

# Making Modifications, Accommodations and Variations for Student Success

## Compiled by:

Jim Rodrigues, Resource Specialist  
M.S. Special Education

## Contributions From:

Kathy Decker, PPS School Psychology  
M.A. Special Education

9/11/2007

Complete manual available at [www.jimrodsz.com/sped.html](http://www.jimrodsz.com/sped.html)

## Traumatic Brain Injury

### Characteristics

Disability category as defined by the IDEA: “an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.” Source: [National Dissemination Center for Children with Disabilities](#) . NOTE: Needs of these students vary depending on the location and extent of the injury.

- Provide pre-teaching experience using the actual materials; practice the activities in sequence.
- If appropriate, write a contract with the student specifying what behavior is expected.
- If appropriate, provide a supportive peer assistant of the same gender.
- Determine if the student has a sensitive touch response and plan appropriately.
- Slow down and use appropriate pacing.
- Provide student with good visibility; use unobtrusive proximity control.
- Search out resources for visual media and models.
- Eliminate distractions.
- Review any medications and the effect on the student.
- Consider this in planning testing schedule.
- Be straight forward.
- Allow for time out if a student needs it.
- Review directions in advance.
- Give undivided attention to the student.
- Allow for signaled response.
- Don't pretend to understand if you do not.
- Focus on what is said, not how well it is said. Listen patiently.
- Allow more time.
- Review lighting and background for appropriateness.
- Eliminate background noises.
- Maximize availability of visual media and/or models.
- Clearly label items or equipment, if necessary.
- Allow for direct manipulation of material when appropriate.
- Get feedback from student when appropriate.
- Provide a reader when appropriate.
- For students with perceptual problems, avoid computer answer sheets. Allow alternative response modes (i.e. circles or dictation)
- Consider pacing.