

Special Education Students in Mainstream Classes:

Ideas on How to Make Accommodations, Modifications and Variations for Student Success

**“The true definition of fairness is: 'Fairness means that everyone gets what he needs.'”
Richard Lavoie**

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Purpose of This Project

The purpose of this project is to provide a compilation of various resources for general education teachers in one place. This document attempts to explain modifications and provides a list of assorted strategies that can be made to assist the struggling student be successful in the mainstream classroom.

The information provided is from a variety of sources, yet is not all-encompassing. Each student is a unique individual, and even though two students may have the same disability, what works for one may not work for the other. Consequently, good judgment is essential in applying accommodations, modifications and testing variations to the curriculum.

Do not hesitate to stray from the suggestions provided and try other strategies. The ideas presented are merely a starting point and not the total solution to all the difficulties presented by disabled students. When in doubt, or whenever additional information on the student is needed, please do not hesitate to work with the student's case carrier and the student's parent or guardian.



Legal Citations

Least Restrictive Environment (LRE)

§ 300.114 LRE requirements:

(a) *General.* (1) Except as provided in §300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§300.115 through 300.120.

(2) Each public agency must ensure that—

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Source: [U. S. Department of Education](#)

Title 20 U.S.C. 1412(a)(5)

A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. Source: [Cornell University Law School](#)

Inclusion: Answers to Frequently Asked Questions from NEA

IDEA does not require that every student with a disability be placed in the regular classroom regardless of individual abilities and needs. This recognition that regular class placement may not be appropriate for every disabled student is reflected in the requirement that school districts make available a range of placement options, known as a continuum of alternative placements, to meet the unique educational needs of students with disabilities. This requirement for the continuum reinforces the importance of the individualized inquiry, not a "one size fits all" approach, in determining what placement is the LRE for each student with a disability. The options on this continuum must include the alternative placements listed in the definition of special education under 300.17 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions). Source: [Wrightslaw](#)



Defined: Modifications, Accommodations and Testing Variations

Modifications: [California Education Code Section 60850](#) (f) (5) "Modification" means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. California Department of Education Document Explaining: [Testing Variations, Accommodations, and Modifications](#). Also see [California Department of Education](#) for additional information.

Test Accommodations: Techniques and materials that allow individuals with disabilities to complete school or work tasks with greater ease and effectiveness. Examples: tape recorders, spell checkers, expanded time.

An accommodation is any variation in the assessment environment or process that does not fundamentally alter what the exam measures or affect the comparability of exam scores. Source: [Questions and Answers about the California High School Exit Examination \(CAHSEE\) Test Variations](#).

Examples of accommodations as per the California Department of Education: [Accommodations Matrix - Standards and Assessment Division \(California ...http://www.cde.ca.gov/ta/tg/sa/documents/matrix5.pdf\)](http://www.cde.ca.gov/ta/tg/sa/documents/matrix5.pdf)

Test Variations: A test variation is defined as a change in the manner in which a test is presented or administered, or in how a test taker is allowed to respond. Test variations include, but are not limited to, accommodations and modifications. Source: [Questions and Answers about the California High School Exit Examination \(CAHSEE\) Test Variations](#).



Questions to Ask Prior to Making Adaptations (Accommodations, Modifications or Variations) to the Curriculum.

Source: [2003 FINE Day Conference, Making Science Inclusive and Accessible; Greg Stefanich and Lyn Countryman, University of Northern Iowa](#)

1. Can the student actively participate in the lesson without any adaptations and achieve the same outcome?
2. Will student-specific learning objectives need to be written?
3. Can the student's participation level increase by altering the modality of instruction?
4. Can the student's participation level be increased by altering the structure of the lesson?
5. Can the student's participation and comprehension be increased by altering the instructional methods or teaching styles?
6. Can the physical environment be altered to help facilitate participation?
7. Will the student need individual help to ensure participation?
8. Will an alternative activity need to be implemented?
9. Modify instruction: Provide classroom demonstrations, adjust the lesson pace, and employ multiple instructional modalities during instruction. Simplify language, pre-teach vocabulary, use mnemonics, use picture clues, implement peer tutoring, and evaluate which vocabulary is essential.
10. Modify assignments: Provide models, shorten assignments, and lower difficulty levels. Adapt the time allowed for learning, task completion, or assessment.
11. Strategies: Teach study skills, test-taking skills, and learning strategies. Modify rate and how material is presented, include visual organizers, present concrete examples, pre-teach prerequisite information, provide additional application activities, use a variety of instructional strategies, provide advanced organizers, integrate other content areas into science, shorten lessons, and provide structure.
12. Alter instructional materials: Provide alternate materials, taping books, and reformatting worksheets. Provide graphic organizers and framed outlines, highlight important vocabulary and key concepts, implement partner reading, provide tape-recorded readings of text selections, and use trade books at various reading levels.
13. Vary instructional groups: Use peer tutoring and cooperative learning groups.

14. Facilitate progress monitoring: Read tests orally, provide study guides, allow students to retake tests, and modify grading criteria. Provide authentic and performance-based assessment that can be easily linked to scientific processes, allow for multiple opportunities to demonstrate acquired knowledge and skills, implement portfolio assessment, teach test-taking skills and study techniques.

Teachers may use a variety of adaptations to meet the needs of their student population while keeping them engaged through active participation in the lesson.



Adaptation Suggestions

Source: [2003 FINE Day Conference, Making Science Inclusive and Accessible; Greg Stefanich and Lyn Countryman, University of Northern Iowa](#)

1. Modify instruction: Provide classroom demonstrations, adjust the lesson pace, and employ multiple instructional modalities during instruction. Simplify language, pre-teach vocabulary, use mnemonics, use picture clues, implement peer tutoring, and evaluate which vocabulary is essential.
2. Modify assignments: Provide models, shorten assignments, and lower difficulty levels. Adapt the time allowed for learning, task completion, or assessment.
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6. Facilitate progress monitoring: Read tests orally, provide study guides, allow students to retake tests, and modify grading criteria. Provide authentic and performance-based assessment that can be easily linked to scientific processes, allow for multiple opportunities to demonstrate acquired knowledge and skills, implement portfolio assessment, teach test-taking skills and study techniques.



Nine Types of Adaptations

(Source: [Sevier County Special Education](#))

Size	Time	Level of Support
<p>Adapt the number of items that the learner is expected to learn or complete.</p> <p><i>Example:</i> Reduce the number of social studies terms a learner must learn at any one time.</p>	<p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><i>Examples:</i> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p>Increase the amount of personal assistance with a specific learner.</p> <p><i>Example:</i> Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>
Input	Difficulty	Output
<p>Adapt the way instruction is delivered to the learner.</p> <p><i>Examples:</i> Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.</p>	<p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>Examples:</i> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p>	<p>Adapt how the student can respond to instruction.</p> <p><i>Examples:</i> Instead of answering questions in writing, allow a verbal response, use a communication book, allow students to show knowledge with hands-on materials</p>
Participation	Alternate	Substitute Curriculum
<p>Adapt the extent to which a learner is actively involved in the task.</p> <p><i>Example:</i> In geography, have a student hold the globe, while others point out locations.</p>	<p>Adapt the goals or outcome expectations while using the same materials.</p> <p><i>Example:</i> In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.</p>	<p>Provide different instruction and materials to meet a student's individual goals.</p> <p><i>Example:</i> During a language test, one student is learning computer skills in the computer lab.</p>



Generic Curriculum Modifications

(Source: <http://donpugh.dyndns.org/Psych%20Interests/PD/AUTISM/CURRICULUM%20MOD.pdf> ; appears to have been written specifically for autism, but is applicable to many students in the general education classroom.)

The following is a list of areas where instruction can be easily modified in any classroom for any student (not just special education students):

1. Time

- a. Break up tasks into smaller components; reduce their feeling of being overwhelmed by the mere size or requirements of the assignment.
 - i. Multiple steps or problems broken out onto individual pages.
- b. Be specific on time requirements.
 - i. Routines should be just that: routine!
 - ii. Insure they understand the routines and the specific time allowances allocated.
- c. Reasonable extension of time for activities.
- d. Assist with organizational skills.
 - i. More frequent reviews of notebooks, assignment books, etc.
- e. Assist with time management skills.
 - i. Notebooks or daily homework/assignment logs.

2. Method of Instructional Delivery

- a. Always provide both verbal and written directions.
- b. Provide clear, concise directions and concrete examples for homework assignments.
- c. Tape record essential reading materials.
 - i. Books-on-Tape may be available as well.
 - ii. Visually impaired students may qualify for recorded books (see information on [visually impaired](#)).
- d. Preview unit vocabulary words.
- e. Assess in variety of ways.
 - i. Give visual cues prior to asking questions if you want them to orally respond to questions in class (this allows them time to process the materials being discussed so you won't catch them off guard and contribute to their feeling inferior).
- f. Cooperative learning.
 - i. Place with students who will be willing to work with them and who understand that the quality of material the disabled student produces may be of a lesser quality than they might like. (Be sure the group understands that this will not affect their individual grades.)
- g. Allow student to create flash cards with key information.
- h. Use of student notebook, homework book, communication book (allows for daily communication with parent).
- i. Use concrete examples of concepts before teaching the abstract.
- j. Relate information to the student's experiential base.
- k. Reduce the number of concepts presented at one time.
- l. Provide consistent review of any lesson before introducing new information.

3. Content of Instruction

- a. Fewer items, but as many as needed to show grasp of standard(s) being presented.
- b. Chunks: Break up tasks into smaller, achievable components (See 1.a)
 - i. Reduce number of items on page (i.e. 5 steps per page instead of all 15).
- c. Presenting one or two items at a time in testing.
 - i. Eliminate tricky questions; be straight forward in assessing the student.
 - ii. Do not give endless lists of multiple choice type questions. Break them into "chunks" so that the student is not overwhelmed with information.
- d. Reduce extraneous material.
 - i. Insure student knows what they will be held accountable for.
- e. Allow the use of a highlighter.
- f. Use frequent visual cues (e.g. walking to student and standing by them to signal they will be called on next).
- g. Provide study guides.

- i. Keep it to the material they need to know to demonstrate mastery of the standard.
- h. Whenever possible provide immediate feedback - correction at point of error.

4. Learning environment

- a. Individual work spaces.
- b. Create quiet areas as necessary.
- c. Peer tutors.
- d. Insure rules, schedules, procedures are understood by all students.



CONSIDERATIONS IN MAKING ADAPTATIONS

(Source: <http://donpugh.dyndns.org/Psych%20Interests/PD/AUTISM/CURRICULUM%20MOD.pdf> ; appears to have been written specifically for autism, but is applicable to many students in the general education classroom.)

1. PRESENTATION SEQUENCE OF SKILLS AND CONCEPTS

- a. Limit presentation of facts, concepts, and strategies to be learnt.
- b. Provide practice of one fact, concept, and strategy at a time.
- c. Provide guided practice first, then independent practice, with teacher monitoring.
- d. Provide immediate feedback and correction procedures.

2. FOCUS ON RELEVANT INFORMATION

- a. Identify and highlight most important information to be learnt
- b. Reduce distracting materials.

3. VOCABULARY AND LANGUAGE LEVELS ARE DIFFICULT

- a. Individualize some tasks by tape recording tasks
- b. Provide written outlines

4. DIFFICULTY FOLLOWING DIRECTIONS

a. Oral:

- i. Highlight steps of the directions on board.
- ii. Tape record directions
- iii. Choral repetition of directions
- iv. Different students restate directions
- v. Peer tutor or coach to clarify

b. Written:

- i. Short and easy; low level vocabulary; no jargon
- ii. Number order of completion
- iii. Create peer checks
- iv. Color code directions to correspond with tasks,



MODIFYING WORK:

(Source: <http://donpugh.dyndns.org/Psych%20Interests/PD/AUTISM/CURRICULUM%20MOD.pdf> ; appear to have been written specifically for autism, but are applicable to many students in the general education classroom.

Considerations:

1. It is essential that you:
 - a. Provide work that is age appropriate and looks similar to that of peers, although the tasks may be varied.
 - b. Provide clear guidelines for getting started and how work is to be presented.
 - i. Be sure to check for understanding before they start and a short way into the project as well.

Possible Modifications that can be made:

- Reduce the number of problems or instructions on a page.
- Use a highlighter to identify key words, phrases, ideas or sentences
- Reduce crowding by re-arranging work on the page and using multiple pages
- Rewrite directions to a more appropriate reading level
- Use a tape recorder to:
 - Listen as student reads along
 - Answer tests, assignments
 - Receive specific instructions
 - Help concentration
- Have peer read assessments to student
 - They may need to write the answers for them as well if there are visual or motor difficulties
- Provide alternate methods of answering assessment questions
 - Multiple choice, circle the correct one, oral presentation to teacher only
- Develop alternatives to written assignments
 - PowerPoint presentations, web pages, Publisher creations, posters, drawings, models, tables, graphs, timelines, collages
- Allow longer completion times for all assignments
 - It is essential that the student understands the due date/time for the project as extended time should not mean unlimited
- Enlarge text, graphics, graphs, charts, etc.
- Provide lined paper for work
- Provide word lists
 - Content specific and an academic word list
- Provide extra cues
 - Beginning letters to words, word bank, cloze exercises



Good Modifications Should:

(Source: [Sevier County Special Education](#))

- Seamlessly fit into the classroom environment.
- Meet individual student needs.
- Increase curriculum understanding for each student.
- Increase disabled student participation in the curriculum
- Support and enhance instructional activities.



Modifications for Special Education and Section 504 Students

(Source: [Homewood-Flossmoor Community High School District 233](#))

The following is a modifications checklist which can be an effective vehicle for communication between parents, the special education teacher and the regular classroom teacher. While this checklist is considered a supplement to - not a legal part of - the IEP, modifications can be written into the IEP. If the student falls under Section 504, there is no special education teacher involved. The counselor is then the student's representative.

A. Modifying the Presentation of the Material

1. Break assignments into segments of shorter tasks.
2. Use concrete concepts before teaching abstract.
3. Reduce the number of concepts introduced at any one time.
4. Tell student what he/she should expect to learn and why.
5. Monitor the level of language you use to communicate ideas.
6. Schedule frequent, short conferences with student to check for comprehension.
7. Provide consistent review of any lesson before introducing new information.
8. Allow student to obtain and retain information utilizing cassettes/tapes, computers, interviews, oral reports, projects, calculators, dictation, typewriter.
9. Highlight important concepts to be learned in text or material (color code key points; outline; study guides).
10. Space practice and drill sessions over time.
11. Monitor the rate at which you present material.
12. Repeat original presentations, provide complete explanations, give additional examples, and/or model skills.
13. Provide additional guided practice, requiring more responses, lengthened practice sessions, or additional practice sessions.
14. Make consequences more attractive. For example: Increase feedback, chart performance, reward approximations, and/or give incentives to begin and to complete work.
15. Recognize and give credit for student's oral participation in class.
16. Make arrangements for homework assignments to reach home with clear, concise directions.
17. Assign tasks at the appropriate level (lower reading/difficulty level) and in the appropriate amount (i.e. even or odd numbered questions only vs. all questions).
18. Give tests orally.
19. Adapt teaching to learner's style.

B. Modifying the Environment

1. Utilize technology (computers, tape recorders, calculators, etc.)
2. Use study carrels when available.
3. Seat student in area free from distractions.
4. Let student select the place which is best for student to study.
5. Help keep student's space free of unnecessary materials.
6. Use checklists to help student get organized.
7. Use notebook for organized assignments, materials and homework.
8. Provide opportunities for movement.

C. Modifying Time Demands

1. Increase amount of time allowed to complete assignments/tests.
2. Reduce amount of work or length of tests (as opposed to allowing more time).

3. Teach time management skills (use checklists, prioritizing time, and prioritizing assignments).
4. Space short work periods with breaks or change of task. Give student a specific task to perform within specific time limits.

D. Modifying the Materials (As per the following deficits)

Visual Motor Integration Deficit

- Avoid large amounts of written work (both in class and homework).
- Encourage student to select the method of writing which is most comfortable, 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. (We are testing knowledge and content mastery.)
- Provide student with carbon copy of lecture notes produced by teacher or peer.
- Reduce amounts of board work copying and textbook copying; provide student with written information.

2. Visual Processing Delay/Deficit

- Highlight information to be learned (color coding, underlining, etc.)
- Keep written assignments and work space free from extraneous distracters.
- Worksheets should be clear and well-defined.
- Go over visual task with student and make sure student has a clear understanding of all parts of the assignment BEFORE beginning.
- Avoid having student copy from the board. (Provide student with a written copy of the material. May copy teacher's manual or lecture notes.)

3. Language Processing Deficit

- Give written directions to supplement verbal directions.
- .Slow the rate of presentation.
- Paraphrase material using similar language.
- Keep statements short and to the point.
- Avoid use of abstract language (metaphors, idioms, puns, etc.)
- Keep sentence structures simple; gradually introduce more complex sentences as student masters the ability to comprehend them.
- Encourage feedback from student to check for understanding. (Have student re-state what you have said in student's own words.)
- Familiarize student with any new vocabulary BEFORE the lesson.
- Reduce amount of extraneous noise, (conversations, TV, radio, noises from outside).
- Alert student's attention to key points with such phrases as, "This is important. Listen carefully."
- Ensure that the readability levels of the textbooks used in class are commensurate with student's language level.
- Utilize visual aids to supplement verbal information.
- Implement manipulative, hands-on activities whenever possible.
- Demonstrate to student how the new material relates to material student has previously learned.

4. Organizational Delay

- Establish daily routine and attempt to maintain it.
- Make clear rules and be consistent enforcing them.

- Contract with student, using a reward for completion of the contract.
- Provide notebook with organized sections, such as assignments due, time management schedules, prioritized to-do lists, calendar, homework, study guides, class notes.
- Avoid cluttered, crowded worksheets by utilizing techniques such as: blocking, color coding, highlighting, or underlining.
- Hand out written assignments with expected dates of completion typed or written on one corner.
- Teach goal-setting skills, decision-making/prioritizing skills, and time management skills.

