

## Table F. Student Characteristic: Writing

⌘ Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction with students who have difficulty with the writing process*
<p><b>Response</b></p> <p>Resources:</p> <p>Fountas &amp; Pinnell word study PLC Live Binder  <a href="http://www.livebinders.com/play/play_or_edit?id=322117">http://www.livebinders.com/play/play_or_edit?id=322117</a></p> <p>Dinah Zike's Visual Kinesthetic Vocabulary  <a href="http://www.dinah.com">www.dinah.com</a>  <a href="http://www.youtube.com/watch?v=xudikERmRc">http://www.youtube.com/watch?v=xudikERmRc</a></p> <p>*For additional information see CDE Specific Learning Disabilities website:  <a href="http://www.cde.state.co.us/cdesped/SD-SLD.asp">http://www.cde.state.co.us/cdesped/SD-SLD.asp</a></p> <p>*For additional information see CDE Orthopedic Impairment website:  <a href="http://www.cde.state.co.us/cdesped/SD-Physical.asp">http://www.cde.state.co.us/cdesped/SD-Physical.asp</a></p>	<p><u>Composition:</u></p> <ul style="list-style-type: none"> <li>⌘ Type on word processor or portable keyboard</li> <li>⌘ Use Speech-to-text programs</li> <li>⌘ Speak into tape recorder, Mp3 Player or other recording device</li> <li>⌘ Use spelling and grammar programs               <ul style="list-style-type: none"> <li>• Teach commonly occurring letter patterns</li> <li>• Pair spelling with fingerspelling for tactile reinforcement</li> </ul> </li> <li>⌘ Use Word prediction program</li> <li>⌘ Appropriate online dictionary               <ul style="list-style-type: none"> <li>• Individual student dictionary</li> <li>• Use written notes, outlines, and instructions</li> <li>• Blank scratch paper</li> </ul> </li> <li>⌘ Use graphic organizers or software to create</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>⌘ Use specially designed paper with raised/colored lines such as; "Handwriting Without Tears" or similar ruled paper Use of pencil grip to reduce fatigue               <ul style="list-style-type: none"> <li>• Use slant board/clip board/magnetic strips to hold paper to whiteboard/"MagnaDoodle" type slate</li> <li>• Consider teaching cursive rather than manuscript</li> </ul> </li> <li>⌘ Use computer/word processor/adaptive keyboard               <ul style="list-style-type: none"> <li>• Express response to a scribe (limit to need, not convenience)</li> </ul> </li> <li>⌘ Speech to Text software</li> </ul>