TEACHER CHECKLIST

# Classroom and 504 Accommodations for Anxiety

A checklist of practical supports for students whose anxiety gets in the way of learning. Use it to try classroom strategies, track what helps and prepare for a 504 or IEP conversation.

## What anxiety can look like at school

### Physical

- Stomachaches, headaches, nausea
- Frequent nurse visits
- Restlessness, trouble sitting still
- Tiredness from poor sleep

### Behavioral

- Avoiding tasks, presentations or school
- Shutting down, crying or irritability
- Asking for reassurance again and again
- Perfectionism, erasing, starting over

### Academic

- Unfinished work or blanking on tests
- Not asking for help
- Trouble concentrating
- Late or missing assignments

> These signs overlap with other needs, such as ADHD, learning differences or problems at home. Share what you notice with your campus counselor or school psychologist rather than diagnosing. If a student talks about wanting to hurt themselves, or you are worried about their safety, follow your campus safety procedures and contact your counselor or administrator right away.

## Accommodations to consider

Check the ones you try, and note what helps. Accommodations should lower barriers while still keeping the student engaged. The goal is to build skills and gradually face hard things, not avoid them.

### Environment and routines

- ☐ Preferential seating (near door, teacher or a calm area)
- ☐ Posted daily schedule and advance notice of changes
- ☐ A calm-down space or short break pass with a time limit
- ☐ Predictable start-of-class routine
- ☐ Check-in with a trusted adult at arrival

### Participation and presentations

- ☐ No cold-calling; agree on a signal before calling on the student
- ☐ Present to the teacher or a small group first
- ☐ Record a presentation or use a visual
- ☐ Gradual steps toward full participation
- ☐ Assigned partner or group instead of choosing

### Coping and check-ins

- ☐ Scheduled check-ins with counselor or teacher
- ☐ Coping card (breathing, grounding steps)
- ☐ Pre-taught plan for what to do when worried


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### Instruction and assignments

- [ ] Break long tasks into smaller steps with check-offs
- [ ] Written and verbal directions; examples of finished work
- [ ] Extended time for assignments when anxiety is high
- [ ] Reduced number of problems when mastery is shown
- [ ] Check for understanding privately

### Testing

- [ ] Extended time
- [ ] Separate or small-group setting
- [ ] Advance notice of tests and quizzes
- [ ] Study guide or review sheet
- [ ] Option to take a short break during a test
- [ ] Praise for brave behavior and effort

### Communication

- [ ] Agreed way for the student to ask for help (card, note, chat)
- [ ] Regular updates with family
- [ ] Consistent plan shared with all the student's teachers
- [ ] Plan for absences and catching up

## Tracking what works

| Accommodation tried | Start date | What happened? (attendance, work completion, participation) | Keep? |
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## Getting ready for a 504 or IEP meeting

A Section 504 plan or IEP is decided by a school team after an evaluation. Teachers bring important information about how the student does day to day.

- [ ] Specific examples of what you see, with dates
- [ ] When and where it happens most (subjects, times, tasks)
- [ ] Which classroom strategies you tried and how long
- [ ] Data: work completion, grades, attendance, nurse visits
- [ ] The student's strengths and interests
- [ ] Questions for the team

### Notes for the meeting


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