

Making Modifications, Accommodations and Variations for Student Success

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

Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADD/ADHD)

Characteristics

A disorder characterized by a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than typically observed in peers.

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

- Post discussion material in areas where students are most likely to look when they go off task.
- Move student near teacher or front of class
- 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
- Physically active students should be allowed to kneel by their desk, stand by their desks or move around so long as they are not disrupting others.
- Allow student to isolate themselves if they are feeling distracted or feel they will be disruptive.
- Use low-level music during independent work time.
- 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.

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 the student with a word bank list for fill in the blank questions.
- 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.

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.

Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break report down into multiple steps with each step have 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.

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 the student to use graph paper instead of lined paper (encourages neatness for some).
- 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 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.

- Grade content rather than grammar.
- Provide and review grading rubric so student knows how they will be graded.

Reading

- 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.

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

- 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.
- Allow student to use alternate method to aid in presentation.
 - Examples: 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).
- 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.

Group Work

- 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.

Organizational Skills

- Provide the student with color-coded folders for each subject area.
 - All materials associated with that subject area should be tagged the same color.
- Place the materials needed for each activity in a specific location that remains the same for all projects, etc.
 - Remind student ahead of time to gather the required materials.
- As you show the class a sample of the needed item, stand in front of the student so they can see the item(s) required.
- Use an assignment sheet calendar to help a student monitor upcoming due dates.
 - Should specify what needs to be read, what materials will be needed and what should be done for homework.
- Give the student a specific location to store items used for their project, presentation, etc.
 - Allow them to label and utilize a container of some sort to hold the items.
 - Do not change the location!

Behavior Issues

- If there is a Behavior Support Plan (BSP), use the recommendations, steps and procedures noted in it.
 - If there is no BSP, write a contract with the student specifying what behavior is expected.
 - If inappropriate behavior continues, notify case carrier and parent.
- If behavior does not improve, work with case carrier to develop BSP.
- Maintain open communication with parent and with case carrier.
- Whenever possible, eliminate or minimize distractions.
- If necessary, remove student from classroom either by a time-out (i.e. temporary isolation outside of classroom) or by referral.

- **NOTE:** Do not be afraid to issue referral for out of control or other inappropriate behavior. It is not all right for the student to completely disrupt the learning environment.

Other Information for Attention Deficit-Hyperactivity Disorder

- Review medications and the effect they have on the student.
 - **NOTE:** if you observe significant changes in the student's behavior (i.e. becomes very sleepy or appears "out of it" during class), let both the case carrier and parent know as medications may need to be adjusted.
- Be straightforward.
- Review directions in advance.
- Minimize or eliminate background noises.
 - Soft appropriate music may help calm student.
- Use hands-on activities whenever possible.
- Frequently check-in with student to see how they are doing and if they need a self-timeout to maintain control.