

Common Accommodations for students with TS

Tourette Syndrome

___ Planned ignoring (when possible) will normalize TS for the student and peers. This means you plan to ignore as many symptoms as possible so as not to call attention to or increase them.

___ Encourage positive behaviors by reminding the student of what you want him or her to do, not what you don't want him to do.

___ Consider preferential seating and what this means for the student, as front and center is not always preferential for the student with TS:

___ Moving a student away from distractors, such as windows or certain students, might be most helpful for the student with focusing problems.

___ Front left or right side might be best for student who needs to be close to teacher to focus but also has tics and does not want to be "center of attention".

___ Seating at the back of the room might be best for a student who does not have difficulty focusing but is sensitive or embarrassed by tics.

___ Identify stressful situations and teach strategies to make them less stressful; stress typically worsens symptoms.

___ Provide a quiet place for student to work with minimal distractions.

___ Build schedule around student's most productive times of the day.

___ Provide opportunities for movement.

___ Allow extended time for tests and assignments.

___ Consider accommodations for all written work when writing is difficult (see sections on Strategies for Writing Problems and Written Language Disorders).

___ Consider additional adult support during unstructured time.

___ Provide positive and proactive supports specific to the student's social and/or academic skills deficits.

___ Be creative; this list is not all-inclusive and your team may identify a new or unconventional strategy that is effective for your particular student.

___ Develop a graph or chart, with the student, so the student can visually monitor the effectiveness of a specific strategy.

___ Other: