

## **Making Modifications, Accommodations and Variations for Student Success**

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

### **Visual Motor Integration and Written Expression Difficulties**

- Allow for spelling errors. Grading should focus on content rather than mechanics.
- Allow student to write in whatever style is most comfortable for them (i.e. print instead of cursive).
- Set realistic and mutually agreed upon expectations for neatness.
- Let student type, record, or give answers orally instead of writing.
- Avoid pressures of speed and accuracy.
- Provide copies of notes.
- Reduce the amount of copying from text and board.
- Accept key word responses instead of complete sentences.

### **Visual Processing Difficulties**

- Highlight information to be learned.
  - Keep written assignments and workspace free from extraneous and/or irrelevant distracters.
  - Provide clear and well-defined worksheets.
  - Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning.
  - Avoid having student copy from the board or overhead.
  - Have student verbalize instructions before beginning task.
  - To minimize frustrations, avoid crowded, cluttered worksheets.
- Provide sufficient room for student to write answers. ¶
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