E. Mainstream Supports

1. Encourage use of the Study Center at lunch and/or after school or any other hours it may be open.
2. Set before or after school appointments (student and mainstream teacher).
3. Set up a schedule for the student to "check in" with counselor daily or weekly.
4. Encourage daily self-monitoring of study time.
5. Set up weekly academic progress reports.

Source: <http://www.hfhs.s-cook.k12.il.us/hfmain/speced/mod.html>



Specific Instructional Modifications and Accommodations for

Students

Primary Source: [Sevier County Special Education](#)

By type of difficulty:

Does not perform academically at their ability level

- Verify academic material is age appropriate for student's ability level
 - Evaluate appropriateness of assigned task to determine if task is too easy or too difficult.
 - Continually assess student performance throughout assignment (i.e. have student give verbal explanation, demonstration)
 - Use age appropriate, high interest materials
 - Use visuals and auditory materials to enhance learning
 - Allow alternative methods of completing an assignment (i.e. PowerPoint, collage)
 - Modify materials to student's ability level (i.e. shorter, more frequent assignments; increase length as student's abilities improve)
 - Provide clearly stated written goals
 - Break assignment into multiple segments with due dates established for each segment.
 - Reduce distracting stimuli (i.e. seat near teacher; quiet place)
 - Allow time for homework completion in class (if this has become an issue)
-

Does not comprehend what has been read

- Verify reading material is age appropriate for student's ability level
 - Outline key points for student prior to the material being read
 - Give sufficient time to allow student to read materials more than once
 - Arrange for a duplicate set of books at home
 - Record materials to help student comprehend as they read along
 - Arrange for peer tutors to assist with reading
 - Continually assess student performance throughout assignment (i.e. have student give verbal explanation, demonstration)
 - Reduce distracting stimuli (i.e. seat near teacher; quiet place)
 - Allow student to highlight key points
 - Have student outline reading material
 - Teach how to use context clues
 - Use oral and written directions
 - Stop at key points during delivery in order to ascertain student comprehension
-

Does not remain on-task -- is highly distracted

- Reinforce when student is on-task
 - Use a contract specifying expectations and with consequences for remaining off task
 - Evaluate auditory and visual stimuli in the classroom and adjust accordingly
 - Seat in front of class near the teacher
 - Provide quiet place for student to work
 - Reduce assignment length
 - Give frequent assignments of shorter length
 - Frequently monitor and interact with student to insure on task behavior
 - Make certain the student knows what to do when they cannot successfully complete the assignment
 - Assess the degree of task difficulty in relation to the student's ability to successfully perform the task
 - Assign a peer to help the student with class assignments
 - Use high interest materials and assignments at an appropriate reading level to motivate the student to remain on task
 - Allow the student additional time to complete work
 - Parent communication is essential
-

Does not perform, resists or fails to complete classroom assignments during class time

- Positive reinforcement for on-task behavior
 - Use a contract specifying expectations and with consequences for remaining off task
 - Give both oral and written directions with specific time requirements (i.e. due at the end of the period)
 - Insure student is listening to teacher when instructions are being given
 - Present one assignment at a time
 - Allow student to present assignment in alternate manner (i.e. PowerPoint)
 - Have student keep a record of class assignments and note which they have completed
 - Assign a peer to help the student with class assignments
 - Assess the degree of task difficulty in comparison with student's ability levels
 - Reduce assignment length
 - Give frequent assignments of shorter length
 - Frequently monitor and interact with student to insure on task behavior
 - Make certain the student knows what to do when they cannot successfully complete the assignment
 - Use high interest materials and assignments to at an appropriate reading level to motivate the student to complete assignment
 - Allow the student additional time to complete work
 - Follow less desirable task with a highly desirable one with the requirement that the first be completed before engaging in the second
 - Use alternative assignments that allow student to demonstrate mastery of standard
 - Advise student that work not completed during class time will need to be completed during other times (i.e. break, lunch, after school)
 - Parent communication is essential
 - Have student use a timer to help monitor progress
-

Does not follow verbal directions or lectures well

- Give both written and oral instructions at the student's ability level
 - Have student repeat directions or give their interpretation of the directions
 - Give verbal directions before handing out materials
 - Require student to not begin task until teacher is finished explaining assignment
 - Stand next to student when giving verbal directions
 - Maintain consistency in the format of verbal directions
 - Use pictures to explain assignment directions
 - Allow student to tape record class lectures, etc.
 - Provide copies of notes to students; have them highlight key points while they listen.
 - Allow student to present assignment in alternate manner (i.e. PowerPoint)
 - Assess the degree of task difficulty in comparison with student's ability levels
 - Reduce assignment length
 - Give frequent assignments of shorter length
 - Frequently monitor and interact with student to insure assignment is being completed correctly
 - Make certain the student knows what to do when they cannot successfully complete the assignment
 - Allow the student additional time to complete work
-

Does not follow written directions well

- Give both written and oral instructions at the student's ability level
- Assess the quality and clarity of written direction, explanations, and instructions given to the student
- Reduce written directions to individual steps; provide next step upon completion of the previous
- Have student repeat directions or give their interpretation of the directions
- Explain written directions before handing out materials
- Maintain consistency in the format of written directions
- Assess the degree of task difficulty in comparison with student's ability levels
- Frequently monitor and interact with student to insure assignment is being completed correctly
- Make certain the student knows what to do when they cannot successfully complete the assignment

- Allow the student additional time to complete work
 - Deliver written directions before handing out materials
 - Require all assignments done incorrectly (regardless of the reason) be re-done
 - Require student to wait until teacher gives a signal to begin
 - Prevent over stimulation
 - Transfer directions from texts and workbooks when pictures or other stimuli make it difficult to attend to or follow written directions
 - Work the first problem with the student to make sure they understand the written directions
 - Highlight key words in written directions
-

Fails to perform assignments independently

- Give both written and oral instructions at the student's ability level
 - Assess the degree of task difficulty in comparison with student's ability levels
 - Reduce assignment length
 - Give frequent assignments of shorter length
 - Frequently monitor and interact with student to insure on task behavior
 - Make certain the student knows what to do when they cannot successfully complete the assignment
 - Allow the student additional time to complete work
 - Use alternative assignments that allow student to demonstrate mastery of standard
-

Continues to fail classroom tests or quizzes

- Evaluate the appropriateness of the task to determine if the task is too difficult or the length of time for task completion is adequate
 - Insure assessments measure content standards and not related skills (i.e. reading or writing)
 - Teach test-taking strategies
 - Give shorter tests or quizzes more frequently
 - Have the assessment read to the student
 - Allow oral response
 - Do not use Scantron type answer sheets; allow student to circle, underline, etc. correct answer on test document
 - Provide opportunities for student to review materials they will be tested on (i.e. study guides)
 - Allow student to take practice test
 - For multiple choice and matching type questions, group questions and answers in groups of no more than five
 - Parent communication is essential
-

Reluctant to attempt new assignments or tasks

- Verify academic material is age appropriate for student's ability level
 - Break assignment or task into smaller steps with assigned due dates per section
 - Allow additional time to complete assignments
 - Explain that work not completed in class will need to be completed at a later time (i.e. break, lunch or after school)
 - Evaluate appropriateness of assigned task to determine if task is too easy or too difficult.
 - Continually assess student performance throughout assignment (i.e. have student give verbal explanation, demonstration)
 - Use age appropriate, high interest materials
 - Use visuals and auditory materials to enhance learning
 - Allow alternate methods of completing an assignment (i.e. PowerPoint, collage)
 - Modify materials to student's ability level (i.e. shorter, more frequent assignments; increase length as student's abilities improve)
 - Communicate with student when it is time to begin and how long they have to complete each section of the assignment
 - Reduce assignment length and build as student improves in their abilities
 - Give frequent assignments of shorter length
 - Frequently monitor and interact with student to insure on task behavior
 - Make certain the student knows what to do when they cannot successfully complete
-

the assignment

- Follow less desirable task with a highly desirable one with the requirement that the first be completed before engaging in the second
 - Provide sample work for student to review and understand expectations
-

Has difficulty with short-term or long-term memory

- Verify academic material is age appropriate for student's ability level
 - Continually assess student performance throughout assignment (i.e. have student give verbal explanation, demonstration)
 - Use age appropriate, high interest materials
 - Use visuals and auditory materials to enhance learning
 - Allow alternative methods of completing an assignment (i.e. PowerPoint, collage)
 - Modify materials to student's ability level (i.e. shorter, more frequent assignments; increase length as student's abilities improve)
 - Use multiple modalities (e.g. auditory, visual, tactile, etc.(when presenting directions, explanations and instructional content)
 - Assign peer tutor to assist student
 - Determine if auditory or visual short-term memory skills are stronger and use the stronger to present directions, etc.
 - Break assignment into multiple segments with due dates established for each segment.
 - Reduce distracting stimuli (i.e. seat near teacher; quiet place)
 - Have student summarize class activities at the end of the period
 - Teach student how to organize information into smaller units
 - Have student make notes for information they want to remember
 - Give the student one task at a time
 - Have the student repeat and/or rephrase directions, explanations and instructions
 - Provide the student with a written list of things to do, materials they will need, etc.
 - Teach student to recognize main ideas and write them down
 - Insure adequate opportunity for student repetition of materials
 - Teach student to use graphic organizers to remember key points
 - Teach student how to use mnemonic devices to aid in memory of facts
-

Agitates and provokes peers to a level of verbal or physical assault

- Remove student from activity or group until they can demonstrate appropriate behavior (time-outs are acceptable)
 - Monitor student and intervene when student begins to agitate or provoke peers
 - Make sure student understands consequences for inappropriate behavior
 - Parent communication is essential
 - Work with student on proper way to communicate frustrations, anger, displeasure, etc.
 - Continually assess student performance throughout assignment (i.e. have student give verbal explanation, demonstration)
 - Use age appropriate, high interest materials
 - Use visuals and auditory materials to enhance learning
 - Allow alternative methods of completing an assignment (i.e. PowerPoint, collage)
 - Modify materials to student's ability level (i.e. shorter, more frequent assignments; increase length as student's abilities improve)
 - Use multiple modalities (e.g. auditory, visual, tactile, etc.(when presenting directions, explanations and instructional content)
 - Assign peer tutor to assist student
-



Suggested Modifications and Accommodations by Disability Area

Primary Sources: 2003 FINE Day Conference, Making Science Inclusive and Accessible; Greg Stefanich and Lyn Countryman, University of Northern Iowa; Sevier County Special Education; Sevier County Special Education: Adaptations and accommodations for specific disabilities-PDF files: <http://www.slc.sevier.org> .



Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADD/ADHD)

Characteristics

A disorder characterized by a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than typically observed in peers.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Modifying the presentation

- 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 consistent review of any lesson before introducing new information.
- Require verbal responses to indicate comprehension.
- Provide clear, concise directions and concrete examples for homework assignments.

Discussions

- Post discussion material in areas where students are most likely to look when they go off task.
- Move student near teacher or front of class
- Use frequent eye contact to get and keep the student's attention.
- Follow discussion or lecture with a hands-on activity.
- Provide student with a stimuli-reduced environment.
- Stand close to student during discussions.
- Ask a simple question to a student whose attention is beginning to wander.
- Whenever possible, use visuals to enhance the discussion (i.e. films).
- Allow the student to repeat the question before answering.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Physically active students should be allowed to kneel by their desk, stand by their desks or move around so long as they are not disrupting others.
- Allow students to isolate themselves if they are feeling distracted or feel they will be disruptive.
- Use low-level music during independent work time.
- Structure assignments so that there are only a few items per page.
 - If the worksheet has many items on a page:
 - Fold the paper so only a small amount shows at a time
 - Copy in sections and give the next section to student when they complete first one.
- Check in frequently with student to assess status of assignment completion.
- Emphasize accuracy instead of speed.
- If the appearance is visually distracting, photocopy materials and omit pictures, graphs, etc.

Assessments

- Avoid using timed tests.
- Encourage accuracy rather than speed.
- Allow student to take test using alternate methods instead of written (i.e. orally).

- Provide limited choices for multiple choice and matching tests.
 - Not more than 3 to 5 questions and answers per group.
- Provide the student with a word bank list for fill in the blank questions.
- Provide study guide prior to giving test.
- Allow the student to write or circle the answers on tests rather than using Scantron type sheets.
 - If necessary, have an assistant or peer transfer student responses onto the Scantron type sheet.

Projects

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break project down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring
 - Frequent check-ins are important to monitor progress towards completion
- Short, frequent assignments are preferable to long-term projects.
- Frequent reminders of due dates during class are important.
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Post due dates in a common location.
- Minimize unstructured activities.
 - Provide alternate assignment
- Give the student and parent a checklist about what is due and when it is due.
- Provide student samples for preview.
- Allow alternate methods of project presentation (i.e. PowerPoint, orally).
- Provide and review grading rubric so student knows how they will be graded.

Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break report down into multiple steps with each step have a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring.
 - Frequent check-in with student is important to monitor progress towards completion.
- Frequent reminders of due dates during class are important
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Post due dates in a common location.
- Allow student to use desktop publishing application (i.e. Publisher) to complete assignment.
- Provide student an opportunity to use an outlining software application for brainstorming and organization (i.e. Inspiration).
- Allow student to use word processing software (i.e. Word).
 - Allow use of speech-to-text and text-to-speech software.
- Provide sample reports for student to review.
 - Review positive and negative aspects of sample report with student.
- Review specific steps to writing a report.
 - Provide an outline of required steps to complete report.
- Provide and review grading rubric so student knows how they will be graded.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to use word processing software (i.e. Word).
 - Allow use of speech-to-text and text-to-speech software.
- Allow the student to use graph paper instead of lined paper (encourages neatness for some).
- Allow student to use writing instrument of choice (including color).
- Allow the student to dictate or record their responses instead of writing.
- If student has motor problems, allow the use of a pencil with rubber grip or a larger sized writing instrument.
- Allow student to use desktop publishing software (i.e. Publisher).
- Provide student an opportunity to use software for brainstorming and organization (i.e. Inspiration).
- Provide sample writings for student to review.

- Review specific steps to writing a report.
 - Provide an outline of required steps for student self-monitoring.
- Grade content rather than grammar.
- Provide and review grading rubric so student knows how they will be graded.

Reading

- Allow student to have a set of books to use at home.
- If student has reading difficulties, utilize books-on-tape.
- If student does not like to read aloud, have them begin with reading small segments out loud.
 - Gradually increase length of passage as their confidence builds
- Allow student to use hand-held spell checker or dictionary for identifying unknown words.
- If student has difficulties reading and material is not available on books-on-tape, scan materials and allow the use of text-to-speech software.

Note Taking

- Allow peer to take notes using carbonless paper.
- Provide slotted note guide so student can fill in the blanks rather than taking extensive notes. This allows the student to concentrate on the lecture or discussion rather than focusing on taking notes.
- Provide student with a copy of the notes from the overhead (or allow student to copy the notes when you have finished each sheet).
 - Have student highlight key points as they are discussed.
- Provide student with an outline of key points prior to the lecture.
- Have them summarize lecture or discussion in their own words.

Oral Presentations

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Teach presentation techniques.
 - Model what you want the student to do during the presentation (i.e. where to stand, how to present graphics).
- Develop a detailed presentation checklist for students to follow and insure all aspects of the presentation are completed.
- Allow student to use alternate method to aid in presentation.
 - Examples: PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Break presentation into smaller segments, each with specific due dates.
 - Frequently monitor progress towards completion.
 - Utilizing a daily journal may help some stay organized and on task.
- Provide and review grading rubric so student knows how they will be graded.

Group Work

- Allow student to work in mixed ability groups.
 - Student should be an equal participant whenever possible.
 - Allow the student to have a responsible job within the group.
- Encourage peer assistance and collaborative learning.
- Check in with group to insure all are participating and group is making appropriate progress.
- Allow each student to have their own physical space within the group to do their work.

Organizational Skills

- Provide the student with color-coded folders for each subject area.
 - All materials associated with that subject area should be tagged the same color.
- Place the materials needed for each activity in a specific location that remains the same for all projects, etc.
 - Remind student ahead of time to gather the required materials.
- As you show the class a sample of the needed item, stand in front of the student so they can see the item(s) required.
- Use an assignment sheet calendar to help a student monitor upcoming due dates.
 - Should specify what needs to be read, what materials will be needed and what should be done for homework.
- Give the student a specific location to store items used for their project, presentation, etc.
 - Allow them to label and utilize a container of some sort to hold the items.

- Do not change the location!

Behavior Issues

- If there is a Behavior Support Plan (BSP), use the recommendations, steps and procedures noted in it.
 - If there is no BSP, write a contract with the student specifying what behavior is expected.
 - If inappropriate behavior continues, notify case carrier and parent.
- If behavior does not improve, work with case carrier to develop BSP.
- Maintain open communication with parent.
- Whenever possible, eliminate or minimize distractions.
- If necessary, remove student from classroom either by a time-out (i.e. temporary isolation outside of classroom) or by referral.
- **NOTE:** Do not be afraid to issue referral for out of control or other inappropriate behavior. It is not alright for the student to completely disrupt the learning environment.

Other Information for Attention Deficit-Hyperactivity Disorder

- Review medications and the effect they have on the student.
 - **NOTE:** if you observe significant changes in the student's behavior (i.e. becomes very sleepy or appears "out of it" during class, let both the case carrier and parent know as medications may need to be adjusted).
- Be straightforward.
- Review directions in advance.
- Minimize or eliminate background noises.
 - Soft appropriate music may help calm student.
- Use hands-on activities whenever possible.
- Frequently check-in with student to see how they are doing and if they need a self-timeout to maintain control.



