**CLASSROOM ACCOMMODATIONS FOR FINE MOTOR**

**Functional grasp**

* Pencil grip-- <http://funandfunction.com/read-and-write/grips.html>
* Short pencil -- <http://funandfunction.com/read-and-write/pens-and-pencils.html>
* Have student hold a small bead in pinky and ring finger

**Illegible writing**

* Weighted pencil to increase control and pressure

<http://funandfunction.com/read-and-write/pens-and-pencils.html>

* Provide wide ruled paper to complete fill in the blank worksheets
* Raised line paper to give boundaries

<http://funandfunction.com/read-and-write/paper.html>

* Skip every other line on paper
* Enlarge paper on copy machine to make fill-in blanks larger
* Highlight areas to be filled
* Allow additional time for writing
* Provide close-up model to copy from instead of board or overhead screen
* Place alphabet strip on desk if student has difficulty forming letters
* Slant board ( 3 ring binder)

**Forming upper case and lower case letters**

* Use a highlighter for student to trace letters or words
* Provide hand over hand assistance to student understands correct formation
* Use a multisensory approach (raised letters, writing letters in the air, etc.)
* Form letters with play-doh or clay and then copy onto lined paper.
* Work with student one on one to explain formation of letters

**Difficulty copying from the board**

* Place student in front row facing the board
* Provide student with a copy of the notes for desk
* Use a slant board ( 3 ring binder)

**Difficulty with scissor skills**

* Adapted scissors-- <http://funandfunction.com/catalogsearch/result/?q=scissors>
* Place stickers as a guide for hand placement during cutting
* Provide hand over hand for student while sitting behind them

For addition information:

<http://therakids.org/page/handouts/>