Adaptations, Extensions, Modifications and Strategies

Collaboration Training

Northern Kentucky Cooperative for Educational Services
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<th>NINE CRITICAL STEPS NEEDED TO PLAN A LESSON THAT REACHES AT RISK STUDENTS</th>
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ADAPTATIONS

- Identify and focus on information critical for mastery. Determine the “needs to know” content (vs. what is nice to know). Organize instruction around the big ideas.
- Simplify task directions.
- Introduce new vocabulary before beginning lesson.
- Photocopy pieces of research material related to subject for report or project, then read and underline/highlight main ideas and important details.
- Change rules to accommodate learner needs.
- Provide questions that ask for factual answers only.
- Provide questions that require short answers only.
- Use advanced organizers and post-organizers to introduce and summarize lesson content.
- Highlight, underline, or color-code main ideas, important vocabulary, and/or key concepts.
- Highlight root words to aid in decoding.
- Discuss task and check for clear understanding of all parts of assignment from the beginning.
- Frequently restate concepts/directions using short phrases.
- Provide handout summarizing important information.
- Give an outline listing the main ideas and related subtopics. Provide space to take additional notes.
- Provide visuals (e.g. multimedia presentations, transparencies, flip charts) to list important concepts.
- When assignment requires drawing diagrams, provide diagram and have student label parts.
- Require less detailed drawings (e.g., structure of cell)
- Provide handbook of grammar and punctuation rules and review frequently and allow student to use as reference.
- Provide list of adjectives, adverbs, to use as reference.
- List steps in math processes/formulas to use as reference.
- Allow the use of calculator to figure math problems.
- For language exercises, (i.e., punctuation) provide copy of assignment and require only the addition of appropriate punctuation.
- 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.
- Allow student to read an adapted text of the same title.
- Allow the option of choosing a book that matches interest and skill level.
- Chunk material for easier comprehension.
- 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 attention 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.
- Read questions and discuss before the student writes answers.
- Give specific questions to guide reading.
- Provide books on tape, or allow student to use text reader.
- Provide chapter outlines.
- Instruct and provide directions using a step-by-step process (sequential & numbered).
- Visual displays, 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) an pre-labeled cards to place on diagrams.
• Provide additional directions and information.
• Many opportunities for review (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 record alternate pages; read one page, listen to the other.
• Assist in prewriting activities and provide writing prompts.
• When requiring book reports, show 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 of cooperative learning groups.
• Use of multi-sensory instructional strategies.
• Keep directions concise and simple.
• Monitor the student’s understanding by asking student to repeat the directions.
• Include rebus pictures with written directions for students who are unable to read.
• Place a piece of yellow acetate over the page of print to enhance contrast and darken print for students who are visually impaired.
• Use black flair pens to trace over directions and darken print to students with low vision.
• Always state/write goals and objectives at the beginning of each lesson.
• Review previous 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 students’ prior knowledge.
• Use a variety of practice formats.
• Incorporate active learning strategies.
• Provide a menu of options for student to demonstrate knowledge other than or in addition to tests.
• Allow verbal response, communication book, or show knowledge with hands on materials.
• Draw and write sentences to demonstrate comprehension.
• Make poster or dictate report instead of writing.
• Use technology (e.g. PowerPoint presentation)
• Dictate into tape recorder.
• Dictate answers to peers.
• Verbal descriptions of diagrams instead of drawing.
• Choice of cursive or manuscript.
• 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.
• Paraphrasing.
• Extended time.
• Prompts, cueing.
• Provide each student with a small chalkboard, old sock and a piece of chalk 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 their card.
• Thumbs up/thumbs down another way to encourage active group participation during presentations.
• Write directions in a clear, precise format.
• 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).
• When giving essay tests, provide the student with a blank outline format for organization of ideas. Highlight or underline key words in questions.
• Allow the student to demonstrate knowledge learned by performing or demonstrating key concepts.
• Provide examples of test content and format prior to test or quiz.
• Provide study guides.
• Vary test format.
• Design collages, posters, timelines of events, storyboards.
• Develop and conduct a survey.
• Create maps, graphs, diagrams.
• Design and play simulation game activities.
• Write and perform skits.
• Design project/demonstration.
• Provide scoring guide to clarify expectations.
• Use a grading contract detailing the basis for grades.
• Drawing.
• Labels.
• Overhead presentation.
• Outline of content.
• Photo essay.
• Journal entry.
• Illustrated book.
• Slide show.
• Models.
• Diorama.
• Art project.
• Felt board of storyboard.
• Handmade puzzle.
• Debate.
• Oral report.
• Chant or song.
• Walking tour talk.
• Radio advertisement.
• Poetry.
• Storytelling
• Demonstration
• Dramatization.
• Role play.