Autism or Autistic-Like Behavior

Characteristics

Autism is a developmental disability, generally evident before the age of three, which adversely affects a student's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation.

Asperger Syndrome

Asperger syndrome is the term applied to the mildest and highest functioning end of what is known as the spectrum of pervasive developmental disorders (or the Autism spectrum). Like other conditions along that spectrum it is felt to represent a neurologically-based disorder of development, most often of unknown cause, in which there are deviations or abnormalities in three broad aspects of development: social relatedness and social skills, the use of language for communicative purposes, and certain behavioral and stylistic characteristics involving repetitive or perseverative features and a limited but intense range of interests.

NOTE: *Maintaining a CONSISTENT ROUTINE is essential for the autistic student. Failure to do so may result in an increase of inappropriate behavior.*

NOTE: *Interpersonal relations can be difficult for the autistic student and can be an area of conflict with others.*

NOTE: *Monitor student for increased levels of frustration at all times.*

Recommended Accommodations, Modifications and Variations to the Curriculum:

Modifying the presentation

- 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 consistent review of any lesson before introducing new information.
- Require verbal responses to indicate comprehension.
- Provide clear, concise directions and concrete examples for homework assignments.

Modifying the environment

- If necessary, use preferential seating.
- Help keep student's work area free of unnecessary materials.
- Use checklists to help the student get organized.
- Provide opportunities for movement.
- Create a communication book for the parent
- Daily comments home to parent and from parent to teacher can help control behavior issues.
- Provide the student with a transition warning before activities begin.

Discussions

- Review discussion rules prior to beginning (i.e. raise hand, advise that blurting out answers is unacceptable, making inappropriate comments to other students is unacceptable).
- Make sure that you have the student's attention before asking a question.
- Frame questions such that they are as concrete as possible.
- Ask questions that can be answered with words or a short phrase.
- During discussion, use speech *literally*.
 - It is imperative to avoid the use of idioms, double meanings, sarcasm, and nicknames.
- Provide student a copy of the discussion questions to show the text in conjunction with the verbal questions.
- Break lengthy questions into several concrete questions.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- If necessary, provide an assigned work space that minimizes distractions and provides consistency for the student.
- Provide permanent location for student to place completed work.
- Establish a daily routine for the student
 - Should include the activities anticipated for the class session
- Provide the student with worksheets that are uncluttered and give the student ample room for the answers.
- If necessary highlight or color code spaces for answers.

Assessments

- Highlight test directions so that the student will focus on them (can be in bold print).
- Highlight main ideas in text or lecture notes to help the student study.
- Provide study guide prior to giving test.
- Minimize use of essay tests. Short answer tests are preferable to essay tests. .
- May be necessary to allow student to move from seat in order to maintain self-control.
- Avoid using timed tests.
- Encourage accuracy rather than speed.
- Allow student to take test using alternate methods instead of written (i.e. orally).

Projects

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- For oral presentations, allow the student opportunities to practice and role-play.
- Provide samples for student to review.
 - Review the positive and negatives with student so they better understand what is expected of them.
- If necessary, allow student to work with a peer.
- Break project down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring
 - Frequent check-ins are important to monitor progress towards completion
- Short, frequent assignments are preferable to long-term projects.
- Frequent reminders of due dates during class are important.
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Post due dates in a common location.
- Minimize unstructured activities.
 - Provide alternate assignment
- Give the student and parent a checklist about what is due and when it is due.

- Allow alternate methods of project presentation (i.e. PowerPoint, orally).
- Provide and review grading rubric so student knows how they will be graded.

Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- For oral presentations, allow the student opportunities to practice and role-play.
- Break report down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring
 - Frequent check-ins are important to monitor progress towards completion
- Allow student to use desktop publishing application (i.e. Publisher).
- Provide student an opportunity to use an outlining software application for brainstorming and organization (i.e. Inspiration).
- Allow student to use word processing software (i.e. Word)
 - Allow use of speech-to-text and text-to-speech software.
- Provide sample reports for student to review
- Review specific steps to writing a report
 - Provide an outline of required steps with due dates specified
- Provide and review grading rubric so student knows how they will be graded.

Reading

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- If reading is an area of difficulty, utilize books on tape (BookShare.org), or text-to-speech reader to reduce external stimuli.
- Provide reading materials at the student's ability.
- Insure they are age appropriate as well.
- Minimize graphics in reading material for students who are visually distractible.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Use graphic organizers to assist with organization of writing task.
- Allow student to use word processing software (i.e. Word); especially if there is an aversion to writing out assignment.
- Allow use of speech-to-text and text-to-speech software.
- Allow the student to use graph paper instead of lined paper (encourages neatness for some).
- Allow student to use writing instrument of choice (including color).
- If student has motor problems, allow the use of a pencil with rubber grip or a larger sized writing instrument.
- Allow alternate means of completing the assignment.
- Example: allow the student to dictate or record their responses instead of writing.
- If student has motor problems, allow the use of a pencil with rubber grip or a larger sized writing instrument.
- Allow student to use desktop publishing application (i.e. Publisher).
- Provide student an opportunity to use an outlining software application for brainstorming and organization of thoughts for writing (i.e. Inspiration).
- Provide samples for student to review.
- Review positive and negative aspects of the writing with the student so they have a better understanding of expectations.
- Review steps specific to the type of writing you are expecting the student to accomplish.
- Provide an outline of required steps.
- Provide and review grading rubric so student knows how they will be graded.

Group Work

- Allow the student to participate in groups that will insure success.
 - Small groups are preferable to large.
 - Help establish group rules and process for project completion.
 - Do not move student from group to group because of group conflicts.
 - If student becomes frustrated or aggressive, allow for a time out to regain composure.
- Continually monitor group progress to insure student is participating and no conflicts are arising.

- When necessary, prepare the group members to include and help the student.

Note Taking

- If motor difficulties are involved or it is a day of high frustration, allow peer to take notes using carbonless paper.
- Provide slotted note guide so student can fill in the blanks and concentrate on the lecture or discussion.
- Provide student with a copy of the notes from the overhead (or allow student to copy the notes when you have finished each sheet).
- Provide printed copy of notes.
 - Have student highlight key points on printed copy of notes rather than copying or recording lecture notes.
- Provide student with an outline of key points prior to the lecture.

Presentations

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Teach presentation techniques.
 - Model what you want the student to do during the presentation.
- Develop a detailed presentation checklist for student to follow and insure all aspects of the presentation are completed.
- Allow student to use alternative methods for presentation.
 - PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Break presentation into smaller segments, each with specific due dates for self-monitoring.
 - Frequently monitor progress towards completion.
 - Allow presentation to be delivered in small chunks to help with anxiety.

Other Information for Autism spectrum

- Provide pre-teaching experience on vocabulary and practice the activities in the sequence prior to the lesson in class.
- Provide a supportive peer assistant of the same gender to work together on the activities.
- Slow the pace of activities to allow for student's participation.
- If necessary, allow a teacher associate to assist with and/or conduct activities with the student.
- Review the routines ahead of time and provide a consistent structure and organization.
- Seat the student in close proximity to the teacher.
- Allow for non-competitive participation.
- Present multi-modality lessons so the student can receive the information visually or tactually.
- Allow for extra time outside of the school day to allow the student to practice oral presentations in a quiet, non-distracting environment.
- Provide an area and opportunity for quiet.
- Establish a walking area to allow physical release in a quiet and safe area.
- Provide consistent structure and organization.
- Label areas for specific activities and consider color coding as a means of categorization.
- Establish a seating arrangement in cooperation with the student, maintain consistency.
- Provide digital rather than face clocks whenever possible.
- Provide a physical outlet such as a "squeeze ball" to enable a longer seating period for the student.
- Routines should be consistent and clear.
- Work with guardians and try to establish consistency between school and home—think ahead about fire drills, natural disaster drills, etc., plan a consistent routine for the student and a peer helper.
- Communicate with teacher associates in advance; whenever possible another adult familiar with the child should be in the classroom to help.
- Establish consistency and some form or advanced organizer to help student become attentive to transitions, i.e. cues, signal, music, lights



Below Grade Level Readers

Recommended Accommodations, Modifications and Variations to the Curriculum:

- Use age appropriate text written at a lower level.
- If available, use book-on-tape (i.e. BookShare.org).
- Allow peer or adult to read text aloud to the student.
- Look for the same or similar content in another medium (i.e. videos).
- Whenever possible, use visual aids to supplement the lesson (i.e. videos, slides, pictures).
- Have students read aloud in small groups on a volunteer basis
 - Have non-reader either read short sentences or have them contribute some other way at the conclusion of the lesson.
 - **NOTE:** Slowly increase the amount the non-reader reads as they build both skills and confidence.
- Allow oral responses to test questions that are provided on tape.
- Use more white space between sentences, words, and /or paragraphs.
- Modify worksheet by providing picture cues for key words.
- Use self-checking answer keys at frequent intervals.
- Use graphic aids such as charts, graphs, map illustrations, models, or other hands-on materials.
- Pre-teach vocabulary words.
- Put main ideas of the text on index cards, which can easily be organized in a file box, divided by chapters.
- Use real life situations for examples and role-play.



Emotionally Disturbed

Characteristics

An emotional disability is characterized by one or more of the following: Displays pervasive mood of unhappiness or depression, consistent or chronic inappropriate type of behavior or feelings under normal conditions, inability to learn that cannot be adequately explained by intellectual, sensory, or health factors, displays tendency to develop physical symptoms, pains, or fears associated with personal or school problems, inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers. *Important to note: These characteristics must be displayed over a long period of time and to a marked degree.*

NOTE: Student usually has a normal range of intelligence and ability to handle the work presented BUT can become *EASILY* frustrated within a *SHORT* period of time regardless of the difficulty of the assignment presented and begin to act out in an inappropriate manner!! It is essential that you learn the signs the student will manifest prior to having a blow out and attempt to reduce the level of frustration the student is experiencing.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Modifying the presentation

- **NOTE: In all cases, monitor student for increased levels of frustration**
- 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 consistent review of any lesson before introducing new information.
- Require verbal responses to indicate comprehension.
- Provide clear, concise directions and concrete examples for homework assignments.

Discussions

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Encourage participation, **HOWEVER:**
 - Be sure student understands class rules for participating in the discussion (i.e. raising hand before speaking).
 - Be sure student understands the importance of listening to others and not blurting out the answers.
- Be sure student understands that it is not acceptable to call other students names (i.e. calling someone stupid because they do not know an answer).
- Implement a silent cue indicating to student they will be called on soon.

- If you detect frustration mounting in the student, stand by them and/or encourage a self-timeout.
- If student is having a difficult day, then refrain from questioning student.

Worksheets

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Be sure worksheet is at the student's ability and readability level.
 - Re-work if necessary so that frustration levels are minimized.
- Break down tasks into multiple steps that are clearly detailed to minimize the building of frustration.
- If the worksheet contains a lot of material re-work it so that the visible content is minimized by dividing the worksheet into sections with:
 - Lines, by folding the paper into sections, by boxing sections, by creating different colored sections, etc.
- If necessary, teacher should help prioritize the sequencing of tasks for student.

Assessments

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Minimize the use of timed tests.
- Provide limited choices for multiple choice and matching tests.
- Not more than 5 to 8 questions and answers per group.
- Provide the student with a word bank for fill in the blank questions.
- Minimize use of Scantron type answer documents.
 - Allow the student to write or circle the answers on tests rather than using Scantron type sheets.
 - If necessary, have an assistant transfer student response onto the Scantron type sheet.

Projects

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break project into multiple segments with each segment having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring.
 - Frequent check-in with student is important to monitor progress towards completion and resolving any issues causing episodes of frustration.
- Short, frequent assignments are preferable to long-term projects.
- Frequent reminders of due dates during class are important.
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Consistently post due date reminders in the same location for student to review.
- Minimize unstructured time.
 - Provide additional assignments rather than allow student to sit idle or be unproductive.
- Give the student and parent a checklist detailing what is due and when it is due.
- Provide student samples for preview.
 - Discuss pros and cons of the sample with student so they will be able to see what is expected of them.
- Allow alternate methods of completing the project (i.e. PowerPoint, oral versus written presentation).
- Use peer editing to assist with project development.
- Provide and review grading rubric so student knows how they will be graded.

Reports

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break report down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring
 - Frequent check-ins are important to monitor progress towards completion
- Allow student to use desktop publishing application (i.e. Publisher).
- Provide student an opportunity to use an outlining software application for brainstorming and organization (i.e. Inspiration).
- Allow student to use word processing software (i.e. Word)

- Allow use of speech-to-text and text-to-speech software.
- Provide sample reports for student to review
- Review specific steps to writing a report
 - Provide an outline of required steps with due dates specified
- Provide and review grading rubric so student knows how they will be graded.

Reading

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to have a second set of books at home.
- If reading is an area of difficulty, utilize books on tape.
- For passages that need to be read aloud, have student read short passage segments out loud.
- Gradually increase length of passage as confidence builds.
- Allow student to use a hand-held spell checker or dictionary for identifying unknown words.
- To minimize frustration, select reading materials that are age and ability appropriate.

Writing

- **NOTE: In all cases, monitor student for increased levels of frustration.**
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Use graphic organizers to assist with organization of writing task.
- Allow student to use word processing software (i.e. Word).
 - Allow use of speech-to-text and text-to-speech software.
- Allow the student to use graph paper instead of lined paper (encourages neatness for some).
- Allow student to use writing instrument of choice (including color).
- If student has motor problems, allow the use of a pencil with rubber grip or a larger sized writing instrument.
- Allow alternate means of completing the assignment.
 - i.e. allow the student to dictate or record their responses instead of writing.
- Allow student to use desktop publishing application (i.e. Publisher).
- Provide student an opportunity to use an outlining software application for brainstorming and organization of thoughts for writing (i.e. Inspiration).
- Provide samples for student to review.
 - Review positive and negative aspects of the writing with the student so they have a better understanding of expectations.
- Review steps specific to the type of writing you are expecting the student to accomplish.
- Provide an outline of required steps.
- Provide and review grading rubric so student knows how they will be graded.

Group Work

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Allow student to work in cooperative mixed ability groups with group reward reinforcement system.
- Encourage peer assistance and collaborative learning.
- Clarify the rules when working in a group situation.
- Allow the student to have a responsible job within the group.
- Describe/rehearse rules of conduct and/or each student's role within the group expected to participate in the group.
- Allow each student to have their own physical space within the group to do their work.

Note-taking

- **NOTE: In all cases, monitor student for increased levels of frustration**
- If motor difficulties are involved or it is a day of high frustration, allow peer to take notes using carbonless paper.
- Provide slotted note guide so student can fill in the blanks and concentrate on the lecture or discussion.
- Provide student with a copy of the notes from the overhead (or allow student to copy the notes when you have finished each sheet).
- Provide printed copy of notes
 - Have student highlight key points on printed copy of notes rather than copying or recording lecture notes.
- Provide student with an outline of key points prior to the lecture.

Presentations

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Teach presentation techniques.
 - Model what you want the student to do during the presentation.
- Develop a detailed presentation checklist for students to follow and insure all aspects of the presentation are completed.
- Allow student to use alternative methods for presentation.
 - PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Break presentation into smaller segments, each with specific due dates for self-monitoring.
 - Frequently monitor progress towards completion.



Hearing Impaired

Characteristics

One who exhibits a hearing loss, whether permanent or fluctuating, that interferes with the acquisition or maintenance of auditory skills necessary for the normal development of speech, language, and academic achievement.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Questioning

- Preferential seating for listening or speech reading.
- A copy of the questions should be given to the student with the main ideas and vocabulary highlighted.
- Utilize pictures and visual prompts for reinforcement.
- Establish a visual cue system for the student so the student will know that he needs to pay attention and will watch you.
- Main concepts should be short and specific, rephrasing and continuous checking for understanding.
- Repeat information frequently.
- Use software or videos that are closed captioned to reinforce learning.
- If the student does not use his voice, use a voice output device with the sign or word on it, so when called upon, the device will be his voice.
- If the student uses his voice, accept any close approximation of the answer.
- For students that are very literal, use figurative speech and idioms cautiously.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- If necessary, provide an assigned work space that minimizes distractions and provides consistency for the student.
- Provide permanent location for student to place completed work.
- Establish a daily routine for the student
 - Should include the activities anticipated for the class session
- Provide the student with worksheets that are uncluttered and give the student ample room for the answers.
- If necessary highlight or color code spaces for answers.
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Reinforce and accept gestures, approximations, and signs.

Assessments

- Allow extended times and breaks if necessary.
- Break the assessment up into smaller segments.
- Allow use of speech-to-text and text-to-speech software.
- Allow alternate methods of response (i.e. oral instead of written).
- Modify the environment to meet the needs of the student (i.e. area with minimal background noise).
- Minimize oral testing.

Projects and Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow alternate means of presentation (i.e. written, PowerPoint)
- Allow student to use desktop publishing application (i.e. Publisher).
- Provide student an opportunity to use an outlining software application for brainstorming and organization (i.e. Inspiration).
- Allow student to use word processing software (i.e. Word)
 - Allow use of speech-to-text and text-to-speech software.
- Provide sample reports for student to review
- Review specific steps to writing a report
 - Provide an outline of required steps with due dates specified
- Provide and review grading rubric so student knows how they will be graded.

