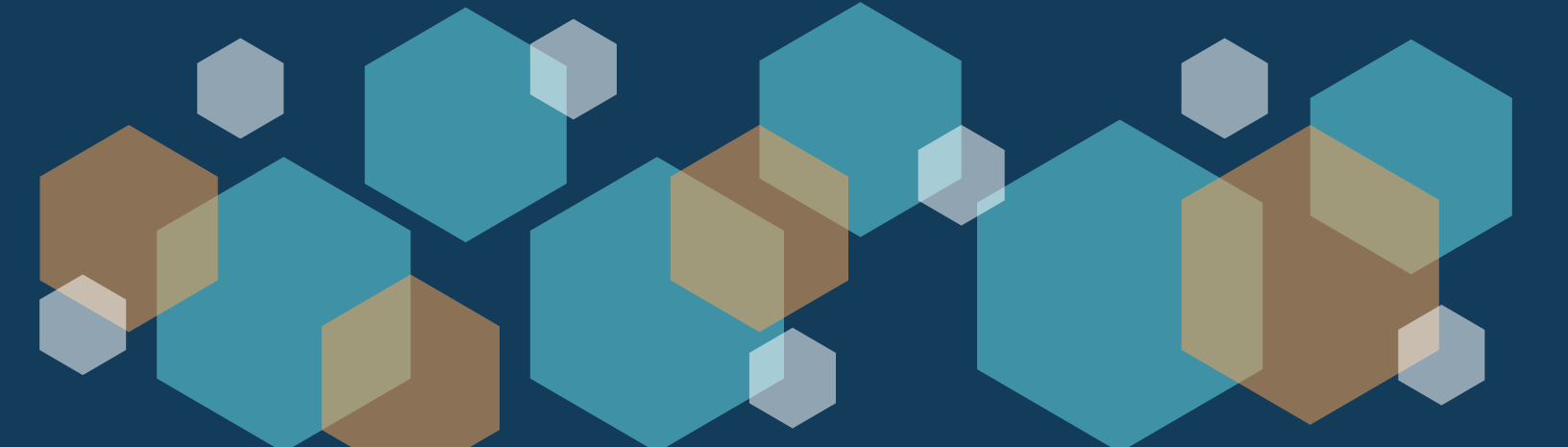




PARENT RESOURCE

Sample 504 Plan for ADHD and Anxiety

A Parent-Friendly Guide to Common School Accommodations for Teens



Important Note

This resource is educational only and not legal advice. Schools determine eligibility and accommodations based on the individual student's needs.



What Is a 504 Plan?

A 504 plan is a blueprint that outlines how a school gives a student with a disability the accommodations and support they need to learn alongside their peers. Unlike an Individualized Education Program (IEP), a 504 plan does not change what a child learns or provide specialized academic instruction. It changes how they learn

Focus Organization Emotional Regulation Transitions Testing Participation Attendance

How ADHD and Anxiety May Affect School

ADHD

A teen with ADHD may struggle with:

- Staying focused during instruction
- Starting or finishing assignments
- Remembering directions
- Keeping track of materials
- Managing time
- Completing tests within the standard time limit

ANXIETY

A teen with anxiety may struggle with:

- Panic or intense worry before tests
- Avoidance of presentations or group work
- Shutdowns when overwhelmed
- Physical symptoms such as headaches, nausea, or stomachaches
- Difficulty with transitions or crowded hallways
- Absences related to emotional distress

Common 504 Accommodations for ADHD

Attention & Focus

- Preferential seating near instruction
- Reduced visual or environmental distractions
- Frequent teacher check-ins
- Repeated or clarified directions

Task Completion

- Chunking longer assignments into smaller parts
- Extended time on classwork and tests
- Reduced workload when appropriate without changing core expectations
- One task presented at a time

Executive Functioning

- Planner checks at the end of class or day
- Help organizing materials
- Color-coded folders or assignment systems
- Reminders for deadlines and missing work

Testing

- Reduced-distraction testing environment
- Time-and-a-half on quizzes and exams
- Breaks during longer testing periods

What This May Look Like at School

Chunking Assignments

A large project is broken into mini-deadlines.

