

## TOURETTE SYNDROME

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

Instructional Method / Delivery	Accommodations
Discussion / Questioning	<ul style="list-style-type: none"> <li>• Provide visual impact as well as auditory.</li> <li>• Allow the student to read the question before answering.</li> <li>• Allow preferential seating: student may not want to sit front and center.</li> </ul>
Independent Worksheets	<ul style="list-style-type: none"> <li>• Allow student to use manipulatives (i.e., calculators, grid paper).</li> <li>• Give directions one or two steps at a time. Provide written copy or flashcards if it's a routine activity (steps in math problem, labeling of paper for spelling test, etc.).</li> <li>• Divide the assignment into sections to reduce the amount of material presented at a time.</li> <li>• Have student repeat instructions.</li> <li>• Fold worksheets or use masks so the student sees one small portion of the assignment at a time.</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Allow the student to write the answer directly on the test paper or booklet rather than using the computerized score sheet.</li> <li>• Allow the student to take un-timed tests to reduce stress.</li> <li>• Divide the tests into sections to reduce stress and amount of material to be considered at a time.</li> <li>• Allow student to take tests in a private room so that he/she does not waste energy suppressing the tics.</li> <li>• Use a reader and transcriber for tests as needed.</li> </ul>
Centers	<ul style="list-style-type: none"> <li>• Use a multisensory approach when possible.</li> <li>• Provide written copies of all instructions or assignments.</li> </ul>
Projects	<ul style="list-style-type: none"> <li>• Provide added adult supervision or assistance during less structured activities.</li> <li>• If student has tics that prevent "hands-on participation, team the student with a partner and let the student serve another function in the activity.</li> </ul>
Reports	<ul style="list-style-type: none"> <li>• Provide specific spelling correction on draft reports.</li> <li>• Allow student to tape record report or use word processing software with the necessary spelling and editing supports.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Give student a note card with a cutout window that shows one word at a time.</li> <li>• Allow student to sit in a comfortable position.</li> <li>• Have student read comprehensive questions ahead of time.</li> <li>• Allow student to use books on tape or electronic audio media material.</li> <li>• Have someone read to the student or record the reading for them.</li> <li>• Allow student to highlight or use something to keep track of where they are in reading so that they can relocate their spot more quickly if "pulled off" by tics.</li> </ul>

## TOURETTE SYNDROME

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

Instructional Method / Delivery	Accommodations
Writing	<ul style="list-style-type: none"> <li>• Have students use a pencil without an eraser.</li> <li>• Reduce amount of written work or spread it out over time.</li> <li>• Allow student to produce work in style of writing that is most comfortable and productive (i.e. all cap, print, cursive, keyboard).</li> <li>• Grade on content, not handwriting legibility.</li> <li>• Use graph paper for letter spacing.</li> <li>• In math, turn composition sideways (landscape) to provide place value column borders.</li> <li>• Use a writing guide or alternate paper-bold, raised, or colored lines.</li> <li>• Allow alternate means of production such as keyboarding, tape recording, or use of voice dictation software.</li> <li>• For older students and those very self-conscious, place the alternate paper under the standard paper. It will be visible and the tactile effects will still be felt.</li> </ul>
Drawing	<ul style="list-style-type: none"> <li>• Allow student to make a collage cut out magazine pictures, and clipart instead of drawing.</li> <li>• Allow student to use clay to illustrate content.</li> <li>• Allow student dictate ideas for the picture, have a peer or adult draw the picture for the student to trace or color.</li> </ul>
Groups	<ul style="list-style-type: none"> <li>• Work with student's classmates to understand the tics in order to reduce tension of student being in the group.</li> </ul>
Note - Taking	<ul style="list-style-type: none"> <li>• Provide designated note-taker so that he/she can listen to the lecture.</li> <li>• Provide hard copies of all lecture notes, prior to the lecture if possible.</li> <li>• Encourage/teach the student to highlight and add to outlines during the lecture to maintain the student's attention.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>• Have the student tape record oral presentation.</li> <li>• Discuss with the student privately whether he/she would like to make an oral presentation.</li> <li>• Allow the student to videotape the presentation and present the taped version to the class. Taping will enable the student to start and stop as needed and complete the presentation in the necessary increments and with lower stress.</li> </ul>
Computer	<ul style="list-style-type: none"> <li>• Allow use of voice dictation software.</li> <li>• Allow use of assistive technology such as touch window, switches etc.</li> <li>• Give students adequate training in the access tools (keyboarding instruction and mouse practice) and the software prior to requiring the student to complete an activity using the tools.</li> </ul>

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