Reading

- Verify student understands assignment instructions.
 - Use both oral and written instructions.
- Use graphic organizers to help organize information.
- Use age appropriate reading materials written at a lower grade level.
- Ask short, concrete questions about each paragraph.
- Use visual aids or cues to help the student grasp the concept(s) being taught.
- *Depending on the severity of the hearing impairment, allow student to use recorded versions of the reading material(s).*
- Have a peer help the student if he loses his place.
- Be sure the reader's face is always visible and not covered by a book.
- Provide deliberate use of visual aids/cues to help the student grasp the concept being presented.
- If the student is being read to, make sure extra time is given for students to actually look at the pictures/illustrations.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Use graphic organizers to assist with organization of writing task.
- Allow student to use word processing software (i.e. Word) especially if there is an aversion to writing out assignment.
- Allow use of speech-to-text and text-to-speech software.
 - *NOTE: Severity of the hearing impairment must be considered as the extent of their disability may severely impact the clarity of speech recognition, hence making these tools not practical to the student.*
- Allow alternate means of completing the assignment.
 - Example: PowerPoint, Publisher.
- Provide student an opportunity to use an outlining software application for brainstorming and organization of thoughts for writing (i.e. Inspiration).
- Provide samples for student to review.
 - Review positive and negative aspects of the writing with the student so they have a better understanding of expectations.
- Review steps specific to the type of writing you are expecting the student to accomplish.
 - Provide an outline of required steps.
- Provide and review grading rubric so student knows how they will be graded.
- Accept pictures, graphs charts, etc, in lieu of written materials.

Groups

- Ensure accessibility and participation by the disabled student.
 - Encourage partial participation if full participation is not possible.
 - Instruct other group members on different ways to include the student.

Note-taking

- Provide slotted note guide so student can fill in the blanks and concentrate on the lecture or discussion.
- Provide student with a copy of the notes from the overhead (or allow student to copy the notes when you have finished each sheet).

- Provide printed copy of notes
 - Have student highlight key points on printed copy of notes rather than copying or recording lecture notes.
- Provide student with an outline of key points prior to the lecture.
- Allow a peer note taker (use carbonless paper).
- Preferential seating.

Presentation

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Teach presentation techniques.
 - Model what you want the student to do during the presentation.
- Develop a detailed presentation checklist for students to follow and insure all aspects of the presentation are completed.
- Allow student to use alternative methods for presentation.
 - Allow non-verbal presentations.
 - PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Break presentation into smaller segments, each with specific due dates for self-monitoring.
 - Frequently monitor progress towards completion.

Allow use of computer to generate pictures, graphs, etc. for the presentation.

Computers

- Insure computer sounds are clear and at an appropriate volume
 - Allow use of headphones to minimize external distractions for the hearing impaired student.

Other Information for Hearing Impaired

- Locate student in the classroom seating for direct eye and lip visibility.
- Secure student eye contact before speaking.
- Keep your face and lips visible to the deaf student when speaking.
- Slow your speech and speak clearly.
- Repeat responses of other students, or delay individual responses until the student has good eye contact with the speaker.
- Pre-teach vocabulary and allow student to explore the materials prior to the lesson.
- Provide a supportive peer assistant to assist during the activities.
- Allow extra time for student and peers to engage in activities of choice outside of school day and at home.
- Prepare printed directions in advance.
- Communicate with the student concerning any interference from background noises.
- Maximize availability of visual media and/or models.



Language Processing Difficulties

- Give written directions to supplement verbal directions.
- Slow the rate of presentations.
- Paraphrase information.
- Keep statements short and to the point.
- Avoid use of abstract language such as metaphors, idioms, and puns.
- Keep sentence structures simple.
- Utilize manipulative, hands-on activities whenever possible.
- Encourage feedback from student to check for understanding.
- Cue student by calling his/her name before asking questions.
- Reduce extraneous noise levels.
- Review new vocabulary with student before beginning the lesson.
- Always demonstrate how new material relates to previously learned information.
- Gain student's attention before expressing key points.
- Utilize visual aids such as charts and graphs.
- Ensure materials are at appropriate reading level and are age appropriate.



Orthopedically Impaired

Characteristics

Refers to students whose severe orthopedic impairments affect their educational performance to such a degree that the student requires special education. This term may include impairment caused by congenital anomalies, disease, or from other causes such as cerebral palsy, amputations, and fractures or burns that cause contractures.

NOTE: Orthopedic Impairment varies by student as do their specific needs. Please review the student's IEP and consult with the assigned case carrier and parent/guardian to see what additional support the student specifically needs to be successful.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Questioning

- If the student is unable to verbalize, insure the required support devices the student needs are in place so they can be full participants in the curriculum.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Convert worksheets to documents that can be completed using the computer.
- Allow alternate methods of response if writing is an issue (i.e. verbal).
- A peer scribe can be used if necessary.
- Allow student to write or mark directly on the worksheet
- Enlarge the worksheet to increase the available writing space.

Assessments

- Allow extended times and breaks if necessary.
- Break the assessment up into smaller segments.
- Be aware of student fatigue.
- Allow use of speech-to-text and text-to-speech software.
- Allow alternate methods of response (i.e. oral instead of written, pointing).
- Minimize writing if this is an issue.
 - Utilize a peer scribe if writing is difficult.
 - If there is an unnumbered or unlettered word bank, number or letter the word bank so the student only has to write the number/letter of the correct answer.
- Allow the student to write directly on the test or utilize scratch paper.
- Modify the environment to meet the needs of the student (i.e. increase/decreased levels of lighting, raised desk; create room for wheelchair to maneuver).

Projects and Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow alternate methods of completing the project (text-to-speech software, speech-to-text software, PowerPoint).
- Minimize intensive physical applications of the project.
- Create a role for the disabled student (i.e. presenter).
- Allow alternative methods of completing the project (i.e. demonstration, computer-generated drawing, downloaded pictures, PowerPoint, etc.)

Reading Assignments

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Enlarge reading materials if necessary.
- Utilize book holders.
- Allow use of tinted film over the reading material.
- Provide audiotapes so the student can listen to the information being read or read along with the story.

- Scan the reading material and allow use of speech-to-text software.
- If necessary, assist the student with turning pages.
- Ask the student to paraphrase what is being read.
- If physically able to do so, encourage the student to take notes on what is being read.
- Eliminate visually distracting information from the reading.
- Utilize visual aids.
- Allow extended time to complete the reading.
- Enlarge print.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Reduce amount of writing required (i.e. shorter essay).
- Allow use of any device specified in IEP or by a Physical Therapist, Occupational Therapist or other professional involved on the IEP team.
- Allow student to use computer.
- Allow speech-to-text software.
- Allow writing to occur in a larger area.
- Allow use of pencil grips.
- Allow use of slanted surface.
- Allow student to tape record answers instead of writing them.
- Allow extended time for writing.
- Allow writing to be larger and differently spaced.
- At times, accept words or phrases that express a thought and go with that instead of only accepting grammatically-correct, complete sentences.
- Grade for content rather than neatness.

Groups

- Ensure accessibility and participation by the disabled student.
 - Encourage partial participation if full participation is not possible.
 - Instruct other group members on different ways to include the student.

Note-taking

- Allow peer to take notes using carbonless paper.
- Provide slotted note guide so student can fill in the blanks rather than taking extensive notes. This allows the student to concentrate on the lecture or discussion rather than focusing on taking notes.
- Provide student with a copy of the notes from the overhead.
 - Have student highlight key points as they are discussed.
- Provide student with an outline of key points prior to the lecture.
- Have them summarize lecture or discussion in their own words.
- Allow preferential seating for optimal reception of presentation.
- Provide the student with review questions based on the day's or week's notes.

Presentation

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow use of specialized equipment.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Teach presentation techniques.
 - Model what you want the student to do during the presentation.
- Develop a detailed presentation checklist for student to follow and insure all aspects of the presentation are completed.
- Allow student to use alternative methods for presentation.
 - PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Break presentation into smaller segments, each with specific due dates for self-monitoring.
 - Frequently monitor progress towards completion.
 - Allow presentation to be delivered in small chunks to help with anxiety.

Other Information for Orthopedically Impaired

- Examine accessibility to materials and movement needs of the student.
- Provide a supportive peer assistant.
- Allow extra time for student and peers to continue with activities of choice outside of regular school day or at home.
- If student has limited motor control, consider tools or supports to serve as aids
- Allow use of a computer for the student to record observations and responses.
- Review work areas for appropriate height and accessibility of supplies and equipment.
- Review classroom environment to insure that student has appropriate access to peers for socialization and cooperative learning groups.



Other Health-Impaired

Characteristics

Having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

According to the Office of Special Education and Rehabilitative Services' clarification statement of September 16, 1991, eligible children with ADD may also be classified under "other health impairment."

Recommended Accommodations, Modifications and Variations to the Curriculum:

- Review student's IEP to determine activities that are appropriate and desirable for the student considering their specific conditions.
 - Be sure to review pertinent medical data and become familiar the student's condition
- Should there be a medical necessity that the student not attend school, prepare work packets for the student to complete at home
- Allow for non-competitive participation.
- Watch for any changes in student behavior that may indicate the student is having medical difficulties, discomfort or any evidence of medication side effects.
 - Understand the side effects of the medications the student is taking
 - If in doubt, discuss these issues with the student and/or parent and their Special Education case carrier.
- Encourage socialization and interaction with others.
- Use peer helpers in appropriate ways.
- Understand any protocols that may be specified in the IEP should there be a medical emergency (i.e. seizure protocol).



Specific Learning Disability

Characteristics

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, speak, read, think, write, spell, or do mathematical calculations.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Modifying the presentation

- 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 consistent review of any lesson before introducing new information.
- Require verbal responses to indicate comprehension.
- Provide clear, concise directions and concrete examples for homework assignments.

- Provide the task in the learning media best used by the student-large print, electronic format for annotating and/or auditory support

Discussion Groups

- Keep discussion groups small, so each student can participate successfully without distractions while waiting to speak.
- Narrow topics and have group discuss them individually
- Modify work by breaking it up into small step-by-step tasks.
- Give tasks at an age appropriate level;
- Give PRECISE directions, both orally and in writing
- Create an individual assignment folder to help with organizational skills.
- Positive reinforcement
- Allow the students some choice within the framework of the assignment, i.e., doing step 2 then 1 then 3; or drawing before writing etc. The student must then stick to the choices he/she has made

Assessments

- Allow open book tests
- Provide study guide with sample questions
- Give multiple choice tests with questions grouped with no more than three to five choices per group
 - Only have one answer per question
 - Avoid use of ambiguous type questions
 - Be sure students cross out used answers
- Minimize use of short answer questions
- Minimize use of Scantron type sheets
 - Allow student to circle answers or other alternative method to use of Scantron type sheets

Projects:

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break project into several segments
- Set multiple deadlines for each segment
- Provide frequent feedback.

Reading

- Verify student understands assignment instructions.
 - Use both oral and written instructions.
- Use materials that tie into student's prior knowledge.
 - Preview new vocabulary.
- Use graphic organizers to help organize information.
- Use age appropriate reading materials written at a lower grade level.
- Ask short, concrete questions about each paragraph.
- Teach student to use context clues, phonetic analysis, structural analysis, etc.
- Use visual aids or cues to help the student grasp the concept(s) being taught.
- Allow student to use recorded versions of the reading material(s).

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Offer prompts to promote creative writing.
- Provide sample work for student to review
- Omit or restructure assignments that require copying in a timed situation. (Restructuring in such a manner that student needs to copy minimal materials; allow extra time.)
- Use graphic organizers to help organize writing
 - Assist student with structuring writing
- Add editing support by allowing use of spell checkers and other computer editing devices
- Allow text to speech support.
- Allow use of speech-to-text software
- Allow use of computer to complete writing assignment

Note Taking

- Use slotted outlines (student fills in the missing information rather than being required to complete the entire outline; allows them to focus on the material rather than on copying the information)
- Allow highlighting of main ideas in written passages
- Provide copy of notes to students
 - They can then use a marker to highlight key points rather than focusing on the taking of notes

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- If necessary, provide an assigned work space that minimizes distractions and provides consistency for the student.
- Provide permanent location for student to place completed work.
- Establish a daily routine for the student
 - Should include the activities anticipated for the class session
- Provide the student with worksheets that are uncluttered and give the student ample room for the answers.
- If necessary highlight or color code spaces for answers.

Group Work

- Allow the student to participate in groups that will insure success
 - Small groups are preferable to large
- Continually monitor group progress to insure student is participating
- When necessary, prepare the group members to include and help the student.
- Provide structure within the group by stating the goal, objectives and tasks, and listing the necessary steps to accomplish this goal.

Presentation

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to use non-traditional presentation forms (i.e. PowerPoint, Publisher, drawings)
- Issue a checklist to insure all required parts of the presentation are completed and included in the presentation
- Demonstrate and model presentation techniques.
- Break presentation into smaller segments, each with specific due dates
 - Frequently monitor progress towards completion
 - Utilizing a daily journal may help some stay organized and on task.
- Teach presentation techniques
 - Model what you want the student to do during the presentation.
- Allow student to use alternative methods for presentation.
 - Example: PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.).
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).

Other Information for Specific Learning Disabilities

- Pre-teach vocabulary and allow student to explore materials prior to the lesson.
- Provide a reader when appropriate.
- Eliminate distractions.
- Review directions in advance.
- Allow for signaled response.
- If you do not understand what the student has said, state so and ask them to repeat it.
- Focus on what is said, not how well it is said.
- Allow more time for response and completion of assignments.
- Eliminate extraneous background noises.
- Use visuals whenever possible to supplement the lesson.
- Allow for hands-on use of material when appropriate.
- For students with perceptual problems, avoid using Scantron type answer sheets.
- Allow alternative response methods (i.e. circle answer or dictation).
- Establish non-verbal cue as a reminder to stay on-task with the student



Tourettes Syndrome

Characteristics

A neurological disorder that involves multiple motor tics and one or more vocal tics, which may not necessarily occur simultaneously.

NOTE: Stress and frustration can cause an increase in the amount of tics. Minimize stress and frustration to insure student success.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Modifying the presentation

- 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 consistent review of any lesson before introducing new information.
- Require verbal responses to indicate comprehension.
- Provide clear, concise directions and concrete examples for homework assignments.

Discussions

- Use visual and auditory cues.
- Allow student to process question before expecting a response.
 - Whenever possible, provide student with a list of questions ahead of time to review.
- Post discussion material in areas where students are most likely to look when they go off task.
- If necessary, move student near teacher or front of class.
 - If not necessary, allow student to select a seat they are comfortable with.
- Use frequent eye contact to get and keep the student's attention.
- Follow discussion or lecture with a hands-on activity.
- Provide student with a stimuli-reduced environment.
- Stand close to student during discussions.
- Ask a simple question to a student whose attention is beginning to wander.
- Whenever possible, use visuals to enhance the discussion (i.e. films).
- Allow the student to repeat the question before answering.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to isolate themselves if they are feeling distracted or feel they will be disruptive.
- Structure assignments so that there are only a few items per page.
 - If the worksheet has many items on a page:
 - Fold the paper so only a small amount shows at a time
 - Copy in sections and give the next section to student when they complete first one.
- Check in frequently with student to assess status of assignment completion.
- Emphasize accuracy instead of speed.
- If the appearance is visually distracting, photocopy materials and omit pictures, graphs, etc.
- To reduce possible levels of frustration, divide the assignment into sections to reduce the amount of material presented at one time.
- Fold worksheets so the student sees only a small portion of the assignment at a time.

Assessments

- Avoid using timed tests.
- Encourage accuracy rather than speed.
- Allow student to take test using alternate methods instead of written (i.e. orally).
- Provide limited choices for multiple choice and matching tests.
 - Not more than 3 to 5 questions and answers per group.
- Provide study guide prior to giving test.

- Allow the student to write or circle the answers on tests rather than using Scantron type sheets.
 - If necessary, have an assistant or peer transfer student responses onto the Scantron type sheet.
- Divide the tests into sections to reduce stress and amount of material to be considered at a time.
- Allow student to take tests in a private room so that he/she does not waste energy suppressing the tics.
- Use a reader and/or transcriber for tests as needed.

Projects

- Verify student understands assignment instructions.
 - Use both oral and written instructions.
- Break project down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring
 - Frequent check-ins are important to monitor progress towards completion
- Short, frequent assignments are preferable to long-term projects.
- Frequent reminders of due dates during class are important.
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Post due dates in a common location.
- Minimize unstructured activities.
 - Provide alternate assignment
- Give the student and parent a checklist about what is due and when it is due.
- Provide student samples for preview.
- Allow alternate methods of project presentation (i.e. PowerPoint, orally).
- Provide and review grading rubric so student knows how they will be graded.
- Provide added adult supervision or assistance during less structured activities.
- If student has tics that prevent “hands-on” participation, team the student with a partner and let the student serve in another capacity during the activity.

Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break report down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring.
 - Frequent check-in with student is important to monitor progress towards completion.
- Frequent reminders of due dates during class are important
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Post due dates in a common location.
- Allow student to use desktop publishing application (i.e. Publisher) to complete assignment.
- Provide student an opportunity to use an outlining software application for brainstorming and organization (i.e. Inspiration).
- Allow student to use word processing software (i.e. Word).
 - Allow use of speech-to-text and text-to-speech software.
- Provide sample reports for student to review.
 - Review positive and negative aspects of sample report with student.
- Review specific steps to writing a report.
 - Provide an outline of required steps to complete report.
- Provide and review grading rubric so student knows how they will be graded

Reading

- If necessary, allow student to have a set of books to use at home.
- If student has reading difficulties, utilize books-on-tape.
- If student does not like to read aloud, have them begin with reading small segments out loud.
 - Gradually increase length of passage as their confidence builds
- Allow student to use hand-held spell checker or dictionary for identifying unknown words.
- If student has difficulties reading and material is not available on books-on-tape, scan materials and allow the use of text-to-speech software.
 - Have peer read to student if nothing else is available.
- Have student read comprehensive questions ahead of time.