• Chalkboard walk.
• Running a business.
• Charades.
• Large construction project.
• Reduce the number of terms a learner must learn 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.
• When giving a language assignment to complete on the same concept, require fewer sentences to be completed.
• Spelling assignment – require a smaller number of words to be learned.
• Assigning a book report – allow less than whole book to be read.
• Math problems of the same type – assign every other problem.
• 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.
• Individualize a time line for completing task.
• As students are going on to other tasks, allow this learner to repeat the exercise several times.
• When assignments require answers to comprehension questions, give the material several days early and ask parent to read the material with their child and discuss
• Provide extra classroom time to work on assignments.
• Allow assignments to be taken home to complete.
• Spelling tests – permit retake test to try and increase number of words spelled correctly.
• Math concepts – spend more time on complex processes. Do more review first; Give fewer problems but more days to practice.
• Recognize effort and do not require the completion of entire activity.
• Teacher or assistant can work in advance to assist in generating ideas for participation to contribute to group discussions.
• Prioritize assignments and/or steps to completing assignments.
• Alternate quiet and active tasks.
• Set time limits for specific task completion.
• Increase time allowed for completion of tests or assignments.
• Reduce length of test.
• Space short work periods with breaks or change of tasks.
• Consistently follow a specific routine.
• Provide extra “wait time” after asking a question.
• Write a daily schedule on the board.
• Develop a classroom routine and follow it.
• Provide an established daily routine.
• Provide clear rules and consistently enforce them.
• State directions clearly and simply.
• Contract and use rewards for completion of contract.
• Check notebook to insure the use of dividers, assignment sheet, and calendar.
• Make sure all assignments, page numbers, due dates, subject headings, etc. are presented both verbally and visually.
• Keep assignments posted on board.
• Provide a specific place for turning in completed assignments.
• Encourage use of post-it notes, provide, if necessary, for marking pages in books, jotting down key words and notes.
• Set aside a specific time for cleaning desks, lockers, organizing notebooks, etc.
• Maintain a planner showing each class and daily homework assignments with check off system.
• Provide a second set of textbooks to be kept at home.
• Color code folders for each subject.
• Tape record assignments, due dates, and other information. Provide a spot in the classroom for listening.
• Encourage use of checklists.
• Provide enough time during transitions to put material away and get organized for next activity.
• Collect homework daily.
• Intervene when there is a pattern of incomplete assignments.
• Use paper of different colors for different tasks.
• Punch holes in handouts.
• Provide grid or graph paper with squares the appropriate size to allow for one numeral or sign in each box.
• Ask parents to check planner/assignments and initial.
• Give student clearly stated, written directions so parents know what the assignments are and how to provide assistance.
• Provide numbered graphs, blank tables for recording information in math/science class.
• Post daily work, schedules, and homework assignments at eye level in front of class.
• Surround student with peers who model appropriate behavior.
• Use study carrel.
• Proximity seating.
• Become aware of student’s sensory preferences.
• Seat in area free from distraction.
• Let student select the place that is best for student to study.
• Help keep student’s space free of unnecessary materials.
• Be aware of student allergies.
• Provide extra structure during transition times.
• Review class rules frequently.
• Always state what the child “should” do.
• Try to schedule strong academic subjects in the morning.
• Assign peer buddy.
• Assign teaching assistant.
• Assign peer tutor.
• Pair students and allow them to take turns answering and writing answers to questions.
• When assigning book report, pair with older student who can read story and assist with report.
• When giving language assignments, allow student to dictate the sentences and tell the correct punctuation to a teaching assistant who will write answers.
• Allow to respond orally to test, with a teaching assistant writing the answers.
• When giving a writing assignment, pair students to develop a story together.
• Permit work in small groups to master textbook content.
• Assign note-taking buddy.
• Cooperative Learning Groups.
• Integrate choral response into lessons (provide a signal for students to respond verbally in unison)
• Use instructional games.
• Use Think-Pair-Share strategy (after posing a question, have students think about their response, find a peer to share ideas, and then share with another pair).
• Use Turn-to-Your neighbor strategy (periodically throughout a lesson have students turn to a student sitting next to them and discuss key concepts, answer a question together, or solve a posed problem together).
• Involve student in listening to group discussion on comprehension questions, but do not require written responses.
• Have student use calculator to create answer key for peers to use as they finish work.
• Allow student to be part of activity by holding up flashcards, etc. for the group.
• Give the role of “encourager” in the group, will say positive things about each group member’s contribution.
• Go to library and find information on a particular topic that the class will be studying.
• Assist in passing out materials.
• These adaptations are most often needed for students who are not participating in class to acquire content.

