

Section 504

Sample Accommodations and Modifications

This Appendix contains examples of 504 accommodations and modifications. An accommodation is any technique that alters the academic setting or environment in some way, but does not change the content of required work. A modification is any technique that alters the work required in such a way that it differs in substance from the work required of other students in the same class. Teams must assess when modifications are implemented in a plan whether or not student grading must also be adjusted. Some intervention tools might be seen as either an accommodation or a modification, depending on the situation or on the implementation.

This is intended to be a staff document. The following examples are not offered as check lists and should not be considered as all-inclusive or mandatory listings. The examples are intended to serve as “starters” for 504 teams designing accommodation plans that meet a student’s specific need(s). The best 504 plans incorporate teacher expertise and available regular education resources. The Team process involves schools in identifying the resources they (and outside agencies) have to support various student needs. Obviously, the kinds of accommodations schools can provide will vary based on school configuration, age of student, etc. The 504 evaluation team decides the accommodations that will best support a particular student. The following examples are organized into two groups. The first group includes general environmental, organizational, behavioral, presentation, and assessment strategies. The second group includes possible examples of accommodations that might be valuable when dealing with specific disability profiles.

Examples of General Accommodations

- **Environmental Strategies**
- **Organizational Strategies**
- **Behavioral Strategies**
- **Presentation Strategies**
- **Evaluation Methods**

Examples of Accommodations for Specific Disabilities

Allergies	Cystic Fibrosis	Orthopedically Impaired
Arthritis	Diabetes	Student with health needs
Asthma	Drugs/alcohol	Tourette's Syndrome
ADD/ADHD	Emotionally Disturbed	Traumatic Brain Injury
Bipolar	Encopresis/Enuresis	Tuberculosis
Cancer	Epilepsy	Visual Impairment
Cerebral Palsy	Hearing Impairment	Weight (obesity, anorexia, bulimia)
AIDS	Learning Disability	
	Leukemia	

Examples of General Accommodations

General program accommodations/adjustments or services are always made on a case-by-case basis and individualized. Accommodations are to be reasonable and are intended to provide persons with disabilities compensation for their functional limitation(s) due to a mental or physical impairment. Where Section 504 is concerned, accommodations are made to bring a student with a disability to the same starting point as a non-disabled student.

Consequently, the accommodations defined in a Section 504 plan are those interventions that are not typically available to all students.

Environmental Strategies

- Provide a structured learning environment
- Make separate "space" for different types of tasks
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Utilize a study carrel
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Tailor homework assignments toward student strengths
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills
- Schedule before or after school tutoring/homework assistance

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents (and student as appropriate)
- Establish a home/school communication system for behavior monitoring
- Post rules and consequences for classroom behavior
- Put student on daily/weekly progress report/contract
- Reinforce self-monitoring and self-recording of behaviors

Presentation Strategies

- Tape lessons so the student can listen to them again; allow students to tape lessons
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide books on tape
- Highlight main ideas and supporting details in the book
- Provide copied material for extra practice (i.e. outlines, study guides)
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques:
 - a) lecture plus overhead/board demonstration support
 - b) small groups required to produce a written product
 - c) large groups required to demonstrate a process
 - d) computer-assisted instruction
 - e) peer tutors or cross-age tutors
 - f) demonstrations, simulations

g) experiments

h) games

- Ask student to repeat/paraphrase context to check understanding
- Arrange for a mentor to work with student in his or her interest area or area of greatest strength
- Provide peer tutoring
- Simplify and repeat instructions about in-class and homework assignments
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"
- Vary kind of instructional materials used
- Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
- Reinforce study skill strategies (survey, read, recite, review)
- Introduce definition of new terms/vocabulary and review to check for understanding
- Be aware of student's preferred learning style and provide matching instruction materials
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

Assignments

- Modify the amount of homework
- Use written directions to supplement oral directions
- Reduce paper and pencil tasks
- Allow for assignments to be word processed
- Lower reading level of assignments
- Break assignments into a series of smaller assignments
- Use highlighted texts

Evaluation Methods

- Limit amount of material presented on a single page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

Examples of Accommodations for Specific Disabilities

What follows are some examples of accommodations and services that might be considered for specific disability profiles. Please keep in mind that these examples are not intended to be all-inclusive or mandatory. Do not use these examples as a “checklist” as accommodations are to be made on a case-by-case basis specific to individual need. Also remember that the mere presence of these conditions does not automatically qualify a student for a Section 504 plan. The disability must significantly limit one or more life functions before a 504 plan is to be considered. Additionally, this disability must impact the student so that he or she is not afforded access and benefit of programs and services equal to that of non-disabled students.

Allergies

EXAMPLE: The student has severe allergic reactions to certain pollens and foods. For purposes of this example the condition substantially limits the major life activity of breathing and may interfere with the student's ability to get to school or participate once there.

Possible Accommodations and Services:

- Avoid allergy-causing substances: soap, weeds, pollen, food
- Inservice necessary persons: dietary people, peers, coaches, laundry service people, etc.
- Allow time for shots/clinic appointments
- Use air purifiers
- Adapt physical education curriculum during high pollen time
- Improve room ventilation (i.e. when remodeling has occurred and materials may cause an allergy)
- Develop health care and/or emergency plans
- Address pets/animals in the classroom
- Involve school health consultant in school related health issues
- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects

Arthritis

EXAMPLE: A student with severe arthritis may have persistent pain, tenderness or swelling in one or more joints. A student experiencing arthritic pain may require a modified physical education program. For purposes of this example, the condition substantially limits the major life activity of performing manual tasks.

Possible Accommodations and Services:

- Provide a rest period during the day
- Accommodate for absences for doctors' appointments
- Provide assistive devices for writing (e.g. pencil grips, non-skid surface, typewriter/computer, etc.)
- Adapt physical education curriculum
- Administer medication following medication administration protocols
- Train student for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Arrange for assistance with carrying books, lunch tray, etc.
- Provide book caddy
- Implement movement plan to avoid stiffness
- Provide seating accommodations

- Allow extra time between classes
- Provide locker assistance
- Provide modified eating utensils
- Develop health care plan and emergency plan
- Provide for accommodations for writing tasks; a note taker, a computer or tape recorder for note-taking
- Make available access to wheelchair/ramps and school van for transportation
- Provide more time for massage or exercises
- Adjust recess time
- Provide peer support groups
- Arrange for instructional aide support
- Install handle style door knobs (openers)
- Record lectures/presentations
- Have teachers provide outlines of presentations
- Issue Velcro fasteners for bags
- Obtain padded chairs
- Provide a more comfortable style of desk
- Adjust attendance policy, if needed
- Provide a shorter school day
- Furnish a warmer room and sit student close to the heat
- Adapt curriculum for lab classes
- Supply an extra set of books for home use and keep a set at school
- Let student give reports orally rather than in writing
- Provide an awareness program for staff and students
- Monitor any special dietary considerations
- Involve school health consultants in school health related issues
- Provide post-secondary or vocational transition planning

Asthma

EXAMPLE: A student has been diagnosed as having severe asthma. The doctor has advised the student not to participate in physical activity outdoors. For purposes of this example, the disability limits the major life activity of breathing.

Possible Accommodations and Services:

- Adapt activity level for recess, physical education, etc.
- Provide inhalant therapy assistance
- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Remove allergens (e.g. hair spray, lotions, perfumes, paint, latex)
- Make field trips that might aggravate the condition non-mandatory and supplement with videos, audiotapes, movies, etc.
- Accommodate medical absence by providing makeup work, etc.
- Adjust for administration of medications
- Provide access to water, gum, etc.
- Adapt curriculum expectations when needed (i.e. science class, physical education, etc.)
- Develop health care and emergency plans
- Have peers available to carry materials to and from classes (e.g. lunch tray, books)
- Provide rest periods
- Make health care needs known to appropriate staff

- Provide indoor space for before and after school activities
- Have a locker location which is centralized and free of atmosphere changes
- Adapt attendance policies or school day length if needed
- Place student in most easily controlled environment

Attention Deficit Disorder (ADD) and Attention Deficit Hyperactive Disorder (ADHD)

EXAMPLE: The student does not meet eligibility requirements under IDEA as emotionally disturbed, learning disabled or other health impaired. A doctor regards the student as having ADD, and for purposes of this example, the disability limits the major life activity of learning. The student, because of his disability, is unable to participate in the school's programs to the same degree as students without disabilities and therefore is substantially limited by the disability.

Possible Accommodations and Services:

- Seat the student away from distractions and in close proximity to the teacher
- State classroom rules, post in an obvious location and enforce consistently
- Use simple, concise instructions with concrete steps
- Provide seating options
- Tolerate (understand the need) excessive movement
- Provide a peer tutor/helper
- Teach compensatory strategies
- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Monitor for stress and fatigue; adjust activities
- Adjust assignments to match attention span, etc.
- Provide supervision during transitions, disruptions, field trips
- Model the use of study guides, organizing tools
- Accommodate testing procedures; lengthy tests might be broken down into several shorter administrations
- Provide prompt feedback on both successes and areas needing improvement
- Initiate frequent parent communication
- Establish a school/home behavior management program
- Provide training for staff
- Have the student use an organizer; train in organizational skills
- Establish a nonverbal cue between teacher and student for behavior monitoring
- Assign chores/duties around room/school
- Adapt environment to avoid distractions
- Reinforce appropriate behavior
- Have child work alone or in a study carrel during high stress times
- Highlight required or important information/directions
- Provide a checklist for student, parents, and/or teacher to record assignments of completed tasks
- Use a timer to assist student to focus on given task or number of problems in time allotted. Stress that problems need to be correctly done
- Have student restate or write directions/instructions
- Allow student to respond in variety of different modes (i.e. may place answers for tests on tape instead of paper)
- Give student opportunity to stand/move while working
- Provide additional supervision to and from school
- Adapt student's work area to help screen out distracting stimuli
- Grade for content integrity, and not just neatness/presentation
- Schedule subjects which require greater concentration early in the day

- Supply small rewards to promote behavior change
- Avoid withholding physical activity as a negative reinforcer
- Allow for periodic, frequent physical activity, exercise, etc.
- Determine trigger points and prevent action leading to trigger points
- Provide for socialization opportunities, such as circle of friends

Bipolar Disorder

EXAMPLE: The student was diagnosed as having a bipolar disorder. The severity (frequency, intensity, duration considerations) of the condition/behaviors did not qualify the student for IDEA. A properly convened 504 committee determined that the condition did significantly impair the major life activity of learning and developed a 504 plan for the student. Here are some possible accommodations for this scenario.

Possible Accommodations and Services:

- Break down assignments into manageable parts with clear and simple directions, given one at a time.
- Plan advanced preparation for transitions.
- Monitor clarity of understanding and alertness.
- Allow most difficult subjects at times when student is most alert.
- Provide extra time on tests, class work, and homework if needed.
- Strategies in place for unpredictable mood swings.
- Provide appropriate staff with training on bipolar disorder.
- Create awareness by staff of potential victimization from other students.
- Implement a crisis intervention plan for extreme cases where student gets out of control and may do something impulsive or dangerous.
- Provide positive praise and redirection.
- Report any suicidal comments to counselor/psychologist immediately.
- Consider home instruction for times when the student's mood disorder makes it impossible for him to attend school for an extended period.

Cancer

EXAMPLE: A student with a long-term medical problem may require special accommodations. Such a condition as cancer may substantially limit the major life activities of learning and caring for oneself. For example, a student with cancer may need a class schedule that allows for rest and recuperation following chemotherapy.

Possible Accommodations and Services:

- Adjust attendance policies
- Limit numbers of classes taken; accommodate scheduling needs (breaks, etc.)
- Send teacher/tutor to hospital, as appropriate
- Take whatever steps are necessary to accommodate student's involvement in extra-curricular activities if they are otherwise qualified
- Adjust activity level and expectations in classes based on physical limitations; don't require activities that are too physically taxing
- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Provide appropriate assistive technology
- Provide dietary accommodations
- Provide a private area in which to rest
- Shorten school day
- Arrange for home tutoring following treatment
- Send additional set of texts and assignments to hospital schools

- Tape lessons. Accept the fact that the lessons and content-area tests may not be appropriate; the student is learning many life lessons through this experience.
- Adjust schedule to include rest breaks
- Provide counseling; establish peer group support
- Adapt physical education
- Provide access to school health services
- Provide awareness training to appropriate staff and students
- Develop health care emergency plan to deal with getting sick at school
- Furnish a peer tutor
- Provide student with a student buddy for participation in sports
- Initiate a free pass system from the classroom
- Provide lessons using mastery learning techniques
- Provide individual school counseling
- Begin friendship groups for the student
- Provide teachers with counseling, emphasizing positive attitudes
- Plan ongoing communication about school events
- Notify parents of communicable diseases in school
- Designate a person in school to function as liaison with parents as a means of updating changing health status

Cerebral Palsy

EXAMPLE: The student has serious difficulties with fine and gross motor skills. A wheelchair is used for mobility. For purposes of this example, the condition substantially limits the major life activity of walking. Cognitive skills are intact.

Possible Accommodations and Services:

- Provide assistive technology devices
- Arrange for use of ramps and elevators
- Allow for extra time between classes
- Assist with carrying books, lunch trays, etc.
- Adapt physical education curriculum
- Provide for physical therapy as appropriate. Such therapy needs to relate directly to "life skills."
- Train for proper dispensing of medications; monitor and/or distributed medications; monitor for side effects
- Adapt eating utensils
- Initiate a health care plan that also addresses emergency situations
- Train paraprofessionals in the case of this student (i.e. feeding, diapering, transporting to and from the wheelchair)
- Adapt assignments
- Educate peers/staff with parent/student permission
- Ensure that programs conducted in the basement or on second or third floor levels are accessible
- Ensure that bathroom facilities, sinks and water fountains are readily accessible.
- Provide post-secondary or vocational transition planning

Chronic Infectious Diseases: Acquired Immune Deficiency Syndrome (AIDS)

EXAMPLE: The student frequently misses school and does not have the strength to attend a full day. For purposes of this example, the student has a record of a disability, which substantially limits the major life activities of thinking, learning and working. Please review applicable District policies.

Possible Accommodations and Services:

- Inservice staff and students about the disease, how it is transmitted and how it is treated (Consult appropriate District policies)
- Apply universal precautions
- Administer medications following medication administration protocols, train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Adjust attendance policies
- Adjust schedule or shorten day
- Provide rest periods
- Adapt physical education curriculum
- Establish routine communication with health professionals, area nurse, and home
- Develop health-care and emergency plan
- Consult with doctor, parents, teachers, area nurse and administrators
- Train appropriate teachers on medical/emergency procedures
- Provide link between home and classroom via computer, etc.
- Arrange for an adult tutor at school or home
- Adapt assignments and tests
- Provide an extra set of textbooks for home
- Provide staff training on confidentiality
- Provide education and support for peers regarding issues of death and dying
- Provide transportation to and from school if needed as a related service
- Tape books or provide a personal reader
- Arrange to communicate with a home computer with e-mail
- Notify parents of communicable disease in the classroom
- Arrange for participation in a support group
- Provide for post-secondary employment transitions for secondary students
- Develop and promote a nondiscriminatory classroom climate and supportive student attitudes
- Promote the most supportive, least restrictive educational program
- Videotape classroom teaching
- Provide a peer support group to encourage communication
- Involve school health consultant in school-related health issues

Cystic Fibrosis

EXAMPLE: This student is a new enrollee at your school and has an extensive medical history. He has significant difficulty breathing and will often be absent due to respiratory infection. While medical needs can be easily documented on a health plan, his educational needs also need to be accommodated. For purposes of this example, learning is the major life activity that is substantially impaired.

Possible Accommodations and Services:

- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Create a health care plan for management of acute and chronic phases

- Promote good communication between parents, hospital, home and school on school assignments
- Shorten the school day
- Adapt physical education activities
- Apply universal precautions, correct disposal of fluids
- Recognize need for privacy for “good coughing”
- Educate staff and peers

Diabetes

EXAMPLE: A sixth grader with juvenile diabetes requires accommodation to maintain optimal blood sugar. His mom provides the crackers and juice to be used at "break" time and before physical education class. She asks that teachers remind him to eat at a certain time of the morning if he does not pay attention to the beeper on his watch. The youngster is very self sufficient; while he is able to monitor his own blood sugar now, he prefers to do this privately. Therefore, mom asks that the equipment and a notebook/log be stored in a nearby file cabinet and the youngster be allowed to go into the hall with the equipment to check his blood sugar twice a day. She also asks that his teacher allow him to use the bathroom as needed.

Possible Accommodations and Services:

- Health care plan for management of condition in the school setting and in emergencies
- Educate staff to signs/symptoms of insulin reaction/hypoglycemia: hunger, shakiness, sweatiness, change in face color, disorientation, drowsiness
- Never leave the child alone if he/she is feeling poorly; walk to the office or clinic with the student.
- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects; communicate systematically and frequently with parents
- Adapt physical education activities
- Store equipment and documentation in a readily accessible location for student, parent and area nurse or clinic aid
- Accommodate food access/meal schedules
- Allow access to bathroom facilities

Drugs and Alcohol

EXAMPLE: The student has used drugs and alcohol for many years. This problem has affected the major life activities of learning, concentrating and caring for oneself. The student is presently not using drugs or alcohol and is in a rehabilitation program. If the student is not using drugs or alcohol, he or she may qualify for accommodations or services under Section 504.

Possible Accommodations and Services:

- Provide copies of texts and assignments to treatment facility
- Arrange for periodic home-school contacts
- Establish daily/weekly assignments monitoring system
- Communicate with treatment facility; pursue transition services available through the treatment facility
- Establish peer support group
- Dismiss from school for treatment
- Ensure strong link with school counselor
- Integrate a student assistance program into the classroom
- Inservice faculty/staff with parent/student permission
- Provide post-secondary or vocational transition planning
- Provide ongoing support around chemical dependency in conjunction with other agencies
- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects

Emotionally Disturbed

EXAMPLE: An emotionally disturbed student may need an adjusted class schedule to allow time for regular counseling or therapy. For purposes of this example, the condition substantially limits the individual's major life activity of learning.

Possible Accommodations and Services:

- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Maintain weekly/daily journals for self-recording of behavior
- Establish home-school communication system
- Schedule periodic meetings with home and treatment specialists
- Provide carry-over of treatment plans into school environment
- Assist with inter-agency referrals
- Utilize behavior management programs
- Develop contracts for student behavior
- Post rules for classroom behaviors; teach expectations
- Provide counseling, social skills instruction
- Reinforce replacement behaviors
- Educate other students/staff/school personnel
- Foster carryover of treatment plans to home environment
- Reinforce positive behavior
- Schedule shorter study/work periods according to attention span capabilities
- Be consistent in setting expectations and following up on reinforcements/consequences
- Provide post-secondary or vocational transition planning

Encopresis/Enuresis

EXAMPLE: A student who will urinate or defecate in clothes. Not to be confused with physical incontinence, but only to a needed behavior change (i.e. toilet training, bowel/bladder retraining).

Possible Accommodations:

- Maintain low key responses
- Have a change of clothes available at school in the clinic or alternative location
- Plan a consistent response to events; send student to clinic or alternative location for clean-up and change of clothes; while wearing latex/rubber gloves, place soiled clothes in a plastic bag; call parent and make arrangements for soiled items to be returned home
- Observe for consistent trigger events
- Support bowel/bladder retraining program that is recommended by the physician

Epilepsy

EXAMPLE: The student is on medication for seizure activity, but experiences several petit mal seizures each month. This condition substantially limits the major life activity of learning.

Possible Accommodations and Services:

- Call parent and document the characteristics of each seizure
- Assess breathing after seizure
- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Train staff and students and prepare an emergency plan
- Anticipate recovery process should a seizure occur. Move seating/clear space during seizure. Do not insert objects into the student's mouth during seizure; administer no fluids if student is unconscious. Turn the unconscious student on his or her side to avoid aspiration of vomit. Provide rest time and return to academic considerations following seizure. Arrange a buddy system, especially for field trips
- Avoid portable chalk boards or furniture that would topple over easily
- Provide an alternative recess, adapt activities such as climbing and/or swimming
- Plan for academic make-up work
- Alter door openings to allow access from the outside (i.e. bathroom stall doors that swing both ways)
- Observe for consistent triggers (e.g. smells, bright light, perfume, hair spray)
- Provide post-secondary or vocational transition planning

Hearing Impairment

EXAMPLE: A parent is hearing impaired and requests, access to school sponsored activities. The District makes accommodations by providing interpreter services for the parent to participate effectively in school-sponsored events or meetings about the student.

Possible Accommodations and Services:

- Provide an interpreter for those school events where accommodations may be necessary/are requested
- Make alternative arrangements for home-school contacts/communication
- Assist with locating peer or support groups
- Use written notes for communication
- Arrange with phone company for assistive devices on public phones
- Provide information on assistive technology; acquire assistive equipment for school use
- Provide in-house TDD or relay services to receive/communicate efficiently
- Provide post-secondary or vocational transition planning

Learning Disabilities

Individual profiles of learning strengths and weaknesses will vary. THE EXAMPLE: The student has a learning disability that impacts her ability to read. She has more difficulty with word decoding and spelling than reading comprehension. Thus, completing reading tasks is difficult and slow. She is currently not eligible to receive special education under IDEA.

Possible Accommodations and Services:

- Provide lower-readability materials covering course context
- Provide extended time on tests
- Allow access to spell checkers and/or word processing
- Provide information on accommodations for college-entrance/qualifying exams (i.e. PSAT)
- Clearly sequenced instruction
- Provide lecture notes/overheads
- Visual graphs/charts/diagrams to support instruction
- Provision of computer access
- Seating toward the instructor
- Support/suggestions relative to post-secondary/career options
- Support in the use of organizational/time-management strategies
- Support in the use of strategies to assist memory and problem-solving
- Provide post-secondary or vocational transition planning
- Provide training in self-advocacy

Leukemia

EXAMPLE: The student has recently been diagnosed with leukemia and requires frequent hospitalization. The condition substantially limits the major life activity of learning and caring for oneself.

Possible Accommodations and Services:

- Involve school nurse in assessing current limitations and development of health plan
- Provide homebound instruction if needed
- Provide the student with an adjusted school day
- Make needed accommodations during physical education/recess
- Provide rest periods
- Have medical services and medication available at school. Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Support the proper diet as per physical recommendation
- With parent/student permission, have area nurse to educate teachers/staff/peers
- Notify parents of existing communicable diseases at school (i.e. chicken pox, flu, strep throat, etc.)
- Consult with medical staff about individual needs and/or concomitant factors

Orthopedically Impaired

EXAMPLE: The student has limited mobility and uses a wheelchair. This condition substantially limits the major life activity of walking.

Possible Accommodations and Services:

- Develop a health care and emergency plan
- Implement an adaptive physical education program
- Provide physical therapy at school
- Correct problems with physical accessibility of facilities/pathways between buildings
- Provide extra time to get to class

- Provide bathroom assistance
- Supply a set of textbooks for home
- Provide a copy of class notes from a peer
- Practice emergency exit from school building
- Ensure that access to programs held in the basement or on upper floors is handicapped accessible
- Ensure that bathroom facilities, water fountains, sinks, etc. are readily accessible
- Provide post-secondary or vocational transition planning

Student with Special Health Care Needs

EXAMPLE: The student has a special health care problem and requires clean intermittent catheterization twice each day. This procedure empties the bladder and helps prevent urinary tract infections and possible wetting. The school is required to provide trained personnel to perform the procedure or to provide the student a private location to perform the procedure. The condition is substantially limiting in the major life activity of caring for oneself.

Possible Accommodations and Services:

- Apply universal precautions
- Provide trained personnel to perform special medical procedures. Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Provide student with private location and time to perform procedures
- Involve area nurse, parents, teachers, and staff in periodic review
- Allow preferential seating as indicated by need
- Adapt recess, physical education, and transportation
- Adjust classroom environment
- Develop health care and emergency plan
- If necessary, adapt attendance policy
- Establish health alert system whereby every staff member involved with this student is aware of the health problem and of proper procedures
- Provide a beeper/paging system for trained personnel
- Make available homebound services/instruction if needed
- Arrange for inservice to other students and staff with parent/student permission
- Provide post-secondary or vocational transition planning

Tourette's Syndrome

EXAMPLE: The student exhibits inappropriate gestures and sounds in the classroom and hallways. The condition is substantially limiting in the major life activities of learning and caring for oneself.

Possible Accommodations and Services:

- Provide student with a means of catching up on missed lessons
- Pair with a fellow student for study if indicated
- Educate other students about associated outbursts/gestures/tics
- Arrange for frequent parental interaction if indicated
- Monitor administration/side effects of medication
- Implement a behavior management program if indicated; cue student about inappropriate behaviors
- Provide supervision for transition activities, during periods of "acting out"
- Provide alternative/larger work-space or appropriate space for the child to act out if indicated
- Teach compensatory strategies

- Adapt assignments if indicated
- Provide peer/teacher inservice with parent/student permission
- Provide post-secondary or vocational transition planning

Traumatic Brain Injury

EXAMPLE: The student sustained a brain injury in an automobile accident. Many academic and motor skills have been lost from the injury, but the prognosis is for full recovery with rehabilitation supports. The student does not qualify for special education under IDEA. The condition is substantially limiting to the major life activities of learning, thinking, concentrating and performing manual tasks.

Possible Accommodations and Services:

- Provide extended school year/time
- Furnish memory/organizational aids
- Provide alternative testing
- Initiate tutoring program if medically unable to attend school
- Arrange an emergency plan
- Monitor for seizure activity
- Inservice staff and peers with student/parent permission
- Monitor fatigue/mental exhaustion
- Provide frequent short breaks during periods of intense concentration
- Shorten the instructional day if indicated
- Provide strategies for organizing/sequencing tasks
- Provide post-secondary or vocational transition planning

Tuberculosis

EXAMPLE: The student is suspected of having active tuberculosis and must stay home until diagnostic tests are completed. The disease is no longer infectious, but the student is still weak. The condition is substantially limiting to the major life activity of learning.

Possible Accommodations and Services:

- Provide home tutor, as necessary
- Inservice staff on the need for confidentiality to limit the stigmatization of him or her
- Have the medical evaluator provide feedback to staff
- Train for proper dispensing of medications; monitor and/or distribute medications; monitor for side effects
- Inservice staff and students about the disease, how it is transmitted and how it is treated
- Work with community agency or health department to provide medication and health education materials
- Work with community agency or health department to test students and staff for exposure and/or infection and to determine when the student can return to school
- Provide therapy and dispense medications if student is diagnosed with active TB; observed for side effects; arrange for parents to give medication on holidays and weekends

Visual Impairment

EXAMPLE: A student has a progressive medical disorder, which results in increasing loss of visual acuity. He now requires both enhanced lighting and enlarged print materials in order to read.

Possible Accommodations and Services:

- Preferential seating

- Adaptations to the physical environment (i.e. consistent room arrangement, removal of obstacles to path of entry)
- Copies of text/reading materials for adaptation
- Modified writing tools (i.e. dark felt tip pens)
- Dark lined writing paper
- Lighting aids
- Low vision devices including magnifiers, monocular glass, closed-circuit TV
- Desktop slantboard
- Enlarged print materials; textbooks, workbooks, worksheets
- Books on tape
- Audiotape recorder, tapes and organizational location (headphones if needed)
- Oral instead of written tests
- Standardized tests (i.e. CAT, SAT) in large print or Braille
- Tactile maps
- Computer with enlarged print screen/adaptations

Weight: Diagnosis of Obesity, Anorexia, and Bulimia

EXAMPLE: A student has an extreme eating disorder that may require special accommodations. Obesity may be considered a disability under Section 504 where it substantially impairs a major life activity such as walking.

Possible Accommodations and Services:

- Provide special seating modifications or furniture
- Make dietary modifications per physician recommendation
- Adapt physical education program per physician recommendation
- Allow extra time to get to classes
- Educate peers
- Adapt rest rooms
- Provide opportunities for socialization and peer counseling/interaction
- Ensure privacy for self-care
- Provide counseling involving the area nurse
- Provide for elevator privileges per physician's recommendation
- Arrange for counselor/area nurse to supervise peer counseling to deal with esteem issues, peer attitudes, teasing, etc.
- Address busing concerns to ensure room on buses for seating
- Arrange to provide opportunities for the individual to participate in intramural and extra-curricular events
- Make any class location changes that may be needed

ACCOMMODATIONS FOR COGNITIVE AND ACADEMIC DEFICITS

**A Compendium of Accommodations and
Instructional Strategies Corresponding to
Woodcock-Johnson III Cognitive and Achievement Clusters**

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SECTION ONE ACCOMMODATIONS FOR COGNITIVE DEFICITS

LONG TERM RETRIEVAL DEFICITS:

Definition:

The student experiences difficulty with retrieval of learned information. While this student might learn information adequately, the student may nonetheless demonstrate difficulty efficiently retrieving it for use in future situations. Long term retrieval difficulties likely vary, however, for different types of information.

Accommodations:

- ✓ **Limit the amount of information to be learned during an instructional session**, giving the student fewer concepts or skills to retain at anyone time. Examples might be limiting the number of spelling words to learn for the week or number of definitions to memorize.
- ✓ **Provide “cheat sheets”** for the student to reference in order to compensate for memory deficits. These might be taped to the student’s desk and should also be available at home.
- ✓ Allow the student to **use a calculator** during math computation in order to compensate for lack of recall of math facts.
- ✓ Since the student might have difficulty recalling important information, allow the student **access to a peer helper** to provide information needed to solve a problem or assignment.
- ✓ Allow the student to take **open book tests** where information can be found to respond to test items.
- ✓ **Employ test formats that require recognition** (multiple choice, matching, true/false and fill in the blank with an associated word bank) in favor of test formats that require recall (essay, fill in the blank without a word bank, writing definitions).
- ✓ Allow the student **free access to ask questions** should he forget information. Encourage the student to ask questions.
- ✓ **In grading, emphasize concepts understood** instead of memory for rote information (e.g., less important names, dates, locations, terms, etc.).
- ✓ During instruction **write information on the board** to provide a source of external memory.
- ✓ **Provide written directions** to supplement oral directions for a task.
- ✓ **Provide a written list of tasks** to be accomplished. In the case of tasks that require a sequence of steps, provide a written copy for the student to refer to. Such information might be written on an index card and taped to the student’s desk as a reminder.

- ✓ **After directions are given in class, check** to insure that the student has retained sufficient information to work independently.
- ✓ **Limit the length of oral directions** and state directions in the order in which the student is expected to complete them.
- ✓ If the student is forgetful about some responsibility, put a **rubber band around the student's wrist** as a reminder and remove when the responsibility or task is accomplished.
- ✓ Provide a **daily planner** in which the student is instructed to **write homework and long term assignments** down as soon as they are assigned. It may be necessary to check accuracy of this information. A study buddy might be of help in this regard.

Instructional strategies/methods

- ☞ Before introducing a new concept or skill, **activate prior knowledge to enhance understanding**. Prior knowledge can be activated by:
 - 1.) asking questions about the topic being taught,
 - 2.) sharing personal experiences related to the topic,
 - 3.) brainstorming everything the student(s) knows about the topic,
 - 4.) asking the student to identify what the student still needs to learn about the subject matter,
 - 5.) asking the student to respond to opinion statements that prompt discussion regarding the topic (e.g., when discussing the defining characteristics of fruits and vegetables ask: What do you like best about spinach? About apples?, etc.).
- ☞ **Review rote information frequently**. Expand time for rehearsal and practice by using peer tutors or teaching assistants to employ structured practice activities. Rehearsing information immediately after it is learned and intermittently thereafter will likely be helpful.
- ☞ **Capitalize on the benefits of spaced practice** by providing the student opportunities to rehearse rote information for short periods several times per day. Rehearsal at home as part of a homework assignment might be helpful.
- ☞ **Employ multiple modalities** (e.g., writing, speaking, listening, etc.) when the student rehearses rote information.
- ☞ To teach rote information, **employ formal academic accommodations** (e.g., cover, copy, compare) which use a high rate of opportunities to respond, high rate of success, immediate feedback and formal error correction procedures.
- ☞ **Review information at the start of an instructional session** to refresh the student's memory for previously taught information.
- ☞ Prompt the student to **take notes during instruction**. Note taking strengthens recall ability and provides a hard copy of information to refer to later.
- ☞ Help the student **group information into meaningful categories** in order to facilitate memory. The more involved the student is in this process, the better the effect on retention.

- ☞ Help the student learn to **break a long list of information into small parts or chunks** of seven or fewer items. Encourage the student to master one small group before moving to the next.
- ☞ **Enhance meaningfulness** by relating new concepts and information taught to experiences familiar to the student (e.g., describe steam formed in a shower on a cold day as an example of condensation). Encourage the student to cite more familiar examples.
- ☞ **Discuss the meaning of a story or text immediately after it is read.** Ask the student to elaborate on what was read. Memory for information will be improved if the student has good understanding and makes associations.
- ☞ Provide opportunities for the student to **use a concept or skill to solve a problem.** The student is more likely to retain information which the student has put into practice.
- ☞ **Prompt the student to elaborate** on and reason with information and concepts taught. For instance, the student is more likely to remember that Paraguay is one of the poorest countries in South America if the student develops reasons for this condition (e.g., land locked, small country, lack of natural resources, arid climate, etc.).
- ☞ Help the student **use mnemonic devices** to retain information. It will be important that the student initiate such efforts and realize the benefits that can be experienced from their use. Following are some specific mnemonic strategies.

Repetition: The student rehearses information by orally repeating it or writing it several times. Rehearsal will be most beneficial if it occurs shortly after learning and occurs intermittently thereafter.

Acrostic: The student recalls a list of words or terms by forming a word using the first letters of the words to be remembered (e.g, HOMES to recall names of the Great Lakes).

Acronym: The student forms a memorable (i.e., silly, outrageous, familiar) phrase or sentence using the first letters of the words or terms to be recalled (e.g., *My waffle is under the new car* to recall the seven mountain states of Montana, Wyoming, etc.).

Method of Loci: This strategy involves the student imagining himself walking through a familiar location such as a bedroom or walking to school. The student imagines placing a term, word or element to be recalled in prominent locations along the route. When it is necessary to recall the information, the student mentally retraces the route. The mental image of the prominent locations along the route elicits the corresponding element to be recalled.

Learning Something New: The student learns more information about a term or vocabulary word. The association of new information with the term strengthens memory for the term. An example would be the student reading some information about a state capital to become more familiar with the city.

Visualization: The student forms a mental image associated with a term to be recalled

(e.g., mental image of Native American squatting in a corn field to recall the name Squanto).

- ⇒ At the start of independent seat work, **monitor student functioning** to insure that he has necessary information available to complete the task.
- ⇒ Have the student **serve as a peer tutor to help another student rehearse information** which the target student is also learning.
- ⇒ Teach the student to **underline important information** in text to refer to later.
- ⇒ Teach the student to **rehearse information just after learning it** to strengthen long term retrieval.
- ⇒ **Consult with parents to rehearse** newly acquired information at home.
- ⇒ **Employ computer programs** to help the student rehearse learned information.
- ⇒ Provide **extra time for rehearsal** of such academic survival information as math facts and times tables.
- ⇒ The student may experience difficulty learning from a lecture format. Retrieval of previously presented information during the lecture may be limited. As a result, **provide visual references** such as models and graphic organizers, write key concepts on the board, allow time for the student to take notes and repeat information.

SHORT TERM MEMORY DEFICITS:

Definition:

The student experiences difficulty holding information in immediate mental awareness. This problem often affects ability to follow oral directions, take notes or retain or understand information presented in a lecture format. Attention is a prerequisite condition supporting short term memory.

Accommodations:

- ✓ Seat the student in a location **away from distractions** in order to optimize attention.
- ✓ **Insure that you have the student's attention** before stating a direction. Gaining eye contact and proximity (i.e., be within arms length of student) are often helpful. Difficulty retaining orally stated directions/information will be further aggravated by poor attention.
- ✓ **Word oral directions clearly and succinctly**, avoiding extraneous words and digressions. When possible, limit the number of steps or requests made. State multi-step directions in the sequence in which they are to be completed.
- ✓ The student may have difficulty recalling oral directions given to the class. As a result, it will be important to **monitor student understanding** after group directions are given.

- ✓ When giving directions, **first provide a simple, global statement that describes the task.** Following the general statement, describe in clear terms the sequence of steps required to accomplish the task. Following is an example.
 "We're going to complete 15 subtraction problems in your math book now. Here's what you need to do....."
 This approach facilitates memory for the instructions by associating the component parts with a clearly understood objective.
- ✓ During oral presentation, **write important information on the board.** Provide written directions that accompany oral directions.
- ✓ **Encourage the student to ask** for directions or information to be repeated if not understood or remembered.
- ✓ It may be helpful to **seat the student next to a peer helper** who can answer questions or repeat information if the student needs help.

Instructional strategies/methods:

- ⇒ A deficit in short term working memory (holding information in mental awareness while manipulating or solving a problem with the information) can create difficulty with phonetic decoding. The student may not be able to hold phonemes associated with a word in mental awareness long enough to blend and decode. In this case, compensate for phonetic decoding difficulty by **teaching a sight vocabulary**, teaching the student to recognize root words and morphemes (prefixes and suffixes) and teaching the student to recognize words via contextual clues.
- ⇒ **Use a top down approach to instruction** in order to lessen memory demands. In this approach, the product is presented as a whole before its component parts are described or taught. For example, when teaching phonetic decoding, say the word first and then help the student phonetically analyze the word.
- ⇒ **Break instructions into parts**, presenting only one or two parts at a time. Establish understanding or mastery of one component before moving onto the next.
- ⇒ **Teach information in easily recognized groups** or families to facilitate memory.
- ⇒ When teaching, **provide a written or pictorial model** the student can refer to. Use of graphic organizers can be helpful in this regard. **Write key terms on the board** so that the student can readily refer to them.
- ⇒ **Repeat important information** at a high rate, emphasizing key words by tone of voice.
- ⇒ During periods of class recitation and discussion, **call on the student shortly after a question has been asked to the class** in order to prevent the student from forgetting the question and/or answer. It may also be helpful to **use a technique called positive questioning** in order to maintain attention of the student as well as classmates. In this method, the teacher asks a

question, pauses for the students to formulate a response and then randomly calls on a student.

- ⇒ **Underline key words** in text the student will read. This will draw attention to this information as well as provide a reference the student can refer back to if memory fails the student.
- ⇒ **Encourage the student to immediately write key concepts**, vocabulary or information down when it is presented during a lecture or when read in text. Recording such information in written form will reduce memory demands by providing a bank of information the student can refer to.
- ⇒ The student may experience difficulty taking notes from a lecture. This may be the result of difficulty holding information in mental awareness while recording it in writing. As a result, **during lectures, move slowly, repeat key information often and write key words and concepts on the board.**
- ⇒ While listening to a lecture, it may be helpful to provide a **formatted, written script for the student on which he can fill in blanks** (cloze method) with key words/concepts.
- ⇒ **Provide the student lecture notes** either produced by the teacher or those written by another student.
- ⇒ The student may experience difficulty at times copying information from a book or the board with speed and facility. This may be the result of difficulty keeping information to be copied in mental awareness (i.e., the student forgets information before getting it copied). As a result, the student may be able to only transfer short bits of information at a time. **Provide extra time to copy information, provide information already in copied form or reduce the demands of copying on tasks.**
- ⇒ Consider presenting rote information (particularly sequential information) in the form of a **song or rhyme.**

PROCESSING SPEED DEFICITS:

Definition:

The student works at a slow rate on simple or rote tasks that are typically automatic in nature. This affects ability to copy, complete academic assignments in a timely manner, take notes with speed and ease or express self quickly and efficiently. Attention is a prerequisite condition to processing speed.

Accommodations:

- ✓ Slow processing speed can significantly reduce the rate of task completion and make long tasks unreasonably difficult to complete. Frustration or boredom can result. As a result, it is important to consider accommodations that emphasize **quality of work produced rather than volume and speed** of work completed.
- ✓ Allow **extra time** to complete tasks.
- ✓ Consider **shortening tasks** that are repetitive. For instance, the student might complete only odd numbered items on a math worksheet.

- ✓ **Reduce volume of writing and copying**, especially when it is not a critical component of an instructional task.
- ✓ On some written assignments consider substituting a **cloze procedure** in which the student completes a sentence or fills in a blank rather than writing an entire sentence.
- ✓ When appropriate, permit the student to **take work home** to be completed.
- ✓ **Make adjustments in the length of homework** assignments. Lengthy assignments may result in the student spending unreasonable amounts of time completing homework.
- ✓ In oral discussions allow the student **sufficient time to formulate a response**.
- ✓ During an oral discussion, **allow the student time to formulate responses** so the student can be an active participant. Questions to be discussed might be reviewed with the student prior to the discussion.
- ✓ **In grading, emphasize accuracy and quality** of items completed on an assignment. Disregard uncompleted items. As a result, a grade is computed by the percentage of correctly completed items rather than based on the total items assigned or present on a task or test.
- ✓ Consider **individualizing test taking**. For instance, some students with processing speed problems may have difficulty staying with the class during a spelling test. Let the student write the test at another time, provide additional time or allow the student to take it orally.
- ✓ **Provide lecture notes** for the student **or, using a cloze procedure, provide a formatted script of notes** in which only key words need to be added.
- ✓ Provide the student **extra time to read a text**, provide a shortened version of the text or have the text read to the student.
- ✓ With a beginning reader, slow processing speed can impede the time to decode a word. As a result, greater demands are placed on working memory causing the decoding process to fail. When the student attempts to decode an unfamiliar word, **assist decoding by saying the sounds and allow the student to blend**. Also, developing a strong sight vocabulary will reduce need for phonetic decoding.
- ✓ Slow processing speed can reduce reading fluency/rate and as a result impair reading comprehension. As a result, it may be helpful to **monitor comprehension of text reading and, if necessary, summarize information orally**.