- Allow student to highlight or use something to keep track of where they are in reading so that they can relocate their spot if disrupted by tics.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to use word processing software (i.e. Word).
 - Allow use of speech-to-text and text-to-speech software.
- Allow student to use writing instrument of choice (including color).
- Allow the student to dictate or record their responses instead of writing.
- If student has motor problems, allow the use of a pencil with rubber grip or a larger sized writing instrument.
 - Allow student to write in whatever style is most comfortable for them (i.e. printing instead of cursive).
- Allow student to use desktop publishing software (i.e. Publisher).
- Provide student an opportunity to use software for brainstorming and organization (i.e. Inspiration).
- Provide sample writings for student to review.
- Review specific steps to writing a report.
 - Provide an outline of required steps for student self-monitoring.
- Provide and review grading rubric so student knows how they will be graded.
- Reduce amount of written work or spread it out over time.
- If necessary, use graph paper for letter spacing.
- In math, turn composition sideways (landscape) to provide place value column borders.

Groups

- Allow student to work in mixed ability groups.
 - Student should be an equal participant whenever possible.
 - Allow the student to have a responsible job within the group.
- Encourage peer assistance and collaborative learning.
- Check in with group to insure all are participating and group is making appropriate progress.
- Allow each student to have their own physical space within the group to do their work.
- Work with student's classmates to understand the tics in order to reduce tension of student being in the group.

Note - Taking

- Allow peer to take notes using carbonless paper.
- Provide slotted note guide so student can fill in the blanks rather than taking extensive notes. This allows the student to concentrate on the lecture or discussion rather than focusing on taking notes.
- Provide student with a copy of the notes from the overhead (or allow student to copy the notes when you have finished each sheet).
 - Have student highlight key points as they are discussed.
- Provide student with an outline of key points prior to the lecture.
- Have them summarize lecture or discussion in their own words.

Oral Presentations

- Discuss with the student privately if they feel comfortable making an oral presentation.
 - Allow student to use alternate method to aid in presentation if they are not comfortable making an oral presentation to the class.
 - Examples: PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Teach presentation techniques.
 - Model what you want the student to do during the presentation (i.e. where to stand, how to present graphics).
- Develop a detailed presentation checklist for students to follow and insure all aspects of the presentation are completed.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Break presentation into smaller segments, each with specific due dates.
 - Frequently monitor progress towards completion.
 - Utilizing a daily journal may help some stay organized and on task.
- Provide and review grading rubric so student knows how they will be graded.



Traumatic Brain Injury

Characteristics

Disability category as defined by the IDEA: “an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.” Source: [National Dissemination Center for Children with Disabilities](#) . NOTE: Needs of these students vary depending on the location and extent of the injury.

- Provide pre-teaching experience using the actual materials; practice the activities in sequence.
- If appropriate, write a contract with the student specifying what behavior is expected.
- If appropriate, provide a supportive peer assistant of the same gender.
- Determine if the student has a sensitive touch response and plan appropriately.
- Slow down and use appropriate pacing.
- Provide student with good visibility; use unobtrusive proximity control.
- Search out resources for visual media and models.
- Eliminate distractions.
- Review any medications and the effect on the student.
- Consider this in planning testing schedule.
- Be straight forward.
- Allow for time out if a student needs it.
- Review directions in advance.
- Give undivided attention to the student.
- Allow for signaled response.
- Don't pretend to understand if you do not.
- Focus on what is said, not how well it is said. Listen patiently.
- Allow more time.
- Review lighting and background for appropriateness.
- Eliminate background noises.
- Maximize availability of visual media and/or models.
- Clearly label items or equipment, if necessary.
- Allow for direct manipulation of material when appropriate.
- Get feedback from student when appropriate.
- Provide a reader when appropriate.
- For students with perceptual problems, avoid computer answer sheets. Allow alternative response modes (i.e. circles or dictation)
- Consider pacing.



Visually Impaired

Characteristics

A student with a visual impairment is one whose vision significantly interferes with functioning in a regular school program or, for preschool- age children, in learning tasks. Visual impairment is determined on the basis of a current examination by an ophthalmologist or optometrist, and the District Vision Specialist.

Recommended Accommodations, Modifications and Variations to the Curriculum:

NOTE: Visual Impairment varies by student and so do their specific needs. Please consult the student's IEP and with the assigned Visual Specialist to see what the student specifically needs to be successful.

Questioning

- Call on student by name to have them participate in discussion.
- Make sure everything that is visually displayed is verbally described.
- Provide the students with a printed outline so the discussion can be more easily followed.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Enlarge to appropriate size (consult Vision Specialist), or have converted to Braille (whichever is appropriate) for the student.
- Scan materials and allow student to use text-to-speech software (i.e. [Natural Reader](#), free version).
- If available, allow student to use computer with screen magnification.
- Allow students to work in pairs to complete worksheets. Pair the visually impaired student with a print reader.
- Keep the format of the document visually clear and uncluttered.

Assessments

- Check students IEP to determine the accommodations needed in testing situations.
- Enlarge to appropriate size (consult Vision Specialist), or have converted to Braille (whichever is appropriate) for the student.
- Scan materials and allow student to use text-to-speech software (i.e. [Natural Reader](#), free version).
- If available, allow student to use computer with screen magnification.
- Allow extra time to complete tests.
- Read test to the student.
- Reader can record answers.
- Scantron type sheets are difficult for the VI student to use. Use an alternate form for recording of answers
- Bubble-in answer sheets are difficult for low vision students to use.
- Allow student to record answers on a separate sheet of paper.

Projects and Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Enlarge project or have converted to Braille (whichever one is appropriate).
- Allow additional time for completion of project.
 - Encyclopedia articles can be ordered in Braille (free) from the ROSE Project at 1- 800-777-8552 (www.seedlings.org).
- Give the student and parent a checklist about what is due and when it is due.
- If appropriate, provide student enlarged samples for preview.
 - Provide for parent as well if they will be assisting their student with the project.
- Allow alternate methods of project presentation (i.e. PowerPoint, orally).
- If students are working in groups on the project, and depending on the abilities of the disabled student, have them participate as note taker, presenter, etc.
- Provide and review grading rubric so student knows how they will be graded.

Reading Assignments

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow additional time for low-vision readers as they may experience eye fatigue.
- Provide information on reading materials in advance to the case carrier, vision specialist or appropriate person so these materials can be ordered in the format that best benefits the student.
- Provide reading materials in advance to the appropriate individuals to be enlarged, scanned, converted to Braille, or recorded on tape.
 - Textbooks and books commonly used in educational settings are available on recorded tapes through [Recording for the Blind and Dyslexia](#). (NOTE: Students must be registered before ordering texts.) Many are also available through [BookShare.org](#).
 - Recreational books in recorded or Braille format can be ordered through the [Library for the Blind and Physically Handicapped](#) (lweb.log.gov/nls/). This is a free service. NOTE: Student must be registered before ordering.
 - The local county library system may have many common texts already on audiocassette.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Some low-vision students use dark, bold, or raised lined paper for writing assignments.
- Some students use a computer for written assignments.
- Allow use of speech-to-text software.
- Braille readers may Braille their assignments and have it transcribed into print.
 - **NOTE:** Meet with all involved parties to set time lines for the materials to be converted and given to you.
 - Some Braille readers use an electronic Braille note taker, such as a Braille' N Speak, for written assignments. (The assignment is input in Braille and then translated into a print copy for the classroom teacher to grade.)

Groups

- Depending on the abilities of the visually impaired student, they can be the note taker, the recorder, or the speaker for the group.

Note taking

- Visually impaired students may take notes on their Braille, electronic Braille note taker, computer, or may use a cassette recorder.
- Any notes written on the board should be said aloud for the visually impaired student.
- The visually impaired student should be seated as close to the board, overhead display or other devices used in the classroom as possible.
- Keep the information in a visually simple and organized format for all students with visual perceptual difficulties.
- Use high contrast writing tools when using the overhead, chalkboard, or dry erase board.
- If available, use of a Smart Board that is attached to the student's or a classroom computer can provide the student with an accessible version of the notes.
- If available, use of a Smart Board with text conversion software would enable the student to access the electronic version of the notes with a screen reading or voice output program.
- Allow use of speech-to-text software.

Presentations

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow the low-vision student to stand next to or beside the presenter.
- The presenter should avoid standing with his back to a window or bright light source to avoid glare.
- Allow the low-vision or blind child to touch any tactual items being presented either before or during the presentation.
- Some students may use telescopic devices for distance viewing.

Computer Use

- Make sure the computer systems to be used by students with visual impairments have the monitor at eye level and it is positioned so the students can view it at close quarters.
- Some students need only a small amount of magnification, which may be available on the accessibility menu of the computer.
- Some low-vision readers use a screen magnification program to access the computer screen.
- Some students with visual impairments use screen readers, text readers, or other voice output devices to provide them information about the contents of the screen
- Some Braille readers use a voice output program or a refreshable Braille display to access the computer screen.
- Provide headphones to the student so they can more effectively understand the speech output device of their computer by limiting extraneous noise and to limit the distraction experienced by other students from the speech generated by the VI student's computer.

Other Information for Visually Impaired

- It is essential that all materials that need to be enlarged or converted to Braille are given to the appropriate person well in advance of the assignment.
- Provide a supportive peer assistant.
- Identify yourself and other group members before beginning a conversation.
- Provide large print or Braille text for all materials the student will need.
- Allow extra time for student and peers to continue with activities of choice outside of school day or at home.

- Use books-on-tape whenever possible.
- Allow (and encourage to use) adaptive equipment and supplies as specified in their IEP or by the vision specialist.
- Make sure all areas the student will use are kept uncluttered.
- Review directions with the student.
- Use tactile or auditory signals when appropriate.
- Maximize availability of visual media and/or models.
- Clearly label items or equipment.
- Allow for direct manipulations of material when appropriate.
- Allow additional time for all assignments.



Visual Motor Integration and Written Expression Difficulties

- Allow for spelling errors. Grading should focus on content rather than mechanics.
- Allow student to write in whatever style is most comfortable for them (i.e. print instead of cursive).
- 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 Difficulties

- Highlight information to be learned.
- Keep written assignments and workspace free from extraneous and/or irrelevant distracters.
- 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 or overhead.
- Have student verbalize instructions before beginning task.
- To minimize frustrations, avoid crowded, cluttered worksheets.
 - Provide sufficient room for student to write answers.



Grades, Report Cards, and Transcripts for Students with Disabilities

(Source: [Promotion, Retention, and Grading](#))

1. **Should a student's grade reflect that accommodations have been made for that student to access the general education curriculum?**

No. A student's grade should not reflect that accommodations have been made. Accommodations provide students with disabilities an equal opportunity to participate in the general education curriculum.

An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attributes that provides access for a student with a disability to participate in a course, standard or test, and it does not fundamentally alter or lower the standard or expectation of the course, standard or test.

2. **May a student's grade reflect that modifications have been made for that student to access the general education curriculum?**

Yes. If modifications have been made to the curriculum of any course, it is important that the student's grade reflect the student's achievement in the modified curriculum, as long as modified grades are available to all students. However, any modifications to programming, instruction and grading must be documented in the student's IEP and be directly related to the student's disability. To automatically give modified grades to all special education students would be discriminatory and potentially violate Section 504 of the Rehabilitation Act of 1973.

A modification is a change in the course, standard, test preparation, expectation, student response, or other attribute that provides access for a student with a disability to participate in a course, standard or test, and it does fundamentally alter or lower the standard or expectation of the course, standard or test.

3. **May some type of symbol or code be used on a student's report card to indicate that the student has had a modified curriculum in the general education classroom?**

Yes. A symbol or code may be used on a student's report card to indicate that the student has had a modified curriculum in the general education classroom. However, this type of coding should not be used solely for students with disabilities.

4. **May pass/fail grades be used for students with disabilities in the general education classroom?**

Yes. A student with disabilities may be given a pass/fail grade as long as participation in this grading system is voluntary and is available to all students. In addition, the grading system must meet the student's special needs and must be documented in the IEP.

Additional Information: [United States Department of Education clarifies issues regarding grade reporting for students with disabilities](#)



Differentiated Instruction

(Source: [CAST Universal Design for Learning](#))

Introduction

Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms.

Definition

To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

Identifying Components/Features

According to the authors, several key elements guide differentiation in the education environment. Tomlinson (2001) identifies three elements of the curriculum that can be differentiated: Content, Process, and Products. Additionally, several guidelines are noted to help educators form an understanding and develop ideas around differentiating instruction.

Content

Several elements and materials are used to support instructional content. These include acts, concepts, generalizations or principles, attitudes, and skills. The variation seen in a differentiated classroom is most frequently the manner in which students gain access to important learning. Access to the content is seen as key.

Align tasks and objectives to learning goals. Designers of differentiated instruction determine as essential the alignment of tasks with instructional goals and objectives. Goals are most frequently assessed by many high-stakes tests at the state level and frequently administered standardized measures. Objectives are frequently written in incremental steps resulting in a continuum of skills-building tasks. An objectives-driven menu makes it easier to find the next instructional step for learners entering at varying levels.

Instruction is concept-focused and principle-driven. The instructional concepts should be broad based and not focused on minute details or unlimited facts. Teachers must focus on the concepts, principles and skills that students should learn. The content of instruction should address the same concepts with all students but be adjusted by degree of complexity for the diversity of learners in the classroom.

Process

Flexible grouping is consistently used. Strategies for flexible grouping are essential. Learners are expected to interact and work together as they develop knowledge of new content. Teachers may conduct whole-class introductory discussions of content big ideas followed by small group or pair work. Student groups may be coached from within or by the teacher to complete assigned tasks. Grouping of students is not fixed. Based on the content, project, and on-going evaluations, grouping and regrouping must be a dynamic process as one of the foundations of differentiated instruction.

Classroom management benefits students and teachers. Teachers must consider organization and instructional delivery strategies to effectively operate a classroom using differentiated instruction. Carol Tomlinson (2001) identifies 17 key

strategies for teachers to successfully meet the challenge of designing and managing differentiated instruction in her text How to Differentiate Instruction in Mixed-Ability Classrooms, Chapter 7.

Products

- *Initial and on-going assessment of student readiness and growth are essential.* Meaningful pre-assessment naturally leads to functional and successful differentiation. Assessments may be formal or informal, including interviews, surveys, performance assessments, and more formal evaluation procedures. Incorporating pre and on-going assessment informs teachers to better provide a menu of approaches, choices, and scaffolds for the varying needs, interests and abilities that exist in classrooms of diverse students.
- *Students are active and responsible explorers.* Teacher's respect that each task put before the learner will be interesting, engaging, and accessible to essential understanding and skills. Each child should feel challenged most of the time.
- *Vary expectations and requirements for student responses.* Items to which students respond may be differentiated for students to demonstrate or express their knowledge and understanding. A well-designed student product allows varied means of expression, alternative procedures, and provides varying degrees of difficulty, types of evaluation, and scoring.

Guidelines that make differentiation possible for teachers to attain:

- *Clarify key concepts and generalizations* to ensure that all learners gain powerful understandings that serve as the foundation for future learning. Teachers are encouraged to identify essential concepts and instructional foci to ensure all learners comprehend.
- *Use assessment as a teaching tool to extend versus merely measure instruction.* Assessment should occur before, during, and following the instructional episode, and help to pose questions regarding student needs and optimal learning.
- *Emphasize critical and creative thinking* as a goal in lesson design. The tasks, activities, and procedures for students should require that students understand and apply meaning. Instruction may require supports, additional motivation, varied tasks, materials, or equipment for different students in the classroom.
- *Engaging all learners is essential.* Teachers are encouraged to strive for development of lessons that are engaging and motivating for a diverse class of students. Vary tasks within instruction as well as across students. In other words, entire session for students should not consist of all drill and practice, or any single structure or activity.
- *Provide a balance between teacher-assigned and student-selected tasks.* A balanced working structure is optimal in a differentiated classroom. Based on pre-assessment information, the balance will vary from class-to-class as well as lesson-to-lesson. Teachers should assure that students have choices in their learning.



Resources

- **CAST Universal Design for Learning** <http://cast.org>
- **A Process for Making Changes in the General Education Curriculum**
<http://intranet.cps.k12.il.us/Lessons/Accommodations/CurrModIntroduction/curremodintroduction.html>
- **Curriculum for Learning Disabled Students: More Than Just Textbooks and Workbooks**
<http://www.nathhan.com/artmore.htm>
- **Curriculum Modifications**
<http://www.hoagiesgifted.org/curriculum.htm>
- **Key Attributes of Curriculum Modification**
<http://pages.framingham.k12.ma.us/sage/curriculummodification.htm>
- **Margaret Wilson**
<http://www.ualberta.ca/~jpdasddc/incl/wilson.htm>
- **Modifying the Elementary Curriculum for Students of Special Needs: A List of Ideas**
http://www.geocities.com/denisev2/spd_curriculum_modification.html
- **Philosophy of Curriculum Modification**
http://barrier-free.arch.gatech.edu/Articles/philos_curric.html
- **Special Needs Students**
<http://www.mth.msu.edu/cmp/TeachingCMP/SpecialNeeds.htm#Mod>
- **Students With Intellectual Disabilities: A Resource Guide for Teachers**
<http://www.bced.gov.bc.ca/specialed/sid/27.htm>
- **The ABC's of Curriculum Adaptation**
<http://www.pbrookes.com/email/archive/april01/april01ED2.htm>
- **Universal Design and Curriculum Adaptation in Maine**
<http://www.mainecite.org/docs/uda.htm>
- **Inclusion Works! Monroe Everyone Together**
<http://home.earthlink.net/~monroeeveryonetgether/>
- **"What Are Teachers Doing to Accommodate for Special Needs Students in the Classroom?"**
<http://www.ed.wright.edu/~prenick/Brendast.htm>
- **2003 FINE Day Conference. Making Science Inclusive and Accessible; Greg Stefanich and Lyn Countryman, University of Northern Iowa**
- ***The Teacher's Guide Behavioral Interventions: Intervention Strategies for Behavior Problems in the Educational Environment***, Wunderlich, Kathy Cummins, Hawthorne Educational Services, Inc., 1988
- **LD OnLine:**http://www.ldonline.org/ld_indepth/teaching_techniques/mod_checklists.html
- **Academic Accommodations for Students with Disabilities:** <http://teaching.berkeley.edu/bgd/disabilities.html>
- **Adaptations and accommodations for specific disabilities-PDF files:** <http://www.slc.sevier.org>

Appendix

Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADD/ADHD)

Characteristics

A disorder characterized by a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than typically observed in peers.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Modifying the presentation

- 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 consistent review of any lesson before introducing new information.
- Require verbal responses to indicate comprehension.
- Provide clear, concise directions and concrete examples for homework assignments.

