

Making Modifications, Accommodations and Variations for Student Success

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

Orthopedically Impaired

Characteristics

Refers to students whose severe orthopedic impairments affect their educational performance to such a degree that the student requires special education. This term may include impairment caused by congenital anomalies, disease, or from other causes such as cerebral palsy, amputations, and fractures or burns that cause contractures.

NOTE: Orthopedic Impairment varies by student as do their specific needs. Please review the student's IEP and consult with the assigned case carrier and parent/guardian to see what additional support the student specifically needs to be successful.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Questioning

- If the student is unable to verbalize, insure the required support devices the student needs are in place so they can be full participants in the curriculum.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Convert worksheets to documents that can be completed using the computer.
- Allow alternate methods of response if writing is an issue (i.e. verbal).
- A peer scribe can be used if necessary.
- Allow student to write or mark directly on the worksheet
- Enlarge the worksheet to increase the available writing space.

Assessments

- Allow extended times and breaks if necessary.
- Break the assessment up into smaller segments.
- Be aware of student fatigue.
- Allow use of speech-to-text and text-to-speech software.
- Allow alternate methods of response (i.e. oral instead of written, pointing).
- Minimize writing if this is an issue.
 - Utilize a peer scribe if writing is difficult.
 - If there is an unnumbered or unlettered word bank, number or letter the word bank so the student only has to write the number/letter of the correct answer.
- Allow the student to write directly on the test or utilize scratch paper.
- Modify the environment to meet the needs of the student (i.e. increase/decreased levels of lighting, raised desk; create room for wheelchair to maneuver).

Projects and Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow alternate methods of completing the project (text-to-speech software, speech-to-text software, PowerPoint).
- Minimize intensive physical applications of the project.
- Create a role for the disabled student (i.e. presenter).
- Allow alternative methods of completing the project (i.e. demonstration, computer-generated drawing, downloaded pictures, PowerPoint, etc.)

Reading Assignments

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Enlarge reading materials if necessary.
- Utilize book holders.
- Allow use of tinted film over the reading material.
- Provide audiotapes so the student can listen to the information being read or read along with the story.
- Scan the reading material and allow use of speech-to-text software.
- If necessary, assist the student with turning pages.

- Ask the student to paraphrase what is being read.
- If physically able to do so, encourage the student to take notes on what is being read.
- Eliminate visually distracting information from the reading.
- Utilize visual aids.
- Allow extended time to complete the reading.
- Enlarge print.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Reduce amount of writing required (i.e. shorter essay).
- Allow use of any device specified in IEP or by a Physical Therapist, Occupational Therapist or other professional involved on the IEP team.
- Allow student to use computer.
- Allow speech-to-text software.
- Allow writing to occur in a larger area.
- Allow use of pencil grips.
- Allow use of slanted surface.
- Allow student to tape record answers instead of writing them.
- Allow extended time for writing.
- Allow writing to be larger and differently spaced.
- At times, accept words or phrases that express a thought and go with that instead of only accepting grammatically-correct, complete sentences.
- Grade for content rather than neatness.

Groups

- Ensure accessibility and participation by the disabled student.
 - Encourage partial participation if full participation is not possible.
 - Instruct other group members on different ways to include the student.

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.
 - 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.
- Allow preferential seating for optimal reception of presentation.
- Provide the student with review questions based on the day's or week's notes.

Presentation

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow use of specialized equipment.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Teach presentation techniques.
 - Model what you want the student to do during the presentation.
- Develop a detailed presentation checklist for student to follow and insure all aspects of the presentation are completed.
- Allow student to use alternative methods for presentation.
 - PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Break presentation into smaller segments, each with specific due dates for self-monitoring.
 - Frequently monitor progress towards completion.
 - Allow presentation to be delivered in small chunks to help with anxiety.

Other Information for Orthopedically Impaired

- Examine accessibility to materials and movement needs of the student.
- Provide a supportive peer assistant.
- Allow extra time for student and peers to continue with activities of choice outside of regular school day or at home.
- If student has limited motor control, consider tools or supports to serve as aids
- Allow use of a computer for the student to record observations and responses.
- Review work areas for appropriate height and accessibility of supplies and equipment.
- Review classroom environment to insure that student has appropriate access to peers for socialization and cooperative learning groups.