

### ENVIRONMENT

- Seat student near teacher;
- Seat student in an area with minimal distractions;
- Seat student near a positive peer model;
- Give students extra time to complete classroom assignments;
- Reduce student work to show quality not quantity
- Pair students to check each other's work;
- Provide mnemonic device to help student recall
- Allow student to use laptop to write assignments
- Allow student to complete tasks or present information in alternative ways
- Use tactile materials to promote learning;
- Extend learning by enrichment units and additional readings
- Provide opportunities for performance of special talents
- Use outlines/teach outlining & underlining
- Use visual aids, demonstrations, simulations, and manipulative materials to understand concepts
- Save smart board work to give to the student
- Make use of appropriate computer technology where possible;
- Pre-teach important vocabulary;
- Provide the student with a copy of peer/teacher notes to allow the student to focus on listening;
- Ensure the student is a valued member of the class;
- Allow opportunities for a time-out or activity breaks
- Include a variety of activities for the student in each lesson;
- Provide an overview of the lesson before beginning instruction;
- Use a visual schedule on desk to facilitate transitions;
- Provide instructions visually and verbally;
- Provide models of completed tasks
- Break down large tasks
- Review with the student task completion requirements
- Provide checklists, outlines, and advance organizers,
- Seek out and praise the student's successes
- Use advance organizers and graphic organizers;
- Provide an outline or study guide;
- Use assignment notebooks or homework checklists;
- Repeat directions or have student repeat directions;
- Shorten directions;
- Provide time with a teacher assistant;
- Provide nonverbal reminders for student to stay on task;
- Provide immediate positive reinforcement for behavior (e.g., verbal praise, tangible reinforcers, notes home, progress charts);
- Implement self-monitoring systems so student takes responsibility for own behavior.

### LISTENING

- Simplify the language of instruction;
- Secure the student's attention before giving instructions;
- Repeat and/or rephrase instructions;
- Use "comprehension checks" (i.e., question the student about the content of the teacher's oral message and ask the student to repeat/rephrase instructions);
- Reduce the speaking rate and insert pauses to facilitate the student's comprehension of instructions;
- Focus the student by asking him or her to listen for a key piece of information (e.g., "listen for the page number of the homework assignment. I will ask you to tell the class.");
- Have the student restate directions in his or her own words, to the teacher or to another student, by retelling the first step, then the second step, and, finally, the third step;
- Provide visual information to support an instruction, such as demonstrating an activity or pointing to the object you are talking about (e.g., hold up a journal while giving the instruction; "get your journal. Then write one sentence about your weekend.");
- Reduce the length of the instruction;
- Reduce the amount of information contained in an instruction;
- Simplify instructions by using vocabulary and sentence structures appropriate to the student's level;
- Give directions in steps, pausing between each step, and in the order of the action (e.g., "put your math work on the desk. Then, line up at the door.");
- Use an appropriate speaking volume, stressing key ideas;
- Reduce overall classroom noise as much as possible;
- Use visual aids, such as photos, charts, tables, and overheads, to supplement visual information;
- Write instructions or key words on the chalkboard;
- Assign a "buddy" to help him or her in the classroom;
- Make use of visual strategies, such as pictures, outlines, and semantic maps, to support verbal information;
- Demonstrate and teach good listening behaviors to all students in the class (e.g., look at the speaker, don't interrupt);
- Summarize or paraphrase the main points;
- Prepare students to listen to and understand announcements (e.g., post picture symbols and key words such as look, listen, and think around the classroom);
- Use gestures to help emphasize the meaning of new words (e.g., between, before);
- Use visualization techniques to help the student to make mental pictures of information he or she hears;
- Allow students to tape lessons for more intensive review at a later time.

### WRITING

- Reduce volume or requirements for written work, e.g., by accepting an outline or point-form notes;
- Break long-term assignments into manageable tasks;
- Extend timelines for completing assignments;
- Allow student to work on homework at school;
- Permit use of scribe or word processor for answers;
- Waive spelling, punctuation and paragraphing requirements;
- Use assistive technology (word processor, spellcheck device, grammar check device, text-to-speech software);
- Provide instruction in the process of writing (e.g., generating ideas, developing an outline, reviewing and revising);
- Model effective writing techniques;
- Use flow charts or tables to help the student get started on writing assignments;
- Use organizational devices (e.g., topic sentence, descriptive sentences, conclusion; the tower strategy – think, order, write, edit, rewrite);
- Provide the student with a checklist for proofreading;
- Provide the student with a story frame for narratives to assist with writing (e.g., setting, problem, action/response, outcome);

### ATTENTION DIFFICULTIES

- Provide alternative seating:
  - near teacher
  - facing teacher
  - at front of class, between well-focused students, away from distractions
- Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels).
- Permit movement during class activities and testing sessions.
- Provide directions in written form:
  - on board
  - on worksheets
  - copied in assignment book by student
- Set time limits for specific task completion.
- Extend time to complete tests and assignments.
- Use multiple testing sessions for longer tests.
- Provide cues, e.g., arrows, stop signs, on worksheets and tests.
- Provide a quiet, distraction-free area for completing assignments and tests.
- Allow student to wear noise buffer device such as headphones to screen out distracting sounds.
- Provide checklists for long, detailed assignments.