Discussions

- Post discussion material in areas where students are most likely to look when they go off task.
- Move student near teacher or front of class
- Use frequent eye contact to get and keep the student's attention.
- Follow discussion or lecture with a hands-on activity.
- Provide student with a stimuli-reduced environment.
- Stand close to student during discussions.
- Ask a simple question to a student whose attention is beginning to wander.
- Whenever possible, use visuals to enhance the discussion (i.e. films).
- Allow the student to repeat the question before answering.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Physically active students should be allowed to kneel by their desk, stand by their desks or move around so long as they are not disrupting others.
- Allow student to isolate themselves if they are feeling distracted or feel they will be disruptive.
- Use low-level music during independent work time.
- Structure assignments so that there are only a few items per page.
 - If the worksheet has many items on a page:
 - Fold the paper so only a small amount shows at a time
 - Copy in sections and give the next section to student when they complete first one.
- Check in frequently with student to assess status of assignment completion.
- Emphasize accuracy instead of speed.
- If the appearance is visually distracting, photocopy materials and omit pictures, graphs, etc.

Assessments

- Avoid using timed tests.
- Encourage accuracy rather than speed.
- Allow student to take test using alternate methods instead of written (i.e. orally).
- Provide limited choices for multiple choice and matching tests.
 - Not more than 3 to 5 questions and answers per group.
- Provide the student with a word bank list for fill in the blank questions.
- Provide study guide prior to giving test.
- Allow the student to write or circle the answers on tests rather than using Scantron type sheets.
 - If necessary, have an assistant or peer transfer student responses onto the Scantron type sheet.

Projects

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break project down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring
 - Frequent check-ins are important to monitor progress towards completion
- Short, frequent assignments are preferable to long-term projects.
- Frequent reminders of due dates during class are important.
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Post due dates in a common location.
- Minimize unstructured activities.
 - Provide alternate assignment
- Give the student and parent a checklist about what is due and when it is due.
- Provide student samples for preview.
- Allow alternate methods of project presentation (i.e. PowerPoint, orally).
- Provide and review grading rubric so student knows how they will be graded.

Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break report down into multiple steps with each step have a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring.
 - Frequent check-in with student is important to monitor progress towards completion.
- Frequent reminders of due dates during class are important
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Post due dates in a common location.
- Allow student to use desktop publishing application (i.e. Publisher) to complete assignment.
- Provide student an opportunity to use an outlining software application for brainstorming and organization (i.e. Inspiration).
- Allow student to use word processing software (i.e. Word).
 - Allow use of speech-to-text and text-to-speech software.
- Provide sample reports for student to review.
 - Review positive and negative aspects of sample report with student.
- Review specific steps to writing a report.
 - Provide an outline of required steps to complete report.
- Provide and review grading rubric so student knows how they will be graded.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to use word processing software (i.e. Word).
 - Allow use of speech-to-text and text-to-speech software.
- Allow the student to use graph paper instead of lined paper (encourages neatness for some).
- Allow student to use writing instrument of choice (including color).
- Allow the student to dictate or record their responses instead of writing.
- If student has motor problems, allow the use of a pencil with rubber grip or a larger sized writing instrument.
- Allow student to use desktop publishing software (i.e. Publisher).
- Provide student an opportunity to use software for brainstorming and organization (i.e. Inspiration).
- Provide sample writings for student to review.
- Review specific steps to writing a report.
 - Provide an outline of required steps for student self-monitoring.
- Grade content rather than grammar.
- Provide and review grading rubric so student knows how they will be graded.

Reading

- Allow student to have a set of books to use at home.

- If student has reading difficulties, utilize books-on-tape.
- If student does not like to read aloud, have them begin with reading small segments out loud.
 - Gradually increase length of passage as their confidence builds
- Allow student to use hand-held spell checker or dictionary for identifying unknown words.
- If student has difficulties reading and material is not available on books-on-tape, scan materials and allow the use of text-to-speech software.

Note Taking

- Allow peer to take notes using carbonless paper.
- Provide slotted note guide so student can fill in the blanks rather than taking extensive notes. This allows the student to concentrate on the lecture or discussion rather than focusing on taking notes.
- Provide student with a copy of the notes from the overhead (or allow student to copy the notes when you have finished each sheet).
 - Have student highlight key points as they are discussed.
- Provide student with an outline of key points prior to the lecture.
- Have them summarize lecture or discussion in their own words.

Oral Presentations

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Teach presentation techniques.
 - Model what you want the student to do during the presentation (i.e. where to stand, how to present graphics).
- Develop a detailed presentation checklist for students to follow and insure all aspects of the presentation are completed.
- Allow student to use alternate method to aid in presentation.
 - Examples: PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Break presentation into smaller segments, each with specific due dates.
 - Frequently monitor progress towards completion.
 - Utilizing a daily journal may help some stay organized and on task.
- Provide and review grading rubric so student knows how they will be graded.

Group Work

- Allow student to work in mixed ability groups.
 - Student should be an equal participant whenever possible.
 - Allow the student to have a responsible job within the group.
- Encourage peer assistance and collaborative learning.
- Check in with group to insure all are participating and group is making appropriate progress.
- Allow each student to have their own physical space within the group to do their work.

Organizational Skills

- Provide the student with color-coded folders for each subject area.
 - All materials associated with that subject area should be tagged the same color.
- Place the materials needed for each activity in a specific location that remains the same for all projects, etc.
 - Remind student ahead of time to gather the required materials.
- As you show the class a sample of the needed item, stand in front of the student so they can see the item(s) required.
- Use an assignment sheet calendar to help a student monitor upcoming due dates.
 - Should specify what needs to be read, what materials will be needed and what should be done for homework.
- Give the student a specific location to store items used for their project, presentation, etc.
 - Allow them to label and utilize a container of some sort to hold the items.
 - Do not change the location!

Behavior Issues

- If there is a Behavior Support Plan (BSP), use the recommendations, steps and procedures noted in it.
 - If there is no BSP, write a contract with the student specifying what behavior is expected.
 - If inappropriate behavior continues, notify case carrier and parent.
- If behavior does not improve, work with case carrier to develop BSP.

- Maintain open communication with parent and with case carrier.
- Whenever possible, eliminate or minimize distractions.
- If necessary, remove student from classroom either by a time-out (i.e. temporary isolation outside of classroom) or by referral.
- **NOTE:** Do not be afraid to issue referral for out of control or other inappropriate behavior. It is not all right for the student to completely disrupt the learning environment.

Other Information for Attention Deficit-Hyperactivity Disorder

- Review medications and the effect they have on the student.
 - **NOTE:** if you observe significant changes in the student's behavior (i.e. becomes very sleepy or appears "out of it" during class), let both the case carrier and parent know as medications may need to be adjusted.
- Be straightforward.
- Review directions in advance.
- Minimize or eliminate background noises.
 - Soft appropriate music may help calm student.
- Use hands-on activities whenever possible.
- Frequently check-in with student to see how they are doing and if they need a self-timeout to maintain control.

Autism or Autistic-Like Behavior

Characteristics

Autism is a developmental disability, generally evident before the age of three that adversely affects a student's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation.

Asperger Syndrome

Asperger syndrome is the term applied to the mildest and highest functioning end of what is known as the spectrum of pervasive developmental disorders (or the Autism spectrum). Like other conditions along that spectrum it is felt to represent a neurologically-based disorder of development, most often of unknown cause, in which there are deviations or abnormalities in three broad aspects of development: social relatedness and social skills, the use of language for communicative purposes, and certain behavioral and stylistic characteristics involving repetitive or perseverative features and a limited but intense range of interests.

NOTE: Maintaining a CONSISTENT ROUTINE is essential for the autistic student. Failure to do so may result in an increase of inappropriate behavior.

NOTE: Interpersonal relations can be difficult for the autistic student and can be an area of conflict with others.

NOTE: Monitor student for increased levels of frustration at all times.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Modifying the presentation

- 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 consistent review of any lesson before introducing new information.
- Require verbal responses to indicate comprehension.
- Provide clear, concise directions and concrete examples for homework assignments.

Modifying the environment

- If necessary, use preferential seating.
- Help keep student's work area free of unnecessary materials.
- Use checklists to help the student get organized.
- Provide opportunities for movement.
- Create a communication book for the parent
- Daily comments home to parent and from parent to teacher can help control behavior issues.
- Provide the student with a transition warning before activities begin.

Discussions

- Review discussion rules prior to beginning (i.e. raise hand, advise that blurting out answers is unacceptable, making inappropriate comments to other students is unacceptable).
- Make sure that you have the student's attention before asking a question.
- Frame questions such that they are as concrete as possible.
- Ask questions that can be answered with words or a short phrase.
- During discussion, use speech *literally*.
 - It is imperative to avoid the use of idioms, double meanings, sarcasm, and nicknames.
- Provide student a copy of the discussion questions to show the text in conjunction with the verbal questions.
- Break lengthy questions into several concrete questions.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- If necessary, provide an assigned work space that minimizes distractions and provides consistency for the student.
- Provide permanent location for student to place completed work.

- Establish a daily routine for the student
 - Should include the activities anticipated for the class session
- Provide the student with worksheets that are uncluttered and give the student ample room for the answers.
- If necessary highlight or color code spaces for answers.

Assessments

- Highlight test directions so that the student will focus on them (can be in bold print).
- Highlight main ideas in text or lecture notes to help the student study.
- Provide study guide prior to giving test.
- Minimize use of essay tests. Short answer tests are preferable to essay tests. .
- May be necessary to allow student to move from seat in order to maintain self-control.
- Avoid using timed tests.
- Encourage accuracy rather than speed.
- Allow student to take test using alternate methods instead of written (i.e. orally).

Projects

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- For oral presentations, allow the student opportunities to practice and role-play.
- Provide samples for student to review.
 - Review the positive and negatives with student so they better understand what is expected of them.
- If necessary, allow student to work with a peer.
- Break project down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring
 - Frequent check-ins are important to monitor progress towards completion
- Short, frequent assignments are preferable to long-term projects.
- Frequent reminders of due dates during class are important.
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Post due dates in a common location.
- Minimize unstructured activities.
 - Provide alternate assignment
- Give the student and parent a checklist about what is due and when it is due.
- Allow alternate methods of project presentation (i.e. PowerPoint, orally).
- Provide and review grading rubric so student knows how they will be graded.

Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- For oral presentations, allow the student opportunities to practice and role-play.
- Break report down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring
 - Frequent check-ins are important to monitor progress towards completion
- Allow student to use desktop publishing application (i.e. Publisher).
- Provide student an opportunity to use an outlining software application for brainstorming and organization (i.e. Inspiration).
- Allow student to use word processing software (i.e. Word)
 - Allow use of speech-to-text and text-to-speech software.
- Provide sample reports for student to review
- Review specific steps to writing a report
 - Provide an outline of required steps with due dates specified
- Provide and review grading rubric so student knows how they will be graded.

Reading

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- If reading is an area of difficulty, utilize books on tape (BookShare.org) or text-to-speech reader to reduce external stimuli.

- Provide reading materials at the student's ability.
- Insure they are age appropriate as well.
- Minimize graphics in reading material for students who are visually distractible.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Use graphic organizers to assist with organization of writing task.
- Allow student to use word processing software (i.e. Word); especially if there is an aversion to writing out assignment.
- Allow use of speech-to-text and text-to-speech software.
- Allow the student to use graph paper instead of lined paper (encourages neatness for some).
- Allow student to use writing instrument of choice (including color).
- If student has motor problems, allow the use of a pencil with rubber grip or a larger sized writing instrument.
- Allow alternate means of completing the assignment.
- Example: allow the student to dictate or record their responses instead of writing.
- If student has motor problems, allow the use of a pencil with rubber grip or a larger sized writing instrument.
- Allow student to use desktop publishing application (i.e. Publisher).
- Provide student an opportunity to use an outlining software application for brainstorming and organization of thoughts for writing (i.e. Inspiration).
- Provide samples for student to review.
- Review positive and negative aspects of the writing with the student so they have a better understanding of expectations.
- Review steps specific to the type of writing you are expecting the student to accomplish.
- Provide an outline of required steps.
- Provide and review grading rubric so student knows how they will be graded.

Group Work

- Allow the student to participate in groups that will insure success.
 - Small groups are preferable to large.
 - Help establish group rules and process for project completion.
 - Do not move student from group to group because of group conflicts.
 - If student becomes frustrated or aggressive, allow for a time out to regain composure.
- Continually monitor group progress to insure student is participating and no conflicts are arising.
- When necessary, prepare the group members to include and help the student.

Note Taking

- If motor difficulties are involved or it is a day of high frustration, allow peer to take notes using carbonless paper.
- Provide slotted note guide so student can fill in the blanks and concentrate on the lecture or discussion.
- Provide student with a copy of the notes from the overhead (or allow student to copy the notes when you have finished each sheet).
- Provide printed copy of notes.
 - Have student highlight key points on printed copy of notes rather than copying or recording lecture notes.
- Provide student with an outline of key points prior to the lecture.

Presentations

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Teach presentation techniques.
 - Model what you want the student to do during the presentation.
- Develop a detailed presentation checklist for student to follow and insure all aspects of the presentation are completed.
- Allow student to use alternative methods for presentation.
 - PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Break presentation into smaller segments, each with specific due dates for self-monitoring.
 - Frequently monitor progress towards completion.
 - Allow presentation to be delivered in small chunks to help with anxiety.

Other Information for Autism spectrum

- Provide pre-teaching experience on vocabulary and practice the activities in the sequence prior to the lesson in class.
- Provide a supportive peer assistant of the same gender to work together on the activities.
- Slow the pace of activities to allow for student's participation.
- If necessary, allow a teacher associate to assist with and/or conduct activities with the student.
- Review the routines ahead of time and provide a consistent structure and organization.
- Seat the student in close proximity to the teacher.
- Allow for non-competitive participation.
- Present multi-modality lessons so the student can receive the information visually or tactually.
- Allow for extra time outside of the school day to allow the student to practice in a quiet, non-distracting environment.
- Provide an area and opportunity for quiet.
- Establish a walking area to allow physical release in a quiet and safe area.
- Provide consistent structure and organization.
- Label areas for specific activities and consider color coding as a means of categorization.
- Establish a seating arrangement in cooperation with the student, maintain consistency.
- Provide digital rather than face clocks whenever possible.
- Provide a physical outlet such as a "squeeze ball" to enable a longer seating period for the student.
- Routines should be consistent and clear.
- Work with guardians and try to establish consistency between school and home—think ahead about fire drills, natural disaster drills, etc., plan a consistent routine for the student and a peer helper.
- Communicate with teacher associates in advance; whenever possible another adult familiar with the child should be in the classroom to help.
- Establish consistency and some form or advanced organizer to help student become attentive to transitions, i.e. cues, signal, music, lights

Below Grade Level Readers

Recommended Accommodations, Modifications and Variations to the Curriculum:

- Use age appropriate text written at a lower level.
- If available, use book-on-tape (i.e. BookShare.org).
- Allow peer or adult to read text aloud to the student.
- Look for the same or similar content in another medium (i.e. videos).
- Whenever possible, use visual aids to supplement the lesson (i.e. videos, slides, pictures).
- Have students read aloud in small groups on a volunteer basis
 - Have non-reader either read short sentences or have them contribute some other way at the conclusion of the lesson.
 - **NOTE:** Slowly increase the amount the non-reader read as they build both skills and confidence.
- Allow oral responses to test questions that are provided on tape.
- Use more white space between sentences, words, and /or paragraphs.
- Modify worksheet by providing picture cues for key words.
- Use self-checking answer keys at frequent intervals.
- Use graphic aids such as charts, graphs, map illustrations, models, or other hands-on materials.
- Pre-teach vocabulary words.
- Put main ideas of the text on index cards, which can easily be organized in a file box, divided by chapters.
- Use real life situations for examples and role-play.

Emotionally Disturbed

Characteristics

An emotional disability is characterized by one or more of the following: Displays pervasive mood of unhappiness or depression, consistent or chronic inappropriate type of behavior or feelings under normal conditions, inability to learn that cannot be adequately explained by intellectual, sensory, or health factors, displays tendency to develop physical symptoms, pains, or fears associated with personal or school problems, inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers. *Important to note: These characteristics must be displayed over a long period of time and to a marked degree.*

NOTE: Student usually has a normal range of intelligence and ability to handle the work presented BUT can become *EASILY* frustrated within a *SHORT* period of time regardless of the difficulty of the assignment presented and begin to act out in an inappropriate manner!! It is essential that you learn the signs the student will manifest prior to having a blow out and attempt to reduce the level of frustration the student is experiencing.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Modifying the presentation

- **NOTE: In all cases, monitor student for increased levels of frustration**
- 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 consistent review of any lesson before introducing new information.
- Require verbal responses to indicate comprehension.
- Provide clear, concise directions and concrete examples for homework assignments.

Discussions

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Encourage participation, HOWEVER:
 - Be sure student understands class rules for participating in the discussion (i.e. raising hand before speaking).
 - Be sure student understands the importance of listening to others and not blurting out the answers.
- Be sure student understands that it is not acceptable to call other students names (i.e. calling someone stupid because they do not know an answer).
- Implement a silent cue indicating to student they will be called on soon.
- If you detect frustration mounting in the student, stand by them and/or encourage a self-timeout.
- If student is having a difficult day, then refrain from questioning student.