AUDITORY PROCESSING AND PHONEMIC AWARENESS DEFICITS:

Definitions:

Auditory Processing: The student experiences difficulty analyzing, synthesizing, and discriminating auditory stimuli. Problems can affect receptive communication and may be

manifested in difficulty recognizing partially heard words, recognizing words from background sounds and blending sounds into words.

Phonemic Awareness: The student experiences difficulty with awareness of and efficient manipulation of the phonemes which comprise words. These problems most directly affect reading and spelling development and are manifested by difficulty segmenting words into parts, recognizing and producing rhymes, blending phonemes to make words and adding, deleting and substituting sounds in words to make new words.

Accommodations

- ✓ **Check for comprehension** after group directions are given.
- ✓ **Place in a well managed classroom** with control of extraneous activities that create auditory distractions and competing background noise.
- ✓ Provide **preferential seating** that supports monitoring of student comprehension.
- ✓ **Provide a peer assistant** or buddy to provide information when the student did not understand an oral communication.
- ✓ **Waive foreign language requirements** for graduation.

Instructional Strategies/Methods - Auditory Processing Deficits:

- ⇒ When practical, **word instructions individually** to the student in order to avoid competition with extraneous background sounds.
- ⇒ **Seat the student in proximity to the teacher** in order to facilitate monitoring and to individualize instructions.
- ⇒ **Face the student** when speaking and be in proximity.
- ⇒ **Articulate clearly** and avoid speaking quickly or slurring words.
- ⇒ **Word directions and instructions clearly**, succinctly and in simple terms.
- ⇒ **Encourage the student to ask questions** and seek help if the student does not understand.
- ⇒ Supplement oral directions/instructions with a **written counterpart**.
- ⇒ Be prepared to **provide a demonstration or concrete example** to accompany an oral explanation.
- ⇒ **Write key words on the board** or on an overhead to support oral instruction.
- ⇒ As a pre-teaching strategy, it may be helpful to **have the student read about a content area**

before information is presented orally. Familiarity with content will enhance oral comprehension despite an auditory processing deficit.

- ⇒ The student may have difficulty interpreting information presented orally during a lecture. As a result, it may be helpful to **supply a written study guide** the student can follow during the presentation. A study guide might contain an outline of content and provide definitions for key words and concepts. In addition, a cloze technique (fill in the blank) might be incorporated into the study guide to facilitate note taking during the presentation.
- ⇒ Auditory processing and particularly phonemic awareness deficits can interfere with learning to decode words. Until phonemic awareness skills are strengthened it will likely be helpful to compensate for phonetic decoding difficulty by **teaching a sight vocabulary, teaching the student to recognize root words and morphemes (prefixes and suffixes) and teaching the student to recognize words via contextual clues.**
- ⇒ **Provide a signal to alert the student** when an oral direction/instruction is going to be given.

Instructional Strategies to Teach Phonemic Awareness

- ⇒ Strong phonemic awareness skills predict ease in reading development. As a result, it is important that steps be taken to **develop and strengthen phonemic awareness skills** including segmenting words into syllables, development of rhyming ability, blending phonemes into words and segmenting words into phonemes. In addition, the student should develop skills to manipulate phonemes in words including deleting, adding and substituting phonemes to make new words.
- ⇒ **Read books to the student that play with and manipulate letter sounds.** Such literature makes use of rhyming, alliteration and manipulation of phonemes. Dr. Seuss books are entertaining examples.
- ⇒ **Read or recite poems to the student that use different rhyming patters.** Encourage the student to repeat the rhyme and perhaps raise a hand when the rhyme is heard.
- ⇒ Use **phonemic awareness activities for which the student knows individual letter sounds** and sounds of letter combinations.
- ⇒ **Discuss how phonemic awareness activities relate to reading and spelling words** (e.g., words that rhyme such as cat and hat have similar spelling).
- ⇒ The student will likely recognize larger word parts and syllables before individual phonemes (specific sounds) in words. As a result, **start awareness building activities by breaking compound words into parts** (e.g., pan-cake, butter-fly, basket-ball). The student might manipulate pictures of the component words to create compound words. Move from compound words to recognizing syllables in words and in time to recognizing and manipulating individual phonemes in simple and then longer words.
- ⇒ If syllabifying a word is particularly difficult for the student, **explain that when a word is said,**

the chin drops for each syllable stated. Also, a breath of air is expelled with each syllable stated. These physical cues may help the student understand that words are composed of parts that can be identified.

- ⇒ The student will likely find greater success **segmenting and manipulating words with long vowel sounds and consonant sounds that can be elongated** or held when said (e.g., m, f, s).
- ⇒ When segmenting words into syllables or phonemes, it may be helpful to have the student **move an object such as a block or poker chip for each syllable or phoneme heard or said.**
- ⇒ When segmenting, the student will likely be able to most easily identify and manipulate the first and last phonemes in a word. As a result, **start by asking the student to identify and manipulate the first, then the last and finally the medial phonemes in words.**
- ⇒ **As the student becomes proficient with segmenting words, include the blending process.** In time have the student both segment (i.e., move from whole to parts) and then blend (i.e., move from parts to whole) words.
- ⇒ The student will likely benefit from the following **guidelines for teaching blending skills:**
 - a.) Start by blending simple compound words, then syllables into words and finally sounds into words.
 - b.) Initially start blending activities with words having long vowels and consonants that make a continuous or stretched sound.
 - c.) When introducing blending, start by blending the initial sound to words (m-at), followed by completing words by blending the final sound (c-at). In time work toward blending all sounds.
 - d.) Move from the instructor modeling the blending to the student independently blending without prompts.
 - e.) Move from the student blending words for which the instructor states syllables or sounds to the student blending words from print. This will require that the student know letter-sound associations.
- ⇒ Read pairs of words to the student, some of which rhyme and some of which do not. **Ask the student to raise a hand when the words rhyme** and not raise a hand when the words do not rhyme. Motivation might be increased by providing the student a token for each correct response. Tokens over time would be collected and cashed in for rewards.
- ⇒ As the student becomes more proficient with rhyming, **ask the student to supply a rhyming word** to complete a line or to state a word that rhymes with another word.
- ⇒ During instructional activities, **use concrete symbols to represent phonemes.** Slowly state a word phoneme by phoneme and place a poker chip on the table as each phoneme is said. Then say one of the phonemes in isolation and ask the student to identify which chip represents the

phoneme.

- **Identify a root word or sound and have the student produce variations of the word** or new words by adding initial or ending sounds (ake: bake, rake, baking, raking).
- Have the **student create new words by substituting medial sounds** for a base word (bat: bit, bet, but; fan: fun, fin).
- The student may find phonemic awareness activities uninteresting and tedious. As a result, it may be helpful to **present activities as part of a game**. Use a board from a common game such as Chutes and Ladders. Each time the student is correct in a response to the phonemic awareness activity, the student chooses a card with a number written on the back. The student moves this number of spaces on the game board.

VISUAL-SPATIAL THINKING DEFICITS:

Definition:

The student experiences difficulty perceiving and thinking with visual patterns. Visual spatial thinking can affect ability to store and recall visual information as well as difficulty with tasks that require awareness of visual detail.

Accommodations:

- ✓ The student may experience confusion gaining information from **charts, graphs and tables**. As a result, take time to explain these systems of representing information. It may be necessary to **individually assist the student** to retrieve information from such visual systems. **Pairing with a buddy** might be helpful when the student needs immediate help gaining information from charts, graphs and tables.
- ✓ Encourage the student to **clear desk of extraneous materials**, leaving only those that are required for a task.
- ✓ **Reduce extraneous visual stimuli on a page by highlighting the target stimulus** (underline key words), covering extraneous stimuli (using a marker when reading) or increasing the size of a stimulus (enlarge print). Also, when writing or solving math problems is required on a page, provide ample white space.
- ✓ **Highlight or underline in color important information** on a page to help the student scan.
- ✓ **Provide visual markers to guide the student** on tasks that are spatial and sequential. For instance, provide an arrow to demonstrate where to start and in what direction to proceed when computing a math problem. Visual markers might also be used to assist the student to organize information on paper (e.g., marker for name, marker for title, marker for where to place paragraphs.)
- ✓ On some tasks the student might benefit from **folding a paper to provide quadrants** within which specific tasks are to be accomplished.

- ✓ Provide **graph paper to help the student organize rows and columns** on math computation problems.
- ✓ Have the student **copy math problems with a color marker but work them in pencil** to help separate the student's work from the problem.
- ✓ The student may experience difficulty finding his place when copying from the board or a book. Such difficulty might slow rate of task completion. As a result, consider **providing pre-copied tasks**. When the student is expected to copy from a book, **provide a piece of sticky paper the student can use to mark the last line or item copied** from the text.
- ✓ **Assist the student to organize** by providing a box for tools, pocket folders color coded by subjects and guidance on how to organize materials in either desk or locker.
- ✓ **Reduce expectations on tasks that require spatial organization** such as art projects. Consider grading the student on skills gained rather than in comparison to peers.
- ✓ The student may experience difficulty telling time and understanding temporal relationships. **Provide assistance when time measurement, estimating time or temporal concepts are required on a task.**

Instructional Strategies:

- ⇒ **Avoid relying excessively on visual models, diagrams and demonstrations** during instruction with this student. **Accompany visual demonstrations with oral explanations.**
- ⇒ When using visual demonstrations or models to teach a skill or concept, be prepared to **move slowly and repeat visual demonstrations as needed.**
- ⇒ **Break spatial tasks into component parts and provide a verbal set of instructions to match each part.** For instance, provide a sequenced verbal strategy to help a student work through the steps of a math computation problem such as regrouping in subtraction.
- ⇒ The student may experience difficulty forming a visual representation of a concept in his mind (e.g., change of solar position with latitude). As a result, **provide hands on, concrete experiences and manipulatives when teaching an abstract concept that is visual in nature.** Accompany these concrete experiences with verbal explanations.
- ⇒ The student may experience **difficulty with visual memory** for symbols. As a result, **provide a model to which the student can refer when completing tasks** (e.g., number line on desk, alphabet on desk, example on desk of a math algorithm including markers to show sequence of steps, etc.)

COMPREHENSION-KNOWLEDGE AND LANGUAGE DEFICITS:

Definition:

The student lacks background knowledge and/or language development to support academic learning. As a result, the student may demonstrate difficulty with comprehension of directions and material read, as well as difficulty with oral expression and content of written language.

Accommodations:

- ✓ The student may experience difficulty comprehending oral or written directions. As a result, provide **preferential seating to enhance monitoring** of comprehension.
- ✓ After group directions are given, **check with the student to insure comprehension of task demands**. This might be done by asking the student to paraphrase directions in the student's own words.
- ✓ The student will likely benefit from **oral communication that is individualized** and features the following elements:
 - 1.) use of clear, concise language,
 - 2.) use of vocabulary that is comprehensible,
 - 3.) use of pauses between phrases or sentences to promote processing of information,
 - 4.) avoidance of complex and lengthy sentences,
 - 5.) check of comprehension after the communication is completed.
- ✓ **Encourage the student to ask for clarification** if a communication is not understood.
- ✓ **Seat the student near peer models who can clarify information** or directions and provide individual assistance.
- ✓ **Provide a word bank** from which the student can draw when involved in written expression.
- ✓ **Provide a glossary** of important terms the student can refer to in order to compensate for lack of background information and vocabulary
- ✓ Insure that **test items do not include vocabulary which has not been taught** or is not familiar to the student.

Instructional Strategies:

- ⇒ **Review and/or teach key vocabulary words** before a lecture or before the student is asked to read from content area texts. It may be necessary to review individually with the student. Use of an aide or parent assistant might be helpful in this regard.
- ⇒ During instruction, **write key words and terms on the board** to provide a reference to which the student can refer. It is likely the student will not retain information that is only presented orally since there is a lack of background information and related vocabulary.

- ⇒ **Pair oral instruction with demonstrations**, visual examples and models. **Use concrete references** familiar to the student when presenting new vocabulary or concepts.
- ⇒ **Word instructions clearly**, using specific language and vocabulary that is familiar to the student. Avoid long and complex sentences.
- ⇒ During instruction **stick to the point - avoid digressions and excessive language**.
- ⇒ **Insure understanding for present** information before introducing additional information.
- ⇒ Assist the student to express ideas by **providing necessary vocabulary words**.
- ⇒ A lack of information and vocabulary may affect reading comprehension. As a result, **orally review information the student read about in a passage**. When necessary reinterpret information using familiar vocabulary, terms and experiences.
- ⇒ **Use direct instruction methods to teach new words**. Model use of the word, cite concrete references to enhance understanding of the word, have the student use the word in various tasks and contexts, and provide immediate feedback/error correction. Attempt to link new vocabulary to prior learning and familiar experiences.
- ⇒ Attempt to **expand the student's vocabulary by substituting more sophisticated or precise terms** for the student's. For instance, when the student says his dog "runs around and barks," restate the description by stating, "Oh, your dog is frisky."
- ⇒ **Teach the student to use a thesaurus** to expand oral and written vocabulary.
- ⇒ **Use catalogs to associate pictures with vocabulary**. Provide the correct vocabulary and ask the student to use the word in one or more sentences. It might be helpful to ask the student's parent to employ this procedure.
- ⇒ Attempt to increase the student's fund of knowledge by **exposing the student to information rich mediums** such as newspapers, news magazines, television documentaries and television news programs. Provide opportunities to discuss information presented.
- ⇒ Prior to a lecture, **provide an advance organizer**. This might consist of an outline, written on the board, of the material to be presented. Refer to each topic on the board as it is presented.
- ⇒ During oral presentations and lectures, **use a cloze strategy** to help the student be vigilant to key vocabulary and concepts to be presented. This method requires that definitions of key concepts and vocabulary be written out. Important terms are then substituted with a blank space on the cloze form. During the lecture, the student listens carefully and fills in the blank terms as they are presented in the lecture. It may be helpful to have a word bank of terms at the top of the page to which the student can refer. While lecturing, the instructor should use the exact wording of statements on the cloze page being completed by the student. Afterward, correct the student's responses.

- ⇒ **Immediately correct grammatical or word usage errors** and require the student to respond correctly.

FLUID REASONING DEFICITS:

Definition:

The student demonstrates difficulty with reasoning which may be manifested by problems comprehending instruction and directions, generalizing learned skills and solving novel problems.

Accommodations:

- ✓ The student may not understand relationships between concepts and may not generalize learned rules or procedures to different or new situations. As a result, the student may often appear confused with task demands. It will be necessary to **monitor the student at a high rate to assess understanding** and provide assistance in a timely manner.
- ✓ While the student may initially appear to understand directions, problems may be encountered in applying directions as task demands and contexts change (e.g., generalizing from identifying latitude and longitude of a specific location on a map to new sites and with other maps). As a result, it will be important to **monitor functioning throughout a task and particularly when there are changes in task demands**.
- ✓ It may be helpful to **seat the student next to a peer helper** who can provide assistance when the student experiences confusion.
- ✓ **Start a task with the student** so that the initial items are done correctly and a model for completion of the assignment is established. This might most conveniently be done by assigning a peer with whom the student can do the first problem(s) of an assignment.
- ✓ **Avoid frustrating the student with problem solving** tasks that require reasoning beyond a level for which the student has demonstrated competency.
- ✓ **Provide practice tests** that include examples similar to those on a graded test.
- ✓ **Weight grades in favor of concrete information and skills** acquired instead of creative use or application of concepts and skills.

Instructional Strategies:

- ⇒ Due to **difficulty with deductive reasoning**, the student may experience problems using a learned procedure or rule to solve problems. This difficulty might occur when content changes in story problems or when an algorithm is expressed in a different way. As a result, **provide various examples of how the rule or procedure can be used across different situations**.
- ⇒ Due to **difficulty with deductive reasoning**, the student experiences problems using rules or a set of procedures to solve problems. As a result, **use discovery learning** to provide experiences to assist the student to understand why a rule or principal works. Work from the bottom up by

showing how observations result in formation of a rule. After the student understands why, the student might better be able to generalize use of a rule or procedure to solve new problems.

- ⇒ Due to **difficulty with inductive reasoning**, the student may experience confusion with discovery learning in which the student is expected to arrive at a rule to explain examples. **This student appears to work best when a rule is stated or a well defined set of steps is established to solve a problem.**
- ⇒ To promote understanding and generalization in use of a rule or procedure, **clearly describe the rule or procedure and provide numerous concrete examples**, particularly from the student's experience.
- ⇒ **Develop understanding of abstract concepts by describing concrete, familiar elements of the concept** (e.g., fruit can be eaten, grows on trees, has a seed or stone and has skin). In addition, employ concrete examples including pictures, demonstrations and manipulatives.
- ⇒ **Break complex tasks or procedures into component parts.** After the student masters one part, move onto the next.
- ⇒ Help the student **sort out relevant from irrelevant information** when solving a problem.
- ⇒ Move slowly when presenting new information and **tie new concepts into previously mastered concepts** and information.
- ⇒ **Teach new information in groups** or families and clarify how the items or examples are alike.
- ⇒ **Provide a routine or practiced sequence** for approaching a difficult or complex task. A practiced routine will help the student solve problems despite difficulty understanding how and why a procedure works. It may be necessary to define when and under what circumstances a procedure is to be used.
- ⇒ Provide structured opportunities for the student to **use a concept or skill in real life contexts** (e.g., using subtraction to determine money left after a purchase).
- ⇒ Consider **using a teaching assistant, volunteer or peer tutor to work individually with the student** to teach and demonstrate a new skill or concept. This may be most important when classmates have gained insight and the student still lacks understanding for a concept or procedure.
- ⇒ **Explain the purpose of an assignment** in order to make the task meaningful to the student. This student may not independently perceive the relationship between completing a task and greater learning outcomes.
- ⇒ Make an effort to **explain in clear, concrete terms why a procedure is being used** in a particular problem.
- ⇒ The student demonstrates reasoning difficulties that might impede understanding of instruction. **A study guide might be beneficial** to help the student organize information, identify the most

relevant information and provide a conceptual framework to understand instruction (or passage reading). A study guide might consist of open ended questions, fill in the blank items or true false questions that the student reads prior to instruction. The student looks for answers during instruction (or while reading) and completes the study guide items.



Before teaching a new concept or topic, **use semantic maps to organize key vocabulary and prior knowledge**. Following are steps to be followed.

- 1.) Write a sentence on the board that succinctly describes the topic (e.g., The climate of the west is varied).
- 2.) Ask the student(s) to brainstorm all words and phrases the student(s) can think of about the topic. Write these on the board.
- 3.) Write key vocabulary words on the board. Define these terms.
- 4.) Ask the student(s) to identify words and phrases that go together (e.g., rain, snow, hail as one category and hot, cold as another category). Write these in groups or categories.
- 5.) Encircle the categories and ask the student(s) to think of a label that describes the category (e.g., temperature, precipitation, etc.)
- 6.) Discuss how the categories relate to each other.
- 7.) Teach the lesson while referring back and adding to the semantic map.

SECTION TWO

ACCOMMODATIONS FOR ACHIEVEMENT DEFICITS

BASIC READING SKILL DEFICITS (Reading Readiness, Decoding, Word Recognition, Reading Fluency)

Definition:

The student lacks skills in reading readiness, phonetic decoding, word recognition and reading fluency.

Accommodations:

- ✓ The student will experience difficulty reading directions whether on the board, on assignments or in texts. It will be helpful to **orally review written directions with the student** and, when appropriate, provide demonstrations to support comprehension.
- ✓ Many seatwork tasks and activities that require independent reading as well as writing will be difficult for this student. As a result, **expectations will need to be adjusted**. It may be necessary to shorten such assignments, provide additional time, modify items, or provide individual help. The student might be assigned to work with another student on such tasks.
- ✓ Consider **seating the student next to a study buddy** who can assist the student when the student experiences difficulty with reading.
- ✓ Content area texts (e.g., social studies, science) may be difficult for the student to read. It may be helpful to **review information orally that is presented in expository texts**. In addition, reviewing content of text passages may provide context clues that will help the student read the passage.
- ✓ **Highlighting of content area texts** can be helpful to compensate for difficulties with reading efficiency. In this strategy key words, phrases and sentences are marked with a highlighter pen. As a result, the amount of reading is reduced and key information is emphasized.
- ✓ **Have a model student read** content area texts to the student to compensate for the student's difficulties with reading of the material.
- ✓ Since the student is identified as reading disabled, the student is eligible to receive **books on tape**. This may be necessary to compensate for the student's inability to read content area texts. Tapes may be borrowed from *Recordings for the Blind and Dyslexic*, which is a nonprofit organization serving the needs of blind and learning disabled individuals. It is required that a membership application be completed, which is available at the organization's website, www.rfbd.org. The application requires the signature of an educational professional certifying that the student is unable to read standard print. The organization's address is

Recordings for the Blind and Dyslexic
The Anne T. Macdonald Center
20 Roszel Road

Princeton, New Jersey 08540
Phone: 1-800-221-4792

- ✓ Given the student's weakness in basic reading skills, it may be necessary to make **adjustments in homework assignments**. It will be important to only assign tasks for which the student demonstrates independent reading skills.
- ✓ As the student demonstrates significant basic reading skill deficits, **tests might better be given orally**. Should reading and writing be required, consideration should be given to providing additional time to complete a test.
- ✓ Provide text with **larger print** (i.e., magnify photocopy).
- ✓ In order to enhance visual perception of print, require the student to **place a book marker under successive lines of text** as they are read. Or, provide the student a window to move down the page as text is read.
- ✓ To avoid embarrassment and an experience of failure, **avoid oral reading of difficult passages in public**.

Instructional Strategies to enhance motivation:

- ⇒ Encourage the **student's parents to read high interest materials to the student**. Parental attention associated with reading will establish reading as a pleasurable experience that is valued by the parents.
- ⇒ It is important that the student experience enjoyment and benefits from reading. Help the student's parents find reading materials in the library that match areas of student interest and are at independent reading level. **Encourage the student to read regularly at home**. The parents might be assisted to establish a formal reward program to encourage independent reading at home.
- ⇒ **Have the student serve as a peer tutor who uses an academic accommodation to help a problem reader** is a lower grade class. The student might also read easy reading level stories to students in a lower grade class.
- ⇒ **With the student, systematically plot reading performance on a graph to show progress**. First take a baseline measure of reading performance (e.g., reading rate in words correct per minute, percentage of words recognized in a passage, words read correctly per minute from a sight word list, etc.). Set a goal and thereafter take regular samples of reading performance, teaching the student to record data on the graph. Reinforce both effort and goal achievement. This method not only provides feedback to the teacher concerning success of an accommodation, but enhances student motivation as well.

Instructional strategies to teach letter names and sounds:

- ⇒ **Teach the student to say the alphabet**. Familiarity with letter names will enhance learning of letter-name associations.

- ⇒ **Use direct instruction procedures** of showing the target stimulus (i.e., the written letter), modeling the correct response (i.e., both name and sound of the letter), providing the student numerous opportunities to rehearse the correct response in the presence of the target stimulus, reinforce success and immediately correct errors in a positive manner.
- ⇒ **Teach only one or two letter names and sounds at a time.** In teaching, show the letter and pair the name with the sound. Regularly review letter names and sounds previously taught.
- ⇒ Capitalize on familiarity by first teaching the student the **letter names and sounds in the student's name.**
- ⇒ **Pair letters with pictures** associated with the letter name or sound. For instance, when teaching the letter a, associate the letter with a picture of an apple and the /a/ sound. Some letters lend themselves to such associations (e.g., m taught as two mountains, s taught as a snake, e taught as an egg).
- ⇒ Provide cut out letters and **have the student match letters** in order to establish discrimination of letter forms.
- ⇒ Provide **opportunities for the student to play with letter forms** by drawing them in sand, making them out of clay, tracing and writing letters on the board and on paper and even making letters out of dough followed by baking and eating them. The student might also play the game *Go Fish* with letter cards. In such activities make a point to have the student say the letter name and sound often.
- ⇒ Encourage the student's **parent to review letter names and sounds at home.** Communicate regularly so that the parent is working on the same letters taught in class. Suggest specific activities that have been found helpful in class.
- ⇒ **Capitalize on the benefits of spaced practice** by providing several short opportunities (i.e., 10 minutes) spread across the day for the student to practice association of names and sounds with letters.
- ⇒ **Employ an upper grade peer tutor or parent aide** to review letter names and sounds on a regular basis.
- ⇒ Enhance motivation by using a **positive reinforcement program.** For instance, each time the student demonstrates mastery of a letter name and sound, the student pastes a cut out of the letter on a drawing of a ladder. At designated steps on the ladder, reinforcers are earned.
- ⇒ **Use delayed prompting as a drill activity.** Three letters for which the student knows neither name nor sound are written on flash cards. The instructor shows each card and says the name and sound. The stack is presented three times in this manner. Afterward, the student is told that in the next presentations, the student is to say the name and sound. The student is also told to only make a response if absolutely certain. If uncertain, the student is to remain silent following the flash. If the student is correct, a praise statement is issued. If the student waits, the correct response (i.e., letter name and sound) is provided by the instructor followed by the student making the correct response. If the student makes an erroneous response, the student is reminded

to only respond if the name and sound are known.

- ⇒ **The drill sandwich method is recommended as a flash card activity** to teach letter names and sounds. An upper grade peer tutor or parent aide may be necessary. Three unknown (i.e., neither name nor sound is associated with the letter) letters and seven known letters are selected. The unknown letters are initially taught by a tutor by showing the student the letter, saying the name and sound and asking the student to repeat it several times while looking at the letter. The tutor then employs a flash card method in which the unknown letters are placed in positions 3, 6 and 8 while known letters are placed in the other positions. The set of letters is presented several times. Occasionally the position of known letters is changed while unknown letters remain in positions 3, 6 and 8.

Instructional strategies to teach phonetic decoding and phonological awareness skills:

- ⇒ Using words for which the student knows individual letter sounds, **teach the student to read the word by blending individual sounds**. Likewise, help the student break known words into individual sounds. Always use words the student is readily familiar with. **Employ direct instruction methods** of modeling the blending process, providing the student many opportunities to practice and providing immediate feedback/error correction.
- ⇒ **Teach the student that words can be broken into syllables** and that often simple words are contained within a larger word.
- ⇒ **Use letter cards or magnetic letters to teach the student to combine letters into words**. First, the instructor says the word, then repeats it phoneme by phoneme while pointing to the corresponding letters sequenced in correct fashion to spell the word. The instructor then scrambles the letters and asks the student to form the word with the letters.
- ⇒ **Make new words by changing individual letters in a base word**. Write a simple word such as cat. Read the word several times with the student. Change one letter (e.g., p/t or u/a) and have the student read the word. The student might suggest letter substitutions. Afterward, have the student read the list of new words that were created.
- ⇒ **Use word families** (e.g., cat, hat, sat, mat, etc or run, bun, fun, etc.) when teaching phonetic decoding skills.
- ⇒ Use the game board from a familiar game to **play a phonics game**. Write phonetically regular words on cards. Also, randomly assign point values to each card. Each time the student correctly decodes a word written on a game card, the student moves the corresponding number of spaces on the game board. This activity can be played with peers and supervised by an upper grade peer tutor. In time, add more challenging words to the stack as the student gains skills.

Instructional strategies to teach a sight vocabulary:

- ⇒ Should the student experience difficulty with a phonetically based word building approach, **employ a more linguistic, whole word method in which words are taught by families and/or grouped by root words**. Meanwhile, attempt to address underlying auditory/phonemic or short term memory weaknesses that cause difficulty with phonetic analysis and decoding.

- ☞ When teaching a sight vocabulary, **choose words the student regularly uses in oral expression.** Or, teach the meaning of the word before it is taught.
- ☞ **Teach the student the 300 sight words which make up approximately 65% of written material.** These words were identified by Fry in 1977 (Fry, E. *Elementary Reading Instruction* published by McGraw-Hill).
- ☞ Teach only **three or four sight words at a time.**
- ☞ **Use a multi-method, multi-sensory approach to teach sight words.** Teach individual sight words by reading the word to the student, having the student read the word back several times, having the student use the word in sentences, having the student trace over the written word while saying the sounds, and having the student write the word from memory while checking and correcting after each attempt. Provide immediate feedback/error correction. Assigning a peer tutor or parent volunteer might be necessary to accomplish this routine.
- ☞ Write sight words on **flash cards** and have the student drill frequently with a peer tutor.
- ☞ Help the student recognize common sight words in print by having the student **scan a text and highlight each example of a specific sight word.**
- ☞ **Incorporate sight words being taught into the student's weekly spelling list.**
- ☞ Identify a specific sight word to be learned. **Ask the student to dictate a story using the sight word** several times in the story. Afterward, the student reads the story back to the instructor. This strategy can be employed with a peer tutor.
- ☞ **Teach the student survival sight words** that occur frequently in the student's environment (e.g., stop, men, women, exit, etc.)
- ☞ **Review sight vocabulary words from a reading passage by the *delayed prompting method*.** Unknown words from a passage are written on flash cards. Stacks of five or six cards are formed. The tutor shows each card while reading the word aloud. Using this procedure, the tutor presents the stack twice. The student is then told that he will be asked to read each card in the stack. The student is also instructed to only say the word if he is certain he knows it. He is instructed to wait for the correct answer if uncertain. The stack is presented six times. If the student does not respond in four seconds, the tutor reads the word. The student then reads the word twice before the next card is flashed. If the student gives the wrong answer during the four second delay, the student is reminded to wait till the word is read by the tutor. Unprompted correct responses are followed by an enthusiastic praise statement while prompted responses are followed by a simple praise statement. It may be helpful to provide points associated with a reward program to maintain motivation.
- ☞ **The *drill sandwich method* is recommended to preview and teach key vocabulary words** from a basal reading text or content area text that will be read in class. Three unknown (i.e., unfamiliar) words and seven known words are selected from the passage. The unknown words are initially taught by showing the student the word, saying the word and asking the student to repeat it several times. The tutor then employs a flash card method in which the unknown words

are placed in positions 3, 6 and 8 while known words are placed in the other positions. The set of words is presented several times. Occasionally, the position of known words is changed while unknown words remain in positions 3, 6 and 8. Afterward, the passage from which the words are taken is read orally by the student.

- **Use the *simultaneous reading of vocabulary words method* to preview reading vocabulary words from content area texts** that will be read in class. In this procedure five or six difficult vocabulary words are identified and written down a page. The instructor produces an audio tape in which the words are read in sequence. The tape is played as the student follows along. A peer tutor who reads the words can be substituted for the audio tape. After listening to the words read, the student then reads the list. The procedure is repeated until the student demonstrates mastery for the vocabulary words.
- For reading vocabulary words which have been particularly resistant to instruction, **employ a variety of multi-sensory approaches in which visual, auditory and kinesthetic stimuli are used with a variety of tasks at various cognitive levels.** Use of a peer tutor or aide might be required for some of these. The student might hear the word in various sentences, create oral sentences using the word, hear and identify rhyming words, see the word in print, hear the word read, hear the component phonemes and syllables articulated when read, read the word repeatedly, read individual syllables and graphemes that comprise the word, write the word while saying it, draw the word in shaving cream or sand while saying the word, write the word on the board, draw the word in the air with large muscle movements, pick the word out from other words, move letter blocks into position to spell the word, and dictate the word in sentences which the student then reads.
- Use an **overhead transparency** to show text on a screen. **Point to words on the screen as they are being read orally** in class.

Instructional strategies to improve reading fluency:

- Provide opportunities for the student to ***preview passages from the basal reading program*** before the passages are read in class. In this procedure, the student listens to a peer tutor read a passage or reads along with a peer tutor.
- **Employ a *home based reading previewing program*.** This will require regular communication between school and home as well as a copy of the basal reading text at home. The parent spends about 15 minutes at least four nights a week listening to the student read a passage that is scheduled to be read within the next couple of days at school. The parent responds to substitution, omission or mispronunciation errors by merely stating the word and asking the student to re-read it twice. The student then starts reading at the beginning of the sentence in which the error occurred. After the passage is read, story content is discussed and the student re-reads the passage.
- **Use *listening previewing as an individualized instructional strategy*** to build rate and fluency. This strategy is also helpful to preview passages that are at frustrational reading level. The student and a peer tutor read passages from the assigned basal reading text within a day before the passage is read in class. The student listens and follows along as the tutor reads a sentence or short paragraph. The student then orally reads the paragraph. This process is continued until the

passage is completed and the student reads the passage aloud independently. Errors are corrected by the tutor saying the word correctly and the student repeating the word three times while looking at the word. After an error correction, the student starts reading at the beginning of the sentence in which the error occurred.

- ⇒ **Use the *repeated reading method*** to improve reading fluency. In this strategy a baseline reading rate of words correct per minute is established for a passage from the student's basal reading text. The instructor assists the student to plot this information on a graph and set a goal. Across daily sessions the student re-reads the same passage orally and plots his reading fluency (i.e., words correct per minute) on the graph. Reinforcement is provided when the student reaches the reading fluency goal and the process begins again with a new passage. Goal setting and regular plotting of data by the student are important parts of this method.
- ⇒ **Employ a *simultaneous or choral reading strategy*** (also known as neurological impress method) with a peer tutor to improve fluency and to read passages that are at frustrational reading level. The student and a tutor read orally together (simultaneously) from the student's reading instructional text. The tutor reads at a rate approximately 1/3rd faster than the baseline rate of the target student. After a paragraph or several lines are read in chorus, the student orally reads the passage alone. It is helpful for the tutor to follow along with his/her finger when modeling. If the student mispronounces a word or fails to identify a word while reading alone, the tutor immediately says the word and the student repeats it and continues reading. Passages should be material to be read in class within the next couple of days.
- ⇒ **Employ a *previewing and audio tape strategy*** in which the student previews a passage to be read within the next day from the student's reading instructional text. The student listens to a tape recording of the passage while reading along with the tape. Afterward, the student re-reads the passage orally.

READING COMPREHENSION DEFICITS

Definition:

The student demonstrates deficiency in comprehension of information read.

Accommodations:

- ✓ A lack of knowledge to which the student can relate information from a passage may contribute to lack of comprehension. As a result, it will be important to **provide background information about the topic before a passage is read**. The more information the student has about the topic, the better will be the student's comprehension when reading about the topic.
- ✓ **Monitor comprehension after passages are read in class**. It may be helpful to ask the student to paraphrase or summarize information read in order to assess level of comprehension.
- ✓ On assignments, **orally review the content of written directions**.
- ✓ **Encourage the student to ask for assistance if the student lacks understanding of information read**. It may be helpful to seat the student next to a **study buddy** who can provide such assistance.

- ✓ Provide texts with **key phrases and vocabulary highlighted**.
- ✓ **Provide a study guide prior to the student reading a passage.** The study guide might consist of open ended questions, fill in the blank items or true false items which the student responds to. The student first reviews the study guide and then looks for responses while reading the passage.
- ✓ A lack of basic reading skills, including adequate reading fluency, is inhibiting comprehension with this student. As a result, it will be helpful to **orally review information in a passage before it is read**, provide a tape recording of a passage, or have a peer pre-read the passage with the student and discuss its meaning.
- ✓ **Provide extra time for the student to read a passage or shorten the amount to be read.** Reading comprehension difficulties often result in a need to re-read a passage or engage in other cognitive strategies to gain meaning from a passage.
- ✓ **Review the meaning of key vocabulary words and concepts before a passage from a content area text is read in class.** It will likely be helpful to relate the vocabulary to the student's experience. Also, have the student use the vocabulary in sentences. Briefly discuss how this vocabulary will be used in the passage in order to facilitate understanding of the words when read in the text.
- ✓ Avoid testing the student on content that is only presented through reading. Make sure that **information on tests is taught orally** prior to a test.
- ✓ It may be necessary in some circumstances to **read a test to the student or to employ oral testing methods**.

Instructional Strategies:

- ⇒ **Encourage the student to read regularly.** Provide reading material of interest at independent reading level and assign time for the student to read. In addition, consult with the student's parents to encourage independent reading in areas of interest at home.
- ⇒ Enhance motivation by clearly **identifying concrete and meaningful purposes for reading a passage** (e.g., you will learn, after you have read this passage you will know how to, the information in this passage will be on tomorrow's test, etc.).
- ⇒ **Teach the meaning of key vocabulary** and new or unfamiliar terms before the student reads a passage.
- ⇒ Have **the student and a cohort read a passage with the goal of asking each other questions**. This activity can be turned into a game by assigning points for questions correctly answered.
- ⇒ Pair the student with a peer. Both students read a passage paragraph by paragraph. **At the end of each paragraph the students suggest questions that were answered by the paragraph and each summarizes the information** in a couple of sentences. Each student then predicts what the next paragraph will reveal.

- ⇒ **Teach the student that expository texts (i.e., content area texts) are usually written in a typical style.** A chapter is divided into sections by bold print headings. Each section discusses a topic which is summarized by the bold print heading for the section. Within each paragraph of a section are main ideas. **Show how this organization applies to texts used in class.**
- ⇒ Prior to reading expository text, **activate the student's prior knowledge of the subject matter.** This might be done by:
 - 1.) asking questions about the topic,
 - 2.) sharing personal experiences related to the topic,
 - 3.) brainstorming everything the student(s) knows about the topic,
 - 4.) asking the student(s) to identify what the student(s) still needs to learn about the subject matter.
- ⇒ Using expository texts, **teach the student to summarize or paraphrase information read** in each paragraph and again at the end of sections.
- ⇒ **Teach the student to identify questions that an expository text passage will answer.** Help the student turn a heading for a section in a content area text into a series of questions (e.g. Lewis and Clark Meet Native Americans: Where did they meet the Indians? What Indians did they meet? What happened when they met?). It will be important to model this procedure for the student and provide guided practice.
- ⇒ If an expository text contains questions at the end of a chapter, encourage the student to **review these questions before reading the text.**
- ⇒ Encourage the student to make a **mental image of material read.**
- ⇒ Teach the student to **take notes when reading.** This can be done by helping the student learn to identify and paraphrase the topic of a section of text and the main ideas presented in the section. Writing the topic and main ideas will enhance memory for this information, which in turn will improve comprehension of additional text read.
- ⇒ **Teach the student the SQ3R (i.e., Survey, Question, Read, Recite, Review) Method of expository text reading.** In this approach the student first surveys a chapter to be read in order to become familiar with the general topic. The student then reads bold print section headings and turns these into questions. The student reads each section in search of answers to the questions asked. The student recites or restates the answers in the student's own words and moves to the next section of text. Upon completion the student reviews the information learned. Writing out questions and answers helps this process.
- ⇒ **Use an anticipation guide** to activate the student's interest in and prior knowledge about a topic in an expository text. This approach requires that key concepts of a passage be written on the board and defined. Then the student responds to a survey form either agreeing or disagreeing to statements about the topic (e.g., deserts are always hot, living at the equator would be fun, etc.). Responses to the survey can be shared and discussed with peers in a group or in a classwide format. The passage is then read and the student is given the chance to change position on survey items.

- ☞ **Employ a *cloze procedure*** to enhance comprehension for expository text. A set of statements describing a passage is written. Key words in the statements are deleted and replaced with a blank space. The incomplete statements are reviewed with the student. The student reads the passage once, rereads while filling in the blank spaces and then reads it a third time to check answers. In this procedure it is important to review responses with the student to assess student understanding. Cues might be given on the cloze page by providing first letters or letter combinations for the missing words. Also, a word bank might be provided at the top of the page.
- ☞ **Provide an *advance organizer*** before the student reads from a content area text. This might consist of writing an outline on the board that reviews the content of material to be read. In addition, orally summarize the passage in understandable terms before the student reads the passage.
- ☞ **Have the student write questions for a test based on material read.** In this strategy, the student should first read the passage, then re-read it to formulate possible test questions. A group of students might share and discuss their test questions.
- ☞ **Teach the student that narrative texts (i.e. novels, stories) have a typical structure** that consists of a setting, characters, a problem or set of problems, resolution(s) of the problem(s) and an ending. Identifying these components of a story will assist the student to comprehend the story.
- ☞ **For reading of narrative text, break the story into parts, asking the student to guess what each part will reveal.** After a section is read, the student decides if the prediction(s) was accurate and provides support based on story content. The student then makes predictions for the next section to be read. In this way story content is discussed as the story is being read. This strategy can be employed with a small group of students to facilitate further discussion.

SPELLING DEFICITS:

Definition:

The student experiences difficulty correctly spelling words in written expression.

Accommodations:

- ✓ On tasks requiring written expression, **weight grading in favor of content and ideas expressed** rather than accuracy of spelling.
- ✓ **Encourage the student to express himself freely in written expression with the understanding that help will be provided for spelling errors.** Instruct the student to merely circle words for which spelling is uncertain as the student writes. These can be corrected with assistance after the student completes the writing activity.
- ✓ Seat the student next to a **study buddy who can provide help** with spelling errors.
- ✓ Provide the student a **poor speller's dictionary**. Encourage the student to look up the word if the student is uncertain about the correct spelling.

- ✓ Teach and encourage the student to **use a word processing program** to assist with correction of spelling errors.
- ✓ Provide **individualized spelling tests** since words from the standard spelling list are inappropriate or the student takes additional time to complete a dictated spelling test.
- ✓ Consider employing **an alternative spelling test scoring procedure**. Provide partial credit (e.g., 1/4 credit, 1/2 credit, etc.) based on the number of correctly sequenced letters.