Deschenes, Cathy, Ebeling David G., Sprague Jeffery, Adapting Curriculum and Instruction in Inclusive Classrooms, 1994
ACCOMMODATIONS WEBSITES

The following websites provide lists of classroom accommodations that can be used with at-risk students.


http://www.polson.k12.mt.us/PMS/PMS_WebPage/Janspg/5thpgvi.htm

http://www.coping.org/involvepar/accomform.htm

http://www.add.org/content/school/list.htm

http://www.adhd.com/AAWaccom.htm

http://www.adhd.com/educ/accom.htm


http://www.ada.ufl.edu/publication/faculty_guide/responsibility.htm


http://www.nde.state.ne.us/SPED/iepproj/appc/acc.html

http://www.interventioncentral.org

http://www.slc.sevier.org/secinter.html

http://www.slc.sevier.org/ldaccom.html
## Learning Strategies

<table>
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<tr>
<th><strong>Memory Strategies</strong></th>
<th>verbal rehearsal, visualizing, mnemonics, connections to self, prior knowledge associations</th>
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<td><strong>Self-Managing Strategies</strong></td>
<td>goal setting, self-assessing, self-questioning, self-monitoring, self-reinforcing (reinforcing effort and providing recognition)</td>
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<td><strong>Accessing Information Strategies</strong></td>
<td>listening, observing, scanning, using visual aids, skimming, reading, using technology</td>
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<tr>
<td><strong>Organizing Strategies</strong></td>
<td>comparing and contrasting, classifying, restructuring, cause and effect, graphic organizers, webbing (identifying similarities and differences)</td>
</tr>
<tr>
<td><strong>Analyzing Strategies</strong></td>
<td>finding main idea, connecting new knowledge to self, connecting new knowledge to other knowledge, segmenting, error monitoring</td>
</tr>
<tr>
<td><strong>Problem-Solving Strategies</strong></td>
<td>brainstorming, decision making, thinking aloud, testing and retesting ideas (cooperative learning, generating and testing hypothesis)</td>
</tr>
<tr>
<td><strong>Time-Managing Strategies</strong></td>
<td>summarizing, outlining, using graphic organizers, note-taking, processing</td>
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<tr>
<td><strong>Generating Strategies</strong></td>
<td>inferring, predicting, elaborating (questioning and cueing)</td>
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<tr>
<td><strong>Evaluating Strategies</strong></td>
<td>verifying, test-taking</td>
</tr>
<tr>
<td><strong>Content-Specific Strategies</strong></td>
<td>decoding, comprehension, analyzing, using the writing process, scientific inquiry, math specific skill strategies (homework and guided practice)</td>
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Adapting Curriculum and Instruction In Inclusive Classrooms – A General Menu of Strategies

**Adapting Classroom Instruction**

- Encourage students to work in pairs or small groups to complete assignments.
- Present information through a multisensory approach (e.g., written, oral, hands on).
- Write key points on the board or overhead and read them aloud.
- Use samples of finished products as models.
- Encourage supports between students (e.g., teach students to “ask three then me” when they need help; ask peers for ideas on how their classmates with disabilities can participate more fully in an activity).
- Provide clear, visually uncluttered handouts and worksheets.
- Provide several options for demonstration of knowledge (e.g., oral, written, diagrams, artwork).
- Provide study guides that identify key vocabulary and concepts.
- Allow extra credit projects to bring up grades.
- Provide frequent, positive feedback (praise in public, correct in private).
- Avoid placing students under the pressure of time or competition.

**Adapting Written Assignments**

- Reduce length and/or complexity of written assignments or allow more time for completion.
- Do not penalize students for errors in spelling, punctuation, and grammar.
- Allow students to have a carbon or Xerox copy of a peer’s class notes.
- Mark the number of items correct on papers instead of number wrong.
- Do not return handwritten work to be copied over; the paper is often not improved and frustration is increased.
- Provide credit for late assignments or partial completion.
- Simplify written directions by limiting words and numbering steps.
- Allow students to dictate answers to peers, tape recorders, parents, and others.
- Pair students for completion of written assignments.

**Adapting Homework Assignments**

- Communicate homework expectations to parents, and elicit input on modifications that need to be made for individual students.
- Make arrangements for assignments to reach home with clear, concise directions and timelines through the use of a homework log.
- Reduce homework assignments.
- Allow homework papers to be typed by the student or dictated and recorded by someone else.
- Coordinate homework assignments with other teachers the student may have, to avoid overloading students with homework assignments.
- Clarify the goals of homework for individual students and make adaptations accordingly.

