



Handwriting Accommodations or Modifications

Quick Reference Material

If a student displays any of the following indicators, that student may need an accommodation or modification for handwriting:

- Can't efficiently perform the muscle movements required to write or copy.
- Difficulty transferring information from the board to the paper.
- Difficulty writing numbers, aligning them properly, and understanding concepts related to space, distance, and time.

Some possible writing accommodations or modifications are:

- Using tracing paper or dot to dots.
- Providing a photocopy of class notes.
- Taping paper to desk.
- Using a pencil grip or different writing utensils.
- Allowing additional time.
- Using a slant board/wedge.
- Positioning the student properly for writing.
- Using wrist rests.
- Providing tactile letters (rough, fuzzy) to copy.
- Providing wider line spaces.
- Allowing the student to type rather than write (must also include keyboarding instruction).
- Shortening assignments.
- Supplying labels or stickers with words on them in the place of writing.
- Providing number stamps in the place of writing.
- Adapting essay test format to fill in the blanks, multiple choice, or true/false.

For statewide and district-wide assessments, the IEP team must consider what accommodations or modifications the student needs on a regular basis in the classroom and select from these, clearly documenting their decision on the IEP, for use on district and statewide testing.