fidgets, visual breathing chart). The student accesses the corner without permission.

Emotion Identification Card System

Emotion identification card system the student uses to label feelings (calm, frustrated, overwhelmed) without verbal demand.

SAMPLE IEP WORDING

An emotion identification card system is provided to the student in classroom, calm-down corner, and home settings. The student uses cards to indicate emotion state. The case manager and family track patterns at quarterly meetings, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student is provided an emotion identification card system (laminated cards with emotion faces and labels) to indicate their current state. The student uses the cards without verbal demand.

Self-Monitoring Chart

Daily self-monitoring chart the student completes at set check-ins (3–4 times per day) to build awareness of regulation state.

SAMPLE IEP WORDING

The case manager develops a daily self-monitoring chart with 3–4 check-ins (morning, mid-morning, lunch, afternoon). The student completes the chart independently. The case manager reviews weekly with the student. Progress contributes to IEP self-awareness goals, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student will use a daily self-monitoring chart with 3–4 check-ins per day to build awareness of their regulation state. The chart is reviewed weekly with a staff member.

Token Board Positive Reinforcement

Token board (visual reinforcement schedule) used by classroom staff to reinforce expected behaviors and target replacement skills.

SAMPLE IEP WORDING

A token board is used as part of the student's positive behavior support plan. The case manager and BCBA design the schedule, reinforcers, and target behaviors. Token board data feeds into IEP behavior goals. Reinforcers are reviewed monthly, per 34 CFR 300.324(a)(2)(i) positive behavioral interventions.

SAMPLE 504 WORDING

Classroom staff will use a token board (visual reinforcement schedule) for the student to reinforce expected behaviors and target replacement skills. Token reinforcers are agreed with the family.

Written Behavior Contract

Written behavior contract co-signed by the student, family, and case manager identifying target behaviors, reinforcers, and review schedule.

SAMPLE IEP WORDING

The IEP team develops a written behavior contract co-signed by the student, family, and case manager. The contract identifies 2–3 target behaviors, reinforcement schedule, and weekly review. The contract is updated quarterly and aligns to IEP behavior goals, per 34 CFR 300.324(a)(2)(i).

SAMPLE 504 WORDING

A written behavior contract will be co-signed by the student, family, and case manager. The contract identifies target behaviors, reinforcers, and the review schedule.

Pre-Arranged Safe Adult for Crisis

Pre-arranged safe adult (counselor, social worker, or designated teacher) who responds to the student's crisis signal within 5 minutes.

SAMPLE IEP WORDING

The IEP names a pre-arranged safe adult and a backup. When the student signals crisis (cue card or app), the safe adult responds within 5 minutes. The safe adult is trained on the student's regulation strategies and attends IEP meetings, per 34 CFR 300.324(a)(2)(i).

SAMPLE 504 WORDING

A pre-arranged safe adult (counselor, social worker, or designated teacher) will respond to the student's crisis signal within 5 minutes. The safe adult is named in the plan.

Non-Punitive Cool-Down Protocol

When dysregulated, the student goes to a designated cool-down space without discipline coding (not coded as suspension, detention, or behavior referral).

SAMPLE IEP WORDING

The student's cool-down protocol is non-punitive. Time in cool-down is not coded as suspension, detention, or behavior referral. The case manager logs cool-down use as behavior data, not as discipline data. The protocol is reviewed quarterly, per 34 CFR 300.530 discipline procedures.

SAMPLE 504 WORDING

When the student is dysregulated, they will go to a designated cool-down space without discipline coding. Time in cool-down is not recorded as suspension, detention, or behavior referral. This accommodation supports equal access under 34 CFR 104.33.

First-Then Language From Staff

School staff use First-Then framing (First we read, then we play) for transitions and demands instead of open-ended commands.

SAMPLE IEP WORDING

Teachers and support staff use First-Then framing for transitions and non-preferred demands. The case manager trains staff at the start of each school year. The framing aligns with the student's IEP behavior plan, per 34 CFR 300.324(a)(2)(i).

SAMPLE 504 WORDING

School staff will use First-Then framing for transitions and demands with the student (First we read, then we play). Open-ended commands without a next-step preview will not be used as the primary directive style.

Positive Reinforcement Schedule

Documented positive reinforcement schedule (intervals, behaviors, reinforcers) implemented consistently across classrooms.

SAMPLE IEP WORDING

The IEP team and BCBA document a positive reinforcement schedule for the student. The schedule is shared with all classroom staff, and fidelity is monitored through monthly walk-throughs by the case manager. The schedule is reviewed quarterly, per 34 CFR 300.324(a)(2)(i).

SAMPLE 504 WORDING

A documented positive reinforcement schedule will be implemented consistently across the student's classrooms. The schedule lists intervals, target behaviors, and reinforcers.

Predictable Classroom Routines

Daily classroom routines (arrival, snack, transition, dismissal) are predictable and posted in visual schedule format.

SAMPLE IEP WORDING

Classroom teachers maintain predictable daily routines posted in visual schedule format. Any variation is communicated to the student at least 24 hours in advance. The case manager monitors fidelity at quarterly classroom walk-throughs, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Daily classroom routines (arrival, snack, transition, dismissal) will be predictable and posted in visual schedule format. Variations are signaled in advance.

Regulation Room Access (No Permission)

Access to a regulation room during the school day without requiring permission and without academic penalty for time spent regulating.

SAMPLE IEP WORDING

A regulation room is identified in the IEP and accessible to the student during the school day without verbal permission. The student signs in digitally, a staff member is present, and time in the room is documented as regulation time. The accommodation is reviewed at the annual meeting, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student has access to a regulation room during the school day without requiring permission. Time in the room is not coded as an absence and does not affect academic standing.