From: Adapting Curriculum and Instruction In Inclusive Classrooms: A Teacher’s Desk Reference (1994) Bloomington IN
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<th>Preparing for Tests and Quizzes</th>
<th>Writing Test and Quiz Items</th>
<th>Administering and Scoring Tests and Quizzes</th>
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<tr>
<td>• Provide thorough review for several days before tests or quizzes. Use a variety of formats for review, including quiz bowls, small group review, question and answer periods, and study buddies.</td>
<td>• Reduce the test size by starring those items that are the most important concepts.</td>
<td>• If students have been using aids such as charts, calculators, counters, or manipulatives in the learning process, allow them to be used in evaluation.</td>
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<td>• Provide students with examples of test content and format.</td>
<td>• Provide the opportunity to have the test read orally by a teacher, assistant, peer or cross-age tutor, or parent volunteer.</td>
<td>• Allow students to retake tests and give credit for improvement.</td>
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<tr>
<td>• Assign study buddies for test preparation.</td>
<td>• Review orally and individually to insure comprehension of essay questions.</td>
<td>• Allow students to take tests with classmates in pairs or small groups.</td>
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<td>• Provide study guides in advance of tests.</td>
<td>• Change fill-in-the-blank to multiple choice.</td>
<td>• Create a modified grading scale or consider a pass/fail, satisfactory/unsatisfactory grade on the test.</td>
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<td>• Provide review time during or outside of the class (emphasizing key points to study).</td>
<td>• Eliminate one of the choices in multiple choice items (e.g., choose three answers instead of four).</td>
<td>• Send corrected tests home and ask parents to sign and return them.</td>
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<tr>
<td><strong>Writing Test and Quiz Items</strong></td>
<td>• Use open note/book tests.</td>
<td>• Provide feedback to students via teacher/student conferences or written reports.</td>
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<tr>
<td>• Reduce the number of items on the test or simplify the vocabulary or concepts.</td>
<td>• Give shorter tests, covering less material, more frequently.</td>
<td>• In math allow students to recheck or complete work on a calculator.</td>
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<tr>
<td>• Vary test format (e.g., written, oral, short answer, essay, multiple choice, true-false, matching, computation, yes-no, demonstration testing, open book/notes, take home).</td>
<td>• Do not penalize students for spelling, grammar, or handwriting on tests.</td>
<td>• Encourage students to chart their progress on tests and quizzes.</td>
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<td></td>
<td>Give student unlimited time or only grade on what the student can finish.</td>
<td>• Allow students to take tests with classmates in pairs or small groups.</td>
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**Take time to review corrected tests, ask students to make corrections on their test or a clean copy of the test.**

*From: Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher’s Desk Reference (1994) Bloomington IN*
Strategies for Adapting Tests and Quizzes (Continued)

- Grade student effort and individual ability in addition to test scores.
- Mark the number of items correct at the top of the paper instead of the number wrong.
- Provide partial credit for various correct steps in a problem-solving process.
- Correct tests immediately and spend time on re-teaching. Students who don’t need this can be given enrichment activities.
- Give students the opportunity to critique their own work, based on teacher established criteria, before they hand in their work.
- Allow students to grade their own tests immediately upon completion. Teacher sets up an area with an answer key and marking pens in the classroom. The teacher does final scoring.

Providing Alternatives and Additions to Tests and Quizzes

- Provide information on the standard report card indicating adaptations have been made.
- Use a point system for all grades. Allow students to keep their own grade sheet so they can see their points as the term progresses.
- Provide a menu of options for students to demonstrate knowledge other than or in addition to tests:
  - **Collages**
  - Interviews of individuals who have something to say about the unit of study (fictional or non-fictional)
  - Find a guest speaker
  - Develop and conduct a survey
  - Create maps, graphs, diagrams
  - Simulation game development
  - Students develops a test
  - Skits
  - Provide a packet of activities that students complete and turn in at the end of a unit
- Vary the grading system; grade on items other than tests (e.g., homework, effort, class discussion, special projects).
- Offer extra credit activities throughout the grading period.
- In secondary programs, consider an audit system to allow students to take classes that provide knowledge but do not result in a credit or grade.
- Use a grading contract at the beginning of the semester so students know how many points are needed for an “A,” “B,” etc.
- Reduce the value of the test when determining final grades.
- Allow test partners:
  - Offer it as a student option
  - Students choose partners the day before the test
  - The teacher approves of the pairs
  - Each student has own set of notes

From: Adapting Curriculum and Instruction In Inclusive Classrooms: A Teacher’s Desk Reference (1994) Bloomington IN
Classroom Accommodations

Instruction
• Adjust reading level
• Allow student to tape lectures
• Allow typewritten or word processed assignments
• Provide a written outline
• Use peer tutoring
• Print board work and oral instruction so student may refer to it later

