



EFFECTIVE ACCOMMODATIONS FOR STRUGGLING STUDENTS

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VISUAL PROCESSING DIFFICULTIES

1. When providing instruction:

- a. Repeat and explain visual tasks to ensure what was visualized is correctly processed
- b. Provide written instructions as a reference

2. Provide supports:

- a. Supplement visual tasks with verbal cues. Provide “hands on” experiences.
- b. Reduce work when visual processing skills are involved or provide more time to complete tasks
- c. Have student visualize steps before proceeding
- d. Provide bookmarks, lined paper, etc. to help with visual organization and decrease visual stimulation. Some find it helpful to arrange work so only one problem appears on the page at a time
- e. Use concrete materials to reinforce new concepts
- f. Provide guide dots to cue when to start (green) and when to stop (red)
- g. Arrange assignments so that there aren't so many close visual activities
- h. Structure work. Provide graph paper for math and lined paper for writing, use numbered boxes, columns, etc
- i. If handwriting is poor, consider having student complete their work on a computer or word processor & verify all homework assignments copied from the whiteboard or from teacher's oral instructions
- j. If unable to copy from the board, provide the master copy from which to copy

3. Learning Strategies:

- a. Have student verbalize information (lectures, verbal instructions, verbal questions, discussion groups)
- b. Capitalize on other auditory approaches (tape recorders, group readings)
- c. Have student reread and rewrite notes
- d. Encourage use of mnemonics

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