Worksheets

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Verify student understands assignment instructions
 - Use both oral and written instructions
- Be sure worksheet is at the student's ability and readability level.
 - Re-work if necessary so that frustration levels are minimized.
- Break down tasks into multiple steps that are clearly detailed to minimize the building of frustration.
- If the worksheet contains a lot of material re-work it so that the visible content is minimized by dividing the worksheet into sections with:
 - Lines, by folding the paper into sections, by boxing sections, by creating different colored sections, etc.
- If necessary, teacher should help prioritize the sequencing of tasks for student.

Assessments

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Minimize the use of timed tests.
- Provide limited choices for multiple choice and matching tests.
- Not more than 5 to 8 questions and answers per group.
- Provide the student with a word bank for fill in the blank questions.
- Minimize use of Scantron type answer documents.
 - Allow the student to write or circle the answers on tests rather than using Scantron type sheets.

- If necessary, have an assistant transfer student response onto the Scantron type sheet.

Projects

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break project into multiple segments with each segment having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring.
 - Frequent check-in with student is important to monitor progress towards completion and resolving any issues causing episodes of frustration.
- Short, frequent assignments are preferable to long-term projects.
- Frequent reminders of due dates during class are important.
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Consistently post due date reminders in the same location for student to review.
- Minimize unstructured time.
 - Provide additional assignments rather than allow student to sit idle or be unproductive.
- Give the student and parent a checklist detailing what is due and when it is due.
- Provide student samples for preview.
 - Discuss pros and cons of the sample with student so they will be able to see what is expected of them.
- Allow alternate methods of completing the project (i.e. PowerPoint, oral versus written presentation).
- Use peer editing to assist with project development.
- Provide and review grading rubric so student knows how they will be graded.

Reports

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break report down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring
 - Frequent check-ins are important to monitor progress towards completion
- Allow student to use desktop publishing application (i.e. Publisher).
- Provide student an opportunity to use an outlining software application for brainstorming and organization (i.e. Inspiration).
- Allow student to use word processing software (i.e. Word)
 - Allow use of speech-to-text and text-to-speech software.
- Provide sample reports for student to review
- Review specific steps to writing a report
 - Provide an outline of required steps with due dates specified
- Provide and review grading rubric so student knows how they will be graded.

Reading

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to have a second set of books at home.
- If reading is an area of difficulty, utilize books on tape.
- For passages that need to be read aloud, have student read short passage segments out loud.
- Gradually increase length of passage as confidence builds.
- Allow student to use a hand-held spell checker or dictionary for identifying unknown words.
- To minimize frustration, select reading materials that are age and ability appropriate.

Writing

- **NOTE: In all cases, monitor student for increased levels of frustration.**
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Use graphic organizers to assist with organization of writing task.
- Allow student to use word processing software (i.e. Word).

- Allow use of speech-to-text and text-to-speech software.
- Allow the student to use graph paper instead of lined paper (encourages neatness for some).
- Allow student to use writing instrument of choice (including color).
- If student has motor problems, allow the use of a pencil with rubber grip or a larger sized writing instrument.
- Allow alternate means of completing the assignment.
 - i.e. allow the student to dictate or record their responses instead of writing.
- Allow student to use desktop publishing application (i.e. Publisher).
- Provide student an opportunity to use an outlining software application for brainstorming and organization of thoughts for writing (i.e. Inspiration).
- Provide samples for student to review.
 - Review positive and negative aspects of the writing with the student so they have a better understanding of expectations.
- Review steps specific to the type of writing you are expecting the student to accomplish.
- Provide an outline of required steps.
- Provide and review grading rubric so student knows how they will be graded.

Group Work

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Allow student to work in cooperative mixed ability groups with group reward reinforcement system.
- Encourage peer assistance and collaborative learning.
- Clarify the rules when working in a group situation.
- Allow the student to have a responsible job within the group.
- Describe/rehearse rules of conduct and/or each student's role within the group expected to participate in the group.
- Allow each student to have their own physical space within the group to do their work.

Note-taking

- **NOTE: In all cases, monitor student for increased levels of frustration**
- If motor difficulties are involved or it is a day of high frustration, allow peer to take notes using carbonless paper.
- Provide slotted note guide so student can fill in the blanks and concentrate on the lecture or discussion.
- Provide student with a copy of the notes from the overhead (or allow student to copy the notes when you have finished each sheet).
- Provide printed copy of notes
 - Have student highlight key points on printed copy of notes rather than copying or recording lecture notes.
- Provide student with an outline of key points prior to the lecture.

Presentations

- **NOTE: In all cases, monitor student for increased levels of frustration**
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Teach presentation techniques.
 - Model what you want the student to do during the presentation.
- Develop a detailed presentation checklist for students to follow and insure all aspects of the presentation are completed.
- Allow student to use alternative methods for presentation.
 - PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Break presentation into smaller segments, each with specific due dates for self-monitoring.
 - Frequently monitor progress towards completion.

Hearing Impaired

Characteristics

One who exhibits a hearing loss, whether permanent or fluctuating, that interferes with the acquisition or maintenance of auditory skills necessary for the normal development of speech, language, and academic achievement.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Questioning

- Preferential seating for listening or speech reading.
- A copy of the questions should be given to the student with the main ideas and vocabulary highlighted.
- Utilize pictures and visual prompts for reinforcement.
- Establish a visual cue system for the student so the student will know that he needs to pay attention and will watch you.
- Main concepts should be short and specific, rephrasing and continuous checking for understanding.
- Repeat information frequently.
- Use software or videos that are closed captioned to reinforce learning.
- If the student does not use his voice, use a voice output device with the sign or word on it, so when called upon, the device will be his voice.
- If the student uses his voice, accept any close approximation of the answer.
- For students that are very literal, use figurative speech and idioms cautiously.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- If necessary, provide an assigned work space that minimizes distractions and provides consistency for the student.
- Provide permanent location for student to place completed work.
- Establish a daily routine for the student
 - Should include the activities anticipated for the class session
- Provide the student with worksheets that are uncluttered and give the student ample room for the answers.
- If necessary highlight or color code spaces for answers.
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Reinforce and accept gestures, approximations, and signs.

Assessments

- Allow extended times and breaks if necessary.
- Break the assessment up into smaller segments.
- Allow use of speech-to-text and text-to-speech software.
- Allow alternate methods of response (i.e. oral instead of written).
- Modify the environment to meet the needs of the student (i.e. area with minimal background noise).
- Minimize oral testing.

Projects and Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow alternate means of presentation (i.e. written, PowerPoint)
- Allow student to use desktop publishing application (i.e. Publisher).
- Provide student an opportunity to use an outlining software application for brainstorming and organization (i.e. Inspiration).
- Allow student to use word processing software (i.e. Word)
 - Allow use of speech-to-text and text-to-speech software.
- Provide sample reports for student to review
- Review specific steps to writing a report
 - Provide an outline of required steps with due dates specified
- Provide and review grading rubric so student knows how they will be graded.

Reading

- Verify student understands assignment instructions.
 - Use both oral and written instructions.
- Use graphic organizers to help organize information.
- Use age appropriate reading materials written at a lower grade level.
- Ask short, concrete questions about each paragraph.
- Use visual aids or cues to help the student grasp the concept(s) being taught.
- *Depending on the severity of the hearing impairment, allow student to use recorded versions of the reading material(s).*
- Have a peer help the student if he loses his place.
- Be sure the reader's face is always visible and not covered by a book.
- Provide deliberate use of visual aids/cues to help the student grasp the concept being presented.
- If the student is being read to, make sure extra time is given for students to actually look at the pictures/illustrations.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Use graphic organizers to assist with organization of writing task.
- Allow student to use word processing software (i.e. Word) especially if there is an aversion to writing out assignment.
- Allow use of speech-to-text and text-to-speech software.
 - *NOTE: Severity of the hearing impairment must be considered as the extent of their disability may severely impact the clarity of speech recognition, hence making these tools not practical to the student.*
- Allow alternate means of completing the assignment.
 - Example: PowerPoint, Publisher.
- Provide student an opportunity to use an outlining software application for brainstorming and organization of thoughts for writing (i.e. Inspiration).
- Provide samples for student to review.
 - Review positive and negative aspects of the writing with the student so they have a better understanding of expectations.
- Review steps specific to the type of writing you are expecting the student to accomplish.
 - Provide an outline of required steps.
- Provide and review grading rubric so student knows how they will be graded.
- Accept pictures, graphs charts, etc, in lieu of written materials.

Groups

- Ensure accessibility and participation by the disabled student.
 - Encourage partial participation if full participation is not possible.
 - Instruct other group members on different ways to include the student.

Note-taking

- Provide slotted note guide so student can fill in the blanks and concentrate on the lecture or discussion.
- Provide student with a copy of the notes from the overhead (or allow student to copy the notes when you have finished each sheet).
- Provide printed copy of notes
 - Have student highlight key points on printed copy of notes rather than copying or recording lecture notes.
- Provide student with an outline of key points prior to the lecture.
- Allow a peer note taker (use carbonless paper).
- Preferential seating.

Presentation

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Teach presentation techniques.
 - Model what you want the student to do during the presentation.
- Develop a detailed presentation checklist for students to follow and insure all aspects of the presentation are completed.
- Allow student to use alternative methods for presentation.
 - Allow non-verbal presentations.

- PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Break presentation into smaller segments, each with specific due dates for self-monitoring.
 - Frequently monitor progress towards completion.

Allow use of computer to generate pictures, graphs, etc. for the presentation.

Computers

- Insure computer sounds are clear and at an appropriate volume
 - Allow use of headphones to minimize external distractions for the hearing impaired student.

Other Information for Hearing Impaired

- Locate student in the classroom seating for direct eye and lip visibility.
- Secure student eye contact before speaking.
- Keep your face and lips visible to the deaf student when speaking.
- Slow your speech and speak clearly.
- Repeat responses of other students, or delay individual responses until the student has good eye contact with the speaker.
- Pre-teach vocabulary and allow student to explore the materials prior to the lesson.
- Provide a supportive peer assistant to assist during the activities.
- Allow extra time for student and peers to engage in activities of choice outside of school day and at home.
- Prepare printed directions in advance.
- Communicate with the student concerning any interference from background noises.
- Maximize availability of visual media and/or models.

Language Processing Difficulties

- Give written directions to supplement verbal directions.
- Slow the rate of presentations.
- Paraphrase information.
- Keep statements short and to the point.
- Avoid use of abstract language such as metaphors, idioms, and puns.
- Keep sentence structures simple.
- Utilize manipulative, hands-on activities whenever possible.
- Encourage feedback from student to check for understanding.
- Cue student by calling his/her name before asking questions.
- Reduce extraneous noise levels.
- Review new vocabulary with student before beginning the lesson.
- Always demonstrate how new material relates to previously learned information.
- Gain student's attention before expressing key points.
- Utilize visual aids such as charts and graphs.
- Ensure materials are at appropriate reading level and are age appropriate.

Orthopedically Impaired

Characteristics

Refers to students whose severe orthopedic impairments affect their educational performance to such a degree that the student requires special education. This term may include impairment caused by congenital anomalies, disease, or from other causes such as cerebral palsy, amputations, and fractures or burns that cause contractures.

NOTE: Orthopedic Impairment varies by student as do their specific needs. Please review the student's IEP and consult with the assigned case carrier and parent/guardian to see what additional support the student specifically needs to be successful.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Questioning

- If the student is unable to verbalize, insure the required support devices the student needs are in place so they can be full participants in the curriculum.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Convert worksheets to documents that can be completed using the computer.
- Allow alternate methods of response if writing is an issue (i.e. verbal).
- A peer scribe can be used if necessary.
- Allow student to write or mark directly on the worksheet
- Enlarge the worksheet to increase the available writing space.

Assessments

- Allow extended times and breaks if necessary.
- Break the assessment up into smaller segments.
- Be aware of student fatigue.
- Allow use of speech-to-text and text-to-speech software.
- Allow alternate methods of response (i.e. oral instead of written, pointing).
- Minimize writing if this is an issue.
 - Utilize a peer scribe if writing is difficult.
 - If there is an unnumbered or unlettered word bank, number or letter the word bank so the student only has to write the number/letter of the correct answer.
- Allow the student to write directly on the test or utilize scratch paper.
- Modify the environment to meet the needs of the student (i.e. increase/decreased levels of lighting, raised desk; create room for wheelchair to maneuver).

Projects and Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow alternate methods of completing the project (text-to-speech software, speech-to-text software, PowerPoint).
- Minimize intensive physical applications of the project.
- Create a role for the disabled student (i.e. presenter).
- Allow alternative methods of completing the project (i.e. demonstration, computer-generated drawing, downloaded pictures, PowerPoint, etc.)

Reading Assignments

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Enlarge reading materials if necessary.
- Utilize book holders.
- Allow use of tinted film over the reading material.
- Provide audiotapes so the student can listen to the information being read or read along with the story.
- Scan the reading material and allow use of speech-to-text software.
- If necessary, assist the student with turning pages.

- Ask the student to paraphrase what is being read.
- If physically able to do so, encourage the student to take notes on what is being read.
- Eliminate visually distracting information from the reading.
- Utilize visual aids.
- Allow extended time to complete the reading.
- Enlarge print.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Reduce amount of writing required (i.e. shorter essay).
- Allow use of any device specified in IEP or by a Physical Therapist, Occupational Therapist or other professional involved on the IEP team.
- Allow student to use computer.
- Allow speech-to-text software.
- Allow writing to occur in a larger area.
- Allow use of pencil grips.
- Allow use of slanted surface.
- Allow student to tape record answers instead of writing them.
- Allow extended time for writing.
- Allow writing to be larger and differently spaced.
- At times, accept words or phrases that express a thought and go with that instead of only accepting grammatically-correct, complete sentences.
- Grade for content rather than neatness.

Groups

- Ensure accessibility and participation by the disabled student.
 - Encourage partial participation if full participation is not possible.
 - Instruct other group members on different ways to include the student.

Note-taking

- Allow peer to take notes using carbonless paper.
- Provide slotted note guide so student can fill in the blanks rather than taking extensive notes. This allows the student to concentrate on the lecture or discussion rather than focusing on taking notes.
- Provide student with a copy of the notes from the overhead.
 - Have student highlight key points as they are discussed.
- Provide student with an outline of key points prior to the lecture.
- Have them summarize lecture or discussion in their own words.
- Allow preferential seating for optimal reception of presentation.
- Provide the student with review questions based on the day's or week's notes.

Presentation

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow use of specialized equipment.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Teach presentation techniques.
 - Model what you want the student to do during the presentation.
- Develop a detailed presentation checklist for student to follow and insure all aspects of the presentation are completed.
- Allow student to use alternative methods for presentation.
 - PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Break presentation into smaller segments, each with specific due dates for self-monitoring.
 - Frequently monitor progress towards completion.
 - Allow presentation to be delivered in small chunks to help with anxiety.

Other Information for Orthopedically Impaired

- Examine accessibility to materials and movement needs of the student.
- Provide a supportive peer assistant.
- Allow extra time for student and peers to continue with activities of choice outside of regular school day or at home.
- If student has limited motor control, consider tools or supports to serve as aids
- Allow use of a computer for the student to record observations and responses.
- Review work areas for appropriate height and accessibility of supplies and equipment.
- Review classroom environment to insure that student has appropriate access to peers for socialization and cooperative learning groups.

Other Health-Impaired

Characteristics

Having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

According to the Office of Special Education and Rehabilitative Services' clarification statement of September 16, 1991, eligible children with ADD may also be classified under "other health impairment."

Recommended Accommodations, Modifications and Variations to the Curriculum:

- Review student's IEP to determine activities that are appropriate and desirable for the student considering their specific conditions.
 - Be sure to review pertinent medical data and become familiar the student's condition
- Should there be a medical necessity that the student not attend school, prepare work packets for the student to complete at home
- Allow for non-competitive participation.
- Watch for any changes in student behavior that may indicate the student is having medical difficulties, discomfort or any evidence of medication side effects.
 - Understand the side effects of the medications the student is taking
 - If in doubt, discuss these issues with the student and/or parent, and their case carrier.
- Encourage socialization and interaction with others.
- Use peer helpers in appropriate ways.
- Understand any protocols that may be specified in the IEP should there be a medical emergency (i.e. seizure protocol).

Specific Learning Disability

Characteristics

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, speak, read, think, write, spell, or do mathematical calculations.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Modifying the presentation

- 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 consistent review of any lesson before introducing new information.
- Require verbal responses to indicate comprehension.
- Provide clear, concise directions and concrete examples for homework assignments.
- Provide the task in the learning media best used by the student—large print, electronic format for annotating and/or auditory support

Discussion Groups

- Keep discussion groups small, so each student can participate successfully without distractions while waiting to speak.
- Narrow topics and have group discuss them individually
- Modify work by breaking it up into small step-by-step tasks.
- Give tasks at an age appropriate level;
- Give PRECISE directions, both orally and in writing
- Create an individual assignment folder to help with organizational skills.
- Positive reinforcement
- Allow the students some choice within the framework of the assignment, i.e., doing step 2 then 1 then 3; or drawing before writing etc. The student must then stick to the choices he/she has made

Assessments

- Allow open book tests
- Provide study guide with sample questions
- Give multiple choice tests with questions grouped with no more than three to five choices per group
 - Only have one answer per question
 - Avoid use of ambiguous type questions
 - Be sure students cross out used answers
- Minimize use of short answer questions
- Minimize use of Scantron type sheets
 - Allow student to circle answers or other alternative method to use of Scantron type sheets

Projects:

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break project into several segments
- Set multiple deadlines for each segment
- Provide frequent feedback.

Reading

- Verify student understands assignment instructions.
 - Use both oral and written instructions.
- Use materials that tie into student's prior knowledge.
 - Preview new vocabulary.
- Use graphic organizers to help organize information.
- Use age appropriate reading materials written at a lower grade level.
- Ask short, concrete questions about each paragraph.