Testing
• Allow open book tests
• Provide practice questions for study
• Give multiple choice instead of short answer questions
• Allow use of dictionary or calculator during test
• Provide extra time to finish

Grades
• Base grades on the amount of improvement an individual makes
• Base grades on IEP objectives
• Base grades on effort as well as achievement
• Mark student’s correct answers, not his/her mistakes on classwork and homework

Homework
• Evaluate homework by amount of time the student’s parent agrees he/she spent on it
• Allow student to work on homework while at school
• Give frequent reminders about due dates
• Give short assignments
• Allow extra credit assignments
• Develop reward system for in-school work and homework completed

Physical Arrangement of the Classroom
• Seat student near teacher
• Stand near student when giving instructions
• Provide a structured routine in written form
• Provide organizational strategies such as charts, timelines, and compensatory strategies
• Use materials that address students’ learning style (visual, tactile, etc.)

Communication
• Develop a daily/weekly journal
• Schedule a periodic parent/teacher meetings
• Provide parents and students with a duplicate set of texts that they can use at home for the school year
• Develop weekly progress reports
• Mail a schedule of class and work assignments to the student’s parents
Making Modifications in the Classroom:
A Collection of Checklists

The following is a collection of checklists to use when modifying materials, classroom environment and student demands. Additionally, you will find checklists of strategies to try when dealing with inappropriate behavior, focusing student attention and more!

MODIFYING THE PRESENTATION OF MATERIAL

| Break assignment into segments of shorter tasks. |
| Use concrete examples of concepts before teaching the abstract. |
| Relate information to the student’s experiential base. |
| Reduce the number of concepts presented at one time. |
| Provide an overview of the lesson before beginning. |
| Monitor the student’s comprehension of language used during instruction. |
| Schedule frequent, short conferences with the student to check for comprehension. |
| Provide consistent review of any lesson before introducing new information. |
| Allow student to obtain and report information utilizing: cassette recorders, dictation, typewriters/computers, interviews, calculators, fact sheets. |
| Highlight important concepts to be learned in text of material. |
| Monitor the rate at which material is presented. |
| Give additional presentations by varying the methods using repetition, simpler explanations, more examples and modeling. |
| Require verbal responses to indicate comprehension. |
| Give frequent reminders of homework assignments. |
| Provide clear, concise directions and concrete examples for homework assignments. |
| Assign tasks at an appropriate reading level. |
| Allow for the oral administration of tests. |
| Check assignment sheet for accuracy. |

MODIFYING THE ENVIRONMENT

| Use study carrels. |
| Seat student in an area free of distractions. |
| Use preferential seating. |
| Allow the student to select his/her seating. |
| Help keep student’s work area free of unnecessary materials. |
| Use checklists to help the student get organized. |
| Frequently check the organization of the student’s notebook. |
| Monitor the student use of his/her assignment sheet. |
| Check the assignment sheet for accuracy. |
| Provide opportunities for movement. |
### MODIFYING THE DEMANDS

| Increase time allowed for completion of tests or assignments. |
| Reduce the amount of work or length of tests. |
| Prioritize assignments and/or step to completing assignments for the student. |
| Space short work periods with breaks or change of tasks. |
| Consistently follow a specific routine. |
| Alternate quiet and active tasks. |
| Set time limits for specific task completion. |

### MODIFYING THE MATERIALS

| Allow for spelling errors. |
| Allow student to use either cursive or manuscript. |
| Set realistic and mutually agreed upon expectations for neatness. |
| Let student type, record, or give answers orally instead of writing. |
| Avoid pressures of speed and accuracy. |
| Provide copies of notes. |
| Reduce the amount of copying from text and board. |
| Accept key word responses instead of complete sentences. |

### VISUAL PROCESSING PROBLEMS

| Highlight information to be learned. |
| Keep written assignments and work space free from extraneous and/or irrelevant distractors. |
| Avoid purple dittos. |
| Provide clear and well-defined worksheets. |
| Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning. |
| Avoid having student copy from the board. |
| Have student verbalize instructions before beginning task. |
| Avoid crowded, cluttered worksheets by utilizing techniques such as blocking (blocking assignments into smaller segments), cutting (cut worksheets into sections), folding (fold worksheets into sections), and highlighting, color coding or underlining. |
**LANGUAGE PROCESSING PROBLEMS**