Instructional Strategies:

- ⇒ Assemble the student's **spelling list from words being taught in the reading instructional program**. In this way reading and spelling instruction will reinforce each other.
- ⇒ The student's spelling problems are sufficiently severe that written communication is significantly inhibited. As a result, **select spelling words from the 300 most common words used** in writing as identified by Fry.
- ⇒ Include in the student's spelling list **words that the student frequently misspells** when completing assignments.
- ⇒ This student may be overwhelmed with a long spelling list presented at the outset of the week. Instead, **estimate how many words a student will be able to learn in one session (e.g., perhaps 2 or 3)**. **Then introduce this many words** each day or every other day. Continue to practice newly learned words.
- ⇒ **Use a flow method rather than a standardized set of weekly spelling words**. In this method a master list of words to be learned is established. The list is derived from words being taught in the reading curriculum, words from the Fry most common word list and words the student often misspells. The student is tested daily on a short set of these words. When the student is successful in spelling a word three days in a row, the word is replaced by a new word from the master list. Be sure to occasionally review words that have been identified as learned.
- ⇒ When possible **group spelling words according to spelling patterns** (i.e., root words and word families). Memory is enhanced when an individual groups information into categories. As a result, it will also be helpful to teach the student to find similarities (e.g., same root word, same ending, etc.) among spelling words and place the words into groups based on these similarities.
- ⇒ **Devise a spelling list comprised of a root word(s) and its derivatives created by various morphemes** (i.e., prefixes and suffixes). For instance, the list might be created using the root word welcome with its derivations of unwelcome, welcoming, welcomed and welcomes.
- ⇒ **Establish a reasonable number of new spelling words introduced each week**. If the student is unable to learn to spell 80% of the words correctly, further abbreviate the list. To enhance success and not draw attention to an abbreviated list, include on the list two or three words which the student has recently mastered.

- ⇒ **Insure that the student is able to read, understand and use spelling words in oral expression.** When introducing spelling words, have the student use them orally in sentences to insure an adequate level of comprehension.
- ⇒ When possible, **incorporate spelling words into daily reading and writing activities.**
- ⇒ **On written assignments, provide feedback for spelling errors** by writing the correct spelling of incorrectly spelled words. Encourage the student to take time to study these corrections.
- ⇒ **Teach the student to break spelling words into component parts of syllables and sounds.** Use direct instruction procedures of modeling the skill, providing many opportunities for the student to practice the skill and providing immediate feedback/error correction.
- ⇒ **Communicate and consult regularly with the student's parents** concerning strategies to rehearse spelling words at home.
- ⇒ The student usually spells words in a phonetically accurate manner but **often makes orthographic errors** (i.e., incorrect letter combinations). Inform the student of this problem and **encourage the student to study the letter sequences in words**, how words look, and to form a mental image of the word when practicing spelling words. To form a mental image the student should be taught to close his eyes and see the word on a mental screen.
- ⇒ **Use of a *cloze procedure*** might help the student overcome orthographic errors (i.e., spelling phonetically and making errors in letter sequences). In this strategy the instructor or tutor writes the word at the top of a piece of paper. Underneath the model, the word is written several times with progressively more letters replaced by a blank space. The student fills in the blanks to complete the word. After completing this task, the student turns the paper over and spells the word from memory.
- ⇒ **The student might improve orthographic skills by looking for a word in print.** Each time the word is found, the student underlines the word, reads it and orally spells the word while looking at each letter. Looking for the word and looking at each letter while spelling the word may help form a mental image of the word that will facilitate spelling.
- ⇒ **Capitalize on the benefits of spaced practice.** Provide opportunities for the student to practice spelling words on a daily basis, several times a day, for short periods, at spaced intervals (e.g., self starter in morning, self starter after lunch, peer tutoring activity before end of school, spelling homework assignment).
- ⇒ **Pair the student with a peer to play a spelling game.** A common game board such as from Chutes and Ladders is used. Each spelling word is written on a card. The student chooses a card, reads the word and then chooses to spell the word by copying it from the card or turning the card over and writing it from memory. The student moves two spaces if the word is spelled from memory, one space if copied and no spaces if misspelled. A peer tutor or parent volunteer serves as the referee.
- ⇒ **Turn spelling tests into an instructional opportunity.** It will be important to provide immediate feedback following each test and a method to rehearse the correct spelling of each misspelled word.

- During instruction, **provide a high number of opportunities for the student to successfully spell the word from memory** (i.e., not just copy). Provide immediate feedback about accuracy. Immediate feedback might consist of self checking and correcting.
- **Use visual, auditory and kinesthetic modalities** in instructional activities. The student sees the word, hears the word read, reads the word, studies individual letters and letter combinations, hears the word pronounced by syllables and phonemes, hears the word spelled, orally spells the word, copies the word in the air with arm movements while saying each letter, traces the word with his fingers while saying the letter names, copies the word on paper and spells the word from memory.
- **Employ the *Fernald Method* to teach spelling of phonetically irregular words or words the student especially struggles with.** Follow the steps below.
 - 1.) Write the word on a piece of paper.
 - 2.) As the student looks at the word, the instructor clearly states the word followed by the student clearly articulating the word.
 - 3.) The student studies the word to form a mental image. This might be facilitated by the student visually studying the word, saying the word and spelling it aloud and tracing the word.
 - 4.) Only when the student is absolutely certain he can spell it correctly, the student turns the page over and writes the word from memory.
 - 5.) The student checks his product with the master.
- **Provide the student an opportunity to rehearse spelling words presented on a tape recording.** The student hears the word read, then spelled, while looking at the word on a spelling word list. The tape repeats the spelling several times as the student responds in chorus. The tape then directs the student to pause the recorder, cover the word on the list and write it from memory. The student immediately compares the product with the model. If correct, the student moves to the next taped word. If incorrect, the student copies the word three times and attempts again to write it from memory.
- **Employ a modification of the *delayed prompting procedure*** with a peer tutor to rehearse spelling words. From a short list of words being practiced, the tutor reads the first word. The student is instructed to orally spell the word if the student knows how. If the student is uncertain, the student is instructed not to respond. The tutor then spells the word orally followed by the student spelling the word. Two points are awarded for spelling the word without a prompt and one point for spelling it with a prompt. If the student attempts to spell a word for which the student is uncertain, a reminder is provided to only spell the word if certain. The list is presented several times or until the student feels comfortable trying to spell words from dictation.
- **Teach the student to use the *Cover-Copy-Compare procedure*** to rehearse spelling words. The instructor writes a short list of spelling words several consecutive times (a,b,c,a,b,c, etc.) down the left-hand column of a piece of paper. The student reads the first word, orally spells the word, covers the word and writes the word from memory next to the covered model. The student then removes the cover and compares the word with the model. If the word is spelled correctly, the student moves to the second word and repeats the process. If the word is misspelled, the student copies it three times, covers the model and writes it from memory. This error correction routine is continued until the word is written correctly from memory. If the student experiences

difficulty with this procedure, reduce the number of new words by sandwiching new words between two words the student knows how to spell (i.e., new, known, new, known, etc.).

- With the help of a peer tutor or aide, **employ magnetic letters or letters on cards with the cover-copy-compare procedure.** In this strategy, the peer tutor orally states a word and then spells the word. The student says the word, and orally spells the word while assembling the word using magnetic letters or letter cards. The student then looks at the word, orally spells the word, covers the model and writes it from memory. The student then compares his product with the model. A new word is introduced if the student is correct. If the student is incorrect, the student copies the word three times while orally stating the letters as copied and tries again to write it from memory. In this procedure a few words are repeated in sequence several times.
- Employing a peer tutor or aide, **use the *Add a Word* method to rehearse spelling words.** Ten words are taken from a master list and copied by the student down the left-hand column of a piece of paper. As the student copies, the student first reads the word and says each letter name as it is written. After copying the words, the student covers the words. The tutor dictates the list to the student who writes each word next to its covered model. After the ten words are dictated, the student compares his spelling to the model. Each word spelled incorrectly is copied with the student saying the word and saying each letter as it is written. The procedure is carried out daily. Words that are spelled correctly on two consecutive days are replaced with new words from the master list.
- For particularly difficult words that have been resistant to accommodation, associate a tune with the spelling of the word.

Five letter words: Use the tune *You Are My Sunshine*. The word will need to be spelled six times to finish the tune.

Six letter words: Use the tune *Happy Birthday*. The word will need to be spelled four times to complete the tune.

Seven letter words: Use the tune *Twinkle Twinkle Little Star*. The word will need to be spelled six times to complete the tune.

BASIC MATH SKILL DEFICITS

Definition:

The student experiences deficits in skills prerequisite to computation (e.g., number recognition, math facts) or in computation itself.

Accommodations:

- ✓ **Provide a number line on the student's desk** to help the student identify numbers, write numbers, visualize number relationships or for use in simple addition and subtraction.
- ✓ **Provide a "cheat sheet" with math facts.** Allow the student to use this reference tool on assignments and tests until math facts have been memorized. However, encourage the student to guess before looking for the answer on the cheat sheet. The "cheat sheet" will provide immediate

feedback for the guessing response. Such immediate feedback supports learning.

- ✓ Lack of math facts can inhibit practice of algorithms with this student. As a result, **allow the student to use a calculator to access math facts** when practicing math calculation skills.
- ✓ **Allow the student to use the *touch point math procedure*** to compensate for lack of memory of addition and subtraction facts.
- ✓ **Provide adequate space on the page** to write and erase numbers during computation.
- ✓ **Provide graph paper to help the student organize** rows and columns when computing math problems.
- ✓ **Monitor student performance at a high rate to insure the student is not practicing errors.** It may be helpful to enlist a peer helper in this regard.
- ✓ At the start of an independent seat work assignment, **monitor the first couple of items** to insure the student understands how to complete problems.
- ✓ **Avoid confusing the student by mixing problem types** (e.g., subtraction and addition) until the student has achieved mastery.
- ✓ **Reduce the length or number of problems on an assignment** in order that the student complete the assignment in the same time as average classmates.
- ✓ Due to computation difficulties, the student is slow to complete math assignments. **Establish a reasonable limit on the amount of time spent on math homework.** This might require adjusting the length of some assignments.
- ✓ **Allow additional time on math tests or reduce the number of items on the test.**

Instructional Strategies to Teach Counting:

- ⇒ Identify to what number the student reliably counts. Establish **realistic instructional goals by introducing only two or three additional numbers at a time.** When these numbers have been mastered, progress by another two or three numbers.
- ⇒ **Employ direct instruction procedures** when teaching the student to count. Model the counting skill, allow the student numerous opportunities to practice the skill and provide immediate feedback/error correction.
- ⇒ **Employ choral responding** when teaching the student to count. In this procedure the student counts several times in chorus with the instructor before counting independently.
- ⇒ **Use objects to help the student learn to count.** Use of meaningful objects such as pictures of students, toys or pieces of candy will be helpful. Alternate objects counted across trials to maintain interest. Emphasize one to one correspondence.
- ⇒ **Provide numerous opportunities for the student to use counting in daily activities** (e.g.,

count the friends you are playing with, count the legos in your building, count the cars in the parking lot, count the steps taken to the drinking fountain, count specific objects in catalog pictures, etc.)

- ⇒ **Capitalize on the benefits of spaced practice.** Rehearse counting several times a day for short periods of time. Providing counting activities for the parents to employ at home and using an upper grade peer tutor to practice counting activities will be helpful in reaching this goal.
- ⇒ Provide the student regular opportunities to **play games that require counting**. Many early childhood games (e.g., Chutes and Ladders) require counting spaces on a game board.

Instructional Strategies to Teach Number Recognition and Number Writing:

- ⇒ Emphasize recognizing **numbers** that are **within the range of the student's counting ability**.
- ⇒ Establish realistic expectations by **introducing only one or two new numbers at a time**. Provide opportunities for the student to practice previously learned numbers while rehearsing a new number(s).
- ⇒ **Employ direct instruction procedures.** Model reading or writing of a number(s), provide the student numerous opportunities to practice the skill and provide immediate feedback/error correction.
- ⇒ **Capitalize on the benefits of spaced practice.** Practice number recognition and writing of numbers on a daily basis, for short periods, several times a day (e.g., at the outset of school, after recess, at the end of school and as homework). It may be necessary to provide a cross age peer tutor to accomplish such a schedule.
- ⇒ **Tape a number line to the student's desk or table.** The student can refer to the number line to identify numbers via counting. The student can also copy number forms from the number line.
- ⇒ The student will better learn to recognize and write numbers which have meaning, for which the number concept is established. As a result, **when introducing a new number, take time to have the student use the number in activities which enhance meaning** (e.g., name five toys you like, show me five fingers, slap my hand five times, etc.).
- ⇒ Provide opportunities for the student to become familiar with numbers by **activities employing visual and tactile modalities**. Activities such as matching numbers, tracing numbers, copying numbers in wet sand, playing with number puzzles and manipulating plastic number pieces will be helpful. **Encourage the student to say the number name when engaging with it.** This might require modeling by the instructor.
- ⇒ When teaching a new number, **integrate activities to identify the number by name as well as write the number from memory**. Learning to identify a number will help the writing process and learning to write a number will help the identification process.
- ⇒ **When teaching, sandwich a newly introduced number among known numbers.** Identify numbers the student knows and does not know. Introduce an unknown number by pointing to it and saying its name several times followed each time by the student saying the number name. Write the number in an array of two known numbers (e.g., known 1, unknown, known 2). Read

the array of numbers in chorus with the student followed by the student reading the array independently. Rehearse the number several times in this manner while changing the position of the target number among different known numbers.

- ⇒ **Employ *delayed prompting* as a strategy to teach and rehearse number names.** Organize a set of five flash cards consisting of three known numbers and two unknown numbers to be learned. At the outset, the student is told to only say the number when certain of its name. The cards are flashed by a tutor. If the student recognizes the number, the student says its name. The student remains silent if the number is not recognized and the tutor says the number name which is repeated by the student. The student is praised for correct answers and reminded to wait when not certain. It is helpful to occasionally change the order of cards in the stack.
- ⇒ **Use a guided practice procedure moving from large to small muscle activity to teach number writing.** The student first forms the number by large movements of the arm. Next the student traces the number on paper several times and then writes the number on paper with the tip of the index finger. The student then copies the number with paper and pencil from a model followed by writing the number from memory.
- ⇒ Since some numbers will be more difficult for a particular student to write, **move onto writing new numbers while providing individualized help to learn to write difficult numbers.**
- ⇒ **Capitalize on the benefits of spaced practice** by employing number recognition and writing activities several times per day for short periods of time. An upper grade peer tutor can be of help to run practice activities with the student. In addition, practice at home will be beneficial. It will be important to confer with the student's parents to insure that numbers being practiced at home are those being taught at school.

Instructional Strategies to Teach Math Facts:

- ⇒ **Explain to the student the value of learning math facts.** Knowing math facts will help the student complete assignments with greater ease and accuracy and make learning of new math procedures much easier.
- ⇒ **Discuss with the student how math facts can be used to quickly solve many daily problems faced by the student.** Provide examples (e.g., addition facts used to determine points earned in a game, subtraction facts used to determine point differences between players) and have the student identify more examples.
- ⇒ **Provide adequate drill and practice** so that math facts become automatic. During drill and practice activities, provide immediate feedback/error correction.
- ⇒ **Capitalize on the benefits of spaced practice.** Provide opportunities to practice math facts on a daily basis, for short periods, several times a day (e.g., at the outset of school, after recess, at the end of school and as homework). It may be necessary to provide a cross age peer tutor to accomplish such a schedule.
- ⇒ Emphasize success by **introducing only a few** (e.g., perhaps one, two or three) **math facts each day** or every other day.

- During instruction, provide a **high number of opportunities for the student to successfully state or write math facts from memory** (i.e., not just copy). Provide immediate feedback about accuracy. Immediate feedback might consist of self checking and correcting.

- **When teaching addition facts, first teach the commutative law (e.g., $1+2 = 2+1$) and then present math facts in the following sequence:**

+ 0 and + 1
Doubles: $2+2$, $3+3$, etc.
Doubles + 1: $2+3$, $3+4$, $4+5$, etc.
Doubles + 2: $2+4$, $3+5$, $4+6$, etc.
Plus tens: $2+10$, $3+10$, etc.
Plus nines: [(any number -1) +10]: $2+9$, $3+9$, etc.
Remaining facts: $2+5$, $2+6$, $2+7$, $2+8$, $3+6$, $3+7$,
 $3+8$, $4+7$, $4+8$, $5+8$

- **When teaching multiplication facts, review the commutative law (e.g., $3 \times 4 = 4 \times 3$) and use the following order of presentation:**

$\times 0$ and $\times 1$
 $\times 2$ and $2 \times$
 $\times 5$ and $5 \times$
 $\times 9$ and $9 \times$
Perfect squares: 1×1 , 2×2 , 3×3 , etc.
Remaining facts: 3×4 , 3×6 , 3×7 , 3×8 , 4×6 , 4×7 ,
 4×8 , 6×7 , 6×8 , 7×8

- **Teach multiplication facts even if all addition and subtraction facts are not known.**

- Help the student **record math facts that have been learned on a chart to enhance motivation**. A useful chart consists of a computation table (i.e., a table with numbers 0 to 12 across the top and side) that lacks answers within cells. As the student learns a math fact, allow the student to place the answer in the corresponding cell.

- **Teach the addition, subtraction and multiplication processes prior to knowledge of all math facts.** Understanding of these processes will assist memory for associated math facts.

- **Employ *delayed prompting* as a strategy to teach math facts.** Write math facts to be learned on flash cards. Organize the cards into stacks of five or six. A flash card is shown by the instructor and read by the student. The instructor immediately provides the correct answer followed by the student rereading the card and stating the answer. The cards are successively shown until the stack has been reviewed twice in this manner. At this point the student is told that on the next flashes to only give an answer if certain it is correct. If uncertain, the student is to wait for the instructor to give the right answer. The pack is then presented six times. If the student does not respond to a card in 5 seconds, the instructor says the answer, the student rereads the item and states the answer. If the student gives a wrong answer, the student is reminded to wait when uncertain. A peer tutor or aide can be used to present this program.

- Teach a peer tutor or parent volunteer to **use the *cover-copy-compare method* with the student.**

A few math facts to be learned are written down the left-hand margin of a piece of paper. The student reads the first item, covers it with a card and rewrites it to the right of the now covered model. The student uncovers the model, comparing the product with the model. If the student is correct, the student proceeds to the next item. If the student is incorrect, the student copies the model 3 times to the right of the error. The student then covers the work, writes the response from memory and again compares the product with the model. The sequence of items repeats itself several times down the page to allow a high rate of opportunities to respond.

- **Employ the *add a fact method*** to teach math facts. In this method ten math facts to be learned are selected from a master list of unknown facts. The student copies the ten facts down the left-hand margin of a piece of paper. The student covers the column of facts. The instructor dictates each problem which the student writes to the right of the covered model. The student writes the answer to the problem, uncovers the model and compares the product with the model. If the answer is correct, the next fact is dictated. If the answer is wrong, the math fact is copied again. This procedure is carried out daily. When the student responds correctly to an item on 2 consecutive days, it is removed from the list of 10 facts and replaced with another fact from the master list.
- **Employ the *drill sandwich method*** to teach math facts. Three unknown and seven known math facts are identified and written on index cards. The unknown facts are taught by reading them successively to the student and having the student repeat the facts. The unknown facts are then placed in positions 3, 6, and 8 of the stack of ten flash cards. The set of flash cards is presented several times. Across presentations the position of known facts is changed while the unknown facts remain in positions 3, 6 and 8. When the student makes an error, state the correct response and have the student re-read the item and state the correct response three times. A peer tutor can be taught to run this program.
- **Employ *daily math fact timings***. A graph is made with the date along the x axis and the number of correct responses per minute along the y axis. Daily, the student is given one minute to complete a page of math facts. Afterward, the number of correct responses is plotted on the graph. The student's performance is compared with past performance as well as a goal line which represents the desired number of correct facts per minute. This procedure allows the student to assess progress.
- **Communicate with the student's parents about establishing a home based tutorial program** to help learn math facts. It will be important to consult regularly with the student's parents so that they are rehearsing the same facts practiced in class. Provide the parents easy to use tutorial procedures such as *cover-copy-compare* or the *drill sandwich method*. Regular communication increases the likelihood of a home based tutorial program being followed.
- **Teach the student the *touch point math procedure*** to be used to compensate for lack of math facts until these facts are learned.

Instructional Strategies to Teach Algorithms:

- **Employ direct instruction methods.** Model how to compute the algorithm, provide numerous opportunities for the student to practice the skill and provide immediate feedback/error correction.

- ⇒ Individually, or in a small group, **preview a computation skill with the student before it is taught to the class.** This will likely enhance effectiveness of the classwide teaching procedure for the student.
- ⇒ **Use manipulatives to demonstrate application of an algorithm.** Such concrete references will enhance the student's understanding of the process and therefore memory for the procedure.
- ⇒ Whenever possible, **use real life examples** from the student's experience to demonstrate use of a math computation skill.
- ⇒ **Provide ample space on the page for the student to organize work** and erase and correct errors. This is particularly important when a skill is first being learned and practiced.
- ⇒ When first teaching a new computation skill, **provide the problem written on the page rather than requiring the student to copy the problem.** This will insure that the problem is written neatly with adequate room between rows of numbers. It will also eliminate the issue of confusing the problem from the work done to solve the problem.
- ⇒ **Place a model algorithm at the top of the page** to which the student can refer when practicing.
- ⇒ Since the student does not know all addition and subtraction facts and uses finger counting to compensate, **teach the student to count up from the largest number when adding** single digit numbers and to **count down from the largest number when subtracting** single digit numbers.
- ⇒ **Break an algorithm into component parts**, teaching one part of the computation procedure at a time. It will also be beneficial to **provide a verbal set of steps** for the student to follow (e.g., when dividing, first estimate, divide, multiply, and subtract).
- ⇒ **Teach the student that all computation except division begins at the left of the problem and works right.** Explain to the student that math is different from reading in this way. On the first few items of a computation worksheet involving addition, subtraction and multiplication problems, it may be helpful to **place a left facing arrow at the right-hand side of problems.**
- ⇒ Provide numerous examples, **slowly walking through each step while simultaneously verbalizing the step.** Have the student work the problem as the instructor works the problem.
- ⇒ **Check for accuracy at the outset of an independent seatwork task** involving practice of computation problems. It is important that **correction be made immediately** so that the student does not rehearse errors.
- ⇒ **Pair the student with a model student** who can immediately answer questions, check and correct performance, provide guidance, demonstrate the calculation process and encourage. Initially, the study buddy might demonstrate a problem followed by the student doing the next problem of a worksheet. The pair might trade problems at first until the student is ready to work more independently.
- ⇒ The student will benefit from **a template that provides boxes to be filled in when completing a computation problem.** The template also provides signs on each line to cue the student to the correct procedure (e.g., subtract, etc.) In time the template can be faded and eliminated as the

student gains mastery of the skill.

- After the student has mastered an algorithm, **provide opportunities for the student to teach other students the skill.**
- **Capitalize on the benefits of spaced practice** by providing opportunities for the student to practice newly taught math computation skills for short periods several times a day. This might be accomplished by use of peer tutors as well as **providing the parents a tutorial procedure to use at home.** It will be important to consult regularly with the student's parents so that they are rehearsing the same skills practiced in class. Also, regular communication increases the likelihood of a home based tutorial program being followed.

MATH REASONING AND PROBLEM SOLVING DEFICITS

Definition:

The student demonstrates difficulty with understanding mathematical concepts and using math skills to solve problems.

Accommodations:

- ✓ **Reword mathematical vocabulary in simpler terms** to compensate for the student's lack of knowledge (e.g. *reduce* means to state a fraction in terms using smaller numbers). It may be necessary to provide concrete examples for some abstract terms.
- ✓ **Check for comprehension after explanations or directions are given that use mathematical terms.**
- ✓ **Reduce expectations concerning the student's ability to solve problems**, including story problems. Provide problems which the student has the conceptual ability to understand and solve.
- ✓ The student lacks automaticity with math facts and some algorithms. This deficit will interfere with math problem solving. As a result, **modify story problems so that they require computation skills the student has mastered.** It may be necessary to **allow the student to use a calculator** to solve problems in order to compensate for these deficits.

Instructional Strategies to Teach Math Concepts:

- **The student is lacking a quantitative vocabulary** (e.g., big, little, more, less, same/equal, wide, tall, etc.). This condition makes instruction and understanding of mathematical concepts, as well as solving story problems, difficult. It will be important to **teach a quantitative vocabulary** by direct instruction procedures.
- The ability to classify objects into abstract categories is important to developing quantitative concepts and engaging in math problem solving. As a result, **help the student compare attributes of common objects in order to group them into categories** (e.g., students by eye color, school implements that write vs. don't write, toys that are electronic vs. mechanical, etc.). In addition, have the student quantify the number of objects within a category by counting them.

- ⇒ **Use familiar situations from the student's experience to demonstrate mathematical concepts** (e.g., demonstrate circumference, diameter and radius using a basketball).
- ⇒ **Use manipulatives and concrete objects to teach math concepts** (e.g., fractions, place value, subtraction, etc). This might also include the student drawing objects. Provide opportunities for the student to not only observe but actually manipulate objects during instruction. Move from the concrete to the abstract making sure that comprehension is established before progressing to the next step.
- ⇒ This student demonstrates **stronger inductive than deductive reasoning**. **As a result, the student might profit from a discovery or bottom-up approach to instruction** in which numerous examples are shown which lead the student to understanding an abstract concept or rule.
- ⇒ This student demonstrates **stronger deductive than inductive reasoning**. **As a result, the student will more likely benefit from a top-down approach to instruction** in which a rule or concept is clearly stated (e.g., when adding fractions with a common denominator, add together the numerator and keep the denominator the same) and demonstrated followed by the student then using the concept or rule to find examples or solve problems.
- ⇒ Supplement instruction by **having a peer tutor or model student explain a concept to the student**. This might also extend to solving story problems. The student might profit from hearing another student explain how he or she solved a problem.
- ⇒ When introducing a new concept, do not take for granted that a student has retained understanding of previously taught concepts. **Review previously taught concepts regularly**. Also, review concepts that are prerequisite for learning a new concept.
- ⇒ **Preview a concept individually with the student** or with a small group before it is taught classwide. This method will improve comprehension as well as attention when the concept is taught in class.

Instructional Strategies to Teach Story Problems:

- ⇒ Teach the student to **use manipulatives or drawing a picture to represent information presented in a story problem**. This procedure will help understanding as well as reduce demands on working memory.
- ⇒ **Model the process of solving a story problem by orally talking through the solution steps**. After modeling, provide the student opportunities to orally talk through the same or very similar problems.
- ⇒ **Teach key vocabulary words and terms in story problems that signal use of a particular operation** (e.g., and, plus or all together signals addition; less, left or remain signals subtraction; of signals multiply).
- ⇒ **Teach the student to first paraphrase a story problem, identify what question is being asked and identify what information is given in the story**. It may be helpful for the student to write the question and then each piece of information on separate lines of paper in order to help separate and discriminate this information.

- ✎ **Help the student identify the various steps required to solve a word problem.** These might be sequenced by writing them out on paper.
- ✎ Help the student **sort out relevant from irrelevant information** in story problems.
- ✎ **Have the student create or write story problems.** It will be helpful for the student to write problems that involve classroom materials so that with peers the student might act out solving the story problem.

PENMANSHIP AND COPYING FLUENCY DEFICITS

Definition:

The student experiences difficulty with letter formation, spacing, organization of the page or speed of putting written information on paper. As a result, writing is often laborious for the student and difficult to read.

Accommodations:

- ✓ **Reduce volume of writing and copying**, especially when it is not a critical component of an instructional task.
- ✓ **Reduce the number of items on a page** or assign fewer items (e.g., complete only odd numbered items).
- ✓ **Use a closure procedure** on worksheets. In this method the student fills in a blank rather than writing an entire sentence.
- ✓ **Provide additional time** to complete written tasks.
- ✓ Permit the student to **respond orally rather than in writing** or use a scribe to whom the student can dictate responses.
- ✓ Performance on tests might be affected by penmanship and copying fluency difficulties. Consider some **test taking accommodations**. These might include an individual testing session to provide additional time, fewer test items, taking tests orally, use of fill in the blank or multiple choice items, or dictating test responses to a scribe.
- ✓ Provide opportunities for the student to **learn keyboarding and word processing skills**.
- ✓ At the outset of a task requiring writing, **assist the student to organize work on the page**.
- ✓ **Provide wide lined paper** that has both a baseline and dotted midline.
- ✓ **Provide expanded space on a page** for the student to write responses.
- ✓ **Provide sufficient visual markers on a page** to prompt a student where to write and organize

responses.

- ✓ **Use grid paper** for the student to complete math **computation problems**.
- ✓ **Provide lecture notes for the student** or provide notes in which only key words need to be added.
- ✓ Encourage the student to **use and maintain appropriate posture** during a task requiring writing.
- ✓ When copying from text, **provide a magnified text copy**. Encourage the student to use a ruler to mark location of text being copied.
- ✓ When copying from the board, provide **seating close to the board**.
- ✓ When copying from text, **provide a sticky note that the student can move along under the line being copied**. This will help to visually isolate the print being copied as well as provide a visual marker to locate text after a unit of words has been copied.
- ✓ **Monitor performance at a high rate** and provide prompts when necessary to assist the student to organize writing or copying on a page.
- ✓ **Provide a stress ball** that the student can manipulate for a few minutes as a **warm-up activity** before writing or copying.
- ✓ **Provide a pencil grip** to facilitate manipulation of the pencil.

SECTION THREE
RESEARCH SUPPORTED
ACADEMIC ACCOMMODATIONS

THE SQ4R METHOD OF TEXT BOOK READING

SURVEY, QUESTIONS, READ/REFLECT, RECITE, (W)RITE, REVIEW

SURVEY

Skim text book pages to identify the topic, some of the main ideas, what is to be learned, how the text is organized and how much time it will take to read the assigned passage.

Give special attention to bold print items, headings, charts/tables, and key vocabulary and technical terms.

QUESTIONS

Develop a set of questions that will be answered in the text. These should be written as they are formulated.

The student is taught to turn information gained from surveying into questions that serve as reading guides. Headings and information in bold print are turned into questions. Both factual and higher level reasoning and interpretive questions are posed.

READ AND REFLECT

The student reads the text with an eye to answering the questions posed. This approach helps organize the reading process and maintains attention.

Reflect by rereading key passages and underlining key information that answer questions. The student explains to himself the answer to the question.

RECITE

The student restates or rehearses the answer using his/her own words.

(W)RITE

After an answer is recited, it is written as a response to the appropriate question.

REVIEW

Read answers to questions.
Add additional information or elaborate.

THE SQ4R METHOD OF STUDYING FOR A TEST

SURVEY, QUESTIONS, READ/REFLECT, RECITE, (W)RITE, REVIEW

SURVEY

Survey text pages, lecture notes, and handouts.

Give special attention to bold print items, headings, charts/tables, and key vocabulary and technical terms.

QUESTIONS

Develop a set of questions that might be on the test.

Always include questions or problems presented in text or presented by instructor.

READ AND REFLECT

Read text, class notes, and handouts to find answers to questions.

Reflect by rereading key passages and underlining key information that answer questions.

Explain to yourself the answer to the question.

RECITE

Restate answers to questions.

Use your own words to describe relationships between information or concepts

(W)RITE

Write the answers to your questions, using information from more than one source when appropriate.

REVIEW

Read answers to questions.

Add additional information or elaborate.

CLASSWIDE PEER TUTORING

PURPOSE:

To teach rote skills such as math facts, spelling words or capitals of states.

THE PROCEDURE:

Students in a class are randomly assigned into pairs in which, during a 20 minute tutoring session, each takes a turn as tutor and tutee. A script is provided the tutor such as a series of spelling words or math problems which are dictated to the tutee one at a time. The tutor checks performance immediately after the tutee completes each problem. Two points are provided by the tutor for a correct response. An error requires the tutor to provide the correct response and the tutee to rehearse it three times correctly to earn one point. The item list is presented as many times as possible in ten minutes and then the pair switches roles. Afterward, team points are reported to the teacher and recorded for rewards.

RESEARCH INDICATES:

1. Academic gains greater than those produced by traditional instruction.
2. Students who have been exposed consistently to classwide peer tutoring in elementary school show greater achievement than controls in secondary school.
3. ADHD students demonstrate improved behavior under this condition.

WHY PEER TUTORING WORKS:

High rate of opportunity to practice target response.

Increased engaged time.
Rapid pacing.
Immediate performance feedback.
High rate of success.
Consistent monitoring.
Use of token reinforcement.
A novel experience.

PREREADING

PURPOSE:

To assist reading deficient students, especially those asked to read a text above instructional level or experiencing frustration in present text. Math and other academic skills can be substituted.

PROCEDURE:

A student reads orally from the instructional text each evening with a parent or at school with a peer tutor.

Short sessions - about 15 minutes.

The student reads the passage to be read tomorrow in class.

Sessions follow this sequence:

1. Student reads orally for six minutes.
2. Parent (tutor) asks comprehension questions for three to four minutes.
3. Student orally reads passage again.

A "painless" error correction procedure is employed:

1. If child fails to recognize a word, wait only briefly.
2. Ask the child to point to the word. The parent (tutor) orally reads the word and the child says it twice.
3. The child rereads entire sentence.

LISTENING PREVIEWING

PURPOSE:

To improve word recognition, oral reading rate and fluency. A good procedure when a passage is beyond a student's instructional level.

PROCEDURE:

The student follows along as a tutor reads a passage from the reading instructional materials to be taught in the next lesson. After the tutor reads, the student is asked to read the passage orally.

ERROR CORRECTION: If the student mispronounces a word or fails to identify a word in 5 seconds, the tutor says the word and asks the student to repeat the word twice while looking at the printed word. The student rereads the sentence.

MODIFICATIONS:

1. Pre-reading is done one paragraph at a time.

2. The student rereads the entire passage orally after the prereading procedure is completed.
3. Comprehension questions are asked and content discussed following the procedure.
4. The student listens to a tape recording of the text in place of the tutor.

SIMULTANEOUS (CHORAL) READING

PURPOSE: To improve reading rate and fluency.

PROCEDURE:

The student and a tutor read orally together (simultaneously) a passage scheduled to be read within the next day or two from the student's reading instructional text. The tutor reads at a rate about 1/3rd faster than the baseline rate of the target student. The tutor also reads with expression and consistent with punctuation. After a paragraph or several lines are read in chorus, the student orally reads the passage alone. It is helpful for the tutor to follow along with his/her finger when modeling.

ERROR CORRECTION: There is no error correction during choral reading. However, if the student mispronounces or fails to identify a word while reading alone, the tutor immediately says the word and the student repeats it and continues reading.

DELAYED PROMPTING

PURPOSE:

To teach rote information such as math facts, definitions, capitals of states, letter-sound associations, etc.

PROCEDURE:

1. A set of flash cards is written to prompt a response (e.g., $2 \times 4 = \underline{\hspace{1cm}}$).
2. Flash cards are distributed into small packs of five or six each.
3. A flash card is shown. The student reads the card and the instructor immediately states the correct answer. The student then rereads the card and says the right answer. Cards are successively shown until the pack has been presented twice.
4. The student is told to only give an answer if he is certain it is correct. He is instructed to wait for the correct answer if uncertain.
5. The pack is presented six times. If the student does not respond in 4 seconds, the instructor says the answer. The student rereads the item and says the correct answer. If a student gives a wrong answer during the 4-second delay, remind the student to wait if he is not certain and provide the correct answer.
6. Provide an enthusiastic praise statement ("Wow, that's terrific!") for unprompted responses that are correct and a simple praise statement ("Good.") for prompted responses.

COVER-COPY-COMPARE

PURPOSE:

To improve memory for rote information such as math facts, spelling words, capitals of states, symbols of elements, abbreviations, etc.

PROCEDURE:

1. A few items such as spelling words or math facts are written down the left side of a piece of paper.
2. The student reads the first item, covers it with a card and rewrites it to the right of the now covered model.
3. The student uncovers the model and compares his product with the model.
4. If the student is correct, he proceeds to the next item. If incorrect, the student copies the model three times to the right of the error. He then covers his work, writes the response from memory, and again compares his product with the model.
5. The sequence of items repeats itself several times down the page to allow a high rate of opportunities to respond.

MODIFICATION: The student provides himself points for each correct response. Points are collected to earn a reward.

ADD A WORD

PURPOSE:

To teach spelling words.

PROCEDURE:

1. From a master list of spelling words, 10 words are identified.
2. The student copies the ten words down the left side of a piece of paper.
3. The student covers the column of words. The instructor dictates the words which the student writes.
4. The student uncovers the copied words to compare with his/her spelling.
5. Each word spelled incorrectly is copied again.
6. The procedure is carried out daily. If a student spells a word correctly for 2 consecutive days, it is removed from the list of 10 words and replaced with another word from the master list.

COMMENTS:

This procedure uses a mastery learning model with a high rate of opportunities to respond. For the unmotivated student, words mastered over time could be collected to earn a reinforcer.

SIMULTANEOUS READING OF VOCABULARY WORDS

PURPOSE:

To improve recognition of vocabulary words in content subjects such as science, health, and social studies, particularly when the student lacks adequate decoding skills.

To improve reading rate of content subject passages due to lack of word recognition.

PROCEDURE:

1. Vocabulary words from a content area lesson (science, social studies, health, etc.) the student will be reading in the next few days are identified.
2. The words are listed down a page.
3. The instructor makes a tape recording of the word list. The words on the tape are presented at a rate somewhat higher than the baseline rate of the student's oral reading.
4. The student, while following along on the list, listens to the words being read from the tape.
5. The student reads the list orally.
6. The procedure is repeated until the student demonstrates mastery of oral reading of the list.

MODIFICATIONS:

1. A tutor might be substituted for a tape recording.
2. A teacher might employ the procedure with a whole class or group. The teacher first models the reading of the word list followed by choral reading by the students.

FOLDING IN

PURPOSE:

To establish word recognition for unknown words in a passage.

To improve reading rate in a passage with a high number of unknown words.

To assist a student to read a passage successfully that is at frustration level (greater than 7% unknown words).

PROCEDURE:

1. **SELECT A PASSAGE.** Select a passage the student is working on in class. The passage must not contain more than 50% unknown material.
2. **CONDUCT A ONE MINUTE TIMING.** Have the student read a paragraph from the

passage for 1 minute. Record the number of words read correctly on a vertical bar graph.

3. IDENTIFY TWO UNKNOWN AND EIGHT KNOWN WORDS. Identify two unknown words from the passage read and eight known words. The known words should have meaning (not words such as the, a, and, etc.). Write each of the words (2 unknowns, 8 knowns) each on a 3 x 5 index card.

4. TEACH THE FIRST UNKNOWN WORD. Present the first unknown word by showing it, reading it aloud, defining it and using the word in a sentence. Ask the student to read the word and also use the word in a sentence.

5. SUCCESSIVELY SHOW THE UNKNOWN WORD SANDWICHED BETWEEN KNOWNS. Show a known word and ask the student to read it aloud. Then show the unknown word and ask the student to read it aloud. Follow with a different known, then the unknown word once again. In this way the student successively reads the unknown word followed by a new known word until all known words have been presented (unknown(1) - known(1) - unknown (1) - known (2) - unknown (1) - known (3) etc.)

6. TEACH THE SECOND UNKNOWN WORD AND REPEAT THE PROCEDURE. The second unknown word is presented. The original procedure of showing the word, reading it aloud, giving a definition and using the word in a sentence is employed. The student is then asked to read the unknown word between successive flashes of known words as described in Step 5. The original unknown word is included as a known.

7. SESSION ENDS WITH THE STUDENT REREADING THE PASSAGE AND GRAPHING RATE DATA. The student is asked to reread the passage to the point where he stopped in Step 2. Measure the number of seconds taken to read the passage and compute the words read correctly per minute using the following formula:

$$\# \text{ of words correct} / \# \text{ of seconds} \times 60$$

Assist the student to graph the results on the bar graph used in Step 2. The session ends.

8. SESSION TWO. THE WORD LIST FROM SESSION ONE IS REVIEWED. ANY UNKNOWNNS THAT ARE REMEMBERED REPLACE KNOWNS USED IN SESSION ONE. Session 2 begins by asking the student to read the original set of flash cards from Session 1. If the student is able to recognize the original two unknowns taught in Session 1, they are now included among knowns. For each of these new knowns, an original known from Session 1 is removed from the pile to keep the number of knowns at 8.

9. ONE MINUTE TIMING AND IDENTIFICATION OF TWO NEW UNKNOWN WORDS. The student reads the next portion of the passage for one minute. Rate data is again graphed. Two unknown words are identified and written on an index card.

10. THE PROCEDURE CONTINUES ACROSS SESSIONS WITH NEWLY LEARNED WORDS REPLACING ORIGINAL KNOWN WORDS. The procedure used above is employed to teach unknown words. Sessions continue with newly acquired words replacing original known words. Graphing of data at the beginning and end of each session is also continued.

ERROR CORRECTION PROCEDURE: If the student fails to identify a word, the word is read by the instructor. The student reads the word, gives a definition and uses the word in a sentence.

COMMENTS:

This is virtually an errorless procedure that provides a high rate of opportunities to respond. The procedure can be used by a teacher, aide, peer tutor or parent. Folding in might best be used for passages from content area texts (science, social studies) in which new words are frequently presented.

THE DRILL SANDWICH METHOD

PURPOSE:

To establish word recognition for unknown words in a passage.

To improve reading rate in a passage with a high number of unknown words.

To assist a student to read a passage successfully that is at frustration level (greater than 7% unknown words).

PROCEDURE:

1. The student reads a passage. Three unknown words and seven known words are identified and written on 3 x 5 index cards. The known words should have meaning (not words such as *the*, *a*, *this*, etc.).
2. The unknown words are taught by reading them successively to the student and having the student repeat.
3. The unknown words are placed in positions 3, 6 and 8 in the stack of index cards.
4. The set of words is presented multiple times. Across presentations the position of known words is changed while the unknown words remain in positions 3, 6 and 8.
5. The passage is reread at the end of the session.

COMMENTS:

As with the folding in technique, it is helpful to assist the student to graph rate data (words correct per minute) each time he reads. Comparing the rate of the second reading after the drill sandwich procedure to the baseline rate of the initial reading of the passage can be motivating since the student can see the improvement he makes. This procedure can be helpful in content area texts where there are a high number of unknown words.