Classroom · Social

Quiet Lunch Space (up to 4 days/week)

Option to eat lunch in a designated quiet space (library, counselor office, sensory room) on up to 4 days per week, no advance permission required.

SAMPLE IEP WORDING

The student is permitted to eat lunch in a designated quiet space up to 4 of 5 school days each week, choosing day-by-day. A staff member checks in during the quiet lunch period, and time in the space counts toward instructional minutes, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student may eat lunch in a designated quiet space (library, counselor office, sensory room) on up to 4 days per week without advance permission. Time in the quiet space is not coded as an absence.

Teacher-Selected Group for Projects

For group projects, the student is assigned to a teacher-selected group rather than a self-selected one, ensuring social compatibility and a defined role.

SAMPLE IEP WORDING

Classroom teachers will assign the student to teacher-selected groups for all group projects, considering social compatibility, peer-modeling potential, and the student's preferred working style. The student's role within the group is defined in writing at the start of the project, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

For any classroom group project, the student will be assigned to a teacher-selected group rather than a self-selected one. The teacher will consider social compatibility and ensure the student has a defined role.

Designated Check-In Adult

Access to a designated school adult (counselor, aide, or trusted teacher) as a check-in resource during the school day, available without advance permission.

SAMPLE IEP WORDING

The IEP team names a designated check-in adult and a backup who serve as the student's go-to support. The student requests a check-in using a non-verbal cue card. Check-ins are 5–10 minutes and documented in the staff log; the adult attends IEP meetings, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student has access to a designated school adult (counselor, aide, or trusted teacher) as a check-in resource during the school day. The student may request a check-in using a written or visual signal without advance permission.

Non-Verbal Help Signal

Written or visual signal (cue card, hand sign, raised colored item) the student uses to request help without speaking publicly to the class.

SAMPLE IEP WORDING

The student is provided a non-verbal help signal (color-coded cue cards or an agreed hand sign) to indicate they need help, more time, or a brief break. The classroom teacher acknowledges within 2–3 minutes and approaches the student's desk. Teachers are trained quarterly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

The student may use a written or visual signal (cue card, hand sign, or colored card on the desk) to request help from the teacher without speaking publicly. The teacher will respond within 2–3 minutes.

Designated Peer Model Assignment

For group activities, the student is paired with a designated peer model who is socially compatible and willing to support the partnership.

SAMPLE IEP WORDING

The classroom teacher, in consultation with the case manager and the families of both students, identifies a designated peer model for partner work. The peer model is briefed on the role (model behavior, share work, do not tutor) and rotated quarterly, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

For group and partner activities, the student will be paired with a designated peer model (a peer who is socially compatible and willing to support the partnership). The peer model is identified by the teacher in consultation with both families.

Lunch Buddy Pairing

Pairing with a willing lunch buddy (peer or older student mentor) at the cafeteria or quiet lunch space.

SAMPLE IEP WORDING

The case manager and counselor identify a lunch buddy for the student each semester. The buddy is selected for social compatibility and willingness. The pairing is reviewed quarterly, and a substitute buddy is identified for absences, per 34 CFR 300.117.

SAMPLE 504 WORDING

The student will be paired with a willing lunch buddy (peer or older student mentor) at the cafeteria or quiet lunch space. The pairing is identified by the counselor in consultation with both families.

Structured Recess Alternative

Access to a structured recess alternative (board games, library, sensory room) for students for whom unstructured outdoor recess is dysregulating.

SAMPLE IEP WORDING

A structured recess alternative is available to the student daily. Options are documented in the IEP (board games club, library, sensory room). A staff member supervises, and the option is honored at student request without permission, per 34 CFR 300.117.

SAMPLE 504 WORDING

The student may opt into a structured recess alternative (board games club, library, sensory room) when unstructured outdoor recess is dysregulating. The alternative is supervised.

Weekly Social Skills Instruction Block

Weekly 30-minute social skills instruction block focused on explicit teaching of peer interaction, conversation, and emotional regulation skills.

SAMPLE IEP WORDING

A weekly 30-minute social skills instruction block is provided to the student by the counselor or special education teacher. Instruction follows an explicit curriculum aligned to IEP social goals. Progress is measured quarterly, per 34 CFR 300.39 specially designed instruction.

SAMPLE 504 WORDING

The student will participate in a weekly 30-minute social skills instruction block with the school counselor or special education teacher focused on peer interaction, conversation, and emotional regulation.

Social Narrative Before New Events

Custom social narratives (visual or written stories) prepared before new social events (fire drill, assembly, field trip, sub day) to preview expectations.

SAMPLE IEP WORDING

The case manager prepares custom social narratives before new social events. Narratives use the student's preferred format (visual cards, written, video). The narrative is shared 24 hours in advance, and the case manager maintains a library, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Custom social narratives (visual or written) will be prepared before new social events (fire drill, assembly, field trip, substitute day) to preview expectations for the student.

Preferred Partner Pairing for Partner Work

For partner work, the student is paired with a preferred peer (named in collaboration with the student) when possible.

SAMPLE IEP WORDING

Teachers pair the student with a preferred peer for partner work whenever possible. The student helps identify preferred peers at the start of each semester. A teacher-selected peer is the backup, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

For partner work, the teacher will pair the student with a preferred peer (selected with the student's input) when possible. A teacher-selected peer is used as a backup.

Designated Counselor Access During Prep Period

High school student has access to a designated school counselor during a prep period for social-emotional check-in without an appointment.

SAMPLE IEP WORDING

A designated counselor is named in the IEP. The student can access the counselor during a designated prep period without appointment. Time is documented in the counselor's log and contributes to IEP social-emotional goal data, per 34 CFR 300.34(b) counseling services.

