

Making Modifications, Accommodations and Variations for Student Success

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Complete manual available at www.jimrodsz.com/sped.html

Specific Learning Disability

Characteristics

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, speak, read, think, write, spell, or do mathematical calculations.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Modifying the presentation

- Use concrete examples of concepts before teaching the abstract.
- Relate information to the student's experiential base.
- Reduce the number of concepts presented at one time.
- Provide consistent review of any lesson before introducing new information.
- Require verbal responses to indicate comprehension.
- Provide clear, concise directions and concrete examples for homework assignments.
- Provide the task in the learning media best used by the student-large print, electronic format for annotating and/or auditory support

Discussion Groups

- Keep discussion groups small, so each student can participate successfully without distractions while waiting to speak.
- Narrow topics and have group discuss them individually
- Modify work by breaking it up into small step-by-step tasks.
- Give tasks at an age appropriate level;
- Give PRECISE directions, both orally and in writing
- Create an individual assignment folder to help with organizational skills.
- Positive reinforcement
- Allow the students some choice within the framework of the assignment, i.e., doing step 2 then 1 then 3; or drawing before writing etc. The student must then stick to the choices he/she has made

Assessments

- Allow open book tests
- Provide study guide with sample questions
- Give multiple choice tests with questions grouped with no more than three to five choices per group
 - Only have one answer per question
 - Avoid use of ambiguous type questions
 - Be sure students cross out used answers

- Minimize use of short answer questions
- Minimize use of Scantron type sheets
 - Allow student to circle answers or other alternative method to use of Scantron type sheets

Projects:

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break project into several segments
- Set multiple deadlines for each segment
- Provide frequent feedback.

Reading

- Verify student understands assignment instructions.
 - Use both oral and written instructions.
- Use materials that tie into student's prior knowledge.
 - Preview new vocabulary.
- Use graphic organizers to help organize information.
- Use age appropriate reading materials written at a lower grade level.
- Ask short, concrete questions about each paragraph.
- Teach student to use context clues, phonetic analysis, structural analysis, etc.
- Use visual aids or cues to help the student grasp the concept(s) being taught.
- Allow student to use recorded versions of the reading material(s).

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Offer prompts to promote creative writing.
- Provide sample work for student to review
- Omit or restructure assignments that require copying in a timed situation. (Restructuring in such a manner that student needs to copy minimal materials; allow extra time.)
- Use graphic organizers to help organize writing
 - Assist student with structuring writing
- Add editing support by allowing use of spell checkers and other computer editing devices
- Allow text to speech support.
- Allow use of speech-to-text software
- Allow use of computer to complete writing assignment

Note Taking

- Use slotted outlines (student fills in the missing information rather than being required to complete the entire outline; allows them to focus on the material rather than on copying the information)
- Allow highlighting of main ideas in written passages
- Provide copy of notes to students
 - They can then use a marker to highlight key points rather than focusing on the taking of notes

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- If necessary, provide an assigned work space that minimizes distractions and provides consistency for the student.
- Provide permanent location for student to place completed work.
- Establish a daily routine for the student
 - Should include the activities anticipated for the class session
- Provide the student with worksheets that are uncluttered and give the student ample room for the answers.
- If necessary highlight or color code spaces for answers.

Group Work

- Allow the student to participate in groups that will insure success
 - Small groups are preferable to large
- Continually monitor group progress to insure student is participating
- When necessary, prepare the group members to include and help the student.
- Provide structure within the group by stating the goal, objectives and tasks, and listing the necessary steps to accomplish this goal.

Presentation

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to use non-traditional presentation forms (i.e. PowerPoint, Publisher, drawings)
- Issue a checklist to insure all required parts of the presentation are completed and included in the presentation
- Demonstrate and model presentation techniques.
- Break presentation into smaller segments, each with specific due dates
 - Frequently monitor progress towards completion
 - Utilizing a daily journal may help some stay organized and on task.
- Teach presentation techniques
 - Model what you want the student to do during the presentation.
- Allow student to use alternative methods for presentation.
 - Example: PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).

Other Information for Specific Learning Disabilities

- Pre-teach vocabulary and allow student to explore materials prior to the lesson.
- Provide a reader when appropriate.
- Eliminate distractions.
- Review directions in advance.
- Allow for signaled response.
- If you do not understand what the student has said, state so and ask them to repeat it.
- Focus on what is said, not how well it is said.
- Allow more time for response and completion of assignments.
- Eliminate extraneous background noises.
- Use visuals whenever possible to supplement the lesson.
- Allow for hands-on use of material when appropriate.
- For students with perceptual problems, avoid using Scantron type answer sheets.
- Allow alternative response methods (i.e. circle answer or dictation).
- Establish non-verbal cue as a reminder to stay on-task with the student