PREVIEWING COMPREHENSION QUESTIONS

PURPOSE:

To improve student comprehension of a passage by prompting attention to specific information.

PROCEDURE:

1. The content of the passage is orally summarized by the instructor.
2. New vocabulary words are identified and definitions provided.
3. Comprehension questions are reviewed and the student is asked to find the answers while reading the passage.

COMMENTS:

This simple method is sometimes incorporated in more elaborate accommodations addressing reading comprehension. The overview provides a cognitive framework from which to make sense of the passage. Reviewing specific questions prompts the student to the most relevant information. This strategy can be applied to both content area passages (science, social studies) as well as narrative text.

READING COMPREHENSION LEARNING STRATEGY

PURPOSE:

To provide the student a specific, sequential strategy to enhance comprehension for reading material.

PROCEDURE:

1. The student reads the title of the passage (story, chapter, etc.).
2. The student skims the passage by reading headings, words in bold print, and reviewing illustrations. This provides the student a general idea about passage content.
3. The student reads the story looking for the main ideas and how the passage is organized.
4. A series of comprehension questions is provided by the instructor which asks for specific information.
5. The student rereads the passage, stopping to answer comprehension questions.

COMMENTS:

This cognitive strategy can be used by the student to enhance comprehension for a variety of reading materials. The procedure has been taught through self-instruction training involving modeling by the instructor and successively more independent trials.

STORY MAPPING

PURPOSE:

To improve reading comprehension of stories by helping the student understand how parts of a story interrelate.

PROCEDURE:

1. The instructor orally summarizes story content to the student.
2. Specific comprehension questions are provided to the student and reviewed.
3. The student reads the story.
4. The student fills in sections of a map or chart asking information about:
 - A. Setting
 - Characters
 - Time
 - Place
 - B. The Problem
 - C. The Goal
 - D. Action that takes place
 - E. The outcome

COMMENTS:

The mapping strategy must initially be taught through modeling and guided practice. This strategy helps the student associate parts of the story to enhance comprehension and retention of information. Studies show that with use this strategy generalizes as the student employs it without prompts.

CONTINGENCY MANAGEMENT TO IMPROVE READING COMPREHENSION

PURPOSE:

1. To improve reading comprehension.
2. To increase motivation for acquiring information from a passage.

PROCEDURE:

1. Questions are provided to the student prior to reading a passage.
2. The student is informed that a reward is made contingent upon responding correctly to comprehension questions after the passage is read. Criterion can be a specific number of

questions answered correctly or improvement over past performance.

COMMENTS:

Self monitoring has successfully been used with this procedure. Group contingencies might also be employed.

RATE CONTINGENT REINFORCEMENT

PURPOSE:

To increase the *rate* of correct responding in math computation.

PROCEDURE:

1. A baseline is taken of the rate of math computation problems correctly completed in a unit of time (e.g., 10 minutes).
2. A reinforcer is identified (e.g., free time, activity, mystery reward, treat, privilege, etc.).
3. The reinforcer is provided if the student completes math computation problems to a criterion level of performance based on rate. Criterion is first set at baseline. After 3 consecutive days of reaching the criterion (baseline) level, the criterion is raised 5%.
4. The procedure is carried out daily with results graphed by the student.

COMMENT:

This accommodation addresses students who are able to demonstrate proficiency in a computation skill but lack speed. Rate deficits may be due to deficiencies in processing speed, motivation, attention or other factors.

ACADEMIC STRATEGY TRAINING

PURPOSE:

To provide students a cognitive model to follow when solving a specific type of problem or accomplishing a task (e.g., math operations, math story problems, following written directions, learning a social skill, etc.)

PROCEDURE:

1. The instructor, through task analysis, determines the most efficient steps to solve a problem or complete a task.
2. The steps are displayed in written form to the student and reviewed.
3. The instructor models use of the strategy by orally repeating the steps as he/she works the problem.
4. The student performs the steps as the instructor orally describes them.
5. The student solves the problem while orally guiding himself through the steps. The instructor provides prompts when necessary.

6. The student performs the steps while orally describing them without instructor prompts.
7. The student performs the task independently with private speech.

EXAMPLE: Expressing a part as a fraction of a whole.

- A. Count how many objects there are all together.
- B. Write this number down.
- C. Count how many objects there are in the part.
- D. Write this number on top of the first number to make a fraction.

COMMENTS:

This strategy uses self instruction training and has been found to generalize well across a variety of academic tasks. It can be modified for use in individual or group instruction. In the literature the procedure is called both academic strategy training and self-instructional training.

TEXT HIGHLIGHTING

PURPOSE:

To assist students with deficient reading skills, particularly in the area of fluency, to read content area texts such as social studies, science, or health.

PROCEDURE:

1. With a magic marker underline key sentences, phrases and vocabulary in a content area text book.
2. Require the student to read only the underlined material.
3. Supplement this activity with discussion and oral presentation of associated content.

COMMENTS:

The reading difficulty level of a passage can be significantly reduced by this practice. Many content area text books are written at a reading level substantially above the grade level of the readers. As a result, it may be helpful to have a number of highlighted texts on the shelf for use by students with reading deficits.

Common Definitions:

Adaptations, Accommodations, Modifications

Diagnostic Centers, California

Southern, Northern, Central

As is described in I.D.E.A. Reauthorization, individuals with disabilities are to receive a free and appropriate public education (F.A.P.E.). This education must occur in the least restrictive environment (L.R.E.), with supplementary aids and supports when necessary. Section 504 of the Rehabilitation Act of 1973 provides some clarification as to how these aids and supports are provided in the L.R.E. for individuals with disabilities:

*Aids, benefits, and services must afford an eligible student **equal opportunity to obtain** the same result, to gain the same benefit, or to reach the same level of achievement in the most integrated setting appropriate to the student's needs. These aids, benefits, services **are not required to produce the identical result, or level of achievement** for both students with disabilities and students without disabilities.*

For the purposes of clarification, the following definitions are suggested to differentiate how individuals with disabilities receive “equal opportunity to obtain results and benefits” but may not necessarily “produce identical results or levels of achievement” as compared to students without disabilities. Students participate in “least restrictive” learning environments and are held accountable for performance in those environments through curricular adaptations.

- **Curricular Adaptations** are changes permissible in educational environments which allow the student **equal opportunity to obtain access, results, benefits, and levels of achievement**. These adaptations consist of both accommodations and modifications.
 - Some curricular adaptations **do not** fundamentally alter or lower standards or expectations in either the instructional or assessment phases of a course of study and can be designated as “**accommodations**.” These accommodations provide access to participate in the L.R.E. and an opportunity to demonstrate mastery of performance standards.
 - Some adaptations **do** alter or lower standards or expectations and can be termed “**modifications**.” These modifications, although providing access, will necessitate careful selection of assessment components to achieve accountability for performance.

A student may be learning the same curriculum as others, but require substantially altered materials or instruction much lower in the developmental sequence of general curriculum in order to progress towards academic mastery. The IEP team will consider which, if any, assessment components, with modifications, validly measure progress. Additional, multiple measures of progress may also be selected by the IEP team.

A student may be participating in activities in the classroom through the use of highly modified curriculum. The goal of this participation may be to access the environment in order to work on alternate functional curriculum, with goals to achieve maximum independence and quality of life. Highly modified curriculum may be the means of achieving inclusion in the activities to achieve other outcomes. The IEP team may therefore determine that participation in general assessment does not meaningfully measure educational achievement. Assessment for this student will be an **alternate assessment** that validly measures the intended outcomes of the instruction. Additional, multiple measures of progress may be also selected by the IEP team.¹

- **Accommodations** are changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which **DO NOT fundamentally alter or lower the standard or expectations of the course/standard/test**.
- **Modifications** are changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which **DO fundamentally alter or lower the standard or expectations of the course/standard/test**.²

¹ This definition is a compilation of information from O.C.R. rulings, I.D.E.A., Calif. Department of Education documents, district “best practice” procedures and Diagnostic Center Task Force discussions.

² The definitions of accommodations and modifications are with permission of the author, from: “Assessment and Evaluation of Students with Disabilities: The Legal Requirements that Regular and Special Educators Need to Know in Working with Students with Disabilities in the ‘General Curriculum’,” a presentation by Miriam Kurtzig Freedman, M.A., J.D. at the LRP 20th National Institute on Educating Individuals with Disabilities, San Francisco, April, 1999.

Ultimate List of IEP Accommodations, Modifications & Strategies (SDIs)

IEP accommodations and strategies for environment

1. a quiet area to complete the work or take a test
2. having someone read a test to them
3. "preferential seating," means sitting near the front, or away from distraction or in their area of preference (if they prefer a left or right visual field)
4. preferential seating for hearing/audio
5. preferential seating away from distractions, windows, doors, speakers
6. extra time to complete the work or reading given
7. early dismissal from class to get to locker and to next class
8. identify and limit distractions
9. opportunity for practice
10. "hot pass" or "cool off card" which is a card the student gets and they can leave class, flash the hot pass to the teacher, and go to office, guidance counselor, nurse (designated ahead of time) to cool off, if they feel a negative behavior coming on
11. high contrast materials, limited visual clutter
12. adapted lunch setting to reduce sensory stressors
13. adapted recess with adult lead activities to increase peer interactions
14. recess and group activities to be designed with IEP goals in mind
15. keep days and activities structured
16. structured seating arrangements
17. small group instruction
18. access to resource room or learning support room

SDIs and accommodations for transitions

1. visual cues in hallways to guide child to next classroom or cafeteria
2. personal time outs to regroup and prepare for transition
3. time warnings and increased transition time
4. advance notice of transitions
5. schedule on blackboard (or whiteboard/smartboard, I know, I'm old using the word blackboard)

Tools and Equipment-SDIs and accommodations

1. visual charts
2. visual schedules
3. visual cues in locker, lunch box, on desk
4. fidget spinners/fidget toys

5. written schedules on locker, lunch box
6. graphic organizers
7. choice cards
8. emotions cards
9. ear plugs or headphones
10. special seating-seat pads, sit-upon balls, etc.
11. adaptive equipment-pens, pencils, calculators, fidgety toys, large print books, audio, etc.
12. use of [FM headsets to either have blocking out music](#), or FM transmission of teacher speaking, use Beatz or something else socially acceptable, blocks out outside noise
13. rewards charts
14. yoga, meditation, relaxation techniques
15. use of a scribe or oral testing to open ended or essay formats
16. provide a study guide
17. provide audio recordings
18. provide video/audio recordings
19. voice recognition software
20. extra set of text books-1 set for home, 1 for school
21. [pencil grips](#), slant boards
22. develop a sensory diet
23. spelling dictionary, spell checker
24. provide notes, outlines or organizers with key concepts or terms highlighted
25. mnemonics
26. remind student to wear glasses/hearing aids
27. allow use of preferred writing implement

Language-based SDIs and accommodations

1. minimal use of open-ended statements or questions
2. do not use sarcasm or inferences when communicating with the student
3. allow 5 or 10 seconds (whatever child needs) processing time when a request is made
4. chunk down verbal instructions
5. use only 1 question or instruction task at a time if child cannot do 2-3 parts questions
6. speak slower
7. use literal language
8. Use of first____, then_____.
9. having someone read the material to them
10. concise, direct prompts
11. clear, concise instructions that are at child's ability
12. activity based learning
13. explain metaphors and double meanings
14. limit oral questions to the number that the child can manage
15. provide direct feedback in appropriate settings

People and Peer based accommodations and SDIs

1. special sign or signal between teacher and student to notify student of something
2. encourage but do not force eye contact; forcing eye contact may break train of thought
3. buddy system for unstructured times
4. peer to peer tutoring as appropriate
5. structured social skills groups
6. set up opportunities for child to self-advocate
7. peer modeling-appropriate play, interaction
8. role play
9. [social stories](#)
10. pair with student prior to learning a new task
11. **cooperative games** rather than win/lose
12. facilitated socialization at recess, lunch, breaks
13. education sessions for peers to help them understand disability
14. watch videos of social stories/interactions and ask to explain
15. role playing-both with successful and undesired outcomes (ie-troubleshooting)

Sensory Accommodations and SDIs

1. give sensory breaks-have child carry down attendance sheets or just a few envelopes down to office to allow for movement
2. timed bathroom breaks (every 60, 90 120 minutes)
3. awareness of sensory issues--smells, sounds, lighting; adjust as appropriate
4. scheduled sensory breaks
5. Make sure you see the full printable list below!

Behavior SDIs and Accommodations

1. frequent reinforcement for desired/positive behaviors
2. **token board**
3. intersperse preferred and non-preferred tasks
4. agenda check list for check-ins with preferred staff member
5. task strip with preferred activity at the end

Testing and Assignments-SDIs and accommodations

1. monthly, weekly or bi-weekly phone or in person conferences with parents (progress monitoring)
2. homework assignments chunked down by teacher to define each task
3. have child write down verbal questions to aide in processing
4. breaking down tests into segments
5. pre-teaching information, then post-teaching afterwards
6. alternatives for completing assignments (typed instead of written, or verbal)

7. provide facilitated experiences
8. frequent test breaks with opportunities to move
9. testing in a study carrel
10. testing in the morning only
11. masking test items so only single questions are visible
12. permission to hand in all assignments late, as pre-determined
13. modify assignments to only include essential content
14. intersperse easy and difficult demands on an 80/20 basis (and work to increase)
15. longer assignments broken down and scheduled out in pictures or words

Miscellaneous, interventions for perceived cognitive and academic deficits

1. alarms as reminders-phone, **wristwatch**, etc.
2. AM/PM check in with preferred staff person
3. use of prompt hierarchy
4. incorporate child's personal interests into activities whenever possible
5. to do lists
6. journal
7. show example of completed projects
8. picture calendar or schedule
9. when appropriate and will not cause a distraction-guide student through real life situations
10. provide with calming strategies
11. test format to tap "recognition memory" such as matching or multiple choice rather than fill in blank without a word bank

NVLD

- Suggested strategies include teaching, then re-teaching; getting the child to explain things back in his own words; and requiring the use of words different from the ones used in the initial explanation. These strategies will push the child to process and hold on to the information that has been presented rather than to offer rote repetition.
1. Rehearse getting from place to place
 2. Minimize transitions and give several verbal cues before transition
 3. Avoid assuming the student will automatically generalize instructions or concepts
 4. Verbally point out similarities, differences and connections;
 5. Number and present instructions in sequence;
 6. Simplify and break down abstract concepts,
 7. Explain metaphors nuances and multiple meanings in reading material
 8. Answer the student's questions when possible, but let them know a specific number (three vs. a few) and that you can answer three more at recess, or after school
 9. Allow the child to abstain from participating in activities at signs of overload

10. Thoroughly prepare the child in advance for field trips, or other changes, regardless of how minimal
11. Implement a modified schedule or creative programming
12. Never assume child understands something because he or she can “parrot back” what you’ve just said
13. Offer added verbal explanations when the child seems lost or registers confusion
14. Phonology is intact mastery of the sound system
15. Morphology which deals with with inflectional word marking is also adequate.
16. Syntax including the formation of complete sentences and the use of various sentence types is described as age appropriate. IT APPEARS THAT LANGUAGE STRUCTURE IS NOT AN AREA OF DYSFUNCTION FOR THESE CHILDREN.

NVLD-Remediation Ideas

1. Have your child use the computer at school and at home for schoolwork.
2. Help your child learn organizational and time management skills.
3. Make use of your child’s verbal skills to help with social interactions and non-verbal experiences. For example, giving a verbal explanation of visual material.
4. Teach your child about non-verbal communication (facial expressions, gestures, etc.). Help them learn how to tell from others’ reactions whether they are communicating well.
5. Learn about social competence and how to teach it.
6. Help your child out in group activities.
7. Get your child into the therapies they need, such as: occupational and physical therapy, psychological, or speech and language therapy
8. The student with NLD, however, cannot avoid the need to put ideas into a written format.
9. The role of the special educator at this point is to put a structure in place for the child so that he or she can see that written discourse can closely parallel verbal thought.
10. The intervention strategy for written language begins by verbalizing and outlining what the final product will look like.
11. The special educator begins by teaching the components of a sentence, a paragraph and then an essay.
12. At times, using a math-like algorithm, a topic sentence + specific supporting details + a concluding sentence = a paragraph.
13. It is important to allow the student with NVLD to understand the structure first so that, following this structure, a response can be formulated mentally.

General strategies for Executive Function Disorder

1. Use of visual-organizers for a step-by-step approach-i.e. use of a white board with color markers
2. Use tools like iPads, watches with timers, and laptops.
3. Use and prepare visual schedules, review several times a day.
4. Ask for large print, written directions with oral instructions whenever possible.
5. When shifts in schedules and activities, plan for transitions.

Managing time for students with Executive Functioning Deficits

1. Create "to do" lists/checklists with estimated times.
2. Break long assignments into chunks and assign time frames for completing each chunk.
3. Use a hand-held for reminders on projects, assignments, meetings such as iTouch, Blackberry, iPhone, etc.
4. Use a large, easy-to-read, erasable color-coded calendar for projects, long-term assignments, meetings, events, activities, chores, etc.
5. Use a "date stamp" for materials **received on dates** and also **due on dates**

Managing space and materials for students with Executive Functioning Deficits

1. Keep an organized work space.
2. Hang a white board/magnetic to create visual for student with simple list for weekly assignments/projects-use magnets to hang papers due
3. Minimize clutter.
4. Ask for extra text books for home use-keep in work areas.
5. Have separate work areas with complete sets of supplies for different activities/subjects.
6. Schedule a weekly time to clean and organize the work space.

Managing work with Executive Function Disorder

1. Modify tests- can be overwhelming and stressful-need extra time and quiet space-break-down(chunk) into parts to do at a time
2. Modify assignments and projects-chunk-use highlighters to emphasize important parts-visual organizers to create timelines
3. Use a "homework system" where student finds most helpful-i.e. assignment book and checked at home and then at school by staff in morning with all homework
4. Use of computers or technology as much as possible for visual and ease of completing work
5. Teachers providing as much information with visuals on white board and with copies of notes for students
6. Reading-ebooks, kindle, iPad, and use of any [visual and auditory form of books](#) for comprehension
7. Vocabulary-iPad,iTouch, iPhone, or other handhelds for [apps that have vocabulary practice](#).

Anxiety Accommodations: classroom and school environment

1. "Cool down passes" to take a break from the classroom. Clearly explain the concept to the student and watch for signs of task aversion. Examples might include a walk down the hallway, getting water, standing outside the classroom door for a few minutes, completing coloring pages in the back of the room, or using a mindfulness app with headphones.
2. Always keep the child in school. Do not reinforce or increase anxiety symptoms by sending a child home unless necessary.

3. Provide positive reinforcement, like stickers, extended computer time or a special activity when a child tolerates a feared situation.
4. Following directions-Concerns about getting the directions wrong either because of distraction or misunderstanding are common.
5. Signaling the class first when giving directions (flashing lights, clapping hands). When possible, have the directions written on the board or elsewhere. It may help assure anxious children that they have understood the directions.
6. Present verbal encouragement and prompts in subtle, non-punitive ways.
7. Provide a consistent, predictable schedule. Post in a visible place for the child's reference.
8. Allow breaks as necessary and offer opportunities for action. For instance, pacing without disturbing others, running an errand, handing out papers, or using a soft squeeze ball.
9. Prompt in advance before calling on him to answer a question.
10. Avoid using jokes, sarcasm and bringing unwanted attention to the student. (*I love this one!*)
11. Preferential seating in large assemblies (near the back of the room)
12. Identify one adult at school to seek help from when feeling anxious (school counselor, if available)
13. Buddy system: Pair student with a peer to aid with transitions to lunch and recess (these less structured situations can trigger anxious feelings)
14. Fears of rejection in the cafeteria or on the playground can take the fun out of free time. Help bridge the gap by creating ties between small groups of children. A lunch bunch with two or three children can create a shared experience which kids can draw on later. When working in pairs or small groups, don't always have children choose the groupings themselves. Alternate this with a "counting off" technique or drawing straws to allow variability in the groupings.
15. Anxious children often struggle with the unlikely fear that they will get in trouble. Seat them away from more distracting classmates. It may help them focus on their work and not feeling responsible for the class. (*until I found this one, I had no idea this was a sign of anxiety, one that my son exhibits often!*)
16. Extra time and warnings before transitions.
17. Preferential seating (near the door, near the front of the room, near the teacher's desk).

Anxiety Accommodations: [Homework](#), Tests, Assignments

1. Extended time on tests will ease the pressure on anxious children, and just knowing that the time is available may obviate the need to use it. Sometimes anxious children become distracted when they see other children working on their tests or turning them in, they may inaccurately assume that they don't know the material as well. Testing in an alternate, quiet place is preferable for some children. Consider the use of word banks, equation sheets, to cue children whose anxiety may make them "blank out" on the rote material.
2. Clearly stated and written expectations (behavioral and academic)
3. Frequent check-ins for understanding, prompted by the teacher.

4. Modify assignments; have the child complete only odd-numbered problems, allow him the use of a word processor, or give an oral exam instead of a high-pressure, written exam.
5. Allow extra time on quizzes, exams, and in-class assignments.
6. Children with extreme social anxiety may have difficulty with oral reports. Consider having the child present to the teacher alone, or have the child audiotape or videotape the presentation at home.
7. Not requiring to read aloud or work at the board in front of the class (but work towards self-advocacy, link above)
8. Videotaped presentations or presenting in front of the teacher (instead of the class)
9. Tests are taken in a separate, quiet environment (to reduce performance pressure and distraction)
10. Word banks and equation sheets: These are useful for children with test anxiety, who tend to “go blank” when taking a test. Using one notecard for important facts, dates, etc. can also be helpful.
11. Breaking down assignments into smaller pieces
12. Modified tests and homework
13. Set reasonable time limits for homework
14. Record class lectures or use a scribe for notes
15. Homework expectations-If a student is spending inordinate amounts of time on homework because of OCD redoing, rechecking, rereading, or simply worrying that the assignment wasn't done thoroughly enough, the teacher can set a reasonable amount of time for homework and then reduce the homework load to fit into that time frame. Teachers can also give time estimates for each assignment (this could be helpful to the entire class) so that the anxious child can attempt to stay within 10% of the estimated time. Eliminate repetition by having the child do every other math question, reduce reading and writing assignments, consider books on tape if a child is unable to read without repetition, for a child with writing difficulties, consider having a parent, teacher, or another student "scribe" for the child while he or she dictates the answers.

IEP/504 Anxiety Accommodations: other, field trips, etc.

1. Preferential group (teacher or adult child knows well) for field trips
2. Help after illness: Missed work can spike anxious feelings. Providing class notes and exempting students from missed homework can help.
Assign a responsible buddy to copy notes and share handouts. If tests are given the day of the child's return, give them the option to take the test at another time and use the test-time to make up any other missing work.
3. Substitute teachers: Letting the child or family know when a substitute will be in the classroom can help the child prepare.
4. Class participation: A child may fear getting the answer wrong, saying something embarrassing, or having other kids look at them. Determine the child's comfort with either closed-ended questions (requiring a yes or no) or with opinion questions. Start with whichever is easiest. Use a signal to let the child know that his turn is coming. Provide opportunities for the child to share knowledge on topics in which he or she is most confident.

5. Fire and safety drills-While these drills are necessary, anxious children can very distressed by imagining these events. If there is an opportunity, signal the child in person just before the alarm sounds. This may buffer the surprise of the drill and allow children to mobilize with less distress.

ACCOMMODATIONS FOR COGNITIVE AND ACADEMIC DEFICITS

**A Compendium of Accommodations and
Instructional Strategies Corresponding to
Woodcock-Johnson III Cognitive and Achievement Clusters**

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SECTION ONE ACCOMMODATIONS FOR COGNITIVE DEFICITS

LONG TERM RETRIEVAL DEFICITS:

Definition:

The student experiences difficulty with retrieval of learned information. While this student might learn information adequately, the student may nonetheless demonstrate difficulty efficiently retrieving it for use in future situations. Long term retrieval difficulties likely vary, however, for different types of information.

Accommodations:

- ✓ **Limit the amount of information to be learned during an instructional session**, giving the student fewer concepts or skills to retain at anyone time. Examples might be limiting the number of spelling words to learn for the week or number of definitions to memorize.
- ✓ **Provide “cheat sheets”** for the student to reference in order to compensate for memory deficits. These might be taped to the student’s desk and should also be available at home.
- ✓ Allow the student to **use a calculator** during math computation in order to compensate for lack of recall of math facts.
- ✓ Since the student might have difficulty recalling important information, allow the student **access to a peer helper** to provide information needed to solve a problem or assignment.
- ✓ Allow the student to take **open book tests** where information can be found to respond to test items.
- ✓ **Employ test formats that require recognition** (multiple choice, matching, true/false and fill in the blank with an associated word bank) in favor of test formats that require recall (essay, fill in the blank without a word bank, writing definitions).
- ✓ Allow the student **free access to ask questions** should he forget information. Encourage the student to ask questions.
- ✓ **In grading, emphasize concepts understood** instead of memory for rote information (e.g., less important names, dates, locations, terms, etc.).
- ✓ During instruction **write information on the board** to provide a source of external memory.
- ✓ **Provide written directions** to supplement oral directions for a task.
- ✓ **Provide a written list of tasks** to be accomplished. In the case of tasks that require a sequence of steps, provide a written copy for the student to refer to. Such information might be written on an index card and taped to the student’s desk as a reminder.

- ✓ **After directions are given in class, check** to insure that the student has retained sufficient information to work independently.
- ✓ **Limit the length of oral directions** and state directions in the order in which the student is expected to complete them.
- ✓ If the student is forgetful about some responsibility, put a **rubber band around the student's wrist** as a reminder and remove when the responsibility or task is accomplished.
- ✓ Provide a **daily planner** in which the student is instructed to **write homework and long term assignments** down as soon as they are assigned. It may be necessary to check accuracy of this information. A study buddy might be of help in this regard.

Instructional strategies/methods

- ⇒ Before introducing a new concept or skill, **activate prior knowledge to enhance understanding**. Prior knowledge can be activated by:
 - 1.) asking questions about the topic being taught,
 - 2.) sharing personal experiences related to the topic,
 - 3.) brainstorming everything the student(s) knows about the topic,
 - 4.) asking the student to identify what the student still needs to learn about the subject matter,
 - 5.) asking the student to respond to opinion statements that prompt discussion regarding the topic (e.g., when discussing the defining characteristics of fruits and vegetables ask: What do you like best about spinach? About apples?, etc.).
- ⇒ **Review rote information frequently**. Expand time for rehearsal and practice by using peer tutors or teaching assistants to employ structured practice activities. Rehearsing information immediately after it is learned and intermittently thereafter will likely be helpful.
- ⇒ **Capitalize on the benefits of spaced practice** by providing the student opportunities to rehearse rote information for short periods several times per day. Rehearsal at home as part of a homework assignment might be helpful.
- ⇒ **Employ multiple modalities** (e.g., writing, speaking, listening, etc.) when the student rehearses rote information.
- ⇒ To teach rote information, **employ formal academic accommodations** (e.g., cover, copy, compare) which use a high rate of opportunities to respond, high rate of success, immediate feedback and formal error correction procedures.
- ⇒ **Review information at the start of an instructional session** to refresh the student's memory for previously taught information.
- ⇒ Prompt the student to **take notes during instruction**. Note taking strengthens recall ability and provides a hard copy of information to refer to later.
- ⇒ Help the student **group information into meaningful categories** in order to facilitate memory. The more involved the student is in this process, the better the effect on retention.

- ☞ Help the student learn to **break a long list of information into small parts or chunks** of seven or fewer items. Encourage the student to master one small group before moving to the next.
- ☞ **Enhance meaningfulness** by relating new concepts and information taught to experiences familiar to the student (e.g., describe steam formed in a shower on a cold day as an example of condensation). Encourage the student to cite more familiar examples.
- ☞ **Discuss the meaning of a story or text immediately after it is read.** Ask the student to elaborate on what was read. Memory for information will be improved if the student has good understanding and makes associations.
- ☞ Provide opportunities for the student to **use a concept or skill to solve a problem.** The student is more likely to retain information which the student has put into practice.
- ☞ **Prompt the student to elaborate** on and reason with information and concepts taught. For instance, the student is more likely to remember that Paraguay is one of the poorest countries in South America if the student develops reasons for this condition (e.g., land locked, small country, lack of natural resources, arid climate, etc.).
- ☞ Help the student **use mnemonic devices** to retain information. It will be important that the student initiate such efforts and realize the benefits that can be experienced from their use. Following are some specific mnemonic strategies.

Repetition: The student rehearses information by orally repeating it or writing it several times. Rehearsal will be most beneficial if it occurs shortly after learning and occurs intermittently thereafter.

Acrostic: The student recalls a list of words or terms by forming a word using the first letters of the words to be remembered (e.g, HOMES to recall names of the Great Lakes).

Acronym: The student forms a memorable (i.e., silly, outrageous, familiar) phrase or sentence using the first letters of the words or terms to be recalled (e.g., *My waffle is under the new car* to recall the seven mountain states of Montana, Wyoming, etc.).

Method of Loci: This strategy involves the student imagining himself walking through a familiar location such as a bedroom or walking to school. The student imagines placing a term, word or element to be recalled in prominent locations along the route. When it is necessary to recall the information, the student mentally retraces the route. The mental image of the prominent locations along the route elicits the corresponding element to be recalled.

Learning Something New: The student learns more information about a term or vocabulary word. The association of new information with the term strengthens memory for the term. An example would be the student reading some information about a state capital to become more familiar with the city.

Visualization: The student forms a mental image associated with a term to be recalled

(e.g., mental image of Native American squatting in a corn field to recall the name Squanto).

- ⇒ At the start of independent seat work, **monitor student functioning** to insure that he has necessary information available to complete the task.
- ⇒ Have the student **serve as a peer tutor to help another student rehearse information** which the target student is also learning.
- ⇒ Teach the student to **underline important information** in text to refer to later.
- ⇒ Teach the student to **rehearse information just after learning it** to strengthen long term retrieval.
- ⇒ **Consult with parents to rehearse** newly acquired information at home.
- ⇒ **Employ computer programs** to help the student rehearse learned information.
- ⇒ Provide **extra time for rehearsal** of such academic survival information as math facts and times tables.
- ⇒ The student may experience difficulty learning from a lecture format. Retrieval of previously presented information during the lecture may be limited. As a result, **provide visual references** such as models and graphic organizers, write key concepts on the board, allow time for the student to take notes and repeat information.

SHORT TERM MEMORY DEFICITS:

Definition:

The student experiences difficulty holding information in immediate mental awareness. This problem often affects ability to follow oral directions, take notes or retain or understand information presented in a lecture format. Attention is a prerequisite condition supporting short term memory.

Accommodations:

- ✓ Seat the student in a location **away from distractions** in order to optimize attention.
- ✓ **Insure that you have the student's attention** before stating a direction. Gaining eye contact and proximity (i.e., be within arms length of student) are often helpful. Difficulty retaining orally stated directions/information will be further aggravated by poor attention.
- ✓ **Word oral directions clearly and succinctly**, avoiding extraneous words and digressions. When possible, limit the number of steps or requests made. State multi-step directions in the sequence in which they are to be completed.
- ✓ The student may have difficulty recalling oral directions given to the class. As a result, it will be important to **monitor student understanding** after group directions are given.

- ✓ When giving directions, **first provide a simple, global statement that describes the task.** Following the general statement, describe in clear terms the sequence of steps required to accomplish the task. Following is an example.
 "We're going to complete 15 subtraction problems in your math book now. Here's what you need to do....."
 This approach facilitates memory for the instructions by associating the component parts with a clearly understood objective.
- ✓ During oral presentation, **write important information on the board.** Provide written directions that accompany oral directions.
- ✓ **Encourage the student to ask** for directions or information to be repeated if not understood or remembered.
- ✓ It may be helpful to **seat the student next to a peer helper** who can answer questions or repeat information if the student needs help.

Instructional strategies/methods:

- ⇒ A deficit in short term working memory (holding information in mental awareness while manipulating or solving a problem with the information) can create difficulty with phonetic decoding. The student may not be able to hold phonemes associated with a word in mental awareness long enough to blend and decode. In this case, compensate for phonetic decoding difficulty by **teaching a sight vocabulary**, teaching the student to recognize root words and morphemes (prefixes and suffixes) and teaching the student to recognize words via contextual clues.
- ⇒ **Use a top down approach to instruction** in order to lessen memory demands. In this approach, the product is presented as a whole before its component parts are described or taught. For example, when teaching phonetic decoding, say the word first and then help the student phonetically analyze the word.
- ⇒ **Break instructions into parts**, presenting only one or two parts at a time. Establish understanding or mastery of one component before moving onto the next.
- ⇒ **Teach information in easily recognized groups** or families to facilitate memory.
- ⇒ When teaching, **provide a written or pictorial model** the student can refer to. Use of graphic organizers can be helpful in this regard. **Write key terms on the board** so that the student can readily refer to them.
- ⇒ **Repeat important information** at a high rate, emphasizing key words by tone of voice.
- ⇒ During periods of class recitation and discussion, **call on the student shortly after a question has been asked to the class** in order to prevent the student from forgetting the question and/or answer. It may also be helpful to **use a technique called positive questioning** in order to maintain attention of the student as well as classmates. In this method, the teacher asks a

question, pauses for the students to formulate a response and then randomly calls on a student.

- ⇒ **Underline key words** in text the student will read. This will draw attention to this information as well as provide a reference the student can refer back to if memory fails the student.
- ⇒ **Encourage the student to immediately write key concepts**, vocabulary or information down when it is presented during a lecture or when read in text. Recording such information in written form will reduce memory demands by providing a bank of information the student can refer to.
- ⇒ The student may experience difficulty taking notes from a lecture. This may be the result of difficulty holding information in mental awareness while recording it in writing. As a result, **during lectures, move slowly, repeat key information often and write key words and concepts on the board.**
- ⇒ While listening to a lecture, it may be helpful to provide a **formatted, written script for the student on which he can fill in blanks** (cloze method) with key words/concepts.
- ⇒ **Provide the student lecture notes** either produced by the teacher or those written by another student.
- ⇒ The student may experience difficulty at times copying information from a book or the board with speed and facility. This may be the result of difficulty keeping information to be copied in mental awareness (i.e., the student forgets information before getting it copied). As a result, the student may be able to only transfer short bits of information at a time. **Provide extra time to copy information, provide information already in copied form or reduce the demands of copying on tasks.**
- ⇒ Consider presenting rote information (particularly sequential information) in the form of a **song or rhyme.**

PROCESSING SPEED DEFICITS:

Definition:

The student works at a slow rate on simple or rote tasks that are typically automatic in nature. This affects ability to copy, complete academic assignments in a timely manner, take notes with speed and ease or express self quickly and efficiently. Attention is a prerequisite condition to processing speed.

Accommodations:

- ✓ Slow processing speed can significantly reduce the rate of task completion and make long tasks unreasonably difficult to complete. Frustration or boredom can result. As a result, it is important to consider accommodations that emphasize **quality of work produced rather than volume and speed** of work completed.
- ✓ Allow **extra time** to complete tasks.
- ✓ Consider **shortening tasks** that are repetitive. For instance, the student might complete only odd numbered items on a math worksheet.

- ✓ **Reduce volume of writing and copying**, especially when it is not a critical component of an instructional task.
- ✓ On some written assignments consider substituting a **cloze procedure** in which the student completes a sentence or fills in a blank rather than writing an entire sentence.
- ✓ When appropriate, permit the student to **take work home** to be completed.
- ✓ **Make adjustments in the length of homework** assignments. Lengthy assignments may result in the student spending unreasonable amounts of time completing homework.
- ✓ In oral discussions allow the student **sufficient time to formulate a response**.
- ✓ During an oral discussion, **allow the student time to formulate responses** so the student can be an active participant. Questions to be discussed might be reviewed with the student prior to the discussion.
- ✓ **In grading, emphasize accuracy and quality** of items completed on an assignment. Disregard uncompleted items. As a result, a grade is computed by the percentage of correctly completed items rather than based on the total items assigned or present on a task or test.
- ✓ Consider **individualizing test taking**. For instance, some students with processing speed problems may have difficulty staying with the class during a spelling test. Let the student write the test at another time, provide additional time or allow the student to take it orally.
- ✓ **Provide lecture notes** for the student **or, using a cloze procedure, provide a formatted script of notes** in which only key words need to be added.
- ✓ Provide the student **extra time to read a text**, provide a shortened version of the text or have the text read to the student.
- ✓ With a beginning reader, slow processing speed can impede the time to decode a word. As a result, greater demands are placed on working memory causing the decoding process to fail. When the student attempts to decode an unfamiliar word, **assist decoding by saying the sounds and allow the student to blend**. Also, developing a strong sight vocabulary will reduce need for phonetic decoding.
- ✓ Slow processing speed can reduce reading fluency/rate and as a result impair reading comprehension. As a result, it may be helpful to **monitor comprehension of text reading and, if necessary, summarize information orally**.

AUDITORY PROCESSING AND PHONEMIC AWARENESS DEFICITS:

Definitions:

Auditory Processing: The student experiences difficulty analyzing, synthesizing, and discriminating auditory stimuli. Problems can affect receptive communication and may be

manifested in difficulty recognizing partially heard words, recognizing words from background sounds and blending sounds into words.

Phonemic Awareness: The student experiences difficulty with awareness of and efficient manipulation of the phonemes which comprise words. These problems most directly affect reading and spelling development and are manifested by difficulty segmenting words into parts, recognizing and producing rhymes, blending phonemes to make words and adding, deleting and substituting sounds in words to make new words.

Accommodations

- ✓ **Check for comprehension** after group directions are given.
- ✓ **Place in a well managed classroom** with control of extraneous activities that create auditory distractions and competing background noise.
- ✓ Provide **preferential seating** that supports monitoring of student comprehension.
- ✓ **Provide a peer assistant** or buddy to provide information when the student did not understand an oral communication.
- ✓ **Waive foreign language requirements** for graduation.

Instructional Strategies/Methods - Auditory Processing Deficits:

- ⇒ When practical, **word instructions individually** to the student in order to avoid competition with extraneous background sounds.
- ⇒ **Seat the student in proximity to the teacher** in order to facilitate monitoring and to individualize instructions.
- ⇒ **Face the student** when speaking and be in proximity.
- ⇒ **Articulate clearly** and avoid speaking quickly or slurring words.
- ⇒ **Word directions and instructions clearly**, succinctly and in simple terms.
- ⇒ **Encourage the student to ask questions** and seek help if the student does not understand.
- ⇒ Supplement oral directions/instructions with a **written counterpart**.
- ⇒ Be prepared to **provide a demonstration or concrete example** to accompany an oral explanation.
- ⇒ **Write key words on the board** or on an overhead to support oral instruction.
- ⇒ As a pre-teaching strategy, it may be helpful to **have the student read about a content area**

before information is presented orally. Familiarity with content will enhance oral comprehension despite an auditory processing deficit.

- ⇒ The student may have difficulty interpreting information presented orally during a lecture. As a result, it may be helpful to **supply a written study guide** the student can follow during the presentation. A study guide might contain an outline of content and provide definitions for key words and concepts. In addition, a cloze technique (fill in the blank) might be incorporated into the study guide to facilitate note taking during the presentation.
- ⇒ Auditory processing and particularly phonemic awareness deficits can interfere with learning to decode words. Until phonemic awareness skills are strengthened it will likely be helpful to compensate for phonetic decoding difficulty by **teaching a sight vocabulary, teaching the student to recognize root words and morphemes (prefixes and suffixes) and teaching the student to recognize words via contextual clues.**
- ⇒ **Provide a signal to alert the student** when an oral direction/instruction is going to be given.

Instructional Strategies to Teach Phonemic Awareness

- ⇒ Strong phonemic awareness skills predict ease in reading development. As a result, it is important that steps be taken to **develop and strengthen phonemic awareness skills** including segmenting words into syllables, development of rhyming ability, blending phonemes into words and segmenting words into phonemes. In addition, the student should develop skills to manipulate phonemes in words including deleting, adding and substituting phonemes to make new words.
- ⇒ **Read books to the student that play with and manipulate letter sounds.** Such literature makes use of rhyming, alliteration and manipulation of phonemes. Dr. Seuss books are entertaining examples.
- ⇒ **Read or recite poems to the student that use different rhyming patters.** Encourage the student to repeat the rhyme and perhaps raise a hand when the rhyme is heard.
- ⇒ Use **phonemic awareness activities for which the student knows individual letter sounds** and sounds of letter combinations.
- ⇒ **Discuss how phonemic awareness activities relate to reading and spelling words** (e.g., words that rhyme such as cat and hat have similar spelling).
- ⇒ The student will likely recognize larger word parts and syllables before individual phonemes (specific sounds) in words. As a result, **start awareness building activities by breaking compound words into parts** (e.g., pan-cake, butter-fly, basket-ball). The student might manipulate pictures of the component words to create compound words. Move from compound words to recognizing syllables in words and in time to recognizing and manipulating individual phonemes in simple and then longer words.
- ⇒ If syllabifying a word is particularly difficult for the student, **explain that when a word is said,**

the chin drops for each syllable stated. Also, a breath of air is expelled with each syllable stated. These physical cues may help the student understand that words are composed of parts that can be identified.