SAMPLE 504 WORDING

The student has access to a designated school counselor during a prep period for social-emotional check-in without requiring an appointment.

Hallway Transition Buddy

Pairing with a transition buddy (peer or aide) during hallway transitions between classes for crowded-hallway support.

SAMPLE IEP WORDING

The case manager identifies a hallway transition buddy for the student. The buddy walks with the student between classes during the bell. The pairing is reviewed quarterly, and a backup buddy is identified, per 34 CFR 300.117.

SAMPLE 504 WORDING

The student will be paired with a transition buddy (peer or aide) during hallway transitions between classes. The buddy provides navigational support.

Defined Role in Group Projects

The student is assigned a defined, observable role in group projects (timekeeper, researcher, presenter, recorder) chosen with the student.

SAMPLE IEP WORDING

Teachers assign the student a defined role in every group project, chosen with the student's input from a documented list of roles. The role is written on a card and visible during the work. Grade reflects role-specific contribution, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

For group projects, the student will be assigned a defined, observable role (timekeeper, researcher, presenter, recorder, designer). The role is chosen with the student's input.

Library Pass During Unstructured Time

Permanent library pass for use during unstructured time (study hall, advisory, free periods) when peer-interaction load is too high.

SAMPLE IEP WORDING

The student receives a permanent library pass at the start of each school year, usable during unstructured periods. The library is staffed, and the student may use the space for independent work or regulation. Use is documented for social-skills data, per 34 CFR 300.117.

SAMPLE 504 WORDING

The student is issued a permanent library pass for use during unstructured time (study hall, advisory, free periods). The pass does not require daily teacher approval.

Peer Mentor Program (Older Student)

Pairing with an older student peer mentor who meets weekly for 15–20 minutes of structured social-skill modeling and friendship.

SAMPLE IEP WORDING

The counselor and case manager identify an older peer mentor for the student. Weekly 15–20 minute meetings follow a structured agenda (social skill of the week, conversation practice, mentor share). The pairing is reviewed quarterly, per 34 CFR 300.117.

SAMPLE 504 WORDING

The student will be paired with an older student peer mentor who meets weekly for 15–20 minutes of structured social-skill modeling and conversation.

Kindergarten Transition Meeting

Pre-kindergarten transition meeting between family, preschool team, and kindergarten team to prepare for the social transition to elementary school.

SAMPLE IEP WORDING

The pre-kindergarten transition meeting is documented in the IEP and held in the spring before kindergarten. The meeting includes family, preschool team, kindergarten teacher, and case manager. Outcomes feed into the next year's IEP, per 34 CFR 300.124 transitions for children with disabilities.

SAMPLE 504 WORDING

A pre-kindergarten transition meeting will be held between family, preschool team, and kindergarten team in the spring before kindergarten to plan the social transition.

Testing · Sensory

Noise-Cancelling Headphones During Testing

Use of noise-cancelling headphones during all standardized and in-class tests to reduce auditory distraction.

SAMPLE IEP WORDING

Noise-cancelling headphones (non-audio-producing) are provided to the student for use during all standardized state and district assessments, in-class tests, and quizzes. Test administrators are trained on the accommodation prior to each testing window, per 34 CFR 300.320(a)(6)(i).

SAMPLE 504 WORDING

The student is permitted to wear noise-cancelling headphones during all standardized and in-class tests. The headphones do not produce audio; they reduce ambient noise.

Small-Group Testing Environment (Sensory)

Tests administered in a small-group testing room with reduced sensory input (lower lighting, fewer peers, no fluorescent flicker).

SAMPLE IEP WORDING

The student will be administered all standardized and timed assessments in a small-group setting (maximum 5 students) with reduced sensory input. The testing room is identified annually, and lighting accommodations are documented, per 34 CFR 300.320(a)(6)(i).

SAMPLE 504 WORDING

All standardized and in-class tests will be administered in a small-group testing environment (no more than 5 students) with reduced sensory input (lower lighting, no fluorescent flicker where possible).

Testing · Communication

Written-Only Test Instructions

All test instructions provided in written form rather than verbal, with no time pressure to begin until the student signals readiness.

SAMPLE IEP WORDING

Test administrators provide all test setup, format, and timing instructions to the student in written form. The student signals readiness to begin, and timed sections do not start until that signal. Test proctors are trained annually, per 34 CFR 300.320(a)(6)(i).

SAMPLE 504 WORDING

Test instructions will be provided to the student in written form, with no time pressure to begin until the student signals readiness. Verbal-only instructions are not used for this student.

Testing · Executive Function

Extended Time 1.5× on Tests and Quizzes

Time-and-a-half (1.5×) on all in-class tests, quizzes, and timed assessments, including standardized state and district tests where permitted.

SAMPLE IEP WORDING

The student will be provided 1.5× extended time on all timed academic assessments and in-class work products, including standardized state and district assessments where state policy permits, per 34 CFR 300.320(a)(6)(i). Extended time is delivered in a small-group or testing room setting.

SAMPLE 504 WORDING

The student is permitted time-and-a-half (1.5×) on all in-class tests, quizzes, and timed assessments. Extended time also applies to district benchmark and standardized state assessments where state policy permits.

Extended Time 2× (Severity)

Double-time (2×) on all timed academic assessments for students whose processing speed lag is more pronounced than 1.5× time addresses.

SAMPLE IEP WORDING

The student will be provided 2× extended time on all timed academic assessments, including standardized state and district assessments where state policy permits. The 2× level is supported by evaluation data referenced in the IEP and reviewed annually, per 34 CFR 300.320(a)(6)(i).