Preferential Seating

The student sits near the teacher and away from doorways or high-traffic areas.

Planner Checks

A staff member confirms assignments are written down before dismissal.

Common 504 Accommodations for Anxiety

Emotional Regulation

- Access to a counselor or trusted staff member
- Permission to use a calm-down or reset space
- Scheduled or as-needed short breaks

Transitions

- Early dismissal from class to avoid crowded hallways
- Support during arrival, lunch, or other high-stress times
- Modified transition expectations during symptom flare-ups

Participation

- Alternatives to presenting in front of the full class
- Flexibility with cold-calling or high-pressure participation
- Smaller group presentation options when appropriate

Attendance & Work Completion

- Make-up work plan after symptom-related absences
- Flexibility for missed assignments during acute symptom periods
- Communication plan between school and family during difficult stretches

Testing

- Quiet testing setting
- Extended time
- Alternate testing schedule when appropriate

What This May Look Like at School

Access to a Trusted Adult

A counselor check-in pass once per class period.

Flexible Participation

Present to a teacher privately instead of in front of the whole class.

Transition Support

Leave class 3–5 minutes early.

Sample 504 Plan for ADHD and Anxiety

Grade

10

Primary Concerns:

ADHD symptoms affecting focus, organization, and assignment completion; anxiety symptoms affecting testing, classroom participation, and transitions.

Observed School Impact:

Missed assignments, panic during tests, overwhelm with large workloads, school avoidance on high-stress days.

Area of Need	Accommodation	Example in Practice
Attention	Preferential seating	Student sits near instruction and away from distractions.
Focus & Follow-Through	Teacher check-ins	Teacher checks for understanding before independent work begins.
Task Completion	Chunking assignments	Large assignments are broken into smaller parts with mini-deadlines.
Organization	Planner/material checks	Staff member checks assignment notebook and needed materials before dismissal.
Testing	Extended time	Student receives 50% extra time on tests and quizzes.
Testing Anxiety	Reduced-distraction setting	Student completes major tests in a quieter room.
Emotional Regulation	Break pass	Student may take a brief counselor-supported break when overwhelmed.
Transitions	Early dismissal	Student leaves class 3–5 minutes early to reduce hallway stress.
Participation	Flexible presentation format	Student may present in a smaller group or privately to a teacher.
Attendance / Work Completion	Make-up work plan	Teachers provide a clear timeline for work missed during symptom-related absences.

Possible Support Team

Classroom Teachers | School Counselor | 504 Coordinator | School Psychologist | Case Manager | Administration

Review Plan: The school team should review accommodations regularly and adjust them as needed if the student's functioning changes.

Parent Meeting Prep Checklist

Bring With You

- Recent examples of school struggles
- Concerns from teachers
- Attendance patterns
- Changes in grades or missed work
- Notes from outside providers, if available
- A short list of what seems hardest for your teen at school

Questions Parents Can Ask

- What school-based challenges are teachers seeing most often?
- Which accommodations seem most appropriate based on my teen's actual school functioning?
- How will each accommodation work in practice?
- Who is responsible for implementing each support?
- How will we know whether the plan is helping?
- When will the plan be reviewed?
- What should we do if symptoms worsen or the accommodations are not enough?

Specific Is Better Than Vague

The most effective 504 accommodations are specific. Vague supports can be hard to apply consistently. Concrete examples often make school meetings more productive.

Notes for Your School Meeting

The Main Challenges My Teen Is Facing:

Accommodations I Want to Ask About:

Questions for the School Team:

What My Teen Says Would Help Most:

Sometimes a School Plan Isn't the Whole Answer.

Sometimes school accommodations help reduce barriers. Sometimes they also reveal that a teen needs more support than a school plan alone can provide.

If your teen's anxiety, emotional overwhelm, school avoidance, attention difficulties, or behavioral health symptoms are affecting daily life beyond the classroom, Portum may be able to help.

Portum provides trauma-informed outpatient mental health and substance use treatment for adolescents ages 13–18 in Annandale, New Jersey