<table>
<thead>
<tr>
<th>Suggestions</th>
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<tbody>
<tr>
<td>Give written directions to supplement verbal directions.</td>
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<tr>
<td>Slow the rate of presentations.</td>
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<td>Paraphrase information.</td>
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<tr>
<td>Keep statements short and to the point.</td>
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<tr>
<td>Avoid use of abstract language such as metaphors, idioms, and puns.</td>
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<tr>
<td>Keep sentence structures simple.</td>
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<tr>
<td>Encourage feedback from student to check for understanding.</td>
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<tr>
<td>Familiarize student with any new vocabulary before beginning the lesson.</td>
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<tr>
<td>Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.</td>
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<tr>
<td>Alert student’s attention before expressing key points.</td>
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<tr>
<td>Ensure the readability levels of the textbooks are commensurate with the student’s language level.</td>
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<tr>
<td>Utilize visual aids such as charts and graphs.</td>
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<tr>
<td>Utilize manipulative, hands-on activities whenever possible.</td>
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<tr>
<td>Always demonstrate how new material relates to previously learned information.</td>
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<tr>
<td>Cue student by calling his/her name before asking questions.</td>
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</table>

**ORGANIZATIONAL PROBLEMS**

<table>
<thead>
<tr>
<th>Suggestions</th>
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<tbody>
<tr>
<td>Provide an established daily routine.</td>
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<tr>
<td>Provide clear rules and consistently enforce them.</td>
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<tr>
<td>Contract with student and use rewards for completion of contract.</td>
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<tr>
<td>Check with student’s notebook to insure the use of dividers, assignment sheet, and calendar.</td>
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<tr>
<td>Provide due date on written assignments.</td>
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<tr>
<td>Provide a specific place for turning in completed assignments.</td>
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**USE OF GROUPS AND PEERS**

<table>
<thead>
<tr>
<th>Suggestions</th>
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<tbody>
<tr>
<td>Utilize cooperative learning strategies when appropriate.</td>
</tr>
<tr>
<td>Assign a peer helper to check understanding of directions.</td>
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<tr>
<td>Assign a peer helper to read important directions and essential information.</td>
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<tr>
<td>Assign a peer tutor to record material dictated by the student.</td>
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**HELPING FOCUS ATTENTION**

<table>
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<tr>
<th>Suggestions</th>
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<tr>
<td>Establish relevancy and purpose for learning by relating to previous experiences.</td>
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<tr>
<td>Shape approximations of desired behavior by providing direct reinforcement such as praise or immediate feedback of correct answers.</td>
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<tr>
<td>Seat student close to teacher.</td>
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<tr>
<td>Make a positive, personal comment every time the student shows any evidence of interest.</td>
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<tr>
<td>Make frequent checks for assignment progress/completion.</td>
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<tr>
<td>Give advance warning of when a transition is going to take place.</td>
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<tr>
<td>Use physical proximity and touch to help student refocus.</td>
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</table>
### ASSISTING THE RELUCTANT STARTER

| Task                                                                 |  
|----------------------------------------------------------------------|---|
| Give a personal cue to begin work.                                  |  
| Give work in smaller units.                                         |  
| Provide immediate reinforcers and feedback.                        |  
| Make sure the appropriate books and materials are open to the correct pages. |  
| Introduce the assignment in sequential steps.                      |  
| Check for student understanding of instructions.                    |  
| Check on progress often in the first few minutes of work.          |  
| Provide time suggestions for each task.                             |  
| Provide a checklist for long, detailed tasks.                       |  

### DEALING WITH INAPPROPRIATE BEHAVIOR

| Task                                                                 |  
|----------------------------------------------------------------------|---|
| Provide clear and concise classroom expectations and consequences. |  
| Consistently enforce rules.                                         |  
| Avoid the use of confrontational techniques.                        |  
| Provide student with alternatives.                                  |  
| Designate a “cooling off” location within the classroom.            |  
| Assign activities which require some movement.                      |  
| Use praise generously.                                              |  
| Avoid power struggles.                                              |  
| Ignore attention getting behavior for a short time.                 |  
| Avoid criticizing the student.                                      |  
| Communicate frequently with parents.                                |  
| Monitor levels of tolerance and be mindful of signs of frustration. |  
| Speak privately, without the audience of peers, to student about inappropriate behavior. |  

TEACHING STRATEGIES
“Children that learn together, learn to live together.”

Nine Types of Adaptations

Size
Adapt the number of items that the learner is expected to learn or complete.
  • For example:
    Reduce the number of social studies terms a learner must learn at any one time.

Time
Adapt the time allotted and allowed for learning, task completion, or testing.
  • For example:
    Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Level of Support
Increase the amount of personal assistance with a specific learner.
  • For example:
    Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.

Input
Adapt the way instruction is delivered to the learner.
  • For example:
    Use different visual aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups.

Difficulty
Adapt the skill level, problem type, or the rules on how the learner may approach the work.
  • For example:
    Allow the use of a calculator to figure math problem; simplify task directions; change rules to accommodate learner needs.

Output
Adapt how the student can respond to instruction.
  • For example:
    Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

Participation
Adapt the extent to which a learner is actively involved in the task.
  • For example:
    In geography, have a student hold the globe, while others point out locations.