SAMPLE 504 WORDING

The student is permitted double-time (2×) on all in-class tests, quizzes, and timed assessments. Extended time also applies to district benchmark and standardized state assessments where state policy permits.

Breaks During Extended Tasks

Scheduled 2-minute breaks every 20–25 minutes during extended tasks or assessments to support sustained attention.

SAMPLE IEP WORDING

On any extended task or assessment longer than 30 minutes, the student is provided a 2-minute break every 20–25 minutes. The test clock pauses during breaks. Test proctors are trained on the protocol annually, per 34 CFR 300.320(a)(6)(i).

SAMPLE 504 WORDING

During extended tasks or assessments longer than 30 minutes, the student is permitted a 2-minute break every 20–25 minutes. Break time does not count against the test time.

Test Format Preview

Sample of the test format (question types, layout, instruction style) provided 24 hours before a test so the student can preview the structure.

SAMPLE IEP WORDING

Teachers provide a test format preview to the student 24 hours before each test. The preview is a sample (not the actual test) showing question types, layout, and instructions. The case manager confirms delivery quarterly, per 34 CFR 300.320(a)(6)(i).

SAMPLE 504 WORDING

The student will be provided a sample of the test format (question types, layout, instructions) at least 24 hours before each test. The sample is not the actual test; it shows the structure.

Testing · Academic

Reduced Question Quantity on Tests

Tests reduced in question quantity (typically 50–75% of original) while preserving content coverage and rigor.

SAMPLE IEP WORDING

The classroom teacher reduces test quantity to 50–75% of the original, preserving full content coverage by sampling across each unit objective. The reduction is documented in the lesson plan. Grade reflects accuracy on the reduced set, per 34 CFR 300.320(a)(6).

SAMPLE 504 WORDING

Tests for the student will be reduced in question quantity (50–75% of original) while preserving full content coverage. The teacher selects representative questions across all content areas.

Word Bank on Open-Ended Tests

Word bank provided on open-ended questions (fill-in-the-blank, short answer) when retrieval of the term is the access barrier, not understanding.

SAMPLE IEP WORDING

For open-ended test questions where retrieval of the exact term is the barrier (not concept understanding), a word bank is provided. The word bank lists correct answers plus 1–2 distractors. Grade reflects content knowledge, not retrieval, per 34 CFR 300.320(a)(6).

SAMPLE 504 WORDING

On open-ended questions, the student will be provided a word bank listing all correct answers and 1–2 distractors. The student selects from the bank.

Scribed Response on Writing-Heavy Tests

Adult scribe records the student's verbal response on writing-heavy tests where the writing demand obscures content knowledge.

SAMPLE IEP WORDING

The student is permitted a scribed response on writing-heavy tests (other than tests of writing mechanics). The scribe records verbatim. Scribe training is delivered annually by the case manager. The accommodation is reviewed quarterly, per 34 CFR 300.320(a)(6)(i).

SAMPLE 504 WORDING

On writing-heavy tests where the writing demand obscures content knowledge, an adult scribe will record the student's verbal response verbatim. The scribe does not edit or paraphrase.

Small-Group Testing Room

All standardized and in-class tests are administered in a small-group testing room (maximum 5 students) with a familiar proctor.

SAMPLE IEP WORDING

The student is administered standardized and timed assessments in a small-group testing room (5 students maximum). The proctor is identified in the IEP and consistent across testing windows when possible. Setup is documented and reviewed annually, per 34 CFR 300.320(a)(6)(i).

SAMPLE 504 WORDING

All standardized and in-class tests will be administered in a small-group testing room with no more than 5 students. The proctor is a school staff member known to the student.

Testing in Resource Room

Standardized and unit tests administered in the resource room (1-on-1 or 1-on-2) for students requiring the highest level of testing support.

SAMPLE IEP WORDING

The student is administered standardized and unit tests in the resource room with 1-on-1 or 1-on-2 proctoring by the special education teacher. The setup is documented for state testing accommodations, and proctor training is annual, per 34 CFR 300.320(a)(6)(i).

SAMPLE 504 WORDING

Standardized and unit tests for the student will be administered in the resource room (1-on-1 or 1-on-2) with a familiar special education teacher proctoring.

Multiple Choice Format Instead of Essay

Where the assessment construct allows, multiple-choice format is offered instead of open-ended essay format.

SAMPLE IEP WORDING

For non-writing assessments, the student may complete the assessment in multiple-choice format in place of open-ended essay. The classroom teacher confirms the format substitution preserves the construct. The accommodation does not apply to writing-skills assessments, per 34 CFR 300.320(a)(6).

SAMPLE 504 WORDING

Where the assessment construct permits (content knowledge, not writing skill), multiple-choice format will be offered to the student instead of open-ended essay format.

Alternative Assessment Format

Option to demonstrate mastery through a project, portfolio, or interview in place of a written exam when the construct allows.

SAMPLE IEP WORDING

The student is permitted alternative assessment formats (project, portfolio, oral interview) where the construct being assessed is content mastery, not test-taking skill. The classroom teacher and case manager confirm construct equivalence at the start of each unit, per 34 CFR 300.320(a)(6).

SAMPLE 504 WORDING

For assessments where the construct permits, the student may demonstrate mastery through an alternative format (project, portfolio, oral interview) in place of a written exam.

Test Retake Policy

Student may retake a test once within 1 week of the original test for full or partial credit, with retake grade replacing original.

SAMPLE IEP WORDING

The student may retake unit tests once within 5 school days of the original. The retake covers the same content with parallel items. The higher of the two grades is recorded. The case manager logs retake usage at quarterly meetings, per 34 CFR 300.320(a)(6).