- ⇒ The student will likely find greater success **segmenting and manipulating words with long vowel sounds and consonant sounds that can be elongated** or held when said (e.g., m, f, s).
- ⇒ When segmenting words into syllables or phonemes, it may be helpful to have the student **move an object such as a block or poker chip for each syllable or phoneme heard or said.**
- ⇒ When segmenting, the student will likely be able to most easily identify and manipulate the first and last phonemes in a word. As a result, **start by asking the student to identify and manipulate the first, then the last and finally the medial phonemes in words.**
- ⇒ **As the student becomes proficient with segmenting words, include the blending process.** In time have the student both segment (i.e., move from whole to parts) and then blend (i.e., move from parts to whole) words.
- ⇒ The student will likely benefit from the following **guidelines for teaching blending skills:**
 - a.) Start by blending simple compound words, then syllables into words and finally sounds into words.
 - b.) Initially start blending activities with words having long vowels and consonants that make a continuous or stretched sound.
 - c.) When introducing blending, start by blending the initial sound to words (m-at), followed by completing words by blending the final sound (c-at). In time work toward blending all sounds.
 - d.) Move from the instructor modeling the blending to the student independently blending without prompts.
 - e.) Move from the student blending words for which the instructor states syllables or sounds to the student blending words from print. This will require that the student know letter-sound associations.
- ⇒ Read pairs of words to the student, some of which rhyme and some of which do not. **Ask the student to raise a hand when the words rhyme** and not raise a hand when the words do not rhyme. Motivation might be increased by providing the student a token for each correct response. Tokens over time would be collected and cashed in for rewards.
- ⇒ As the student becomes more proficient with rhyming, **ask the student to supply a rhyming word** to complete a line or to state a word that rhymes with another word.
- ⇒ During instructional activities, **use concrete symbols to represent phonemes.** Slowly state a word phoneme by phoneme and place a poker chip on the table as each phoneme is said. Then say one of the phonemes in isolation and ask the student to identify which chip represents the

phoneme.

- **Identify a root word or sound and have the student produce variations of the word** or new words by adding initial or ending sounds (ake: bake, rake, baking, raking).
- Have the **student create new words by substituting medial sounds** for a base word (bat: bit, bet, but; fan: fun, fin).
- The student may find phonemic awareness activities uninteresting and tedious. As a result, it may be helpful to **present activities as part of a game**. Use a board from a common game such as Chutes and Ladders. Each time the student is correct in a response to the phonemic awareness activity, the student chooses a card with a number written on the back. The student moves this number of spaces on the game board.

VISUAL-SPATIAL THINKING DEFICITS:

Definition:

The student experiences difficulty perceiving and thinking with visual patterns. Visual spatial thinking can affect ability to store and recall visual information as well as difficulty with tasks that require awareness of visual detail.

Accommodations:

- ✓ The student may experience confusion gaining information from **charts, graphs and tables**. As a result, take time to explain these systems of representing information. It may be necessary to **individually assist the student** to retrieve information from such visual systems. **Pairing with a buddy** might be helpful when the student needs immediate help gaining information from charts, graphs and tables.
- ✓ Encourage the student to **clear desk of extraneous materials**, leaving only those that are required for a task.
- ✓ **Reduce extraneous visual stimuli on a page by highlighting the target stimulus** (underline key words), covering extraneous stimuli (using a marker when reading) or increasing the size of a stimulus (enlarge print). Also, when writing or solving math problems is required on a page, provide ample white space.
- ✓ **Highlight or underline in color important information** on a page to help the student scan.
- ✓ **Provide visual markers to guide the student** on tasks that are spatial and sequential. For instance, provide an arrow to demonstrate where to start and in what direction to proceed when computing a math problem. Visual markers might also be used to assist the student to organize information on paper (e.g., marker for name, marker for title, marker for where to place paragraphs.)
- ✓ On some tasks the student might benefit from **folding a paper to provide quadrants** within which specific tasks are to be accomplished.

- ✓ Provide **graph paper to help the student organize rows and columns** on math computation problems.
- ✓ Have the student **copy math problems with a color marker but work them in pencil** to help separate the student's work from the problem.
- ✓ The student may experience difficulty finding his place when copying from the board or a book. Such difficulty might slow rate of task completion. As a result, consider **providing pre-copied tasks**. When the student is expected to copy from a book, **provide a piece of sticky paper the student can use to mark the last line or item copied** from the text.
- ✓ **Assist the student to organize** by providing a box for tools, pocket folders color coded by subjects and guidance on how to organize materials in either desk or locker.
- ✓ **Reduce expectations on tasks that require spatial organization** such as art projects. Consider grading the student on skills gained rather than in comparison to peers.
- ✓ The student may experience difficulty telling time and understanding temporal relationships. **Provide assistance when time measurement, estimating time or temporal concepts are required on a task.**

Instructional Strategies:

- ⇒ **Avoid relying excessively on visual models, diagrams and demonstrations** during instruction with this student. **Accompany visual demonstrations with oral explanations.**
- ⇒ When using visual demonstrations or models to teach a skill or concept, be prepared to **move slowly and repeat visual demonstrations as needed.**
- ⇒ **Break spatial tasks into component parts and provide a verbal set of instructions to match each part.** For instance, provide a sequenced verbal strategy to help a student work through the steps of a math computation problem such as regrouping in subtraction.
- ⇒ The student may experience difficulty forming a visual representation of a concept in his mind (e.g., change of solar position with latitude). As a result, **provide hands on, concrete experiences and manipulatives when teaching an abstract concept that is visual in nature.** Accompany these concrete experiences with verbal explanations.
- ⇒ The student may experience **difficulty with visual memory** for symbols. As a result, **provide a model to which the student can refer when completing tasks** (e.g., number line on desk, alphabet on desk, example on desk of a math algorithm including markers to show sequence of steps, etc.)

COMPREHENSION-KNOWLEDGE AND LANGUAGE DEFICITS:

Definition:

The student lacks background knowledge and/or language development to support academic learning. As a result, the student may demonstrate difficulty with comprehension of directions and material read, as well as difficulty with oral expression and content of written language.

Accommodations:

- ✓ The student may experience difficulty comprehending oral or written directions. As a result, provide **preferential seating to enhance monitoring** of comprehension.
- ✓ After group directions are given, **check with the student to insure comprehension of task demands**. This might be done by asking the student to paraphrase directions in the student's own words.
- ✓ The student will likely benefit from **oral communication that is individualized** and features the following elements:
 - 1.) use of clear, concise language,
 - 2.) use of vocabulary that is comprehensible,
 - 3.) use of pauses between phrases or sentences to promote processing of information,
 - 4.) avoidance of complex and lengthy sentences,
 - 5.) check of comprehension after the communication is completed.
- ✓ **Encourage the student to ask for clarification** if a communication is not understood.
- ✓ **Seat the student near peer models who can clarify information** or directions and provide individual assistance.
- ✓ **Provide a word bank** from which the student can draw when involved in written expression.
- ✓ **Provide a glossary** of important terms the student can refer to in order to compensate for lack of background information and vocabulary
- ✓ Insure that **test items do not include vocabulary which has not been taught** or is not familiar to the student.

Instructional Strategies:

- ⇒ **Review and/or teach key vocabulary words** before a lecture or before the student is asked to read from content area texts. It may be necessary to review individually with the student. Use of an aide or parent assistant might be helpful in this regard.
- ⇒ During instruction, **write key words and terms on the board** to provide a reference to which the student can refer. It is likely the student will not retain information that is only presented orally since there is a lack of background information and related vocabulary.

- ⇒ **Pair oral instruction with demonstrations**, visual examples and models. **Use concrete references** familiar to the student when presenting new vocabulary or concepts.
- ⇒ **Word instructions clearly**, using specific language and vocabulary that is familiar to the student. Avoid long and complex sentences.
- ⇒ During instruction **stick to the point - avoid digressions and excessive language**.
- ⇒ **Insure understanding for present** information before introducing additional information.
- ⇒ Assist the student to express ideas by **providing necessary vocabulary words**.
- ⇒ A lack of information and vocabulary may affect reading comprehension. As a result, **orally review information the student read about in a passage**. When necessary reinterpret information using familiar vocabulary, terms and experiences.
- ⇒ **Use direct instruction methods to teach new words**. Model use of the word, cite concrete references to enhance understanding of the word, have the student use the word in various tasks and contexts, and provide immediate feedback/error correction. Attempt to link new vocabulary to prior learning and familiar experiences.
- ⇒ Attempt to **expand the student's vocabulary by substituting more sophisticated or precise terms** for the student's. For instance, when the student says his dog "runs around and barks," restate the description by stating, "Oh, your dog is frisky."
- ⇒ **Teach the student to use a thesaurus** to expand oral and written vocabulary.
- ⇒ **Use catalogs to associate pictures with vocabulary**. Provide the correct vocabulary and ask the student to use the word in one or more sentences. It might be helpful to ask the student's parent to employ this procedure.
- ⇒ Attempt to increase the student's fund of knowledge by **exposing the student to information rich mediums** such as newspapers, news magazines, television documentaries and television news programs. Provide opportunities to discuss information presented.
- ⇒ Prior to a lecture, **provide an advance organizer**. This might consist of an outline, written on the board, of the material to be presented. Refer to each topic on the board as it is presented.
- ⇒ During oral presentations and lectures, **use a cloze strategy** to help the student be vigilant to key vocabulary and concepts to be presented. This method requires that definitions of key concepts and vocabulary be written out. Important terms are then substituted with a blank space on the cloze form. During the lecture, the student listens carefully and fills in the blank terms as they are presented in the lecture. It may be helpful to have a word bank of terms at the top of the page to which the student can refer. While lecturing, the instructor should use the exact wording of statements on the cloze page being completed by the student. Afterward, correct the student's responses.

- ⇒ **Immediately correct grammatical or word usage errors** and require the student to respond correctly.

FLUID REASONING DEFICITS:

Definition:

The student demonstrates difficulty with reasoning which may be manifested by problems comprehending instruction and directions, generalizing learned skills and solving novel problems.

Accommodations:

- ✓ The student may not understand relationships between concepts and may not generalize learned rules or procedures to different or new situations. As a result, the student may often appear confused with task demands. It will be necessary to **monitor the student at a high rate to assess understanding** and provide assistance in a timely manner.
- ✓ While the student may initially appear to understand directions, problems may be encountered in applying directions as task demands and contexts change (e.g., generalizing from identifying latitude and longitude of a specific location on a map to new sites and with other maps). As a result, it will be important to **monitor functioning throughout a task and particularly when there are changes in task demands**.
- ✓ It may be helpful to **seat the student next to a peer helper** who can provide assistance when the student experiences confusion.
- ✓ **Start a task with the student** so that the initial items are done correctly and a model for completion of the assignment is established. This might most conveniently be done by assigning a peer with whom the student can do the first problem(s) of an assignment.
- ✓ **Avoid frustrating the student with problem solving** tasks that require reasoning beyond a level for which the student has demonstrated competency.
- ✓ **Provide practice tests** that include examples similar to those on a graded test.
- ✓ **Weight grades in favor of concrete information and skills** acquired instead of creative use or application of concepts and skills.

Instructional Strategies:

- ⇒ Due to **difficulty with deductive reasoning**, the student may experience problems using a learned procedure or rule to solve problems. This difficulty might occur when content changes in story problems or when an algorithm is expressed in a different way. As a result, **provide various examples of how the rule or procedure can be used across different situations**.
- ⇒ Due to **difficulty with deductive reasoning**, the student experiences problems using rules or a set of procedures to solve problems. As a result, **use discovery learning** to provide experiences to assist the student to understand why a rule or principal works. Work from the bottom up by

showing how observations result in formation of a rule. After the student understands why, the student might better be able to generalize use of a rule or procedure to solve new problems.

- ⇒ Due to **difficulty with inductive reasoning**, the student may experience confusion with discovery learning in which the student is expected to arrive at a rule to explain examples. **This student appears to work best when a rule is stated or a well defined set of steps is established to solve a problem.**
- ⇒ To promote understanding and generalization in use of a rule or procedure, **clearly describe the rule or procedure and provide numerous concrete examples**, particularly from the student's experience.
- ⇒ **Develop understanding of abstract concepts by describing concrete, familiar elements of the concept** (e.g., fruit can be eaten, grows on trees, has a seed or stone and has skin). In addition, employ concrete examples including pictures, demonstrations and manipulatives.
- ⇒ **Break complex tasks or procedures into component parts.** After the student masters one part, move onto the next.
- ⇒ Help the student **sort out relevant from irrelevant information** when solving a problem.
- ⇒ Move slowly when presenting new information and **tie new concepts into previously mastered concepts** and information.
- ⇒ **Teach new information in groups** or families and clarify how the items or examples are alike.
- ⇒ **Provide a routine or practiced sequence** for approaching a difficult or complex task. A practiced routine will help the student solve problems despite difficulty understanding how and why a procedure works. It may be necessary to define when and under what circumstances a procedure is to be used.
- ⇒ Provide structured opportunities for the student to **use a concept or skill in real life contexts** (e.g., using subtraction to determine money left after a purchase).
- ⇒ Consider **using a teaching assistant, volunteer or peer tutor to work individually with the student** to teach and demonstrate a new skill or concept. This may be most important when classmates have gained insight and the student still lacks understanding for a concept or procedure.
- ⇒ **Explain the purpose of an assignment** in order to make the task meaningful to the student. This student may not independently perceive the relationship between completing a task and greater learning outcomes.
- ⇒ Make an effort to **explain in clear, concrete terms why a procedure is being used** in a particular problem.
- ⇒ The student demonstrates reasoning difficulties that might impede understanding of instruction. **A study guide might be beneficial** to help the student organize information, identify the most

relevant information and provide a conceptual framework to understand instruction (or passage reading). A study guide might consist of open ended questions, fill in the blank items or true false questions that the student reads prior to instruction. The student looks for answers during instruction (or while reading) and completes the study guide items.



Before teaching a new concept or topic, **use semantic maps to organize key vocabulary and prior knowledge.** Following are steps to be followed.

- 1.) Write a sentence on the board that succinctly describes the topic (e.g., The climate of the west is varied).
- 2.) Ask the student(s) to brainstorm all words and phrases the student(s) can think of about the topic. Write these on the board.
- 3.) Write key vocabulary words on the board. Define these terms.
- 4.) Ask the student(s) to identify words and phrases that go together (e.g., rain, snow, hail as one category and hot, cold as another category). Write these in groups or categories.
- 5.) Encircle the categories and ask the student(s) to think of a label that describes the category (e.g., temperature, precipitation, etc.)
- 6.) Discuss how the categories relate to each other.
- 7.) Teach the lesson while referring back and adding to the semantic map.

SECTION TWO ACCOMMODATIONS FOR ACHIEVEMENT DEFICITS

BASIC READING SKILL DEFICITS (Reading Readiness, Decoding, Word Recognition, Reading Fluency)

Definition:

The student lacks skills in reading readiness, phonetic decoding, word recognition and reading fluency.

Accommodations:

- ✓ The student will experience difficulty reading directions whether on the board, on assignments or in texts. It will be helpful to **orally review written directions with the student** and, when appropriate, provide demonstrations to support comprehension.
- ✓ Many seatwork tasks and activities that require independent reading as well as writing will be difficult for this student. As a result, **expectations will need to be adjusted**. It may be necessary to shorten such assignments, provide additional time, modify items, or provide individual help. The student might be assigned to work with another student on such tasks.
- ✓ Consider **seating the student next to a study buddy** who can assist the student when the student experiences difficulty with reading.
- ✓ Content area texts (e.g., social studies, science) may be difficult for the student to read. It may be helpful to **review information orally that is presented in expository texts**. In addition, reviewing content of text passages may provide context clues that will help the student read the passage.
- ✓ **Highlighting of content area texts** can be helpful to compensate for difficulties with reading efficiency. In this strategy key words, phrases and sentences are marked with a highlighter pen. As a result, the amount of reading is reduced and key information is emphasized.
- ✓ **Have a model student read** content area texts to the student to compensate for the student's difficulties with reading of the material.
- ✓ Since the student is identified as reading disabled, the student is eligible to receive **books on tape**. This may be necessary to compensate for the student's inability to read content area texts. Tapes may be borrowed from *Recordings for the Blind and Dyslexic*, which is a nonprofit organization serving the needs of blind and learning disabled individuals. It is required that a membership application be completed, which is available at the organization's website, www.rfbd.org. The application requires the signature of an educational professional certifying that the student is unable to read standard print. The organization's address is

Recordings for the Blind and Dyslexic
The Anne T. Macdonald Center
20 Roszel Road

Princeton, New Jersey 08540
Phone: 1-800-221-4792

- ✓ Given the student's weakness in basic reading skills, it may be necessary to make **adjustments in homework assignments**. It will be important to only assign tasks for which the student demonstrates independent reading skills.
- ✓ As the student demonstrates significant basic reading skill deficits, **tests might better be given orally**. Should reading and writing be required, consideration should be given to providing additional time to complete a test.
- ✓ Provide text with **larger print** (i.e., magnify photocopy).
- ✓ In order to enhance visual perception of print, require the student to **place a book marker under successive lines of text** as they are read. Or, provide the student a window to move down the page as text is read.
- ✓ To avoid embarrassment and an experience of failure, **avoid oral reading of difficult passages in public**.

Instructional Strategies to enhance motivation:

- ⇒ Encourage the **student's parents to read high interest materials to the student**. Parental attention associated with reading will establish reading as a pleasurable experience that is valued by the parents.
- ⇒ It is important that the student experience enjoyment and benefits from reading. Help the student's parents find reading materials in the library that match areas of student interest and are at independent reading level. **Encourage the student to read regularly at home**. The parents might be assisted to establish a formal reward program to encourage independent reading at home.
- ⇒ **Have the student serve as a peer tutor who uses an academic accommodation to help a problem reader** is a lower grade class. The student might also read easy reading level stories to students in a lower grade class.
- ⇒ **With the student, systematically plot reading performance on a graph to show progress**. First take a baseline measure of reading performance (e.g., reading rate in words correct per minute, percentage of words recognized in a passage, words read correctly per minute from a sight word list, etc.). Set a goal and thereafter take regular samples of reading performance, teaching the student to record data on the graph. Reinforce both effort and goal achievement. This method not only provides feedback to the teacher concerning success of an accommodation, but enhances student motivation as well.

Instructional strategies to teach letter names and sounds:

- ⇒ **Teach the student to say the alphabet**. Familiarity with letter names will enhance learning of letter-name associations.

- ⇒ **Use direct instruction procedures** of showing the target stimulus (i.e., the written letter), modeling the correct response (i.e., both name and sound of the letter), providing the student numerous opportunities to rehearse the correct response in the presence of the target stimulus, reinforce success and immediately correct errors in a positive manner.
- ⇒ **Teach only one or two letter names and sounds at a time.** In teaching, show the letter and pair the name with the sound. Regularly review letter names and sounds previously taught.
- ⇒ Capitalize on familiarity by first teaching the student the **letter names and sounds in the student's name.**
- ⇒ **Pair letters with pictures** associated with the letter name or sound. For instance, when teaching the letter a, associate the letter with a picture of an apple and the /a/ sound. Some letters lend themselves to such associations (e.g., m taught as two mountains, s taught as a snake, e taught as an egg).
- ⇒ Provide cut out letters and **have the student match letters** in order to establish discrimination of letter forms.
- ⇒ Provide **opportunities for the student to play with letter forms** by drawing them in sand, making them out of clay, tracing and writing letters on the board and on paper and even making letters out of dough followed by baking and eating them. The student might also play the game *Go Fish* with letter cards. In such activities make a point to have the student say the letter name and sound often.
- ⇒ Encourage the student's **parent to review letter names and sounds at home.** Communicate regularly so that the parent is working on the same letters taught in class. Suggest specific activities that have been found helpful in class.
- ⇒ **Capitalize on the benefits of spaced practice** by providing several short opportunities (i.e., 10 minutes) spread across the day for the student to practice association of names and sounds with letters.
- ⇒ **Employ an upper grade peer tutor or parent aide** to review letter names and sounds on a regular basis.
- ⇒ Enhance motivation by using a **positive reinforcement program.** For instance, each time the student demonstrates mastery of a letter name and sound, the student pastes a cut out of the letter on a drawing of a ladder. At designated steps on the ladder, reinforcers are earned.
- ⇒ **Use delayed prompting as a drill activity.** Three letters for which the student knows neither name nor sound are written on flash cards. The instructor shows each card and says the name and sound. The stack is presented three times in this manner. Afterward, the student is told that in the next presentations, the student is to say the name and sound. The student is also told to only make a response if absolutely certain. If uncertain, the student is to remain silent following the flash. If the student is correct, a praise statement is issued. If the student waits, the correct response (i.e., letter name and sound) is provided by the instructor followed by the student making the correct response. If the student makes an erroneous response, the student is reminded

to only respond if the name and sound are known.

- ⇒ **The drill sandwich method is recommended as a flash card activity** to teach letter names and sounds. An upper grade peer tutor or parent aide may be necessary. Three unknown (i.e., neither name nor sound is associated with the letter) letters and seven known letters are selected. The unknown letters are initially taught by a tutor by showing the student the letter, saying the name and sound and asking the student to repeat it several times while looking at the letter. The tutor then employs a flash card method in which the unknown letters are placed in positions 3, 6 and 8 while known letters are placed in the other positions. The set of letters is presented several times. Occasionally the position of known letters is changed while unknown letters remain in positions 3, 6 and 8.

Instructional strategies to teach phonetic decoding and phonological awareness skills:

- ⇒ Using words for which the student knows individual letter sounds, **teach the student to read the word by blending individual sounds**. Likewise, help the student break known words into individual sounds. Always use words the student is readily familiar with. **Employ direct instruction methods** of modeling the blending process, providing the student many opportunities to practice and providing immediate feedback/error correction.
- ⇒ **Teach the student that words can be broken into syllables** and that often simple words are contained within a larger word.
- ⇒ **Use letter cards or magnetic letters to teach the student to combine letters into words**. First, the instructor says the word, then repeats it phoneme by phoneme while pointing to the corresponding letters sequenced in correct fashion to spell the word. The instructor then scrambles the letters and asks the student to form the word with the letters.
- ⇒ **Make new words by changing individual letters in a base word**. Write a simple word such as cat. Read the word several times with the student. Change one letter (e.g., p/t or u/a) and have the student read the word. The student might suggest letter substitutions. Afterward, have the student read the list of new words that were created.
- ⇒ **Use word families** (e.g., cat, hat, sat, mat, etc or run, bun, fun, etc.) when teaching phonetic decoding skills.
- ⇒ Use the game board from a familiar game to **play a phonics game**. Write phonetically regular words on cards. Also, randomly assign point values to each card. Each time the student correctly decodes a word written on a game card, the student moves the corresponding number of spaces on the game board. This activity can be played with peers and supervised by an upper grade peer tutor. In time, add more challenging words to the stack as the student gains skills.

Instructional strategies to teach a sight vocabulary:

- ⇒ Should the student experience difficulty with a phonetically based word building approach, **employ a more linguistic, whole word method in which words are taught by families and/or grouped by root words**. Meanwhile, attempt to address underlying auditory/phonemic or short term memory weaknesses that cause difficulty with phonetic analysis and decoding.

- ⇒ When teaching a sight vocabulary, **choose words the student regularly uses in oral expression.** Or, teach the meaning of the word before it is taught.
- ⇒ **Teach the student the 300 sight words which make up approximately 65% of written material.** These words were identified by Fry in 1977 (Fry, E. *Elementary Reading Instruction* published by McGraw-Hill).
- ⇒ Teach only **three or four sight words at a time.**
- ⇒ **Use a multi-method, multi-sensory approach to teach sight words.** Teach individual sight words by reading the word to the student, having the student read the word back several times, having the student use the word in sentences, having the student trace over the written word while saying the sounds, and having the student write the word from memory while checking and correcting after each attempt. Provide immediate feedback/error correction. Assigning a peer tutor or parent volunteer might be necessary to accomplish this routine.
- ⇒ Write sight words on **flash cards** and have the student drill frequently with a peer tutor.
- ⇒ Help the student recognize common sight words in print by having the student **scan a text and highlight each example of a specific sight word.**
- ⇒ **Incorporate sight words being taught into the student's weekly spelling list.**
- ⇒ Identify a specific sight word to be learned. **Ask the student to dictate a story using the sight word** several times in the story. Afterward, the student reads the story back to the instructor. This strategy can be employed with a peer tutor.
- ⇒ **Teach the student survival sight words** that occur frequently in the student's environment (e.g., stop, men, women, exit, etc.)
- ⇒ **Review sight vocabulary words from a reading passage by the *delayed prompting method*.** Unknown words from a passage are written on flash cards. Stacks of five or six cards are formed. The tutor shows each card while reading the word aloud. Using this procedure, the tutor presents the stack twice. The student is then told that he will be asked to read each card in the stack. The student is also instructed to only say the word if he is certain he knows it. He is instructed to wait for the correct answer if uncertain. The stack is presented six times. If the student does not respond in four seconds, the tutor reads the word. The student then reads the word twice before the next card is flashed. If the student gives the wrong answer during the four second delay, the student is reminded to wait till the word is read by the tutor. Unprompted correct responses are followed by an enthusiastic praise statement while prompted responses are followed by a simple praise statement. It may be helpful to provide points associated with a reward program to maintain motivation.
- ⇒ **The *drill sandwich method* is recommended to preview and teach key vocabulary words** from a basal reading text or content area text that will be read in class. Three unknown (i.e., unfamiliar) words and seven known words are selected from the passage. The unknown words are initially taught by showing the student the word, saying the word and asking the student to repeat it several times. The tutor then employs a flash card method in which the unknown words

are placed in positions 3, 6 and 8 while known words are placed in the other positions. The set of words is presented several times. Occasionally, the position of known words is changed while unknown words remain in positions 3, 6 and 8. Afterward, the passage from which the words are taken is read orally by the student.

- ⇒ **Use the *simultaneous reading of vocabulary words method* to preview reading vocabulary words from content area texts** that will be read in class. In this procedure five or six difficult vocabulary words are identified and written down a page. The instructor produces an audio tape in which the words are read in sequence. The tape is played as the student follows along. A peer tutor who reads the words can be substituted for the audio tape. After listening to the words read, the student then reads the list. The procedure is repeated until the student demonstrates mastery for the vocabulary words.
- ⇒ For reading vocabulary words which have been particularly resistant to instruction, **employ a variety of multi-sensory approaches in which visual, auditory and kinesthetic stimuli are used with a variety of tasks at various cognitive levels.** Use of a peer tutor or aide might be required for some of these. The student might hear the word in various sentences, create oral sentences using the word, hear and identify rhyming words, see the word in print, hear the word read, hear the component phonemes and syllables articulated when read, read the word repeatedly, read individual syllables and graphemes that comprise the word, write the word while saying it, draw the word in shaving cream or sand while saying the word, write the word on the board, draw the word in the air with large muscle movements, pick the word out from other words, move letter blocks into position to spell the word, and dictate the word in sentences which the student then reads.
- ⇒ Use an **overhead transparency** to show text on a screen. **Point to words on the screen as they are being read orally** in class.

Instructional strategies to improve reading fluency:

- ⇒ Provide opportunities for the student to ***preview passages from the basal reading program*** before the passages are read in class. In this procedure, the student listens to a peer tutor read a passage or reads along with a peer tutor.
- ⇒ **Employ a *home based reading previewing program*.** This will require regular communication between school and home as well as a copy of the basal reading text at home. The parent spends about 15 minutes at least four nights a week listening to the student read a passage that is scheduled to be read within the next couple of days at school. The parent responds to substitution, omission or mispronunciation errors by merely stating the word and asking the student to re-read it twice. The student then starts reading at the beginning of the sentence in which the error occurred. After the passage is read, story content is discussed and the student re-reads the passage.
- ⇒ **Use *listening previewing as an individualized instructional strategy*** to build rate and fluency. This strategy is also helpful to preview passages that are at frustrational reading level. The student and a peer tutor read passages from the assigned basal reading text within a day before the passage is read in class. The student listens and follows along as the tutor reads a sentence or short paragraph. The student then orally reads the paragraph. This process is continued until the

passage is completed and the student reads the passage aloud independently. Errors are corrected by the tutor saying the word correctly and the student repeating the word three times while looking at the word. After an error correction, the student starts reading at the beginning of the sentence in which the error occurred.

- **Use the *repeated reading method*** to improve reading fluency. In this strategy a baseline reading rate of words correct per minute is established for a passage from the student's basal reading text. The instructor assists the student to plot this information on a graph and set a goal. Across daily sessions the student re-reads the same passage orally and plots his reading fluency (i.e., words correct per minute) on the graph. Reinforcement is provided when the student reaches the reading fluency goal and the process begins again with a new passage. Goal setting and regular plotting of data by the student are important parts of this method.
- **Employ a *simultaneous or choral reading strategy*** (also known as neurological impress method) with a peer tutor to improve fluency and to read passages that are at frustrational reading level. The student and a tutor read orally together (simultaneously) from the student's reading instructional text. The tutor reads at a rate approximately 1/3rd faster than the baseline rate of the target student. After a paragraph or several lines are read in chorus, the student orally reads the passage alone. It is helpful for the tutor to follow along with his/her finger when modeling. If the student mispronounces a word or fails to identify a word while reading alone, the tutor immediately says the word and the student repeats it and continues reading. Passages should be material to be read in class within the next couple of days.
- **Employ a *previewing and audio tape strategy*** in which the student previews a passage to be read within the next day from the student's reading instructional text. The student listens to a tape recording of the passage while reading along with the tape. Afterward, the student re-reads the passage orally.

READING COMPREHENSION DEFICITS

Definition:

The student demonstrates deficiency in comprehension of information read.

Accommodations:

- ✓ A lack of knowledge to which the student can relate information from a passage may contribute to lack of comprehension. As a result, it will be important to **provide background information about the topic before a passage is read**. The more information the student has about the topic, the better will be the student's comprehension when reading about the topic.
- ✓ **Monitor comprehension after passages are read in class**. It may be helpful to ask the student to paraphrase or summarize information read in order to assess level of comprehension.
- ✓ On assignments, **orally review the content of written directions**.
- ✓ **Encourage the student to ask for assistance if the student lacks understanding of information read**. It may be helpful to seat the student next to a **study buddy** who can provide such assistance.

- ✓ Provide texts with **key phrases and vocabulary highlighted**.
- ✓ **Provide a study guide prior to the student reading a passage.** The study guide might consist of open ended questions, fill in the blank items or true false items which the student responds to. The student first reviews the study guide and then looks for responses while reading the passage.
- ✓ A lack of basic reading skills, including adequate reading fluency, is inhibiting comprehension with this student. As a result, it will be helpful to **orally review information in a passage before it is read**, provide a tape recording of a passage, or have a peer pre-read the passage with the student and discuss its meaning.
- ✓ **Provide extra time for the student to read a passage or shorten the amount to be read.** Reading comprehension difficulties often result in a need to re-read a passage or engage in other cognitive strategies to gain meaning from a passage.
- ✓ **Review the meaning of key vocabulary words and concepts before a passage from a content area text is read in class.** It will likely be helpful to relate the vocabulary to the student's experience. Also, have the student use the vocabulary in sentences. Briefly discuss how this vocabulary will be used in the passage in order to facilitate understanding of the words when read in the text.
- ✓ Avoid testing the student on content that is only presented through reading. Make sure that **information on tests is taught orally** prior to a test.
- ✓ It may be necessary in some circumstances to **read a test to the student or to employ oral testing methods**.

Instructional Strategies:

- ⇒ **Encourage the student to read regularly.** Provide reading material of interest at independent reading level and assign time for the student to read. In addition, consult with the student's parents to encourage independent reading in areas of interest at home.
- ⇒ Enhance motivation by clearly **identifying concrete and meaningful purposes for reading a passage** (e.g., you will learn, after you have read this passage you will know how to, the information in this passage will be on tomorrow's test, etc.).
- ⇒ **Teach the meaning of key vocabulary** and new or unfamiliar terms before the student reads a passage.
- ⇒ Have **the student and a cohort read a passage with the goal of asking each other questions**. This activity can be turned into a game by assigning points for questions correctly answered.
- ⇒ Pair the student with a peer. Both students read a passage paragraph by paragraph. **At the end of each paragraph the students suggest questions that were answered by the paragraph and each summarizes the information** in a couple of sentences. Each student then predicts what the next paragraph will reveal.

- ⇒ **Teach the student that expository texts (i.e., content area texts) are usually written in a typical style.** A chapter is divided into sections by bold print headings. Each section discusses a topic which is summarized by the bold print heading for the section. Within each paragraph of a section are main ideas. **Show how this organization applies to texts used in class.**
- ⇒ Prior to reading expository text, **activate the student's prior knowledge of the subject matter.** This might be done by:
 - 1.) asking questions about the topic,
 - 2.) sharing personal experiences related to the topic,
 - 3.) brainstorming everything the student(s) knows about the topic,
 - 4.) asking the student(s) to identify what the student(s) still needs to learn about the subject matter.
- ⇒ Using expository texts, **teach the student to summarize or paraphrase information read** in each paragraph and again at the end of sections.
- ⇒ **Teach the student to identify questions that an expository text passage will answer.** Help the student turn a heading for a section in a content area text into a series of questions (e.g. Lewis and Clark Meet Native Americans: Where did they meet the Indians? What Indians did they meet? What happened when they met?). It will be important to model this procedure for the student and provide guided practice.
- ⇒ If an expository text contains questions at the end of a chapter, encourage the student to **review these questions before reading the text.**
- ⇒ Encourage the student to make a **mental image of material read.**
- ⇒ Teach the student to **take notes when reading.** This can be done by helping the student learn to identify and paraphrase the topic of a section of text and the main ideas presented in the section. Writing the topic and main ideas will enhance memory for this information, which in turn will improve comprehension of additional text read.
- ⇒ **Teach the student the SQ3R (i.e., Survey, Question, Read, Recite, Review) Method of expository text reading.** In this approach the student first surveys a chapter to be read in order to become familiar with the general topic. The student then reads bold print section headings and turns these into questions. The student reads each section in search of answers to the questions asked. The student recites or restates the answers in the student's own words and moves to the next section of text. Upon completion the student reviews the information learned. Writing out questions and answers helps this process.
- ⇒ **Use an anticipation guide** to activate the student's interest in and prior knowledge about a topic in an expository text. This approach requires that key concepts of a passage be written on the board and defined. Then the student responds to a survey form either agreeing or disagreeing to statements about the topic (e.g., deserts are always hot, living at the equator would be fun, etc.). Responses to the survey can be shared and discussed with peers in a group or in a classwide format. The passage is then read and the student is given the chance to change position on survey items.

- **Employ a *cloze procedure*** to enhance comprehension for expository text. A set of statements describing a passage is written. Key words in the statements are deleted and replaced with a blank space. The incomplete statements are reviewed with the student. The student reads the passage once, rereads while filling in the blank spaces and then reads it a third time to check answers. In this procedure it is important to review responses with the student to assess student understanding. Cues might be given on the cloze page by providing first letters or letter combinations for the missing words. Also, a word bank might be provided at the top of the page.
- **Provide an *advance organizer*** before the student reads from a content area text. This might consist of writing an outline on the board that reviews the content of material to be read. In addition, orally summarize the passage in understandable terms before the student reads the passage.
- **Have the student write questions for a test based on material read.** In this strategy, the student should first read the passage, then re-read it to formulate possible test questions. A group of students might share and discuss their test questions.
- **Teach the student that narrative texts (i.e. novels, stories) have a typical structure** that consists of a setting, characters, a problem or set of problems, resolution(s) of the problem(s) and an ending. Identifying these components of a story will assist the student to comprehend the story.
- **For reading of narrative text, break the story into parts, asking the student to guess what each part will reveal.** After a section is read, the student decides if the prediction(s) was accurate and provides support based on story content. The student then makes predictions for the next section to be read. In this way story content is discussed as the story is being read. This strategy can be employed with a small group of students to facilitate further discussion.

SPELLING DEFICITS:

Definition:

The student experiences difficulty correctly spelling words in written expression.

Accommodations:

- ✓ On tasks requiring written expression, **weight grading in favor of content and ideas expressed** rather than accuracy of spelling.
- ✓ **Encourage the student to express himself freely in written expression with the understanding that help will be provided for spelling errors.** Instruct the student to merely circle words for which spelling is uncertain as the student writes. These can be corrected with assistance after the student completes the writing activity.
- ✓ Seat the student next to a **study buddy who can provide help** with spelling errors.
- ✓ Provide the student a **poor speller's dictionary**. Encourage the student to look up the word if the student is uncertain about the correct spelling.

- ✓ Teach and encourage the student to **use a word processing program** to assist with correction of spelling errors.
- ✓ Provide **individualized spelling tests** since words from the standard spelling list are inappropriate or the student takes additional time to complete a dictated spelling test.
- ✓ Consider employing **an alternative spelling test scoring procedure**. Provide partial credit (e.g., 1/4 credit, 1/2 credit, etc.) based on the number of correctly sequenced letters.

Instructional Strategies:

- ⇒ Assemble the student's **spelling list from words being taught in the reading instructional program**. In this way reading and spelling instruction will reinforce each other.
- ⇒ The student's spelling problems are sufficiently severe that written communication is significantly inhibited. As a result, **select spelling words from the 300 most common words used** in writing as identified by Fry.
- ⇒ Include in the student's spelling list **words that the student frequently misspells** when completing assignments.
- ⇒ This student may be overwhelmed with a long spelling list presented at the outset of the week. Instead, **estimate how many words a student will be able to learn in one session (e.g., perhaps 2 or 3)**. **Then introduce this many words** each day or every other day. Continue to practice newly learned words.
- ⇒ **Use a flow method rather than a standardized set of weekly spelling words**. In this method a master list of words to be learned is established. The list is derived from words being taught in the reading curriculum, words from the Fry most common word list and words the student often misspells. The student is tested daily on a short set of these words. When the student is successful in spelling a word three days in a row, the word is replaced by a new word from the master list. Be sure to occasionally review words that have been identified as learned.
- ⇒ When possible **group spelling words according to spelling patterns** (i.e., root words and word families). Memory is enhanced when an individual groups information into categories. As a result, it will also be helpful to teach the student to find similarities (e.g., same root word, same ending, etc.) among spelling words and place the words into groups based on these similarities.
- ⇒ **Devise a spelling list comprised of a root word(s) and its derivatives created by various morphemes** (i.e., prefixes and suffixes). For instance, the list might be created using the root word welcome with its derivations of unwelcome, welcoming, welcomed and welcomes.
- ⇒ **Establish a reasonable number of new spelling words introduced each week**. If the student is unable to learn to spell 80% of the words correctly, further abbreviate the list. To enhance success and not draw attention to an abbreviated list, include on the list two or three words which the student has recently mastered.

- ⇒ **Insure that the student is able to read, understand and use spelling words in oral expression.** When introducing spelling words, have the student use them orally in sentences to insure an adequate level of comprehension.
- ⇒ When possible, **incorporate spelling words into daily reading and writing activities.**
- ⇒ **On written assignments, provide feedback for spelling errors** by writing the correct spelling of incorrectly spelled words. Encourage the student to take time to study these corrections.
- ⇒ **Teach the student to break spelling words into component parts of syllables and sounds.** Use direct instruction procedures of modeling the skill, providing many opportunities for the student to practice the skill and providing immediate feedback/error correction.
- ⇒ **Communicate and consult regularly with the student's parents** concerning strategies to rehearse spelling words at home.
- ⇒ The student usually spells words in a phonetically accurate manner but **often makes orthographic errors** (i.e., incorrect letter combinations). Inform the student of this problem and **encourage the student to study the letter sequences in words**, how words look, and to form a mental image of the word when practicing spelling words. To form a mental image the student should be taught to close his eyes and see the word on a mental screen.
- ⇒ **Use of a *cloze procedure*** might help the student overcome orthographic errors (i.e., spelling phonetically and making errors in letter sequences). In this strategy the instructor or tutor writes the word at the top of a piece of paper. Underneath the model, the word is written several times with progressively more letters replaced by a blank space. The student fills in the blanks to complete the word. After completing this task, the student turns the paper over and spells the word from memory.
- ⇒ **The student might improve orthographic skills by looking for a word in print.** Each time the word is found, the student underlines the word, reads it and orally spells the word while looking at each letter. Looking for the word and looking at each letter while spelling the word may help form a mental image of the word that will facilitate spelling.
- ⇒ **Capitalize on the benefits of spaced practice.** Provide opportunities for the student to practice spelling words on a daily basis, several times a day, for short periods, at spaced intervals (e.g., self starter in morning, self starter after lunch, peer tutoring activity before end of school, spelling homework assignment).
- ⇒ **Pair the student with a peer to play a spelling game.** A common game board such as from Chutes and Ladders is used. Each spelling word is written on a card. The student chooses a card, reads the word and then chooses to spell the word by copying it from the card or turning the card over and writing it from memory. The student moves two spaces if the word is spelled from memory, one space if copied and no spaces if misspelled. A peer tutor or parent volunteer serves as the referee.
- ⇒ **Turn spelling tests into an instructional opportunity.** It will be important to provide immediate feedback following each test and a method to rehearse the correct spelling of each misspelled word.