Alternate
Adapt the goals or outcome expectations while using the same materials.
  • For example:
    In social studies, expect a student to be able to locate just the states while others learn to locate capitals we well.

Substitute Curriculum
Provide different instruction and materials to meet a student’s individual goals.
  • For example:
    During a language test, one student is learning computer skills in the computer lab.
If a student has difficulty LEARNING BY LISTENING. . .

. . try this **before the lesson**.
- pre-teach difficult vocabulary and concepts.
- state objective and provide reason for learning.
- teach the mental activities involved in listening
  (mental note taking, questioning, reviewing).
- provide study guides/worksheets.
- provide a script of the film/video.
- provide lecture outlines.

. . try this **during the lesson**.
- provide visuals via the board/overhead/computer screen/etc.
- use flash cards.
- have students close their eyes and try to visualize the information.
- have students take notes and use colored markers to highlight.
- teach the use of acronyms to help visualize lists (Roy G. Biv for the colors of the spectrum: red, orange, yellow, green, blue, indigo, violet).
- give explanations in small distinct steps.
- provide written as well as oral directions.
- have students repeat directions.
- when giving directions to the class, leave a pause between each step so students can carry out the process in their minds.
- shorten the listening time required.
- provide written and manipulative tasks.
- be concise with verbal information: “Bob, please sit,” not “Bob, would you please sit down in your chair.”
- use a dataview attached to the teacher’s computer to allow students to follow along with the examples.
If a student has difficulty EXPRESSING HIM/HERSELF VERBALLY . . .
. . try this.
- accept an alternate form of information share such as the following (written report, artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review of films, videotape, charade or pantomime, demonstration, filmstrip).
- ask question requiring short answers.
- provide a prompt, such as beginning the sentence for the student or giving a picture cue.
- give the rules for class discussion i.e. handraising.
- give points for oral contributions, and prepare the student individually.
- teach the student to ask questions in class.
- specifically teach body and language expression.
- wait for students to respond; don’t call on the first student to raise his/her hand.
- first ask questions at the information level (give facts and ask for facts back).
- have student “break in gradually” by speaking in smaller groups and then in larger groups.
- use talking software.

If a student has difficulty READING WRITTEN MATERIAL . . .
. . try this.
- find a text written at a lower level.
- provide highlighted material.
- rewrite the student’s text.
- tape the student’s text.
- allow a peer or parent to read the text.
- shorten amount of required reading.
- look for same content in another medium (movie, filmstrip, tape).
- oral reading should be optional: provide alternative methods for student to contribute to the group such as role playing or dramatizing.
- allow extra time for reading.
- omit or shorten reading required.
- substitute one-page summaries or study guides which identify key ideas and terms as the reading assignment.
If a student has difficulty READING WRITTEN MATERIAL . . .

. . . try this (continued)
- motivate/interest students.
- provide questions before student reads a selection (include page and paragraph number).
- put main ideas of text on index cards which can easily be organized in a file box and divided by chapters.
- pre-teach vocabulary.
- type material for easier reading.
- use larger type.
- be more concrete: use pictures and manipulatives.
- reduce amount of new ideas.
- provide experience before and after reading as a frame of reference for new concepts.
- state the objective and relate to previous experiences.
- help student visualize which is read.
- use a screen reader.

If a student has difficulty WRITING LEGIBLY . . .

. . . try this.
- use format requiring little writing (multiple choice, programmed material, true/false, matching).
- use manipulatives such as letters from a Scrabble game or write letters on small ceramic tiles.
- reduce or omit assignments requiring copying.
- allow use of the tape recorder.
- teach writing directly: trace letters or write in clay, verbalize strokes on tape recorder, use marker to space between words, tape the alphabet to students desks or provide a wallet-size alphabet card, courses in graphanalysis or calligraphy may be motivating.
- use graph paper to help space letters and numbers in math.
- use manuscript or lined paper.
- as a motivation technique, brainstorm with class for advantages of legibility.
If a student has difficulty BECOMING INTERESTED . . .
. . . try this.
- tell stories which relate the lesson to people’s lives.
- establish relevancy and a purpose for learning by relating to previous experiences.
- provide an experience such as a field trip; then teach lesson.
- reward often as lesson begins.
- shape approximations of desired behavior by providing praise, one to one conversation, or immediate feedback of correct answers.
- read aloud a brief article or story to stimulate interest.
- use laser and video clips to foster students’ interest.
- seat student close to teacher; distance affects interest.
- make a positive, personal comment every time student shows any evidence of interest i.e., sits in seat, has book open.