SAMPLE 504 WORDING

The student may retake any unit test once within 1 week of the original test. The retake grade replaces the original. Retake covers the same content with parallel items.

Testing · Behavioral

Testing Day Regulation Plan

Pre-test regulation plan (morning routine, breathing exercises, sensory tools) implemented before high-stakes testing days.

SAMPLE IEP WORDING

The case manager and family co-design a testing-day regulation plan documenting the morning routine, breathing exercises, and sensory tools the student uses before each high-stakes test. The plan is implemented before state assessments, end-of-course exams, and standardized testing windows, per 34 CFR 300.320(a)(6)(i).

SAMPLE 504 WORDING

Before high-stakes testing days, the student will follow a pre-test regulation plan (predictable morning routine, breathing exercises, access to sensory tools). The plan is co-designed with the family.

Comfort Item Permitted During Testing

Personal comfort item (small stuffed animal, smooth stone, fidget) permitted during testing for emotional regulation.

SAMPLE IEP WORDING

The student is permitted a personal comfort item during all standardized and in-class testing. The item is identified in the IEP at the start of each school year. Test administrators are notified before each testing window, per 34 CFR 300.320(a)(6)(i).

SAMPLE 504 WORDING

A personal comfort item (small stuffed animal, smooth stone, fidget) will be permitted in the student's possession during testing. The item is approved by the test administrator and does not disrupt peers.

Testing · Social

Post-Test Social Debrief

Brief 5-minute social debrief with a designated adult after high-stakes tests to support transition back to peer settings.

SAMPLE IEP WORDING

The case manager arranges a post-test 5-minute debrief with the designated adult after each high-stakes test. The debrief decompresses regulation and supports transition back to peer settings. Frequency and content are reviewed quarterly, per 34 CFR 300.320(a)(6)(i).

SAMPLE 504 WORDING

After high-stakes tests, the student is offered a brief 5-minute social debrief with a designated adult before returning to peer settings.

Home · Sensory

Home Sensory Kit Provided by School

School provides a take-home sensory kit (weighted lap pad, fidgets, headphones) for home use during distance learning or extended absences.

SAMPLE IEP WORDING

A school-funded take-home sensory kit (OT-approved fidgets, weighted lap pad, noise-cancelling headphones) is provided to the student for use during distance-learning days, extended absences, and home-instruction periods, per 34 CFR 300.105 assistive technology.

SAMPLE 504 WORDING

The school will provide the student with a take-home sensory kit (lap pad, fidgets, headphones) for use during distance learning days, extended absences, or sick days when assignments are sent home.

Sensory-Sensitive Homework Environment Plan

Written plan included in the IEP/504 that describes the sensory-supportive home study environment and the school's role in supporting it.

SAMPLE IEP WORDING

The IEP includes a written home study environment plan that describes the student's sensory-supportive setup (lighting, seating, breaks). The school OT provides a consultative home visit once per school year on parent request, per 34 CFR 300.34(b).

SAMPLE 504 WORDING

The 504 plan includes a written description of the student's sensory-supportive home study environment, with school OT consultation available to the family if needed.

Home · Communication

Daily Home–School Communication Log

Daily 2–way written communication log (paper or app) between school and home so the parent has visibility into the day's events and the child's regulation.

SAMPLE IEP WORDING

The classroom teacher and case manager maintain a daily 2–way home–school communication log. The log captures activities, regulation status, behavior data, and any home–school messaging. The format (paper or app) is agreed at the annual IEP meeting, per 34 CFR 300.322 parent participation.

SAMPLE 504 WORDING

A daily 2–way home–school communication log (paper notebook or app) will be maintained by the classroom teacher and reviewed by the parent. The log notes the day's activities, the student's regulation, and any incidents. This accommodation supports equal access by closing the school-home information gap.

Homework Clarification Email Channel

Designated email or app channel where the family can ask homework clarification questions without going through general office channels.

SAMPLE IEP WORDING

The classroom teacher and case manager identify a designated email or app channel for the family to ask homework clarification questions. Response standard is within 1 school day. The channel is documented in the IEP, per 34 CFR 300.322.

SAMPLE 504 WORDING

A designated email or app channel will be available for the family to ask homework clarification questions directly of the classroom teacher. The teacher will respond within 1 school day.

Home · Executive Function

Modified Homework Quantity

Homework quantity reduced to the essential skill–practice items (typically 50–70% of full assignment) when full quantity exceeds the student's attention threshold.

SAMPLE IEP WORDING

The classroom teacher and case manager identify the essential skill–practice items for each homework assignment (typically 50–70% of full quantity). The student completes the modified set, and the grade reflects accuracy on essential items, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Homework quantity for the student will be reduced to the essential skill–practice items, typically 50–70% of the full assignment, when full quantity exceeds the student's attention threshold.

Essential Skills–Only Homework Subset

Homework restricted to essential skills practice (omitting review, busywork) so home time focuses on instructional priority.

SAMPLE IEP WORDING

Classroom teachers identify essential-skill homework items by marking them on each assignment. The student completes only marked items. Grade reflects accuracy on essential items. The case manager reviews homework load monthly with the family, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Homework will be restricted to essential skills practice, omitting review and busywork. The classroom teacher will mark essential items on each assignment.

Home Routine Checklist

School provides a printable home routine checklist for morning, afternoon, and evening transitions to support family-side executive function.

SAMPLE IEP WORDING

The case manager and family co-design a printable home routine checklist for the student's morning, afternoon, and evening transitions. The checklist is updated at quarterly progress meetings. School provides printed copies on family request, per 34 CFR 300.322 parent participation.

