

ORTHOPEDIC IMPAIRMENT

Refers to students whose severe orthopedic impairments affect their educational performance to the 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.

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| Instructional Method / Delivery | Accommodations |
| Discussion / Questioning | <ul style="list-style-type: none"> • If the student uses an AAC device, make sure the student has a way to respond. Update the vocabulary in the subject areas that are being discussed. • Utilize discussion groups and/or reciprocal teaching and reciprocal questioning. |
| Independent Worksheets | <ul style="list-style-type: none"> • Scan worksheets so the student can type directly on the worksheet using the computer. • Ensure proper positioning for better access to worksheets. • Allow a verbal response if writing is an issue. A scribe can be used. • Allow student to write or mark directly on the worksheet • Enlarge the worksheet to increase the available writing space. • Make sure the directions are clear. |
| Assessments | <ul style="list-style-type: none"> • Minimize distractions. • Allow extended times and breaks if necessary. • Break the assessment up into smaller segments. • Be aware of the student fatiguing. • Utilize a scribe if writing is difficult. • Allow use of a computer. If necessary, monitor use of spell check, etc. • Allow the response to be oral instead of written. • Ensure proper positioning. • Teach study skills. Utilize old, graded tests to review study skills that could have been employed and prevented mistakes. Remind students during tests to use the study skills they have been taught (if appropriate). • 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. • Minimize writing if that is an issue. • Allow the student to write directly on the test or utilize scratch paper. • Allow a pointing response. • Set up the environment appropriately for the students (table height, lighting, seating). |

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| Centers | <ul style="list-style-type: none">• Make sure centers are accessible.• Vary positioning if appropriate (stander, corner chair, sidelying, floor sitter).• Encourage partial participation if full participation is not possible.• Make all materials accessible.• Use manipulatives and manipulative aids (built up handles, knobs, extensions, built up materials – mounted for better grasp, etc.).• Incorporate the student’s individualized goals when appropriate.• Teach others strategies for inclusion of the student.• Set up environmental control units for participation (switch-operated battery toys – tape recorder, record player; switch-operated electrical appliances – radio, blender, beaters, on/off switches).• Use Velcro or dycem to stabilize items or make them more accessible. Velcro can also be used for pull-off access.• For daily activities, make sure participation through AAC device is possible (date, schedule, etc., for circle time). Keep the vocabulary current and updated.• For card games, use cardholders. |
| Projects | <ul style="list-style-type: none">• Allow technology to assist in the output (talking word processor, AAC device, PowerPoint presentation).• Encourage partial participation.• Minimize intensive physical applications of the project (ex: building a roller coaster out of popsicle sticks might be difficult for a student with a physical disability). Allow an alternative to physical application – research paper, lab demonstration/explanation, computer-generated drawing, downloaded pictures, etc. |
| Reports | <ul style="list-style-type: none">• Utilize a structured framework for the student to use and work through.• Teach organizational strategies.• Utilize programs such as Inspiration to make outlines, webs, etc. |

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| Reading | <ul style="list-style-type: none">• Allow the student to read out loud.• Use trackers such as notecards or colored tabs to keep track of where they are in the sentence.• Utilize enlargers if necessary.• Utilize book holders.• Use 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 into a talking word processor.• Teach the student to stop and check for comprehension intermittently.• Minimize distractions.• Utilize tape recorder to record key points (as opposed to writing notes of key points).• Teach comprehension strategies.• Assist the student if necessary, with manipulating the pages to flip back to locate information.• Intermittently ask the student to paraphrase what he/she is reading.• Encourage the student to take notes on what he/she is reading.• Get rid of visually distracting information in the reading.• Assist the student in tracking the sequence of the reading material (columns, pictures).• Utilize visual aids.• Utilize page-turners or build up the pages for easy flipping.• Allow extended time to complete the reading.• Monitor positioning.• Utilize the Nonverbal Reading Approach and “say it in your head” technique for reading instruction with nonverbal students or students who cannot at the time read aloud.• Enlarge print or get enlarged textbooks.• Use story reading guides. |

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Writing

- Reduce amount of writing (no complete sentences) if appropriate. Make sure the student is capable of writing complete sentences and does so when appropriate or required.
- Monitor positioning.
- Utilize the classroom computer or a laptop.
- Utilize word prediction software.
- Utilize voice recognition software.
- Utilize an on-screen keyboard if typing is difficult. (With adapted mouse if necessary. See computer accommodations.)
- Utilize a scribe when appropriate for dictated answers.
- Allow writing to occur in a larger area.
- Utilize pencil grips.
- Sometimes a slanted surface helps.
- Tape record answers instead of writing them.
- Monitor and assess optimal positioning.
- Provide practice worksheets (ex: Sensible Pencil).
- Consult with the occupational therapist.
- Teach the student to type and allow practice opportunities.
- Allow writing to occur on an AAC device.
- Allow extended time for writing.
- Utilize varied writing devices and surfaces: larger diameter pencil, felt-tip pen, and individual dry erase board.
- Utilize pencil grips.
- Use wrist/arm weights for better control.
- Allow writing to be larger and differently spaced.
- Use special paper: lined, lined and dotted, tactile cues, raised lines, etc (boundary aids).
- Interface the AAC device with the computer for typing/writing.
- Utilize head stick /mouth stick, feet, etc for typing.
- At times, accept words or phrases that express a thought and go with that instead of only accepting grammatically-correct, complete sentences. Use it as a teaching opportunity.
- Utilize keyguards.

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| Drawing | <ul style="list-style-type: none">• Utilize the computer (graphics programs, drawing programs).• Teach the student to describe what he wants drawn to designated drawer.• Encourage partial participation (ex: coloring a large area instead of drawing fine lines).• Monitor positioning.• Utilize wrist weights.• Vary materials and surfaces for optimal drawing. |
| Groups | <ul style="list-style-type: none">• Ensure accessibility.• Ensure participation.• Make sure the student is within appropriate proximity to group.• Encourage partial participation if full participation is not possible.• Instruct other group members on different ways to include the student. |
| Note-taking | <ul style="list-style-type: none">• Allow note taking on the classroom computer or laptop.• Provide the student with copies of peer notes or team teacher's notes.• Encourage the student to tape lectures.• Provide the student with copies of the overheads or teacher's lecture notes.• Provide a fill-in outline to reduce writing.• Teach the student to review and highlight notes.• Allow preferential seating for optimal reception of presentation.• Provide the student with review questions based on the day's or week's notes. |
| Presentation | <ul style="list-style-type: none">• Allow PowerPoint presentations.• Allow use of AAC device output.• Involve the speech therapist for practice opportunities and development of presentation strategies. |

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Computers

- Use alternative mouse if necessary (track ball, joystick, switches) and program the click buttons according to the student's needs (double click, etc.).
- Utilize a touch screen.
- Set up the word processor to highlight words/phrases/sentences.
- Utilize voice recognition software.
- Utilize math software to minimize writing (ex: MathType, Math Pad).
- Utilize word prediction software (CoWriter).
- Utilize on-screen keyboard if typing on the keyboard is difficult.
- Use secretary's stand or clip-on paper holder.
- Monitor positioning.
- Get Assistive Technology/ GPAT involved.
- Set up the keyboard with repeat latching, etc., appropriate to the student.
- Utilize an alternate keyboard (IntelliKeys).
- Interface the AAC device with the computer for writing.
- Set up the computer for auditory and/or visual scanning.
- Use keyguards.

* If the accommodations do not seem appropriate for the student, remember to check other disability areas.