- Teach student to use context clues, phonetic analysis, structural analysis, etc.
- Use visual aids or cues to help the student grasp the concept(s) being taught.
- Allow student to use recorded versions of the reading material(s).

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Offer prompts to promote creative writing.
- Provide sample work for student to review
- Omit or restructure assignments that require copying in a timed situation. (Restructuring in such a manner that student needs to copy minimal materials; allow extra time.)
- Use graphic organizers to help organize writing
 - Assist student with structuring writing
- Add editing support by allowing use of spell checkers and other computer editing devices
- Allow text to speech support.
- Allow use of speech-to-text software
- Allow use of computer to complete writing assignment

Note Taking

- Use slotted outlines (student fills in the missing information rather than being required to complete the entire outline; allows them to focus on the material rather than on copying the information)
- Allow highlighting of main ideas in written passages
- Provide copy of notes to students
 - They can then use a marker to highlight key points rather than focusing on the taking of notes

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- If necessary, provide an assigned work space that minimizes distractions and provides consistency for the student.
- Provide permanent location for student to place completed work.
- Establish a daily routine for the student
 - Should include the activities anticipated for the class session
- Provide the student with worksheets that are uncluttered and give the student ample room for the answers.
- If necessary highlight or color code spaces for answers.

Group Work

- Allow the student to participate in groups that will insure success
 - Small groups are preferable to large
- Continually monitor group progress to insure student is participating
- When necessary, prepare the group members to include and help the student.
- Provide structure within the group by stating the goal, objectives and tasks, and listing the necessary steps to accomplish this goal.

Presentation

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to use non-traditional presentation forms (i.e. PowerPoint, Publisher, drawings)
- Issue a checklist to insure all required parts of the presentation are completed and included in the presentation
- Demonstrate and model presentation techniques.
- Break presentation into smaller segments, each with specific due dates
 - Frequently monitor progress towards completion
 - Utilizing a daily journal may help some stay organized and on task.
- Teach presentation techniques
 - Model what you want the student to do during the presentation.
- Allow student to use alternative methods for presentation.
 - Example: PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).

Other Information for Specific Learning Disabilities

- Pre-teach vocabulary and allow student to explore materials prior to the lesson.
- Provide a reader when appropriate.
- Eliminate distractions.
- Review directions in advance.
- Allow for signaled response.
- If you do not understand what the student has said, state so and ask them to repeat it.
- Focus on what is said, not how well it is said.
- Allow more time for response and completion of assignments.
- Eliminate extraneous background noises.
- Use visuals whenever possible to supplement the lesson.
- Allow for hands-on use of material when appropriate.
- For students with perceptual problems, avoid using Scantron type answer sheets.
- Allow alternative response methods (i.e. circle answer or dictation).
- Establish non-verbal cue as a reminder to stay on-task with the student

Tourettes Syndrome

Characteristics

A neurological disorder that involves multiple motor tics and one or more vocal tics, which may not necessarily occur simultaneously.

NOTE: Stress and frustration can cause an increase in the amount of tics. Minimize stress and frustration to insure student success.

Recommended Accommodations, Modifications and Variations to the Curriculum:

Modifying the presentation

- 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 consistent review of any lesson before introducing new information.
- Require verbal responses to indicate comprehension.
- Provide clear, concise directions and concrete examples for homework assignments.

Discussions

- Use visual and auditory cues.
- Allow student to process question before expecting a response.
 - Whenever possible, provide student with a list of questions ahead of time to review.
- Post discussion material in areas where students are most likely to look when they go off task.
- If necessary, move student near teacher or front of class.
 - If not necessary, allow student to select a seat they are comfortable with.
- Use frequent eye contact to get and keep the student's attention.
- Follow discussion or lecture with a hands-on activity.
- Provide student with a stimuli-reduced environment.
- Stand close to student during discussions.
- Ask a simple question to a student whose attention is beginning to wander.
- Whenever possible, use visuals to enhance the discussion (i.e. films).
- Allow the student to repeat the question before answering.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to isolate themselves if they are feeling distracted or feel they will be disruptive.
- Structure assignments so that there are only a few items per page.
 - If the worksheet has many items on a page:
 - Fold the paper so only a small amount shows at a time
 - Copy in sections and give the next section to student when they complete first one.
- Check in frequently with student to assess status of assignment completion.
- Emphasize accuracy instead of speed.
- If the appearance is visually distracting, photocopy materials and omit pictures, graphs, etc.
- To reduce possible levels of frustration, divide the assignment into sections to reduce the amount of material presented at one time.
- Fold worksheets so the student sees only a small portion of the assignment at a time.

Assessments

- Avoid using timed tests.
- Encourage accuracy rather than speed.
- Allow student to take test using alternate methods instead of written (i.e. orally).
- Provide limited choices for multiple choice and matching tests.
 - Not more than 3 to 5 questions and answers per group.
- Provide study guide prior to giving test.
- Allow the student to write or circle the answers on tests rather than using Scantron type sheets.

- If necessary, have an assistant or peer transfer student responses onto the Scantron type sheet.
- Divide the tests into sections to reduce stress and amount of material to be considered at a time.
- Allow student to take tests in a private room so that he/she does not waste energy suppressing the tics.
- Use a reader and/or transcriber for tests as needed.

Projects

- Verify student understands assignment instructions.
 - Use both oral and written instructions.
- Break project down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring
 - Frequent check-ins are important to monitor progress towards completion
- Short, frequent assignments are preferable to long-term projects.
- Frequent reminders of due dates during class are important.
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Post due dates in a common location.
- Minimize unstructured activities.
 - Provide alternate assignment
- Give the student and parent a checklist about what is due and when it is due.
- Provide student samples for preview.
- Allow alternate methods of project presentation (i.e. PowerPoint, orally).
- Provide and review grading rubric so student knows how they will be graded.
- Provide added adult supervision or assistance during less structured activities.
- If student has tics that prevent “hands-on participation, team the student with a partner and let the student serve in another capacity during the activity.

Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Break report down into multiple steps with each step having a specific completion date.
 - Develop calendar with list of specific due dates and provide to student for self-monitoring.
 - Frequent check-in with student is important to monitor progress towards completion.
- Frequent reminders of due dates during class are important
 - Give reminders as to where they should be at this particular point in time so students can gauge their progress.
 - Post due dates in a common location.
- Allow student to use desktop publishing application (i.e. Publisher) to complete assignment.
- Provide student an opportunity to use an outlining software application for brainstorming and organization (i.e. Inspiration).
- Allow student to use word processing software (i.e. Word).
 - Allow use of speech-to-text and text-to-speech software.
- Provide sample reports for student to review.
 - Review positive and negative aspects of sample report with student.
- Review specific steps to writing a report.
 - Provide an outline of required steps to complete report.
- Provide and review grading rubric so student knows how they will be graded

Reading

- If necessary, allow student to have a set of books to use at home.
- If student has reading difficulties, utilize books-on-tape.
- If student does not like to read aloud, have them begin with reading small segments out loud.
 - Gradually increase length of passage as their confidence builds
- Allow student to use hand-held spell checker or dictionary for identifying unknown words.
- If student has difficulties reading and material is not available on books-on-tape, scan materials and allow the use of text-to-speech software.
 - Have peer read to student if nothing else is available.
- Have student read comprehensive questions ahead of time.

- Allow student to highlight or use something to keep track of where they are in reading so that they can relocate their spot if disrupted by tics.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow student to use word processing software (i.e. Word).
 - Allow use of speech-to-text and text-to-speech software.
- Allow student to use writing instrument of choice (including color).
- Allow the student to dictate or record their responses instead of writing.
- If student has motor problems, allow the use of a pencil with rubber grip or a larger sized writing instrument.
 - Allow student to write in whatever style is most comfortable for them (i.e. printing instead of cursive).
- Allow student to use desktop publishing software (i.e. Publisher).
- Provide student an opportunity to use software for brainstorming and organization (i.e. Inspiration).
- Provide sample writings for student to review.
- Review specific steps to writing a report.
 - Provide an outline of required steps for student self-monitoring.
- Provide and review grading rubric so student knows how they will be graded.
- Reduce amount of written work or spread it out over time.
- If necessary, use graph paper for letter spacing.
- In math, turn composition sideways (landscape) to provide place value column borders.

Groups

- Allow student to work in mixed ability groups.
 - Student should be an equal participant whenever possible.
 - Allow the student to have a responsible job within the group.
- Encourage peer assistance and collaborative learning.
- Check in with group to insure all are participating and group is making appropriate progress.
- Allow each student to have their own physical space within the group to do their work.
- Work with student's classmates to understand the tics in order to reduce tension of student being in the group.

Note - Taking

- Allow peer to take notes using carbonless paper.
- Provide slotted note guide so student can fill in the blanks rather than taking extensive notes. This allows the student to concentrate on the lecture or discussion rather than focusing on taking notes.
- Provide student with a copy of the notes from the overhead (or allow student to copy the notes when you have finished each sheet).
 - Have student highlight key points as they are discussed.
- Provide student with an outline of key points prior to the lecture.
- Have them summarize lecture or discussion in their own words.

Oral Presentations

- Discuss with the student privately if they feel comfortable making an oral presentation.
 - Allow student to use alternate method to aid in presentation if they are not comfortable making an oral presentation to the class.
 - Examples: PowerPoint, visual presentation, videotaped presentation, graphs, maps, pictures, etc.
- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Teach presentation techniques.
 - Model what you want the student to do during the presentation (i.e. where to stand, how to present graphics).
- Develop a detailed presentation checklist for students to follow and insure all aspects of the presentation are completed.
- Utilize visual aids to provide cues for student during the presentation (i.e. sign showing which part they should present next).
- Break presentation into smaller segments, each with specific due dates.
 - Frequently monitor progress towards completion.
 - Utilizing a daily journal may help some stay organized and on task.
- Provide and review grading rubric so student knows how they will be graded.

Traumatic Brain Injury

Characteristics

Disability category as defined by the IDEA: “an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.” Source: [National Dissemination Center for Children with Disabilities](#) . NOTE: Needs of these students vary depending on the location and extent of the injury.

- Provide pre-teaching experience using the actual materials; practice the activities in sequence.
- If appropriate, write a contract with the student specifying what behavior is expected.
- If appropriate, provide a supportive peer assistant of the same gender.
- Determine if the student has a sensitive touch response and plan appropriately.
- Slow down and use appropriate pacing.
- Provide student with good visibility; use unobtrusive proximity control.
- Search out resources for visual media and models.
- Eliminate distractions.
- Review any medications and the effect on the student.
- Consider this in planning testing schedule.
- Be straight forward.
- Allow for time out if a student needs it.
- Review directions in advance.
- Give undivided attention to the student.
- Allow for signaled response.
- Don't pretend to understand if you do not.
- Focus on what is said, not how well it is said. Listen patiently.
- Allow more time.
- Review lighting and background for appropriateness.
- Eliminate background noises.
- Maximize availability of visual media and/or models.
- Clearly label items or equipment, if necessary.
- Allow for direct manipulation of material when appropriate.
- Get feedback from student when appropriate.
- Provide a reader when appropriate.
- For students with perceptual problems, avoid computer answer sheets. Allow alternative response modes (i.e. circles or dictation)
- Consider pacing.

Visually Impaired

Characteristics

A student with a visual impairment is one whose vision significantly interferes with functioning in a regular school program or, for preschool- age children, in learning tasks. Visual impairment is determined on the basis of a current examination by an ophthalmologist or optometrist, and the District Vision Specialist.

Recommended Accommodations, Modifications and Variations to the Curriculum:

NOTE: Visual Impairment varies by student and so do their specific needs. Please consult the student's IEP and with the assigned Visual Specialist to see what the student specifically needs to be successful.

Questioning

- Call on student by name to have them participate in discussion.
- Make sure everything that is visually displayed is verbally described.
- Provide the students with a printed outline so the discussion can be more easily followed.

Worksheets

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Enlarge to appropriate size (consult Vision Specialist), or have converted to Braille (whichever is appropriate) for the student.
- Scan materials and allow student to use text-to-speech software (i.e. [Natural Reader](#), free version).
- If available, allow student to use computer with screen magnification.
- Allow students to work in pairs to complete worksheets. Pair the visually impaired student with a print reader.
- Keep the format of the document visually clear and uncluttered.

Assessments

- Check students IEP to determine the accommodations needed in testing situations.
- Enlarge to appropriate size (consult Vision Specialist), or have converted to Braille (whichever is appropriate) for the student.
- Scan materials and allow student to use text-to-speech software (i.e. [Natural Reader](#), free version).
- If available, allow student to use computer with screen magnification.
- Allow extra time to complete tests.
- Read test to the student.
- Reader can record answers.
- Scantron type sheets are difficult for the VI student to use. Use an alternate form for recording of answers
- Bubble-in answer sheets are difficult for low vision students to use.
- Allow student to record answers on a separate sheet of paper.

Projects and Reports

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Enlarge project or have converted to Braille (whichever one is appropriate).
- Allow additional time for completion of project.
 - Encyclopedia articles can be ordered in Braille (free) from the ROSE Project at 1- 800-777-8552 (www.seedlings.org).
- Give the student and parent a checklist about what is due and when it is due.
- If appropriate, provide student enlarged samples for preview.
 - Provide for parent as well if they will be assisting their student with the project.
- Allow alternate methods of project presentation (i.e. PowerPoint, orally).
- If students are working in groups on the project, and depending on the abilities of the disabled student, have them participate as note taker, presenter, etc.
- Provide and review grading rubric so student knows how they will be graded.

Reading Assignments

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow additional time for low-vision readers as they may experience eye fatigue.
- Provide information on reading materials in advance to the case carrier, vision specialist or appropriate person so these materials can be ordered in the format that best benefits the student.
- Provide reading materials in advance to the appropriate individuals to be enlarged, scanned, converted to Braille, or recorded on tape.
 - Textbooks and books commonly used in educational settings are available on recorded tapes through [Recording for the Blind and Dyslexia](#). (NOTE: Students must be registered before ordering texts.) Many are also available through [BookShare.org](#).
 - Recreational books in recorded or Braille format can be ordered through the [Library for the Blind and Physically Handicapped](#) (lcweb.log.gov/nls/). This is a free service. NOTE: Student must be registered before ordering.
 - The local county library system may have many common texts already on audiocassette.

Writing

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Some low-vision students use dark, bold, or raised lined paper for writing assignments.
- Some students use a computer for written assignments.
- Allow use of speech-to-text software.
- Braille readers may Braille their assignments and have it transcribed into print.
 - NOTE: Meet with all involved parties to set time lines for the materials to be converted and given to you.
 - Some Braille readers use an electronic Braille note taker, such as a Braille' N Speak, for written assignments. (The assignment is input in Braille and then translated into a print copy for the classroom teacher to grade.)

Groups

- Depending on the abilities of the visually impaired student, they can be the note taker, the recorder, or the speaker for the group.

Note taking

- Visually impaired students may take notes on their Braille, electronic Braille note taker, computer, or may use a cassette recorder.
- Any notes written on the board should be said aloud for the visually impaired student.
- The visually impaired student should be seated as close to the board, overhead display or other devices used in the classroom as possible.
- Keep the information in a visually simple and organized format for all students with visual perceptual difficulties.
- Use high contrast writing tools when using the overhead, chalkboard, or dry erase board.
- If available, use of a Smart Board that is attached to the student's or a classroom computer can provide the student with an accessible version of the notes.
- If available, use of a Smart Board with text conversion software would enable the student to access the electronic version of the notes with a screen reading or voice output program.
- Allow use of speech-to-text software.

Presentations

- Verify student understands assignment instructions.
 - Use both oral and written instructions
- Allow the low-vision student to stand next to or beside the presenter.
- The presenter should avoid standing with his back to a window or bright light source to avoid glare.
- Allow the low-vision or blind child to touch any tactual items being presented either before or during the presentation.
- Some students may use telescopic devices for distance viewing.

Computer Use

- Make sure the computer systems to be used by students with visual impairments have the monitor at eye level and it is positioned so the students can view it at close quarters.
- Some students need only a small amount of magnification, which may be available on the accessibility menu of the computer.

- Some low-vision readers use a screen magnification program to access the computer screen.
- Some students with visual impairments use screen readers, text readers, or other voice output devices to provide them information about the contents of the screen
- Some Braille readers use a voice output program or a refreshable Braille display to access the computer screen.
- Provide headphones to the student so they can more effectively understand the speech output device of their computer by limiting extraneous noise and to limit the distraction experienced by other students from the speech generated by the VI student's computer.

Other Information for Visually Impaired

- It is essential that all materials that need to be enlarged or converted to Braille are given to the appropriate person well in advance of the assignment.
- Provide a supportive peer assistant.
- Identify yourself and other group members before beginning a conversation.
- Provide large print or Braille text for all materials the student will need.
- Allow extra time for student and peers to continue with activities of choice outside of school day or at home.
- Use books-on-tape whenever possible.
- Allow (and encourage to use) adaptive equipment and supplies as specified in their IEP or by the vision specialist.
- Make sure all areas the student will use are kept uncluttered.
- Review directions with the student.
- Use tactile or auditory signals when appropriate.
- Maximize availability of visual media and/or models.
- Clearly label items or equipment.
- Allow for direct manipulations of material when appropriate.
- Allow additional time for all assignments.

Visual Motor Integration and Written Expression Difficulties

- Allow for spelling errors. Grading should focus on content rather than mechanics.
- Allow student to write in whatever style is most comfortable for them (i.e. print instead of cursive).
- 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 Difficulties

- Highlight information to be learned.
- Keep written assignments and workspace free from extraneous and/or irrelevant distracters.
- 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 or overhead.
- Have student verbalize instructions before beginning task.
- To minimize frustrations, avoid crowded, cluttered worksheets.
 - Provide sufficient room for student to write answers.