- During instruction, **provide a high number of opportunities for the student to successfully spell the word from memory** (i.e., not just copy). Provide immediate feedback about accuracy. Immediate feedback might consist of self checking and correcting.
- **Use visual, auditory and kinesthetic modalities** in instructional activities. The student sees the word, hears the word read, reads the word, studies individual letters and letter combinations, hears the word pronounced by syllables and phonemes, hears the word spelled, orally spells the word, copies the word in the air with arm movements while saying each letter, traces the word with his fingers while saying the letter names, copies the word on paper and spells the word from memory.
- **Employ the *Fernald Method* to teach spelling of phonetically irregular words or words the student especially struggles with.** Follow the steps below.
 - 1.) Write the word on a piece of paper.
 - 2.) As the student looks at the word, the instructor clearly states the word followed by the student clearly articulating the word.
 - 3.) The student studies the word to form a mental image. This might be facilitated by the student visually studying the word, saying the word and spelling it aloud and tracing the word.
 - 4.) Only when the student is absolutely certain he can spell it correctly, the student turns the page over and writes the word from memory.
 - 5.) The student checks his product with the master.
- **Provide the student an opportunity to rehearse spelling words presented on a tape recording.** The student hears the word read, then spelled, while looking at the word on a spelling word list. The tape repeats the spelling several times as the student responds in chorus. The tape then directs the student to pause the recorder, cover the word on the list and write it from memory. The student immediately compares the product with the model. If correct, the student moves to the next taped word. If incorrect, the student copies the word three times and attempts again to write it from memory.
- **Employ a modification of the *delayed prompting procedure*** with a peer tutor to rehearse spelling words. From a short list of words being practiced, the tutor reads the first word. The student is instructed to orally spell the word if the student knows how. If the student is uncertain, the student is instructed not to respond. The tutor then spells the word orally followed by the student spelling the word. Two points are awarded for spelling the word without a prompt and one point for spelling it with a prompt. If the student attempts to spell a word for which the student is uncertain, a reminder is provided to only spell the word if certain. The list is presented several times or until the student feels comfortable trying to spell words from dictation.
- **Teach the student to use the *Cover-Copy-Compare procedure*** to rehearse spelling words. The instructor writes a short list of spelling words several consecutive times (a,b,c,a,b,c, etc.) down the left-hand column of a piece of paper. The student reads the first word, orally spells the word, covers the word and writes the word from memory next to the covered model. The student then removes the cover and compares the word with the model. If the word is spelled correctly, the student moves to the second word and repeats the process. If the word is misspelled, the student copies it three times, covers the model and writes it from memory. This error correction routine is continued until the word is written correctly from memory. If the student experiences

difficulty with this procedure, reduce the number of new words by sandwiching new words between two words the student knows how to spell (i.e., new, known, new, known, etc.).

- With the help of a peer tutor or aide, **employ magnetic letters or letters on cards with the cover-copy-compare procedure.** In this strategy, the peer tutor orally states a word and then spells the word. The student says the word, and orally spells the word while assembling the word using magnetic letters or letter cards. The student then looks at the word, orally spells the word, covers the model and writes it from memory. The student then compares his product with the model. A new word is introduced if the student is correct. If the student is incorrect, the student copies the word three times while orally stating the letters as copied and tries again to write it from memory. In this procedure a few words are repeated in sequence several times.
- Employing a peer tutor or aide, **use the *Add a Word* method to rehearse spelling words.** Ten words are taken from a master list and copied by the student down the left-hand column of a piece of paper. As the student copies, the student first reads the word and says each letter name as it is written. After copying the words, the student covers the words. The tutor dictates the list to the student who writes each word next to its covered model. After the ten words are dictated, the student compares his spelling to the model. Each word spelled incorrectly is copied with the student saying the word and saying each letter as it is written. The procedure is carried out daily. Words that are spelled correctly on two consecutive days are replaced with new words from the master list.
- For particularly difficult words that have been resistant to accommodation, associate a tune with the spelling of the word.

Five letter words: Use the tune *You Are My Sunshine*. The word will need to be spelled six times to finish the tune.

Six letter words: Use the tune *Happy Birthday*. The word will need to be spelled four times to complete the tune.

Seven letter words: Use the tune *Twinkle Twinkle Little Star*. The word will need to be spelled six times to complete the tune.

BASIC MATH SKILL DEFICITS

Definition:

The student experiences deficits in skills prerequisite to computation (e.g., number recognition, math facts) or in computation itself.

Accommodations:

- ✓ **Provide a number line on the student's desk** to help the student identify numbers, write numbers, visualize number relationships or for use in simple addition and subtraction.
- ✓ **Provide a "cheat sheet" with math facts.** Allow the student to use this reference tool on assignments and tests until math facts have been memorized. However, encourage the student to guess before looking for the answer on the cheat sheet. The "cheat sheet" will provide immediate

feedback for the guessing response. Such immediate feedback supports learning.

- ✓ Lack of math facts can inhibit practice of algorithms with this student. As a result, **allow the student to use a calculator to access math facts** when practicing math calculation skills.
- ✓ **Allow the student to use the *touch point math procedure*** to compensate for lack of memory of addition and subtraction facts.
- ✓ **Provide adequate space on the page** to write and erase numbers during computation.
- ✓ **Provide graph paper to help the student organize** rows and columns when computing math problems.
- ✓ **Monitor student performance at a high rate to insure the student is not practicing errors.** It may be helpful to enlist a peer helper in this regard.
- ✓ At the start of an independent seat work assignment, **monitor the first couple of items** to insure the student understands how to complete problems.
- ✓ **Avoid confusing the student by mixing problem types** (e.g., subtraction and addition) until the student has achieved mastery.
- ✓ **Reduce the length or number of problems on an assignment** in order that the student complete the assignment in the same time as average classmates.
- ✓ Due to computation difficulties, the student is slow to complete math assignments. **Establish a reasonable limit on the amount of time spent on math homework.** This might require adjusting the length of some assignments.
- ✓ **Allow additional time on math tests or reduce the number of items on the test.**

Instructional Strategies to Teach Counting:

- ⇒ Identify to what number the student reliably counts. Establish **realistic instructional goals by introducing only two or three additional numbers at a time.** When these numbers have been mastered, progress by another two or three numbers.
- ⇒ **Employ direct instruction procedures** when teaching the student to count. Model the counting skill, allow the student numerous opportunities to practice the skill and provide immediate feedback/error correction.
- ⇒ **Employ choral responding** when teaching the student to count. In this procedure the student counts several times in chorus with the instructor before counting independently.
- ⇒ **Use objects to help the student learn to count.** Use of meaningful objects such as pictures of students, toys or pieces of candy will be helpful. Alternate objects counted across trials to maintain interest. Emphasize one to one correspondence.
- ⇒ **Provide numerous opportunities for the student to use counting in daily activities** (e.g.,

count the friends you are playing with, count the legos in your building, count the cars in the parking lot, count the steps taken to the drinking fountain, count specific objects in catalog pictures, etc.)

- ⇒ **Capitalize on the benefits of spaced practice.** Rehearse counting several times a day for short periods of time. Providing counting activities for the parents to employ at home and using an upper grade peer tutor to practice counting activities will be helpful in reaching this goal.
- ⇒ Provide the student regular opportunities to **play games that require counting**. Many early childhood games (e.g., Chutes and Ladders) require counting spaces on a game board.

Instructional Strategies to Teach Number Recognition and Number Writing:

- ⇒ Emphasize recognizing **numbers** that are **within the range of the student's counting ability**.
- ⇒ Establish realistic expectations by **introducing only one or two new numbers at a time**. Provide opportunities for the student to practice previously learned numbers while rehearsing a new number(s).
- ⇒ **Employ direct instruction procedures.** Model reading or writing of a number(s), provide the student numerous opportunities to practice the skill and provide immediate feedback/error correction.
- ⇒ **Capitalize on the benefits of spaced practice.** Practice number recognition and writing of numbers on a daily basis, for short periods, several times a day (e.g., at the outset of school, after recess, at the end of school and as homework). It may be necessary to provide a cross age peer tutor to accomplish such a schedule.
- ⇒ **Tape a number line to the student's desk or table.** The student can refer to the number line to identify numbers via counting. The student can also copy number forms from the number line.
- ⇒ The student will better learn to recognize and write numbers which have meaning, for which the number concept is established. As a result, **when introducing a new number, take time to have the student use the number in activities which enhance meaning** (e.g., name five toys you like, show me five fingers, slap my hand five times, etc.).
- ⇒ Provide opportunities for the student to become familiar with numbers by **activities employing visual and tactile modalities**. Activities such as matching numbers, tracing numbers, copying numbers in wet sand, playing with number puzzles and manipulating plastic number pieces will be helpful. **Encourage the student to say the number name when engaging with it.** This might require modeling by the instructor.
- ⇒ When teaching a new number, **integrate activities to identify the number by name as well as write the number from memory**. Learning to identify a number will help the writing process and learning to write a number will help the identification process.
- ⇒ **When teaching, sandwich a newly introduced number among known numbers.** Identify numbers the student knows and does not know. Introduce an unknown number by pointing to it and saying its name several times followed each time by the student saying the number name. Write the number in an array of two known numbers (e.g., known 1, unknown, known 2). Read

the array of numbers in chorus with the student followed by the student reading the array independently. Rehearse the number several times in this manner while changing the position of the target number among different known numbers.

- ⇒ **Employ *delayed prompting* as a strategy to teach and rehearse number names.** Organize a set of five flash cards consisting of three known numbers and two unknown numbers to be learned. At the outset, the student is told to only say the number when certain of its name. The cards are flashed by a tutor. If the student recognizes the number, the student says its name. The student remains silent if the number is not recognized and the tutor says the number name which is repeated by the student. The student is praised for correct answers and reminded to wait when not certain. It is helpful to occasionally change the order of cards in the stack.
- ⇒ **Use a guided practice procedure moving from large to small muscle activity to teach number writing.** The student first forms the number by large movements of the arm. Next the student traces the number on paper several times and then writes the number on paper with the tip of the index finger. The student then copies the number with paper and pencil from a model followed by writing the number from memory.
- ⇒ Since some numbers will be more difficult for a particular student to write, **move onto writing new numbers while providing individualized help to learn to write difficult numbers.**
- ⇒ **Capitalize on the benefits of spaced practice** by employing number recognition and writing activities several times per day for short periods of time. An upper grade peer tutor can be of help to run practice activities with the student. In addition, practice at home will be beneficial. It will be important to confer with the student's parents to insure that numbers being practiced at home are those being taught at school.

Instructional Strategies to Teach Math Facts:

- ⇒ **Explain to the student the value of learning math facts.** Knowing math facts will help the student complete assignments with greater ease and accuracy and make learning of new math procedures much easier.
- ⇒ **Discuss with the student how math facts can be used to quickly solve many daily problems faced by the student.** Provide examples (e.g., addition facts used to determine points earned in a game, subtraction facts used to determine point differences between players) and have the student identify more examples.
- ⇒ **Provide adequate drill and practice** so that math facts become automatic. During drill and practice activities, provide immediate feedback/error correction.
- ⇒ **Capitalize on the benefits of spaced practice.** Provide opportunities to practice math facts on a daily basis, for short periods, several times a day (e.g., at the outset of school, after recess, at the end of school and as homework). It may be necessary to provide a cross age peer tutor to accomplish such a schedule.
- ⇒ Emphasize success by **introducing only a few** (e.g., perhaps one, two or three) **math facts each day** or every other day.

- During instruction, provide a **high number of opportunities for the student to successfully state or write math facts from memory** (i.e., not just copy). Provide immediate feedback about accuracy. Immediate feedback might consist of self checking and correcting.

- **When teaching addition facts, first teach the commutative law (e.g., $1+2 = 2+1$) and then present math facts in the following sequence:**

+ 0 and + 1
Doubles: $2+2$, $3+3$, etc.
Doubles + 1: $2+3$, $3+4$, $4+5$, etc.
Doubles + 2: $2+4$, $3+5$, $4+6$, etc.
Plus tens: $2+10$, $3+10$, etc.
Plus nines: [(any number -1) +10]: $2+9$, $3+9$, etc.
Remaining facts: $2+5$, $2+6$, $2+7$, $2+8$, $3+6$, $3+7$,
 $3+8$, $4+7$, $4+8$, $5+8$

- **When teaching multiplication facts, review the commutative law (e.g., $3 \times 4 = 4 \times 3$) and use the following order of presentation:**

$\times 0$ and $\times 1$
 $\times 2$ and $2 \times$
 $\times 5$ and $5 \times$
 $\times 9$ and $9 \times$
Perfect squares: 1×1 , 2×2 , 3×3 , etc.
Remaining facts: 3×4 , 3×6 , 3×7 , 3×8 , 4×6 , 4×7 ,
 4×8 , 6×7 , 6×8 , 7×8

- **Teach multiplication facts even if all addition and subtraction facts are not known.**

- Help the student **record math facts that have been learned on a chart to enhance motivation**. A useful chart consists of a computation table (i.e., a table with numbers 0 to 12 across the top and side) that lacks answers within cells. As the student learns a math fact, allow the student to place the answer in the corresponding cell.

- **Teach the addition, subtraction and multiplication processes prior to knowledge of all math facts.** Understanding of these processes will assist memory for associated math facts.

- **Employ *delayed prompting* as a strategy to teach math facts.** Write math facts to be learned on flash cards. Organize the cards into stacks of five or six. A flash card is shown by the instructor and read by the student. The instructor immediately provides the correct answer followed by the student rereading the card and stating the answer. The cards are successively shown until the stack has been reviewed twice in this manner. At this point the student is told that on the next flashes to only give an answer if certain it is correct. If uncertain, the student is to wait for the instructor to give the right answer. The pack is then presented six times. If the student does not respond to a card in 5 seconds, the instructor says the answer, the student rereads the item and states the answer. If the student gives a wrong answer, the student is reminded to wait when uncertain. A peer tutor or aide can be used to present this program.

- Teach a peer tutor or parent volunteer to **use the *cover-copy-compare method* with the student.**

A few math facts to be learned are written down the left-hand margin of a piece of paper. The student reads the first item, covers it with a card and rewrites it to the right of the now covered model. The student uncovers the model, comparing the product with the model. If the student is correct, the student proceeds to the next item. If the student is incorrect, the student copies the model 3 times to the right of the error. The student then covers the work, writes the response from memory and again compares the product with the model. The sequence of items repeats itself several times down the page to allow a high rate of opportunities to respond.

- **Employ the *add a fact method*** to teach math facts. In this method ten math facts to be learned are selected from a master list of unknown facts. The student copies the ten facts down the left-hand margin of a piece of paper. The student covers the column of facts. The instructor dictates each problem which the student writes to the right of the covered model. The student writes the answer to the problem, uncovers the model and compares the product with the model. If the answer is correct, the next fact is dictated. If the answer is wrong, the math fact is copied again. This procedure is carried out daily. When the student responds correctly to an item on 2 consecutive days, it is removed from the list of 10 facts and replaced with another fact from the master list.
- **Employ the *drill sandwich method*** to teach math facts. Three unknown and seven known math facts are identified and written on index cards. The unknown facts are taught by reading them successively to the student and having the student repeat the facts. The unknown facts are then placed in positions 3, 6, and 8 of the stack of ten flash cards. The set of flash cards is presented several times. Across presentations the position of known facts is changed while the unknown facts remain in positions 3, 6 and 8. When the student makes an error, state the correct response and have the student re-read the item and state the correct response three times. A peer tutor can be taught to run this program.
- **Employ *daily math fact timings***. A graph is made with the date along the x axis and the number of correct responses per minute along the y axis. Daily, the student is given one minute to complete a page of math facts. Afterward, the number of correct responses is plotted on the graph. The student's performance is compared with past performance as well as a goal line which represents the desired number of correct facts per minute. This procedure allows the student to assess progress.
- **Communicate with the student's parents about establishing a home based tutorial program** to help learn math facts. It will be important to consult regularly with the student's parents so that they are rehearsing the same facts practiced in class. Provide the parents easy to use tutorial procedures such as *cover-copy-compare* or the *drill sandwich method*. Regular communication increases the likelihood of a home based tutorial program being followed.
- **Teach the student the *touch point math procedure*** to be used to compensate for lack of math facts until these facts are learned.

Instructional Strategies to Teach Algorithms:

- **Employ direct instruction methods.** Model how to compute the algorithm, provide numerous opportunities for the student to practice the skill and provide immediate feedback/error correction.

- ⇒ Individually, or in a small group, **preview a computation skill with the student before it is taught to the class.** This will likely enhance effectiveness of the classwide teaching procedure for the student.
- ⇒ **Use manipulatives to demonstrate application of an algorithm.** Such concrete references will enhance the student's understanding of the process and therefore memory for the procedure.
- ⇒ Whenever possible, **use real life examples** from the student's experience to demonstrate use of a math computation skill.
- ⇒ **Provide ample space on the page for the student to organize work** and erase and correct errors. This is particularly important when a skill is first being learned and practiced.
- ⇒ When first teaching a new computation skill, **provide the problem written on the page rather than requiring the student to copy the problem.** This will insure that the problem is written neatly with adequate room between rows of numbers. It will also eliminate the issue of confusing the problem from the work done to solve the problem.
- ⇒ **Place a model algorithm at the top of the page** to which the student can refer when practicing.
- ⇒ Since the student does not know all addition and subtraction facts and uses finger counting to compensate, **teach the student to count up from the largest number when adding** single digit numbers and to **count down from the largest number when subtracting** single digit numbers.
- ⇒ **Break an algorithm into component parts**, teaching one part of the computation procedure at a time. It will also be beneficial to **provide a verbal set of steps** for the student to follow (e.g., when dividing, first estimate, divide, multiply, and subtract).
- ⇒ **Teach the student that all computation except division begins at the left of the problem and works right.** Explain to the student that math is different from reading in this way. On the first few items of a computation worksheet involving addition, subtraction and multiplication problems, it may be helpful to **place a left facing arrow at the right-hand side of problems.**
- ⇒ Provide numerous examples, **slowly walking through each step while simultaneously verbalizing the step.** Have the student work the problem as the instructor works the problem.
- ⇒ **Check for accuracy at the outset of an independent seatwork task** involving practice of computation problems. It is important that **correction be made immediately** so that the student does not rehearse errors.
- ⇒ **Pair the student with a model student** who can immediately answer questions, check and correct performance, provide guidance, demonstrate the calculation process and encourage. Initially, the study buddy might demonstrate a problem followed by the student doing the next problem of a worksheet. The pair might trade problems at first until the student is ready to work more independently.
- ⇒ The student will benefit from **a template that provides boxes to be filled in when completing a computation problem.** The template also provides signs on each line to cue the student to the correct procedure (e.g., subtract, etc.) In time the template can be faded and eliminated as the

student gains mastery of the skill.

- After the student has mastered an algorithm, **provide opportunities for the student to teach other students the skill.**
- **Capitalize on the benefits of spaced practice** by providing opportunities for the student to practice newly taught math computation skills for short periods several times a day. This might be accomplished by use of peer tutors as well as **providing the parents a tutorial procedure to use at home.** It will be important to consult regularly with the student's parents so that they are rehearsing the same skills practiced in class. Also, regular communication increases the likelihood of a home based tutorial program being followed.

MATH REASONING AND PROBLEM SOLVING DEFICITS

Definition:

The student demonstrates difficulty with understanding mathematical concepts and using math skills to solve problems.

Accommodations:

- ✓ **Reword mathematical vocabulary in simpler terms** to compensate for the student's lack of knowledge (e.g. *reduce* means to state a fraction in terms using smaller numbers). It may be necessary to provide concrete examples for some abstract terms.
- ✓ **Check for comprehension after explanations or directions are given that use mathematical terms.**
- ✓ **Reduce expectations concerning the student's ability to solve problems**, including story problems. Provide problems which the student has the conceptual ability to understand and solve.
- ✓ The student lacks automaticity with math facts and some algorithms. This deficit will interfere with math problem solving. As a result, **modify story problems so that they require computation skills the student has mastered.** It may be necessary to **allow the student to use a calculator** to solve problems in order to compensate for these deficits.

Instructional Strategies to Teach Math Concepts:

- **The student is lacking a quantitative vocabulary** (e.g., big, little, more, less, same/equal, wide, tall, etc.). This condition makes instruction and understanding of mathematical concepts, as well as solving story problems, difficult. It will be important to **teach a quantitative vocabulary** by direct instruction procedures.
- The ability to classify objects into abstract categories is important to developing quantitative concepts and engaging in math problem solving. As a result, **help the student compare attributes of common objects in order to group them into categories** (e.g., students by eye color, school implements that write vs. don't write, toys that are electronic vs. mechanical, etc.). In addition, have the student quantify the number of objects within a category by counting them.

- ⇒ **Use familiar situations from the student's experience to demonstrate mathematical concepts** (e.g., demonstrate circumference, diameter and radius using a basketball).
- ⇒ **Use manipulatives and concrete objects to teach math concepts** (e.g., fractions, place value, subtraction, etc). This might also include the student drawing objects. Provide opportunities for the student to not only observe but actually manipulate objects during instruction. Move from the concrete to the abstract making sure that comprehension is established before progressing to the next step.
- ⇒ This student demonstrates **stronger inductive than deductive reasoning**. **As a result, the student might profit from a discovery or bottom-up approach to instruction** in which numerous examples are shown which lead the student to understanding an abstract concept or rule.
- ⇒ This student demonstrates **stronger deductive than inductive reasoning**. **As a result, the student will more likely benefit from a top-down approach to instruction** in which a rule or concept is clearly stated (e.g., when adding fractions with a common denominator, add together the numerator and keep the denominator the same) and demonstrated followed by the student then using the concept or rule to find examples or solve problems.
- ⇒ Supplement instruction by **having a peer tutor or model student explain a concept to the student**. This might also extend to solving story problems. The student might profit from hearing another student explain how he or she solved a problem.
- ⇒ When introducing a new concept, do not take for granted that a student has retained understanding of previously taught concepts. **Review previously taught concepts regularly**. Also, review concepts that are prerequisite for learning a new concept.
- ⇒ **Preview a concept individually with the student** or with a small group before it is taught classwide. This method will improve comprehension as well as attention when the concept is taught in class.

Instructional Strategies to Teach Story Problems:

- ⇒ Teach the student to **use manipulatives or drawing a picture to represent information presented in a story problem**. This procedure will help understanding as well as reduce demands on working memory.
- ⇒ **Model the process of solving a story problem by orally talking through the solution steps**. After modeling, provide the student opportunities to orally talk through the same or very similar problems.
- ⇒ **Teach key vocabulary words and terms in story problems that signal use of a particular operation** (e.g., and, plus or all together signals addition; less, left or remain signals subtraction; of signals multiply).
- ⇒ **Teach the student to first paraphrase a story problem, identify what question is being asked and identify what information is given in the story**. It may be helpful for the student to write the question and then each piece of information on separate lines of paper in order to help separate and discriminate this information.

- ✎ **Help the student identify the various steps required to solve a word problem.** These might be sequenced by writing them out on paper.
- ✎ Help the student **sort out relevant from irrelevant information** in story problems.
- ✎ **Have the student create or write story problems.** It will be helpful for the student to write problems that involve classroom materials so that with peers the student might act out solving the story problem.

PENMANSHIP AND COPYING FLUENCY DEFICITS

Definition:

The student experiences difficulty with letter formation, spacing, organization of the page or speed of putting written information on paper. As a result, writing is often laborious for the student and difficult to read.

Accommodations:

- ✓ **Reduce volume of writing and copying**, especially when it is not a critical component of an instructional task.
- ✓ **Reduce the number of items on a page** or assign fewer items (e.g., complete only odd numbered items).
- ✓ **Use a closure procedure** on worksheets. In this method the student fills in a blank rather than writing an entire sentence.
- ✓ **Provide additional time** to complete written tasks.
- ✓ Permit the student to **respond orally rather than in writing** or use a scribe to whom the student can dictate responses.
- ✓ Performance on tests might be affected by penmanship and copying fluency difficulties. Consider some **test taking accommodations**. These might include an individual testing session to provide additional time, fewer test items, taking tests orally, use of fill in the blank or multiple choice items, or dictating test responses to a scribe.
- ✓ Provide opportunities for the student to **learn keyboarding and word processing skills**.
- ✓ At the outset of a task requiring writing, **assist the student to organize work on the page**.
- ✓ **Provide wide lined paper** that has both a baseline and dotted midline.
- ✓ **Provide expanded space on a page** for the student to write responses.
- ✓ **Provide sufficient visual markers on a page** to prompt a student where to write and organize

responses.

- ✓ **Use grid paper** for the student to complete math **computation problems**.
- ✓ **Provide lecture notes for the student** or provide notes in which only key words need to be added.
- ✓ Encourage the student to **use and maintain appropriate posture** during a task requiring writing.
- ✓ When copying from text, **provide a magnified text copy**. Encourage the student to use a ruler to mark location of text being copied.
- ✓ When copying from the board, provide **seating close to the board**.
- ✓ When copying from text, **provide a sticky note that the student can move along under the line being copied**. This will help to visually isolate the print being copied as well as provide a visual marker to locate text after a unit of words has been copied.
- ✓ **Monitor performance at a high rate** and provide prompts when necessary to assist the student to organize writing or copying on a page.
- ✓ **Provide a stress ball** that the student can manipulate for a few minutes as a **warm-up activity** before writing or copying.
- ✓ **Provide a pencil grip** to facilitate manipulation of the pencil.

**SECTION THREE
RESEARCH SUPPORTED
ACADEMIC ACCOMMODATIONS**

THE SQ4R METHOD OF TEXT BOOK READING

SURVEY, QUESTIONS, READ/REFLECT, RECITE, (W)RITE, REVIEW

SURVEY

Skim text book pages to identify the topic, some of the main ideas, what is to be learned, how the text is organized and how much time it will take to read the assigned passage.

Give special attention to bold print items, headings, charts/tables, and key vocabulary and technical terms.

QUESTIONS

Develop a set of questions that will be answered in the text. These should be written as they are formulated.

The student is taught to turn information gained from surveying into questions that serve as reading guides. Headings and information in bold print are turned into questions. Both factual and higher level reasoning and interpretive questions are posed.

READ AND REFLECT

The student reads the text with an eye to answering the questions posed. This approach helps organize the reading process and maintains attention.

Reflect by rereading key passages and underlining key information that answer questions. The student explains to himself the answer to the question.

RECITE

The student restates or rehearses the answer using his/her own words.

(W)RITE

After an answer is recited, it is written as a response to the appropriate question.

REVIEW

Read answers to questions.
Add additional information or elaborate.

THE SQ4R METHOD OF STUDYING FOR A TEST

SURVEY, QUESTIONS, READ/REFLECT, RECITE, (W)RITE, REVIEW

SURVEY

Survey text pages, lecture notes, and handouts.

Give special attention to bold print items, headings, charts/tables, and key vocabulary and technical terms.

QUESTIONS

Develop a set of questions that might be on the test.

Always include questions or problems presented in text or presented by instructor.

READ AND REFLECT

Read text, class notes, and handouts to find answers to questions.

Reflect by rereading key passages and underlining key information that answer questions.

Explain to yourself the answer to the question.

RECITE

Restate answers to questions.

Use your own words to describe relationships between information or concepts

(W)RITE

Write the answers to your questions, using information from more than one source when appropriate.

REVIEW

Read answers to questions.

Add additional information or elaborate.

CLASSWIDE PEER TUTORING

PURPOSE:

To teach rote skills such as math facts, spelling words or capitals of states.

THE PROCEDURE:

Students in a class are randomly assigned into pairs in which, during a 20 minute tutoring session, each takes a turn as tutor and tutee. A script is provided the tutor such as a series of spelling words or math problems which are dictated to the tutee one at a time. The tutor checks performance immediately after the tutee completes each problem. Two points are provided by the tutor for a correct response. An error requires the tutor to provide the correct response and the tutee to rehearse it three times correctly to earn one point. The item list is presented as many times as possible in ten minutes and then the pair switches roles. Afterward, team points are reported to the teacher and recorded for rewards.

RESEARCH INDICATES:

1. Academic gains greater than those produced by traditional instruction.
2. Students who have been exposed consistently to classwide peer tutoring in elementary school show greater achievement than controls in secondary school.
3. ADHD students demonstrate improved behavior under this condition.

WHY PEER TUTORING WORKS:

High rate of opportunity to practice target response.

Increased engaged time.
Rapid pacing.
Immediate performance feedback.
High rate of success.
Consistent monitoring.
Use of token reinforcement.
A novel experience.

PREREADING

PURPOSE:

To assist reading deficient students, especially those asked to read a text above instructional level or experiencing frustration in present text. Math and other academic skills can be substituted.

PROCEDURE:

A student reads orally from the instructional text each evening with a parent or at school with a peer tutor.

Short sessions - about 15 minutes.

The student reads the passage to be read tomorrow in class.

Sessions follow this sequence:

1. Student reads orally for six minutes.
2. Parent (tutor) asks comprehension questions for three to four minutes.
3. Student orally reads passage again.

A "painless" error correction procedure is employed:

1. If child fails to recognize a word, wait only briefly.
2. Ask the child to point to the word. The parent (tutor) orally reads the word and the child says it twice.
3. The child rereads entire sentence.

LISTENING PREVIEWING

PURPOSE:

To improve word recognition, oral reading rate and fluency. A good procedure when a passage is beyond a student's instructional level.

PROCEDURE:

The student follows along as a tutor reads a passage from the reading instructional materials to be taught in the next lesson. After the tutor reads, the student is asked to read the passage orally.

ERROR CORRECTION: If the student mispronounces a word or fails to identify a word in 5 seconds, the tutor says the word and asks the student to repeat the word twice while looking at the printed word. The student rereads the sentence.

MODIFICATIONS:

1. Pre-reading is done one paragraph at a time.

2. The student rereads the entire passage orally after the prereading procedure is completed.
3. Comprehension questions are asked and content discussed following the procedure.
4. The student listens to a tape recording of the text in place of the tutor.

SIMULTANEOUS (CHORAL) READING

PURPOSE: To improve reading rate and fluency.

PROCEDURE:

The student and a tutor read orally together (simultaneously) a passage scheduled to be read within the next day or two from the student's reading instructional text. The tutor reads at a rate about 1/3rd faster than the baseline rate of the target student. The tutor also reads with expression and consistent with punctuation. After a paragraph or several lines are read in chorus, the student orally reads the passage alone. It is helpful for the tutor to follow along with his/her finger when modeling.

ERROR CORRECTION: There is no error correction during choral reading. However, if the student mispronounces or fails to identify a word while reading alone, the tutor immediately says the word and the student repeats it and continues reading.

DELAYED PROMPTING

PURPOSE:

To teach rote information such as math facts, definitions, capitals of states, letter-sound associations, etc.

PROCEDURE:

1. A set of flash cards is written to prompt a response (e.g., $2 \times 4 = \underline{\quad}$).
2. Flash cards are distributed into small packs of five or six each.
3. A flash card is shown. The student reads the card and the instructor immediately states the correct answer. The student then rereads the card and says the right answer. Cards are successively shown until the pack has been presented twice.
4. The student is told to only give an answer if he is certain it is correct. He is instructed to wait for the correct answer if uncertain.
5. The pack is presented six times. If the student does not respond in 4 seconds, the instructor says the answer. The student rereads the item and says the correct answer. If a student gives a wrong answer during the 4-second delay, remind the student to wait if he is not certain and provide the correct answer.
6. Provide an enthusiastic praise statement ("Wow, that's terrific!") for unprompted responses that are correct and a simple praise statement ("Good.") for prompted responses.

COVER-COPY-COMPARE

PURPOSE:

To improve memory for rote information such as math facts, spelling words, capitals of states, symbols of elements, abbreviations, etc.

PROCEDURE:

1. A few items such as spelling words or math facts are written down the left side of a piece of paper.
2. The student reads the first item, covers it with a card and rewrites it to the right of the now covered model.
3. The student uncovers the model and compares his product with the model.
4. If the student is correct, he proceeds to the next item. If incorrect, the student copies the model three times to the right of the error. He then covers his work, writes the response from memory, and again compares his product with the model.
5. The sequence of items repeats itself several times down the page to allow a high rate of opportunities to respond.

MODIFICATION: The student provides himself points for each correct response. Points are collected to earn a reward.

ADD A WORD

PURPOSE:

To teach spelling words.

PROCEDURE:

1. From a master list of spelling words, 10 words are identified.
2. The student copies the ten words down the left side of a piece of paper.
3. The student covers the column of words. The instructor dictates the words which the student writes.
4. The student uncovers the copied words to compare with his/her spelling.
5. Each word spelled incorrectly is copied again.
6. The procedure is carried out daily. If a student spells a word correctly for 2 consecutive days, it is removed from the list of 10 words and replaced with another word from the master list.

COMMENTS:

This procedure uses a mastery learning model with a high rate of opportunities to respond. For the unmotivated student, words mastered over time could be collected to earn a reinforcer.

SIMULTANEOUS READING OF VOCABULARY WORDS

PURPOSE:

To improve recognition of vocabulary words in content subjects such as science, health, and social studies, particularly when the student lacks adequate decoding skills.

To improve reading rate of content subject passages due to lack of word recognition.

PROCEDURE:

1. Vocabulary words from a content area lesson (science, social studies, health, etc.) the student will be reading in the next few days are identified.
2. The words are listed down a page.
3. The instructor makes a tape recording of the word list. The words on the tape are presented at a rate somewhat higher than the baseline rate of the student's oral reading.
4. The student, while following along on the list, listens to the words being read from the tape.
5. The student reads the list orally.
6. The procedure is repeated until the student demonstrates mastery of oral reading of the list.

MODIFICATIONS:

1. A tutor might be substituted for a tape recording.
2. A teacher might employ the procedure with a whole class or group. The teacher first models the reading of the word list followed by choral reading by the students.

FOLDING IN

PURPOSE:

To establish word recognition for unknown words in a passage.

To improve reading rate in a passage with a high number of unknown words.

To assist a student to read a passage successfully that is at frustration level (greater than 7% unknown words).

PROCEDURE:

1. **SELECT A PASSAGE.** Select a passage the student is working on in class. The passage must not contain more than 50% unknown material.
2. **CONDUCT A ONE MINUTE TIMING.** Have the student read a paragraph from the

passage for 1 minute. Record the number of words read correctly on a vertical bar graph.

3. IDENTIFY TWO UNKNOWN AND EIGHT KNOWN WORDS. Identify two unknown words from the passage read and eight known words. The known words should have meaning (not words such as the, a, and, etc.). Write each of the words (2 unknowns, 8 knowns) each on a 3 x 5 index card.

4. TEACH THE FIRST UNKNOWN WORD. Present the first unknown word by showing it, reading it aloud, defining it and using the word in a sentence. Ask the student to read the word and also use the word in a sentence.

5. SUCCESSIVELY SHOW THE UNKNOWN WORD SANDWICHED BETWEEN KNOWNS. Show a known word and ask the student to read it aloud. Then show the unknown word and ask the student to read it aloud. Follow with a different known, then the unknown word once again. In this way the student successively reads the unknown word followed by a new known word until all known words have been presented (unknown(1) - known(1) - unknown (1) - known (2) - unknown (1) - known (3) etc.)

6. TEACH THE SECOND UNKNOWN WORD AND REPEAT THE PROCEDURE. The second unknown word is presented. The original procedure of showing the word, reading it aloud, giving a definition and using the word in a sentence is employed. The student is then asked to read the unknown word between successive flashes of known words as described in Step 5. The original unknown word is included as a known.

7. SESSION ENDS WITH THE STUDENT REREADING THE PASSAGE AND GRAPHING RATE DATA. The student is asked to reread the passage to the point where he stopped in Step 2. Measure the number of seconds taken to read the passage and compute the words read correctly per minute using the following formula:

$$\# \text{ of words correct} / \# \text{ of seconds} \times 60$$

Assist the student to graph the results on the bar graph used in Step 2. The session ends.

8. SESSION TWO. THE WORD LIST FROM SESSION ONE IS REVIEWED. ANY UNKNOWNNS THAT ARE REMEMBERED REPLACE KNOWNS USED IN SESSION ONE. Session 2 begins by asking the student to read the original set of flash cards from Session 1. If the student is able to recognize the original two unknowns taught in Session 1, they are now included among knowns. For each of these new knowns, an original known from Session 1 is removed from the pile to keep the number of knowns at 8.

9. ONE MINUTE TIMING AND IDENTIFICATION OF TWO NEW UNKNOWN WORDS. The student reads the next portion of the passage for one minute. Rate data is again graphed. Two unknown words are identified and written on an index card.

10. THE PROCEDURE CONTINUES ACROSS SESSIONS WITH NEWLY LEARNED WORDS REPLACING ORIGINAL KNOWN WORDS. The procedure used above is employed to teach unknown words. Sessions continue with newly acquired words replacing original known words. Graphing of data at the beginning and end of each session is also continued.

ERROR CORRECTION PROCEDURE: If the student fails to identify a word, the word is read by the instructor. The student reads the word, gives a definition and uses the word in a sentence.

COMMENTS:

This is virtually an errorless procedure that provides a high rate of opportunities to respond. The procedure can be used by a teacher, aide, peer tutor or parent. Folding in might best be used for passages from content area texts (science, social studies) in which new words are frequently presented.

THE DRILL SANDWICH METHOD

PURPOSE:

To establish word recognition for unknown words in a passage.

To improve reading rate in a passage with a high number of unknown words.

To assist a student to read a passage successfully that is at frustration level (greater than 7% unknown words).

PROCEDURE:

1. The student reads a passage. Three unknown words and seven known words are identified and written on 3 x 5 index cards. The known words should have meaning (not words such as *the*, *a*, *this*, etc.).
2. The unknown words are taught by reading them successively to the student and having the student repeat.
3. The unknown words are placed in positions 3, 6 and 8 in the stack of index cards.
4. The set of words is presented multiple times. Across presentations the position of known words is changed while the unknown words remain in positions 3, 6 and 8.
5. The passage is reread at the end of the session.

COMMENTS:

As with the folding in technique, it is helpful to assist the student to graph rate data (words correct per minute) each time he reads. Comparing the rate of the second reading after the drill sandwich procedure to the baseline rate of the initial reading of the passage can be motivating since the student can see the improvement he makes. This procedure can be helpful in content area texts where there are a high number of unknown words.

PREVIEWING COMPREHENSION QUESTIONS

PURPOSE:

To improve student comprehension of a passage by prompting attention to specific information.

PROCEDURE:

1. The content of the passage is orally summarized by the instructor.
2. New vocabulary words are identified and definitions provided.
3. Comprehension questions are reviewed and the student is asked to find the answers while reading the passage.

COMMENTS:

This simple method is sometimes incorporated in more elaborate accommodations addressing reading comprehension. The overview provides a cognitive framework from which to make sense of the passage. Reviewing specific questions prompts the student to the most relevant information. This strategy can be applied to both content area passages (science, social studies) as well as narrative text.

READING COMPREHENSION LEARNING STRATEGY

PURPOSE:

To provide the student a specific, sequential strategy to enhance comprehension for reading material.

PROCEDURE:

1. The student reads the title of the passage (story, chapter, etc.).
2. The student skims the passage by reading headings, words in bold print, and reviewing illustrations. This provides the student a general idea about passage content.
3. The student reads the story looking for the main ideas and how the passage is organized.
4. A series of comprehension questions is provided by the instructor which asks for specific information.
5. The student rereads the passage, stopping to answer comprehension questions.

COMMENTS:

This cognitive strategy can be used by the student to enhance comprehension for a variety of reading materials. The procedure has been taught through self-instruction training involving modeling by the instructor and successively more independent trials.

STORY MAPPING

PURPOSE:

To improve reading comprehension of stories by helping the student understand how parts of a story interrelate.

PROCEDURE:

1. The instructor orally summarizes story content to the student.
2. Specific comprehension questions are provided to the student and reviewed.
3. The student reads the story.
4. The student fills in sections of a map or chart asking information about:
 - A. Setting
 - Characters
 - Time
 - Place
 - B. The Problem
 - C. The Goal
 - D. Action that takes place
 - E. The outcome

COMMENTS:

The mapping strategy must initially be taught through modeling and guided practice. This strategy helps the student associate parts of the story to enhance comprehension and retention of information. Studies show that with use this strategy generalizes as the student employs it without prompts.

CONTINGENCY MANAGEMENT TO IMPROVE READING COMPREHENSION

PURPOSE:

1. To improve reading comprehension.
2. To increase motivation for acquiring information from a passage.

PROCEDURE:

1. Questions are provided to the student prior to reading a passage.
2. The student is informed that a reward is made contingent upon responding correctly to comprehension questions after the passage is read. Criterion can be a specific number of

questions answered correctly or improvement over past performance.

COMMENTS:

Self monitoring has successfully been used with this procedure. Group contingencies might also be employed.

RATE CONTINGENT REINFORCEMENT

PURPOSE:

To increase the *rate* of correct responding in math computation.

PROCEDURE:

1. A baseline is taken of the rate of math computation problems correctly completed in a unit of time (e.g., 10 minutes).
2. A reinforcer is identified (e.g., free time, activity, mystery reward, treat, privilege, etc.).
3. The reinforcer is provided if the student completes math computation problems to a criterion level of performance based on rate. Criterion is first set at baseline. After 3 consecutive days of reaching the criterion (baseline) level, the criterion is raised 5%.
4. The procedure is carried out daily with results graphed by the student.

COMMENT:

This accommodation addresses students who are able to demonstrate proficiency in a computation skill but lack speed. Rate deficits may be due to deficiencies in processing speed, motivation, attention or other factors.

ACADEMIC STRATEGY TRAINING

PURPOSE:

To provide students a cognitive model to follow when solving a specific type of problem or accomplishing a task (e.g., math operations, math story problems, following written directions, learning a social skill, etc.)

PROCEDURE:

1. The instructor, through task analysis, determines the most efficient steps to solve a problem or complete a task.
2. The steps are displayed in written form to the student and reviewed.
3. The instructor models use of the strategy by orally repeating the steps as he/she works the problem.
4. The student performs the steps as the instructor orally describes them.
5. The student solves the problem while orally guiding himself through the steps. The instructor provides prompts when necessary.

6. The student performs the steps while orally describing them without instructor prompts.
7. The student performs the task independently with private speech.

EXAMPLE: Expressing a part as a fraction of a whole.

- A. Count how many objects there are all together.
- B. Write this number down.
- C. Count how many objects there are in the part.
- D. Write this number on top of the first number to make a fraction.

COMMENTS:

This strategy uses self instruction training and has been found to generalize well across a variety of academic tasks. It can be modified for use in individual or group instruction. In the literature the procedure is called both academic strategy training and self-instructional training.

TEXT HIGHLIGHTING

PURPOSE:

To assist students with deficient reading skills, particularly in the area of fluency, to read content area texts such as social studies, science, or health.

PROCEDURE:

1. With a magic marker underline key sentences, phrases and vocabulary in a content area text book.
2. Require the student to read only the underlined material.
3. Supplement this activity with discussion and oral presentation of associated content.