## ASSESSMENT

- Teach the student ways to prepare a study sheet;
- Teach the student the vocabulary necessary for test taking;
- Model test-taking strategies;
- Provide the student with a practice test;
- Avoid asking questions within questions & complicated wording;
- Use a variety of assessments to establish the student's ability: checklist, test, essay, project, oral performance, musical performance, journal, map, poster, video presentation;
- Administer tests individually or in small groups;
- Provide a quiet environment
- Allow extra time for students complete assignments;
- Permit oral responses to test questions;
- Provide for the use of scribes;
- Encourage student self-evaluation;
- Use more complex themes and an independent, open-ended assignment that concentrates on higher order thinking;
- Provide study sheets for tests;
- Be tested using oral responses due to documented written output problems;
- Adapt the assessment format (e.g., make it an oral test, a practical demonstration, an interview, a construction, or a tape-recorded test);
- Allow the student to write down the main points and to expand on them verbally;
- Divide the test into parts and give it to the student one section at a time;
- Read or clarify questions for the student and encourage the student, without assisting or providing the response, to rephrase questions in his or her own words;
- Highlight key words or instructions for emphasis;
- Provide prompts for the purpose of drawing the student's attention back to the test;
- Permit and enable the student to demonstrate his or her understanding by using a variety of media, including oral presentations, audio- or video-taped assignments, bulletin board displays, dramatizations, and demonstrations;
- Adjust the test appearance, e.g., margins, spacing;
- Adjust the test design (T/F, multiple choice, matching);
- Adjust to recall with cues, cloze, word lists;
- Vary test administration, e.g., small groups, individual;
- Record test questions;
- Reduce number of test items or select items specific to ability level;
- Permit breaks during tests;
- Adjust readability of test;
- Allow alternative formats such as webs or key points in place of essays or long answers;
- Read test questions;
- Allow use of a scribe or a reader;
- Allow oral exams;

## READING

- Identify/define words prior to reading;
- Reduce amount of reading required;
- Allow alternative methods of data collection (dictation, interviews, fact sheets);
- Set time limits for specific task completion;
- Enlarge text of worksheets, reading material and tests;
- Limit words on a page;
- Extend time to complete assignments;
- Read directions several times at start of assignments and tests;
- Provide additional repetition and guided practice of directions, skills and concepts;
- Use assistive technology (optical character recognition system, books on tape/CD, screen readers);
- Create a warm atmosphere for reading activities and choose reading material related to topics the student finds interesting;
- Integrate reading into activities the student finds enjoyable (e.g., games, art, cooking);
- Provide organizers of reading content in advance;
- After reading a story, provide the student with opportunities for repeated exposure to the story, including retelling and role-playing the story;
- Teach phonological awareness skills using a developmental approach by focusing on words, syllables, morphemes, and phonology (e.g., count the number of words in a sentence, lap the number of beats in a word, recognize rhyming words);
- Teach story structure to help the student comprehend reading material (e.g., setting, problem, action/response, outcome);
- Increase the student's comprehension by teaching him or her to use self-questioning strategies when reading (e.g., to ask who, what, when, where, and why?);
- Use reciprocal-question strategies (i.e., the student and the teacher take turns asking questions about a paragraph being read);
- Select reading material that uses simple vocabulary, at the student's level, or simplify texts for increased readability;
- Choose reading material that uses simple sentence structure, at the student's level (e.g., examine sentence lengths or the use of embedded clauses);
- Highlight important information in reading material (e.g., use color coding, highlighting, bolding);
- Use cloze procedures to help the student develop prediction and inference skills;
- Investigate the use of technology that facilitates reading for the student (e.g., electronic books).

## BEHAVIOR

- Establish & communicate consistent behavioral expectations and consequences;
- Set limits, and boundaries consistently, predictably, promptly, and plainly;
- Apply consequences fairly and consistently;
- Acknowledge and praise or reward acceptable behavior;
- Use time-outs judiciously;
- Seat the student in an area that will minimize distractions;
- Seat student near positive role models;
- Establish a private cueing system to remind the student to attend;
- Give immediate, specific feedback on learning/behavioral progress;
- Break instructional learning periods into smaller units of time with the intention of increasing on-task behavior;
- Allow the restless student opportunities to change focus or tasks;
- Arrange for the student to have a study buddy;
- Provide positive reinforcement (praise, approve, encourage.);
- Establish, post & use consistent classroom routines/essential agreements;
- Make and use contracts;
- Keep to a schedule and prepare for transitions well in advance;
- Allow the student an escape outlet, such as being able to leave the classroom for a specified amount of time in a prearranged, supervised location;
- Help the student learn tools for self-observation and self-modulation;
- Provide opportunities for the student to practice self-monitoring, and provide positive reinforcement for effort (e.g., teach the student to use self-talk to slow down reactions to stressors s often called the "stop-think-do" technique);
- Teach the student positive behaviors to replace inappropriate ones;
- Establish a private signal to remind the student to stop and think;
- Judiciously assign a "job" that requires the student to move away from the problem situation (e.g., ask the student to run an errand);
- Involve the student in goal-setting;
- Ensure that the student understands the expectations, using role-playing situations if necessary;
- Involve the student and his/her parents in selecting intervention strategies, consistent approach can be used at home school;
- Avoid confrontations where he/she might lose face
- Avoid overreacting to the student's behavior, giving the student a quick way to correct the problem instead;
- Teach, and reinforce the concept of personal space;
- Confer with the student and ask how he or she learns best;
- Help the student to manage frustration or agitation and suggest ways that he or she can gain self-control;
- Approach problems with the student from a problem-solving rather than a blaming point of view;
- Carefully use humor to defuse problem situations
- Work at understanding the student's behavior and its root cause;
- Defuse problem situations and avoid power struggles by:
  - ignoring the challenge, withdrawing from the conflict, and discussing the issue with the student at another time that may be more conducive to resolution;
  - being aware of the tone, volume, and cadence of your voice and your body language;
  - using a calm voice and allowing the student his or her personal space;
  - anticipating the student's response;
  - providing a different response;
- Establish eye contact before giving instructions.
- Maintain communication with parents.