SAMPLE 504 WORDING

The school will provide a printable home routine checklist for morning, afternoon, and evening transitions. The checklist is co-designed with the family and updated as routines change.

Home · Academic

Homework Feedback Loop (Home–School)

Homework completion and quality feedback is shared from teacher to family within 1 school day so the family can adjust home support.

SAMPLE IEP WORDING

The classroom teacher provides homework feedback (completion plus quality note) to the family within 1 school day via the agreed channel. The case manager reviews feedback patterns at quarterly progress meetings and adjusts homework accommodations as needed, per 34 CFR 300.322.

SAMPLE 504 WORDING

Homework completion and quality feedback will be shared by the classroom teacher with the family within 1 school day so the family can adjust home support.

Sight–Word Flash Card Routine

Daily 5–minute sight–word flash card routine sent home to support reading–fluency development across school and home.

SAMPLE IEP WORDING

The classroom teacher sends home a sight–word flash card set weekly with a daily 5–minute practice routine. Cards are aligned to the student's reading goals in the IEP. Progress is monitored at quarterly meetings, per 34 CFR 300.322.

SAMPLE 504 WORDING

A daily 5–minute sight–word flash card routine will be sent home to support reading–fluency development. The school provides the cards and instructions.

Flexible Home Reading Log

Home reading log accepts audiobooks, parent read-alouds, and video-based content in addition to independent reading.

SAMPLE IEP WORDING

The home reading log is flexible to accept audiobooks, parent read-alouds, and video-based content. The reading log format is agreed at the IEP meeting and reflects the student's current reading goals. The case manager reviews log entries monthly, per 34 CFR 300.322.

SAMPLE 504 WORDING

The home reading log will accept audiobooks, parent read-alouds, and video-based reading content in addition to independent reading. Time spent listening counts toward reading minutes.

Summer Skill Maintenance Packet

Summer skill-maintenance packet sent home at end of year to preserve reading, math, and writing skill across the summer break.

SAMPLE IEP WORDING

The case manager prepares a summer skill-maintenance packet aligned to the student's IEP goals. The packet includes reading, math, and writing activities with answer keys. Family completes the packet at their pace, and the student returns the packet at the start of the next year, per 34 CFR 300.106 extended school year considerations.

SAMPLE 504 WORDING

A summer skill-maintenance packet will be sent home at the end of the school year with reading, math, and writing activities matched to the student's current grade level.

Early Childhood Content Preview

Upcoming themes and stories in the early childhood classroom are previewed at home through take-home picture cards or video links.

SAMPLE IEP WORDING

The early childhood teacher sends home a weekly preview of upcoming themes, stories, and songs in picture-card or video-link form. Family previews at home, and the student returns to school with familiarity, per 34 CFR 300.322.

SAMPLE 504 WORDING

Upcoming themes and stories in the early childhood classroom will be previewed at home through take-home picture cards or video links sent weekly.

Daily Homework Time Cap

Daily homework time capped at 30–60 minutes (grade-dependent); after the cap, family signs the unfinished assignment and submits.

SAMPLE IEP WORDING

Homework time is capped daily (30 min elementary, 45 min middle, 60 min high school). After the cap, the family signs the assignment, marks where the student stopped, and submits. Grade reflects work completed within the cap, per 34 CFR 300.320(a)(4).

SAMPLE 504 WORDING

Daily homework time will be capped at 30 minutes for elementary, 45 minutes for middle, and 60 minutes for high school. After the cap, the family signs the unfinished assignment and submits. The cap is an equal-access accommodation under Section 504.

Home · Behavioral

Behavior Plan Home Extension

Key elements of the school behavior plan (reinforcers, language, visual supports) are shared with the family for home use to support consistency.

SAMPLE IEP WORDING

The IEP team and BCBA share elements of the behavior plan with the family for optional home use. Print copies, video models, and a brief training are offered. The case manager checks in monthly to support home implementation, per 34 CFR 300.322.

SAMPLE 504 WORDING

Key elements of the school behavior plan (reinforcers, language patterns, visual supports) will be shared with the family for optional home use. The school provides print copies and brief training.

Home Incident Protocol Communication

Process for the family to report at-home dysregulation incidents to the school so the school can adjust the behavior plan and identify triggers.

SAMPLE IEP WORDING

The family reports at-home dysregulation incidents to the case manager through a designated channel (email, log, app). The case manager reviews incidents quarterly with the IEP team and adjusts the behavior plan as needed. Reports inform IEP behavior data, per 34 CFR 300.322.

SAMPLE 504 WORDING

The family may report at-home dysregulation incidents to the school through a designated channel. The school will review incidents at quarterly review meetings.

Monthly Behavior Data Review

Monthly behavior data review meeting where the case manager and family discuss patterns, triggers, and adjustments to the plan.

SAMPLE IEP WORDING

The case manager and family meet monthly to review the student's behavior data. The meeting discusses frequency, intensity, and triggers; identifies adjustments to the behavior plan; and updates IEP goals as needed. Meeting notes are filed in the IEP record, per 34 CFR 300.322.

SAMPLE 504 WORDING

A monthly behavior data review meeting will be held between the case manager and family to discuss patterns, triggers, and adjustments. The meeting can be in person, phone, or video.

Home Play–Date Structuring Support

School–provided play–date structuring guidance (suggested duration, structured activity, transition cue) for the family arranging social opportunities.

SAMPLE IEP WORDING

The counselor and case manager provide written play–date structuring guidance to the family. Guidance covers duration, structured activities, and transition cues. The family may request individual consultation once per semester, per 34 CFR 300.322.

SAMPLE 504 WORDING

The school will provide play–date structuring guidance (suggested duration, structured activity, transition cue) to the family for home social opportunities.