COMMENTS:

The reading difficulty level of a passage can be significantly reduced by this practice. Many content area text books are written at a reading level substantially above the grade level of the readers. As a result, it may be helpful to have a number of highlighted texts on the shelf for use by students with reading deficits.

**IEP and Lesson Plan Development
Handbook
of
Specially Designed Instruction
and
Supplementary Aids and Services**

**Kentucky Special Education
Cooperatives**

August 2003

Introduction

In designing an Individual Education Program (IEP) for a student, the ARC must determine specific instructional strategies that teachers must use and the supplementary aids and services that the student needs in order for the student to have access to the Program of Studies (i.e., the general program).

This handbook is one resource that provides some examples of Specially Designed Instruction (SDI) and Supplementary Aids and Services (SAS) that might be used to support the student's goals, benchmarks, and objectives on his/her IEP.

After the IEP is written, both the special education teacher and the general education teacher must implement the plan for the student. The second section of this handbook has similar instructional strategies, but they are grouped in a different way to provide an alternative access. These modifications and adaptations can be made regarding the purpose and appropriateness of the task, the complexity of the task, the size of the task, the time allotted, the pace, the environment, the order of learning, the procedures and routines, the resources and materials, the application and demonstration of knowledge, the level of support and independence, participation, and motivation.

Specially Designed Instruction (SDI) in its simplest form is "what the teacher does" to instruct, assess, and re-teach the student in the Program of Studies, Kentucky's Learner Goals and Academic Expectations, and other Kentucky documents.

707 KAR 1:280 Section 1 (51)

...means adapting as appropriate content, methodology, or delivery of instruction...

If instruction is required for students to benefit from a material, resource, aid, strategy or service, it should be described as specially designed instruction.

Supplementary Aids and Services (SAS) in its simplest form is **what the student needs** including strategies, aids, and services in order to learn on a fair level with her or his peers.

707 KAR 1:280 Section 1 (54)

...means aids, services, and other supports provided in the regular education classes or other education related settings...

If the student requires specific materials, resources, aids, strategies or services to gain access to the general education curriculum, it should be described as a supplementary aid and service.

Assistive technology is a broad description of many things. When using any technology as either SDI or SAS, provide a description of the technology to be used (i.e., direct-select, voice output system).

As you review suggestions for SDI and SAS, keep in mind that many of the instructional strategies and support suggestions can be placed in both the SDI and the SAS columns. Often a student needs direct instruction in a specific strategy or in the use of a device, but also needs to use that strategy or device in other classes as he is learning to use it.

This handbook was developed by a committee including staff from the Kentucky Special Education Cooperatives and Kentucky Department of Education.

Section 1: IEP Development

COMMUNICATION

Non-Verbal

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Visual, written, verbal, physical, picture prompts and cues <input type="checkbox"/> Cue cards <input type="checkbox"/> Graduated guidance <input type="checkbox"/> System of least prompts <input type="checkbox"/> Direct instruction of American Sign Language <input type="checkbox"/> Computer assisted instruction <input type="checkbox"/> Multiple-modality strategies <input type="checkbox"/> Use of body language <input type="checkbox"/> Attending to speaker <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Visual, written, verbal, physical, picture prompts and cues <input type="checkbox"/> American Sign Language <input type="checkbox"/> Communication systems <input type="checkbox"/> Switch activated devices <input type="checkbox"/> Augmentative communication devices <input type="checkbox"/> Dynamic screens <input type="checkbox"/> High technology communication devices <input type="checkbox"/> Communication boards/books/cards <input type="checkbox"/> Picture based communication <input type="checkbox"/> Establishing and maintaining eye contact <input type="checkbox"/> Switch accessible <input type="checkbox"/> Scan accessible <input type="checkbox"/> Educational interpreter <input type="checkbox"/> Other

Listening Comprehension

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction in listening strategies <input type="checkbox"/> Modeling <input type="checkbox"/> Chunking <input type="checkbox"/> Written prompts or directions <input type="checkbox"/> Preview-Teach-Review <input type="checkbox"/> Alternative note-taking <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Pre-teach critical information and vocabulary <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Repeated directions <input type="checkbox"/> Frequent comprehension checks <input type="checkbox"/> Visual prompts <input type="checkbox"/> Alternative note-taking <input type="checkbox"/> Extended processing time <input type="checkbox"/> Paraphrasing, re-phrasing, and summarizing <input type="checkbox"/> Extended time <input type="checkbox"/> Previewing questions <input type="checkbox"/> Preferential seating <input type="checkbox"/> Advanced organizer <input type="checkbox"/> Focus, concrete statements <input type="checkbox"/> Tape recorder <input type="checkbox"/> Highlighting key words <input type="checkbox"/> Listening guides <input type="checkbox"/> Other

Expressive Language / Oral Expression

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Verbal prompts <input type="checkbox"/> Cue cards <input type="checkbox"/> Visual prompts <input type="checkbox"/> Guided repetitions <input type="checkbox"/> Rehearsal, use of scripts <input type="checkbox"/> Time delay strategies <input type="checkbox"/> Modeling <input type="checkbox"/> Conversational skills (i.e., initiating, maintaining, ending) <input type="checkbox"/> Word retrieval drills: categories, attributes, functions <input type="checkbox"/> Questioning techniques <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Verbal prompts <input type="checkbox"/> Cue cards <input type="checkbox"/> Visual prompts <input type="checkbox"/> Extended response time <input type="checkbox"/> Allow written tests <input type="checkbox"/> Recorded materials <input type="checkbox"/> Preferential seating <input type="checkbox"/> Directions in multiple forms (i.e., restate, rephrase, oral directions) <input type="checkbox"/> Oral reading on volunteer basis <input type="checkbox"/> Rehearsal, use of scripts <input type="checkbox"/> Alternative assessments in place of oral reports (i.e., displays, projects, written, etc.) <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Questioning techniques <input type="checkbox"/> Other

Voice

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Vocal strategies <input type="checkbox"/> Social skills <input type="checkbox"/> Calming strategies <input type="checkbox"/> Self-monitoring strategies <input type="checkbox"/> Visualization techniques <input type="checkbox"/> Recognition of vocal abusive patterns <input type="checkbox"/> Oral motor intervention <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Self-monitoring checklists <input type="checkbox"/> Calming strategies cues <input type="checkbox"/> Variety of questioning techniques <input type="checkbox"/> Signal system for recognizing abusive vocal patterns <input type="checkbox"/> Other

Fluency

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Starter techniques <input type="checkbox"/> Maintaining eye contact <input type="checkbox"/> Choral responses <input type="checkbox"/> Reading responses <input type="checkbox"/> Relaxation strategies <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Extended response time <input type="checkbox"/> Opportunity to speak first in oral group situations <input type="checkbox"/> Individual instead of group presentations <input type="checkbox"/> Relaxation strategies <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Other

Receptive Language

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Visual, written, picture prompts and cues <input type="checkbox"/> Modeling <input type="checkbox"/> System of least prompts <input type="checkbox"/> Simultaneous prompting <input type="checkbox"/> Time delay <input type="checkbox"/> Verbal cues <input type="checkbox"/> Core vocabulary with cue cards <input type="checkbox"/> Visualization <input type="checkbox"/> Verbal rehearsal <input type="checkbox"/> Cloze procedures <input type="checkbox"/> Direct instruction <input type="checkbox"/> Auditory bombardment of language targets <input type="checkbox"/> Verbal repetition <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Pre-teach critical information <input type="checkbox"/> Understanding humor and absurdities <input type="checkbox"/> Train elements of critical thinking <input type="checkbox"/> Making inferences and predictions <input type="checkbox"/> Drawing conclusions and making generalizations <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Preferential seating <input type="checkbox"/> Repetition of directions <input type="checkbox"/> Simple directions <input type="checkbox"/> Gestures and visual cues <input type="checkbox"/> Paraphrasing and rephrasing <input type="checkbox"/> Visual prompts <input type="checkbox"/> Picture schedule <input type="checkbox"/> Picture cues <input type="checkbox"/> Sentence strips <input type="checkbox"/> Tape recorder <input type="checkbox"/> Self cueing strategies <input type="checkbox"/> Gradually building complexity of task <input type="checkbox"/> Teacher Wait time <input type="checkbox"/> Other

Pragmatics

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Social scripting <input type="checkbox"/> Social stories <input type="checkbox"/> Written prompts <input type="checkbox"/> Modeling <input type="checkbox"/> Verbal prompting <input type="checkbox"/> Guided responding <input type="checkbox"/> Environmental prompting (i.e., personal space awareness) <input type="checkbox"/> Chaining <input type="checkbox"/> Shaping <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Role playing <input type="checkbox"/> Conversational turn-taking, initiating/terminating conversation, commenting, and asking questions <input type="checkbox"/> Relevant emotion/feeling word 	<ul style="list-style-type: none"> <input type="checkbox"/> Role playing <input type="checkbox"/> Monitoring and quick feedback <input type="checkbox"/> Peer buddy/monitor <input type="checkbox"/> Sensory issues addressed <input type="checkbox"/> Opportunities for turn-taking, initiating/terminating conversation, commenting, and asking questions <input type="checkbox"/> Environmental prompts (i.e., personal space awareness) <input type="checkbox"/> Other

Articulation / Phonology

<p style="text-align: center;">Specially Designed Instruction (SDI) <i>What the teacher teaches</i></p>	<p style="text-align: center;">Supplementary Aids & Services (SAS) <i>What the student needs</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Auditory discrimination training <input type="checkbox"/> Modeling <input type="checkbox"/> Mirror training <input type="checkbox"/> Oral motor exercises <input type="checkbox"/> Repetitive drill/trials <input type="checkbox"/> Touch cues <input type="checkbox"/> Minimal pair drills <input type="checkbox"/> Auditory bombardment <input type="checkbox"/> Guided rehearsal <input type="checkbox"/> Discrete phoneme production training <input type="checkbox"/> Oral motor desensitization/stimulation <input type="checkbox"/> Oral prompts <input type="checkbox"/> Phonemic awareness training <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Time delay <input type="checkbox"/> Use of FM system <input type="checkbox"/> Tape recorder <input type="checkbox"/> Tactile cues <input type="checkbox"/> Visual cues <input type="checkbox"/> Kinesthetic cues <input type="checkbox"/> Extended response time <input type="checkbox"/> Correct speech samples <input type="checkbox"/> Verbal cues for correct speech sounds <input type="checkbox"/> Modeling of correct speech patterns when student makes incorrect speech patterns <input type="checkbox"/> Oral prompts <input type="checkbox"/> Preferential seating <input type="checkbox"/> Vocabulary cue cards <input type="checkbox"/> Color coded key words <input type="checkbox"/> Computer support <input type="checkbox"/> Step-by-step directions <input type="checkbox"/> Other

ACADEMICS

Basic Reading

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> ❑ Grapho-Phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding ❑ Visual strategies including word recognition and visual memory for words ❑ Auditory strategies including language structure at the word, sentence, and text level ❑ Fluency ❑ Meaning strategies including word meanings and associations and precision in word usage ❑ Identifying and pronouncing words and reading fluently orally includes: <ul style="list-style-type: none"> • Using content clues; • Visual word recognition strategies including environmental prints; • Word analysis strategies such as prefixes, suffices, compound words and word derivations; • Text management strategies such as rereading/reading ahead, deep reading, skimming/scanning; • Decoding strategies such as identifying word families, chunking, point & slide, looking for known words inside words; • Cross-check across systems (does the word make sense, sound like language, do the letters match the sounds) or ask another reader. 	<ul style="list-style-type: none"> ❑ Graphic organizers ❑ Prompting and cueing ❑ Recorded materials ❑ Oral/visual presentation of materials above independent reading level ❑ Extended time ❑ Large print ❑ Highlighted material ❑ Braille ❑ Manipulatives (i.e., letter tiles, flash cards, etc.) ❑ Access to technology (i.e., computer, software, voice-to-text software, etc.)

Reading Comprehension

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Modeling <input type="checkbox"/> "Cloze" procedures <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Advance organizers <input type="checkbox"/> Visual prompts <input type="checkbox"/> Pre-teaching concepts/vocabulary <input type="checkbox"/> LEARN strategy <ul style="list-style-type: none"> • List what you know • Explore what you want to know • Access information • Reflect on what you're learning • Now make connections <input type="checkbox"/> KWL Strategy <ul style="list-style-type: none"> • List what you know • Tell what you want to know • Tell what you learned <input type="checkbox"/> Verbal summarization <input type="checkbox"/> Open-ended stories <input type="checkbox"/> QAR (question, answer, response) <input type="checkbox"/> Choral reading <input type="checkbox"/> Paired reading <input type="checkbox"/> Echo reading <input type="checkbox"/> Visual imagery <input type="checkbox"/> Story mapping <input type="checkbox"/> Think aloud <input type="checkbox"/> Direct instruction in: monitoring for meaning, determining importance, creating mental images, synthesizing, relating new to known, questioning, inferring <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Recorded books with appropriate pacing <input type="checkbox"/> Recorded materials <input type="checkbox"/> Highlighting <input type="checkbox"/> Large print <input type="checkbox"/> Braille <input type="checkbox"/> Reader <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Oral/visual presentation of materials above independent reading level <input type="checkbox"/> Manipulatives (i.e., story strips, etc.) <input type="checkbox"/> Advance organizers <input type="checkbox"/> Visual prompts <input type="checkbox"/> Note-taking guides <input type="checkbox"/> Study guides <input type="checkbox"/> Other

Written Language

<p style="text-align: center;">Specially Designed Instruction (SDI) <i>What the teacher teaches</i></p>	<p style="text-align: center;">Supplementary Aids & Services (SAS) <i>What the student needs</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Modeling <input type="checkbox"/> Tactile kinesthetic tracing <input type="checkbox"/> Repetitive practice <input type="checkbox"/> Advance organizers <input type="checkbox"/> Visual and physical prompts and cues <input type="checkbox"/> Small group instruction <input type="checkbox"/> Structured approach to sentence writing <input type="checkbox"/> Direct instruction in the writing process including: prewriting activities, writing, revising, editing, and publishing <input type="checkbox"/> Direct instruction in idea development, structural patterns, sequencing, organization, standards of correctness, awareness of audience and purpose <input type="checkbox"/> Direct instruction in open-response writing, writing-on-demand, transactive writing, personal writing, literary writing, reflective writing, and writing-to-learn (graphic organizers, journals, note-taking) <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Scribe (specify how and when a scribe will be used) <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Assistive technology <input type="checkbox"/> Advance organizers <input type="checkbox"/> Cue cards (i.e., definitions, examples, story starters, picture prompts, etc.) <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Journals, logs, notebooks <input type="checkbox"/> Rubrics/scoring guides to guide <input type="checkbox"/> Editing checklists <input type="checkbox"/> Production of written pieces <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Error monitoring, self-monitoring <input type="checkbox"/> Modified tests and assignments <input type="checkbox"/> Copies of overheads (notes, directions, organizers, etc.) <input type="checkbox"/> Preferential seating <input type="checkbox"/> Highlighting <input type="checkbox"/> Color coded direction words <input type="checkbox"/> Student paraphrasing or directions <input type="checkbox"/> Raised line paper <input type="checkbox"/> Manipulatives (i.e., sentence strips, word cards, personal and classroom word banks, etc.) <input type="checkbox"/> Tape recorder to talk into and write from <input type="checkbox"/> Pencil grips <input type="checkbox"/> Retaking of tests <input type="checkbox"/> Access to technology (i.e., computer, software, tape recorder, voice-to-text software) <input type="checkbox"/> Other

Math Calculation and Reasoning

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Multi-sensory teaching strategies <input type="checkbox"/> Time delay <input type="checkbox"/> Most to least prompts <input type="checkbox"/> Modeling <input type="checkbox"/> Direct instruction in computation and reasoning strategies, word problem strategies <input type="checkbox"/> Guided practice <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Chunking <input type="checkbox"/> Touch five coin counting strategy <input type="checkbox"/> Direct instruction in use of a calculator <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Cue cards with problem solving strategies, definitions, examples, models, flow chart, process steps <input type="checkbox"/> Small group instruction <input type="checkbox"/> Visual, non-verbal, verbal, physical, picture, and written prompts and cues <input type="checkbox"/> Repetitive practice <input type="checkbox"/> Modified tests/assignments <input type="checkbox"/> Advanced organizers <input type="checkbox"/> Copies of overheads including notes, organizers, examples <input type="checkbox"/> Extended time <input type="checkbox"/> Graph paper/vertical lined paper <input type="checkbox"/> Manipulatives <input type="checkbox"/> Calculator <input type="checkbox"/> Number line <input type="checkbox"/> Study guides <input type="checkbox"/> Peer buddy/peer tutoring <input type="checkbox"/> Oral presentation of materials/assessments <input type="checkbox"/> Assistive technology <input type="checkbox"/> Other

VOCATIONAL

Task Completion / On Task Behavior

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<input type="checkbox"/> Modeling <input type="checkbox"/> Partial participation <input type="checkbox"/> Self-talk <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Self-monitoring/evaluation <input type="checkbox"/> Student task analysis <input type="checkbox"/> Graphic organizer <input type="checkbox"/> System of least prompts <input type="checkbox"/> Simultaneous prompting <input type="checkbox"/> Cueing (verbal, nonverbal, visual, picture, photo, etc.) <input type="checkbox"/> Other	<input type="checkbox"/> Modified tests and assignments <input type="checkbox"/> Use of timer <input type="checkbox"/> Dual set of materials for school and home <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Extended time <input type="checkbox"/> Rubrics and scoring guides <input type="checkbox"/> Peer tutor <input type="checkbox"/> Mentors <input type="checkbox"/> Oral presentation of materials <input type="checkbox"/> Redirection and corrective feedback <input type="checkbox"/> Behavior contract <input type="checkbox"/> Environmental modifications <input type="checkbox"/> Assistive technology <input type="checkbox"/> Work systems <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Cue cards (i.e., definitions, examples, models, flow chart) <input type="checkbox"/> Previewing assignment <input type="checkbox"/> Other

Following Directions

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<input type="checkbox"/> Task analysis <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> System of least prompts <input type="checkbox"/> Role playing <input type="checkbox"/> Modeling <input type="checkbox"/> Self-talk <input type="checkbox"/> Mnemonics <input type="checkbox"/> Advanced organizers <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Other	<input type="checkbox"/> Time delay <input type="checkbox"/> Increased wait time <input type="checkbox"/> Advance organizers <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Endless loop tape <input type="checkbox"/> Alternate modes for directions including pictures, photos, etc. <input type="checkbox"/> Contracts <input type="checkbox"/> Oral presentation of materials <input type="checkbox"/> Visual supports <input type="checkbox"/> Assistive technology <input type="checkbox"/> Clarification of directions <input type="checkbox"/> Other

Rate / Speed of Work

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Role playing <input type="checkbox"/> Modeling <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Checklists <input type="checkbox"/> Use of timers <input type="checkbox"/> Schedule <input type="checkbox"/> Pictorial representation of task <input type="checkbox"/> Audio stimulation to support rhythmic pace (music) <input type="checkbox"/> Repeated practice <input type="checkbox"/> Assistive technology <input type="checkbox"/> Work systems <input type="checkbox"/> Extended time <input type="checkbox"/> Other

Following a Schedule

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Direct instruction in reading a schedule and a site map <input type="checkbox"/> Role playing <input type="checkbox"/> Modeling <input type="checkbox"/> System of least prompts <input type="checkbox"/> Task analysis <input type="checkbox"/> Graduated guidance <input type="checkbox"/> Picture agenda <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Checklists <input type="checkbox"/> Use of timer <input type="checkbox"/> Picture schedule <input type="checkbox"/> Color coding <input type="checkbox"/> Highlighting <input type="checkbox"/> Repeated practice <input type="checkbox"/> Map (i.e., school, classroom, community, etc.) <input type="checkbox"/> Object schedules <input type="checkbox"/> Picture agenda <input type="checkbox"/> Repeated practice <input type="checkbox"/> Other

Attendance

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Multi-sensory instructional strategies <input type="checkbox"/> Token economy <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Contracts <input type="checkbox"/> Escort to class <input type="checkbox"/> Proximity to classroom <input type="checkbox"/> Pictorial representation of task <input type="checkbox"/> Alternate dismissal <input type="checkbox"/> Interest inventory to identify motivators <input type="checkbox"/> Other

Organization

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Task analysis <input type="checkbox"/> Video self-monitoring <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Direct instruction in organization systems <input type="checkbox"/> Modeling <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Duplicates <input type="checkbox"/> Extended time <input type="checkbox"/> Shortened assignment <input type="checkbox"/> Dual set of materials for school and home <input type="checkbox"/> Step by step instructions <input type="checkbox"/> Color coding <input type="checkbox"/> Assignment notebook <input type="checkbox"/> Calendar <input type="checkbox"/> Peer tutor/buddy <input type="checkbox"/> Dividers and organizers <input type="checkbox"/> Work systems <input type="checkbox"/> Other

Working Independently

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Graduated guidance <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Task analysis <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Shortened assignments <input type="checkbox"/> Study carrel <input type="checkbox"/> Work systems <input type="checkbox"/> Assignments and tasks given in segments <input type="checkbox"/> Redirection (verbal, non-verbal, physical, visual, etc.) <input type="checkbox"/> Fading prompts <input type="checkbox"/> Positive/corrective feedback <input type="checkbox"/> Other

Decision Making

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Self talk <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Role playing <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Direct instruction in evaluating and choosing <input type="checkbox"/> Social stories <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Picture cues <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Assistive technology <input type="checkbox"/> Other

Self-Evaluation

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Task analysis <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Direct instruction in evaluating self <input type="checkbox"/> Modeling <input type="checkbox"/> Mnemonic strategies <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Picture cues <input type="checkbox"/> Work systems <input type="checkbox"/> Rubrics and scoring guides <input type="checkbox"/> Progress graphs <input type="checkbox"/> Checklists <input type="checkbox"/> Peer editing <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Other

Social Competence

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Verbal prompts and cues <input type="checkbox"/> Visual prompts and cues <input type="checkbox"/> Written prompts and cues <input type="checkbox"/> Direct instruction in replacement behaviors <input type="checkbox"/> Modeling <input type="checkbox"/> Corrective feedback with re-teaching <input type="checkbox"/> Student study teams <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Behavior intervention plan <input type="checkbox"/> Direct instruction in explicit social skills <input type="checkbox"/> Role playing <input type="checkbox"/> De-escalation strategies <input type="checkbox"/> Relaxation strategies <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Student repeats directions <input type="checkbox"/> Frequent, positive feedback and specific praise <input type="checkbox"/> Daily/weekly home contact <input type="checkbox"/> Contracts <input type="checkbox"/> Student-created reinforcement menu <input type="checkbox"/> Sequential directions <input type="checkbox"/> Short, concise directions <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Opportunities for movement <input type="checkbox"/> Signal, inference cues <input type="checkbox"/> Proximity control <input type="checkbox"/> Structured transitions <input type="checkbox"/> Timer <input type="checkbox"/> Reinforcement menu <input type="checkbox"/> Peer tutor/buddy <input type="checkbox"/> Other

Physical Functioning

Specially Designed Instruction (SDI) <i>What the teacher teaches</i>	Supplementary Aids & Services (SAS) <i>What the student needs</i>
<ul style="list-style-type: none"> <input type="checkbox"/> Video self-modeling <input type="checkbox"/> Differential reinforcement <input type="checkbox"/> Modeling <input type="checkbox"/> Verbal, visual, written, and physical prompts and cues <input type="checkbox"/> Corrective feedback with re-teaching <input type="checkbox"/> Hand-over-hand guidance <input type="checkbox"/> Redirection <input type="checkbox"/> Self-instruction <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Self-talk <input type="checkbox"/> System of least prompts <input type="checkbox"/> Visualization <input type="checkbox"/> Social stories <input type="checkbox"/> Direct instruction in specific skills <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> One-on-one instruction <input type="checkbox"/> Small group instruction <input type="checkbox"/> Partial participation <input type="checkbox"/> Modified equipment <input type="checkbox"/> Modified rules <input type="checkbox"/> Modified tests, activities, and assignments <input type="checkbox"/> Self-instruction <input type="checkbox"/> Self-monitoring <input type="checkbox"/> Self-talk <input type="checkbox"/> Extended time <input type="checkbox"/> Shortened time <input type="checkbox"/> Peer tutor <input type="checkbox"/> Shorter distances <input type="checkbox"/> Decreased level of difficulty <input type="checkbox"/> Extra practice of skills <input type="checkbox"/> Lower goal/target <input type="checkbox"/> Alternate activities <input type="checkbox"/> Adapted playing area (smaller, obstacles removed, etc.) <input type="checkbox"/> Well-defined boundaries <input type="checkbox"/> Larger goal/target <input type="checkbox"/> Larger/lighter bat, racquet, etc. <input type="checkbox"/> Frequent rest periods <input type="checkbox"/> Slower activity pace <input type="checkbox"/> Assistive technology <input type="checkbox"/> Other

Section 2: Lesson Plan Development

Use these instructional strategies and materials to assist your students in making progress through the Program of Studies.

Difficulty: Adapt the skill level, problem type, or the rules on how the learner may approach the work.
<ul style="list-style-type: none"> Identify and focus on critical information. Determine the "need to know" content rather than "nice to know." Organize instruction around the big ideas.
<ul style="list-style-type: none"> Simplify task directions.
<ul style="list-style-type: none"> Introduce new vocabulary before beginning lesson.
<ul style="list-style-type: none"> Photocopy pieces of research material related to subject for report or project, then read and underline/highlight main ideas and important details.
<ul style="list-style-type: none"> Change rules to accommodate learner needs.
<ul style="list-style-type: none"> Provide questions that ask for factual answers only.
<ul style="list-style-type: none"> Provide questions that require short answers only.
<ul style="list-style-type: none"> Use advanced organizers and post-organizers to introduce and summarize lesson content.
<ul style="list-style-type: none"> Highlight, underline, or color-code main ideas, important vocabulary, and/or key concepts.
<ul style="list-style-type: none"> Highlight root words to aid in decoding.
<ul style="list-style-type: none"> Discuss task and check for clear understanding of all parts of assignment from the beginning.
<ul style="list-style-type: none"> Frequently restate concepts/directions using short phrases.
<ul style="list-style-type: none"> Provide handouts summarizing important information.
<ul style="list-style-type: none"> Give an outline listing the main ideas and related subtopics. Provide space to take additional notes.
<ul style="list-style-type: none"> Provide casals (e.g., multimedia presentations, transparencies, flip charts) to list important concepts.
<ul style="list-style-type: none"> When assignment requires drawing diagrams, provide diagram and have student label parts.
<ul style="list-style-type: none"> Require less detailed drawings (e.g., structure of cell).
<ul style="list-style-type: none"> Provide handbook of grammar and punctuation rules and review frequently and allow student to use as reference.
<ul style="list-style-type: none"> Provide handbook of grammar and punctuation rules and review frequently and allow student to use as reference.
<ul style="list-style-type: none"> On a cue card, provide list of adjectives, adverbs, to use as reference.
<ul style="list-style-type: none"> On a cue card, list steps in math processes/formulas to use as references.
<ul style="list-style-type: none"> Allow the use of calculator to figure math problems.
<ul style="list-style-type: none"> For language exercises, (i.e., punctuation) provide copy of assignment and require only the addition of appropriate punctuation.
<ul style="list-style-type: none"> When asking for students to express their ideas in writing on a given subject, allow student to make a list of words that reflect the content.
<ul style="list-style-type: none"> Provide an adapted test of the same title.
<ul style="list-style-type: none"> Provide choice of reading materials that match interest and skill level.
<ul style="list-style-type: none"> Chunk material for easier comprehension.

Delivery: Adapt the way instruction is delivered to the learner.
• Reduce amount of copying from text and board.
• Provide copy of vocabulary/terms instead of copying from text.
• Provide manuscript copy of lecture notes.
• Posters of steps for specific learning strategies (open response, writing process, formulas).
• Alert student to focus before expressing key points.
• Read sections of the text aloud or have volunteers to read aloud.
• Develop study guides to be completed as material is read.
• Use cued notes.
• Read questions and discuss before the student writes answers
• Provide books on tape, or allow student to use a text reader.
• Provide chapter outlines.
• Instruct and provide directions using a step-by-step process (sequential & numbered).
• Visual displays and graphic organizers
• Analogies, stories, examples, non-examples
• Conduct large group discussion before assigning group work.
• Avoid crowded, cluttered worksheets by utilizing techniques such as blocking, cutting (cut worksheets into sections, folding) and highlighting, color-coding or underlining
• Provide diagrams (i.e., water cycle) and pre-labeled cards to place on diagrams.
• Provide many opportunities for processing (before, during, and after lesson)
• Teach mnemonic devices
• Teach students how to interpret graphs, charts, and illustrations
• Give written directions to supplement verbal directions.
• Paraphrase information
• Encourage feedback to check for understanding
• Record questions on tape recorder
• Tape alternate pages for read one page, listen to second page
• Provide additional directions and information
• Assist in prewriting activities and provide writing prompts
• Show project examples that others have done and point out and list key features that students must include.
• Demonstrate math concepts using concrete objects before requiring independent work
• Vary the pace and change tasks frequently
• Use cooperative learning groups
• Use multi-sensory instructional strategies
• Keep directions concise and simple
• Monitor the student's understanding by asking student to repeat directions
• Include rebus pictures with written directions for students who are unable to read
• Place a piece of yellow acetate or yellow shelf liner (hot cover) over the page of print to enhance contrast, darken print, and focus student on smaller chunks
• Use black marker pens to trace over directions and darken print for students with low vision.
• Always state/write the goals and objectives at the beginning of each lesson.
• Connect previous day's learning with new lesson.
• Provide all information in a logically organized and sequential format.
• Vary the level of questions during class discussion to include all students.
• Use closure strategies regularly.
• Connect to student's prior knowledge.

• Use a variety of practice formats.
• Incorporate active learning strategies.
• Give immediate reinforcement of correct response.
• Give immediate correction of errors.
• Provide individual student instruction when needed.
• Use concrete and manipulative objects at all grade levels.
• Teach reading within all content areas.
• Use specific questions to guide content reading
• Communicate your expectations.
• Lab work.
• Problem based inquiry.
• Independent projects.
• Small group projects.
• Whole group projects.
• Use picture metaphors or storytelling.
• Use music.
• Teach memory strategies including mnemonic devices.
• Color and visual symbols.
• Use music to enhance learning.
• Teach using multi-sensory modes including multiple intelligences and learning styles.
• Use interval learning and processing time.

Assessment: Adapt how the student can respond to instruction.
• Provide a menu of options for student to demonstrate knowledge other than (or in addition to) pencil/paper tests
• Use verbal responses, a communication book, or show knowledge with hands-on materials.
• Draw and write sentences to demonstrate comprehension.
• Make a poster or dictate a report instead of writing.
• Use technology (e.g., PowerPoint presentation)
• Dictate into tape recorder.
• Dictate answers to peers.
• Assign a reader
• Assign a scribe.
• Verbal descriptions of diagrams instead of drawing.
• Choice of cursive or manuscript handwriting.
• Allow for spelling errors.
• Accept key responses instead of complete sentences.
• Give option of verbal assignment.
• Provide additional space to record written responses.
• Emphasize important words in written assessments through underlining, color-coding, bolding, and enlarged print.
• Reduce number of choices on multiple-choice or matching tests.
• For language lessons, have student read sentences aloud and verbalize corrections instead of writing.
• Allow demonstration to answers in math using concrete materials.
• Paraphrase.

• Prompts and cueing.
• Extended time.
• Provide each student with a small chalkboard or whiteboard, old sock for erasing, and chalk or a dry erase marker for written responses.
• Index cards can be used to respond to true/false or agree/disagree statements. Once question is asked, student shows response by holding up his card.
• Thumbs up/thumbs down to encourage active group participation during presentations.
• Include one direction per sentence.
• Underline or box directions.
• Provide examples of correct responses.
• Use large, bold print when possible.
• When creating multiple-choice tests, exclude "all of the above" and "none of the above" statements.
• When creating matching tests, organize both columns so student's choices are clear and concise. Present matching statements/answers in blocks of five. Double space between blocks of information.
• When creating true/false tests, eliminate words such as "all" or "never." Avoid using double negatives.
• Create fill-in-the-blank tests by placing the choices under the blank space.
• Use a variety of formats to review for several days before a test or a quiz (i.e., quiz bowls, small group reviews, question & answer period, study buddies, SMARTS Learning Strategies).
• When giving essay tests, provide the student with a blank outline format for organization of ideas. Highlight or underline key words in questions.
• Have the student demonstrate knowledge learned by performing or demonstrating key concepts.
• Provide all students a copy of the test so that they do not have to guess what is "need to know" content.
• Provide study guides.
• Vary testing format.
• Design collages, posters, timelines of events, and storyboards to manipulate the information.
• Develop and conduct surveys.
• Create maps, graphs, diagrams
• Design and play simulation game activities.
• Write and perform skits.
• Design an inquiry project.
• Provide scoring guides/rubrics to clarify expectations.
• Use a grading contract detailing the basis for grades.
• Use labels.
• Have students design overhead presentations.
• Provide an outline of content.
• Have students create photo essays.
• Journal entry
• Illustrated book
• Slide show.
• PowerPoint presentation.
• Models.
• Diorama
• Art project

• Felt board of storyboard
• Handmade puzzle
• Debate
• Oral report
• Chant or song
• Walking tour talk
• Radio Advertisement
• Storytelling
• Demonstration
• Dramatization
• Role play
• Chalkboard walk
• Design and run a business
• Charades
• Large construction project
• Poetry
• Allow student to take the test a second time
• Taped tests
• Open book exams
• Frequent but shorter quizzes
• Encourage the student to summarize what they have learned that was NOT asked on the test.

Size: Adapt the number of items that the learner is expected to learn or complete.
• Reduce the number of terms a learner must memorize at any one time.
• Integrate several short, learning activities rather than a single long one into the session.
• Select fewer comprehension questions to complete.
• Reduce amount of required writing. (Don't use writing as a punitive consequence.)
• When giving a language assignment to complete on the same concept, require fewer sentences to be completed.
• Reduce the spelling list.
• Assign a specific number of math "problems" and allow student to choose those problems.
• Limit the number of concepts presented on each test.
• Divide the test into segments. Each segment should have individual directions and should be graded separately.

Time: Adapt the time allotted for learning, task completion, or testing.
• Individualize a time line (through the student planner) for completing task. This may include time limits and time extensions.
• When assignments require answers to comprehension questions, give the material several days early and have parents, aide, or special education teacher to read the material with the students and discuss the comprehension questions.
• Provide extra classroom time to work on assignments.
• Allow assignments to be taken home to complete.
• Permit re-take spelling tests.
• Spend more time on complex math processes. Do much review and give fewer problems but

more days to practice those processes.
<ul style="list-style-type: none"> • Recognize effort and do not require the completion of the entire activity.
<ul style="list-style-type: none"> • Teacher/assistant can work in advance to assist in generating ideas for participation to contribute to group discussions.
<ul style="list-style-type: none"> • Prioritize assignments and/or steps to completing assignments.
<ul style="list-style-type: none"> • Alternate quiet and active tasks. Set time limits for specific task completion.
<ul style="list-style-type: none"> • Increase time allowed for completion of tests or assignments.
<ul style="list-style-type: none"> • Reduce the length of the test.
<ul style="list-style-type: none"> • Space short work periods with breaks or change of tasks.
<ul style="list-style-type: none"> • Follow a specific, consistent routine.
<ul style="list-style-type: none"> • Post the daily schedule on the board for students who like the big picture.
<ul style="list-style-type: none"> • Develop classroom routines and celebrations and use them.

Environment: Adapt the physical setting.
<ul style="list-style-type: none"> • Post daily work, schedules, and homework assignments at eye level in front of class.
<ul style="list-style-type: none"> • Surround student with peers who model appropriate behavior.
<ul style="list-style-type: none"> • Use a study carrel.
<ul style="list-style-type: none"> • Use proximity seating
<ul style="list-style-type: none"> • Be aware of student's sensory preferences.
<ul style="list-style-type: none"> • Provide a distraction-free zone.
<ul style="list-style-type: none"> • Encourage students to find "best study place."
<ul style="list-style-type: none"> • Help student keep workspace free of unnecessary materials.
<ul style="list-style-type: none"> • Be aware of student allergies.
<ul style="list-style-type: none"> • Provide extra structure during transition times.
<ul style="list-style-type: none"> • Review class/school guidelines and classroom rules frequently.
<ul style="list-style-type: none"> • Be aware of assignment of schedules in regard to "on-task" behaviors.
<ul style="list-style-type: none"> • Engage the student in community-based instruction.

Level of Support: Increase the amount of personal assistance with a specific learner.
<ul style="list-style-type: none"> • Assign peer buddy.
<ul style="list-style-type: none"> • Assign teaching assistant.
<ul style="list-style-type: none"> • Assign peer tutor.
<ul style="list-style-type: none"> • Pair students for review games and questioning.
<ul style="list-style-type: none"> • Have student use a scribe.
<ul style="list-style-type: none"> • Have student orally respond to a test.
<ul style="list-style-type: none"> • Pair students to develop a duet story.
<ul style="list-style-type: none"> • Use small groups to master specific content.
<ul style="list-style-type: none"> • Use graphic organizers for note-taking.
<ul style="list-style-type: none"> • Use cued notes for note-taking.
<ul style="list-style-type: none"> • Use cooperative learning groups.

Participation: Adapt the extent to which a learner is actively involved in a task.
• Integrate choral response into lessons.
• Use instructional games.
• Use Think-Pair-Share strategy.
• Use Turn-to-Your-Neighbor strategy.
• Involve student in listening and participating in group discussions, but do not require a written response.

Organization: Instruct the student in organization techniques to assist within the classroom and school situation.
• Set clear time limits for assignments.
• Questioning at the end of each sentence or paragraph.
• Allow additional time to complete tasks and take notes.
• Highlights main facts in the book or photocopied pages.
• Provide materials checklist.
• Ask student to paraphrase directions give.
• Use a student assignment notebook.
• Assign student a volunteer homework buddy.
• Lend student a second set of books for home.

Motivation Strategies: Students can only be motivated to do tasks they are physically and mentally capable of doing.
• Use a symbol system for correct response.
• Send home daily progress reports.
• Keep graphs and charts of student's progress.
• Conference with student's parent.
• Conference with student's other teachers.
• Use behavior performance charts.
• Use checks for accuracy.
• Use goal setting or contracts with student.
• Use immediate reinforcement of correct response.
• Develop a reward or point system.

Social Emotional Goals

Content Strand: Alternatives to Conflict

Annual Goal #1 _____ will manage conflicts on a daily basis with _____ frequency, independent of teacher support, with teacher support as measured by _____ (teacher observation, checklist, anecdotal records, behavior checklist, self evaluation, etc.).

Objective #1 Identify situations that may lead to conflict (e.g.. hurtful teasing. name calling).

Objective #2 Respond appropriately to peer pressure.

Objective #3 Constructively deal with situations that may lead to conflict.

Objective #4 Identify appropriate ways of dealing with conflict.

Objective #5 Name types of behaviors and language that are acceptable and unacceptable.

Objective #6 Name personal behaviors that may contribute to a conflict.

Objective #7 Walk away /seek help in physical confrontations or set-ups.

Objective #8 Leave provocative situations (name calling, teasing, pushing) to avoid involvement in the situation.

Objective #9 Approach another person for explanation-when perceived-to be unjustly criticized.

Objective #10 Resolve conflicts without physical contact or abrasive language (e.g., stating emotions/desire, or walking away).

Objective #11 Ignore peers when cued by teacher {verbal or sign}.

Objective #12 Seek assistance to resolve conflict after independent attempt.

Objective #13 Compromise in conflict situations by changing his/her own ideas to reach agreement.

Objective #14 Follow through on making commitments involved in a decision.

Objective #15 Ignore classroom conflict by remaining in seat, not getting verbally involved and practicing self management.

Objective #16 Cooperate with group decisions in which the student is not in agreement.

Objective #17 Appropriately state angry feelings to person involved in the situation.

Objective #18 Take a time out without physical assist by teacher(s).

Objective #19 Participate in competitive game until the end of the period, regardless of outcome without complaining (be a good sport).

Objective #20 Accept feedback appropriately.

Objective #21 Control temper in conflict situations with peer and/or adult.

Content Strand: Classroom/School Skills

Annual Goal #2 _____ will display productive school behavior on a daily basis with _____ frequency as measured by _____.

Objective #1 Arrive at class with all materials required for daily assignments (e.g. paper, pen, pencil, text, homework, evaluation sheet).

Objective #2 Identify and follow school/building rules.

Objective #3 Attend school consistently.

Objective #4 Arrive at school/class on time.

Objective #5 Identify and follow rules in lunchroom, bathroom, halls, bus.

Objective #6 Identify and follow rules as specified in each class.

Objective #7 Report to all classes in timely manner (before the bell rings).

Objective #8 When in class, not leave without permission of staff.

Objective #9 Participate in small group activities.

Objective #10 Attend all scheduled appointments regularly and promptly (e.g. meetings with counselor, speech therapist and other support staff).

Objective #11 Deliver messages appropriately when asked by adult.

Objective #12 Sit in assigned seat.

Objective #13 Work quietly in the classroom.

Objective #14 Keep work area neat.

Objective #15 Complete assigned work on a daily basis.

Objective #16 Demonstrate on-task behavior, as specified during the class.

Objective #17 Ask for help when needed.

Objective #18 Adapt effectively to change (e.g. assemblies, fire drills, schedule changes, seat assignments, new students or exiting students).

