

Making Modifications, Accommodations and Variations for Student Success

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

Tourettes Syndrome

Characteristics

A neurological disorder that involves multiple motor tics and one or more vocal tics, which may not necessarily occur simultaneously.

NOTE: Stress and frustration can cause an increase in the amount of tics. Minimize stress and frustration to insure student success.

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.

Discussions

- Use visual and auditory cues.
- Allow student to process question before expecting a response.
 - Whenever possible, provide student with a list of questions ahead of time to review.
- Post discussion material in areas where students are most likely to look when they go off task.
- If necessary, move student near teacher or front of class.
 - If not necessary, allow student to select a seat they are comfortable with.
- Use frequent eye contact to get and keep the student's attention.
- Follow discussion or lecture with a hands-on activity.
- Provide student with a stimuli-reduced environment.
- Stand close to student during discussions.
- Ask a simple question to a student whose attention is beginning to wander.
- Whenever possible, use visuals to enhance the discussion (i.e. films).
- Allow the student to repeat the question before answering.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to isolate themselves if they are feeling distracted or feel they will be disruptive.
- Structure assignments so that there are only a few items per page.

- If the worksheet has many items on a page:
 - Fold the paper so only a small amount shows at a time
 - Copy in sections and give the next section to student when they complete first one.
- Check in frequently with student to assess status of assignment completion.
- Emphasize accuracy instead of speed.
- If the appearance is visually distracting, photocopy materials and omit pictures, graphs, etc.
- To reduce possible levels of frustration, divide the assignment into sections to reduce the amount of material presented at one time.
- Fold worksheets so the student sees only a small portion of the assignment at a time.

Assessments

- Avoid using timed tests.
- Encourage accuracy rather than speed.
- Allow student to take test using alternate methods instead of written (i.e. orally).
- Provide limited choices for multiple choice and matching tests.
 - Not more than 3 to 5 questions and answers per group.
- Provide study guide prior to giving test.
- Allow the student to write or circle the answers on tests rather than using Scantron type sheets.
 - If necessary, have an assistant or peer transfer student responses onto the Scantron type sheet.
- Divide the tests into sections to reduce stress and amount of material to be considered at a time.
- Allow student to take tests in a private room so that he/she does not waste energy suppressing the tics.
- Use a reader and/or transcriber for tests as needed.

Projects

- Verify student understands assignment instructions.
 - Use both oral and written instructions.
- Break project down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring
 - Frequent check-ins are important to monitor progress towards completion
- Short, frequent assignments are preferable to long-term projects.
- Frequent reminders of due dates during class are important.
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Post due dates in a common location.
- Minimize unstructured activities.
 - Provide alternate assignment
- Give the student and parent a checklist about what is due and when it is due.
- Provide student samples for preview.
- Allow alternate methods of project presentation (i.e. PowerPoint, orally).
- Provide and review grading rubric so student knows how they will be graded.
- Provide added adult supervision or assistance during less structured activities.
- If student has tics that prevent “hands-on participation, team the student with a partner and let the student serve in another capacity during the activity.

Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break report down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring.
 - Frequent check-in with student is important to monitor progress towards completion.
- Frequent reminders of due dates during class are important
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Post due dates in a common location.
- Allow student to use desktop publishing application (i.e. Publisher) to complete assignment.

- Provide student an opportunity to use an outlining software application for brainstorming and organization (i.e. Inspiration).
- Allow student to use word processing software (i.e. Word).
 - Allow use of speech-to-text and text-to-speech software.
- Provide sample reports for student to review.
 - Review positive and negative aspects of sample report with student.
- Review specific steps to writing a report.
 - Provide an outline of required steps to complete report.
- Provide and review grading rubric so student knows how they will be graded

Reading

- If necessary, allow student to have a set of books to use at home.
- If student has reading difficulties, utilize books-on-tape.
- If student does not like to read aloud, have them begin with reading small segments out loud.
 - Gradually increase length of passage as their confidence builds
- Allow student to use hand-held spell checker or dictionary for identifying unknown words.
- If student has difficulties reading and material is not available on books-on-tape, scan materials and allow the use of text-to-speech software.
 - Have peer read to student if nothing else is available.
- Have student read comprehensive questions ahead of time.
- Allow student to highlight or use something to keep track of where they are in reading so that they can relocate their spot if disrupted by tics.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to use word processing software (i.e. Word).
 - Allow use of speech-to-text and text-to-speech software.
- Allow student to use writing instrument of choice (including color).
- Allow the student to dictate or record their responses instead of writing.
- If student has motor problems, allow the use of a pencil with rubber grip or a larger sized writing instrument.
 - Allow student to write in whatever style is most comfortable for them (i.e. printing instead of cursive).
- Allow student to use desktop publishing software (i.e. Publisher).
- Provide student an opportunity to use software for brainstorming and organization (i.e. Inspiration).
- Provide sample writings for student to review.
- Review specific steps to writing a report.
 - Provide an outline of required steps for student self-monitoring.
- Provide and review grading rubric so student knows how they will be graded.
- Reduce amount of written work or spread it out over time.
- If necessary, use graph paper for letter spacing.
- In math, turn composition sideways (landscape) to provide place value column borders.

Groups

- Allow student to work in mixed ability groups.
 - Student should be an equal participant whenever possible.
 - Allow the student to have a responsible job within the group.
- Encourage peer assistance and collaborative learning.
- Check in with group to insure all are participating and group is making appropriate progress.
- Allow each student to have their own physical space within the group to do their work.
- Work with student's classmates to understand the tics in order to reduce tension of student being in the group.

Note - Taking

- Allow peer to take notes using carbonless paper.

- Provide slotted note guide so student can fill in the blanks rather than taking extensive notes. This allows the student to concentrate on the lecture or discussion rather than focusing on taking notes.
- Provide student with a copy of the notes from the overhead (or allow student to copy the notes when you have finished each sheet).
 - Have student highlight key points as they are discussed.
- Provide student with an outline of key points prior to the lecture.
- Have them summarize lecture or discussion in their own words.

Oral Presentations

- Discuss with the student privately if they feel comfortable making an oral presentation.
 - Allow student to use alternate method to aid in presentation if they are not comfortable making an oral presentation to the class.
 - Examples: PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Teach presentation techniques.
 - Model what you want the student to do during the presentation (i.e. where to stand, how to present graphics).
- Develop a detailed presentation checklist for students to follow and insure all aspects of the presentation are completed.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- 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.
- Provide and review grading rubric so student knows how they will be graded.