



## Student Accommodations: The Role of Parents and Advocates

### Strategies for Advocates

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If a school official says . . .	An advocate/parent might respond . . .	Resources
The student's 504 Plan/IEP should contain an accommodation for preferential seating.	Let's word this so that it is clear to everyone exactly where the student is to sit.	Byrnes, M. (2008). Writing explicit, unambiguous accommodations: A team effort. <i>Intervention in School and Clinic</i> , 44(1), 18-24.
What accommodations would you like to see on the 504 Plan/IEP?	I'd like someone to tell us how the curriculum expectations will change from this year - and how the student's disability will react to these changes.	Cortiella, C. & Kaloi, L. (2009). Understanding the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. <a href="http://www.ncld.org">http://www.ncld.org</a>
We recommend the accommodation for extended time during testing.	Given this student's disability, what would happen without extended time? How will extended time affect the student's work?	Your state's definition of this disability.  Your state's policy on large group testing.
The accommodation for having a note-taker does not seem appropriate at this time.	What is the expectation for note-taking in this grade? Is this the grade when everyone is learning note-taking or does this student require special consideration because of the disability?'	Byrnes, M. (2008). Writing explicit, unambiguous accommodations: A team effort. <i>Intervention in School and Clinic</i> , 44(1), 18-24.
The accommodations from this IEP should all be continued on next year's IEP.	Do you think that specially designed instruction on the IEP will help the student gain proficiency in this area so this accommodation is no longer needed?	Current IEP services, student goals and objectives
A scribe will be available as an accommodation during written language work.	Could the student dictate the work into a computer to be more independent?	Byrnes, M. (2008). Writing explicit, unambiguous accommodations: A team effort. <i>Intervention in School and Clinic</i> , 44(1), 18-24.
The school principal is concerned that accommodations give the student an unfair advantage over others.	Let's talk about how we can be more specific so the principal can see the link between the disability and the accommodation.	Byrnes, M. (2008). Removing barriers to learning: A primer. <i>Principal Leadership</i> , 9(3), 34-37.