Family Social Event Prep

Pre–event prep (visual social narrative, expectation list, exit plan) shared with the family before family social events to support participation.

SAMPLE IEP WORDING

On family request, the case manager prepares pre–event materials for family social events (weddings, holiday gatherings, religious services). Materials include social narrative, expectation list, and exit plan. Available once per semester, per 34 CFR 300.322.

SAMPLE 504 WORDING

Pre–event prep materials (visual social narrative, expectation list, exit plan) will be shared with the family before family social events to support participation.

Sibling Support and Prep

Sibling–oriented prep resources (age–appropriate explainer about autism, sibling support group referrals) provided to the family.

SAMPLE IEP WORDING

On family request, the school social worker or counselor provides sibling prep resources (age–appropriate explainer, sibling support group referrals, optional family meeting). Resources are documented in the IEP, per 34 CFR 300.322.

SAMPLE 504 WORDING

Sibling–oriented prep resources (age–appropriate explainer, sibling support group referrals) will be offered to the family on request.

Extracurricular · Sensory

Sensory Supports in Extracurricular Activities

Access to sensory supports (headphones, regulation breaks, alternative seating) during after-school clubs, athletics, and field trips.

SAMPLE IEP WORDING

All sensory accommodations in the IEP apply to extracurricular activities offered by the school, including clubs, athletics, drama, music, and field trips. Activity sponsors receive a copy of the at-a-glance IEP summary at the start of the season, per 34 CFR 300.107 nonacademic services.

SAMPLE 504 WORDING

Sensory accommodations from the 504 plan (noise-cancelling headphones, regulation breaks, alternative seating) extend to all extracurricular activities, after-school clubs, athletics, and field trips offered by the school.

Field Trip Sensory Plan

Written sensory plan accompanies the student on every field trip, including quiet break location, sensory tool inventory, and named adult support.

SAMPLE IEP WORDING

A written field trip sensory plan will be prepared 5 school days before each trip and shared with the parent. The plan names the quiet break space at the destination, lists the sensory tools accompanying the student, and identifies the support adult. The case manager confirms the plan with the family, per 34 CFR 300.107.

SAMPLE 504 WORDING

Before each field trip, the teacher will share a written sensory plan with the parent that includes the quiet break location at the destination, the sensory tools the student will bring, and the named adult support for the day.

Lunch in Low-Stimulation Cafeteria Area

Reserved seat in a designated low-stimulation area of the cafeteria (perimeter, near the quiet corner) when full alternative lunch is not desired.

SAMPLE IEP WORDING

The school identifies a designated low-stimulation seat in the cafeteria for the student. Lunch monitors are trained to honor the seat assignment, and the student may shift to an alternative quiet space at any time, per 34 CFR 300.117 nonacademic settings.

SAMPLE 504 WORDING

The student will be assigned a seat in a designated low-stimulation area of the cafeteria (perimeter table, near a quiet corner) when the student chooses to eat in the cafeteria rather than an alternative space.

PE Alternative for Sensory Regulation

Alternative PE activity (yoga, walking, weight room) available on days when the standard PE activity (loud whistle, crowded gym) exceeds the student's sensory threshold.

SAMPLE IEP WORDING

The PE department will offer the student an alternative PE activity (yoga, walking, weight room) on days when the standard activity exceeds sensory threshold. The student requests the alternative through a non-verbal signal to the PE teacher, and PE grade is unaffected, per 34 CFR 300.108 physical education.

SAMPLE 504 WORDING

On days when the standard PE activity exceeds the student's sensory threshold, an alternative activity (yoga, walking, weight room, structured movement) will be offered. The student may request the alternative without penalty.

Quiet Pickup Area at Dismissal

Student is permitted to wait for pickup in a quiet supervised area (library, counselor office) instead of the noisy main pickup zone.

SAMPLE IEP WORDING

The student is permitted to wait in a quiet supervised pickup area at dismissal. The case manager arranges supervision and confirms the pickup family knows the location. The accommodation extends to early-release and bus-loading times, per 34 CFR 300.117.

SAMPLE 504 WORDING

At dismissal, the student may wait for pickup in a quiet supervised area (library, counselor office, classroom) instead of the main pickup zone. The pickup adult is notified of the alternative location.

Extracurricular · Communication

Extracurricular Staff Briefing

Coaches, club sponsors, and after-school staff receive a briefing on the student's communication preferences before participation begins.

SAMPLE IEP WORDING

The case manager schedules a briefing with each extracurricular sponsor (coach, club lead, after-school staff) before the student begins participation. The briefing covers communication preferences, sensory needs, and emergency strategies. A 1-page handout is left with each sponsor, per 34 CFR 300.107.

SAMPLE 504 WORDING

Coaches, club sponsors, and after-school staff will receive a briefing on the student's communication preferences, sensory needs, and support strategies before the student begins participation.

AAC Access in Extracurricular Activities

AAC device travels with the student to all extracurricular activities, with charging time and backup arranged in advance.

SAMPLE IEP WORDING

The student's AAC device is required in all extracurricular settings. The case manager arranges charging time and a backup communication board for trip-day use. Coaches and sponsors complete a brief AAC training, per 34 CFR 300.107.

SAMPLE 504 WORDING

The student's AAC device travels to all extracurricular activities (clubs, athletics, field trips). Coaches and sponsors are trained on AAC respect protocols.

Field Trip Emergency Communication Card

Laminated emergency communication card the student carries on field trips with name, accommodations summary, family contact, and request scripts for help.