If a student has difficulty GETTING STARTED . . .
. . . try this.
- give cue to begin work.
- give work in smaller amounts.
- provide immediate feedback.
- sequence work with easiest answers first.
- provide all necessary materials.
- introduce assignment carefully so student knows task expected.
- provide time for suggestions for each task.
- check on progress often in first few minutes of work.
- give clear directions.
- give a checklist for each step of the task i.e. steps in long division.
- use a peer or peer tutor to get student involved.
- project the printed page of a worksheet on an overhead.
- introduce material with the survey-question technique.
- provide auditory tapes.
- provide talking software.
If a student has difficulty FOLLOWING DIRECTIONS . . .
  . . try this.
  - use fewer words.
  - provide examples.
  - repeat directions.
  - have student repeat or explain directions.
  - provide a checklist.
  - put directions on Language Master cards.
  - send directions on electronic mail.
  - provide a peer tutor.
  - monitor closely as student begins.
  - give clear directions.
  - present both auditory and visual directions.

If a student has difficulty KEEPING TRACK OF MATERIALS OR ASSIGNMENTS . . . try this.
  - require a notebook; use large envelopes for each subject.
  - check notebook/daily planner often.
  - keep extra supplies on hand.
  - give assignment sheet to student, other teachers, or parents.
  - write assignment on board for student to copy.
  - check and reinforce student for recording assignment.
  - require envelopes/folders for big projects that have many separate parts.
  - give reward (grade, points) for bring book, paper, and pencil to class each day.
  - return corrected work promptly.

If a student has difficulty STAYING ON TASK . . .
  . . try this.
  - reduce distractions.
  - increase reinforcements.
  - provide shortened tasks.
  - provide checklist.
If a student has difficulty PAYING ATTENTION TO THE SPOKEN WORD . . . 
. . . try this.
- give explanations in small, distinct steps.
- provide written backup to oral directions and lectures; provide visual via
  chalkboard, overhead, video, etc.
- have student repeat directions.
- when giving directions to the class, leave pauses between each step so student
can carry out process in his/her mind.
- provide other sources of information: cassette tape, Language master,
  photocopies of notes, interactive software, shared note-taking with a friend.
- alternate spoken with written and manipulative tasks.
- look directly at student and place hand on student’ shoulder, when giving
directions.
- provide advanced organizers including outlines, study guides, preview questions,
  and vocabulary previews.

If a student has difficulty PAYING ATTENTION TO THE PRINTED WORD . . .
. . . try this.
- select a text with less on a page.
- highlight distinctive features.
- mask non-essential material.
- cut pages apart or tear from book.
- practice discrimination of one part (have student identify main heading or unit
titles).
- require desk to be cleared of extraneous material.
- face desk to the wall or provide a study carrel.
- provide peer tutors.
- provide different activities during the class period.
- provide a reward valued by the student.
- isolate student; use time out.
- provide quiet alternatives for a short time.
- provide a timer to set short periods of work.
## SEVEN CHARACTERISTICS OF LOW-ACHIEVING STUDENTS AND WAYS TO HELP STUDENTS OVERCOME THEM

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Ways to Help</th>
</tr>
</thead>
</table>
| **Procrastination/Cramming**           | 1. Have many concrete deadlines  
2. Break the class up into blocks  
3. Check work continuously  
4. Do not give long-term work early in the year  
5. Have timelines  
6. Use quizzes  
7. Continually monitor |
| **Back of the book; end of chapter fisher** | 1. Do not give work that fosters this habit  
2. Use higher-order thinking questions  
3. Have them write small paragraphs |
| **Inability to see themselves in the future** | 1. Set short term goals at first  
2. Call them what they say they want to be someday  
3. Bring role models into your classroom  
4. Hang pictures of role models that look like them on your walls  
5. Bring back older students from the community who have gone on to share their successes |
| **Little or no parental support**      | 1. Give them your time  
2. Have short assignments to do with parents  
3. Develop parent involvement activities  
4. Communicate with parents  
5. Develop positive relationship with parents  
6. Use PIP’s |
| **Hyper-sensitive to criticism**       | 1. Correct in a positive manner, with love  
2. Never criticize in front of peers  
3. Look for what is right  
4. Model how to receive criticism  
5. Model the correct way to answer |
| **Believes no school adult cares**     | 1. Be the one who inspires them in life  
2. Be the one that CARES  
3. Find another colleague they admire to inspire them  
4. Provide mentors within the school  
5. Be involved in their activities (attend a sports event)  
6. Use positive names  
7. Ask questions about them |
| **Unmotivated**                        | 1. Make class exciting  
2. Make class challenging  
3. Do something outrageous  
4. Get students emotionally involved  
5. Allow student choices whenever possible  
6. Surprise the class sometimes  
7. Connect with the students by working with them |