



The 504 Bulletin

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Special Education Department

MANDATORY TRAINING IN FEBRUARY

Mandatory training for all building-level Section 504 coordinators will be held the week of February 22-25, 2011. We will be reviewing navigation using the Acrobat forms, Zangle, and testing accommodations/modifications. Please sign up for a 2 hour session on MLP as soon as possible. Call Nancy Bertino at 742-4272 for assistance.

TESTING ACCOMMODATIONS AND MODIFICATIONS

Assessment and Evaluation, along with 504 personnel, have reviewed the 504 eligible students on Zangle for accurate testing accommodation/modification reporting. Please review the statewide testing accommodations for each of your 504 students and ensure they are accurately recorded in Zangle.

Any questions can be directed to Sharon Brewer at 742-4888 or Nancy Bertino at 742-4272.

The following are quick reminders about the do's and don'ts of statewide testing accommodations and modifications:

- ! Testing accommodations and modifications information can be found in the Participation Guidelines found at http://www.eed.state.ak.us/tls/assessment/participation_guidelines/ParticipationGuidelinesSept2007.pdf
- ! Students in grades 3-10 can only have accommodations, acceptable wording can be located in pages 11-14 of the Participation Guidelines. Modifications are restricted to those students retesting for the HSGQE.
- ! Once a student has taken the HSGQE once, the 504 team can apply to the state for a Modified HSGQE—information about the Modified HSGQE and the application process can be found on pages 19-22 of the Participation Guidelines.
- ! Applications for the Modified HSGQE must be submitted to the state at least 60 days before testing. Modifications cannot be provided unless they have been approved by the state.
- ! The plan needs to specify between small group and testing individually.
- ! Testing accommodations cannot be "if needed" - if it is listed as an accommodation, then it must be provided.
- ! Extra time means they have to complete the subtest in one day, in order for the student to test on more than one day, the 504 has to say testing over several days.

Modifications are available after a student has taken the HSGQE and did not pass at least one subtest. An application for a modification must be approved by DEED prior to testing. Some examples of modifications are:

- * Have the Reading test read to student
- * Use word processor/computer with spell check or grammar check
- * Enlarge test materials—we can only request large print test materials (the industry standard is 20)

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DEPRESSION AND 504 ACCOMMODATIONS



Depression is defined as an illness when the feelings of depression persist and interfere with a child or adolescent's ability to function. Depression in children often looks different than it does in adults. Sometimes children with depression can look sad or tearful. Other times, they may show constant irritation, lethargy, or disinterest in favorite activities. Usually the depression is episodic, in which the symptoms show for several weeks or months, and can be recurring, or a single episode.

Depression can be in the form of a **major depressive disorder** in which multiple, significant symptoms of depression persist nearly every day for at least two weeks. It can also be a **dysthymic disorder** where the symptoms last for at least one year and can affect all aspects of their daily life. Some children are also affected by **seasonal affective disorder** triggered by the changing of the seasons, most frequently associated with the loss of daylight in the winter months.

Some of the more common symptoms seen at school include:

- ☹️ Difficulty concentrating and/or forgetfulness
- ☹️ Impaired ability to plan, organize, concentrate and use abstract reasoning
- ☹️ Social isolation or withdrawal from interactions with peers
- ☹️ Problem behaviors at school
- ☹️ Heightened sensitivity to perceived criticism
- ☹️ Decreased interest in activities; or inability to enjoy previously favorite activities
- ☹️ Frequent complaints of physical illnesses such as headaches and stomachaches
- ☹️ Frequent absences from school or poor performance in school

Flexibility and a supportive environment are essential for a student with depression to achieve success in school. Some school interventions that have been successful in the past include:

- 😊 Schedule check-ins on arrival to see if the child can succeed in certain classes that day. Check-ins also provide an opportunity to share an encouraging word or to identify worries the child has for the day. Note that some children may want less attention, so finding the right balance of attention will be helpful.
- 😊 Provide more time to complete certain types of assignments.
- 😊 Adjust homework load to prevent the child from becoming overwhelmed. Academic stressors, along with other stresses, are difficult for children to manage during a depressive episode.
- 😊 Anticipate issues such as school avoidance if there are unresolved social and/or academic problems.
- 😊 Be aware that some situations may be particularly difficult for the child. When a child with depression refuses to follow directions, for example, the reason may be anxiety, rather than intentional oppositionality.
- 😊 Encourage the child to help develop interventions. Enlisting the child in the task will lead to more successful strategies and will foster the child's ability to problem-solve.