Objective #19 Demonstrate knowledge of personal behavior.
 Objective #20 Demonstrate ability to generalize classroom/school rules in various situations (e.g. with other teachers, substitutes, mainstream classroom).
 Objective #21 Remain in seat unless given permission to get out of seat.
 Objective #22 Make up all missed assignments when absent from school.
 Objective #23 Ask for help in positive manner.
 Objective #24 Wait one's turn.
 Objective #25 Keep accurate record of classroom and homework assignments.
 Objective #26 Finish a given academic task on time.
 Objective #27 Appropriately seek teachers' help, when needed.
 Objective #28 Finish a given academic task on time.
 Objective #29 Attempt tasks that may be considered challenging and be willing to take a risk with new material.
 Objective #30 Leave desirable activity on request without losing control.
 Objective #31 Work consistently without verbal or physical disruption of other students.
 Objective #32 Produce work that is neat (e.g. uncrumpled paper, unsmudged writing and form, etc.).
 Objective #33 Check over work for errors.
 Objective #34 Accept correction appropriately.
 Objective #35 Produce work with stated required information.
 Objective #36 Answer or attempt to answer questions when called on by the teacher.
 Objective #37 State that she/he does not know the answer when appropriate.
 Objective #38 Volunteer an answer to the teacher's question in a voice tone, volume and physical manner appropriate to the situation.
 Objective #39 Use appropriate language.
 Objective #40 Follow direct/building rule concerning selection of food.
 Objective #41 Use utensils in a proper manner.
 Objective #42 Follow classroom, building rules concerning unwanted food.
 Objective #43 Deposit refuse in proper place.
 Objective #44 Remain in designated area until excused.

Content Strand: Classroom/School Skills

Annual Goal #3 _____ will display productive school behavior on a daily basis with _____ frequency as measured by _____.

Objective #1 Keep materials organized in work area.
 Objective #2 Refrain from dropping or throwing items.
 Objective #3 Pick up dropped items with verbal reminder without complaint.
 Objective #4 Pick up dropped items without verbal reminder or inappropriate comment.
 Objective #5 Refrain from talking or joining conversation when quiet is to be observed.
 Objective #6 Refrain from inappropriately laughing at, commenting on or joining in on others' antics/inappropriate behaviors.

Content Strand: Classroom/School Skills

Annual Goal #4 _____ will follow directions given by teacher or staff or other adults with _____ frequency as measured by _____.

Objective #1 Follow verbal directions and complete requested task, assignment, etc., in a timely manner and with cooperation.
 Objective #2 Read and follow written directions in a timely manner and with cooperation.
 Objective #3 Recognize inability to understand directions and seek clarification or assistance before proceeding with task.
 Objective #4 Follow directions promptly without the need for verbal reminders.
 Objective #5 Comply with teacher requests within reasonable time span.
 Objective #6 Comply with requests from adults (e.g., teachers, principals, substitutes, and support staff).
 Objective #7 Demonstrate knowledge of class rules by complying with rules during class time.
 Objective #8 Follow classroom rules when lead teacher is not present.
 Objective #9 Appropriately discuss questions regarding rules with staff.

Objective #10 Comply with requests of peers placed in positions of authority (e.g., class monitors, school safety, hall monitors).
Objective #11 Follow the verbal direction in a timely manner.
Objective #12 Comply with time out request near or at own desk.
Objective #13 Comply with time out request within own classroom in a designated area.
Objective #14 Comply with time out request when outside the classroom in designated area.
Objective #15 Comply with procedures to re-enter classroom (i.e., processing, hassle logs, or any re-entry form).
Objective #16 Remain in designated area until excused.

Content Strand: Classroom/School Skills

Annual Goal #5 _____ will remain on task and work independently with _____ frequency as measured by _____.

Objective #1 Sit on own chair at own desk (or remain in own space, e.g., carpet square, designated area, etc.) with appropriate posture (e.g. upright and facing front) with chair legs on the floor and with feet in front).
Objective #2 Ignore distractions in environment by continuing to focus on own work.
Objective #3 Work quietly when given an assignment to completion.
Objective #4 Work steadily with attention focused on task.
Objective #5 Work steadily on task for length of time required by the teacher when given an assignment or activity.
Objective #6 Stay on task when adults enter or leave the classroom.
Objective #7 Attend to lectures and discussions using eye contact, head nodding, hand raising, verbal participation.
Objective #8 Independently begin task from a pre-arranged schedule.
Objective #9 Attempt to independently resolve problems with an assignment before asking for help.
Objective #10 Engage in productive activity while waiting for the teacher's assistance.
Objective #11 Engage in pre-arranged free time activities upon completion of assigned task.
Objective #12 Ignore distractions while completing independent work.

Content Strand: Classroom/School Skills

Annual Goal #6 _____ will transition effectively between classes, between activities, from bus to school, from class to mainstream class, etc. with _____ frequency as measured by _____.

Objective #1 Line up appropriately.
Objective #2 Walk in line with other students keeping pace of the leader without making physical contact.
Objective #3 Change promptly from one activity/assignment to another without excessive hesitation or complaining.
Objective #4 Move directly from one location to another without disruption (e.g., classroom to classroom, playground to classroom, classroom to library, etc.).
Objective #5 Keep hands and feet to self.

Content Strand: Classroom/School Skills

Annual Goal #7 _____ will engage in appropriate group activity (play, academics, classroom discussion, etc.) with _____ frequency as measured by _____.

Objective #1 Accept group activity as defined by staff or majority of students.
Objective #2 Share materials willingly.
Objective #3 Work with others by exhibiting examples of behaviors: e.g., dividing and completing assigned responsibilities, exchanging opinions
Objective #4 Participate cooperatively with small group of students.
Objective #5 Participate cooperatively in large structured group.
Objective #6 Participate cooperatively in non-structured group activities.
Objective #7 Lead or present to group (e.g., present oral reports, initiate group activity).

Objective #8 Take action to carry out the group plans or decisions.
 Objective #9 Follow designated group discussion rules.
 Objective #10 Participate in a discussion led by the teacher by listening, raising hand and waiting to be recognized.
 Objective #11 Make remarks relevant to the topic of conversation.
 Objective #12 Make remarks to others that will be courteous and constructive.
 Objective #13 Wait quietly and respectfully while others are speaking.
 Objective #14 Raise hand and wait quietly to be called upon.
 Objective #15 Use appropriate phrases (i.e., "please, and thank-you, and excuse me").
 Objective #16 Approach teachers and/or other adults appropriately.
 Objective #17 Use appropriate body language in gaining attention.
 Objective #18 Ask for assistance only when needed.
 Objective #19 Ask permission if wanting to give or receive physical contact, e.g., hug.
 Objective #20 Wait quietly and appropriately until adult can respond.

Content Strand: Classroom/School Skills

Annual Goal #8 _____ will control impulsive behavior with _____ frequency as measured by _____.

Objective #1 Verbalize difference between impulsive and self-controlled behavior.
 Objective #2 Demonstrate difference between impulsive and self-controlled behavior.
 Objective #3 Identify impulsive behaviors and potential consequences in real and/or simulated situations.
 Objective #4 Practice self controlled behaviors in real or simulated situations.
 Objective #5 Increase rate of self-controlled behaviors.
 Objective #6 Self monitor rate of self-monitor behaviors.

Content Strand: Classroom/School Skills

Annual Goal #9 _____ will respect property of others and school property according to classroom and/or school rules with _____ frequency as measured by _____.

Objective #1 Distinguish someone else's property from own.
 Objective #2 Demonstrate recognition of property ownership by using only those materials and objects for which permission has been given.
 Objective #3 Ask permission to use another's property. (i.e., do not use/disturb/remove another person's property).
 Objective #4 Return borrowed material at or before the previous/agreed upon time.
 Objective #5 Use and return borrowed items to the owner in original condition.
 Objective #6 Make restitution and be responsible when taking something without permission.
 Objective #7 Demonstrate appropriate use of building and surroundings.
 Objective #8 Demonstrate correct use of classroom equipment and materials.
 Objective #9 Demonstrate safe use of playground equipment in such a way as not to endanger self or others.
 Objective #10 Return all equipment to the proper storage place.

Content Strand: Classroom/School Skills

Annual Goal #10 _____ will maintain and improve appropriate school skills in the mainstream setting with _____ frequency as measured by _____.

Objective #1 Generalize appropriate behavior to mainstream settings.
 Objective #2 Utilize behavioral checklist or other communication to mainstream teachers and return to designated teacher.
 Objective #3 Respect classroom rules and expectations in each mainstream setting.
 Objective #4 Adapt to differences in various settings.
 Objective #5 Transition to mainstream class appropriately and on time.
 Objective #6 Bring necessary materials to mainstream class.
 Objective #7 Maintain appropriate hall behavior with escort to mainstream class.

Objective #8 Maintain appropriate hall behavior independently.
Objective #9 Relate appropriately to mainstream peers in classroom.
Objective #10 Function successfully in mainstream with one to one adult support.
Objective #11 Function successfully and independently in mainstream setting.

Content Strand: Dealing With Feelings/Self-awareness

Annual Goal #11 _____ will identify and manage feelings (i.e., anger, anxiety, stress, frustration) on a daily basis with _____ frequency as measured by _____.

Objective #1 Identify behaviors that cause others to become angry (e.g., calling others names, tattling, making unkind remarks and discussing others).
Objective #2 Express anger appropriately by using words to state feelings.
Objective #3 Ask adult for help or move away to a quiet area (voluntary time out).
Objective #4 Follow the direction to take a time out when asked by teacher.
Objective #5 Respond to teasing from peers appropriately.
Objective #6 Control temper in conflict situations with adults.
Objective #7 Receive feedback appropriately.
Objective #8 Listen to the opinion of a peer without interrupting or walking away.
Objective #9 Seek help appropriately.
Objective #10 State how his/her behavior affects others.
Objective #11 Identify way(s) to ease frustration in hypothetical situations.
Objective #12 Identify signs of frustration in self.
Objective #13 Name ways people show approval/disapproval.
Objective #14 Describe situation(s) in which student experiences a given emotion.
Objective #15 Describe condition(s) which make the student feel angry.
Objective #16 Distinguish between fact, rational belief and irrational belief.
Objective #17 Manage unreasonable fears.
Objective #18 Name alternative, appropriate ways to express emotions (pleasure, anger, and/or frustration).
Objective #19 Express emotions appropriate to given situations.
Objective #20 Describe feelings or mood when asked.
Objective #21 Correctly identify emotions (happy, scared, angry, sad, etc.) from a set of pictures.
Objective #22 Continue to maintain appropriate behavior even when frustrated.
Objective #23 Identify signs of anxiety and stress in self and others.
Objective #24 Practice methods to reduce anxiety and stress in real and simulated situations.
Objective #25 Use appropriate methods to reduce anxiety and stress in real and simulated situations.
Objective #26 Demonstrate self-control as directed by the teacher in role playing situation.
Objective #27 Identify situations which lead to stress.
Objective #28 Name alternative ways to handle frustration.
Objective #29 Identify behaviors which demonstrate self-control.
Objective #30 State a complaint appropriately.
Objective #31 Answer a complaint appropriately.
Objective #32 Respond to persuasion appropriately.
Objective #33 Respond to failure appropriately.
Objective #34 Respond to accusation appropriately.
Objective #35 Accept NO for an answer.
Objective #36 Say NO to an inappropriate/unreasonable request(s).

Content Strand: Dealing With Feelings/Self-awareness

Annual Goal #12 _____ will identify and express feelings/strengths about self and others with _____ frequency, (independent of teacher prompts and redirections) as measured by _____.

Objective #1 State feelings by using affective vocabulary and non-verbal cues.
Objective #2 Make positive self-affirmations.
Objective #3 Identify/state the accomplishments of others.
Objective #4 Make positive statement about the qualities and accomplishments of self.
Objective #5 Make positive statement about the qualities and accomplishments of others.

Objective #6 Identify areas of improvement.

Objective #7 Act respectfully toward an individual with different qualities and characteristics (i.e., accept the person without derogatory comment, hurtful teasing or actions).

Objective #8 Show understanding of another's feelings.

Objective #9 Name things the student likes and dislikes about self.

Content Strand: Interpersonal Skills

Annual Goal #13 _____ will demonstrate appropriate play skills, peer relations, cooperative learning and assertiveness with _____ (frequency) as measured by _____.

Objective #1 Play without disrupting others.

Objective #2 Join in a game or activity when invited by another student.

Objective #3 Appropriately ask another student or students to play during classroom and free-play activities already in progress.

Objective #4 Share toys and/or school equipment upon request with other students in a play situation.

Objective #5 Engage in cooperative play with at least one other peer.

Objective #6 Learn and follow the rules when playing an organized game.

Objective #7 Wait for turn when playing in a game.

Objective #8 Use a voice tone and volume appropriate to the game and the setting.

Objective #9 Display effort in a competitive game situation (e.g., listen to rules of the game, pay attention to action of game, and take an active part).

Objective #10 Handle defeat in a competitive game situation by congratulating the winner without grumbling or engaging in other negative behaviors.

Objective #11 Handle winning in a competitive game situation by supporting the loser, (e.g., without verbally attacking, degrading, making fun of, or engaging in other negative behaviors).

Objective #12 Play as a member of any team game, carrying out the strategies and rules of the game.

Objective #13 Identify appropriate behavior when presented with real or simulated situations involving peer pressure.

Objective #14 Engage in appropriate behavior when confronted with inappropriate behavior.

Objective #15 Recognize when peer pressure may be harmful.

Objective #16 Use assertive behavior in resisting harmful peer pressure.

Objective #17 Offer to help a peer at an appropriate time.

Objective #18 Offer help to the teacher at appropriate times.

Objective #19 Express verbal support (e.g., give constructive feedback to a peer).

Objective #20 Take appropriate action in supporting a person whose rights are being violated.

Objective #21 Let others borrow school material at appropriate times.

Objective #22 Maintain a reasonable distance from others during conversation.

Objective #23 Make introductions.

Objective #24 Initiate conversation with peers.

Objective #25 Join in a conversation.

Objective #26 Refrain from interrupting others in conversation.

Objective #27 Stay on same subject as others.

Objective #28 Use socially acceptable means when necessary to interrupt, such as excuse me, etc.

Objective #29 Use an appropriate voice and words when interacting with peers or adults.

Objective #30 Invite others to join in activities.

Objective #31 Acknowledge others when praised for good deeds or accomplishments.

Objective #32 Accept peer's ideas for group activities.

Objective #33 Cooperate with peers without prompting.

Objective #34 Wait his/her turn in games or activities.

Objective #35 Ask permission of others to borrow.

Objective #36 Return borrowed items in a timely manner.

Objective #37 Return items in same condition as borrowed.

Objective #38 Respond appropriately when told she/he cannot borrow an item.

Objective #39 Identify aggressive, assertive, and passive behavior and styles.

Objective #40 Identify non-verbal cues e.g. voice tone, facial expressions, and body languages.

Objective #41 Practice assertiveness skills in real and simulated situations.

Objective #42 Appropriately question rules that are unfair.
 Objective #43 Appropriately express feeling when wronged.
 Objective #44 Appropriately question rules which may be unfair.
 Objective #45 Seek guidance prior to making certain decisions.
 Objective #46 Accept responsibility for changing own behaviors.
 Objective #47 Identify actions needed to improve interpersonal situations (e.g., decrease behaviors which provoke negative reactions, offer to help person who is experiencing stress).
 Objective #48 Ignore teasing by walking away or not responding.
 Objective #49 Wait for turn in social situation without adult supervision.
 Objective #50 Wait his/her turn.
 Objective #51 Engage in rules of good sportsmanship.
 Objective #52 Engage in _____ minutes of free play or social situation without tattling, without supervision.
 Objective #53 Be an equal participant in play or conversation.
 Objective #54 Maintain appropriate space and boundaries.

Content Strand: Interpersonal Skills

Annual Goal #14 _____ will use age appropriate social-sexual behavior _____ (frequency) as measured by _____.

Objective #1 Dress and groom appropriately according to school standards (e.g., buttons buttoned and zippers zipped, clothing covering private body parts).
 Objective #2 Identify appropriate means to gain attention or affection (e.g., avoid using sexual and/or seductive body language, suggestive verbalizations).
 Objective #3 Select appropriate means to gain attention or affection.
 Objective #4 Demonstrate an awareness of appropriate place and time to engage in self-stimulating behavior.
 Objective #5 Respect others' physical space and personal rights by not touching.
 Objective #6 Use appropriate movements, touching and/or gestures.

Content Strand: Problem Solving Skills

Annual Goal #15 _____ will make appropriate decisions on a daily basis with _____ frequency as measured by _____ (teacher observation, checklist, anecdotal records, behavior checklist, self-evaluation, etc.).

Objective #1 Gather necessary information to make decisions.
 Objective #2 Make simple decisions at teacher's suggestions.
 Objective #3 Make simple decisions independently.
 Objective #4 Describe steps in making a decision.
 Objective #5 Identify a situation requiring a decision.
 Objective #6 Identify options available in making a decision.
 Objective #7 Describe possible consequences of a decision.
 Objective #8 Select option(s) which best meet own needs.
 Objective #9 Seek guidance prior to making certain decisions.
 Objective #10 Follow through on making commitments involved in a decision.
 Objective #11 Make decisions based on own abilities.
 Objective #12 Set realistic personal goal(s).
 Objective #13 Arrange problems by importance.
 Objective #14 Participate in developing a plan to meet personal and academic goals.
 Objective #15 Follow through with plan or modify plan to meet goal.
 Objective #16 State own strengths and weaknesses in general school behavior.
 Objective #17 Label examples of peer behaviors as cooperative or uncooperative.
 Objective #18 State those behaviors which lead to production of positive school work.
 Objective #19 State possible compromise(s) to end a disagreement.
 Objective #20 Identify examples of behavior which impede a group discussion.
 Objective #21 Identify possible ways to resolve the conflict in a hypothetical situation.
 Objective #22 Identify the conflict in simulated situations.
 Objective #23 Identify the conflict in real situations.
 Objective #24 Voluntarily accept responsibility for own behavior without making excuses.

Objective #25 Accept consequences of a wrong doing without excessive complaining.
Objective #26 Apologize/make restitution when own actions have injured or infringed upon another.
Objective #27 Follow redirection to a time-out area.
Objective #28 Take a voluntary time out.
Objective #29 Follow classroom behavior consequence plan.
Objective #30 Accept feedback appropriately.
Objective #31 Accurately recount the details of an event in which student was involved.
Objective #32 Voluntarily report violation of rules (accidental or intentional) to a teacher.
Objective #33 Say "no" to inappropriate/unreasonable request(s).

Content Strand: Transportation and Public Conduct

Annual Goal #16 _____ will use appropriate behaviors while riding the bus, taxi or other public transit in public setting with _____ frequency as measured by _____.

Objective #1 Demonstrate knowledge of bus rules by reciting or writing the rule.
Objective #2 Demonstrate knowledge of bus rules by complying with rules.
Objective #3 Comply with bus driver's directions.
Objective #4 Enter and exit bus in an orderly manner.
Objective #5 Transition from bus to classroom and classroom to bus in an orderly manner.
Objective #6 Speak in appropriate language, volume, tone or voice.
Objective #7 Remain in seat with seat belt fastened while bus is in motion.
Objective #8 Respect rights and property of others on the bus.
Objective #9 Board bus in a timely manner.
Objective #10 Keep hands and feet to self and inside the bus.
Objective #11 Sit in assigned seat.
Objective #12 Maintain safe behavior on bus, taxi or other public transit.
Objective #13 Demonstrate appropriate social skills by complying with rules.
Objective #14 Stay in designated area.

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Supports to address environmental needs (e.g., preferential seating; planned seating on the bus, in the classroom, at lunch, in the auditorium, and in other locations; altered physical room arrangement)

Levels of staff support needed (e.g., consultation, stop-in support, classroom companion, one-on-one assistance; type of personnel support: behavior specialist, health care assistant, instructional support assistant)

Planning time for collaboration needed by staff

Child's specialized equipment needs (e.g., wheelchair, computer, software, voice synthesizer, augmentative communication device, utensils/cups/plates, restroom equipment)

Pacing of instruction needed (e.g., breaks, more time, home set of materials)

Presentation of subject matter needed (e.g., taped lectures, sign language, primary language, paired reading and writing)

Materials needed (e.g., scanned tests and notes into computer, shared note-taking, large print or Braille, assistive technology)

Assignment modification needed (e.g., shorter assignments, taped lessons, instructions broken down into steps, allow student to record or type assignment)

Self-management and/or follow-through needed (e.g., calendars, teach study skills)

Testing adaptations needed (e.g., read test to child, modify format, extend time)

Social interaction support needed (e.g., provide Circle of Friends, use cooperative learning groups, teach social skills)

Training needed for personnel

Related Services, in Brief

Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Related services can include, but are not limited to, any of the following:

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical and occupational therapy
- recreation, including therapeutic recreation

- early identification and assessment of disabilities in children
- counseling services, including rehabilitation counseling
- orientation and mobility services
- medical services for diagnostic or evaluation purposes
- school health services and school nurse services
- social work services in schools
- parent counseling and training

OT services can enhance a child's ability to function in an educational program and may include such services as:

- self-help skills or adaptive living (e.g., eating, dressing);
- functional mobility (e.g., moving safely through school);
- positioning (e.g., sitting appropriately in class);
- sensory-motor processing (e.g., using the senses and muscles);
- fine motor (e.g., writing, cutting) and gross motor performance (e.g., walking, athletic skills);
- life skills training/vocational skills; and
- psychosocial adaptation.

Parent Counseling and Training

Parent counseling and training is an important related service that can help parents enhance the vital role they play in the lives of their children. Its definition is found at §300.34(c)(8) and reads:

(8)(i) *Parent counseling and training* means assisting parents in understanding the special needs of their child;

(ii) Providing parents with information about child development; and

(iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

The first two parts of this definition are longstanding in IDEA. The last part—regarding helping parents acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP—was added in IDEA '97 “to recognize the more active role of parents as participants in the education of their children” (71 Fed. Reg. at 46573) and is retained in IDEA

2004. As with all related services, parent counseling and training would only be provided to parents “if a child’s IEP team determines that it is necessary for the child to receive FAPE” (Id.).

Audiology

The definition of audiology as a related service appears at §300.34(c)(1) and reads:

(1) *Audiology* includes—

- (i) Identification of children with hearing loss;
- (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
- (iv) Creation and administration of programs for prevention of hearing loss;
- (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
- (vi) Determination of children’s needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification. [§300.34(c)(1)]

Audiology is primarily provided to support the needs of children with hearing loss and includes (but is not limited to) key services such as determining the range, nature, and degree of a child’s hearing loss and both group and individual needs for amplification. More than 77,000 children, ages 3-21, were served in the U.S. in 2013-2014 under IDEA’s category of hearing impairments (U.S. Department of Education, 2016).

The National Institute on Deafness and Other Communication Disorders (2016) estimates that about 2 to 3 out of every 1,000 children in the United States are born with a detectable level of hearing loss in one or both ears. Because it’s so important to identify and address childhood hearing loss as early as possible, **universal newborn hearing screening programs** currently operate in all U.S. states and most U.S. territories (National Institute on Deafness and Other Communication Disorders, 2017). With help from the federal government, every state has established an Early Hearing Detection and Intervention program. Find your state’s contact for this program at: <http://infanthearing.org/status/cnhs.php>

Some schools have hearing screening programs and staff trained to conduct audiology screenings of children. Others may participate in regional cooperatives or other arrangements that provide audiology services. Those school districts that do not have diagnostic facilities to evaluate children for hearing loss and related communication problems or central auditory processing disorders may refer children to a clinical setting, such as a hospital or audiology clinic, or make other contractual arrangements.

Counseling Services

IDEA defines counseling services as follows:

(2) *Counseling services* means services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel. [§300.34(c)(2)]

According to the American School Counselor Association (n.d.), counseling services are intended to help all children in the areas of academic achievement, personal/social development and career development. This can include helping children with personal and social concerns such as developing self-knowledge, making effective decisions, learning health choices, and improving responsibility. Counselors may also help children with future planning related to setting and reaching academic goals, developing a positive attitude toward learning, and recognizing and utilizing academic strengths.

Note that IDEA's list of related services includes other counseling services—parent counseling and training; and rehabilitation counseling (that is, counseling specific to career development and employment preparation). These are defined separately in IDEA and are clearly different from counseling services (which are also not to be confused with *psychological services*).

Early Identification and Assessment of Disabilities in Children

This related service is defined at §300.34(c)(3) as follows:

(3) *Early identification and assessment of disabilities in children* means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

The disability and medical fields are full of information about early identification of disabilities in children as well as assessing the scope and impact of a child's disability. This literature is focused on system-level issues such as setting up screening programs for specific disabilities (e.g., autism, speech-language impairment, visual and hearing impairments) and establishing mechanisms within the educational system by which children at risk of learning problems are quickly identified and their learning issues addressed.

As a related service, however, early identification and assessment of disability in children represents an *individual* service for one child. If a child's IEP team determines that identifying and assessing the nature of a child's disability is necessary in order for the child to benefit from his or her special education, then this related service must be listed in the child's IEP and provided to the child by the public agency at no cost to the parents. A formal plan would be written to establish the process and procedures by which the child's disability will be identified.

This may seem strange—identifying the disability? Isn't that one of the purposes of evaluation? True. But disability can elude diagnosis, even as it adversely affects academic and functional performance in clear and measurable ways. Permitting states to adopt the term

“developmental delay” acknowledges that it’s not always possible to say what’s causing a learning or other problem, but that intervention is still necessary. Early identification and assessment of disability in children, as a related service, acknowledges that continuing to search for and identify the disability as early as possible in a child’s life may be necessary if the child is going to derive benefit from special education.

Interpreting Services

Interpreting services were added to IDEA’s list of related services in the 2004 reauthorization and are defined at §300.34(c)(4) as follows:

(4) *Interpreting services* includes—

(i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and

(ii) Special interpreting services for children who are deaf-blind. [§300.34(c)(4)]

Interpreting services may be new to IDEA’s definition of related services, but they have been provided over the years to many children who are deaf or hard of hearing, as part of providing them with access to instruction. The definition of interpreting services indicates a range of possible such services (e.g., oral transliteration, cued language), all of which refer to specific communication systems used within the deaf and hard-of-hearing community.

Medical Services

Medical services are considered a related service only under specific conditions: when they are provided (a) by a licensed physician, and (b) for diagnostic or evaluation purposes only. This is clear from the definition at §300.34(c)(5):

(5) *Medical services* means services provided by a licensed physician to determine a child’s medically related disability that results in the child’s need for special education and related services.

This related service has a long and interesting history that has only gotten more interesting as medical science has advanced and children with diverse medical conditions are being educated in increasing numbers in general education classrooms. The support that many such children need in order to attend school, school districts have argued, is medical in nature, complex and continual, and is not the responsibility of public agencies because IDEA clearly states that medical services are allowable related services only when provided for diagnostic or evaluation purposes.

The case of *Cedar Rapids Community School District v. Garret F.*, which took place in 1999, turned the gray line about the provision of related services to children with complex medical needs into a “bright line” (“Supreme Court adopts,” 1999). The U.S. Supreme Court found that, if a related service is required to enable a qualified child with a disability to remain in school, it *must* be provided as long as it is not a purely “medical” service. What is considered “medical,” as IDEA’s definition amply indicates, are those services that can only be provided by a licensed physician (and only for the purposes of diagnosis or evaluation). If a non-physician can deliver the services, then the service must be provided by public agencies, regardless of the staffing or fiscal burdens they may impose. Health care services that can be provided by a non-physician are not provided under the category of medical services, however. Today they would be as considered school health services and school nurse services. Examples of such services include bladder catheterization, tracheostomy tube suctioning, positioning, and monitoring of ventilator settings, to name a few.

Occupational Therapy

The term occupational therapy (OT) is defined in IDEA at §300.34(c)(6) as follows:

(6) *Occupational therapy*—

(i) Means services provided by a qualified occupational therapist; and

(ii) Includes—

(A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;

(B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and

(C) Preventing, through early intervention, initial or further impairment or loss of function.

OT services can enhance a child’s ability to function in an educational program and may include such services as:

- self-help skills or adaptive living (e.g., eating, dressing);
- functional mobility (e.g., moving safely through school);
- positioning (e.g., sitting appropriately in class);
- sensory-motor processing (e.g., using the senses and muscles);
- fine motor (e.g., writing, cutting) and gross motor performance (e.g., walking, athletic skills);
- life skills training/vocational skills; and

- psychosocial adaptation.

Orientation and Mobility Services

We're getting there! Almost through with the O's!

Orientation and mobility services (O&M) became part of IDEA's list of related services with IDEA '97. They are defined at §300.34(c)(7) and even a brief read makes it clear that O&M services are intended for children who are blind or visually impaired, with the purpose of teaching them how to orient themselves in a range of environments (school, home, community) and to move safely within those environments.

(7) Orientation and mobility services—

(i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and

(ii) Includes teaching children the following, as appropriate:

(A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);

(B) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;

(C) To understand and use remaining vision and distance low vision aids; and

(D) Other concepts, techniques, and tools. [§300.34(c)(7)]

O&M services are not intended for children with disabilities other than visual impairments.

If such a child needs to learn how to safely navigate a variety of settings, that child would generally not receive O&M services but, rather, travel training. Travel training is included in the definition of special education and means providing instruction to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place [§300.39(b)(4)].

Parent Counseling and Training

Parent counseling and training is an important related service that can help parents enhance the vital role they play in the lives of their children. Its definition is found at §300.34(c)(8) and reads:

- (8)(i) *Parent counseling and training* means assisting parents in understanding the special needs of their child;
- (ii) Providing parents with information about child development; and
- (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

The first two parts of this definition are longstanding in IDEA. The last part—regarding helping parents acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP—was added in IDEA '97 “to recognize the more active role of parents as participants in the education of their children” (71 Fed. Reg. at 46573) and is retained in IDEA 2004. As with all related services, parent counseling and training would only be provided to parents “if a child's IEP team determines that it is necessary for the child to receive FAPE” (Id.).

Physical Therapy

IDEA defines physical therapy as “services provided by a qualified physical therapist” [§300.34(c)(9)]. These services generally address a child's posture, muscle strength, mobility, and organization of movement in educational environments. Physical therapy may be provided to prevent the onset or progression of impairment, functional limitation, disability, or changes in physical function or health resulting from injury, disease, or other causes.

Psychological Services

Now here comes a longish definition! IDEA defines psychological services at §300.34(c)(10) as follows:

(10) *Psychological services* includes—

- (i) Administering psychological and educational tests, and other assessment procedures;
- (ii) Interpreting assessment results;
- (iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- (iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
- (v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and
- (vi) Assisting in developing positive behavioral intervention strategies.

Psychological services are delivered as a related service when necessary to help eligible children with disabilities benefit from their special education. In some schools, these services are provided by a school psychologist, but some services are also appropriately provided by other trained personnel, including school social workers and counselors.

You may notice that counseling is mentioned in the definition of this related service, and is also mentioned in IDEA's definition of social work services (specifically, group and individual counseling with the child and family). In response to public comments questioning this, the Department clarified:

Including counseling in the definition of *social work services in schools* in §300.34(c)(14) is intended to indicate the types of personnel who assist in this activity and is not intended either to imply that school social workers are automatically qualified to perform counseling or to prohibit other qualified personnel from providing counseling, consistent with State requirements. (71 Fed. Reg. at 46573-4]

Further, the definition of psychological services uses the phrase “planning and managing a program of psychological services”—which includes “psychological counseling for children and parents.” The more administrative nature of “planning and managing” is a telling difference in how counseling is included in the definitions of these two related services.

IDEA's definition of psychological services also specifically mentions positive behavioral intervention strategies, often referred to as PBS or PBIS. Behavior is an area of great concern these days, and it's useful to know that many of IDEA's provisions support taking a proactive approach to addressing behavior that interferes with a child's learning or the learning of others. For such a child, the IEP team must consider, if appropriate, strategies (including positive behavioral interventions, strategies, and supports) to address that behavior [§300.324(2)(i)].

The fact that psychological services can include “assisting in developing positive behavioral intervention strategies” does not mean that only the professionals who provide psychological services may provide such assistance or that they are even necessarily qualified to do so. As the Department states:

There are many professionals who might also play a role in developing and delivering positive behavioral intervention strategies. The standards for personnel who assist in developing and delivering positive behavioral intervention strategies will vary depending on the requirements of the State. Including the development and delivery of positive behavioral intervention strategies in the definition of *psychological services* is not intended to imply that school psychologists are automatically qualified to perform these duties or to prohibit other qualified

personnel from providing these services, consistent with State requirements. (71 Fed. Reg. at 46574)

Recreation

We're to the R's, making slow but sure progress through IDEA's list of related services.

Recreation as a related service is defined at §300.34(c)(11) and reads:

(11) *Recreation* includes—

- (i) Assessment of leisure function;
- (ii) Therapeutic recreation services;
- (iii) Recreation programs in schools and community agencies; and
- (iv) Leisure education.

Recreation services generally are intended to help children with disabilities learn how to use their leisure and recreation time constructively. Through these services, children can learn appropriate and functional recreation and leisure skills. Recreational activities may be provided during the school day or in after-school programs in a school or a community environment. Some school districts have made collaborative arrangements with the local parks and recreation programs or local youth development programs to provide recreational services.

As part of providing this related service, persons qualified to provide recreation carry out activities such as:

- assessing a child's leisure interests and preferences, capacities, functions, skills, and needs;
- improving physical functioning, including using activities to develop locomotor skills, balance, coordination, motor planning, strength and endurance, object control skills, and eye/hand coordination;
- improving cognitive functioning with therapeutic activities that improve attention span, problem solving, decision making skills, and creative expression;
- improving behavioral functioning with therapeutic activities that improve anger/frustration control, respect for others and self, trust issues, stress management, relaxation training, and team building skills; and
- providing instruction in leisure education to develop the skills necessary for independence in recreational participation. (American Therapeutic Recreation Association, n.d.)

Rehabilitation Counseling

And here is another related service that specifically mentions counseling. Rehabilitation counseling, however, uses such key terms as employment, career, and independence, which narrows the focus of the counseling and the purpose for which it is provided. The definition reads:

(12) *Rehabilitation counseling services* means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701 et seq. [§300.34(c)(12)]

Wondering about the reference to vocational rehabilitation (VR)? VR is a nationwide federal-state program for assisting eligible people with disabilities to define a suitable employment goal and become employed. Each state has a central VR agency, and there are local offices in most states. VR provides medical, therapeutic, counseling, education, training, and other services needed to prepare people with disabilities for work. VR is an excellent place for a youth or adult with a disability to begin exploring available training and support service options. For more information on VR programs funded under the Rehabilitation Act of 1973, and where the central VR office is located in your state, visit the Job Accommodation Network, at: <https://askjan.org/cgi-win/TypeQuery.exe?902>

School Health Services and School Nurse Services

School health services have long been a part of IDEA's related services definition. In IDEA 2004, the term has been changed to school health services and school nurse services, with the following definition at §300.34(c)(13):

(13) *School health services and school nurse services* means health services that are designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

Returning to an issue that was raised under Medical Services, many children with disabilities, especially those who are medically fragile, could not attend school without the supportive services of school nurses and other qualified people. Over the years, the extent of the health-related services that are provided in schools has grown, as might be expected when you consider medical advances in the last decade alone. In *Cedar Rapids Community School District v. Garret F.*, the question of whether or not public agencies are responsible for providing health-related supports that are complex or continuous was settled. They are, "only

to the extent that the services allow a child to benefit from special education and enable a child with a disability to receive FAPE" (71 Fed. Reg. at 46574-5). **What was previously called "school health services" in IDEA has been expanded to distinguish between services that are provided by a qualified nurse and those that may be provided by other qualified individuals.**

States and local school districts often have guidelines that address school health services and school nurse services. These may include providing such health-related support as:

- special feedings;
- clean intermittent catheterization;
- suctioning;
- the management of a tracheostomy;
- administering and/or dispensing medications;
- planning for the safety of a child in school;
- ensuring that care is given while at school and at school functions to prevent injury (e.g., changing a child's position frequently to prevent pressure sores);
- chronic disease management; and
- conducting and/or promoting education and skills training for all (including the child) who serve as caregivers in the school setting.

Social Work Services in Schools

Issues or problems at home or in the community can adversely affect a child's performance at school, as can a child's attitude or behavior in school. Social work services in schools may become necessary in order to help a child benefit from his or her educational program. They are also a familiar related service, included in IDEA from its early days, and are currently defined at §300.34(c)(14) as follows:

(14) *Social work services in schools* includes—

- (i) Preparing a social or developmental history on a child with a disability;
- (ii) Group and individual counseling with the child and family;
- (iii) Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;

(iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and

(v) Assisting in developing positive behavioral intervention strategies. [§300.34(c)(14)]

Speech-Language Pathology

Speech-language pathology services are provided by speech-language professionals and speech-language assistants, in accordance with state regulations, to address the needs of children and youth with disabilities affecting either speech or language. IDEA defines this related service at §300.34(c)(15) as:

(15) *Speech-language pathology services* includes—

(i) Identification of children with speech or language impairments;

(ii) Diagnosis and appraisal of specific speech or language impairments;

(iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;

(iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and

(v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Speech-language pathology services are longstanding related services in IDEA. They are also crucial in the education of many children with disabilities. More than 1.3 million children were served under the disability category of “speech or language impairments” in the school year 2013-14 (U.S. Department of Education, 2016).

Transportation

Transportation is included in an eligible child’s IEP if the IEP team determines that such a service is needed in order for the child to benefit from his or her special education. The term has a specific meaning. IDEA defines *transportation* as:

- travel to and from school and between schools;
- travel in and around school buildings; and
- specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability. [§300.34(c)(17)]

The last bullet isn’t just talking about a separate bus that only children with disabilities ride to school. The Department of Education states, “It is assumed that most children with disabilities

will receive the same transportation provided to nondisabled children” (Id.), in keeping with LRE requirements. Thus, transportation as a related services may also mean providing modifications and supports so that a child may ride the regular school bus transporting children without disabilities. (71 Fed. Reg. at 46576).

As part of longstanding OSEP policy and numerous written policy letters, memos, and summaries, public school districts must provide transportation to children with disabilities in two situations. These are:

- if a district provides transportation to and from school for the general student population, then it must provide transportation for a child with a disability; and
- if a school district does not provide transportation for the general student population, then the issue of transportation for children with disabilities must be decided on a case-by-case basis if the IEP Team has determined that transportation is needed by the child and has included it on his or her IEP.

Not all children with disabilities are eligible to receive transportation as a related service. A child's need for transportation as a related service and the type of transportation to be provided must be discussed and decided by the IEP team. If the team determines that the child needs this related service to benefit from her or her special education, a statement to that effect must be included in the IEP, along with relevant details and arrangements.

<https://www.parentcenterhub.org/iep-relatedservices/#recreation>

****Highly Rated Resource!** This resource was reviewed by 3-member panels of Parent Center staff working independently from one another to rate the quality, relevance, and usefulness of CPIR resources. This resource was found to be of “High Quality, High Relevance, High Usefulness” to Parent Centers.

Would you like to read about another component of the IEP?

If so, use the links below to jump there quickly.

Present Levels

How is the child currently doing in school? How does the disability affect his or her

performance in class? This type of information is captured in the “present levels” statement in the IEP.

Annual Goals

Once a child's needs are identified, the IEP team works to develop appropriate goals to address those needs. *Annual goal* describe what the child is expected to do or learn within a 12-month period.

Benchmarks or Short-Term Objectives

Benchmarks or short-term objectives are required only for children with disabilities who take alternate assessments aligned to alternate achievement standards. If you're wondering what that means, this article will tell you!

Measuring and Reporting Progress

Each child's IEP must also contain a description of how his or her progress toward meeting the annual goals will be measured and when it will be reported to parents. Learn more about how to write this statement in this short article.

Special Education

The IEP must contain a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child. This article focuses on the first element: a statement of the special education that will be provided for the child.

Related Services

To help a child with a disability benefit from special education, he or she may also need extra help in one area or another, such as speaking or moving. This additional help is called *related services*. Find out all about these critical services here.

Supplementary Aids and Services

Supplementary aids and services are intended to improve children's access to learning and their participation across the spectrum of academic, extracurricular, and nonacademic activities and settings. The IEP team must determine what supplementary aids and services a child will need and specify them in the IEP.

Program Modifications for School Personnel

Also part of the IEP is identifying the program modifications or supports for school personnel that will be provided. Read more here.

Extent of Nonparticipation

The IEP must also include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in other school settings and activities. Read how this connects to IDEA's foundational principle of LRE.

Accommodations in Assessment

IDEA requires that students with disabilities take part in *state or districtwide assessments*. The IEP team must decide if the student needs accommodations in testing or another type of assessment entirely. In this component of the IEP, the team documents how the student will participate.

Service Delivery

When will the child begin to receive services? Where? How often? How long will a “session” last? Pesky details, but important to include in the IEP!

Transition Planning

Beginning no later than a student’s 16th birthday (and younger, if appropriate), the IEP must contain transition-related plans designed to help the student prepare for life after secondary school.

Age of Majority

Beginning at least one year before the student reaches the age of majority, the IEP must include a statement that the student has been told about the rights (if any) that will transfer to him or her at age of majority. What is “age of majority” and what does this statement in the IEP look like?

§ 300.321 IEP Team.

(a) General. The public agency must ensure that the IEP Team for each

child with a disability includes—(1) The parents of the child;

(2) Not less than one regular education

teacher of the child (if the child

is, or may be, participating in the regular

education environment);

(3) Not less than one special education

teacher of the child, or where

appropriate, not less than one special

education provider of the child;

(4) A representative of the public

agency who—

(i) Is qualified to provide, or supervise

the provision of, specially designed instruction to meet the unique needs of children with disabilities;

(ii) Is knowledgeable about the general education curriculum; and

(iii) Is knowledgeable about the availability of resources of the public agency.

(5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (a)(6) of this section;

(6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and

(7) Whenever appropriate, the child with a disability.