SAMPLE IEP WORDING

The case manager prepares a laminated emergency communication card for the student to carry on every field trip. The card includes name, accommodations summary, parent contact, support adult, and 3 scripted requests for help. The card is refreshed annually, per 34 CFR 300.107.

SAMPLE 504 WORDING

On field trips, the student will carry a laminated emergency communication card with name, accommodations summary, parent contact, and prepared scripts for requesting help.

Extracurricular · Executive Function

Extracurricular Schedule Preview

Week-ahead schedule of practice times, game times, club meetings, and special events shared with the family so the student can preview.

SAMPLE IEP WORDING

Extracurricular coaches and sponsors share a week-ahead schedule with the family by Sunday at 6pm via email or shared calendar. Schedule changes within the week are communicated within 24 hours. The case manager confirms practice quarterly, per 34 CFR 300.107.

SAMPLE 504 WORDING

For extracurricular activities, the coach or sponsor will provide a week-ahead schedule of practice times, game times, and special events to the family by Sunday evening.

Extracurricular Task List or Role Card

Written task list or role card for the student's responsibilities in the extracurricular activity (e.g., what to bring, what to do at each station).

SAMPLE IEP WORDING

Coaches and sponsors provide a written task list or role card for the student at the start of each season or unit. The card describes what to bring, what to do at each station, and emergency contacts. The case manager reviews the card with the student, per 34 CFR 300.107.

SAMPLE 504 WORDING

For the student's extracurricular activity, the coach or sponsor will provide a written task list or role card describing the student's responsibilities (what to bring, what to do at each station).

Field Trip Checklist

Field-trip-specific checklist sent home 5 school days before each trip, listing what to bring, the day's schedule, and the support adult.

SAMPLE IEP WORDING

The classroom teacher and case manager prepare a field-trip checklist 5 school days before each trip. The checklist includes the day's schedule, what to bring, the support adult, and emergency contacts. Delivery is confirmed by parent signature, per 34 CFR 300.107.

SAMPLE 504 WORDING

Before each field trip, the teacher will send home a field-trip-specific checklist at least 5 school days in advance listing what to bring, the day's schedule, and the support adult.

Extracurricular · Academic

After-School Academic Tutoring Access

Access to after-school academic tutoring (1-on-1 or small group) free to the family, with sensory accommodations honored.

SAMPLE IEP WORDING

Free after-school academic tutoring is offered to the student through the school. The student's IEP accommodations (sensory, communication, executive) apply to tutoring sessions. The case manager arranges and monitors access, per 34 CFR 300.107.

SAMPLE 504 WORDING

The student will be offered free after-school academic tutoring (1-on-1 or small group). Sensory accommodations from the 504 plan apply.

Extracurricular · Behavioral

Extracurricular Behavior Plan

Behavior plan elements extended to the student's extracurricular activities so behavior strategies follow the student into clubs, sports, and field trips.

SAMPLE IEP WORDING

The behavior plan extends to extracurricular activities including clubs, athletics, and field trips. The case manager trains coaches and sponsors before activities. Reinforcers are coordinated across settings. Behavior data from extracurriculars feeds the quarterly review, per 34 CFR 300.107.

SAMPLE 504 WORDING

Behavior plan elements (reinforcers, signals, support strategies) will extend to the student's extracurricular activities. Coaches and sponsors are trained on the plan before activities begin.

Non-Punitive Extracurricular Discipline

Discipline in extracurricular activities follows the IEP/504 non-punitive cool-down protocol rather than standard suspension or removal.

SAMPLE IEP WORDING

The extracurricular discipline approach mirrors the student's IEP behavior plan: dysregulation is responded to with the cool-down protocol, not removal. Coaches and sponsors are trained on the protocol. Removals are reviewed by the case manager for manifestation considerations, per 34 CFR 300.530 and 34 CFR 300.107.

SAMPLE 504 WORDING

Discipline in extracurricular activities will follow the student's 504 non-punitive cool-down protocol rather than standard removal from the activity. Dysregulation is not coded as misconduct.

Extracurricular · Social

Social Event Opt-In With Preview

Social events (school dance, party, assembly) are previewed with the student, and the student decides whether to attend without pressure.

SAMPLE IEP WORDING

The case manager previews social events with the student and family. The student decides on participation. An alternative supervised space is provided during the event. Time in the alternative space is not coded as an absence, per 34 CFR 300.117.

SAMPLE 504 WORDING

Social events (school dance, class party, mandatory assembly) will be previewed with the student, and the student may opt out. The student is provided an alternative supervised space during the event.

Field Trip Buddy Assignment

Field-trip-specific buddy assignment (peer or aide) with the buddy named in advance and committed to staying with the student.

SAMPLE IEP WORDING

The classroom teacher and case manager assign a field-trip buddy at least 5 school days before each trip. The buddy is named in writing, briefed on responsibilities, and confirmed with the family. A backup buddy is identified, per 34 CFR 300.107.

SAMPLE 504 WORDING

For each field trip, the student will be assigned a field-trip buddy (peer or aide) who is named in advance and committed to staying with the student throughout the trip.

Extracurricular Mentor Pairing

For each extracurricular activity, pairing with a mentor (older student or trained adult) for the first 4–6 weeks to support orientation.

SAMPLE IEP WORDING

The case manager coordinates with extracurricular sponsors to identify a mentor for the first 4–6 weeks of each new activity. The mentor receives a brief orientation. Mentorship is documented, and continued pairing is decided in consultation with the student, per 34 CFR 300.107.

SAMPLE 504 WORDING

For each extracurricular activity the student joins, a mentor (older student or trained adult) will be paired with the student for the first 4–6 weeks.

These are sample accommodations to consider for the individual student, not legal advice; follow your district policies and the student's IEP or 504 team.